

DECATUR PUBLIC SCHOOL DISTRICT #61  
BOARD OF EDUCATION  
AGENDA

Regular Meeting  
Enterprise Elementary/Montessori School  
Library  
Auditorium

May 22, 2018  
4:30 PM Open Session  
Closed Session Immediately Following  
6:30 PM Open Session Continuing

---

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

**Board of Education Mission Statement:**

*“As elected representatives of the Decatur community, the Board of Education aspires to make our schools high performing and visionary. We seek to collaborate with and inspire all our stake-holders to promote a student-centered, inclusive, value-driven environment in all our schools. The school board recognizes its fiduciary responsibilities and board members strive to be engaged and promote a culture conducive to learning.”*

**The Board of Education Core Values:**

Engaged ~ Collaborate ~ Inclusive ~ Excellence ~ Citizenship ~ Innovation

**IO 1.0 CALL TO ORDER**  
Roll Call

**IO 2.0 CALL FOR EXECUTIVE SESSION**  
The Board of Education will meet in Closed Executive Session to conduct an employee hearing, to discuss student matters, to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending litigation, Board self-evaluation and discussion of collective negotiating matters between the Board and representatives of its employees.

**IO 3.0 PLEDGE OF ALLEGIANCE**

**AI 4.0 APPROVAL OF AGENDA, MAY 22, 2018**

**IO 5.0 PUBLIC PARTICIPATION**

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

**IO 6.0 SPECIAL PRESENTATIONS AND DISTRICT HIGHLIGHTS**

- Dennis Lab School Presents New Fight Song

**School Spotlight**

- Enterprise Elementary/Montessori School

**AI 7.0 CONSENT ITEMS**

- A. Minutes: Open/Closed Meetings May 08, 2018
- B. Financial Conditions Report
- C. Treasurer's Report
- D. Food Service Contract Renewal
- E. Contract between Decatur Public School District 61 and Southern Regional Education Board (SREB)
- F. Purchase of Apple Devices for High School Students
- G. Job Description: Network Manager
- H. Ancillary Wages for 2018-2019

**AI 8.0 ROLL CALL ACTION ITEMS**

- A. Personnel Action Items
- B. Potential Discipline or Dismissal of a Security Officer
- C. Five-Year Strategic Plan for Decatur Public School District 61

**IO 9.0 SUPERINTENDENT'S REPORT**

- A. International Baccalaureate (IB) Update – Hope Academy Magnet School

**DI 10.0 BOARD DISCUSSION ITEMS**

- A. Board Committee Updates and other Discussion

**IO 11.0 ANNOUNCEMENTS**

**IO 12.0 IMPORTANT DATES**

**May** 24 Last Day of Student Attendance for PreK – 12

High School Registration for the 2018-2019 School Year

- May 29<sup>th</sup> – 12:00 PM to 7:00 PM
- May 30<sup>th</sup> – 7:00 AM to 4:00 PM
- May 31<sup>st</sup> – 12:00 PM to 7:00 PM

**Please contact the appropriate high school for any additional information.**

**June** 04 Summer Programs Begin, Monday through Friday,

- Camp Connections: K – 5<sup>th</sup> Grade Students, Hope Academy
  - 7:30 AM-2:30 PM
- Camp Discovery: 6<sup>th</sup> – 8<sup>th</sup> Grade Students, MHS
  - 8:30 AM- 3:30 PM
- Smash Jr. Camp: 2<sup>nd</sup> – 5<sup>th</sup> Grade Gifted Students, Dennis Lab School
  - 8:30 AM- 3:30 PM
- Smash Camp: 6<sup>th</sup> – 8<sup>th</sup> Grade Gifted Students, Millikin University
  - 8:30 AM- 3:30 PM

**Please Note: The Summer Camp Programs for K – 8<sup>th</sup> Grades ends on June 29, 2018.**

- June** 04 Summer School: Session I Begins at EHS and MHS for Middle and High School Students
- Monday through Friday, 8:00am to 12:00pm

**Please Note: Summer School Session I for Middle and High School Students ends on June 22, 2018.**

- July** 02 Session II Begins at EHS and MHS for Middle and High School Students
- Monday through Friday, 8:00am to 12:00pm
  - **There will be NO Summer School Session on July 04, 2018**

**Please Note: Summer School Session II for Middle and High School Students ends on July 23, 2018.**

**NEXT MEETING**

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, June 12, 2018, in the 1<sup>st</sup> Floor Board Room at the Keil Administration Building.

**13.0 ADJOURNMENT**

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

DATE/TIME: May 08, 2018

4:00 PM

LOCATION: Keil Administration Building  
3<sup>rd</sup> Floor Conference Room and  
1<sup>st</sup> Floor Board Room

PRESENT: Beth Nolan, Vice President  
Courtney Carson  
Sherri Perkins  
Kendall Briscoe  
Beth Creighton

ABSENT: Dan Oakes, President and Brian Hodges

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

Vice President Nolan noted that for the record, she will be seated in the Chair’s position as President Pro-tem for the May 08, 2018 Board of Education Meeting due to the absence of President Dan Oakes.

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

TOPIC	DISCUSSION	ACTION
<b>Call for Closed Executive Session</b>	Vice President Nolan called the meeting to order and moved into Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property, pending litigation and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Mrs. Creighton.	Board moved to Closed Executive Session at 4:00 PM.
	Hearing no questions, Vice President Nolan called for a Roll Call Vote: Aye: Creighton, Perkins, Briscoe, Nolan, Carson Nay: None Absent: Hodges and Oakes Roll Call Vote: 5 Aye, 0 Nay, 2 Absent	
<b>Return to Open Session</b>	Vice President Nolan motioned to return to Open Session, seconded by Mrs. Creighton. All were in favor.	Board returned to Open Session at 6:30 PM.
<b>Open Session Continued</b>	Vice President Nolan noted that for the record, she will be seated in the Chair’s position as President Pro-tem for the May 08, 2018 Board of Education Meeting due to the absence of President Dan Oakes.	

Vice President Nolan noted that the Board of Education had been in Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, security procedures,

TOPIC	DISCUSSION	ACTION
	<p>school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property, pending litigation and discussion of collective negotiating matters between the Board and representatives of its employees. No action was taken during Closed Executive Session.</p>	
<p><b>Pledge of Allegiance</b> <b>Approval of Agenda, May 08, 2018</b></p>	<p>Vice President Nolan led the Pledge of Allegiance.</p> <p>Superintendent Fregeau recommended the Board approve the May 08, 2018 Open Session Board Meeting agenda as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Perkins. All were in favor.</p>	<p>Agenda was approved as presented.</p>
<p><b>Public Participation</b></p>	<p>Vice President Nolan noted that during Public Participation, the Board of Education asked for the following:</p> <ul style="list-style-type: none"> <li>● Identify oneself and be brief</li> <li>● Comments should be limited to 3 minutes</li> </ul>	<p>Information only.</p>
	<p>Sara Kennedy, South Shores Staff Member, spoke to the Board regarding the success of the “Busy Bees” initiative at South Shores Elementary School. There will be a celebration/banquet at the school on Thursday, May 17<sup>th</sup> from 4:00pm to 5:30pm.</p>	
	<p>Suzanne Kreps, President of the Decatur Education Association (DEA), spoke to the Board regarding National Teachers Appreciation Day and their daily job duties and responsibilities. She also noted that the May 8<sup>th</sup> meeting was her last Board meeting and she thanked District 61. She will continue to give accolades regarding the District and asked the Board Members to listen to the teachers. She will be retiring at the end of the 2017-2018 school year.</p>	
<p><b>Special Presentations and District Highlights</b></p>	<p>District Highlights – Maria Robertson, Director of Community Engagement, recognized the African-American Innovators Exhibit, French Academy Magnet School and Eisenhower High School. The students’ exhibit is displayed at the African American Cultural and Genealogical Society Museum.</p>	<p>Information only.</p>
	<p>Mrs. Robertson recognized and thanked Scott Busboom, Cromwell Radio, for his prolonged support to District 61’s athletes for twenty years. Mr. Busboom continues to highlight our student athletes and their many accomplishments.</p>	
	<p>The school spotlight was Franklin Elementary School. Stephanie Strang, Principal at Franklin Elementary School, shared information as follows:</p> <ul style="list-style-type: none"> <li>● Demographics (Low-income, Mobility Rate)</li> <li>● Strengths (Trauma-informed, Dedicated and Caring Staff, Student Council, Math and FastBridge Pilots)</li> <li>● Discipline Data (Referrals have declined)</li> </ul>	

TOPIC	DISCUSSION	ACTION
<b>Special Presentations and District Highlights Continued</b>	<ul style="list-style-type: none"> <li>● Weakness (Literacy Scores)</li> <li>● Opportunities (Volunteers, Healthy Community Grant, Additional Elementary Athletic Programs)</li> <li>● Threats/Challenges (Staff and Sub Shortages, Student Mobility, Single Classrooms at the Intermediate Level)</li> </ul>	Information only.
Principal Strang would like to have a full-time RTI Specialist to focus on the academic needs for the students. This would be very beneficial for the students.		
<b>Consent Items</b>	<p>Superintendent Fregeau recommended the Board approve the Consent Items as presented, which included:</p> <ul style="list-style-type: none"> <li>A. Minutes: Open/Closed Meetings April 24, 2018</li> <li>B. Freedom of Information Report</li> <li>C. Monthly Bills</li> <li>D. Job Description: Secretary to the Special Education Alternative Program (SEAP) Principal</li> <li>E. Student Code of Conduct and Parent Handbook for the 2018-2019 School Year</li> <li>F. Illinois Elementary School Association (IESA) Membership 2018-2019</li> <li>G. Illinois High School Association (IHSA) Memberships 2018-2019 <ul style="list-style-type: none"> <li>● Eisenhower High School</li> <li>● MacArthur High School</li> </ul> </li> <li>H. Lease Agreement between the Decatur Public School District 61 and the Regional Office of Education (Milligan and Futures)</li> <li>I. Proposal for Independent Auditor Services (BKD): Decatur Public School District 61 and Macon-Piatt Special Education District</li> </ul>	Motion carried. The Consent Items were approved as presented.
<p>Mr. Carson moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no further discussion, Vice President Nolan called for a Roll Call Vote:  Aye: Nolan, Perkins, Carson, Creighton, Briscoe  Nay: None  Absent: Hodges and Oakes  Roll Call Vote: 5 Aye, 0 Nay, 2 Absent</p>		
<b>Personnel Action Items</b>	<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>Mr. Carson moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no further discussion, Vice President Nolan called for a Roll Call Vote:  Aye: Creighton, Briscoe, Perkins, Carson, Nolan  Nay: None  Absent: Hodges and Oakes  Roll Call Vote: 5 Aye, 0 Nay, 2 Absent</p>	Motion carried. The Personnel Action Items were approved as presented.

TOPIC	DISCUSSION	ACTION
<b>Assessment Pilot</b>	<p>Superintendent Fregeau recommended the Board approve the Assessment Pilot as presented.</p> <p>Mrs. Perkins moved to approve the recommendation, seconded by Mrs. Creighton.</p> <p>Charlotte Thompson, Director of Curriculum and Instruction-Elementary, and Anthony Mansur, Assessment Administrator, presented information on this item. They also recommended the following:</p> <ul style="list-style-type: none"> <li>• Keep NSGRA and evaluate at the end of 2019</li> <li>• FastBridge Assessments for K-8</li> <li>• SAEBR given to all students at least two times per year (Fall/Spring)</li> <li>• SAEBR given to all Tier 2-3 students quarterly</li> <li>• FastBridge 9-12 for progress monitoring only</li> </ul> <p>Measurable growth (very efficient) will be available through FastBridge.</p> <p>Hearing no further discussion, Vice President Nolan called for a Roll Call Vote:                      Aye: Nolan, Perkins, Briscoe, Carson, Creighton                      Nay: None                      Absent: Hodges and Oakes                      Roll Call Vote: 5 Aye, 0 Nay, 2 Absent</p>	<p>Motion carried. The Assessment Pilot was approved as presented.</p>
<b>Supt.'s Report</b>	<p>None at this time.</p>	<p>Information only.</p>
<b>Board Discussion Items</b>	<p><u>Board Committee Updates</u></p> <p>Mrs. Creighton noted that she and Mr. Carson have a Discipline Action Committee (DAC) meeting on Thursday, May 10, 2018. She and Mr. Hodges have a Schedule B meeting next Thursday, May 17, 2018. She had an Appraisal Action Committee (AAC) meeting on April 25, 2018. The AAC was currently working on the appraisal tool used for teachers.</p> <p><u>Board Discussion</u></p> <p>Mrs. Creighton noted and thanked Officer Hale and Officer St. Pierre, who facilitated the ALICE (Alert, Lockdown, Inform, Counter and Evacuate) training with the Board Members. She asked if there were any remaining ALICE drills at the school buildings. Assistant Superintendent Dugan replied that he will ask. Mrs. Creighton asked how often drills would take place in the buildings once all trainings were completed. Assistant Superintendent Dugan replied that drills would be scheduled through the NaviGate system.</p> <p>Mrs. Creighton noted that show choir students were not all enrolled in District 61 and practices will take place off of school property. Dr. Todd Covault replied that the show choir programs were not a part of District 61, but they previously rented space and may continue to do so.</p>	<p>Information only.</p>

TOPIC	DISCUSSION	ACTION
<b>Board Discussion Items Continued</b>	<p>Parents should be reminded that show choirs are not sponsored by District 61 and they should have their own insurance coverage. Notification to parents and others should state that show choirs are a separate entity.</p> <p>Vice President Nolan asked for an update on students being a part of the Board of Education. Superintendent Fregeau replied that there were nine applicants and interviews were forthcoming. Mr. Carson and Mrs. Creighton had volunteered to assist with interviewing the students too.</p> <p>Mrs. Perkins asked how many students were being selected. Superintendent Fregeau replied four out of the nine, one junior and one senior from each high school.</p> <p>Vice President Nolan noted that the Board Members were scheduled to have a retreat on June 14, 2018. She asked if any Board Members wanted to discuss any specific topics. A draft agenda will be sent to the Board Members to review.</p> <p>Vice President Nolan noted that this school year there were roving Board meetings in the school buildings. She asked the Board Members if they would like to continue. Mrs. Creighton replied that schools embraced them and took pride in having the Board meetings there. Mrs. Briscoe replied that we should ask the schools because we do not want to be a hardship. Mr. Carson replied that the Board room was designed for these meetings and he wasn't sure why we were moving around, especially after the ALICE training. Mrs. Perkins asked if it was a hardship. Superintendent Fregeau replied yes it was a hardship. Mr. Carson noted that the Board Members should visit the schools more often and mingle with the students and staff.</p> <p>Superintendent Fregeau noted that the District was investing in better software and cameras for Board meeting viewing purposes.</p> <p>Mrs. Robertson noted that there was not a lot of feedback regarding Facebook live; more staff watches versus parents.</p>	Information only.
<b>Announcements</b>	<p>The Board of Education sends condolences to the family of:</p> <p>Marvin "Sunny" Ritter, who passed away Monday, April 23, 2018. Mr. Ritter was the father of Patti Janes, Parent Liaison and Part-time Secretary at South Shores Elementary School.</p> <p>Walter Norman Koerwitz, who passed away Tuesday, April 24, 2018. Mr. Koerwitz was the father of Chris Koerwitz, Special Education Administrator for Macon-Piatt Special Education District.</p> <p>Shannon Nicole Shepherd, who passed away Saturday, April 28, 2018. Ms. Shepherd was the niece of Eldon Conn, Principal at South Shores Elementary School.</p>	Information only.



TOPIC	DISCUSSION	ACTION
<b>Important Dates</b>	<b>May</b> 07-11 Elementary Art Show	Information only.
	- Madden Arts Center, Reception on May 11	
	10 Secondary Choral Festival	
	- MacArthur High School	
	11 MHS Life Skills Graduation and Dance	
- 11:30 AM, Auditorium		
19 Class of 2018 Graduation Ceremonies		
- 5:00 PM, MHS Field (weather permitting)		
- 7:30 PM, EHS Field (weather permitting)		

**Please Note: If there is inclement weather on this date, the ceremonies will take place in the gymnasium of each high school.**

24 Last Day of Student Attendance for PreK – 12

High School Registration for the 2018-2019 School Year

- May 29<sup>th</sup> – 12:00 PM to 7:00 PM
- May 30<sup>th</sup> – 7:00 AM to 4:00 PM
- May 31<sup>st</sup> – 12:00 PM to 7:00 PM

**Please contact the appropriate high school for any additional information.**

**NEXT MEETING**

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, May 22, 2018 in the Auditorium at Enterprise Elementary-Montessori School, 2115 S. Taylor Road, Decatur, IL 62521.

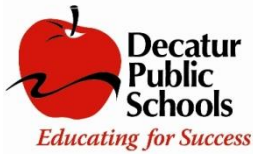
<b>Adjournment</b>	Vice President Nolan asked for a motion to adjourn. Mrs. Perkins moved to adjourn, seconded by Mrs. Briscoe. All were in favor.	Board adjourned at 7:51 PM.
--------------------	---	-----------------------------

---

Beth Nolan, Vice President

---

Melissa Bradford, Board Secretary



## Board of Education Decatur Public School District 61

<b>Date:</b> May 22, 2018	<b>Subject:</b> Monthly Financial Conditions Report
<b>Initiated By:</b> Todd Covault, EdD, Chief Operational Officer	<b>Attachments:</b> Financial Conditions Report
<b>Reviewed By:</b> 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 April, the tenth month of FY18, the Macon-Piatt Special Education District has expended 88.43% of its overall budget; Decatur 61 has expended 76.55% of its overall budget.

As of May 14, 2018, the State Comptroller is holding FY18 ISBE vouchers in the amount of \$1,643,872.97 of which \$900,561 is associated with transportation and \$596,388 is associated with the Early Childhood Block Grant.

The District’s April 2018 month-end education fund balance is \$16,943,635; the April 2017 month-end education fund balance was \$11,982,171.

**FINANCIAL CONSIDERATIONS:**

n/a

**STAFF RECOMMENDATION:**

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

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_

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

<u>Fund</u>	<u>Fund Balance 07/01/17</u>	<u>Revenues To Date</u>	<u>Expenditures To Date</u>	<u>Net Cash Flow</u>	<u>Change in Fund Balance</u>	<u>Balance 04/30/18</u>	<u>Estimated Balance 06/30/18</u>
<b>DISTRICT # 61</b>							
<b>Education</b>	\$15,564,040	\$69,477,155	\$68,097,560	\$1,379,595	\$0	<b>\$16,943,635</b>	<b>\$ 15,704,445</b>
<b>Operation &amp; Maintenance</b>	\$4,167,372	\$1,879,206	\$4,658,208	(\$2,779,002)	\$0	<b>\$1,388,370</b>	<b>\$ 3,549,492</b>
<b>Debt Service</b>	\$2,016,514	\$5,578,341	\$5,860,473	(\$282,132)	\$0	<b>\$1,734,382</b>	<b>\$ 1,791,289</b>
<b>Transportation</b>	\$2,238,943	\$5,623,429	\$4,994,205	\$629,224	\$0	<b>\$2,868,167</b>	<b>\$ 2,207,210</b>
<b>IMRF</b>	\$1,727,272	\$1,539,591	\$2,041,124	(\$501,533)	\$0	<b>\$1,225,739</b>	<b>\$ 2,062,711</b>
<b>Social Security/Medicare</b>	\$2,703,155	\$817,546	\$1,512,935	(\$695,389)	\$0	<b>\$2,007,766</b>	<b>\$ 2,527,259</b>
<b>Capital Projects Fund</b>	\$1,100,537	\$3,284,631	\$1,288,943	\$1,995,688	\$0	<b>\$3,096,225</b>	<b>\$ 3,043,837</b>
<b>Working Cash</b>	\$4,713,279	\$2,376,998	\$2,700,000	(\$323,002)	\$0	<b>\$4,390,277</b>	<b>\$ 4,698,064</b>
<b>Tort Immunity/Judgment</b>	\$2,926,203	\$1,434,891	\$1,536,577	(\$101,686)	(\$297,764)	<b>\$2,526,753</b>	<b>\$ 3,001,678</b>
<b>Fire Prevention/Safety</b>	\$3,634,915	\$201,115	\$498,237	(\$297,122)	\$0	<b>\$3,337,793</b>	<b>\$ 3,389,019</b>
<b>Totals District 61</b>	<b>\$40,792,230</b>	<b>\$92,212,903</b>	<b>\$93,188,262</b>	<b>(\$975,359)</b>	<b>(\$297,764)</b>	<b>\$39,519,107</b>	<b>\$41,975,004</b>
<b>Macon-Piatt Special Ed District</b>	<b>\$3,312,959</b>	<b>\$21,169,265</b>	<b>\$17,844,953</b>	<b>\$3,324,312</b>	<b>\$0</b>	<b>\$6,637,271</b>	<b>\$ 3,312,959</b>

**Macon-Piatt Special Education District**  
**Report Date: April 2018**  
**Financial Condition as of April 30, 2018**

**Percent of year passed: 83%**

	<b>Revenues</b>	<b>Adopted Budget</b>	<b>Actual Y-T-D</b>	<b>Percent Received/Used</b>
12	Education	20,179,245	21,169,265	104.91%
22	Operation & Maintenance	-	-	0.00%
42	Transportation	-	-	0.00%
52	IMRF	-	-	0.00%
	<b>Total Revenues</b>	<u>20,179,245</u>	<u>21,169,265</u>	<u>104.91%</u>

**Expenditures**

12	Education	18,735,148	16,796,679	89.65%
22	Operation & Maintenance	272,770	111,994	41.06%
42	Transportation	24,150	8,143	33.72%
52	IMRF	1,147,177	928,137	80.91%
	<b>Total Expenditures</b>	<u>20,179,245</u>	<u>17,844,953</u>	<u>88.43%</u>

**Net Cash**

Total Revenues	20,179,245	21,169,265	104.91%
Total Expenditures	<u>20,179,245</u>	<u>17,844,953</u>	88.43%
Net Cash	<u>-</u>	<u>3,324,312</u>	

**Fund Balances**

	<b>Actual</b>
12 Education	<u>6,637,271</u>

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

**Percent of year passed: 83%**

	<b>Revenues</b>	<b>Budget</b>	<b>Actual Y-T-D</b>	<b>Percent Received/Used</b>	<b>FY 17 Percent Received/Used As Of 4/30/17</b>
10	Education	89,690,637	69,477,155	77.46%	70.63%
20	Operation & Maintenance	5,334,460	1,879,206	35.23%	71.00%
30	Debt Service	7,314,775	5,578,341	76.26%	67.60%
40	Transportation	6,631,733	5,623,429	84.80%	69.53%
50	IMRF	2,665,983	1,539,591	57.75%	20.75%
51	Social Security	1,794,265	817,546	45.56%	67.34%
60	Capital Projects	3,670,000	3,284,631	89.50%	86.83%
70	Working Cash	2,684,785	2,376,998	88.54%	45.78%
80	Tort Immunity/Judgment	2,772,375	1,434,891	51.76%	46.73%
90	Fire Prevention/Safety	354,105	201,115	56.80%	51.45%
	<b>Total Revenues</b>	<b>122,913,118</b>	<b>92,212,903</b>	<b>75.02%</b>	<b>69.15%</b>

**Expenditures**

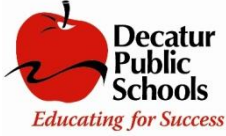
10	Education	89,550,232	68,097,560	76.04%	76.11%
20	Operation & Maintenance	5,952,340	4,658,208	78.26%	74.32%
30	Debt Service	7,540,000	5,860,473	77.73%	73.48%
40	Transportation	6,663,466	4,994,205	74.95%	57.74%
50	IMRF	2,330,544	2,041,124	87.58%	79.62%
51	Social Security	1,970,161	1,512,935	76.79%	75.85%
60	Capital Projects	1,726,700	1,288,943	74.65%	48.47%
70	Working Cash	2,700,000	2,700,000	100.00%	0.00%
80	Tort Immunity/Judgment	2,696,900	1,536,577	56.98%	45.24%
90	Fire Prevention/Safety	600,000	498,237	83.04%	48.40%
	<b>Total Expenditures</b>	<b>121,730,343</b>	<b>93,188,262</b>	<b>76.55%</b>	<b>73.14%</b>

**Net Cash**

Total Revenues	122,913,118	92,212,903	75.02%
Total Expenditures	121,730,343	93,188,262	76.55%
<b>Net Cash</b>	<b>1,182,775</b>	<b>(975,359)</b>	

**Fund Balances**

	<b>Actual</b>	
10	Education	16,943,635
20	Operation & Maintenance	1,388,370
30	Debt Service	1,734,382
40	Transportation	2,868,167
50	IMRF	1,225,739
51	Social Security	2,007,766
60	Capital Projects	3,096,225
70	Working Cash	4,390,277
80	Tort Immunity/Judgment	2,526,753
90	Fire Prevention/Safety	3,337,793
	<b>Total Funds</b>	<b>39,519,107</b>



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

<b>Date:</b> May 22, 2018	<b>Subject:</b> Treasurer's Report
<b>Initiated By:</b> Todd Covault, EdD, Chief Operational Officer	<b>Attachments:</b> Treasurer's Report
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

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

**CURRENT CONSIDERATIONS:**

N/A

**FINANCIAL CONSIDERATIONS:**

N/A

**STAFF RECOMMENDATION:**

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

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

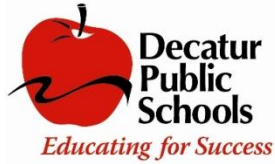
**BOARD ACTION:** \_\_\_\_\_

**DECATUR PUBLIC SCHOOL DISTRICT #61**

**TREASURER'S REPORT**

**April 2018**

	Cash/Investments as of 03/31/18	Receipts	Disbursements	Change/Interest	Cash/Investments as of 04/30/18
Education	17,480,274.14	10,474,596.59	9,802,708.16	35,570.20	18,187,732.77
Operations & Maintenance	1,826,121.32	7,308.71	447,735.20	1,875.27	1,387,570.10
Debt Service	1,540,207.53	380,434.73	187,657.50	1,398.15	1,734,382.91
Transportation	3,149,281.47	901,397.19	1,201,820.95	2,460.42	2,851,318.13
IMRF	1,292,703.38	94,675.04	163,076.41	1,437.75	1,225,739.76
Social Security	2,128,774.79	1,411.73	125,128.96	2,710.58	2,007,768.14
Capital Projects	3,080,264.08	13,245.00	120.00	2,835.65	3,096,224.73
Working Cash	4,388,331.64	0.00	0.00	1,945.29	4,390,276.93
Tort/Judgment Immunity	2,596,856.61	0.00	93,392.66	3,288.89	2,506,752.84
Fire Prevention & Safety	3,338,937.17	0.00	4,841.62	3,696.31	3,337,791.86
Macon-Piatt Special Education	7,260,319.64	1,145,252.22	1,774,499.10	5,598.12	6,636,670.88
Activities	579,172.30	46,244.05	66,681.53	645.04	559,379.86
	48,661,244.07	13,064,565.26	13,867,662.09	63,461.67	47,921,608.91
				Dr. Todd Covault	04/30/18



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

<b>Date:</b> May 22, 2018	<b>Subject:</b> Food Service Contract Renewal
<b>Initiated By:</b> Todd Covault, EdD, Chief Operational Officer	<b>Attachments:</b> <ul style="list-style-type: none"> <li>• Justification Letter</li> <li>• Contract Renewal Agreement for Food Management Services – Nonprofit Food Service Program</li> </ul>
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

On April 28, 2015 the Board awarded the food service contract to ARAMARK. In accordance with the United States Department of Agriculture (USDA) regulations, the District is allowed to issue four renewals to this contract based upon the Consumer Price Index for Food Away from Home (CPI – FAFH).

**CURRENT CONSIDERATIONS:**

The contract for FY 2018-19 would be the third renewal allowed under the USDA regulations.

**FINANCIAL CONSIDERATIONS:**

The FY 2018-19 contract renewal provides an increase of 2.5% (based upon CPI - FAFH) over the current year, FY 2017-18.

The District’s food service program has historically been a self-sufficient program that does not require additional District revenues to operate. The revenues received through the Federal National School Lunch Program and the Illinois Free Lunch and Breakfast Program reimbursement as well as direct payments received have been adequate to offset this additional increase.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the FY 2018-19 Contract Renewal Agreement for Food Management Services with ARAMARK as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_





Decatur Public School District 61  
101 W. Cerro Gordo St. Decatur, IL. 62523  
ATTN: Dr. Todd Covault

Dear Dr. Covault

The attached Contract Renewal Agreement for Food Management Services sets forth the per meal prices for the 2018-2019 School Year, along with the percentage increase in the per meal prices over such period. The increase in per meal rates is directly correlated to the increase in the Consumer Price Index ("CPI") as determined by the U.S. Department of Labor and as specifically identified in the Food Service Management Agreement between Decatur Public School District 61 and Aramark. Such rate increase is needed to address the increases in Aramark's food and supply costs over the past year assuming NO PROGRAM CHANGES.<sup>1</sup> It is therefore critical that Aramark receive the full amount of the contractually permitted CPI increase in light of inflationary increases in Aramark's costs.

The points set forth below provide additional information on Aramark's actual and anticipated increased costs.

Based on current government and industry forecasts we expect to see an overall inflation rate for the remainder of the current school year and into the 2018-2019 school year of 2.77% to 3.07%, which is higher than the average has been in the past 2 year and exceed the 20 year historical average Consumer Price Index for Food Away From Home. Severe weather during recent growing season will limit supplies and keep prices above average for commonly used fruits and vegetables. The financial impact of ensuring that food products used in reimbursable meals contain substantial amount of domestic product and are produced in the United States is also expected to contribute to increased costs especially for fruits and vegetables. A combination of factors, such as, major weather events and global market upheavals will continue to have a negative impact on supplies and therefore, the cost of several commodity categories will continue to be affected. Fruits prices are expected to increase 4% to 5% through 2018 while fresh vegetables should experience a more moderate increase of 0.5%. Cereals and bakery products are expected to increase 0.5% to 1.5% but we anticipate higher commercial price increases as manufacturers begin to reformulate enriched grain products and pass along those costs to meet the new demand anticipated as a result of new menu flexibilities announced by the USDA. Poultry and poultry products are lower cost proteins used extensively in school meal programs so the anticipated inflation increase of 1.5% to 2.5% will have a negative impact on overall meal costs. Consumer demands for 'cleaner' label products in school meals and regulatory actions around food labeling are also pushing manufacturers to reformulate products resulting in higher costs on finished products.

It is unknown at this time what the reimbursement rates for next school year will be but typically annual rate increases barely keep up with actual inflation rates and do not extend to cover other market pressures such as crop shortages and reformulation costs. The commodity value rate is scheduled to increase only 1% for the 2018-2019 school year, significantly short of the anticipated inflation projections.

---

<sup>1</sup> NOTE: Any program changes such as participation in local procurement and tracking programs such as FarmLogix or product conversion to antibiotic-free chicken will result in additional substantial food cost increases that are NOT included in this analysis.

Additional factors that we believe will continue to negatively impact food costs beyond normal inflationary rates next year include:

- A significant portion of the reimbursement rates pays for labor which has increased due to governmental and societal pressures to increase wages especially in lower wage brackets.
- Student research indicates that including meats and meat alternates on breakfast menus is important for maximizing student participation and satisfaction. USDA research shows that breakfast costs typically exceed reimbursement rates but there is still no move to close this gap with increased federal funding. Therefore, it is essential to include these higher cost items on breakfast menus to achieve this balance.
- Menu planners continue to struggle to meet minimum calories for reimbursable meals due to the reduced fat content of many products used in the K-12 market. While it is desirable to allow students unlimited quantities of fruits and vegetables to fill this calorie gap, the cost for these foods are expected to remain high into next school year. In addition because of the low caloric density of fruits and vegetables we often still need to incorporate larger portion sizes or extra menu items to ensure that sufficient calories are provided which can increase overall food cost per meal.
- Similarly we find that with smaller portions driven by need to control calories, fats and sodium results in a higher overall menu take rate as students choose more menu items per meal to meet personal needs. This increased take rate translates into an additional cost per meal.

Please feel free to contact me at: 331-212-1048 if you have any questions.

Sincerely,



Melissa Pementel  
District Manager

Date of Original Contract July 1, 2015			
Year of Renewal (Circle)			
1	2	3	4

**Contract Renewal Agreement for  
Food Management Services  
Nonprofit Food Service Program**

This document contains the rates and fees for the furnishing of food service management for nonprofit food service programs for the period beginning July 1, 2018, and ending June 30, 2019. The terms and conditions of the original contract are applicable to the contract renewal. Upon acceptance, this document shall constitute the contract renewal between the Food Service Management Company (FSMC) and the School Food Authority.

The FSMC shall not plead misunderstanding or deception because of the character, location, or other conditions pertaining to the contract.

PER MEAL PRICES MUST BE QUOTED AS IF NO USDA  
COMMODITIES WILL BE RECEIVED

	2017-2018 Rate	2018-2019 Rate**	Percentage Increase***
1. Reimbursable Breakfasts	1. \$ 1.7318	1. \$ 1.7750	1. 2.5%
2. Reimbursable Breakfasts—Meal Rate Fee	2. _____	2. _____	2. XXXXXXXX
3. Reimbursable Lunches*	3. \$ 2.4696	3. \$ 2.5313	3. 2.5%
4. Reimbursable Lunches—Meal Rate Fee	4. _____	4. _____	4. XXXXXXXX
5. Suppers	5. \$ 2.8863	5. \$ 2.9584	5. 2.5%
6. A la Carte Equivalent Fee*	6. \$ 2.4696	6. \$ 2.5313	6. 2.5%
7. Summer School Breakfasts	7. _____	7. _____	7. _____
8. After-School Snacks	8. \$ 0.8921	8. \$ 0.9144	8. 2.5%
9. Special Milk	9. \$ 0.3148	9. \$ 0.3226	9. 2.5%
10. Summer School Lunches	10. _____	10. _____	10. _____

\*Rates must be the same.

\*\*Rates must not be rounded up. Do not exceed four decimal places.

\*\*\*Percentage increase must not exceed the allowable increase established in the original contract.

<u>Aramark Educational Services, LLC</u>		
<u>Food Service Management Company</u>		
<u>1101 Market Street</u>		
<u>Street Address</u>		
<u>Philadelphia</u>	<u>PA</u>	<u>19107</u>
<u>City</u>	<u>State</u>	<u>Zip Code</u>

By submission of this proposed renewal agreement, the FSMC certifies that, in the event they receive a renewal award under this solicitation, the FSMC shall operate in accordance with all applicable current program regulations. This agreement shall not exceed one year.

<u><i>Brian C Hicks</i></u>	<u>Vice President/hicks-brian@aramark.com</u>	<u>5/11/18</u>
<u>Authorized Signature</u>	<u>Title / e-mail address</u>	<u>Date</u>

**Acceptance of Contract Renewal Agreement**

<u>Decatur Public School District 61</u>	<u>39-055-0610-25</u>
<u>School Food Authority</u>	<u>Agreement Number</u>
<u>Authorized Signature</u>	<u>Title / e-mail address</u>
	<u>Date</u>

## Contract Renewal Agreement Certification Form 2018–2019

The *Contract Renewal Agreement Certification Form* must be completed and signed by the school food authority's (SFA's) authorized representative. A copy of this form must be submitted by the SFA along with copies of all applicable, required contract renewal documents listed in Section C below.

### A. School Food Authority Information

Agreement Number (RCDT Code) 39-055-0610-25

School Food Authority Decatur Public School District 61

Contractor Name Aramark Educational Services, LLC

### B. General Contract Information

Contract Type:      FSMC            Vended            FSMC—Vended            Other

Programs:            Lunch            Breakfast            Special Milk            Afterschool Snack  
  Summer Meals                           Child and Adult Care Food Program

### C. Required Documentation

Submit copies of the following documents.

- *Contract Renewal Agreement*, signed by both parties;
- *Contract Renewal Agreement Certification Form 2018–2019*, signed by the SFA's authorized representative;
- *Food-Based Meal Pattern Contract Amendment*, if applicable, signed by both parties;
- Certification forms, as applicable, signed annually by the contractor
  - If the annual contract is \$25,000 or more—Signed copy of the *Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions*,
  - If the annual contract is over \$100,000—Signed copy of the *Certificate Regarding Lobbying—Contracts, Grants, Loans, and Cooperative Agreements*,
  - If the annual contract is over \$100,000 and any funds other than Federal appropriated funds have been used for lobbying—Signed copy of the *Disclosure of Lobbying Activities*; and
- Any other amendments for non-material allowable contract changes accompanied by written justification for the amendment.

### D. Contract Renewal Terms

Per the contract renewal terms stated in the contract, the maximum allowable percentage increase that may be applied to the fixed meal rates and fixed management fees is as follows (refer to the contract for renewal terms; check the appropriate box):

- |   |      |
|---|------|
| <input checked="" type="checkbox"/> CPI—Food Away From Home (Dec) | 2.5% |
| CPI—All (Dec)   | 2.1% |
| CPI—Food (Dec)  | 1.6% |
| Other (specify) _____   |      |

**E. Certification Statement**

Under the provisions of the United States Department of Agriculture, Food and Nutrition Service, I certify as a sponsor in the Child Nutrition Programs all information contained in the executed *Contract Renewal Agreement* and accompanying contract renewal documents is true and accurate.

I understand the nonprofit school food service program account cannot be used to pay for unallowable contract costs. As authorized representative for the school food authority noted above, I will ensure operation of the nonprofit school food service program, including use of nonprofit school food service program account funds, is in compliance with the rules and regulations of the Illinois State Board of Education and the United States Department of Agriculture regarding Child Nutrition Programs.

I understand revisions cannot be made to the executed *Invitation for Bid and Contract* without first submitting proposed revisions to the Illinois State Board of Education for review and receiving written notification the proposed revisions are allowable within the regulatory guidelines. Furthermore, I understand additional documents and/or agreements, including those developed by the contractor, cannot become part of the executed contract.

I understand all contract information provided to the Illinois State Board of Education is being given in connection with the receipt of federal funds and deliberate misrepresentation may subject me to prosecution under applicable state and federal criminal statutes. Further, I understand such misrepresentation could result in the loss of federal and state funding received by the school food authority for School-Based Child Nutrition Programs.

I certify that all contract provisions, including those relating to USDA Foods, including the utilization by the FSMC/Vendor of USDA Foods to the maximum extent possible have been met.

School Year 2018 USDA Foods Entitlement Amount (A) \$ 334,103.35  
Amount of USDA Foods credited to the SFA by the FSMC/Vendor (B) \$ 283,987.84  
USDA Foods Entitlement Utilization Percentage (B / A) % 85

\_\_\_\_\_  
Authorized Representative Signature Title e-mail Date

**Mail, fax, or email to:** Nutrition and Wellness Programs  
Illinois State Board of Education  
100 North First Street W270  
Springfield, IL 62777-0001  
Fax: 217-524-6124  
Email: kshelton@isbe.net

**Please submit documents only once.** For example, do not fax and mail. Only one copy of each set of documents is necessary. **All original documents should be retained in the SFA's files.**

ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.**

**CERTIFICATION**

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- (2) It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
- (3) It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
- (4) It will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions*, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Aramark Educational Services, LLC  
*Organization Name*

Decatur Public School District 61  
*PR/Award Number or Project Name*

Brian Hicks  
*Name of Authorized Representative*

Vice President  
*Title*

  
*Original Signature of Authorized Representative*

5/11/18  
*Date*

**Instructions for Certification**

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at <http://www.sam.gov>.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

**CERTIFICATE REGARDING LOBBYING**

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Aramark Educational Services, LLC

*Organization Name*

Decatur Public School District 61

*PR/Award Number or Project Name*

Brian Hicks

*Name of Authorized Representative*

Vice President

*Title*



*Original Signature of Authorized Representative*

5/11/18

*Date*

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street  
Springfield, IL 62777-0001

DISCLOSURE OF LOBBYING ACTIVITIES

**\*\*NOT APPLICABLE\*\***

Directions: Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION

a. Contract  b. Grant  c. Cooperative agreement  d. Loan  e. Loan guarantee  f. Loan insurance

2. STATUS OF FEDERAL ACTION

a. Bid/offer/application  b. Initial award  c. Post-award

3. REPORT TYPE

a. Initial filing  b. Material change  For material change only: \_\_\_\_\_ Year \_\_\_\_\_ Quarter \_\_\_\_\_ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY

Prime  Subawardee, Tier \_\_\_\_\_, if known \_\_\_\_\_ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME

\_\_\_\_\_ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY

7. FEDERAL PROGRAM NAME/DESCRIPTION

\_\_\_\_\_ CFDA Number, if applicable

8. FEDERAL ACTION NUMBER, if known

9. AWARD AMOUNT, if known

\$ \_\_\_\_\_

10a. NAME AND ADDRESS OF LOBBYING ENTITY  
(If individual, last name, first name, MI)

b. INDIVIDUALS PERFORMING SERVICES  
(Including address if different from No. 10a) (last name, first name, MI)

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

11. AMOUNT OF PAYMENT (check all that apply)

\$ \_\_\_\_\_  Actual  Planned

12. FORM OF PAYMENT (check all that apply)

a. Cash  b. In-kind; specify: nature \_\_\_\_\_ value \_\_\_\_\_

13. TYPE OF PAYMENT (check all that apply)

a. Retainer  b. One-time fee  c. Commission  
 d. Contingent fee  e. Deferred  f. Other, specify \_\_\_\_\_

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.

15.  YES  NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

ORIGINAL SIGNATURE

PRINT NAME OR TYPE

TITLE

TELEPHONE NUMBER

DATE

*Brian C Hicks*

Brian Hicks

Vice President

215-238-3000

5/11/12



**INSTRUCTIONS FOR COMPLETION OF  
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

*Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.*

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street  
Springfield, Illinois 62777-0001

**CONTINUATION SHEET  
DISCLOSURE OF LOBBYING ACTIVITIES**

---

REPORTING ENTITY

---



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

<b>Date:</b> May 22, 2018	<b>Subject:</b> Southern Regional Education Board (SREB)
<b>Initiated By:</b> Dr. Joshua Peters, Director of Curriculum and Instruction, Secondary and Mike Dugan, Assistant Superintendent	<b>Attachments:</b> Contract
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

During the 2016-2017 school year, the Southern Regional Education Board (SREB) completed an independent audit of our two middle schools. The SREB works with schools to improve public education at every level. SREB helps educators strengthen student learning with professional development, proven practices and curricula. The instructional audit included classroom observations, teacher and student surveys, data collection and stakeholder interviews. Following the audit, SREB provided site based workshops that allowed the principals, teachers and counselors to work in teams to identify the needs of both buildings.

**CURRENT CONSIDERATIONS:**

Next year, we will be giving a core group of teachers from both Thomas Jefferson Middle School (TJMS) and Stephen Decatur Middle School (SDMS) additional support and training in their classrooms. We will also continue to provide Site Development Workshops at both schools to guides teachers in planning literacy-based assignments that engage students in deeper learning to advance content and literacy achievement. Our overall goal is to have teachers plan and integrate assignments across the curriculum that require students to comprehend and analyze discipline-specific, grade-level texts and write products that demonstrate a deep understanding of the content.

**FINANCIAL CONSIDERATIONS:**

The total amount for this purchase is \$28,050.00. This purchase is budgeted under the existing professional development budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Contract in the amount of \$28,050.00 between Decatur Public School District 61 and the Southern Regional Education Board (SREB) in order to continue the collaboration and partnership as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_

# CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/HIGH SCHOOLS THAT WORK AND DECATUR PUBLIC SCHOOLS, IL

**Contract Effective Dates from July 1, 2018 – June 30, 2019**

Decatur Public Schools proposes to use elements of the Southern Regional Education Board (SREB) Making Middle Grades Work (MMGW) framework to graduate more students' college ready, career ready or both. SREB has committed to work with Decatur Public Schools in its efforts to raise student achievement by supporting the continuous improvement cycle at Decatur School District 61 by working with school administrators, teachers and central office staff. The purpose of this partnership is to improve student achievement and readiness for high school so that all students are prepared for further study in a high-wage, high-demand career. The following plan will help provide additional support to the already existing grade level/subject level curriculum design, programs and supports systems that Decatur School District 61 has in place or will be providing over the course of the next three years. This document constitutes the contract for the services to be provided by SREB.

## **Historical Information**

**The Southern Regional Education Board:** The Southern Regional Education Board (SREB), headquartered in Atlanta in the United States, is passionate about and committed to school reform and school leader preparation and development. The southern region of the United States has historically had higher poverty levels and lower educational achievement than the rest of the country. In 1948, Southern governors, recognizing the link between education and economic vitality, created SREB as an organization to improve public education at every level. High Schools That Work is the nation's largest school improvement initiative for high school leaders and teachers.

## **Experience**

SREB's experience and commitment to collaborative school improvements efforts are intently focused on school practices and statewide policy that will improve reading, writing and math skills so that students transition from elementary to middle and middle to high successfully then graduate from high school ready to succeed in college and careers. With over 120 full-time employees and hundreds of highly qualified consultants from across the region and nation, we focus on critical issues that hold the promise of improving quality of life by advancing public education. The region's track record shows that setting goals and maintaining the commitment to work toward them can make a difference.

MMGW and HSTW were founded on the belief that most students can master essential college- and career-readiness standards in English/reading, mathematics, science, social studies and quality career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. Many teachers and school leaders lack an understanding of the standards and strategies to bridge the gap from current practice to the requirements of new standards. SREB has the ability to develop school administrators' and teachers' ability to successfully implement the Illinois standards in order to enhance student achievement.

## Expectations

Each school/district that enters into partnership with SREB for support agrees to implement key aspects of the design agrees to meet minimum expectations for participation in the state and national MMGW networks. Schools/districts that enter into partnership also commit to identifying a lead contact to coordinate all support with SREB leadership. Specifically, school and/or district leaders need to:

1. Attend all trainings.
2. Provide teachers feedback (along with the SREB trainer and independently) on literacy assignments.
3. Communicate with SREB trainer about progress of teachers.
4. Work with the SREB trainer to articulate for teachers how other initiatives are enhanced by using powerful literacy strategies.
5. Identify and celebrate exemplary teachers.

## Services to be Provided by SREB

SREB has found through experience that for changes in school and classroom practice to take hold it must be supported by ongoing professional development with effective coaching. The goal of training is to change behaviors that will in turn change student achievement results. SREB will provide the following support services to assist district leadership in making changes in Decatur Public Schools.

1. Three days professional development on power literacy practices.
2. Twelve days job-embedded coaching.
3. Two days professional development for entire staff

## Costs

<b>Task</b>	<b>Cost Per Item</b>	<b>Qty</b>	<b>Total</b>	<b>Notes</b>
Fall/Winter/Spring Professional Development on Powerful Literacy Practices to selected teacher leads	\$1,500	3	\$4,500	Professional development will occur on dates selected by the district.  Each school will select one language arts, science, social studies and elective teacher to participate.
Job embedded coaching for selected teacher leads	\$1,500	12	\$18,000	6 days of coaching support at each school to ensure successful implementation

				of powerful literacy practices
Professional development for entire staff. First semester/second semester	\$1,500	2	\$3,000	Professional development will occur on dates selected by the district. Morning session will be for leadership teams, and afternoon will be for entire faculty of both schools.
Registration and hotel for up to 8 selected teacher leads			No cost	SREB will provide this service.
Total			\$25,500	
10% SREB Administrative Fee			\$2,550	
			<b>\$28,050</b>	

**TOTAL AMOUNT - \$28,050.00**

*Invoices to be sent quarterly*

*The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.*

\_\_\_\_\_  
James E. Bottoms  
SREB Senior Vice President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent or Designee  
Decatur Public Schools

\_\_\_\_\_  
Date

## Contract Appendix I

### Making Middle Grades Work (MMGW) Key Practices

SREB is prepared to work with middle grades schools to design and implement a school improvement plan based on a framework of proven practices. This framework may be modified as SREB works with district, school and teacher-leaders. The proven Key Practices include:

1. Teach all students to grade-level standards.
2. All teachers use literacy strategies to advance students' literacy and subject area achievement.
3. Place a balanced emphasis on teaching procedural skills, conceptual understanding, reasoning skills and application of math to real-world problems.
4. Require and support lab-based science.
5. Engage students in STEM-based projects — assignments that blend science, technology, engineering, math and literacy.
6. Get at-risk students on the graduation track through a more engaging and accelerated curriculum coupled with extended learning time.
  - a. Identify students who are not on a graduation path.
  - b. Keep at-risk students enrolled in a rich and challenging curriculum.
  - c. Create advocacy teachers and classes.
  - d. Extend time to meet grade-level standards.
7. Provide experiences for students to explore their interests, aptitudes, careers and educational goals through in-school learning activities and experiences outside the school.
8. The principal should engage the faculty in continuous school improvement; have in-depth knowledge of curricula, instructional strategies, effective teaching; and use resources, time and money to support teachers to become great teachers.

## Contract Appendix II

### Description of Key SREB Supports for Schools and Districts

#### **High Schools That Work/Making Middle Grades Work (HSTW/MMGW) Job-embedded**

**Leadership Coaching:** The objective of this job-embedded support is to assist school leaders in effectively implementing key aspects of the HSTW/MMGW framework in schools.

HSTW/MMGW Coaches will work with leadership to develop a plan for coaching with clear objectives. Initial coaching visits may include conducting an informal needs assessment to determine potential actions for support. Each HSTW/MMGW Coaching day is planned by the coach working in collaboration with school leadership and includes a follow-up report that is written to the principal and copied to SREB and district leadership. Coaching visits may include adapting SREB's Learning Centered Leadership Program modules for use in a job-embedded format and will include working with leaders to implement the continuous improvement framework of teacher focus teams.

An integral part of HSTW/MMGW Coaching is to SREB help a school/district develop a master plan for career pathways in the district. The HSTW/MMGW Coach will use the results of the needs assessment process to (1) develop a number of exemplary career academies and career pathway programs of study that blend high school and postsecondary education and (2) make related recommendations that help the school/district offer high-quality instruction and educational experiences in those pathways.

**Ongoing Content Specific Professional Development:** SREB provides content specialists to deliver ongoing professional development in specific areas. Professional development may be provided to a specific group of teachers or to entire faculty. SREB asks that a school leader participate fully in any professional development. Content Areas of Support Include, but are not limited to:

- Powerful Literacy Practices
- Powerful Math Practices
- Authentic Project-based Learning
- Counseling for Careers
- Developing a STEM Initiative in Middle Grades
- Aligning Assignments and Assessments to Standards
- Redesigning the Senior Year
- Redesigning the Use of Time for Student Support and Teacher Collaboration
- Effective Teacher Collaboration to Integrate Instruction

**Job-embedded Content Coaching:** SREB provides job-embedded follow-up content coaching in conjunction with ongoing content specific professional development. Conducted between professional development sessions, the SREB trainer works with teachers in their classrooms to ensure implementation of new lessons learned. Coaching may include modelling of lessons, co-teaching, peer observations or working with teachers during planning times.



**Technical Assistance Needs Assessment:** SREB uses multiple tools, based upon the school situation, to conduct a needs assessment. Each tool includes a follow-up report of findings that include recommendations for continued improvement. A Desktop Audit is an electronic review of school data, including an analysis of graduate success and review of local and regional workforce needs. A Site Review may include the Desktop Audit and includes conducting a series of classroom observations, analyzing assignments and assessments and conducting interviews with students, teachers, leaders and community members. A Curriculum and Instruction Review is a two-day site review conducted by an external team of SREB coaches and possible state partners. The visits strive to identify the degree to which school and classroom practices prepare graduates for college and/or career success. A Career Pathways Review is a two-day site review by SREB Career Pathway Specialists to analyze the alignment of the school/districts pathways to workplace needs and to assess the success of each pathway in preparing students for postsecondary success.

**Site Development Workshop (SDW) –** This workshop engages school leaders and teachers in analyzing their current school and classroom practices, achievement data and other data to take ownership of the problems at the school and develop a set of actions to take to address the problems. The workshop orients participants to the Design Principles and key school and classroom practices while also organizing the faculty for improvement.

**Surveys of Students and Teachers:** Annually, SREB conducts surveys of eighth grade, ninth grade and senior students. The surveys are to determine what school and classroom practices they experienced while in middle school and or high school. The surveys are given to a scientific random sample or all students in the appropriate grade level. In addition, faculty at the school participate in a faculty survey that also looks at school and classroom practices and includes a section on leadership practices. All surveys result in a report that is provided to the school to be used in improvement planning and to document changes in practice.

**Curriculum Products:** Contracted sites will have access to all SREB curriculum products and the training for implementation. Products include:

**Ready for High School Literacy** uses the LDC approach for assignments and offers fully-developed modules and teacher and student materials. The course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas and write about them at a high school level in several disciplines (e.g., English, science, social studies, and technical studies).

**Ready for High School Math** is a special math course developed using the MDC approach to target the FALS that are most necessary for success in high school math. The course emphasizes understanding math concepts rather than memorizing procedures. Students learn the “whys” of math, including how to use certain formulas or methods to solve real problems. Students also learn how to apply critical thinking skills to complete assignments and a capstone project.

**Literacy Ready** and **Math Ready** teach skills that can close readiness gaps in reading, writing and math, including how to learn and think independently, read for information and solve problems — skills young adults need to succeed, whether they go on to postsecondary studies or the workplace. If taught as designed, evidence suggests that these courses reduce the percentage of students who need developmental or remedial classes in college. The courses have also been designed around the LDC and MDC framework to address fundamental literacy and math skills students most need to succeed in high school and in advanced education and training.

- **Advanced Career (AC) Curricula** – Advanced Career is an initiative of SREB and a consortium of states to create career pathway programs of study curricula that prepare high school students for college and careers. The AC pathways curricula consist of four intellectually demanding career courses organized around authentic, hands-on projects that require application of the college- and career-readiness standards, technical standards and 21st-century skills. Each curricula joins with a college-ready academic core and are designed to bridge high school and postsecondary studies in ways that can lead to a recognized industry certificate, a community/technical college certificate, or an associate’s or bachelor’s degree.

AC pathway curricula are available in the following areas (partner states are in parenthesis).

- Aerospace Engineering (Alabama)
  - Clean Energy Technology (South Carolina)
  - Energy and Power (West Virginia)
  - Global Logistics & Supply Chain Management (New Jersey)
  - Health Informatics (Ohio)
  - Informatics (Kentucky)
  - Innovations in Science and Technology (Arkansas)
  - Integrated Production Technologies (Kentucky)
  - Automated Materials Joining (Ohio)
- ***Skills for a Lifetime: Teaching Students the Habits of Success*** – SREB has found that too many students do not take charge of their own learning. This happens because they have not been taught the habits of success for challenging courses and their personal lives. This guide provides structures for schools to intentionally teach these skills to students in multiple formats. SREB will work with schools to create a course using this guide as an integral aspect of the curriculum.

**National Workshops:** All schools/districts may participate in various national workshops offered by SREB. Each contract will specify if registration, air travel or hotel costs for a specific number of attendees are included in the contract. Schools may pay for participation under separate invoice, as well.

- **Content Specific National Workshops:** SREB annually hosts a series of national workshops, each based on a specific topic or area of need for schools in the region. Most will be two-day workshops located near a transportation hub for a specific region of the country.
- **SREB’s Annual Staff Development Conference** is a nationally recognized exemplar for professional development with nearly 5,000 teachers and leaders participating each summer. This conference allows participants to reflect on current plans for improvement and connect with other schools that are addressing similar needs. With over 600 concurrent sessions, participants learn best practices to address the needs of their school. The College- and Career-Readiness Standards Networking Conference, offered in conjunction with the staff development conference, draws over 1000 participants to share lessons learned and best practices used involving LDC/MDC tools and strategies.
- **College and Career Readiness Standards Networking Conference:** Beginning in 2013, SREB began hosting a national convening of teachers and leaders who were taking actions to move college and career readiness standards into classrooms using the Literacy Design Collaborative and Mathematics Design Collaborative tools.

**The National Research Center for Career Technical Education (NRCCTE) at SREB Professional Development Tools** – Recently the NRCCTE relocated from the University of Louisville to become a part of SREB. In addition to its nationally recognized research, NRCCTE offers professional development tools to support teachers and leaders including:

- **Math in CTE/Science in CTE/Literacy in CTE** – These three professional development series provide CT teachers with tools and strategies to embed academics in CT projects. Each area of professional development is delivered in a multiple day series over the course of several weeks. Schools may also have job-embedded content coaching to support teachers.
- **Preparing CTE Teachers for Today’s Students Induction Model for New CT Teachers/Teach to Lead (T2L)** – This program is designed to accelerate the transition of those with highly valued business and industry experience into the teaching profession without going through the traditional teacher preparation and certification route. The research-based induction model of professional development assists new CT teachers to make a successful transition for preparing students for further learning and a career. The induction model can be used by states, school districts and schools for new and existing teachers who need to calibrate their skills to the 21st-century learner. T2L uses the same modules to support struggling CT teachers to better prepare students for college and careers. The training is built around four modules: Instructional Planning, Instructional Strategies, Classroom Assignments and Assessments and Classroom Management.



## Board of Education Decatur Public School District #61

<b>Date:</b> May 22, 2018	<b>Subject:</b> High School Student Apple Device Purchase
<b>Initiated By:</b> Dr. Joshua Peters, Director of Curriculum and Instruction, Secondary	<b>Attachments:</b> Apple Quote and Lease/Purchase Option
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

Nearing the end of the life cycle of our high school student laptop devices has caused us to look at replacement devices and costs. This year, a pilot was conducted with all of our 9<sup>th</sup> grade students in regard to having them use iPads as their primary device versus the MacBook Air devices that the 10<sup>th</sup> 12<sup>th</sup> grade students utilized. During a survey in the fall, students shared that they felt having a keyboard was an important component of the 1:1 device for their success. The recommendation is based upon the pilot information.

**CURRENT CONSIDERATIONS:**

We will provide the new generation iPads to all students next year with a case that includes a keyboard. This purchase also includes AppleCare for all these devices as well as Apple Professional Learning Services. The Apple Professional Learning Services will provide professional development on how the devices can be best used to enhance instruction and ultimately, student performance. Specific professional development will be provided to a student vanguard group, a K-8 teacher vanguard group, a 9-12 teacher vanguard group, all 9-12 teachers (to support the different opportunities available within instruction with the new devices that students will have), K-12 Instructional Specialists, and K-12 Principals. We will then be able to use the existing MacBook Air devices that the district owns to create laptops carts that will be deployed throughout our schools as needed.

**FINANCIAL CONSIDERATIONS:**

The total amount for this purchase is \$1,235,113.00. This purchase will be made through four annual lease payments of \$315,661.93 each year. At the end of the four-year lease, the devices will be owned by the school district. This annual lease amount is budgeted under the existing Information Technology budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the purchase of these Apple Devices for High School Students in the amount of \$315,661.93 each year for four years as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_

# Apple Inc. Education Price Quote

<b>Customer:</b>	James Altig DECATUR PUBLIC SD 61 Phone: 12173623072 email: jaltig@dps61.org	<b>Apple Inc:</b>	Angelique Anguiano One Apple Park Way Cupertino, CA 95014 email: aanguiano1@apple.com
------------------	--	-------------------	--

**Apple Quote:** 2204735843

**Quote Date:** Friday, May 11, 2018

**Quote Valid Until:** Sunday, May 06, 2018

## Quote Comments:

Please reference Apple Quote number on your Purchase Order.

#	Product Description	Qty	Unit List Price	Discount per Unit	Unit Discounted Price	Extended Discounted Price
1	<b>Logitech Rugged Combo 2 for iPad (5th and 6th generation) – Blue</b> Part Number HM6T2VC/A	2,400	\$99.95	\$0.00	\$99.95	\$239,880.00
2	<b>Apple Professional Learning Three Day Prepaid Offering</b> Part Number D4527LL/A	24	\$6,500.00	\$1,950.00	\$4,550.00	\$109,200.00
3	<b>Apple Professional Learning Two Day Prepaid Offering</b> Part Number D2460LL/B	8	\$4,500.00	\$1,350.00	\$3,150.00	\$25,200.00
4	<b>Apple Professional Learning One Day Prepaid Offering</b> Part Number D2459LL/B	8	\$2,900.00	\$870.00	\$2,030.00	\$16,240.00
5	<b>Apple Professional Learning Apple Academy</b> Part Number D5993LL/B	2	\$4,995.00	\$1,498.50	\$3,496.50	\$6,993.00
6	<b>AppleCare OS Support – Select</b> Part Number D6602ZM/A	1	\$4,796.00	\$4,796.00	\$0.00	\$0.00

7	<b>iPad Wi-Fi 32GB – Space Gray (10-pack) with 3-Year AppleCare+</b> Part Number BN4Z2LL/A	240	\$3,730.00	\$240.00	\$3,490.00	\$837,600.00
	<b>iPad Wi-Fi 32GB – Space Grey (10-pack)</b> Part Number: MR8A2LL/A Quantity: 2400.000					
	<b>3-Year AppleCare+ for iPad / iPad mini</b> Part Number: \$6560LL/A Quantity: 2400.000					

<b>Extended EDU List Price Total</b>	<b>\$1,365,066.00</b>
<b>Total Discount</b>	<b>\$129,953.00</b>
<b>Extended Discounted Price Subtotal</b>	<b>\$1,235,113.00</b>
- Additional Tax	\$0.00
- Estimated Tax	\$0.00
<b>Extended Discounted Total Price*</b>	<b>\$1,235,113.00</b>

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

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

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID . Please contact your institution's Authorized Purchaser to submit the above quote online at <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
  - If you are the Authorized Purchaser and need to register for access to the Apple Education Online Store, go to <http://myaccess.apple.com>. For registration assistance, call 1.800.800.2775, option 4, option 1.
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to [institutionorders@apple.com](mailto:institutionorders@apple.com). **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
  - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT [contracts@apple.com](mailto:contracts@apple.com).
- B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
  - APPLE INC. AS THE VENDOR

- o BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
  - o PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
  - o PURCHASE ORDER NUMBER
  - o VALID SIGNATURE OF AN AUTHORIZED PURCHASER
  - o APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
  - o TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
  - o CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL {QuoteExpirationDate} UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
- o APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

SEA # 1820630  
Opportunity ID: 18000001149954  
<https://ecommerce.apple.com>  
Fax:

[Terms & Use](#) | [Privacy Policy](#) | [Return Policy](#)  
Copyright © 2016 Apple Inc. All rights reserved.

Document rev 10.6.1

Date of last revision – June 20th, 2016

---

# \$1 Purchase Option

Thank you for considering Apple Financial Services to fund your technology plan. Please find your \$1 Purchase Option financing proposal below.

Financed Amount	Annual Payments in Advance	Lease Term
\$1,235,113.00	\$315,661.93	4 Years

## What is a \$1 Purchase Option?

This is a financing option designed for equipment ownership at the end of the financed term. The \$1 Purchase Option creates predictable payments while enabling universities and schools to deploy years' worth of equipment today using budgeted funds.

## Why use a \$1 Purchase Option?

This option is usually recommended for educational institutions that know they want to own equipment at the end of term. Once the financed term ends, ownership will enable flexibility: continue using the equipment or trade it in to recover value toward new gear.

## What are my options at the end of the financed term?

End of term options will be detailed in the final documents. The options include:

1. Purchase the equipment at end of term for \$1.
2. Trade in equipment for value toward a new purchase or financed term.

Overall, the \$1 Purchase Option enables administrators to buy more equipment today, while providing the flexibility that ownership allows.

Please do not hesitate to call or email me at the contact information below with any questions.

## Tim Guiling

Area Financing Manager—Central US | Apple Financial Services

T: 636-778-9921 | E: [tguling@apple.com](mailto:tguling@apple.com)

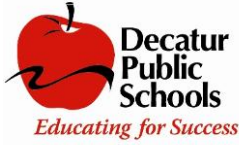
### Pricing Notes and Conditions

This proposal is for informational purposes and does not constitute a legally binding obligation of either party. Subject to the satisfactory completion of the Lessor's standard credit approval process and the completion of documentation acceptable to the Lessor. Apple Financial Services is not a financial advisor and does not have a fiduciary duty to you under federal securities laws. Consult with your financial advisor regarding the options offered.

Lease Discount Disclosure Statement: Apple Inc. through the Apple Financial Services program may provide an equipment discount to certain third-party investors. The discount may be applied to facilitate a lease rate discount. The actual interest rate paid on any resulting lease may be reflected in an amortization table provided with lease documents. The quoted payment amount does not include amounts that may be due for taxes or fees, if applicable.

The lease charge portion of the payments can be determined by applying to the total adjusted cost the rate which will amortize the total adjusted cost down to the purchase option amount. The lease charge rate may be higher than the actual annual interest rate because of the amortization of certain costs and fees incurred by the third-party investor. Rates may be subject to verification that the Lessee is a state or political subdivision as defined in Sec. 103 of the IRS Code, 1986.





## Board of Education Decatur Public School District #61

<b>Date:</b> May 22, 2018	<b>Subject:</b> Job Description: Network Manager
<b>Initiated By:</b> Jim Altig, Director of Information Technology and Deanne Hillman, Director of Human Resources	<b>Attachments:</b> Job Description: Network Manager
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

Human Resources staff and administrators are conducting an ongoing review of job descriptions for compliance with state and federal laws, district policies and agreements; and the alignment of the descriptions with the essential duties and expectations of the position.

**CURRENT CONSIDERATIONS:**

For each position, the job description was created to align the responsibilities and duties with the expectations of the position, as previously presented to the Board. The following job description was reviewed and updated as indicated:

Position Title	Changes/Updates
Network Manager	Updated qualifications and responsibilities.

**FINANCIAL CONSIDERATIONS:**

This position is within budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve this Job Description as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_

**TITLE:** Network Manager

**PURPOSE:** Coordinate staff and provide complex support and organization of infrastructure and systems within the district.

**QUALIFICATIONS:**

1. High School Diploma required
2. Associates degree, preferred
3. Knowledge of Information Technology operations including, best practices for network operations, security, and disaster recovery
4. Understanding of management and monitoring systems related to Information Technology
5. Ability to work independently, recognize priorities in work load, and direct staff from job-to-job as needed
6. Excellent communication and interpersonal skills
7. Ability to maintain confidentiality

**REPORTS TO:** Director of Information Technology

**DUTIES & RESPONSIBILITIES:**

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

1. Develop and implement the most efficient and cost effective solutions to maintain maximum availability of services to students and staff.
2. Act as project manager over large complex technology projects and initiatives.
3. Provide direction and supervision of I.T. Analysts and I.T. Technicians.
4. Coordinate with network vendors to provide proactive network management services.
5. Diagnose and repair network outages working with vendors as appropriate.
6. Maintain network security from internal and external threats.
7. Proficiency in Microsoft Active Directory and System Center Configuration Manager.
8. Proficiency in Cisco and Cisco Meraki networking equipment.
9. Prioritize and troubleshoot technology complications and how they impact operations of the District.
10. Other duties as assigned.

**GRADE LEVEL:** 10C

**TERMS OF EMPLOYMENT:**

Salary to be based upon salary schedule established by the Board, 261 days per year.

**EVALUATION:**

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

### **PHYSICAL DEMANDS:**

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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

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

Hear in the normal audio range with or without correction.

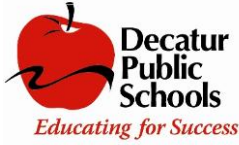
### **MENTAL DEMANDS:**

While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, instruct, synthesize, evaluate, use interpersonal skills, compile, and negotiate. The employee frequently is required to compute. The employee occasionally is required to copy.

### **WORK ENVIRONMENT:**

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

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



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

<b>Date:</b> May 22, 2018	<b>Subject:</b> Ancillary Wages
<b>Initiated By:</b> Deanne Hillman, Director of Human Resources	<b>Attachments:</b> Ancillary Wage Rate of Pay
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

Ancillary wages are updated periodically as changes are needed.

**CURRENT CONSIDERATIONS:**

Attached is the proposed updated Ancillary Salary Schedule for 2018-2019.

Ancillary Wage rates were reviewed by Athletic Directors and the Executive Cabinet. Proposed changes are noted on the document.

**FINANCIAL CONSIDERATIONS:**

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the adjusted Ancillary Wages as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_

## FY 2018-2019 Rate of Pay: Flat Rate Ancillary Employees

<b>Category</b>	<b><u>Daily/Hourly</u></b>	<b><u>Rate 2018 - 2019</u></b>
<b>Substitutes</b>		
Substitute Assistant	H	<del>\$11.00</del> <b>\$12.00</b>
Substitute Assistant - Retired	H	<del>\$13.00</del> <b>\$14.00</b>
Substitute Assistant - Extended	H	<del>\$12.00</del> <b>\$13.00</b>
Substitute Clerical	H	<del>\$11.00</del> <b>\$12.00</b>
Substitute Clerical - Retired	H	<del>\$13.00</del> <b>\$14.00</b>
Substitute Clerical - Extended	H	<del>DESPA</del> <b>\$13.00</b>
Substitute Security	H	\$13.00
Substitute Crossing Guard	H	\$11.00
Substitute Teacher Daily – Not Retired	D	\$115.00
Substitute Teacher Daily – Retired	D	\$150.00
Substitute Teacher –Long term in single position- Not Retired	D	\$140.00
Substitute Teacher – Long term in single position- Retired	D	\$185.00
Substitute School Nurse	D	\$140.00
Substitute ISBE Certified Nurse	D	\$150.00
Substitute Assistant Principal	D	\$200.00
Substitute Assistant Principal - Retired	D	\$225.00
Substitute Principal	D	\$300.00
Substitute Principal - Retired	D	\$400.00
Substitute Director – Retired	D	\$500.00
Substitute Special Education Administrator	D	\$220.00
Substitute Special Education Administrator – Retired	D	\$260.00
Substitute Custodian	H	\$11.00
<b>Athletics</b>		
Game Day Personnel - Announcer	H	\$10.00
Game Day Personnel - Gym Supervisor	H	\$10.00
Game Day Personnel - Score Board Operator	H	\$11.00
Game Day Personnel - Scorekeeper	H	\$11.00
Game Day Personnel - Ticket Takers	H	\$10.00
Game Day Personnel - Chain Crew/Line Judges	H	\$10.00
Game Day Personnel - Gym Manager	H	\$15.00
<b>Track Timer (Trained)</b>	<b>D</b>	<b>\$75.00</b>
<b>Miscellaneous</b>		
Intern	H	\$12.00
Bus Supervisor	H	\$11.00
Home Study	H	\$33.00
<del>Home Study – Master's</del>	<del>H</del>	<del>Rate per DEA contract</del>
Crossing Guards	H	\$11.75

Police Liaison Officer	H	\$40.00
------------------------	---	---------

*\*Long term and extended are defined as 30 days. Long-term and/or extended start over after absences greater than 1.5 days.*



## Board of Education Decatur Public School District #61

<b>Date:</b> May 22, 2018	<b>Subject:</b> Personnel Action
<b>Initiated By:</b> Deanne Hillman, Director of Human Resources and the Human Resources Department	<b>Attachments:</b> 5 Pages of Personnel Action
<b>Reviewed By:</b> 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**  
**Fr: Deanne Hillman**  
**Human Resources Director**  
**Date: May 17, 2018**  
**Board Date: May 22, 2018**  
**Re: Personnel Action**

**EMPLOYMENT RECOMMENDATIONS**

**TEACHERS:**

Name	Position	Effective Date
Alicia Alves	Grade 6, Oak Grove	August 13, 2018
Justin Hayes	Social Emotional Development, Thomas Jefferson <i>(Pending Licensure)</i>	August 13, 2018
Tamara McCormick	Grade 2, Durfee	August 13, 2018
Hayley Sippel	Grade 3, French Academy	August 13, 2018
Jason Surian	Kindergarten, Harris	August 13, 2018

**SCHEDULE B:**

Name	Position	Effective Date
Terry Hawthorne	High School Assistant Football Coach, Eisenhower	August 6, 2018
Tyredius Phillips	High School Assistant Football Coach, Eisenhower	August 6, 2018

**SUMMER SCHOOL**

**TEACHERS:**

Name	Position	Effective Date
Adam Carlisle	High School Drivers Education, Eisenhower	Session 1 (6/4/18-6/22/18)
Mike Coziahr	Middle School Math, Eisenhower	Session 1 (6/4/18-6/22/18)
Traci Dixon	Middle School Math,, MacArthur	Session 1 (6/4/18-6/22/18)
Matthew Hawk	High School Drivers Education, MacArthur	Session 1 (6/4/18-6/22/18)
Krista Hudson	High School English, Eisenhower	Session 1 (6/4/18-6/22/18)



Krista Hudson	High School English, Eisenhower	Session 2 (7/2/18-7/23/18)
Erik Johansen	Summer School APEX Teacher, MacArthur	Session 1 (6/4/18-6/22/18)
Erik Johansen	Summer School APEX Teacher, MacArthur	Session 2 (7/2/18-7/23/18)
Nicole Long	Middle School Reading Teacher, Eisenhower	Session 2 (7/2/18-7/23/18)
Amy Neal	High School Algebra 1, Eisenhower	Session 1 (6/4/18-6/22/18)
Amy Neal	High School Algebra 1, Eisenhower	Session 2 (7/2/18-7/23/18)
Brandon Phillips	High School English, MacArthur	Session 1 (6/4/18-6/22/18)
Kathleen Prine	Middle School Reading, MacArthur	Session 2 (7/2/18-7/23/18)
Stephen Ropp	High School Geometry, Eisenhower	Session 1 (6/4/18-6/22/18)
Stephen Ropp	High School Geometry, Eisenhower	Session 2 (7/2/18-7/23/18)
Amanda Seider	Summer School APEX Teacher, Eisenhower	Session 1 (6/4/18-6/22/18)
Amanda Seider	Summer School APEX Teacher, Eisenhower	Session 2 (7/2/18-7/23/18)
Marlo Willett	High School Geometry, MacArthur	Session 1 (6/4/18-6/22/18)
Marlo Willett	High School Geometry, MacArthur	Session 2 (7/2/18-7/23/18)

### **TRANSFERS**

#### TEACHERS:

Name	Position	Effective Date
Sheryl Austin	From SEAP Teaching Assistant, Southeast/SEAP to SEAP Teacher, Southeast/SEAP ( <i>Pending Licensure</i> )	August 13, 2018
Stacy Benda	From Social Worker, Harris to Social Worker, Parsons	August 13, 2013
Pamela Bonds	From Grade 5, Parsons to Grade 4, Baum	August 13, 2018
Jodi Folmsbee	From Hardship Teaching Assistant, Johns Hill to Kindergarten, Franklin	August 13, 2018
Lindsey Fuller	From Grade 6, Parsons to Grade 5, Enterprise	August 13, 2018

Nicole Long	From Middle School English, Hope Academy to Middle School Language Arts, Thomas Jefferson	August 13, 2018
Alexandra Nichols	From Pre-Kindergarten, Pershing/RCC to Kindergarten, French Academy	August 13, 2018
Jessie Niebrugge	From Grade 2, Parsons to Literacy Intervention Specialist, PDI	August 13, 2018

**TEACHING ASSISTANT:**

Name	Position	Effective Date
Susan Mills-Jones	From LPN Teaching Assistant, South Shores, 6.25 hours per day to LPN Teaching Assistant, Pershing/Maroa, 6.5 hours per day	August 13, 2018

**RESIGNATIONS**

**TEACHERS:**

Name	Position	Effective Date
Roxie Danyus	Kindergarten, Durfee	End of the 2017-2018 School Year
Courtney Ferriell	Kindergarten, Parsons	May 24, 2018
Faye McDonald	English, MacArthur	End of the 2017-2018 School Year
Kathryn Rodgers	Grade 6, Oak Grove	End of the 2017-2018 School Year
Tristan Smith	Grade 3, French Academy	May 24, 2018
Leah Varvel	Social Worker, Muffley/Harris	May 24, 2018

**TEACHING ASSISTANT:**

Name	Position	Effective Date
Melody Wilkinson	Bilingual Teaching Assistant, Johns Hill	End of the 2017-2018 School Year

**OUTREACH PERSONNEL:**

Name	Position	Effective Date
Polly Morrison	MIECHV Parent Educator, Pershing	May 18, 2018

**SCHEDULE B:**

Name	Position	Effective Date
Michelle Brown	PBIS Support Coach, Hope Academy	End of the 2017-2018 School Year

**RETIREMENTS**

**CUSTODIAN:**

Name	Position	Effective Date
Carleen Garner	Head Custodian, Harris	August 31, 2018

**CHANGE IN DAYS**

**OFFICE PERSONNEL:**

Name	Position	Effective Date
Jennifer Wiesner	From 215 days to 220 days	July 16, 2018

**COMPENSATION RECOMMENDATIONS:**

- The following staff member should be compensated **\$82.50** for participating in Healthy Community Grant Play and Take Game Night on May 1, 2018 at Oak Grove:  
Karen Mercer
  
- The following staff members should be compensated **\$25.00** for participating in New Teacher Academy on April 30, 2018 at PDI:  
Angelina Adams  
Bailey Cadieux  
Carissa Craven  
Ashton Doty  
Macie Gillis  
Kathryn Gibbons  
Abby Martin  
Shirley Moreland  
Alexandra Nichols  
Andrea Robertson  
Teresa Cobb  
Crystal Rora  
Dawn Rose  
Alicia Smith  
Brooke Taylor  
Thomas Walczak  
Olivia Wernecke  
Angela Young

- The following staff members should be compensated **\$412.50** for participating in Healthy Community Grant from March 26-April 13, 2018 at Dennis:

Phillip Winecke

Julie Ryan

- The following staff members should be compensated for participating in Healthy Community Family Event on March 16, 2018 at Franklin:

Heather England	\$49.50	Vernadene Wells	\$49.50
-----------------	---------	-----------------	---------

Brianne Barrett	\$49.50	Julie Daly	\$49.50
-----------------	---------	------------	---------

Macie Gillis	\$49.50	Nikki Torbert	\$49.50
--------------	---------	---------------	---------

Kay Green	\$49.50	Kate Pyle	\$33.71
-----------	---------	-----------	---------

- The following staff members should be compensated for participating in Girls on the Run Club on March 6, 8, 13, 15 & April 26 & May 3, 10 & 17, 2018 at Muffley:

Melissa Cripe	\$200.00	Diane Orr	\$200.00
---------------	----------	-----------	----------

Dawn Hawkins	\$325.00	Jobeth Sweeney	\$225.00
--------------	----------	----------------	----------

Vanessa Kelson	\$300.00		
----------------	----------	--	--

- The following staff member should be compensated **\$200.00** for participating in Martial Arts Club Healthy Community Grant on February 1, 8, 15, 22 & April 26 & May 3, 10, 17, 2018 at Muffley:

Jill Keller

- The following staff member should be compensated **\$250.00** for participating in Basketball Club Healthy Community Grant on February 27, March 2, 6, 13 & April 26 & May 3, 10, 17, 2018 at Muffley:

Michelle Mitchell

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

Carleen Garner



## Board of Education Decatur Public School District #61

<b>Date:</b> May 22, 2018	<b>Subject:</b> Strategic Plan Presentation
<b>Initiated By:</b> Dr. Joshua Peters, Director of Curriculum and Instruction, Secondary and the Strategic Planning Committee	<b>Attachments:</b> Powerpoint
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

### **BACKGROUND INFORMATION:**

We have had hundreds of people from the district and community that have come together to develop a 5-year strategic plan for Decatur Public Schools under the guidance of Dr. Lindsey Gunn and the Cambrian Group. The work they have put together is meant to drive the focus and decision of our district as we work to become the destination district of our region.

### **CURRENT CONSIDERATIONS:**

The Administration and the Strategic Planning Committee recommend that the Board of Education approve the following components for the five-year Strategic Plan for Decatur Public School District 61:

#### **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

#### **Beliefs**

A strong school system creates a healthy community and enthusiastic community support is vital to successful schools. We believe that...

- The development of the whole person is essential.
- Equal opportunity requires that each person has the right and the ability to learn in a style and at a pace tailored to individual needs.
- The greatest success is achieved through valuing and incorporating ideas and beliefs of a diverse group of people.
- Learning and high expectations need not be limited by background and circumstance.
- Learning becomes more meaningful when it is connected to real-life situations.
- An optimal learning experience is built on meaningful relationships and a welcoming, physically secure, and emotionally supportive environment.
- Taking risks, overcoming setbacks, and celebrating successes lead to personal growth.

## **Strategic Objectives**

- Each student will engage in a complete learning experience that develops the whole person and fully prepares them for their future.
- Each student will explore and develop their emerging talents and interests to fulfill their unique potential and live it with passion, courage, and confidence.
- Each student will respect, value, and embrace diversity.
- Each student will serve their community with pride, purpose, and passion.

## **Strategies**

- We will ensure unique, innovative learning experiences for all students.
- We will ensure a student-focused environment that expands learning beyond the traditional expectations to engage students.
- We will establish a support network that will identify and address students' physical, social/emotional, and mental health needs to allow each student to reach their full potential.
- We will attract and retain talented and invested staff by ensuring they feel valued and supported.
- We will create and foster mutually beneficial relationships throughout the community.

## **Parameters**

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

## **Result Statements**

### Strategy 1: Results Statement 1:

- Develop a sequential program that builds from PreK-12 to result in all students following a learning pathway toward specific employable skills or education that supports their individual interests, passions and choice.

### Strategy 1: Results Statement 2:

- Implement intentional learning experiences that develop each student's core academics, creativity, personal strengths and individual interests.

### Strategy 1: Results Statement 3:

- Prioritize and support the building of staff capacity to deliver innovative learning experiences through enhanced time, team-planning, and professional development.

### Strategy 1: Results Statement 4:

- Deploy a district-wide, "whole-student" approach that improves academic and social outcomes in the learning environment.

### Strategy 2: Results Statement 1:

- Establish the desired climate and culture within each of the District's schools that successfully engages students to improve learning outcomes.

### Strategy 2: Results Statement 2:

- Ensure buildings and facilities support the success of the educational process.

### Strategy 2: Results Statement 3:

- Establish an environment to ensure the safety of all students.

### Strategy 3: Results Statement 1:

- Identify and deploy a universal Social and Emotional Learning screening tool district wide.

Strategy 3: Results Statement 2:

- Identify and deploy social and emotional learning curriculum district wide.

Strategy 3: Results Statement 3:

- Increase resources for students with identified physical, social/ emotional, and mental health needs through innovative collaborations with community partners.

Strategy 3: Results Statement 4:

- Strengthen positive relationships among staff, students and families.

Strategy 4: Results Statement 1:

- Establish a strong and consistent mentoring program for all first and second year staff that includes non-district resources for support.

Strategy 4: Results Statement 2:

- Prioritize professional development to best prepare all staff to meet the needs of the district's diverse student population.

Strategy 4: Results Statement 3:

- Create social supports for all staff new to Decatur, including activities involving young and diverse professionals from other employers.

Strategy 4: Results Statement 4:

- Establish a mandatory Principal Leadership Institute for all current Principals and aspiring Principals.

Strategy 4: Results Statement 5:

- Utilize competitive and effective recruitment strategies to expand the pool of talent who are culturally, and racially diverse for all positions with an emphasis on community partnerships to ensure commitment and engagement.

Strategy 4: Results Statement 6:

- Offer competitive benefits and working conditions to attract and retain employees.

Strategy 5: Results Statement 1:

- Make every school a positive driving force for its neighborhood.

Strategy 5: Results Statement 2:

- Cultivate community partnerships at the individual building level.

Strategy 5: Results Statement 3:

- Support and incentivize residency within the boundaries of Decatur Public Schools for Decatur Public School employees and the area community as a whole.

Strategy 5: Results Statement 4:

- Collaborate with community partners to develop attractive housing communities within the boundaries of Decatur Public Schools for area young professionals and Decatur School district employees.

Strategy 5: Results Statement 5:

- Utilize community partners to plan and implement high quality Pre-K and early support services that are easily accessible to all children and families in Decatur Public Schools.

Strategy 5: Results Statement 6:

- Collaborate with Decatur area providers to create quality before and after school programs for Decatur Public School students.

Strategy 5: Results Statement 7:

- Create a workforce development cooperative within all Decatur Public Schools.

Action Steps will guide and assist in successfully achieving the Result Statements, but are not considered a component that needs Board approval.

**FINANCIAL CONSIDERATIONS:**

None at this time.

**STAFF RECOMMENDATION:**

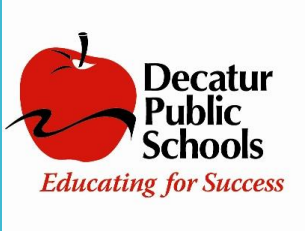
The Administration and the Strategic Planning Committee respectfully requests that the Board of Education approve the Five-Year Strategic Plan for Decatur Public School District 61 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_





# DPS 61 Strategic Plan

May 22, 2018  
Board of Education Meeting

# Committee Members

- Dr. Paul Fregeau
- Adam Banner
- Leanne Brooks
- Nicole Cook
- Chris DeSanto
- Michael Dugan
- Julie Fane
- Jim Harris
- Cordell Ingram
- Brandon Jelks
- Aloni Jordan
- Cyndi Kraemer
- Duane McCoskey
- Ryan McCrady
- Shannon Mittleman
- Susan Niesman
- Bruce Nims
- Beth Nolan
- Jey Owens
- Sherri Perkins
- Raphaella Prange
- Dr. Dana Ray
- Ingrid Smith
- Charlotte Thompson
- Ronnisha Wilder
- Tony Wilkins
- Nola Wilkinson

# 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

# Beliefs

A strong school system creates a healthy community and enthusiastic community support is vital to successful schools.

We believe that...

- The development of the whole person is essential.
- Equal opportunity requires that each person has the right and the ability to learn in a style and at a pace tailored to individual needs.
- The greatest success is achieved through valuing and incorporating ideas and beliefs of a diverse group of people.
- Learning and high expectations need not be limited by background and circumstance.
- Learning becomes more meaningful when it is connected to real-life situations.
- An optimal learning experience is built on meaningful relationships and a welcoming, physically secure, and emotionally supportive environment.
- Taking risks, overcoming setbacks, and celebrating successes lead to personal growth.

# Strategic Objectives

1. Each student will engage in a complete learning experience that develops the whole person and fully prepares them for their future.
2. Each student will explore and develop their emerging talents and interests to fulfill their unique potential and live it with passion, courage, and confidence.
3. Each student will respect, value, and embrace diversity.
4. Each student will serve their community with pride, purpose, and passion.

# Strategies

1. We will ensure unique, innovative learning experiences for all students.
2. We will ensure a student-focused environment that expands learning beyond the traditional expectations to engage students.
3. We will establish a support network that will identify and address students' physical, social/emotional, and mental health needs to allow each student to reach their full potential.
4. We will attract and retain talented and invested staff by ensuring they feel valued and supported.
5. We will create and foster mutually beneficial relationships throughout the community.

# Parameters

1. We will make decisions in the best interest of all students.
2. We will treat all people with dignity and respect.
3. We will seek input and collaboration throughout our diverse community.
4. We will communicate clearly and honestly.
5. We will practice responsible stewardship of all our resources.

# Strategy 1:

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

## Results Statements

1. Develop a sequential program that builds from PreK-12 to result in all students following a learning pathway toward specific employable skills or education that supports their individual interests, passions and choice.
2. Implement intentional learning experiences that develop each student's core academics, creativity, personal strengths and individual interests.
3. Prioritize and support the building of staff capacity to deliver innovative learning experiences through enhanced time, team-planning, and professional development.
4. Deploy a district-wide, "whole-student" approach that improves academic and social outcomes in the learning environment.



## Strategy 2:

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

### Results Statements

1. Establish the desired climate and culture within each of the District's schools that successfully engages students to improve learning outcomes.
2. Ensure buildings and facilities support the success of the educational process.
3. Establish an environment to ensure the safety of all students.

## Strategy 3:

*"We will establish a support network that will identify and address students' physical, social/emotional, and mental health needs to allow each student to reach their full potential."*

### Results Statements

1. Identify and deploy a universal Social and Emotional Learning screening tool district wide.
2. Identify and deploy social and emotional learning curriculum district wide.
3. Increase resources for students with identified physical, social/emotional, and mental health needs through innovative collaborations with community partners.
4. Strengthen positive relationships among staff, students and families.

## Strategy 4:

*"We will attract and retain talented and invested staff by ensuring they feel valued and supported."*

### Results Statements

1. Establish a strong and consistent mentoring program for all first and second year staff that includes non-district resources for support.
2. Prioritize professional development to best prepare all staff to meet the needs of the district's diverse student population.
3. Create social supports for all staff new to Decatur, including activities involving young and diverse professionals from other employers.
4. Establish a mandatory Principal Leadership Institute for all current Principals and aspiring Principals.
5. Utilize competitive and effective recruitment strategies to expand the pool of talent who are culturally, and racially diverse for all positions with an emphasis on community partnerships to ensure commitment and engagement.
6. Offer competitive benefits and working conditions to attract and retain employees.

## Strategy 5:

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

### Results Statements

1. Make every school a positive driving force for its neighborhood.
2. Cultivate community partnerships at the individual building level.
3. Support and incentivize residency within the boundaries of Decatur Public Schools for Decatur Public School employees and the area community as a whole.
4. Collaborate with community partners to develop attractive housing communities within the boundaries of Decatur Public Schools for area young professionals and Decatur School district employees.
5. Utilize community partners to plan and implement high quality Pre-K and early support services that are easily accessible to all children and families in Decatur Public Schools.
6. Collaborate with Decatur area providers to create quality before and after school programs for Decatur Public School students.
7. Create a workforce development cooperative within all Decatur Public Schools.

## Next Steps

- Upon board approval tonight, then the district leadership and school board will determine which result statements would be assigned to year 1, year 2, year 3, year 4, and year 5 accordingly.
- During this time, Dr. Fregeau will also be going around to various community groups and organizations to share the adopted 5 year strategic plan.
- The plan will be placed on the district website.
- We will also have literature made that outlines the district's plan that we will be providing our patrons as well as handing out at our booth at the Decatur Celebration this summer.
- There will be an annual review to ensure progress and make any adjustments that may be necessary at that time.



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

<b>Date:</b> May 22, 2018	<b>Subject:</b> Hope Academy IB Presentation
<b>Initiated By:</b> Michael Dugan, Assistant Superintendent	<b>Attachments:</b> Powerpoint
<b>Reviewed By:</b> Dr. Paul Fregeau, Superintendent	

**BACKGROUND INFORMATION:**

The International Baccalaureate (IB) program strives to develop an internationally-minded person. The Primary Years Program (PYP) will target our K-5 students. The program of inquiry will be centered upon six transdisciplinary themes that provide the framework for exploration and construction of knowledge. Teachers and students are guided by these themes as they design units of inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

**CURRENT CONSIDERATIONS:**

Building Administration will provide an update of the IB adoption at Hope Academy.

**FINANCIAL CONSIDERATIONS:**

- Candidate Fee - \$9500
- Site Visits - \$650
- PD - \$16,000
- Conferences - \$7000
- Curriculum Materials - \$4500
- Total - \$42,150**

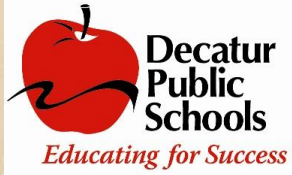
**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education accept this informational report and continue to support the IB Primary Years Program (PYP) adoption at Hope Academy Magnet School as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

**BOARD ACTION:** \_\_\_\_\_

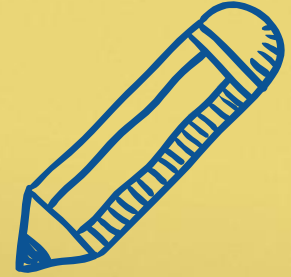


# Hope Academy IB Update

Board of Education Meeting - May 22, 2018

- **Principal, Assistant Principal, and Instructional Specialist attend training in Denver, CO**
- **Site Visit to Coretta Scott King**
- **Teachers receive Level 1 Training**
  - **October 30 – November 1**
- **November PLC – Grade level plan introduction of the Learner Profile to start in January 2018**

**FALL 2017**



reflective  
principled  
knowledgeable  
open-minded  
inquirer  
caring  
communicator  
risk-taker  
balanced  
thinker



# K Learner Profile

Month	Attribute(s)
January	Principle, Communicator
February	Caring, Open-Minded
March	Inquirer, Thinker
April	Knowledgeable, Risk-Taker
May	Balanced, Reflective

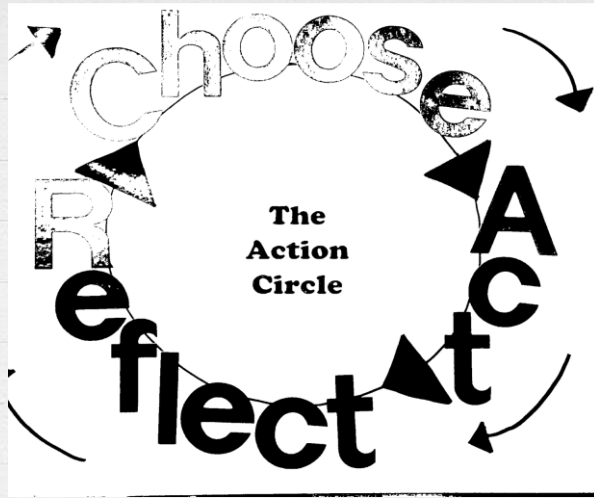


SECOND GRADERS ARE CARING / OPEN MINDED STUDENTS

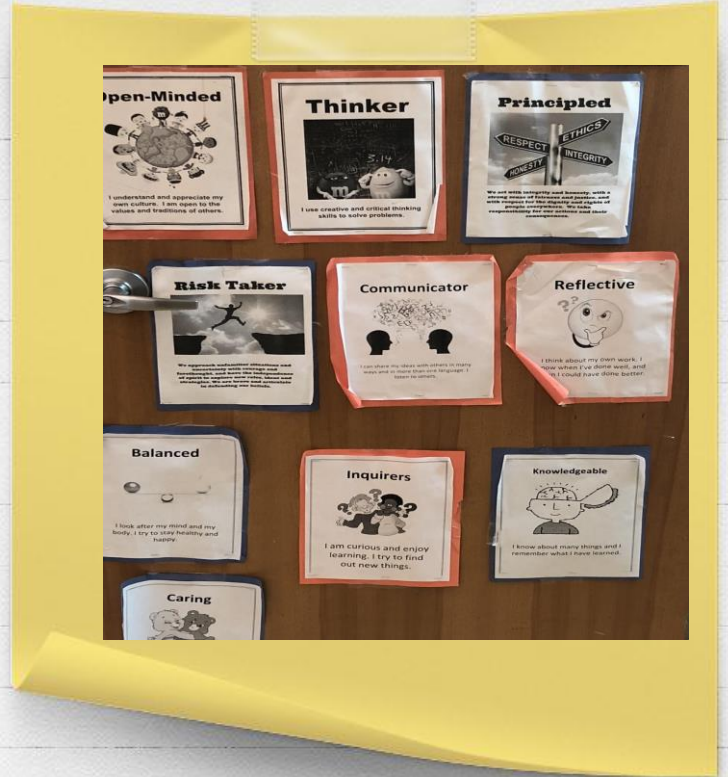
# Elementary Hallway 2nd Grade Learner Profile Focus

The IB Learner Profile

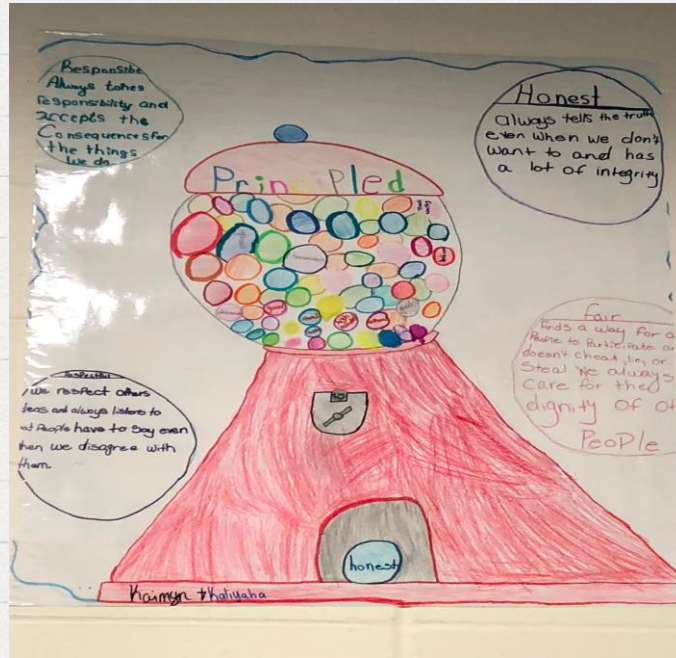




## 4th Graders Learn about the Action Circle and the 10 Attributes of the Learner Profile



# 5th Grade Learner Profile Anchor Chart



# Spring 2018

## February PLC

Grade level teams work together to match science and social science standards to the 6 Transdisciplinary Themes.

## Program of Inquiry

Grade level Program of Inquiry (POI) development which will lead to School-Wide POI.

## May PLC

Grade level choose 1 Transdisciplinary Theme to develop a unit planner.

# IB's Six Transdisciplinary Themes



## Sharing the planet

An exploration of rights and responsibilities in the struggle to share finite resources with other people; access to equal opportunities, peace and conflict resolution.

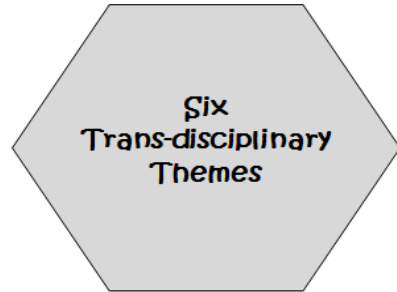
## How the world works

An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.



## Who we are

An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families,



## How we organise ourselves

An exploration of human systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact.



## Where we are in place and time

An exploration of our orientation in place and time; of our personal histories; the discoveries, explorations and migrations of humankind.

## How we express ourselves

An exploration of the way which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.



5th

## How We Express Ourselves

\*How do we discover and/or express:

- a -Ideas
- b -Feelings
- c -Nature
- d -Culture
- e -Beliefs and values



\*How do we reflect on, extend, and enjoy our creativity

\*Appreciation of beauty and excellence

SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.

### Geography Standards

#### Human-Environment Interaction: Place, Regions, and Culture

SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.

### Constructing Supporting Questions

SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.

5th

## Sharing the Planet

\*Rights and responsibilities in the struggle to share finite resources with:

- a -People
- b -Other living things



\*Relationships within and between communities

\*Access to equal opportunities

\*Peace and conflict resolution



### Human Population: Spatial Patterns and Movements

SS.G.2.5: Describe how humans have utilized natural resources in the United States.

SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides.

### Critiquing Conclusions

SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.

### Communicating Conclusions and Taking Informed Action

#### Communicating Conclusions

SS.IS.4.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

## Grade Level POI

Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Science Standards						
Social Science Standards						
Instructional Interval						
Central Idea						
Lines of Inquiry						



Essential Questions						
Key Concepts						
Approaches to Learning/ Attitudes/ Learner Profile Attributes						
Action Component						
Summative Assessment						

# 1st Grade-How We Express Ourselves

1) What is our purpose?  
To inquire into the following Transdisciplinary theme  
**How We Express Ourselves**

Central idea:  
**Creative expressions provide ways to communicate ideas and emotions.**

Summative Assessment task:  
What are the possible ways of assessing students' understanding of the central idea? What evidence, including student initiated actions, will we look for?

**Student portfolios on seesaw**  
**book creator**  
**i movie**  
**Skits**  
**Writing**  
**Teach a lesson**

Class/ grade: **1st grade**

Age group: **6 and 7 years old**

School: **Hope**

Title:

Teachers: **Downey, Fairchild, Hemphill**

Date

Proposed number of hours:

Over the course of:

2) What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Causations**  
**Perspective**  
**Function**

**Related concepts:**  
**Connections, reflections**

What lines of inquiry will define the scope of the inquiry into the central idea?

- Sound waves
- Light

What teacher questions/ provocations will drive these inquiries?

- How is sound caused by vibrations?
- How does sound reflect our emotions?
- How light behaves?

# Future Agenda...

## **Consultant Review**

IB Consultant will review current planners and provide feedback during the summer months.

## **Consultant Site Visit**

Currently looking at a date in September 2018.

## **Professional Development**

Schedule professional development for on-going curriculum development to include common and formative assessments, and resources.

## **Implementation**

By the end of the 2018-2019 school year, 1 Unit Planner planned, taught, reflected, and revised.

## **Learner Profiles**

Adjust for full school year and develop school-wide (PYP).

## **Culture and Climate**

Display the learner's attributes within the building as teachers begin developing their unit planners.

# Questions

