



DECATUR PUBLIC SCHOOL DISTRICT #61  
BOARD OF EDUCATION  
AGENDA

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

May 24, 2022  
4:00 PM Open Session with Closed  
Session Immediately Following  
5:00 PM Open Work Session then  
Continuing with Open Session Agenda

**PLEASE NOTE TIME CHANGE FOR OPEN WORK SESSION/OPEN SESSION**

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

**Strategic Plan Mission:**

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

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

**The Board of Education Parameters that Guide Our Work:**

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

**AI 1.0 CALL TO ORDER**

**CALL FOR EXECUTIVE SESSION**

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

Roll Call

**IO 2.0 PLEDGE OF ALLEGIANCE**

**AI 3.0 APPROVAL OF AGENDA, MAY 24, 2022**

**IO 4.0 OPEN WORK SESSION/BOARD DISCUSSION**

A. Discussion on the following School Board Policies:

- a) Section 06 Instruction: Policy 6:60 Curriculum Content
- b) Section 06 Instruction: Policy 6:300 Graduation Requirements

**IO 5.0 DISTRICT HIGHLIGHTS**

- Eisenhower High School FFA
- Jerry J. Dawson Civic Leadership Institute
- 6 + 1 Workout Wednesdays: June 01 – July 06, 2022 + July 27, 2022
  - Planet Fitness at 6:01 PM, Summer Engagement for Ages 14+
- IPA Student Leadership Awards
- District-Wide Math Bowl Champions
- Recognition of Student Ambassadors

**IO 6.0 PUBLIC PARTICIPATION**

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

**IO 7.0 STUDENT AMBASSADORS' REPORT**

**BOARD DISCUSSION**

**IO 8.0 REPORTS FROM ADMINISTRATION**

- A. First Class Educator's Report
- B. Innovative Programs Update
- C. Magnet Schools Process Update

**AI 9.0 ROLL CALL ACTION ITEMS**

- A. Personnel Action Items
- B. Employment of a Principal at American Dreamer STEM Academy
- C. Employment of a Principal at Dennis Lab School
- D. FY23 Consolidated District Plans
- E. 2022 Summer Program Scholarship Agreement
- F. Fastbridge: Illuminate Education Proposal
- G. Award Bids for Asbestos Abatements at Franklin Grove, Muffley and Parsons Elementary Schools
- H. REJECT Bids for American Dreamer STEM Academy Renovations and Additions

**AI 10.0 CONSENT ITEMS**

- A. Minutes: Open/Closed Session Meetings May 10, 2022
- B. Financial Conditions Report
- C. Treasurer's Report

## **IO 11.0 ANNOUNCEMENTS**

The Board of Education and Administration sends condolences to the family of:

Elmer “Mac” McPherson, who passed away Friday, May 13, 2022. Mr. McPherson was a former Superintendent for Decatur Public Schools.

## **IO 12.0 IMPORTANT DATES**

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

25 Decatur Public Schools 2022 Assistant Principals and Dean of Students

Leadership Conference: *Re-invent, Re-create and Re-engage*

– Richland Community College, 8:00 AM to 4:00 PM

30 Memorial Day Holiday

– District Offices are Closed

**June 06 – 30 Summer School Programs for PreK through 12<sup>th</sup> Grades**

– Monday through Thursday

**Please note: For any and all questions regarding the Summer School Programs, please contact the Director of P12 Teaching and Learning Office, Marques Stewart, at 217 362-3041 and/or via email at [mlstewart@dps61.org](mailto:mlstewart@dps61.org)**

### **NEXT MEETING**

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, June 14, 2022 at the Keil Administration Building.

## **AI 13.0 ADJOURNMENT**

# CIVIC101 LEADERSHIP

TM



POWERED BY THE DAWSON CIVIC LEADERSHIP INSTITUTE™



# DCLI Pillars

Pillar I: Law Enforcement

Pillar II: Healthcare

Pillar III: Local Governance

Pillar IV: Entrepreneurship

Pillar V: Education



# Jerry J. Dawson Civic Leadership Institute

## Conversations & Collaborations



# CIVIC101 LEADERSHIP

POWERED BY THE DAWSON CIVIC LEADERSHIP INSTITUTE™

# LAW ENFORCEMENT

- Visits to the Law Enforcement Training Center with students
- Law Enforcement Bootcamp
  - Summer 2-week camp
  - College Course
  - CPR Certification
- Collaboration with
  - MCLETC
  - Decatur Police Department

**CIVIC101**  
**LEADERSHIP**





# HEALTHCARE

- Healthcare Bootcamp
- Health Professions Job Shadowing
- 6-week Residential CNA Program
- High School Health Professions Club
- CPR Training

**CIVIC101**  
**LEADERSHIP**



# BUSINESS BUILDING

## Entrepreneurship

- Middle School Entrepreneurship Camp
- Freshmen/Sophomore Entrepreneurship Camp
- Junior/senior Entrepreneurship RCC Course

**CIVIC101**  
**LEADERSHIP**





# EDUCATION

- Education Course at EHS & MHS
- Education Club at EHS & MHS
- Summer Dual Credit Courses
- MHS: Mrs. Hannah Blacketer
- EHS: Mrs. Angela Thomas
- TA to Teacher Development



## DCLI Internship Program

Rising junior or senior

Work up to 35 hours per week

Pay at \$15 per hour

Weekly professional development sessions

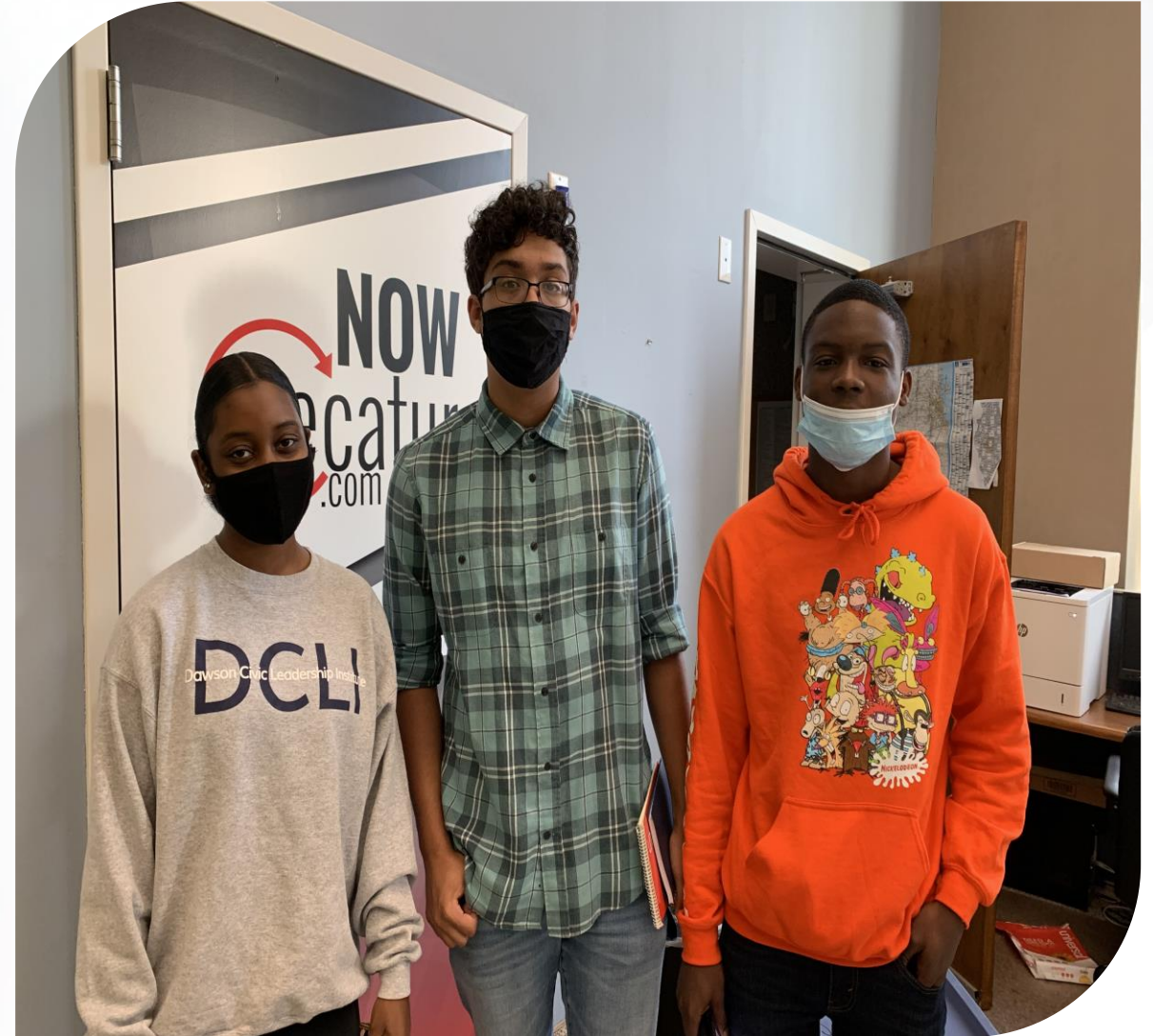
Weekly timesheet submissions

Weekly brief employment reflections

Schedule is developed with your employer, so it will vary based on your internship site

Attend Leadership Series Week

**CIVIC101**  
**LEADERSHIP**





# DCLI Internship Program

## 2022 Internship Sites

- Decatur Police Department (18 yo)
- Central Illinois Regional Dispatch (18 yo)
- City of Decatur
- Northeast Community Fund
- Richland Community College
- Decatur Public School District 61
- Macon County Law Enforcement Training Center
- Crossing Health Care
- Decatur Public Schools
- The Salvation Army
- Private Law Firm

**CIVIC101**  
**LEADERSHIP**



## DCLI Leadership Program

Leadership Program designed for both young men and young women.

- Meetings twice per month
- Hamilton Play in St. Louis
- Week-long Leadership Conference
- Common Book Read
- Mikva Challenge Soapbox Curriculum



**CIVIC101**  
**LEADERSHIP**



## Interpreter Certification Program

DCLI developed and collaborated with EnRich at RCC to cover the expense of an Interpreter Certification Program.

- Instruction twice per week for 11 weeks
- 3-hour class sessions
- DMH Certified Interpreter as Instructor
- Meals, Materials and Certifications

**CIVIC101**  
**LEADERSHIP**





# DCLI College Scholars

\$400,000 was allocated to DCLI to be used specifically for scholarship dollars. Those funds are allocated to students who are engaged in DCLI Programming and are enrolling college credit courses as well as for graduating students.

Graduating seniors who are engaged and active in programming provided by the Jerry J. Dawson Civic Leadership Institute are eligible for full scholarships to attend Richland Community College. The Scholarship covers tuition, fees & books.

- Residential CNA Program
- RCC College Credit Courses
- DPS61 students who plan to attend RCC Full-time or Part-time



# DCLI Leverage Funding

We work to leverage funding to develop and expand programming.

- CTE Education grant collaboration between DPS Office of Innovative Programming and Richland Community College.
- Residential CNA Program was provided additional support for student stipend payments from United Way of Decatur.
- DCLI Coordinator work with students and higher education institutions to identify and secure additional scholarship dollars for college.
- We build collaborative programs that allow for costs to be shared such as the certified interpreter program.



# DCLI Events

- Leadership Series Week
  - Students in DCLI Programming
  - June 6<sup>th</sup> – June 9<sup>th</sup>.
  - Richland Community College - Shilling Salons
- Annual Awards Ceremony
  - Saturday, July 30, 2022
  - 12:00pm to 2:30pm
  - Richland Community College - Shilling Auditorium
  - Open to Public



# DCLI Contact Information

- Jerry J. Dawson Civic Leadership Institute  
Website: [www.CivicLeadership101.com](http://www.CivicLeadership101.com)  
Facebook: CivicLeadership101
- Dr. Juanita Morris  
E: [JMMorris@dps61.org](mailto:JMMorris@dps61.org)  
P: (217) 474-7300



# ***6+1 WORKOUT WEDNESDAYS***

**WITH ASST. SUPERINTENDENT JEFF DASE**

**6 WEDNESDAYS: JUNE 1 - JULY 6**

**+ 1 WEDNESDAY: JULY 27**

**PLANET FITNESS @ 6:01 P.M.**

**3194 North Water St., Decatur**

**DPS students and parents get  
in free for 6+1 Workouts**

***SUMMER ENGAGEMENT  
FOR AGES 14+***

**For more information, text  
Jeff Dase at (217) 521-6591**

**Also invite him to your community events,  
block or park parties, neighborhood meetings,  
celebrations, etc.**







1<sup>ST</sup> CLASS EDUCATOR



**Decatur  
Public  
Schools**

*Educating for Success*

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1<sup>ST</sup> CLASS EDUCATOR, LLC

AND

DECATUR PUBLIC SCHOOLS

PROGRESS REPORT – PHASE II

# MEET THE TEAM





# AGENDA

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- Review Completed Phase I
  - Purpose
  - Desired Outcomes
  - Methods Used During 10 Session Series
  - Outcome
- Review In-Progress Phase II
  - Purpose
  - Desired Outcomes
  - Methods Used During 10 Session Series
  - Outcome

## EDUCATIONAL CONSULTING PROPOSAL

PRIMARY FOCUS- ESTABLISHING EQUITTABLE  
PRACTICES AND CULTURAL PROFICENY  
PROFESSIONAL DEVELOPMENT

Prepared For: **Decatur Public  
School District**

Prepared By: **1<sup>st</sup> Class Educator, LLC**

Dallas, Texas  
75104

682-305-7788  
L.Brooks@1stClassEducator.com



Phase I: Completed

## Two Groups

DLT- Establishing  
Equitable Practices

Administrative Team-  
Cultural Proficiency

# Ultimate Purpose

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Create Systemic Change Throughout  
DPS 61



# Measurable Outcome

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- 100% of DPS school will have visible culturally responsible evidence by June 2021 **Not Met**
- At least 50% of DPS principals will have a rating of Proficient or above in Illinois Performance Standards for School Leaders V: Leading with Integrity and Professionalism by April 1, 2021. This would represent at least a 13% increase. **Met**
- At least 50% of DPS principals will have a rating of Proficient or above in Illinois Performance Standards for School Leaders VI: Creating and Sustaining A Culture of High Expectations. This would represent an 18% increase. **Met**
- 100% of all departments will incorporate ideas and beliefs of a diverse group of people. **In-Progress**
- PD session will push 100% of DPS DLT to a more equitable lens moving forward. **In-Progress**

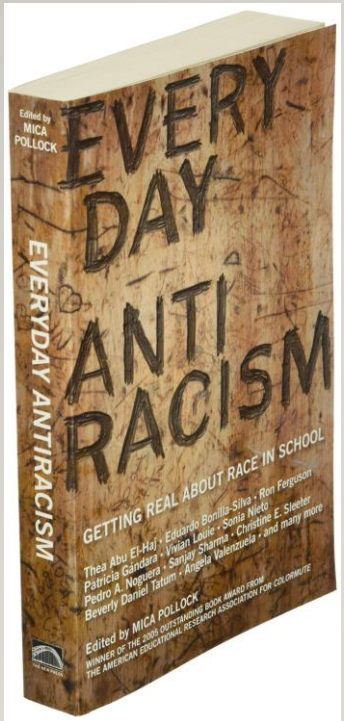
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- **Equity Goal Commitments:**

- Each administrator created an equity goal to focus on for the 21-22 School Year
- Each DLT department created an equity goal to focus on for the 21-22 School Year.

# DELIVERABLES: 10 SESSIONS FOCUSED ON EQUITY

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Methods

**-Book Study :**

Each Session was supported with a group of articles from the Book ***Everyday Anti-Racism : Getting Real About Race In Schools by Mica Polluck***

**-Small/Large Group Discussion**

## EDUCATIONAL CONSULTING PROPOSAL

PRIMARY FOCUS- ESTABLISHING EQUITTABLE  
PRACTICES PD PHASE II

Prepared For: **Decatur Public  
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## Phase II: In-Progress

### Schools Being Served

Baum	Franklin
Muffley	Parsons
Pershing	South Shores
Dennis	Dennis Lab
Hope	-----

DLT- Continued Coaching Support



## Desired Outcome:

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Increase the evidence of  
culturally responsive climates in  
all DPS schools.

Increase DPS capacity of  
Equitable Leadership

# Pre-Assessment Data

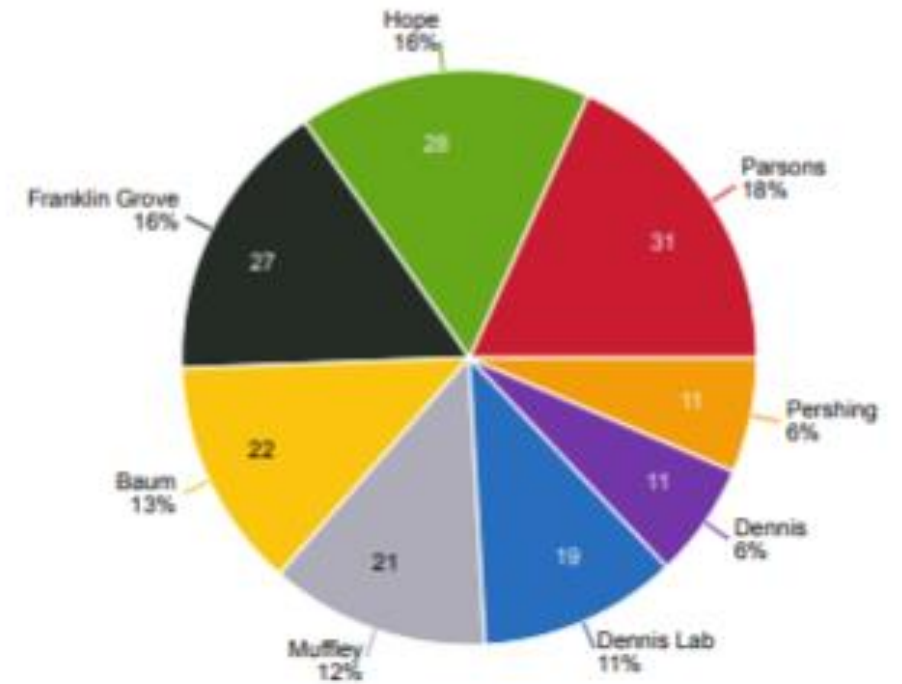
- Pre-Session Survey Attached by Precise Data Consulting



## Cultural Competency Self-Assessment 2021

Please select your school.

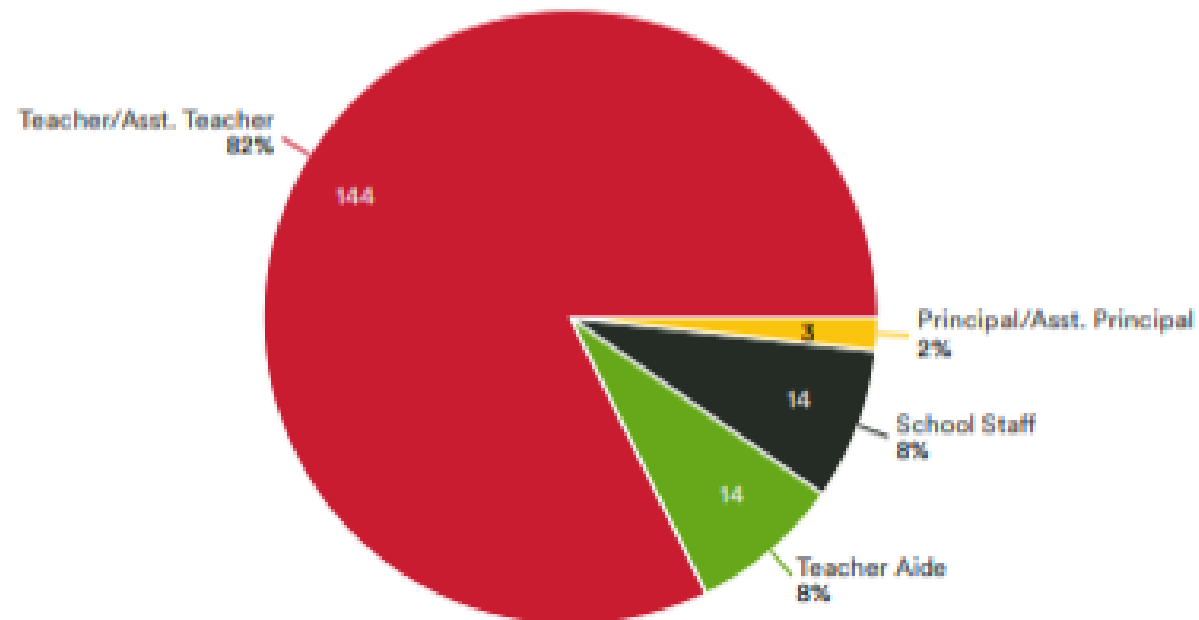
170 Responses - 5 Empty



## Cultural Competency Self-Assessment 2021

### What is your current role in education?

175 Responses



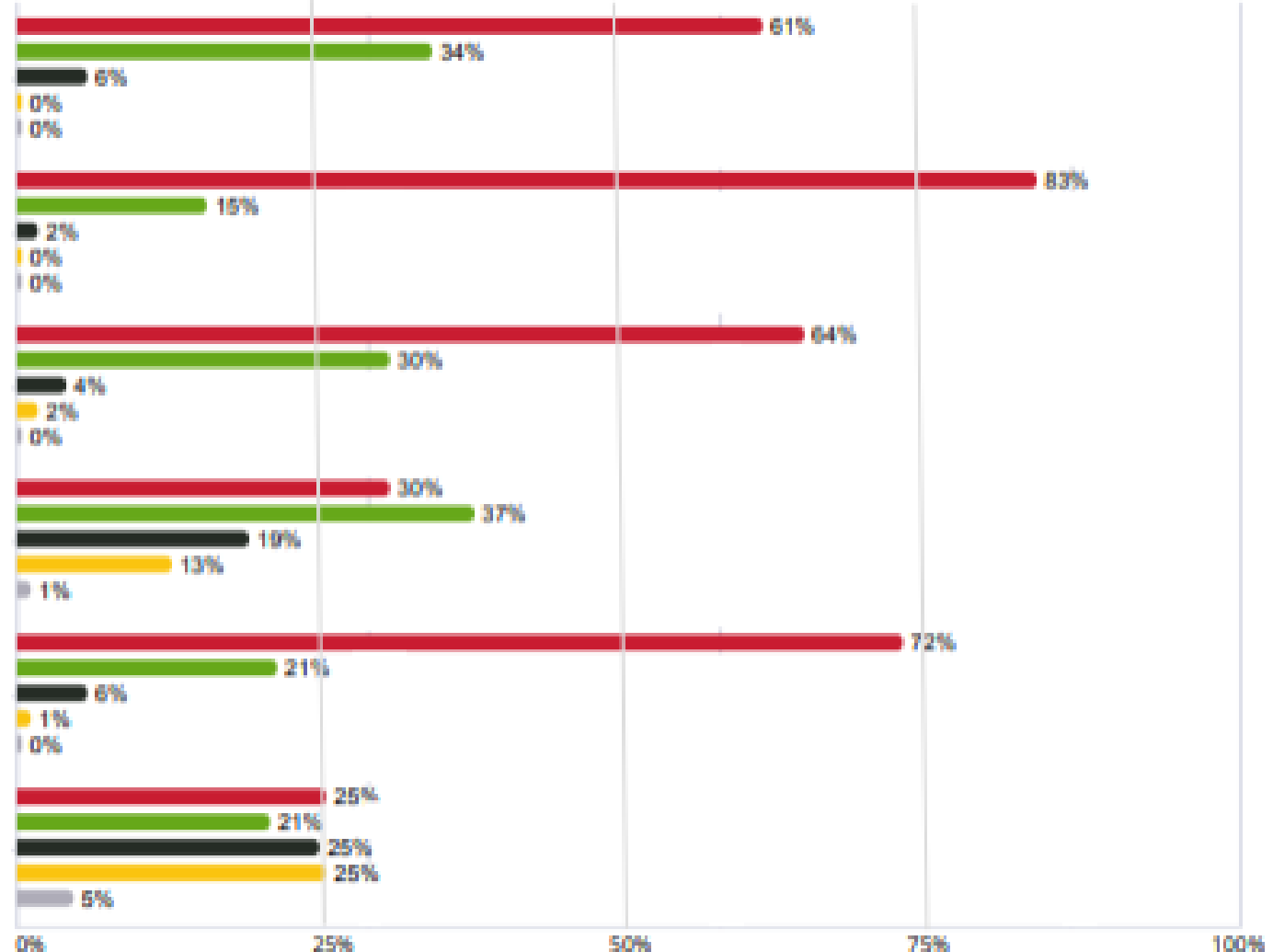


# Cultural Competency Self-Assessment 2021

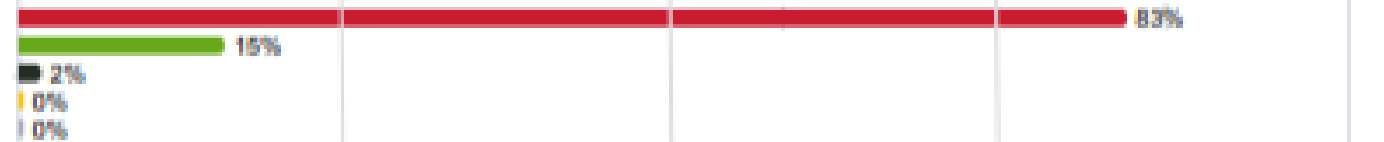
## Efficacy

975 Responses

1. I believe ALL students can learn successfully when informed and caring teachers assist them and make sufficient resources available to them.



2. I am committed to creating both an educational environment and learning experiences that honor and respect students' individual differences.



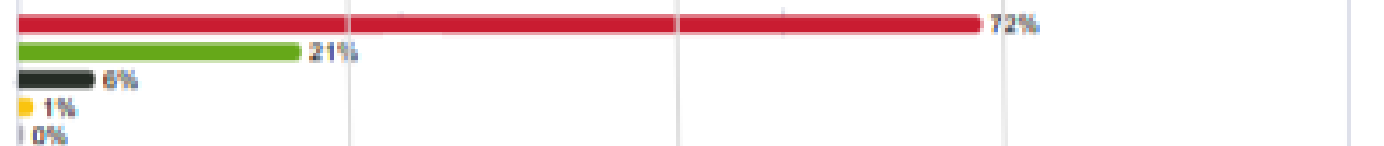
3. I am willing to ask myself uncomfortable questions about racism, cultural preferences, and inequitable learning conditions and resources that are obstacles which hinder student success.



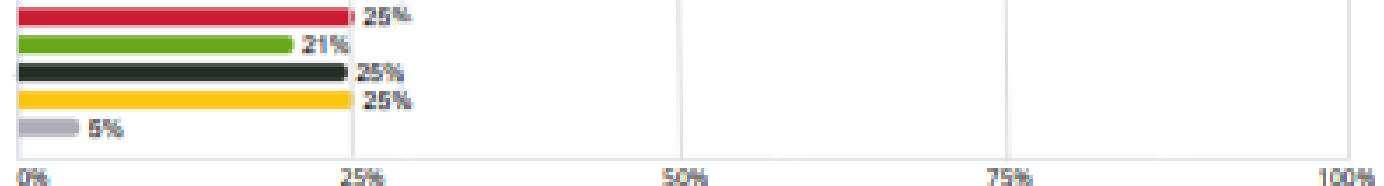
4. I am willing to challenge others about racism, cultural preferences, and inequitable learning conditions and resources occurring in my school or district.



5. I believe that all students can benefit from educational practices that engage them in learning about their cultural heritage and understanding their cultural background.



6. I am concerned with how well our district serves the various cultural and ethnic communities represented in our schools.

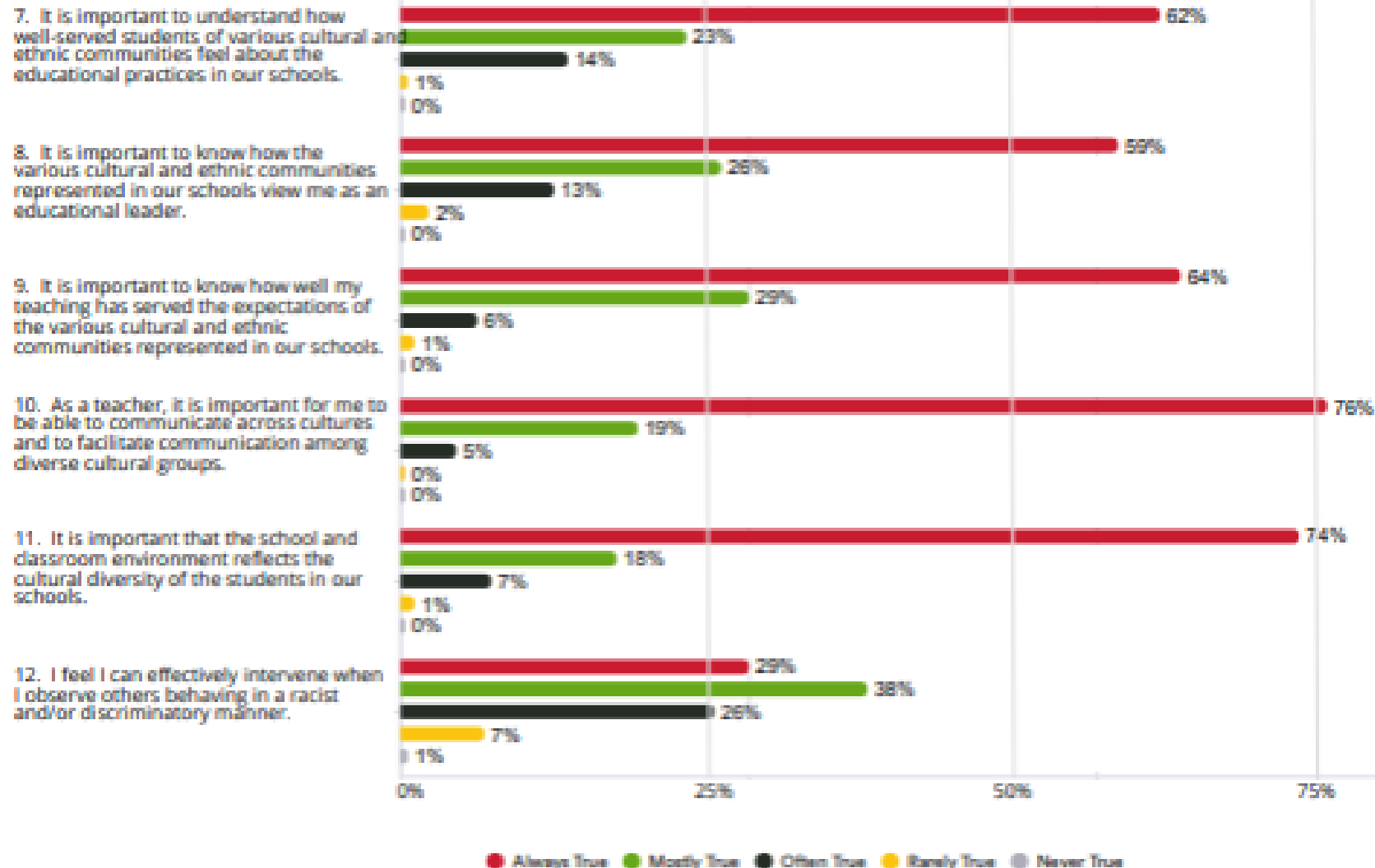


● Always True ● Mostly True ● Often True ● Rarely True ● Never True

## Cultural Competency Self-Assessment 2021

### Skills

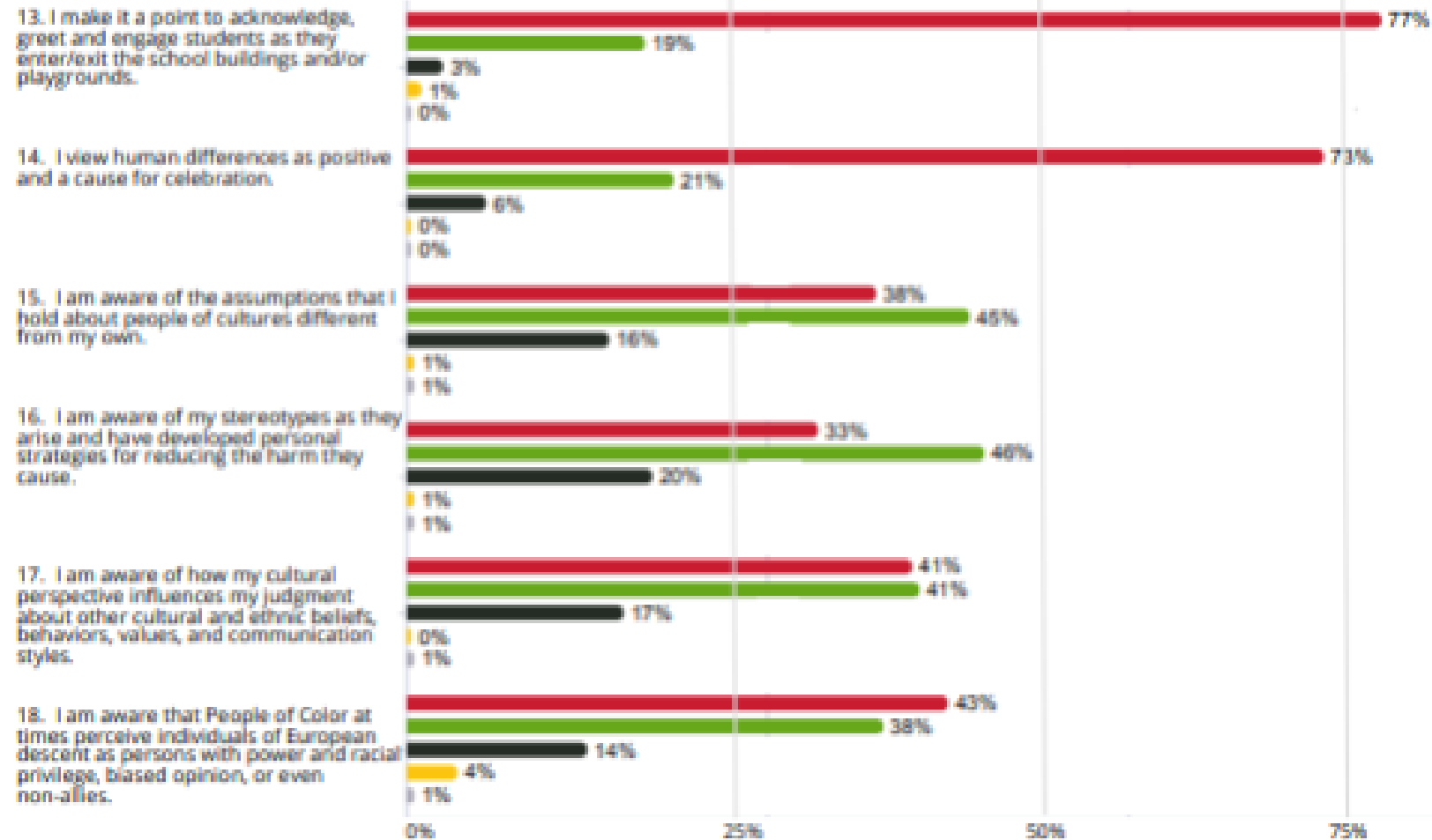
175 Responses



## Cultural Competency Self-Assessment 2021

### Awareness

175 Responses

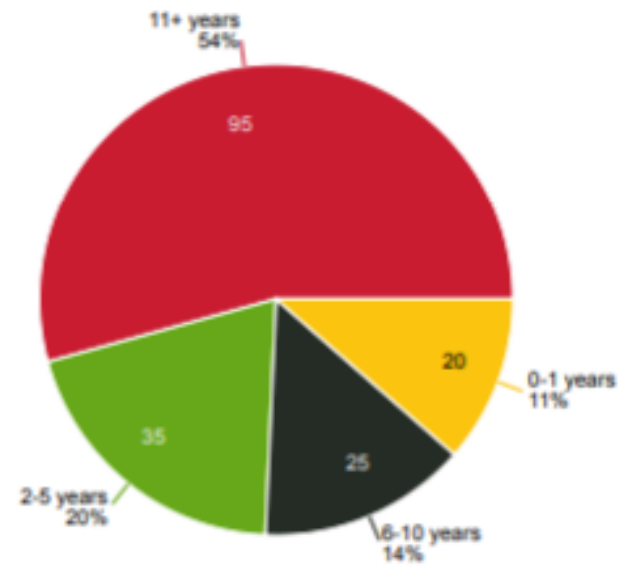


● Always True ● Mostly True ● Often True ● Rarely True ● Never True



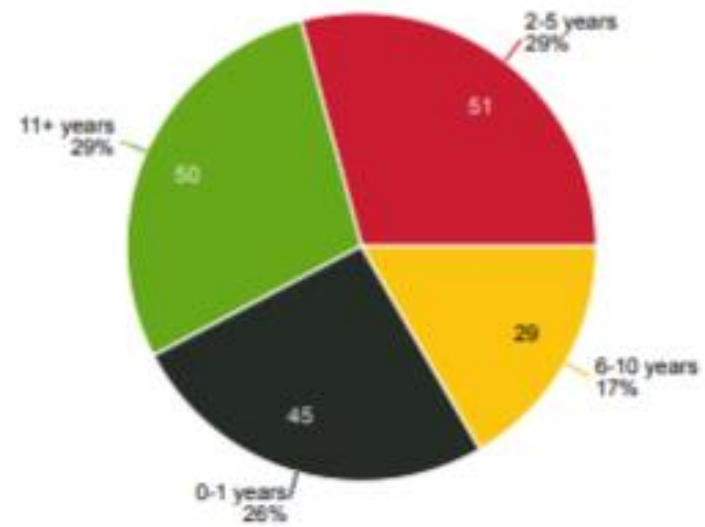
## How many years served in K-12 education?

175 Responses



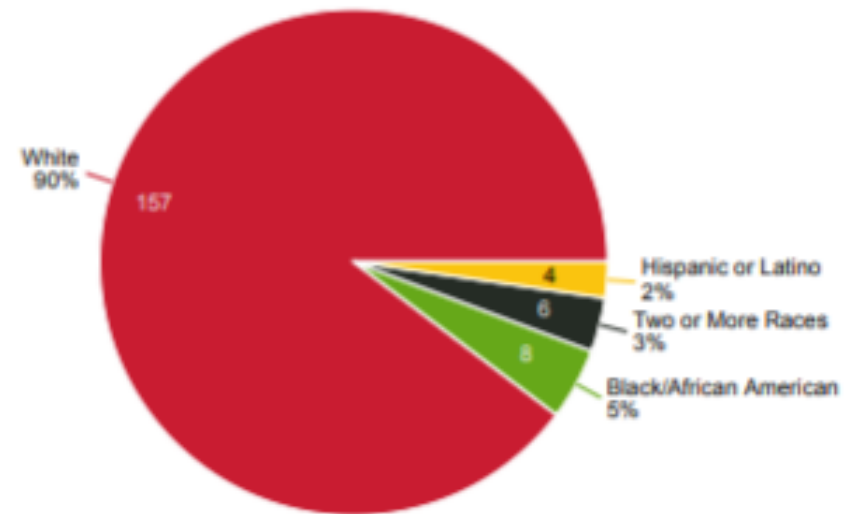
### How many years served in current role?

173 Responses



## Which race/ethnicity you identify with the most?

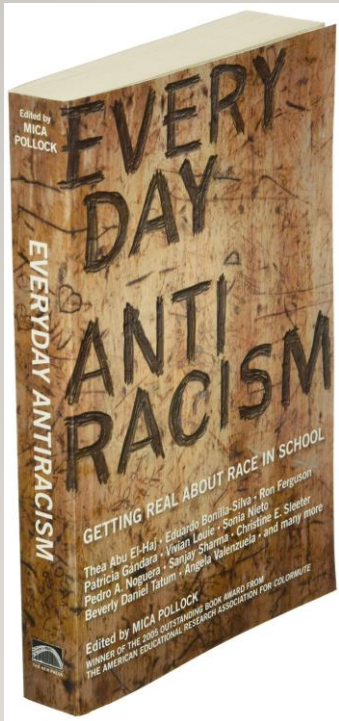
175 Responses





# DELIVERABLES: 10 SESSIONS FOCUSED ON EQUITY

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## Methods

### -Book Study :

Each Session is supported with a group of articles from the Book ***Everyday Anti-Racism : Getting Real About Race In Schools by Mica Polluck***

### -Small/Large Group Discussion

# POST SESSION DATA POINTS THAT ILLUSTRATE QUALITATIVE OUTCOMES

Please feel free to leave a comment about your session experience.

22 responses

Thank you for your encouragement and leading these topics for us to be a part of.

I think this session got us to the difficult conversations the fastest of any session, allowing us the most time to really dig in and explore in a meaningful way.

In another group, I heard that some people were blaming the historic inequality on black people being lazy and wanting to rely on assistance from the government. These mindsets contribute to the inequity in our district and town, and are what need to be addressed and changed for progress to be made.

Great job everyone

I enjoy the conversations , but what is the end goal? How do we make it better?

The Reality of our kiddos

Always a pleasure to learn from these sessions!

I love that you made this time relevant to Decatur and our community

What about the session did you find valuable?

77 responses

Talking about the history of Decatur was very good. I learned a lot.

I found it interesting to look at the map of Decatur in the 30s and compare it to the conditions/societal structures we still have.

Learning about the microgressions

How I can apply them to my teaching.

I enjoyed the whole group discussions. The data presented about the community was also eye opening.

the map was interesting

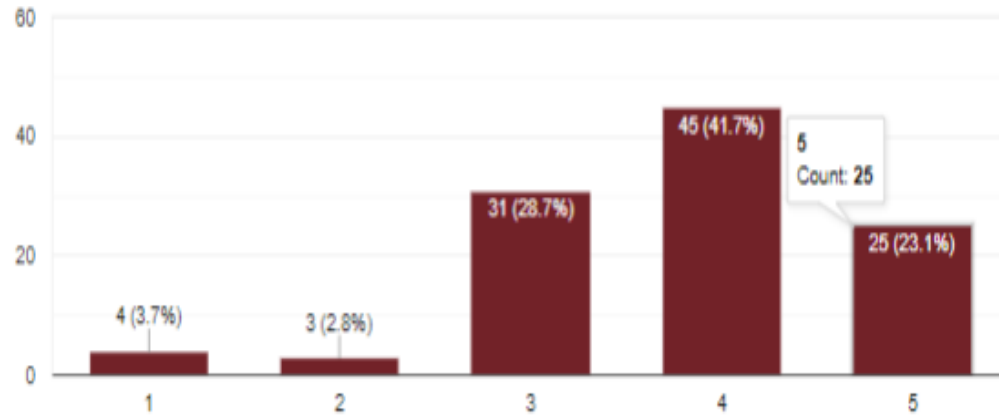
All the discussions

The time to have real conversation to discuss what we have learned.

Moving into groups with people who have lived/not lived in Decatur for different amounts of time was nice

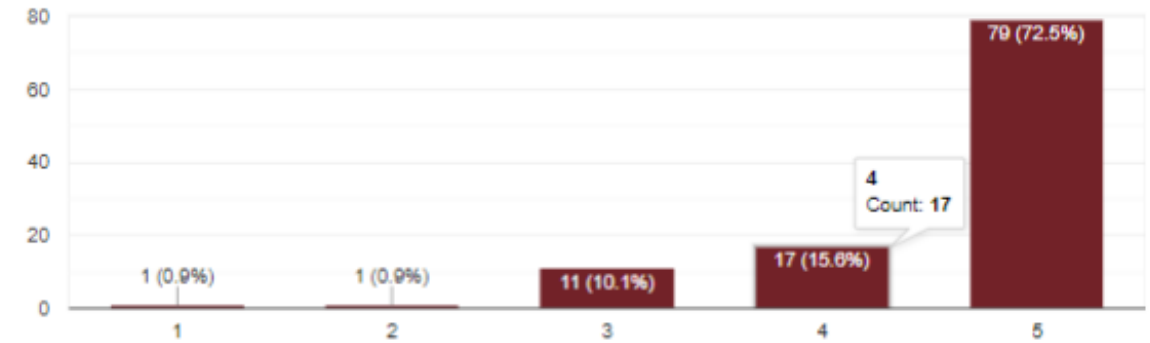
How effective were the readings in relation to our session?

108 responses



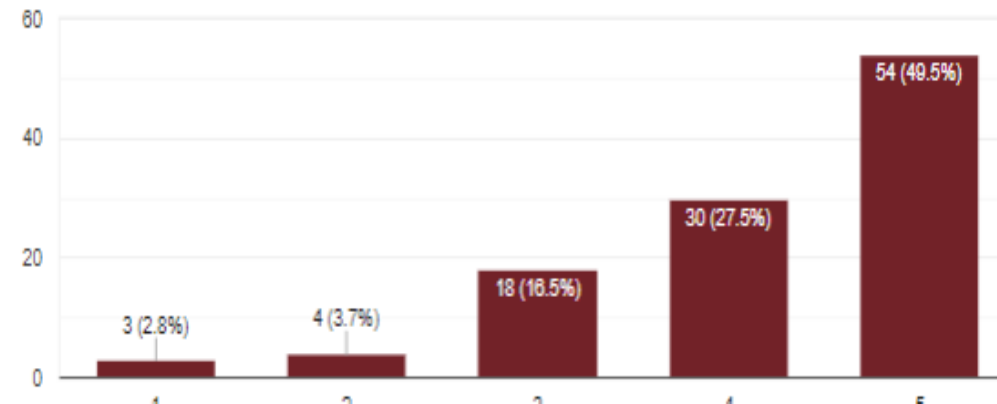
How knowledgeable do you think the presenters were on the session topic?

109 responses



How effective were the group discussions during our session?

109 responses





# Equity Goal Updates

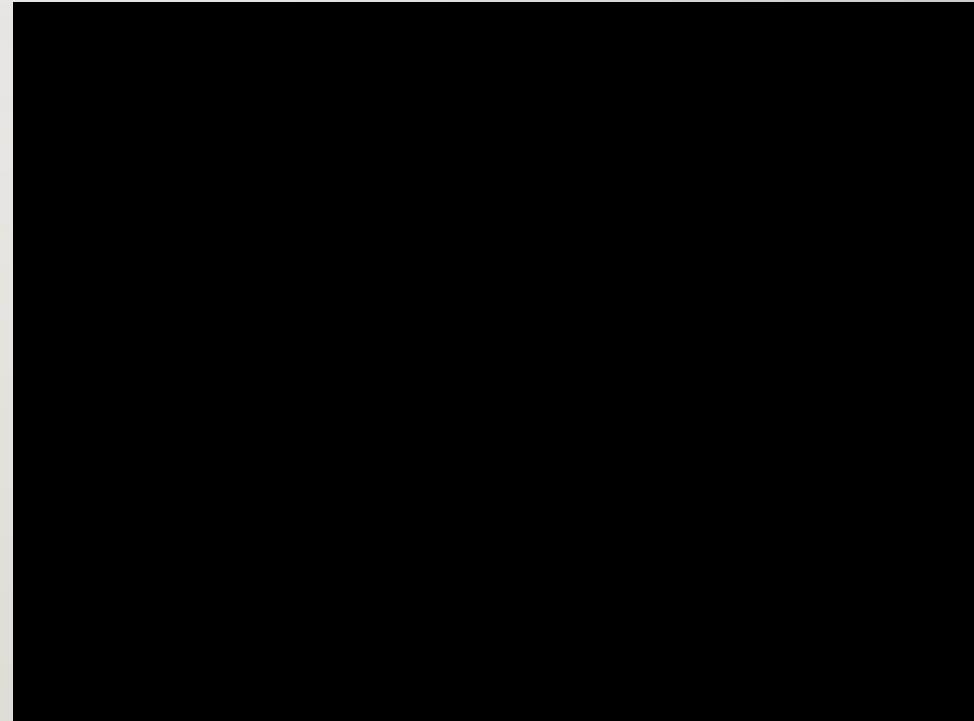
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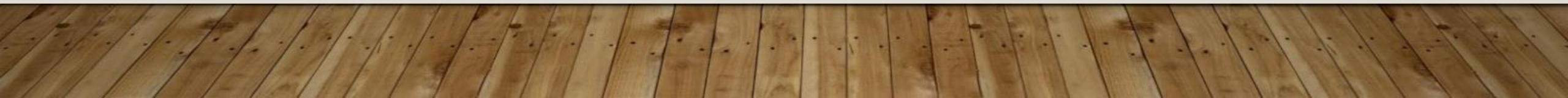
**Baum** - Baum Elementary will create a Kids of Culture club during the 2021-2022 school year. The club is meant to educate students, staff, and the community about the various cultures that are a part of the school.



# Staff Testimonials

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Thank you

DPS Board of Education

Superintendent of Schools, Dr. Rochelle Clark

DPS Community



Q & A

# Innovative Programs Update

**May 24, 2022**

**Ashley Grayned**  
Executive Director of Strategic  
Planning & Innovative Programs

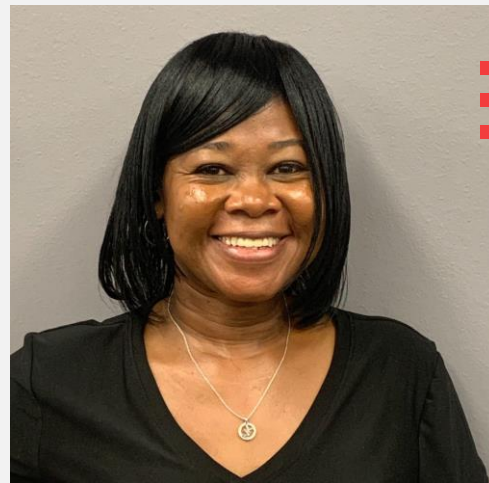


# Innovative Programs Leaders



**Leslie Risby**

Innovative Programs  
Coordinator



**Sherry Johnson**

Extended Day Program  
Coordinator



## Innovative Programs

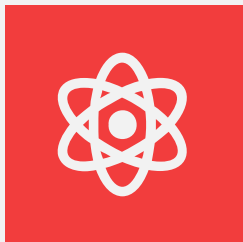
# Alignment to District Strategic Plan



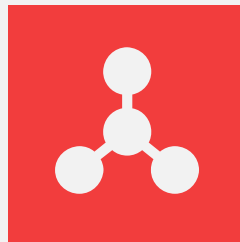
### Strategy #1

Ensure unique, innovative learning experiences for all students

### Focus



Continue to develop, sustain, and create meaningful learning opportunities, both inside and outside of the classroom, for PreK-12



Build community partnerships to connect our community to our students, while giving our students access to innovative experiences



# Career Pathways



## Co-Op Opportunities

- PAID opportunities for students to build skills in preparation for long-term careers
- Caterpillar, DMH, DPS IT, DPS Maintenance, St. Mary's



## Internships

- InspirEd Futures is now in its 7th year of connecting students with real-life, hands-on experience at 20+ local businesses

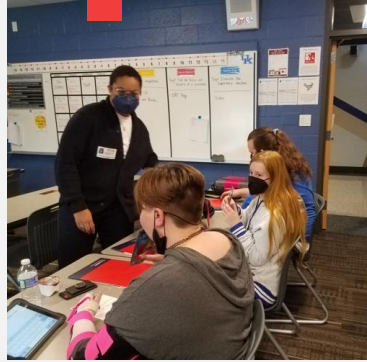


# Career Pathways: Programs



## Workforce Prep

360-hour training program with Richland Community College; students learn basic manufacturing, job readiness and essential skills, and graduate with nationally-recognized certificates



## Teacher Club

Students interested in becoming teachers can explore the education field; meets weekly at each high school



## Skilled Trades

Pre-apprenticeship program that successfully prepares students to transition to labor registered apprenticeships in the trades post-graduation



# Career Pathways: Courses



## Workforce Prep

Partnership with RCC ENRICH Program that prepares students to go straight to workforce by learning essential skills



## Dual Enrollment

Partnership with Richland Community College that allows DPS to offer dual credit classes at the high schools giving students access to college credit



## Building Construction Trades

Exploration of building trades and pre-apprenticeship



## The Prep Academy

Associate's Degree + high school diploma in four years



## Teacher Prep

A CTE grant partnership with RCC that provides classroom coursework from EdRising, plus education field exploration



# Career Pathways: Career Exposure Days



## Healthcare Day

Yearly career exposure event hosted at RCC by healthcare agencies in Macon County



## Manufacturing Day

Yearly event held during Manufacturing Week to expose students to careers in manufacturing



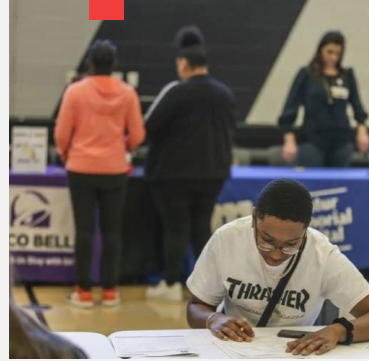
## Building Trades Day

Yearly event held in Springfield in November showcasing union laborers and hands-on demos





# Career Exposure



## College & Career Week

First held in April 2022, week-long celebration of college and career readiness with daily themes and events

## Job Expos

Held at each high school to connect students with part-time, summer, and full-time opportunities

## Financial Literacy

Partnerships with local financial institutions to prepare students for money management post high school



# The Prep Academy





# Career Signing Day



# Extended Day: Program Overview

**FREE**

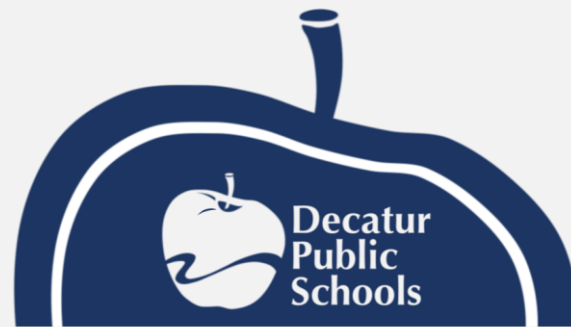
to all PreK-8th grade students,  
including MPSED

**13 sites**

ADSA, Baum, Dennis, Franklin  
Grove, Harris, Hope, JHMS,  
Montessori, Muffley, Parsons,  
Pershing, SDMS, South Shores

**M-F**

6:00 a.m. to start of school  
End of school to 5:30 p.m.  
+ on half days and District  
scheduled off days



**EXTENDED DAY**

**BEFORE & AFTER  
SCHOOL PROGRAM**





# Extended Day: Enrollment & Staffing

**1,348**

Total # registered students

**470**

Average weekly attendance  
across 13 sites

**101**

Total # of employees during  
2021-22 school year, including  
Site Coordinators, Teachers,  
TA's, other District staff, high  
school, college, and external  
staff



**EXTENDED DAY**

**BEFORE & AFTER  
SCHOOL PROGRAM**





## Extended Day: Academics

- Provides academic assistance with homework and educational games
- Provide s1:1 test prep
- Sites created “Reading Buddy Programs” in which older students read with younger students



# Extended Day: Enrichment Activities



## Girl Scouts

Provided STEM activities and kits to multiple sites



## Art Activities

DPS art teachers created art activities two days/week to provide enrichment

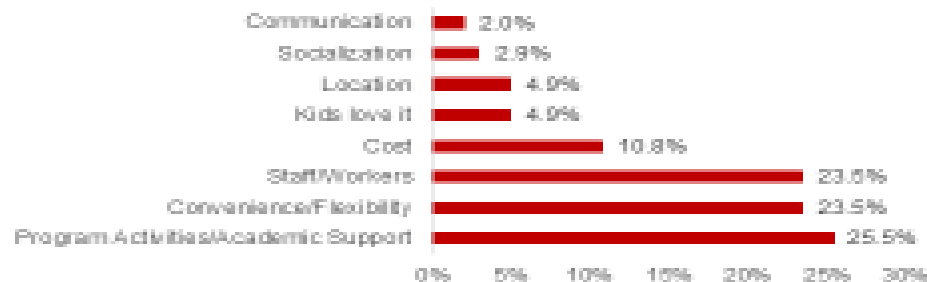


## Rap-U Music

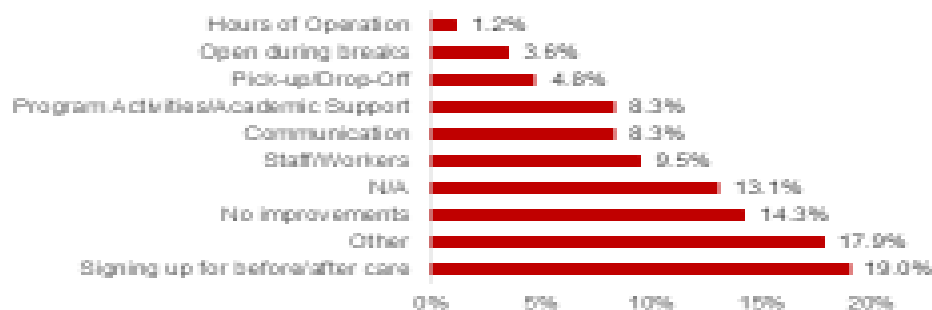
Visited three sites from November-May, teaching students about music through rap



1 Please share some strengths of the Extended Day Program.



2 Please share some areas of improvement for Extended Day Program.



**Total**  
**Respondents:**  
**102**

DPS Extended Day Program  
2021 • 2022 Summary Survey Results



# Extended Day: What's Next



Year 2 planning

07

Online registration early July



PD, training, and program prep for Site Coordinators and staff during summer

08

Open houses early August



Ongoing staff recruitment, interviews, and placement



Fall launch date TBD



# Innovative Programs Update

Questions?



# The DPS Magnet Lottery

For the 2022-2023 School Year

# Applications

The screenshot shows a web application interface for selecting magnet programs. At the top, a blue header bar contains the text 'Section 3 of 11'. Below this, a white box with a light blue border contains the instruction: 'Please select the magnet program of your choice in preference order.' followed by a smaller line of text: 'You have the choice of applying to one, two, or all three programs at this time, utilizing this single application.' To the right of this text is a vertical toolbar with icons for zooming, printing, and other functions. Below the instruction box, there are two main sections for selecting programs. The first section is titled 'First choice of magnet programs: \*' and contains a list of three options: 1. American Dreamer STEM Academy (Kindergarten - 8th) STEM Focus: Collaboration, Critical Thinking, Probl..., 2. Johns Hill Magnet School (Kindergarten - 8th) Focus: Arts Education, and 3. Montessori Academy for Peace (Pre-K 3 - 8th) Focus: Hands on Learning, Independence, Respect. The second section is titled 'Second choice of magnet programs: \*' and contains a list of four options: 1. American Dreamer STEM Academy (Kindergarten - 8th) STEM Focus: Collaboration, Critical Thinking, Probl..., 2. Johns Hill Magnet School (Kindergarten - 8th) Focus: Arts Education, 3. Montessori Academy for Peace (Pre-K 3 - 8th) Focus: Hands on Learning, Independence, Respect, and 4. Do not have a second choice.

Section 3 of 11

Please select the magnet program of your choice in preference order.

You have the choice of applying to one, two, or all three programs at this time, utilizing this single application.

First choice of magnet programs: \*

1. American Dreamer STEM Academy (Kindergarten - 8th) STEM Focus: Collaboration, Critical Thinking, Probl...
2. Johns Hill Magnet School (Kindergarten - 8th) Focus: Arts Education
3. Montessori Academy for Peace (Pre-K 3 - 8th) Focus: Hands on Learning, Independence, Respect

Second choice of magnet programs: \*

1. American Dreamer STEM Academy (Kindergarten - 8th) STEM Focus: Collaboration, Critical Thinking, Probl...
2. Johns Hill Magnet School (Kindergarten - 8th) Focus: Arts Education
3. Montessori Academy for Peace (Pre-K 3 - 8th) Focus: Hands on Learning, Independence, Respect
4. Do not have a second choice

Parents and Guardians were able to submit applications online during open enrollment again this year.

- Open enrollment began: December 1, 2021

- Last day to submit an application: January 31, 2022



# Online Parent-Guardian Meetings

Parents and Guardians were invited to participate in online meetings so that they may:

- View videos highlighting each magnet program
- Listen to each magnet principal speak about their program
- Ask questions



## Meeting Dates:

December 15, 2021 at 5:30 PM 54 people registered with 21 attending

January 13, 2021 at 5:30 PM 53 people registered with 17 attending

January 26, 2021 at 5:30 PM 55 people registered with 24 attending

- Prior to the last online meeting, reminder emails were sent to those who had previously registered but did not attend.
- The notifications were sent out *one week, one day and one hour* before the last January 26th meeting.

# Tracking the online progress

By December 8, 2021 a total of  
304 applications had been submitted



By January 5, 2022 a total of  
405 applications had been submitted

By January 31, 2022 a total of  
612 applications had been submitted

# Timeline for the 2022-2023 Magnet Lottery

- 10/5/21 - Meeting with Student Services, Community Engagement, and Administration to discuss plan
- 10/13/21 - Share plan with Magnet Principals, for feedback
- 10/14/21 - Clean up and finalize
  - Application
  - Intent to return
  - Office script
  - Available/Open seat spreadsheet
- 12/1/21 - Go live with Application on website
- 12/1/21-1/14/22 - Principals will share program-specific *Intent to Return Form* with students/parents currently enrolled at their buildings

# Timeline for the 2022-2023 Magnet Lottery

- 12/15/21 - First live Info Session with Principals
- 1/14/22 - All *Intent to Return Forms* due back
- 1/13/22 - Second live Info Session with Principals
- 1/21/22 - Available/Open Seat information should be entered into Google spreadsheet using responses from *Intent to Return Forms*
- 1/26/22 - Third and last live Info Session with Principals
- 1/31/22 - Last day the Application will be available to public
- February 2022- Prep and run lottery
- 2/22/22 - Schools inform all Parents of lottery results
- 3/11/22 - Responses due from parents on accept/decline offered seats



# Three Year History of DPS Magnet Lottery

## 2020/2021 Applications

We received a total of 444 First Choice applications for the 2020/2021 School Year:

Program	First Choice	Second Choice	Third Choice
American Dreamer	63	64	76
Johns Hill	235	65	24
Montessori	146	116	55



# 2021-2022 Applications

We received a total of 441 First Choice applications for the incoming 2021-2022 school year.



Program	First Choice	Second Choice	Third Choice
American Dreamer	68	101	111
Johns Hill	206	112	77
Montessori	167	110	79

# 2022-2023 Applications

We received a total of 612 First Choice applications for the incoming 2022-2023 school year.

Comparing to last year, this is an increase of 28% for First Choice applications received.



Program	First Choice	Second Choice	Third Choice
American Dreamer	82	50	43
Johns Hill	263	58	34
Montessori	267	50	52

# Racial Breakdown of Applicants

Applications for the 2020-2021 school year:

Program	Apps Received	African American	American Indian/ Alaskan Native	Asian	Multi-Race	Caucasian	Hawaiian/ Pacific Islander	Hispanic
American Dreamer	63	36	0	0	7	20	0	0
Johns Hill	235	132	1	8	24	55	0	15
Montessori Academy	146	43	0	1	18	83	0	1
<b>TOTAL</b>	<b>444</b>	<b>211</b>	<b>1</b>	<b>9</b>	<b>49</b>	<b>158</b>	<b>0</b>	<b>16</b>



# Racial Breakdown of Applicants

Applications for the 2021-2022 year:

Program	Apps Received	African American	American Indian/ Alaskan Native	Asian	Multi-Race	Caucasian	Hawaiian/ Pacific Islander	Hispanic
American Dreamer	68	45	1	0	8	13	0	1
Johns Hill	206	133	2	5	30	26	1	9
Montessori	167	44	2	0	25	94	1	1
<b>TOTAL</b>	<b>441</b>	<b>222</b>	<b>5</b>	<b>5</b>	<b>63</b>	<b>133</b>	<b>2</b>	<b>11</b>

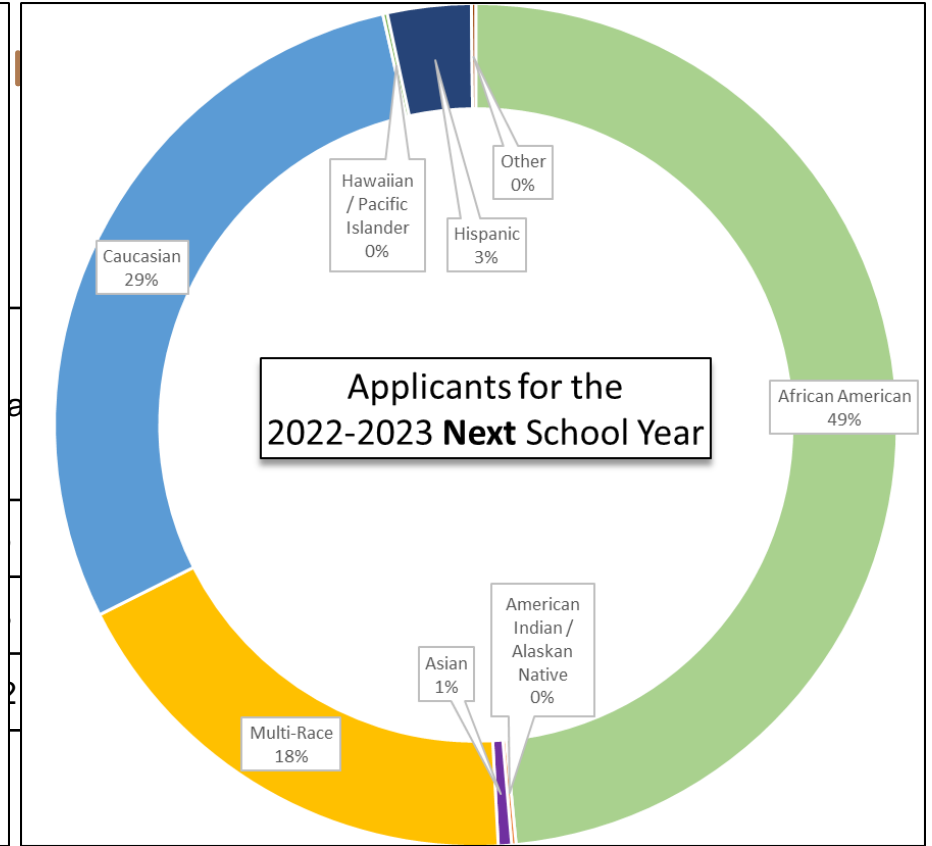
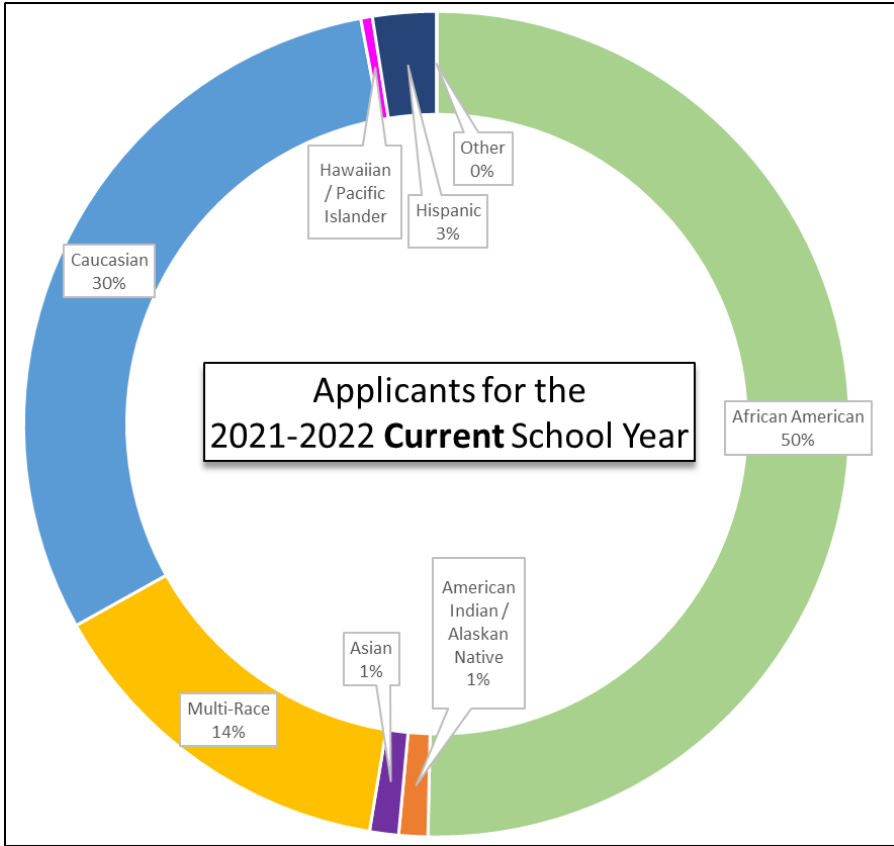
# Racial Breakdown of Applicants

Applications for incoming students for the 2022-2023 school year:

Program	Apps Received	African American	American Indian/ Alaskan Native	Asian	Multi-Race	Caucasian	Hawaiian / Pacific Islander	Hispanic	Other
American Dreamer	82	53	0	0	11	15	0	2	1
Johns Hill	263	142	1	2	46	45	1	15	11
Montessori	267	92	0	1	52	111	0	2	9
<b>TOTAL</b>	<b>612</b>	<b>287</b>	<b>1</b>	<b>3</b>	<b>109</b>	<b>171</b>	<b>1</b>	<b>19</b>	<b>21</b>

# Application comparison for the incoming 2022-2023 students:

Program	Apps Received	African American	American Indian/ Alaskan Native	Asian	Multi-Race	Caucasian	Hawaiian/ Pacific Islander	Hispanic	Other
TOTAL 21-22	441	222	5	5	63	133	2	11	0
TOTAL 22-23	612	287	1	3	109	171	1	19	1
CHANGE	+171	+65	-4	-2	+46	+38	-1	+8	+1



# Wait Lists



Traditionally, each school maintained their own wait list after the lottery was completed by Central Administration

Beginning with the 2020-2021 school year, Student Services was tasked with maintaining the wait lists once all Parent/Guardian calls were completed by the individual magnet programs



# How do the waitlists compare?



American Dreamer	2020-2021	2021-2022	2022-2023
Grade Level	Students on Waitlist	Students on Waitlist	Students on Waitlist
First	5	0	0
Second	0	3	0
Third	0	0	0
Fourth	0	0	0
Fifth	2	4	1
Sixth	0	4	1
Seventh	0	0	1
Eighth	N/A	0	1
Kindergarten	0	0	0
Total	7	11	4

# How do the waitlists compare?



Johns Hill	2020-2021	2021-2022	2022-2023
Grade Level	Students on Waitlist	Students on Waitlist	Students on Waitlist
First	24	2	16
Second	18	4	15
Third	9	0	4
Fourth	10	0	15
Fifth	13	0	13
Sixth	11	0	0
Seventh	31	14	14
Eighth	0	0	1
Kindergarten	23	0	16
Total	139	26	94

# How do the waitlists compare?



Montessori	2020-2021	2021-2022	2022-2023
Grade Level	Students on Waitlist	Students on Waitlist	Students on Waitlist
First	8	7	14
Second	4	9	18
Third	11	8	10
Fourth	0	2	6
Fifth	0	0	7
Sixth	0	2	4
Seventh	9	0	8
Eighth	2	0	4
Kindergarten	0	0	41
Pre-K3	0	0	6
Pre-K4	0	0	6
Total	34	28	124

# Improvements

## Previous Years

- Parents were required to completed an application at each of the magnet programs they were interested in
- Orientation was required before receiving the application
- Completed applications were entered into a spreadsheet by each magnet school secretary
- The application was copied and the original was sent to Central Administration
- The completed spreadsheet was shared with Central Administration to run the lottery
- Lottery results were shared with the individual schools who in turn contacted parents of the results
- Wait lists were maintained at the school

## Beginning in 2020/2021

- Applications for the 2021/2022 school year- applying for one, two, or all three magnet programs was completed with one online form.
- In 2021-2022, parents had online date options where they had the opportunity to meet the principals, learn about the programs, ask questions, and complete one application per child.
- As in 2021-2022, applications for the 2022-2023 year were entered by parent/guardians into a google form which in turn generated a spreadsheet with that information.
- A **new feature** for the 2022-2023 applications- a confirmation email was sent to parents after they completed an application
- Once the open application period ended, Central Administration completed the Lottery and the results were shared with the individual schools who in turn contacted parents of the results
- Waitlist are maintained by Student Services

# Continued Improvements

The application process continued to improve for the 2022/2023 school year

- Parents completed one electronic application for each child through google forms
- The application gave the same option of choosing one, two, or all three magnet programs
- In addition to the online application, three virtual sessions were opened up to parents
  - These sessions shared program information
  - Videos highlighting each program
  - Principals were on hand to answer parent questions



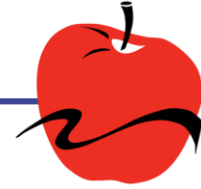
December 15, 2021 at 5:30 PM 54 people registered with 21 attending

January 13, 2022 at 5:30 PM 53 people registered with 17 attending

January 26, 2022 at 5:30 PM 55 people registered with 24 attending



# Opportunity-



## **Proposal for the 2023/2024 school year:**

The purchase of a program that will upgrade and automate the magnet lottery process further.

The program under consideration is *SchoolMint*. *SchoolMint* is a nation-wide program used for Magnet School Application Process.

*SchoolMint* software platform is used to accept magnet applications, verify eligibility, run lotteries, communicate offers and determine student rosters (accepted offers).

Parents will be able to apply online and will receive notifications during application and selection process.

# Thank you to the Magnet Lottery Team

Sherri Carroll, Super Secretary

Maria Robertson, Community Engagement Specialist

Denise Swarthout, Chief Communications Officer

Lawrence Trimble, Director of Student Services

Robin Miller, Super Secretary





Questions?





## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> Personnel Action
<b>Initiated By:</b> Deanne Hillman, Interim Director of Human Resources, and the Human Resources Department	<b>Attachments:</b> 10 Pages of Personnel Action
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

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

**CURRENT CONSIDERATIONS:**

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

**FINANCIAL CONSIDERATIONS:**

These positions are in the budget.

**STAFF RECOMMENDATION:**

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

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

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

**To: Board of Education**  
**From: Deanne Hillman**  
**Interim Director of Human Resources**  
**Date: May 19, 2022**  
**Board Date: May 24, 2022**  
**Re: Personnel Action**

**EMPLOYMENT RECOMMENDATIONS**

**TEACHERS:**

Name	Position	Effective Date
Angelina Ariazi	Music, Montessori Academy ( <i>Pending Licensure</i> )	August 10, 2022
Kelly Thomas-Millburg	Grade 5, Muffley	August 10, 2022
Jackson Parrish	Alternation Ed Secondary Social Studies, William Harris	August 10, 2022
Rhonda Roundcount	Middle School Language Arts, Hope Academy	August 10, 2022
Sarah Schultz	Kindergarten, Hope Academy ( <i>Pending License</i> )	August 10, 2022
Katie Thomas	Dance, Johns Hill/Muffley	August 10, 2022
Brandon Viken	Physical Education, Franklin Grove	August 10, 2022

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

**SCHEDULE B**

Name	Position	Effective Date
Yolanda Brown	Girls Softball Assistant Coach, Eisenhower	May 12, 2022
Samantha Stark	Science Department Head, Eisenhower	August 10, 2022
Michael Wilder	Boys Basketball Assistant Coach, MacArthur	November 8, 2022

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Leslee Finney	Special Ed Assistant, Stephen Decatur, 6.25 hours per day	May 9, 2022
Kyler Works	Care (Calm)/Recovery Assistant, Eisenhower, 6.5 hours per day	August 10, 2022



**SECURITY PERSONNEL:**

Name	Position	Effective Date
Tyris Matthews	School Security Officer, Dennis Kaleidoscope	May 16, 2022

**OFFICE PERSONNEL:**

Name	Position	Effective Date
Vicky Jones-Brady	Registrar, Eisenhower	May 9, 2022

**SUMMER SCHOOL 2022****TEACHERS:**

Name	Position	Effective Date
Daniel Androff	Social Studies, Eisenhower	June 6, 2022
Atalece Bird	Middle School English Language Arts, Johns Hill	June 6, 2022
Sharon Bird	Summer School Coordinator, PDI	June 6, 2022
Kristine Boomer	ESL, Johns Hill	June 6, 2022
Summer Boyd	Grade 1, Johns Hill	June 6, 2022
Patricia Brackett	APEX, Eisenhower	June 6, 2022
Marcy Braden	Grade 5, Johns Hill	June 6, 2022
Sarah Brice	Kindergärten, Johns Hill	June 6, 2022
Angela Bryles	Grade 3, Johns Hill	June 6, 2022
Haley Burton	APEX Coordinator, MacArthur	June 6, 2022
Adam Carlisle	Driver's Education, Eisenhower	June 6, 2022
Tammy Carver	Kindergarten, Johns Hill	June 6, 2022
Melissa Cripe	Grade 1, Johns Hill	June 6, 2022
Scott Davidson	Driver's Education, MacArthur	June 6, 2022
Kelsey Doubet	English Language Arts, Eisenhower	June 6, 2022
Crystal Eilers	APEX, MacArthur	June 6, 2022
Jodi Folmsbee	Kindergarten, Johns Hill	June 6, 2022
Judy Greenwood	APEX, Eisenhower	June 6, 2022

Matthew Grossman	Middle School Math, Johns Hill	June 6, 2022
Lindsay Hale	APEX, Eisenhower	June 6, 2022
Jonathon Hartzmark	Com 120, MacArthur	June 6, 2022
Jacquelyn Hayes	Summer School Counselor, Eisenhower	June 6, 2022
Raymond Hoffman	Grade 1, Johns Hill	June 6, 2022
Megan Holt	Grade 4, Johns Hill	June 6, 2022
Krista Hudson	English Language Arts, MacArthur	June 6, 2022
Stephen Jones	Science, MacArthur	June 6, 2022
Tonya Kates	Grade 2, Johns Hill	June 6, 2022
Sara Kelly	Kindergarten, Johns Hill	June 6, 2022
Christy Kernaghan	Grade 3, Johns Hill	June 6, 2022
Courtney Kirk	Grade 2, Johns Hill	June 6, 2022
Amanda Kunzeman	Pre K, Garfield Pre K	June 6, 2022
Stuart Leo	APEX Coordinator, Eisenhower	June 6, 2022
Lyndsay Lemanczyk	Grade 2, Johns Hill	June 6, 2022
Nicole Long	Middle School English Language Arts, Johns Hill	June 6, 2022
Stacey Long	Grade 3, Johns Hill	June 6, 2022
Tryis McPike	Social Studies, MacArthur	June 6, 2022
Tucker Mathieson	Math, MacArthur	June 6, 2022
Yolanda Minor	Summer School Coordinator, PDI	June 6, 2022
Kelli Murray	Summer School Coordinator, PDI	June 6, 2022
Destiny Musick	Pre K, Garfield Pre K	June 6, 2022
Tisha Neeley	Grade 5, Johns Hill	June 6, 2022
Rebekah Novak	Grade 1, Johns Hill	June 6, 2022
Diane Orr	Grade 2, Johns Hill	June 6, 2022
Paula Patterson	Summer School Counselor, MacArthur	June 6, 2022
Heidy Perales	ESL, Johns Hill	June 6, 2022

Daniel Peters	APEX, MacArthur	June 6, 2022
Ashley Petrie	Grade 3, Johns Hill	June 6, 2022
Brandon Phillips	English Language Arts, MacArthur	June 6, 2022
Melissa Prasun	Grade 1, Johns Hill	June 6, 2022
Norma Ramos	ESL, Johns Hill	June 6, 2022
Ashley Robinson	Grade 6 Math/English Language Arts, Johns Hill	June 6, 2022
Heather Scott	Grade 3, Johns Hill	June 6, 2022
Amanda Seider	APEX, Eisenhower	June 6, 2022
Angela Thomas	Dual Credit, Eisenhower	June 6, 2022
Shawn Todd	Middle School Math, Johns Hill	June 6, 2022
Edward Walton	Building Trades, MacArthur	June 6, 2022
Vernadene Wells	Grade 2, Johns Hill	June 6, 2022
Stephanie Whitacre	Pre K, Garfield Pre K	June 6, 2022
Casey Wilen	APEX, MacArthur	June 6, 2022
Marlo Willett	Math, MacArthur	June 6, 2022
Leslie Woolsey	Grade 4, Johns Hill	June 6, 2022
Ann Zuehlke-Denoyer	English Language Arts, Eisenhower	June 6, 2022

## **SUMMER SCHOOL 2022**

### **TEACHING ASSISTANTS:**

Name	Position	Effective Date
Stacey Atwater	Grade 4 Assistant, Johns Hill	June 6, 2022
Tracey Barnes	Grade 5 Assistant, Johns Hill	June 6, 2022
Kelli Barnett	ELA Assistant, Johns Hill	June 6, 2022
Sherry Bird	Grade 4 Assistant, Johns Hill	June 6, 2022
Yolanda Brown	Kindergarten Assistant, Johns Hill	June 6, 2022
Mary Christ	Grade 1 Assistant, Johns Hill	June 6, 2022
Dawn Davis	Grade 2 Assistant, Johns Hill	June 6, 2022

Westley Dawson	Grade 3 Assistant, Johns Hill	June 6, 2022
Sara Dion	Grade 3 Assistant, Johns Hill	June 6, 2022
Leesa Diulio	Kindergarten Assistant, Johns Hill	June 6, 2022
Tami Fowler	Grade 3 Assistant, Johns Hill	June 6, 2022
Maria Gomez	Grade 2 Assistant, Johns Hill	June 6, 2022
Chelle Gooden	Grade 3 Assistant, Johns Hill	June 6, 2022
Kimberly Hack	Pre K Assistant, Garfield Pre K	June 6, 2022
Shayla Hawkins	Grade 3 Assistant, Johns Hill	June 6, 2022
Jodi Herring	Grade 1 Assistant, Johns Hill	June 6, 2022
Raschell Hubner	Grade 1 Assistant, Johns Hill	June 6, 2022
Charles Jones	Math Assistant, Johns Hill	June 6, 2022
Kristen Leitner	Grade 2 Assistant, Johns Hill	June 6, 2022
Ed Lozano	Grade 1 Assistant, Johns Hill	June 6, 2022
Fouzia Mahfoudi	ESL Assistant, Johns Hill	June 6, 2022
Jason Meeks	Math Assistant, Johns Hill	June 6, 2022
Janae O'Neal	Math/ELA Grade 6 Assistant, Johns Hill	June 6, 2022
Juanita O'Neill	ESL Assistant, Johns Hill	June 6, 2022
Christina Qualls-Giger	Grade 2 Assistant, Johns Hill	June 6, 2022
Kaelee Queary	ELA Assistant, Johns Hill	June 6, 2022
Glanda Reed-McKinney	Pre K Assistant, Garfield Pre K	June 6, 2022
Shalyn Shull	Kindergarten Assistant, Johns Hill	June 6, 2022
Sabrina Smith	Kindergarten Assistant, Johns Hill	June 6, 2022
Sharon Stapleton	Pre K Assistant, Garfield Pre K	June 6, 2022
Roberta Tally	Grade 1 Assistant, Johns Hill	June 6, 2022
Tiffany Tangney	Grade 2 Assistant, Johns Hill	June 6, 2022
Erica Woods	Grade 5 Assistant, Johns Hill	June 6, 2022

**SUMMER SCHOOL 2022****OFFICE PERSONNEL:**

Name	Position	Effective Date
Stacey Boline	Summer School Secretary, MacArthur	June 6, 2022
April Clary	Summer School Secretary, Hope Academy	June 6, 2022
Amy Creath	Summer School Secretary, Johns Hill	June 6, 2022
Jazzmine Hagan	Summer School Secretary, Eisenhower	June 6, 2022
Donna Hahn	Summer School Secretary, Garfield Pre K	June 6, 2022
Sarah Monette	Summer School Secretary, Johns Hill	June 6, 2022

**SUMMER SCHOOL 2022****SECURITY PERSONNEL:**

Name	Position	Effective Date
Ameisha Abdullah	Summer School Security, MacArthur	June 6, 2022
Adam Banner	Summer School Security, Eisenhower	June 6, 2022
Terise Bryson	Summer School Security, MacArthur	June 6, 2022
James Dellert	Summer School Security, Johns Hill	June 6, 2022
Sheila Green	Summer School Security, Eisenhower	June 6, 2022
Antwane McClelland	Summer School Security, Johns Hill	June 6, 2022
Stephen Miner	Summer School Security, Johns Hill	June 6, 2022
Kolade Sessi	Summer School Security, Johns Hill	June 6, 2022

**TRANSFERS****TEACHERS:**

Name	Position	Effective Date
Bobbi Clark	From Grade 5, Dennis Kaleidoscope to Art, South Shores	August 10, 2022
April Flint	From Art, Franklin Grove to Art, Parsons	August 10, 2022
Leslie Greer	From SED, William Harris to Middle School, William Harris	August 10, 2022
Destiney Kramer	From Grade 6, Baum to Grade 4, Dennis Kaleidoscope	August 10, 2022



Todd Lindsey	From Cross Categorical, Stephen Decatur to Careers/Technology, Stephen Decatur	August 10, 2022
Katherine Moore	From Alternative Ed, William Harris to Science, Stephen Decatur	August 10, 2022
Emily Villarreal	From Speech Language Pathologist, Stephen Decatur to Speech Language Pathologist, Johns Hill/Parsons	August 10, 2022

#### TEACHING ASSISTANTS:

Name	Position	Effective Date
Aimee Dugger	From Life Skills Assistant, Baum, 6 hours per day to One on One Assistant, Baum, 6 hours per day	August 10, 2022
Tami Fowler	From Pre K Assistant, Garfield Pre K, 6.5 hours per day to Special Ed Assistant, Muffley, 6 hours per day	August 10, 2022
Tara Hubbard	From Special Ed Assistant, Muffley, 6 hours per day to Care(Calm)/Recovery Assistant, William Harris, 6 hours per day	August 10, 2022

#### ADMINISTRATIVE SUPPORT:

Name	Position	Effective Date
Jodi Tull	From Family Support Transition Coordinator, Student Services, 220 days to Transition & Family Engagement Supervisor, Student Services, 261 days	July 1, 2022

#### OFFICE PERSONNEL:

Name	Position	Effective Date
Paula Morrell	From Special Ed Secretary Student Records, Macon Piatt to Secretary to the Assistant Principal, Parsons	May 25, 2022

#### CUSTODIAN:

Name	Position	Effective Date
Dylan Rager	1st Shift Custodian, Dennis Mosaic to 2nd Shift Custodian, Stevenson/ROE	May 16, 2022

**CATEGORY CHANGES:**

Name	Position	Effective Date
Kaelee Queary	From K/1 Instructional Assistant, American Dreamer to Grade 1 Teacher, Hope Academy ( <i>Pending Licensure</i> )	August 10, 2022

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

**RESIGNATIONS****TEACHERS:**

Name	Position	Effective Date
Desiree Conner (Honorable)	English Language Arts, MacArthur	May 24, 2022
Jaylen Davis	Music/Choir, MacArthur/Stephen Decatur	May 24, 2022
Larry Eastin	Grade 1, Baum	May 24, 2022
Tarin Mills	Social Studies, Eisenhower	End of the 2021-2022 School Year
JoBeth Page	Grade 5, Franklin Grove	End of the 2021-2022 School Year
Nichole Torbert	Grade 6, Franklin Grove	End of the 2021-2022 School Year
Morgan Wolter	Grade 4, Johns Hill	May 24, 2022

**SCHEDULE B:**

Name	Position	Effective Date
Ben Steele	Athletic Director, American Dreamer	End of the 2021-2022 School Year

**CUSTODIAN:**

Name	Position	Effective Date
Orlando Owens	2nd Shift Custodian All Schools, Buildings & Grounds	May 13, 2022

**TEACHING ASSISTANT:**

Name	Position	Effective Date
Patrick Edrington	Care(Calm)/Recovery Room Assistant, Stephen Decatur	May 24, 2022

## **RETIREMENTS**

### **TEACHING ASSISTANTS:**

Name	Position	Effective Date
Julie Delabre	K/1 Instructional Assistant, Hope Academy	May 24, 2022

### **COMPENSATION RECOMMENDATIONS:**

- The following staff members should be compensated **\$175.04** for participating in Leadership Meetings during 2nd Semester on January 10, 27 and February 10, March 3, 31 and May 11, 2022 at Baum:  
Katie Hill  
Joni Grubbs  
Jennifer Thomas  
Destiney Kramer  
Tonya Bales  
Anna Tano  
Jewel Grady
- The following staff member should be compensated **\$49.50** for participating in Science Pilot Presentations on April 4, 2022 at PDI (Online):  
Melissa Cripe
- The following staff members should be compensated for participating in LEAD 180 Assessment Work from December 8, 2021-May 24, 2022 at PDI via Zoom:

Justin Baer	\$115.50	Olivia Mannlein	\$33.00
Hannah Blacketer	\$33.00	Yolanda Minor	\$33.00
Paulina Dabrowska	\$49.50	Robert O'Brien	\$49.50
Alexandra Daggett	\$33.00	Brett Palmer	\$49.50
Kelsey Doubet	\$49.50	Brandon Phillips	\$99.00
Abby Emroski	\$33.00	Carrie Sager	\$33.00
Brianna Fink	\$107.25	Matthew Sonder	\$49.50
Jewel Grady	\$618.75	Linda Stubblefield	\$82.50
Kylie Hale	\$66.00	Josh Thornton	\$82.50
Carrie Hale	\$66.00	Shawn Todd	\$66.00
Rick Koetje	\$115.50	Kim Vy Williams	\$115.50
Hannah Lybarger	\$33.00	Jennifer Young	\$82.50
Ronald Lybarger	\$115.50		
- The following staff members should be compensated for participating in Mentoring Stipend Spring 2022 on May 4, 2022 at PDI:

Krystina Pettit	\$1,500.00	Seth McMillan	\$750.00
Stacy Benda	\$2,250.00	Dianne Orr	\$750.00
Stephanie Cassidy	\$250.00	Yolanda Minor	\$500.00
Sarah Boline	\$1,500.00	Alex Moody	\$750.00
Anne Zuehlke-Denoyer	\$250.00	Jennifer Morrow	\$750.00
Sharon Bird	\$375.00	Kelli Murray	\$500.00
Amanda Duckworth	\$1,000.00	Jennifer Neilson-Parks	\$1,000.00
Sean Flaherty	\$1,500.00	Beckah Novak-Ewell	\$750.00
Terri Ellis	\$750.00	Thad Olson	\$250.00

Joshua Fazekas	\$750.00	April Parks	\$750.00
Garold Fowler	\$1,500.00	Melissa Schulz	\$750.00
Rhonda Ganley	\$750.00	Danielle Seibring	\$1,000.00
Mary Rossi	\$250.00	Ashlee Smith	\$750.00
Jewel Grady	\$1,500.00	Ashley Swanson	\$750.00
Lori Griffy	\$1,500.00	Rhonda Thomas-Cox	\$1,500.00
Joni Grubbs	\$750.00	Brenna Tripp	\$1,500.00
Andrew Jones	\$750.00	Casey Wilen	\$250.00
Merry Lanker	\$2,250.00	Elizabeth Williams	\$2,250.00
Carolynn Keizer	\$750.00	Jaclyn Wiseman	\$1,000.00
Karen McFadin	\$750.00		

- The following staff members should be compensated for participating in Middle School Honors Algebra 1 Data and Planning on May 10, 2022 at PDI:  

Kelli Murray	\$66.00	Allison Brinkoetter	\$33.00
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To: Dr. Rochelle Clark, Superintendent  
From: Deanne Hillman, Interim Director of Human Resources  
Date: May 24, 2022  
Re: Administrative Recommendation

The following person is recommended for the position of K-8 Principal at American Dreamer STEM Academy.

Querida Ellis

Moving from K-8 Assistant Principal (200 days), (step 5 at \$75,597.00) at American Dreamer to the K-8 Principal (240 days) at American Dreamer, (step 6 at \$97,101.00)

Education:

2021	M.A.	Educational Leadership, Eastern University, Charleston, IL
2011	M.A.	Elementary Education, Eastern University, Charleston, IL
2007	B.S.	Elementary Education, Millikin University, Decatur, IL

Experience:

2021-present	Assistant Principal, Decatur Public School District 61
2019-2021	Professional Development Specialist, Macon-Piatt ROE
2012-2019	Instructional Coach, Decatur Public School District
2007-2012	Teacher, Decatur Public School District 61

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For payroll purposes only

Effective: July 5, 2022

Pro-rated: Yes ☐ No ☒

Level: Step:

Base: \$97,101.00

Number of full contract days: 240

TRS: as allowable

Prorated:

Certified Number: 726676

Account Number: 10.18.2410.0103.0.110 98%  
80.18.2410.0103.0.110 2%

Salary approved \_\_\_\_\_

Date \_\_\_\_\_

**K-8 PRINCIPAL CONTRACT**  
**Fiscal Year 2022-2023**

This Contract made and entered into this 5th day of July 2022, by and between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter “the Board” or “the District”) and **Querida Ellis** (hereinafter “the K-8 Principal”), and ratified at the meeting of the Board held on May 24, 2022, as found in the minutes of that meeting.

**IT IS AGREED:**

**1. Employment.** The K-8 Principal is hereby hired and retained from July 5, 2022, to June 22, 2023, as K-8 Principal for the District.

**2. Duties.** The duties and responsibilities of the K-8 Principal shall be all those duties incident to the office of the K-8 Principal as set forth in the job description, a copy of which can be found in the employee’s file; those obligations imposed by the laws of the State of Illinois upon a K-8 Principal; and to perform such other duties normally performed by a K-8 Principal as from time to time may be assigned to the K-8 Principal by the Superintendent of Schools or the Board. The work day, work year, contract year and holidays and holiday pay for the K-8 Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**3. Salary.** The Board shall set the salary for the K-8 Principal. For the 2022-2023 fiscal year the amount of the K-8 Principal’s salary shall be set by the Board but shall not be less than **Ninety-Seven Thousand One Hundred One Dollars and no/100 (\$97,101.00)** per annum. The K-8 Principal hereby agrees to devote such time, skill, labor and attention to her employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of K-8 Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of an approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the K-8 Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board motion.

**4. Pension.** In addition to the salary of the K-8 Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary in paragraph 3 as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this Contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the K-8 Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.



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

**6. Evaluation.** Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the K-8 Principal Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, the K-8 Principal, the faculty, the staff and the community, and shall consider the Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the K-8 Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

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

**8. Other Work.** The K-8 Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university, and other professional duties and obligations provided that these activities do not interfere with the effective performance of her duties as K-8 Principal. The K-8 Principal shall have the responsibility to discuss with the Superintendent or Assistant Superintendent and mutually agree to such outside activity in a timely fashion.

**9. Discharge for Good Cause.** Throughout the term of this Contract, the K-8 Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the K-8 Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the K-8 Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the K-8 Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge, as provided in this Contract.

**10. Termination by Contract.** During the term of this Contract, the Board and K-8 Principal may mutually agree, in writing, to terminate this Contract.

**11. Referrals to K-8 Principal.** The Board, collectively and individually, and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the K-8 Principal for study and recommendation.

**12. Professional Activities.** The K-8 Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

**13. Reimbursement for Use of Personal Car.** The Board shall pay the Internal Revenue Service rate to the K-8 Principal for vouchered reimbursable mileage expenses incurred

by the K-8 Principal while using the K-8 Principal's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

**14. Membership Dues.** The Board shall pay the cost of K-8 Principal's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**15. Medical Insurance.** K-8 Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**16. Life Insurance.** K-8 Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**17. Vacation.** K-8 Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**18. Sick Leave and Personal Leave.** K-8 Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**19. Disability.** Should the K-8 Principal be unable to perform the duties and obligations of this Contract by reason of illness, accident or other cause beyond the K-8 Principal's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the K-8 Principal's duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The K-8 Principal shall provide medical evidence of her ability to perform the essential functions of her job to the Board President upon request.

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

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

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

To the K-8 Principal:  
Querida Ellis  
(address on file)

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

**23. Contract Extension.** At the end of any year of this Contract, the Board and K-8 Principal may mutually agree to extend the employment of the K-8 Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the K-8 Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

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

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

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

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

**28. Relevant Law.** This Contract is authorized under the provisions of 105 ILCS 5/10-23.8a.

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

\_\_\_\_\_  
**K-8 Principal**

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

By: \_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

To: Dr Rochelle Clark, Superintendent  
From: Deanne Hillman, Interim Director of Human Resources  
Date: May 24, 2022  
Re: Administrative Recommendation

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

Kamra Meador

Moving from K-8 Assistant Principal (200 days), (step 16 at \$82,309.00) at Hope Academy to the K-8 Principal (240 days) at Dennis, (step 17 at \$105,419.00)

Education:

2016	MS	Educational Leadership, Eastern Illinois University, Charleston, IL
1990	BS	Education, Culver-Stockton College, Canton, MO

Experience:

2020-present	K-8 Assistant Principal, Decatur Public School District 61, Decatur, IL
2014-2020	Curriculum & Instruction Coordinator, Decatur Public School District 61, Decatur, IL
1990-2014	Elementary/Middle School Teacher, Argenta Oreana School District #1, Oreana IL

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For payroll purposes only

Effective: July 5, 2022

Pro-rated: Yes No X

Level: Step: 17

Prorated: \$  
TRS: as allowable

Number of full pro-rated days:

Base: \$ 105,419.00  
TRS: as allowable

Number of full contract days: 240

Certified Number: 310616

Account Number: 80.12.2410.0103.0.110 2%  
10.12.2410.0103.0.110 98%

Salary approved \_\_\_\_\_

Date \_\_\_\_\_

**K-8 PRINCIPAL CONTRACT**  
**Fiscal Year 2022-2023**

This Contract made and entered into this 5th day of July 2022, by and between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter “the Board” or “the District”) and **Kamra Meador** (hereinafter “the K-8 Principal”), and ratified at the meeting of the Board held on May 24, 2022, as found in the minutes of that meeting.

**IT IS AGREED:**

**1. Employment.** The K-8 Principal is hereby hired and retained from July 5, 2022, to June 22, 2023, as K-8 Principal for the District.

**2. Duties.** The duties and responsibilities of the K-8 Principal shall be all those duties incident to the office of the K-8 Principal as set forth in the job description, a copy of which can be found in the employee’s file; those obligations imposed by the laws of the State of Illinois upon a K-8 Principal; and to perform such other duties normally performed by a K-8 Principal as from time to time may be assigned to the K-8 Principal by the Superintendent of Schools or the Board. The work day, work year, contract year and holidays and holiday pay for the K-8 Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**3. Salary.** The Board shall set the salary for the K-8 Principal. For the 2022-2023 fiscal year the amount of the K-8 Principal’s salary shall be set by the Board but shall not be less than **One Hundred Five Thousand Four Hundred Nineteen Dollars and no/100 (\$105,419.00)** per annum. The K-8 Principal hereby agrees to devote such time, skill, labor and attention to her employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of K-8 Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of an approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the K-8 Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board motion.

**4. Pension.** In addition to the salary of the K-8 Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary in paragraph 3 as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this Contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the K-8 Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.



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

**6. Evaluation.** Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the K-8 Principal Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, the Principal, the faculty, the staff and the community, and shall consider the K-8 Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the K-8 Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

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

**8. Other Work.** The K-8 Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university, and other professional duties and obligations provided that these activities do not interfere with the effective performance of her duties as K-8 Principal. The K-8 Principal shall have the responsibility to discuss with the Superintendent or Assistant Superintendent and mutually agree to such outside activity in a timely fashion.

**9. Discharge for Good Cause.** Throughout the term of this Contract, the K-8 Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the K-8 Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the K-8 Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the K-8 Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge, as provided in this Contract.

**10. Termination by Contract.** During the term of this Contract, the Board and K-8 Principal may mutually agree, in writing, to terminate this Contract.

**11. Referrals to K-8 Principal.** The Board, collectively and individually, and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the K-8 Principal for study and recommendation.

**12. Professional Activities.** The K-8 Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

**13. Reimbursement for Use of Personal Car.** The Board shall pay the Internal Revenue Service rate to the K-8 Principal for vouchered reimbursable mileage expenses incurred

by the K-8 Principal while using the K-8 Principal's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

**14. Membership Dues.** The Board shall pay the cost of K-8 Principal's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**15. Medical Insurance.** K-8 Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**16. Life Insurance.** K-8 Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**17. Vacation.** K-8 Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**18. Sick Leave and Personal Leave.** K-8 Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (March 23, 2021).

**19. Disability.** Should the K-8 Principal be unable to perform the duties and obligations of this Contract by reason of illness, accident or other cause beyond the K-8 Principal's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the K-8 Principal's duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The K-8 Principal shall provide medical evidence of her ability to perform the essential functions of her job to the Board President upon request.

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

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

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

To the K-8 Principal:  
Kamra Meador  
(address on file)

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

**23. Contract Extension.** At the end of any year of this Contract, the Board and K-8 Principal may mutually agree to extend the employment of the K-8 Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the K-8 Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

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

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

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

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

**28. Relevant Law.** This Contract is authorized under the provisions of 105 ILCS 5/10-23.8a.

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

\_\_\_\_\_  
**K-8 Principal**

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

By: \_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**



## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> FY23 Consolidated District Plan
<b>Initiated By:</b> Mary Ann Schloz, Assistant Director of Finance, Grants, & Special Projects; Kathy Horath, Director of Macon-Piatt Special Education and Dr. Mike Curry, Chief Operational Officer	<b>Attachments:</b> FY23 Consolidated District Plan
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

### BACKGROUND INFORMATION:

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

- Title I, Part A- Improving Basic Programs
- Title I, School Improvement 1003(a)
- Title II, Part A- Preparing, Training, and Recruiting High-Quality Educators
- Title III- English Language Instruction Education Program
- Title III-Immigrant Student Education Program (ISEP)
- Title IV, Part A- Student Support and Academic Enrichment
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool
- Elementary and Secondary School Emergency Relief Grant II
- American Rescue Plan- LEA (Elementary and Secondary School Emergency Relief Grant III)

### CURRENT CONSIDERATIONS:

Decatur Public School District's Consolidated District Plan has been completed under the guidance and direction of those district administrators who administer and manage the various federal grants. It is ready to be submitted to ISBE for approval.

### FINANCIAL CONSIDERATIONS:

There are no financial considerations

### STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approves the initial FY23 Consolidated District Plan as presented.

### RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

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

Close Printer Friendly Page

Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 23-CDP-00-39-055-0610-25

**Overview****PROGRAM:** Consolidated District Plan

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

**BOARD GOALS:**

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

**FY 2023****Included****Programs:**

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Elementary and Secondary School Emergency Relief Grant II

American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III)

Foster Care Transportation Plan

**LEGISLATION:**Every Student Succeeds Act (ESSA)Individuals with Disabilities Education ActRehabilitation ActStrengthening Career and Technical Education for the 21st Century ActWorkforce Innovation and Opportunity ActHead Start Act



McKinney-Vento Homeless Assistance Act

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) ESSER II

American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)

Adult Education and Family Literacy Act

***DUE DATE:***

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2023 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

***DURATION:***

The District Plan was submitted initially for the school year 2022-2023 and must be updated annually thereafter.

***AMENDMENTS:***

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

***INSTRUCTIONS:***

**Instructions in PDF format**

***COMMON***

***ABBREVIATIONS:***

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

[Close Printer Friendly Page](#)

Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0610-25

**Contact Information****Instructions****1. Contact Information for Person Completing This Form**

Last Name\*

First Name\*

Middle  
Initial

Schloz

Mary

A

Phone\*

Email\*

217 362

3044

mschloz@dps61.org

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

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

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

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

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

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

**3. General Completion Instructions**

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab. Many pages have notes at the bottom indicating for which programs the page is required.

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

**How to Complete Pages with Pre-populated Fields**

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into

the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

\*Required field, applicable for all funding sources

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## Amendments

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

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

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

### Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

\*Required field, applicable for all funding sources

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## Needs Assessment/Programs

## Instructions

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.\* [1]**

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

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

**2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]** For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*  
 ([count] of 7500 maximum characters used)

The District Executive Committee meets weekly and discusses district goals and strategic priorities. The members of the team are represented by the various departments that manage and oversee the Federal Programs and grants. The district examines the goals of the various Federal programs and ensures alignment with district goals. The district further ensures that the Federal Programs and funding associated with the programming is providing supplementary educational support to students and is not a supplant of district resources.

**Response from the approved prior year Consolidated District Plan.**

The District Executive Committee meets weekly and discusses district goals and strategic priorities. The members of the team are represented by the various departments that manage and oversee the Federal Programs and grants. The district examines the goals of the various Federal programs and ensures alignment with district goals. The district further ensures that the Federal Programs and funding associated with the programming is providing supplementary educational support to students and is not a supplant of district resources.

**3. Will the LEA braid funding?**

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

Yes ▼

The district plans on braiding funds for CARES 1, 2, and 3 with Title I and Title II. The district hosts summer

programming every year, and plans on utilizing funds from CARES III, with some funding needing to remain in Title I. The district is also planning on the construction of a building. This is going to include mainly CARES III, but with some of the supplies needed for the construction, as well as materials needed to mitigate the spread of COVID-19.

**4. Will the hybrid- blend Title II and/or Title IV funding?**

Indicate all that apply.

- ☐ No Hybrid Funding
- ☐ Title II to Title I
- ☒ Title IV to Title I
- ☐ Title II to Title IV
- ☐ Title IV to Title II

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

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

([count] of 7500 maximum characters used)

The district is undergoing transition in central office administration. There is going to be a focus on Tier 1 instruction, as well as professional development to align all school buildings to the District's Strategic Plan. Efforts are being made to ensure vertical alignment between all buildings and the district to include a focus on well-rounded education of students and recruitment and retention on staff. The district is still feeling the effects of the pandemic and is addressing them accordingly.

**Legislative References:**

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

\*Required field, applicable for all funding sources



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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
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**Needs Assessment Impact****1. Indicate which of the instruments below were used in the LEA needs assessment process.\***

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

List and describe other instruments and/or processes that were used in the needs assessment. The needs assessment for special education is conducted by the MPSED cooperative on our behalf and results shared with us.

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

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

**A. Title I, Part A - Improving Basic Programs**

Based on NSGRA and FastBridge data, reading fluency and comprehension in the early years continues to be an area of need. Our 4-8th grade also struggle achieving grade-level reading skills. Our Kindergarten and first grade students are starting on level on numerous areas in math but are struggling to maintain grade-level growth. This continues into the latter years, as our 2-8th grade students below the national average in general math skills and showing below average growth.

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

The balanced literacy approach was introduced during the 2016-2017 year. After analyzing the data and meeting with teachers, it was determined that teachers need some additional curriculum to help deliver the standards. More intensive supports for academic instruction are needed. Teachers have been given the basic structure of balanced literacy however, the resources needed to fully implement the strategy are still greatly lacking. A focus on professional development to address tier 1 instruction will be a priority for the 2022-2023 school year.

Using the structure resources, the Fountas and Pinnell classroom materials, and our grade-level meeting times, we plan to be able to meet the diverse learning backgrounds of all of our students. The implemented HMH Literacy Solutions in the 20-21 school year. HMH is now being implemented K-11 grade. Additional training and supports will be needed throughout the school year.

The district has implemented Go Math under HMH. BlueStreak is being implemented to support fact fluency. Some professional development has been provided for the teachers. Additional training is needed to help the teachers increase their understanding of all the resources within the curriculum and to further develop effective instructional strategies for teaching math. Coordinator positions for math and literacy are being filled at the district level and will be utilized to focus on professional development and closing the achievement gap for math and literacy.

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

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

Out of the 15 district schools, 5 were lowest performing and 5 were found to be underperforming. Multiple designation indicators were used. IAR ELA and Math, student growth, English learner growth, absenteeism were among the most prevalent indicators. Designations came from a range of student populations from IEP students, low income, black, to all students. Schools filled out the Illinois Quality Framework Rubrics and used that information to create School Improvement Plans that included SMART goals.

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

The balanced literacy approach was introduced during the 2016-2017 year. After analyzing the data and meeting with teachers, it was determined that teachers need some additional curriculum to help deliver the standards. More intensive supports for academic instruction are needed. Teachers have been given the basic structure of balanced literacy however, the resources needed to fully implement the strategy are greatly lacking. The district will plan on how to implement the core curriculum with the supplemental to meet students' needs.

Using the structure resources, the Fountas and Pinnell classroom materials, and our grade-level meeting times, we plan to be able to meet the diverse learning backgrounds of all of our students. The implemented HMH Literacy Solutions in the 20-21 school year. Additional training and supports will be needed throughout the school year. Multiple schools utilized HMH as a Learning Partner. Some continuing that partnership. Some schools are researching other partners that will better suit their needs.

The district has implemented a new math curriculum - Go Math. Some professional development has been provided for the teachers. Additional training is needed to help the teachers increase their understanding of all the resources within the curriculum and to further develop effective instructional strategies for teaching math, especially with new teachers entering the district and many long-tenured teachers.

substitute positions.

We need to prioritize a coordinated system of support for the whole child (Social Emotional Learning). This needs to be linked to developing knowledge and skills linked to learning and healthy development outcomes for students. We are working with some teachers on the transfer of the utilization of data to adjust strategies to meet the needs of the whole child. (Lesson planning, data utilization to guide instruction, student engagement, classroom management). Improving and fostering teacher and student leadership within the school environment, demonstrate respect for all students and teachers, be consistent with challenging students to achieve high expectations. (Classroom management, behavioral supports, instructional supports, mentoring of teachers and students). Strengthen quality a consistency of Tier 2 and Tier 3 interventions to provide more targeted academic support to struggling student groups. Expanding trauma-informed training to all staff, including support and specialists. Some schools have utilized Consortium for Educational Change to as a Learning Partner to provide these resources and support.

Due to past funding issues and lack of collaboration time, Professional Development opportunities for many teachers has been limited to what can be provided by the district's Professional Development Institute or within the school. The pandemic allowed more time for professional development, but it was at times overwhelming, because it was a change. The district has begun a mentoring program for teachers, but the pandemic caused inevitable hurdles to overcome. The sudden change of administrative leadership has impacted the climate and culture of the district. Establishing routines and expectations have been impacted by various absences and personnel changes/additions.

Students are not having their basic needs met at home. They seek that support at the school. They lack the Social Emotional skills in order to socialize and handle conflicts effectively. The district lacks personnel resources in order to address the needs. Our social workers share several buildings. This causes a very stressful environment for teachers and students. It is hard to check-in check-out interventions and keeping track of data consistently without social workers on site full time. Many of our students suffer from trauma in their personal lives and require behavior plans and check-in/ check-out interventions. A district wide behavioral program and social emotional curriculum has begun to be developed and implemented.

#### **C. Title I, Part D - Delinquent**

#### **D. Title I, Part D - Neglected**

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

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

***Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.***

The balanced literacy approach continues to be a focus for the district. After analyzing data and meeting with teachers, it was determined that teachers need some additional curriculum to help deliver standards. The district implemented HMH Literacy Solutions in the 20-21 school year. Due to the pandemic, additional training and supports will be needed throughout the school year. More intensive supports for academic instruction are needed. Teachers have been given the basic structure of balanced literacy however, the resources needed to fully implement this strategy are greatly lacking. Use structure resources, the Fountas and Pinnell classroom materials, and our grade-level meeting times, we plan to be able to meet the diverse learning backgrounds of all students. Additional professional development is needed to ensure the resources are implemented with fidelity. Gradual release is going to be another focus of this academic year. Staff will need appropriate training and support to increase fidelity.

The district has implemented a new math curriculum - Go Math. Some professional development has been provided for the teachers. Additional training is needed to help the teachers increase their understanding of all the resources within the curriculum and to further develop effective instructional strategies for teaching math.

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

#### **G. Title III - LIEP**

A vast majority of our ELs struggled to Meet or Exceed expectations on IAR and SAT/PSAT. Knowing this information, we know that we have a lot to do to grow and enhance our EL program in Decatur. 61. Due to the pandemic, we have also used FastBridge data to determine these needs. We have a wide array of needs to meet in order for our EL population to be successful. Our EL students come to our district at all levels. Currently, we are utilizing National Geographic for phonics and vocabulary for grades 1-5. We are in the process of purchasing kindergarten and middle school curriculum to address the same issues.

We currently have a high number of Spanish and English instructional materials within our main K-8 ESL building, and our new focus is to provide support to our Spanish and Arabic speaking student home language. We have decided not to purchase Arabic and Spanish curriculum, but our new series adoption has a Spanish component. We have also purchased supplemental Arabic material, but have found that it is difficult to find quality resources. Another focus is a writing program for our students.

Our high school programs have struggled to recruit and retain EL teachers. We are continuing our work to try and build our high school EL program. Knowing all of the information above, and COVID-19, we have been working on going into the 2022-23 school year with a plan to address many of our deficit areas. This Needs Assessment plan has given us some potential thoughts and ideas on what instructional materials and professional development are necessary in order for our staff to best meet the needs of our EL students.

#### **H. Title III - ISEP**

A vast majority of our ELs struggled to Meet or Exceed expectations on IAR and SAT/PSAT. Knowing this information, we know that we have a lot to do to grow and enhance our EL program in Decatur. 61. Due to the pandemic, we have also used FastBridge data to determine these needs. We have a wide array of needs to meet in order for our EL population to be successful. Our EL students come to our district at all levels. Currently, we are utilizing National Geographic for phonics and vocabulary for grades 1-5. We are in the process of purchasing kindergarten and middle school curriculum to address the same issues.

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Our high school programs have struggled to recruit and retain EL teachers. We are continuing our work to try and build our high school EL program. Knowing all of the information above, and COVID-19, we have been working on going into the 2022-23 school year with a plan to address many of our deficit areas. This Needs Assessment plan has given us some potential thoughts and ideas on what instructional materials and professional development are necessary in order for our staff to best meet the needs of our EL students.

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

***Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.***

The district transfers funds from Title IV, Part A to Title I.

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

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

Staff responses to the needs assessment survey indicated a variety of topics endorsed for increasing skills/knowledge. Staff would like training to find the function of behavior and develop effective behavior plans. They want to learn how to modify curriculum and how to collaborate and co-teach to develop more options for students with disabilities. They would like to learn how to teach reading and math to students with disabilities. They will also need to continue their work on writing goals, monitoring student progress. They would like to increase their knowledge of special education law and the procedures by which a student receives supports under 504 Plans. They also heavily endorsed the need for increased mental health supports for students.

Parents who responded to the survey endorsed the desire to learn more about how to successfully support their children in meeting their IEP goals. They also noted a need to collaborate with other parents who have children with disabilities, and want to receive support for behavior management of their children. They generally indicated that they were happy with the special education services their child receives, but a few specific responses requested the need for their children to be more included in the general education environment.

Staff indicated a sense of collaboration with the special education teams and confidence in the special education leadership in their buildings. Concern was raised across the district regarding the teacher shortages and supports for general education teachers for including special education students in the general education environment, more specifically, providing accommodations and appropriate supports to access the general education curriculum.

Parents indicated positive response to their son/daughter's IEP team but acknowledged the need for more for all staff to individualize and not place limits on the potential for academic and behavioral for their children.

#### **L. IDEA, Part B - Preschool**

Staff responses to the needs assessment survey indicated a variety of topics endorsed for increasing skills/knowledge. Staff would like training to find the function of behavior and develop effective plans. They want to learn how to modify curriculum and how to collaborate and co-teach to develop more options for students with disabilities. They would like to learn how to teach reading and math students with disabilities. They will also need to continue their work on writing goals, monitoring student progress. They would like to increase their knowledge of special education law and the procedures by which a student receives supports under 504 Plans. They also heavily endorsed the need for increased mental health supports for students.

Parents who responded to the survey endorsed the desire to learn more about how to successfully support their children in meeting their IEP goals. They also noted a need to collaborate with other parents who have children with disabilities, and want to receive support for behavior management of their children. They generally indicated that they were happy with the special education services their children receive, but a few specific responses requested the need for their children to be more included in the general education environment.

Staff indicated a sense of collaboration with the special education teams and confidence in the special education leadership in their buildings. Concern was raised across the district regarding the teacher shortages and supports for general education teachers for including special education students in the general education environment, more specifically, providing accommodations and appropriate supports to access the general education curriculum.

Parents indicated positive response to their son/daughter's IEP team but acknowledged the need for more for all staff to individualize and not place limits on the potential for academic and behavioral for their children.

#### **M. Elementary and Secondary School Emergency Relief Grant II**

The District is continually assessing the learning gaps resulting in the disruption of educational services based on the participation rates of students during remote learning, hybrid learning, phone call to the district office, responses from teachers and administrators. Executive Cabinet is prioritizing the learning gaps of students to be addressed. We have found that technology (including communication appropriate ventilation systems, professional development, social emotional learning and mental health, personal protective equipment, and opportunities to socially distance among the priorities.

ESSER II funds have been used to promote remote learning through professional development opportunities to train staff on best practices to engage students remotely, hybrid, and full in-person; how to address the achievement gap and make up for lost instructional time; training on PPE. Technology has been purchased to help support the efforts of full remote, hybrid, and full in-person. Decatur Public Schools is a 1:1 district. There is still a digital divide that the district plans on addressing for students, especially those in a hybrid model that will be traveling with devices to and from school. Many students do not have appropriate technology at home, or a means to take devices back and forth from home to school. The district is still bridging the gap of equity for students.

The plan is to utilize these funds to upgrade the ventilation systems in our school buildings including the HVAC systems, Direct Digital Controls, windows, and doors. We are going to continue providing appropriate PPE for schools. Mental health services are going to be a priority by providing direct services, as well as professional development for staff. We are going to increase our opportunities for distancing to include outdoor learning spaces and playground equipment. Through these efforts, additional staffing costs will be incurred through overtime and an increase of FTEs.

#### **N. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

The District began planning for a safe return to in-person instruction the summer of 2020. During this time, we faced numerous set-backs. We had a committee created that put together a guidance document that included District Leadership and community stakeholders. The district began taking information to Board meetings that are publicly broadcasted on social media to gain community input. COVID Committee has the District's Director of Communications on the Committee to ensure all communication is shared with appropriate stakeholders.

The district plans on utilizing PARCC, FastBridge, and other district approved assessments to assess student learning gaps. The district plans on implementing an Extended Day program that will address academic loss due to the disruption in educational services. The district implemented the Extended Day program in September of 2021 to provide remediation for students that suffered learning loss as a result of the pandemic. The plan is to phase the program for families until the summer of 2024. The district understands that the funds are not sustainable, and to provide intense supports in the beginning and provide a transition to the neediest students in the last year. Another focus will be to blend funds with Title I to provide supports for summer learning opportunities.

Another priority is the construction of a new building that will provide one campus for a school currently on two. This campus will provide more space for students to socially distance, reduce risk of virus transmission and exposure to environmental health hazards, and improve the air quality. Construction of new learning spaces for the elementary schools. The school recently became a K-8 building and does not have adequate gymnasium space to appropriately distance middle school students. Other buildings received additions to classrooms, but we are finding the space and storage to not be adequate for the needs of all students. Another focus after the long shut down, is to expand the physical and social emotional needs of all students.

#### **Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
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**Stakeholder Involvement**

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

- A. ☒ Teachers (1,7,8,9,10)
- B. ☒ Principals (1,7,8,9,10)
- C. ☐ Other school leaders (1,8,9,10)
- D. ☒ Paraprofessionals (1)
- E. ☐ Specialized instructional support personnel (1,2,3,4,8,9,10)
- F. ☒ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☐ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H. ☒ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☒ Bilingual director (1,7)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☒ Guidance staff
- O. ☐ Local government representatives (8)
- P. ☒ Community members and community based organizations (7,8)
- Q. ☐ Business representatives (2,3,4)
- R. ☐ Researchers (7)
- S. ☐ Institutions of Higher Education (7)
- T. ☐ Other - specify
- U. ☐ Additional Other - specify

**Program Footnotes:**

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

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

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

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

([count] of 7500 maximum characters used)

The district re-examined the current plan over a series of months through administrative PLC meetings, administrative walk-throughs, parent advisory meetings, building level PLC meetings, and assessment committee meetings Due to COVID-19, after March 13 2020, and the majority of the school year, meetings went virtual: Principals scheduled individual building PLC meetings  
Administrative PLC meetings-- Discussed ESSA and Title I updates including School-wide plans, early literacy intervention plans, assessment data for planning for next

year, discussions on student discipline practices, and Ripple Effects supports for students

9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12,

District Leadership-Weekly Thursday meetings to address any issues and to plan for activities and events

District Leadership Team Meetings-focused on the Board adopted policy on the Resolution on Racism, and DLT participated in a book study with 1st Class Educators:

Meetings were small group and whole group. We met monthly with 1st class based on the selected time of the presenter and group.

1st Class Educators completed sporadic walk-throughs in buildings to determine the climate and culture of the buildings and provide feedback.

Response from the prior year Consolidated District Plan.

The district re-examined the current plan over a series of months through administrative PLC meetings, administrative walk-throughs, parent advisory meetings, building level PLC meetings, and assessment committee meetings Due to COVID-19, after March 13 2020, and the majority of the school year, meetings went virtual: Principals scheduled individual building PLC meetings

Administrative PLC meetings-- Discussed ESSA and Title I updates including School-wide plans, early literacy intervention plans, assessment data for planning for next

year, discussions on student discipline practices, and Ripple Effects supports for students All meetings were virtual:

9/2, 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5,

District Leadership Team Meetings-focused on the Board adopted policy on the Resolution on Racism, and DLT participated in a book study with 1st Class Educators:

9/24, 10/29, 11/19, 1/28, 2/18, 4/29,

1st Class Educators completed sporadic walk-throughs in buildings to determine the climate and culture of the buildings and provide feedback.

DLT Task Force comprised of DLT and Building Principals met for Return to Learn Meetings to prepare the safest and responsive way for instruction:

9/3, 9/17, 10/16, 12/3, 1/14, 1/28, 2/25, 3/4, 3/11, 3/18, 4/23, 5/26

**3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.\*\* [2]**

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([count] of 7500 maximum characters used)

The Title I parent involvement plan includes the employment of family liaisons who work with parents/families in the development of positive school relationships with school staff to address potential barriers to student school success. They assist in the coordination and implementation of parent involvement and student activities as appropriate with an emphasis on reaching at-risk students and families. The family liaisons work with school staff and families to provide/link families with needed support services and to facilitate increased school attendance. They make home visits as deemed necessary and serve as an intermediary between school and home to assist in the elimination of situations which could negatively influence student progress. The family liaisons promote, encourage, facilitate, and document opportunities for parent participation.

Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation.

Response from the prior year Consolidated District Plan.

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Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]**

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

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([count] of 7500 maximum characters used)

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

The district has a Parent Advisory committee that provides input and consultation regarding Board policies and procedures for student conduct and student discipline. The Parent Advisory committee meets three times each year. Additionally, the parent-teacher advisory committee provides consultation on the parameters of the law enforcement memorandum of understanding, code of conduct book, and bullying prevention strategies.

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

Response from the prior year Consolidated District Plan.

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**Title I Requirement:**

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

ESSA section 1112(a)(1)(A)

**Title III Requirement:**

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private institutions of higher education. (Section 3121(b)(4)(C))

**Legislative References:**

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

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

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## Consolidated District Plan

SESSION  
TIMEOUT 59:56

Close Printer Friendly Page

Private School  
ParticipationFile Upload instructions are linked below. Click here for [general page instructions](#)

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

## Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Lutheran School Association	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 80	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen LSANonPublic.pdf
Decatur Christian	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 17	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen DecaturChristianNonPublic.pdf
Hillside Bethel Tabernacle	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): [ ]	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen HillsideNonPublic.pdf
Antioch Christian Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): [ ]	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 19	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen AntiochNonPublic.pdf
St Teresa High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): [ ]	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 241	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen St.TNonPublic.pdf

St Patrick Elem	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 40	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 170	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen StPatsNonPublic.pdf
Our Lady of Lourdes	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 38	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 132	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen OLOLNonPublic.pdf
Holy Family School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 28	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 199	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): [ ]	Choose File No file chosen HolyFamilyNonPublic.pdf

Comments:

[Close Printer-Friendly Page](#)

Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 23-CDP-00-39-055-0610-25

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
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**Preschool Coordination**

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

If the district does not offer early childhood education programs, enter

**No Preschool Programs**

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

([count] of 7500 maximum characters used)

In January of each school year, schools begin to compile a list of students who will be entering kindergarten. The schools use the enrollment forms of current siblings to start the list. Each scho incoming families and sets up a screening appointment to be held at the home school. Family support personnel screen students who attend the daycare facilities in the area. After the screenir complete, there are several make up sessions when parents call for screenings. This begins in late April, with a follow up in late July.

Students who are currently attending our Preschool For All and PFA Expansion programs are screened there, and screening results are forwarded to their home school in preparation for kinderg Response from the approved prior year Consolidated District Plan.

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Students who are currently attending our Preschool For All and PFA Expansion programs are screened there, and screening results are forwarded to their home school in preparation for kinderg

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

Close Printer-Friendly Page

Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

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Project Number: 23-CDP-00-39-055-0610-25

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**Student Achievement and Timely Graduation**

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

([count] of 7500 maximum characters used)

The district is restructuring the Professional Development Institute (PDI) department to allow for more assistance district wide, including an EL Coordinator. There will be a structure to allow teachers to get assistance where they need to do what is best for student instruction. Teaching assistants support a well-rounded education. The teaching assistants work in one-on-one and small group situations. The PDI staff and assistants assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidence-based best practices and data-driven decision-making. PDI staff assist teachers with developing instructional strategies and goals for students. Educational media staff and research and evaluation staff provide support for 1:1 implementation in the classroom, as well as assisting teachers with utilizing up to date student data to make instructional decisions. Professional learning communities allow for communication and data-sharing, as well as providing a forum for providing updates and reviewing implementation of strategies.

Parent/family education about student achievement and active, meaningful involvement drives the activities planned across the district. A parent/family education goal is required as part of each continuous school improvement plan. The District and each school will include a parent education column in their newsletters and include information on their webpages. The District will maintain education pieces on its Public Education channel. The District sets the expectation that each school will achieve 100% parent participation in student/parent conferences and at least one parent Activities sponsored at the District and/or school level will include open forums, community meetings, and focus groups. Parent liaisons and family community outreach personnel provide the for involvement and participation. Their work addresses communicating policies and expectations (especially concerning attendance and truancy), facilitating support services, and cultivating and improving positive relationships between school, home, and the community.

Professional learning community activities remain the source of collaborative work within the district/school. Professional learning opportunities focus on processes and practices to attain the focus questions. Schools participate in professional learning opportunities (both internally and outside of the district) that promote curricular and instructional excellence. Building-level embedded practice is driven by specific student learning data, collected at the classroom and school level.

The district offers summer learning opportunities to students from kindergarten to 8th grade. This includes providing staff (certified and support) to support implementation, transportation for professional learning for staff, and appropriate materials to assure an exemplary program. The District supports kindergarten transition summer programs, summer learning camp and enrichment as a middle school camp experience. Supporting extended learning opportunities through reallocation of resources (financial, materials, and human capital), is essential to student success. Academic programming as outlined in the state and federal guidelines for schools requiring intervention is put into place. The district also provides support for High School students through credit recovery teaching.

The District has a strong commitment to digital learning and ensuring individual learning devices are being used purposefully to prepare students with 21st Century skills. This includes, but is not limited to, the purchase of individualized learning devices and other technology tools for staff and students, upgrades to the infrastructure to support the learning, and the tools to ensure connectivity to wire Professional learning accompanies the installation and the expected use of each type of new technology. Technology tools are used to enhance instructional practices, facilitate collaboration, and of the global classroom. Professional learning is provided to assure appropriate use of devices by staff and students.

Response from the prior year Consolidated District Plan.

The district is restructuring the Professional Development Institute (PDI) department to allow for more assistance district wide. There will be a structure to allow teachers to get assistance where they need to do what is best for student instruction. Teaching assistants support a well-rounded education. The teaching assistants work in one-on-one and small group situations with students. The PDI staff assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classroom to perform instructional duties that are focused on evidence-based best practices and data-driven decision-making. PDI staff assist teachers with developing instructional strategies and goals for students. Educational media staff and research and evaluation staff provide support for 1:1 implementation in the classroom, as well as assisting teachers with utilizing up to date student data to make instructional decisions. Professional learning communities allow for communication and data-sharing, as well as providing a forum for providing updates and reviewing implementation of strategies.

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

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([count] of 7500 maximum characters used)

Decatur Public Schools uses multiple sources of student data to make decisions about instructional needs. These sources are dependent upon grade levels and content areas and include both formative assessments and standards-based local assessments.

Elementary

-Next Steps in Guided Reading Assessments (NSGRA)  
 -FastBridge Assessment  
 -Classroom-Based Assessments  
 Intermediate  
 -NSGRA Assessments  
 -FastBridge Assessment  
 -Classroom-Based Assessments  
 -Illinois Science Assessment (5th Grade)  
 Middle School  
 -FastBridge Assessment  
 -Illinois Science Assessment (8th Grade)  
 -Content-Area Assessments

Academic screening will be done three times per year for FastBridge and NSGRA assessments. The Illinois Assessment for Readiness, the Illinois Science Assessments and SAT are all done year assessments can be done as frequently as needed.

Collaborative analysis of student data follows the protocols set forth in the DPS Framework and involve the grade-level/content-area team, instructional coordinators, and building administrator analysis results in an instructional plan for meeting the needs of all students. It includes whole-class, small group, and individualized instruction

Response from the prior year Consolidated District Plan.

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**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language proficiency, as applicable.\* [3]**

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

We utilize Next Steps to Guided Reading district-wide. The Director of Teaching and Learning and the ELA teacher strategists will work closely together to carry out the literacy plan for the distr committed to ensuring all students are reading at or above grade level by third grade. To achieve this goal, the District is implementing the necessary structures, supports, and resources at the levels to improve our students' literacy skills.

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

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

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

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Providing instructional support for students is accomplished in several ways in Title I schools. We will be utilizing staff from PDI to provide targeted assistance to teachers and students through co-teaching, providing one on one support to new teachers as well as providing instructional strategies for implementing technology into the classroom. Title I K/1st grade Teaching Assistants r instructional support working in one-on-one and small group situations with students. They assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidenced-based best practices and data-driven making.

Schools have been implementing Fountas and Pinnell Classroom materials for Interactive Read Aloud and Shared Reading, Reading MiniLessons and Phonics, Spelling, and Word Study. because with our balanced literacy framework. All schools will be utilizing HMH Literacy Solutions for the 22-23 school year for grades 3-8.

Response from the prior year Consolidated District Plan.

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Schools have been implementing Fountas and Pinnell Classroom materials for Interactive Read Aloud and Shared Reading, Reading MiniLessons and Phonics, Spelling, and Word Study. because with our balanced literacy framework. All schools will be utilizing HMH Literacy Solutions for the 21-22 school year for grades 3-8.

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

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

([count] of 7500 maximum characters used)

The district relies on board policy 5:190 Teacher Qualifications and Administrative Procedure 5:190

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

5:190-AP Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are Highly Qualified  
Superintendent or designee

Identify all core academic subjects and non-core subjects.

For core academic subjects, recommend for hiring only teachers who are highly qualified, as defined by Title I of the Elementary and Secondary Education Act and its implementing regulations, School Board policy 5:190, Teacher Qualifications.

Identify any teacher currently employed teaching a core subject who is not highly qualified.

Inform the Building Principal of any teacher in his or her building teaching a core subject who is not highly qualified.

Notify each teacher teaching a core subject and who is not highly qualified that federal law requires that all elementary and secondary teachers be highly qualified.

Complete a roadmap for each not highly qualified teacher describing the specific activities that are appropriate to get the individual to highly qualified status within 2 years, benchmarks, proposed dates, resources necessary, date of completion, and a District contact person. These documents must be kept on file at the District office for ROE Teacher Audits and ISBE random audits.

[www.isbe.state.il.us/accountability/pdf/RMNQT\\_form.pdf](http://www.isbe.state.il.us/accountability/pdf/RMNQT_form.pdf).

Consult with Building Principals and other administrative staff members about methods to ensure that core-subject teachers are highly qualified, such as through incentives for voluntary transfer, development, recruiting programs, or other effective strategies.

Appoint a committee to devise methods to: (1) ensure that core subjects are only taught by highly qualified teachers, and (2) assist teachers to become highly qualified.

Ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Response from the prior year Consolidated District Plan.

The district relies on board policy 5:190 Teacher Qualifications and Administrative Procedure 5:190

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
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Complete a roadmap for each not highly qualified teacher describing the specific activities that are appropriate to get the individual to highly qualified status within 2 years, benchmarks, proposed dates, resources necessary, date of completion, and a District contact person. These documents must be kept on file at the District office for ROE Teacher Audits and ISBE random audits.

[www.isbe.state.il.us/accountability/pdf/RMNQT\\_form.pdf](http://www.isbe.state.il.us/accountability/pdf/RMNQT_form.pdf).

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Appoint a committee to devise methods to: (1) ensure that core subjects are only taught by highly qualified teachers, and (2) assist teachers to become highly qualified.

Ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

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

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

[[count] of 7500 maximum characters used]

Through the libraries, the district provides access to the following digital database resources: Gale Databases, World Book Encyclopedia Online, EBSCO - Newspaper Source, and EBSCO - Point Cloud Library eBooks and Zinio Digital Magazines are also provided in the libraries. The library staff provides instruction on these resources to students and staff so that they can use them to find needs.

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

Our goal in the library is to get reading materials in students' hands and encourage reading by any format. Cloud Library eBooks and Zinio Magazines, in addition to our physical resources, offer for students to read during and outside of the school day. Reading practice improves reading skills, and availability of reading material, in a variety of formats, encourages students read as often. District is implementing One Book One Quarter to provide students the opportunity to read the same book in a grade level across the district. Having a highly mobile population, this will allow connection to others, their district, and provide them with access to books.

Response from the prior year Consolidated District Plan.

Through the libraries, the district provides access to the following digital database resources: Gale Databases, World Book Encyclopedia Online, EBSCO - Newspaper Source, and EBSCO - Point Cloud Library eBooks and Zinio Digital Magazines are also provided in the libraries. The library staff provides instruction on these resources to students and staff so that they can use them to find needs.

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

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

[[count] of 7500 maximum characters used]

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

Response from the prior year Consolidated District Plan.

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

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

\* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

\*\*Required field for only Title I, Part A





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Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0610-25

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
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## College and Career Readiness

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

## ISBE Goals:

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

## District Goal(s):

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

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

**i. Coordination with institutions of higher education, employers, and other local partners; \* and**

**ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and**

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

([count] of 7500 maximum characters used)

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

([count] of 7500 maximum characters used)

DPS serves 11 Title I schools grades K-8 and as such students are not of working age. The district partners with Heartland Technical Academy to provide career classes and programs, we offer opportunities for students throughout the community, and we offer a building trades and career course at the high school building level as well. During Spring of 2021, the District worked with maintenance department to provide an internship to one of the High School students. It was a pilot program that we are wanting to continue through the summer and grow in the 2022-2023 school year.

Response from the approved prior year Consolidated District Plan.

DPS serves 15 Title I schools grades K-8 and as such students are not of working age. The district partners with Heartland Technical Academy to provide career classes and programs, we offer opportunities for students throughout the community, and we offer a building trades and career course at the high school building level as well. During Spring of 2021, the District worked with maintenance department to provide an internship to one of the High School students. It was a pilot program that will continue through the summer and hopefully grow in the 2021-2022 school year.

**Legislative References:**

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

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

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

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Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0610-25

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**Professional Development - Highly Prepared and Effective Teachers and School Leaders**

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

**ISBE Goals:**

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

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by program as applicable.\* [1]**

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

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page return to this page.

**Program and Description****A. Title I, Part A - Improving Basic Programs**

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

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

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

**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

**G. Title III - LIEP**

Professional development will be provided through summer stipends, substitutes during the school year for teachers to attend training as well as conference expenses and consultants, as needed.

**H. Title III - ISEP**

Professional development will be provided through summer stipends, substitutes during the school year for teachers to attend training as well as conference expenses and consultants, as needed.

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

NOT PROVIDING through Title IV

**J. Title V, Part B - Rural and Low Income Schools****K. IDEA, Part B - Flow-Through [2]**

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

**L. IDEA, Part B - Preschool**

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

**M. Elementary and Secondary School Emergency Relief Grant II**

Professional development will be provided through summer stipends, substitutes during the school year for staff to attend training as well as conference expenses and consultants, as needed.

**N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III**

Professional development will be provided through summer stipends, substitutes during the school year for staff to attend training as well as conference expenses and consultants, as needed.

**Legislative Requirement:**

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

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

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

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Applicant: DECATUR SD 61

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Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00  
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Project Number: 23-CDP-00-39-055-0610-25

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
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**Safe and Healthy Learning Environment**

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

**ISBE Goals:**

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

**District Goal(s):**

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

**1. Describe the process through which the districts will:\*****i. reduce incidences of bullying and harassment****ii. reduce the overuse of discipline practices that remove students from the classroom [1]****iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined bel**

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

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

([count] of 7500 maximum characters used)

(i)Decatur Public schools believe all students should have accessibility to a safe and civil learning environment free from instances of bullying, intimidation, harassment, and adverse behavi activities include curriculum covering conflict resolution, appropriate social skills, identifying and reporting bullying, retaliation, and bystander skill set building. Interventions are used to rex every tier which includes, social work interventions, check in/check out, problem solving skills interventions, social emotional learning curriculum integration, counseling, and community ba support services.

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

In addition to school based intervention, policies and practices are reviewed by the parent-teacher advisory committee. Policy evaluation consists of frequency of incidents of bullying, asses needs in response to bullying, reducing cyber-bullying, and providing student, family, staff, and community professional development.

(ii)Restorative practices are a means of interventions and supports that reduce exclusionary discipline and provide a continuum of care for student's needs. Communities of trust, care, accc integrity are built by utilizing constructive practices that engage students, teachers, and families with a balanced approach while keeping safety the top priority. Consequences are construct that focuses on repairing the harm done through peace circles, conferencing, affective statements and questions, and formalized conferences.

(iii)Response to Intervention is the practice of providing high quality interventions that match the needs of the student populations, identifying the level of performance and making data ba Interventions are provided at tier on with consistent classroom behavioral expectations in alignment with school-wide expectations. Supplemental behavioral supports are provided at Tier 2 work intervention, classroom consultations, check in/check out, brief FBA/BIP, behavioral modification plan, and counseling. Students needing additional behavioral support services at Tier individualized behavioral supports and are identified through the problem solving process.

Response from the prior year Consolidated District Plan.

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**2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, atte success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**

(42 U.S.C. 11301 et seq.):\*

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

([count] of 7500 maximum characters used)

Students Identified as Homeless under the McKinney Vento homeless Act are provided multiple supports to minimize barriers to student education. Students receive transportation support i enrollment through collaboration with our transportation department, as well as secondary students are provided tokens for public transportation. Additional supports provided are uniform assistance, fee waivers for registration, books, and field trips, connection with community agencies, assistance with obtaining records, and assistance with immunization requirements.

Response from the prior year Consolidated District Plan.

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**Title I Requirement:**

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children meeting such standards

**Legislative Requirements:**

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

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

\* Required if funding selected for Title I, Part A and/or Title IV, Part A

## Consolidated District Plan

SESSION  
TIMEOUT 59:56

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## Attendance Center Designation

[Instructions](#)

## Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0036 - EISENHOWER HIGH SCHOOL	○	○	⊗	○	
0038 - MACARTHUR HIGH SCHOOL	○	○	⊗	○	
1030 - THOMAS JEFFERSON MIDDLE SCHOOL	○	○	○	⊗	
1034 - STEPHEN DECATUR MIDDLE SCHOOL	⊗	○	○	○	5/24/2022
2004 - DENNIS ELEM SCHOOL	⊗	○	○	○	5/24/2022
2005 - DURFEE ELEM SCHOOL	○	○	○	⊗	
2007 - ENTERPRISE ELEM SCHOOL	○	○	○	⊗	
2009 - BENJAMIN FRANKLIN ELEM SCHOOL	⊗	○	○	○	5/24/2022
2010 - MARY W FRENCH ACADEMY	⊗	○	○	○	5/24/2022
2011 - GARFIELD MONTESSORI SCHOOL	⊗	○	○	○	5/24/2022
2014 - WILLIAM HARRIS ELEM SCHOOL	○	○	○	⊗	
2016 - MUFFLEY ELEM SCHOOL	⊗	○	○	○	5/24/2022
2017 - OAK GROVE ACCELERATED SCHOOL	○	○	○	⊗	
2019 - PARSONS ACCELERATED SCHOOL	⊗	○	○	○	5/24/2022
201C - ROBERTSON CHARTER SCHOOL	⊗	○	○	○	5/24/2022
2023 - SOUTH SHORES ELEM SCHOOL	⊗	○	○	○	5/24/2022
2025 - STEVENSON ACCELERATED SCHOOL	○	○	○	⊗	
2031 - MICHAEL E BAUM ELEM SCHOOL	⊗	○	○	○	5/24/2022
2032 - JOHNS HILL MAGNET SCHOOL	⊗	○	○	○	5/24/2022
2034 - HOPE ACADEMY	⊗	○	○	○	5/24/2022
3001 - PERSHING EARLY LEARNING CENTER	○	○	⊗	○	
3004 - Alternative Education Center	⊗	○	○	○	5/24/2022
3005 - SOUTHEAST LEARNING CENTER	○	○	○	⊗	5/24/2022

<b>Describe anticipated Reorganizations:</b>	1030 Thomas Jefferson, 2005 Durfee, 2017 Oak Grove, and 3005 Southeast are all closed buildings, and have been for a couple of years.
	2009 Benjamin Franklin is renamed Franklin Grove
	2010 Mary W French is renamed American Dreamer Stem Academy



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Applicant: DECATUR SD 61

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Consolidated District Plan ▼

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Project Number: 23-CDP-00-39-055-0610-25

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
Title I Specific - Part One					Title I Specific - Part Two				

## Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use return to the Coordinated Funding page and select Title I, save the page, and return to this page.

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

## ISBE Goals:

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

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

☐

**1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and 1111(d).\* (Section 1112(b)(3))**

## Section 1111(d)

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

If the district does not have any schools identified as comprehensive or targeted, enter

**No schools identified under this part**

([count] of 7500 maximum characters used)

The District uses needs assessments, the Illinois Quality Framework and Supporting Rubric, a review of individual school data and then creates a Work Plan for School Improvement for each of the ESSA School Designations and the School Report card. Work plans are based upon the student groups identified on the School Designation and School Report card.

Re-display of the approved response from the prior year Consolidated District Plan.

The District uses needs assessments, the Illinois Quality Framework and Supporting Rubric, a review of individual school data and then creates a Work Plan for School Improvement for each of the ESSA School Designations and the School Report card. Work plans are based upon the student groups identified on the School Designation and School Report card.

**2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? 1112(b)(5))**

☐ Yes☒ No

**3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\* (Section 1112(b)(4) Measures of Poverty from 1113(5)(A) and (B))**

☐ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

☒ Direct Certification

**4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected children.\* (Section 1112(b)(5))**

## Section 1114 and 1115

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

([count] of 7500 maximum characters used)

The District operates schoolwide programs at all 11 Title I schools district-wide. There are no targeted assistance programs in DPS.

The schoolwide programs provide supplemental support to students to ensure that they are showing growth, meeting standards, and closing the achievement gap. The goals for the program are meeting or exceeding on the IAR test

Re-display of the approved response from the prior year Consolidated District Plan.

The District operates schoolwide programs at all 15 Title I schools district-wide. There are no targeted assistance programs in DPS.

The schoolwide programs provide supplemental support to students to ensure that they are showing growth, meeting standards, and closing the achievement gap. The goals for the program are meeting or exceeding on the IAR test

**5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population. 1112(b)(9))**

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

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program Only

Re-display of the approved response from the prior year Consolidated District Plan.

Schoolwide Program Only

**Title I Requirement:**

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those not meeting such standards.

\*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require
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**IDEA Specific Requirements**

If IDEA funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Coordinated Funding page and select IDEA, save the page, and return to this page.

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

**ISBE Goals:**

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

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

☐

**1. How was the comprehensive needs assessment information used for planning grant activities?\*** This section should include the comprehensive needs identified by the activities and programs funded by IDEA.

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

([count] of 7500 maximum characters used)

The needs assessment survey was used to inform the PD plan for FY23. The district also noted the need for additional behavior supports and collaborative methods for teaching.

Response from the approved prior year Consolidated District Plan.

The needs assessment survey was used to inform the PD plan for FY22. The district also noted the need for additional behavior supports and collaborative methods for teaching.

**2. Summarize the activities and programs to be funded within the grant application.\***

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

([count] of 7500 maximum characters used)

IDEA funds will be used to off-set the costs of our most significantly impaired students. This will take the form of parapro supports, supplies, assistive technology, and tuition to send our students to cooperative programs in Decatur. The required set-aside funds for private and parochial schools will be used in collaboration via a Timely and Meaningful consultation meeting.

Response from the approved prior year Consolidated District Plan.

IDEA funds will be used to off-set the costs of our most significantly impaired students. This will take the form of parapro supports, supplies, assistive technology, and tuition to send our students to cooperative programs in Decatur. The required set-aside funds for private and parochial schools will be used in collaboration via a Timely and Meaningful consultation meeting.

**3. Describe any changes in the scope or nature of services from the prior fiscal year.\***

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

([count] of 7500 maximum characters used)

No anticipated changes are expected from the FY22 grant application.

Response from the approved prior year Consolidated District Plan.

No anticipated changes are expected from the FY21 grant application.

\*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		E Care Trans

**Overview**

\*\*\*\*\*NOTE: This plan section is not required for the Department of Juvenile Justice\*\*\*\*\*

**PROGRAM:** Foster Care Transportation Plan

**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

**RESOURCES:** [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding - Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

**BACKGROUND**

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for duration of the time in foster care.

**DEFINITION AND REFERENCES**

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), Passenger Car [49 CFR 571.3]

**Vehicle Usage:**

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)  
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

**Transportation Programs:**

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

**REQUIREMENTS****A. The following factors should be considered when developing the transportation procedures for a student in foster care:**

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

**B. The following low-cost/no-cost options should be considered when developing the transportation procedures:**

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
  - a. Contracted services - taxis, student transport companies, etc. - see note below
  - b. Public transportation such as city buses, rails, etc.
  - c. Carpools- see note below
  - d. School/District staff- see note below
  - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contract with licensed child placing agencies or group homes

**NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parent or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

**REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]**

**C. The following funding options should be considered when developing the transportation procedures for a student in foster care:**

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation

4. State special education transportation funds, if the student has an IEP
  5. Local funds
-

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Needs Assessment/Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages
	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability	

**Contact Information****\*\*\*\*\*NOTE: This page is not required for the Department of Juvenile Justice\*\*\*\*\***

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- Local educational agency (LEA) point of contact for foster students (LEA-POC)
- LEA transportation director
- Child welfare agency point of contact
- LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- Title I director
- School social worker
- Guidance counselor
- Special education personnel

**Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required as applicable.**

## 1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Tull	Jodi	Transition Coordinator	jtull@dps61.org

## 2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Taylor	Kimmy	Transportation Coordinator	kdtdaylor@dps61.c

☐ Click here to add information for other personnel involved in the plan development.

\*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Trans

**Best Interest Determination as it relates to School Stability****\*\*\*\*\*NOTE: This page is not required for the Department of Juvenile Justice\*\*\*\*\*****NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.****1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster positions of all district personnel involved.\****Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ens*

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.** The Child Welfare Agency (CWA) will notify the Local Education Agency (LEA) POC within one day of placement or change of placement if there is a student who CWA would like to keep in the school of origin, but who will no longer be living in the that school's boundary. At this point, the POC and CWA can schedule a best interest determination (BID) team meeting within five school days that will include: The CWA POC; LEA POC, education decision maker for the student; the school principal or designee; any other key partners for decision making. If the student has an Individualized Education Program (IEP) or a Section 504 plan, then the relevant staff members shall participate in the BID process. For each BID meeting, the CWA POC and the LEA POC will determine which of these participants must be present in-person and who may join remotely or be consulted prior to the meeting in order to prevent unnecessary delays due to scheduling. This determination shall be made as quickly as possible to prevent education disruption, and transportation costs should not be considered a best interest. The student shall remain in their school of origin during the BID process. The information considered will be on significant relationships; academic progress; and social and emotional completed for CWA to keep as documentation of the decision and LEA POC will maintain a copy as well. The CWA holds ultimate legal responsibility for making the BID for the student in their care. The transportation department to setup transportation for the student.

Response from the approved prior year Consolidated District Plan.

The Child Welfare Agency (CWA) Point of Contact (POC) will notify the Local Education Agency (LEA) POC within one day of placement or change of placement if there is a student who CWA would like to keep in the school of origin, but who will no longer be living in the that school's boundary. At this point, the POC and CWA can schedule a best interest determination (BID) team meeting within five school days that will include: The CWA POC, education decision maker for the student; the school principal or designee; any other key partners for decision making. If the student has an Individualized Education Program (IEP) or a Section 504 plan, then the relevant staff members shall participate in the BID process. For each BID meeting, the CWA POC and the LEA POC will determine which of these participants must be present in-person and who may join remotely or be consulted prior to the meeting in order to prevent unnecessary delays due to scheduling. This determination shall be made as quickly as possible to prevent education disruption, and transportation costs should not be considered a best interest. The student shall remain in their school of origin during the BID process. The information considered will be on significant relationships; academic progress; and social and emotional well-being. A BID form will be completed for CWA to keep as documentation of the decision and LEA POC will maintain a copy as well. The CWA holds ultimate legal responsibility for making the BID for the student in their care. The LEA POC will work with the transportation department to setup transportation for the student.

**2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.**[See IDEA legislation here](#) [See Section 504 here](#)

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

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

A BID for a student under IDEA and a student under section 504, will be handled in the same manner as any student, however; taking into account the students IEP/504 goals, accommodations, and programming available for the students educational success.

Response from the approved prior year Consolidated District Plan.

A BID for a student under IDEA and a student under section 504, will be handled in the same manner as any student, however; taking into account the students IEP/504 goals, accommodations, and programming available for the students educational success.

**3. Describe any special consideration and legal requirements taken into account for children who are English learners.\***

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

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

A BID for a student who is an English learner, will be handled in the same manner as any student, however; taking into account the students accommodations and the educational needs and programming available for the students educational success.

Response from the approved prior year Consolidated District Plan.

A BID for a student who is an English learner, will be handled in the same manner as any student, however; taking into account the students accommodations and the educational needs and programming available for the students educational success.

**4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest of the child.***Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be reached.*

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

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

Level One

The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. The may do so by providing the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the district will be immediately processed. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will make a decision on the dispute within five business days. Inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals package; a copy of the original notice of dispute; any additional information or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two.

Level Two

If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent the Level 1 appeals package within ten business days of their receipt of the Level 1 decision.

Within five business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably prompt time, either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from CWA. If it is not possible within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.

Response from the approved prior year Consolidated District Plan.

Level One

The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. The may do so by providing the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the district will be immediately processed. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will make a decision on the dispute within five business days. Inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals package; a copy of the original notice of dispute; any additional information or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two.

Level Two

If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent the Level 1 appeals package within ten business days of their receipt of the Level 1 decision.

Within five business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably prompt time, either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from CWA. If it is not possible within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.

\*Required field





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	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Trans

## Transportation Plan Development

\*\*\*\*\*NOTE: This plan section is not required for the Department of Juvenile Justice\*\*\*\*\*

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

## 1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. Title I director/coordinator

Local Education Agency (LEA) Point of Contact (POC)

McKinney-Vento liaison (consultation purposes)

Representative from transportation department

Representative from Child Welfare Agency (CWA)

When a student is placed in foster care or changes residence while in foster care, the CWA worker must notify the principal. If the new residence is not in the same school zone, the LEA POC must

notify and invited to participate in the best interest determination (BID).

Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin (SOO) transportation designee.

The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.

The SOO transportation designee identifies the potential ways that the child could be transported if the BID results in a decision to maintain the current school enrollment. This information is given

LEA POC to include in the BID.

The CWA worker, LEA POC, and other essential members of the BID share their information. The joint decision is made by the CWA worker and the LEA POC.

If the BID decision is that the student will remain in the current school, the LEA POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and

school.

The Child Welfare Agency worker, foster care point of contact, transportation director, building principal and other essential members shall meet to determine transportation for foster care youth.

Factors that should/can be considered for transportation include:

Safety

Duration of the need for services

The time/length of travel time for the student each day

Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)

Traffic patterns

Flexibility in school schedule

Impact of extracurricular activities on transportation options.

Maturity and behavioral capacity of student

Response from the approved prior year Consolidated District Plan.

Title I director/coordinator

Local Education Agency (LEA) Point of Contact (POC)

McKinney-Vento liaison (consultation purposes)

Representative from transportation department

Representative from Child Welfare Agency (CWA)

When a student is placed in foster care or changes residence while in foster care, the CWA worker must notify the principal. If the new residence is not in the same school zone, the LEA POC must

notify and invited to participate in the best interest determination (BID).

Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin (SOO) transportation designee.

The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.

The SOO transportation designee identifies the potential ways that the child could be transported if the BID results in a decision to maintain the current school enrollment. This information is given

LEA POC to include in the BID.

The CWA worker, LEA POC, and other essential members of the BID share their information. The joint decision is made by the CWA worker and the LEA POC.

If the BID decision is that the student will remain in the current school, the LEA POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and

school.

The Child Welfare Agency worker, foster care point of contact, transportation director, building principal and other essential members shall meet to determine transportation for foster care youth.

Factors that should/can be considered for transportation include:

Safety

Duration of the need for services

The time/length of travel time for the student each day

Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)

Traffic patterns

Flexibility in school schedule

Impact of extracurricular activities on transportation options.

Maturity and behavioral capacity of student

## 2. Indicate which options will be considered when developing the transportation plan. Check all that apply.\*

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☒ c. Route-to-route hand-offs
- ☒ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☒ f. Options presented by DCFS worker
- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

**IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

- ☒ h. Other - describe  
The CWA worker also should explore options outside of the provided by the school district, such as reimbursing the foster parents for transportation costs or including transport in contracts licensed child placing agencies and group homes.
- ☐ i. Other - describe
- ☐ j. Other - describe

## 3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

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

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

If the student has an IEP that includes provision for specialized transportation, transportation must be provided by the school division responsible for the student's IDEA.

If Decatur Public Schools can offer an existing means of transportation at no additional cost, the CWA will not be charged.

If Decatur Public Schools can provide transportation but will need to modify a route or create a new option, the SOO transportation designee will calculate the cost that will be charged to the CWA. calculation is not required until the BID has been completed and the decision to maintain the current school enrollment is made. The CWA should explore whether the student is eligible for IV-E, IC funds, Title I, or local funds

Response from the approved prior year Consolidated District Plan.

If the student has an IEP that includes provision for specialized transportation, transportation must be provided by the school division responsible for the student's IDEA.

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#### 4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\*

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

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

The SOO will continue to provide transportation during the dispute resolution process.

##### Level One

The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. They may do so providing the district or the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the will be immediately forwarded to the LEA POC. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will decision on the dispute within five business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals p a copy of the original notice of dispute; any additional information from the caregiver or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two.

##### Level Two

If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent office with a copy of the Level I appeals package within ten business days of their receipt of the Level I decision.

Within five business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonable expeditious time period either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from If it is not possible for CWA to be present within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.

Within five business days of the conference, the superintendent or designee will provide the caregiver or educational decision-maker with a written decision, supporting evidence, reasons for the decision, and an appeals package that includes: a copy of the initial dispute files at Level I and the Level I decision; the Level II decision rendered by the superintendent or designee; any additional information from the caregiver or education decision-maker and/or LEA POC; Instructions as to how to file a Level III appeal, including the physical address and the email address of where to submit the dispute.

The LEA POC will also be provided with a copy of the Level II decision and appeals package. The LEA POC will be responsible for verifying receipt of the decision and appeals package by the caregiver educational decision-maker.

##### Level Three

If the caregiver or education decision-maker disagrees with the decision the superintendent or designee, they may appeal the decision by notifying the LEA POC with ten business days of receipt of Level II decision of their intent to file a Level III appeal.

The superintendent or designee will forward all written and electronic documentation to the Illinois State Board of Education (ISBE) within five business days of receiving the notification of the caregiver or education decision-makers' intent to file a Level III appeal.

The caregiver or education decision-maker may also submit related documentation to ISBE and the LEA POC for review within five business days after notifying the district of their intent to file a Level III appeal. The documentation must be submitted in one consolidated and complete package via email or the US Postal Service.

ISBE and appropriate CWA representatives shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district's LEA POC for distribution to the caregiver or educational decision-maker; the CWA representative engaged by the district at Level II and the superintendent. The decision shall be the final resolution for placement and the provision services for a student in foster care in the district.

The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to ISBE upon request.

Response from the approved prior year Consolidated District Plan.

The SOO will continue to provide transportation during the dispute resolution process.

##### Level One

The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. They may do so providing the district or the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the will be immediately forwarded to the LEA POC. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will decision on the dispute within five business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals p a copy of the original notice of dispute; any additional information from the caregiver or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two.

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The LEA POC will also be provided with a copy of the Level II decision and appeals package. The LEA POC will be responsible for verifying receipt of the decision and appeals package by the caregiver educational decision-maker.

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If the caregiver or education decision-maker disagrees with the decision the superintendent or designee, they may appeal the decision by notifying the LEA POC with ten business days of receipt of Level II decision of their intent to file a Level III appeal.

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The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to ISBE upon request.

#### 5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.\*

**NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.**

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

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

The LEA POC, CWA worker and transportation director would work collaboratively to come up with a means of transporting student during the dispute process. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

This could include:

Pre-existing transportation route

New transportation route

Route-to route hand-offs

District to district boundary hand-offs

Specialized transportation offered to other student can be accessed, such as:

Special education

Alternative education

Magnet school

McKinney-Vento transportation

Existing specialized transportation can be modified slightly to accommodate the new address.

Decatur Public Schools (DPS) may identify alternatives not provided by the school district that the CWA worker could access or that DPS would be willing to assist in accessing (this could be facilitating arrangement or providing the transportation and being reimbursed) such as: Cabs or other contracted transport; public transportation

The CWA worker also should explore options outside of the provided by the school district, such as reimbursing the foster parents for transportation costs or including transport in contracts with licensed child placing agencies and group homes.

Response from the approved prior year Consolidated District Plan.

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Route-to route hand-offs  
District to district boundary hand-offs  
Specialized transportation offered to other student can be accessed, such as:  
Special education  
Alternative education  
Magnet school  
McKinney-Vento transportation

Existing specialized transportation can be modified slightly to accommodate the new address.

Decatur Public Schools (DPS) may identify alternatives not provided by the school district that the CWA worker could access or that DPS would be willing to assist in accessing (this could be facilitate arrangement or providing the transportation and being reimbursed) such as: Cabs or other contracted transport; public transportation  
The CWA worker also should explore options outside of the provided by the school district, such as reimbursing the foster parents for transportation costs or including transport in contracts with lic child placing agencies and group homes.

**6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become av a student who is eligible for such services.\***

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

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

Decatur Public Schools will provide mandatory training to all District Leadership Staff and principals at the beginning of the year District Leadership Institute on the transportation plan for foster ca students.

All building administrators will be required to include the mandatory training to all staff during their first day back meetings and provide agendas.

All building administrators, secretaries, counselors, and social workers will be provided a copy of the transportation plan and the best interest determination plan.

Response from the approved prior year Consolidated District Plan.

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All building administrators will be required to include the mandatory training to all staff during their first day back meetings and provide agendas.

All building administrators, secretaries, counselors, and social workers will be provided a copy of the transportation plan and the best interest determination plan.

\*Required field

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Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0610-25

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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**Board Approval, Certification, and Assurances****Instructions**

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. the local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

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Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 23-CDP-00-39-055-0610-25

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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## Grant Application Certifications and Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

*The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.*

**DEFINITIONS**

"Applicant" means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

**LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/jcar/admincode/044/04407000sections.html>

**NO BINDING OBLIGATION**

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of



Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

## **PROJECT**

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

## **FUNDING**

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

## **INVOLUNTARY TERMINATION**

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to,

involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

#### **JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - Maintain separate accounts and ledgers for the project;
  - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
  - Properly post all expenditures made on behalf of the project;
  - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
  - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

#### **DRUG-FREE WORKPLACE CERTIFICATION**

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- Publishing a statement:
  - Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - Specifying the actions that will be taken against employees for violations of such prohibition.
  - Notifying the employee that, as a condition of employment on such contract or grant, the
    - Abide by the terms of the statement; and
    - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
  - The dangers of drug abuse in the workplace;
  - The grantee's or contractor's policy of maintaining a drug-free workplace;
  - Any available drug counseling, rehabilitation, and employee assistance programs; and
  - The penalties that may be imposed upon an employee for drug violations.

- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

### Instructions

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

**Before completing this certification, read instructions below.**

### CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

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

### Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:

[www.sam.gov](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.

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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**Certification Regarding Lobbying**
[Instructions](#)

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

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

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

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**GEPA 442 Assurances**
[Instructions](#)

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due

consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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**Assurances****Instructions**

**GRANT AGREEMENT:** The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

**NOTE:** These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☐ Assurances for all covered programs
- ☐ Grant Application Certifications and Assurances (State Assurances)
- ☐ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- ☐ Certification Regarding Lobbying
- ☐ GEPA 442 Assurances

ROCHELLE CLARK

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for



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[Submit](#)[Instructions](#)

**Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.**

[Consistency Check](#)[Lock Application](#)[Unlock Application](#)

Application was created on:

3/23/2022

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

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**Application History**(Read Only)

**Instructions**

**This Application has not been submitted**



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**Page Review Status** **Instructions**☒ Expand All

<b>Consolidated District Plan</b>		<b>Page Status</b>	<b>Open Page for editing</b>
<u>Consolidated District Plan</u>			
Contact Information	OPEN	<input type="checkbox"/>	
Needs Assessment and Programs	OPEN	<input type="checkbox"/>	
<u>Plan Specifics</u>			
Needs Assessment Impact	OPEN	<input type="checkbox"/>	
Stakeholders	OPEN	<input type="checkbox"/>	
Private Schools Participation	OPEN	<input type="checkbox"/>	
Preschool Coordination	OPEN	<input type="checkbox"/>	
Student Achievement	OPEN	<input type="checkbox"/>	
College and Career	OPEN	<input type="checkbox"/>	
Professional Development	OPEN	<input type="checkbox"/>	
Safe Learning Environment	OPEN	<input type="checkbox"/>	
<u>Title I Specific Pages</u>			
Title I Specific - Part One	OPEN	<input type="checkbox"/>	
Title I Specific - Part Two	OPEN	<input type="checkbox"/>	
IDEA Specific Requirements	OPEN	<input type="checkbox"/>	
<u>Foster Care Transportation</u>			
Foster Care Plan Contacts	OPEN	<input type="checkbox"/>	
BID - School Stability	OPEN	<input type="checkbox"/>	
Foster Care Transportation Plan	OPEN	<input type="checkbox"/>	
<u>Assurance Pages</u>			
Plan Assurances	OPEN	<input type="checkbox"/>	
State Assurances	OPEN	<input type="checkbox"/>	
Debarment	OPEN	<input type="checkbox"/>	
Lobbying	OPEN	<input type="checkbox"/>	
GEPA 442	OPEN	<input type="checkbox"/>	
AssurancesText	OPEN	<input type="checkbox"/>	
Assurances	OPEN	<input type="checkbox"/>	

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# Consolidated District Plan

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## Selectable Application Print

### Request Print Job

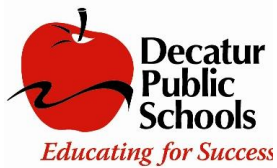
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### Completed Print Jobs

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## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> 2022 Community Summer Program Scholarship Agreement
<b>Initiated By:</b> Maria Robertson, Director of Community Engagement	<b>Attachments:</b> 2022 Summer Program Scholarship Agreement
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

### **BACKGROUND INFORMATION:**

District Administrators recognize the need to provide students with academic, social and personal enrichment opportunities year-round. With both District-led and community-based program offerings, students of all ages can benefit from the perks of summer programs. District-led summer school will be offered during the month of June and will operate in five district locations: Pershing, Johns Hill, Hope, Eisenhower, and MacArthur.

### **CURRENT CONSIDERATIONS:**

In collaboration with Decatur's community partners, the District is offering an event for families to learn more and register for community-based summer programs. Parents/guardians were able to visit and speak to representatives from the community to gain an overview of program offerings and sign students up onsite to participate. Community partners, such as the Decatur-Macon County Opportunities Center, were also at the event to offer utility assistance to families in need.

### **FINANCIAL CONSIDERATIONS:**

District Administration recognizes the need to work with community partners to offset any financial hardship for DPS families seeking external summer programs and will use District title funds for scholarships, not to exceed \$24,999 without Board approval.

### **STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education to approve the 2022 Summer Program Scholarship Agreement as presented.

### **RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

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

## SUMMER PROGRAM SCHOLARSHIP AGREEMENT

**THIS AGREEMENT** entered into this [REDACTED]<sup>th</sup> day of May, 2022 by and between [REDACTED] (hereinafter “Community Organization” or “Organization”) and DECATUR PUBLIC SCHOOL DISTRICT NO. 61 (hereinafter “School District” or District”), and collectively known as “Parties”:

### WITNESSETH:

**WHEREAS**, the District is an education institution desiring to ensure its students are able to participate in summer programs;

**WHEREAS**, the Community Organization maintains and operates a summer program, between June 1, 2022 and August 5, 2022, in which District students may enroll;

**WHEREAS**, both Parties desire to ensure equitable access for District students to Summer Programming provided by Community Organization;

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

1. **Incorporation of Preambles.** The parties find that all the preambles contained herein are full, true and correct and do incorporate them into this Agreement by reference.
2. **Services to be performed by Community Organization.** The Community Organization shall, during the period of this Agreement, provide enrollment in the Community Organization’s summer program for District students. The Community Organization in addition, agrees to the following provisions:
  - a. The Community Organization shall provide all necessary equipment and supplies for the summer program. The District shall not be responsible for any equipment or supplies.

- b. The Community Organization agrees to communicate directly with the District when a District student enrolls in the Community Organization's summer program. The Community Organization shall maintain and communicate a list to the District of all District students enrolled in the Community Organization's summer program. The Community Organization further agrees to monitor attendance and report that information to the District.
- 3. **Scholarship information.** The Parties agree that a scholarship shall be paid to the Community Organization for the enrollment and attendance of each District student in a summer program between June 1, 2022 and August 5, 2022. The District agrees to pay the advertised cost for each student who enrolls and attends Community Organization's summer program as a scholarship for the District student. The Parties agree and understand no scholarship shall be designated unless the enrolled student attends the summer program at the Community Organization. The District shall pay the agreed-upon scholarship, for any participating District student, within thirty (30) calendar days of the completion of the summer program. Only students who enroll and attend a summer program that begins on or after June 1, 2022 and ends prior to or on August 5, 2022 are eligible for this scholarship.
  - a. **Community Organization scholarships.** The Parties understand and agree that the District student may receive additional scholarships funded through Community Organization. The District agrees to pay the Community Organization for any portion of the program's advertised cost not covered by Community Organization's own scholarship funds. The Community Organization is solely responsible for ensuring the proper allocation of scholarship funds, both from the District and the Community Organization's own scholarship funds. The Community Organization further agrees

to provide an invoice to the District containing District student enrollment and attendance data. This invoice shall be sent to the District no later than fourteen (14) calendar days after completion of the summer program.

- b. **Cap on District participants.** The Parties agree and acknowledge the District may cap funds at two-hundred (200) total students enrolled in summer programs. The District, however, reserves the right to increase this number should interest in summer programs exceed the District's current expectations. It shall, therefore, be the sole responsibility of the District to ensure a proper accounting of District students enrolled in Community Organization summer programs. It shall further be the sole responsibility of the District to inform the Community Organization when or if the total number of students exceeds the two-hundred (200) total District students enrolled in summer programs.

4. **Term and Termination.**

- a. This Agreement shall be for a period of one-hundred (100) calendar days, commencing on June 1, 2022 and terminating on September 9, 2022.
- b. This Agreement may be renewed upon agreement of the Parties.
- c. Either Party may terminate this Agreement with or without cause or penalty by delivering written notice of termination to the other Party at least seven (7) calendar days prior to such termination.
- d. This Agreement may be terminated by mutual, written agreement of the Parties.

5. **Relationship of Parties.** The Community Organization enters into this Agreement and will remain throughout the term of this Agreement, an independent contractor. The Community Organization agrees that it and its employees and agents are not and will not become employees, partners, agents, or principals of District while this Agreement is in effect.



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

The Community Organization agrees to comply with all federal, state, and municipal laws, rules, regulations, and District policies and regulations that are now or may in the future become applicable to its business, equipment, and personnel engaged in an operation covered by this Agreement or accruing out of the performance of such operations. Specifically, the Community Organization is hereby provided the following information regarding District policies and regulations relating to confidentiality and reports of child abuse. Public schools are governed by State and federal laws. When independent contractors work with District students, they must abide by these directives:

- a. **Confidentiality.** During the Community Organization's association with District, it may have access to confidential and sensitive information regarding specific students. Student information in schools is governed by the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA). These federal and state laws prohibit the Community Organization and its employees and agents from disclosing to the public information that may individually identify any

- student or information from a student's educational record without the prior written permission of the student's parents.
- b. **Child Abuse:** If a student shares information that may indicate that the student is abused or in danger, the Community Organization must report it immediately to the Illinois Department of Children and Family Services.
  - c. **Sexual Harassment:** No student shall be subjected to inappropriate, unwelcome sexual overtures that interfere with the individual's education. Examples of prohibited conduct include unwarranted name calling, comments, touching, jokes, and compliments of a sexual nature.
6. **Insurance.** The Parties, at their sole cost and expense, shall maintain policies of general and professional liability insurance, or self-insurance, in amounts of at least One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) annual aggregate to insure against claims which may arise out of the performance of the Services of this Agreement. Upon request, a Party shall furnish to the other Party such certificate(s) of insurance. Each Party shall provide a thirty (30) calendar days prior written notice to the other Party of any cancellation, nonrenewal, or of any material change in the provisions of its policies. The Community Organization, at its sole expense, shall further maintain excess coverage in the amount of One Million Dollars (\$1,000,000). The Community Organization shall add District as an additional insured on a primary and noncontributory basis connected with the activities contemplated herein.
7. **Indemnification.** The Community Organization agrees to protect, defend, indemnify, and to hold harmless the District, its officers, agents, and employees, from any and all claims and losses resulting from the performance of the Agreement and from any and all claims and

losses resulting to any person who may be injured by the Community Organization in the performance of this Agreement.. This Section shall survive the expiration or earlier termination of this Agreement.

8. **Background Check Required.** Prior to the provision of any services under this Agreement, the Community Organization shall verify any and all employees and agents of the Community Organization who will have contact with the District's school children pursuant to this Agreement have completed a criminal background check indicating that the individual may have contact with school children. 105 ILCS 5/10-21.9(f). The Community Organization shall provide their Illinois criminal history background checks prior to the provision of any services. Failure of the Community Organization to comply with this section shall be grounds for the District to immediately terminate this Agreement.
9. **Transportation.** The District shall not be held responsible for any transportation requirements. The District shall not be required to engage in, or arrange for, the transportation of any Students to the Community Organization.
10. **Governing Law.** This Agreement shall be governed and construed in accordance with the laws of the State of Illinois. Unless otherwise required by law, the Parties shall submit to the jurisdiction of the courts within Macon County, Illinois.
11. **Entire Agreement, Amendments, Severability.** This Agreement and its attachments contain all of the covenants, agreements, terms, provisions and conditions relating to the rights and obligations of Hospital and District with respect to the subject matter of this Agreement. This Agreement constitutes the entire understanding among the Parties hereto and supersedes any prior agreements, written or oral, with respect thereto. This Agreement may only be amended by an instrument in writing signed by the Parties hereto. If any provision or a portion of any

provision of this Agreement is held to be unenforceable or invalid by a court of competent jurisdiction, the validity and enforceability of the enforceable portion of any such provision and/or the remaining provisions shall not be affected thereby.

12. **Assignment.** Neither Party may assign this Agreement or the rights or obligations hereunder without the specific written consent of the other Party.

13. **Non-discrimination.** The Parties hereto shall abide by the requirements of the Illinois Human Rights Act, 775 ILCS 5/1-101 et seq., as may be amended from time to time, as well as any and all applicable rules and regulations of the State of Illinois. There shall be no unlawful discrimination, harassment, or treatment of any individual because of race, color, religion, sex, national origin, ancestry, military status, sexual orientation religion, pregnancy, order of protection, gender identity and expression, age, marital status, genetic information, unfavorable military discharge, or handicap.

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

**To the District:**

**NAME**

**ADDRESS**

**To the Community Organization:**

**NAME**

**ADDRESS**

15. **Counterparts; Facsimile and PDF Signatures.** The Parties agree that this Agreement may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this Agreement. The Parties further agree that signatures transmitted by facsimile or in Portable Document Format (PDF) may be considered an original for all purposes, including, without limitation, the execution of this Agreement and enforcement of this Agreement.

**IN WITNESS WHEREOF**, a duly authorized representative of the Parties have executed this Agreement as of the day and year written below.

DECATUR PUBLIC SCHOOLS

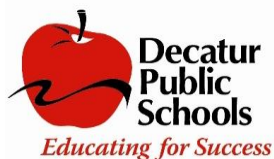
COMMUNITY ORGANIZATION NAME

By: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> Illuminate Education owner of Fast-Bridge PreK-8 Universal Screener
<b>Initiated By:</b> Jeff Dase, Assistant Superintendent of Teaching and Learning	<b>Attachments:</b> Illuminate Education Invoice – Q-146815
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

### **CURRENT CONSIDERATIONS:**

In the Spring 2018, the BOE adopted Fastbridge as our PreK-8 universal screener for English Language Arts, Mathematics, and Social, Academic, and Emotional Behaviors. It is time to renew our subscription for the 2022-2023 school year. FastBridge is owned by Illuminate Education.

Illuminate Education provides our annual progress monitoring subscription license to assess our students performance at least 3 times per school year. The subscription includes professional services support.

### **FINANCIAL CONSIDERATIONS:**

The quote is for the amount of \$49,300.00 and will be funded from the existing Title I funding.

### **STAFF RECOMMENDATION:**

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

### **RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

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



# Client Order

Q-146815

530 Technology Dr Suite 100  
Irvine, California 92618  
(949) 656-3133  
<https://www.illuminateeducation.com/>

Prepared Date: 4/25/2022  
Valid Through: 7/15/2022  
  
Prepared By: Jay Anderson  
  
Start Date: 7/1/2022  
End Date: 6/30/2023  
Quote Term: 12

Customer: Decatur School District 61  
Address: 101 West Cerro Gordo St  
Decatur, Illinois 62523  
  
Contact: Teri Dyson  
Phone: (217) 412-5621

## Year 1

Dates: 7/1/2022 - 6/30/2023

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
6,800	FastBridge Subscription - Renewal	FastBridge Assessment System Annual Subscription	\$7.25	\$49,300.00
Year 1 Subtotal:				\$49,300.00
Year 1 Grand Total:				\$49,300.00

Any Client request to reimport, align, merge, or otherwise manipulate data that has already been integrated will be subject to an additional fee. If the Client requests that Illuminate make any integration efforts after initial setup, the initial fees will be as follows: integrating with a new SIS \$5,000; merging instances or splitting instances \$10,000.

On-Going Illuminate subscription license and/or support fees are invoiced at then current rates & enrollment per terms of the Master Subscription Licenses & Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases (i.e., as your student count increases or decreases, the quantity will be adjusted in accordance with the terms of the Agreement).

Any applicable state sales tax that has been added to this Client Order is an estimated amount for Client's convenience that is subject to verification and modification based on current state required tax at the time of invoicing. Subscription Start and Expiration Dates shall be as set forth above, which may be delayed based upon the date that Illuminate receives your purchase order or signed Client Order.

In the event that this Client Order includes promotional pricing, said promotional pricing is only valid for the select term(s), product(s), and/or service(s) as shown in this Client Order. The promotional pricing may also be limited in availability to you through the date on this Client Order that is shown as the "Valid Through" period.

All invoices shall be paid within thirty (30) days of the date of invoice.

**All purchase orders must contain the exact Client Order number stated within.**

**To accept and finalize this Client Order, please remit a purchase order to:**

Orders@IlluminateEd.net  
or  
6531 Irvine Center Drive #100  
Irvine, CA 92618



## Master Subscription Licenses & Services Agreement

This Master Subscription Licenses & Services Agreement ("Agreement") is hereby entered into as of the earlier of the date of the last signature hereto or receipt of purchase order and/or enforcement of any and all product and/or service orders (the "Effective Date") between the purchasing agency ("Client") and Illuminate Education, Inc., a California corporation having its principal place of business at 6531 Irvine Center Drive, Irvine, CA 92618, and wholly-owned subsidiaries, including, but not limited to Adrylan Communications, LLC, eduCLIMBER, LLC, eSchoolData, LLC, FastBridge Learning, LLC, IO Education, LLC, Sanford Systems, Inc. dba Key Data Systems, SchoolCity, Inc., and The Learning Egg, LLC (collectively "Illuminate") (Client and Illuminate are referenced herein as each a "Party" and collectively the "Parties").

### Definitions.

(a). **"Client Order"** means the Illuminate document attached hereto (or subsequently produced invoice), which lists the Licensed Products, current pricing, Service(s), Software, Subscription Period, Third Party Software, and/or applicable financial terms related to this Agreement, and is hereby incorporated into this Agreement.

(b). **"Client Personnel"** means Client's internal employees, who shall be bound by confidentiality restrictions at least as restrictive as this Agreement provides, explicitly excluding contractors and/or vendors that are not granted access herein.

(c). **"Documentation"** means technical materials provided by Illuminate to Client in hard copy or electronic form describing the use and operation of the Software, which does not include any sales and/or marketing materials that Illuminate may provide Client to describe functionality intended for sales and/or marketing purposes.

(d). **"Embedded Applications"** means software licensed to Illuminate by third parties that is provided to Client as part of the Licensed Products or Services.

(e). **"Licensed Products"** means all software (including Embedded Applications, which is software licensed by Illuminate and provided to Client as part of the terms of this Agreement), subsequent versions provided during an active Subscription Period and/or in relation to Support Services, assessment content owned or licensed by Illuminate, and all related Documentation licensed to Client pursuant to this Agreement, now or in the future.

(f). **"Professional Service(s)"** means any consulting, training, implementation, or technical services provided by Illuminate to Client under the Client Order.

(g). **"Services"** means the service(s) described in the applicable Client Order attached hereto or an executed statement of work ("SOW"), associated with the Software and the Documentation, including any applicable software hosting or Professional Services, as defined herein, and/or provided by Illuminate to Client.

(h). **"Software"** means the Illuminate software programs described in the applicable Client Order.

(i). **"Subscription Period"** means the period commencing upon the start date set forth in the applicable Client Order and continuing until terminated in accordance with Section 15 (**"Termination"**).

(j). **"Third Party Software"** means any software product designated as Third Party Software by Illuminate, and any related documentation supplied to Client, which is licensed directly between Client and a third party. Third Party Software is different than Embedded Applications in that Illuminate licenses the Embedded Applications to Client as part of Licensed Product (but in some cases, such Embedded Applications may

be subject to additional license terms as identified herein). Illuminate is not a licensor of Third Party Software.

**1. Subscribing to the Service(s).** Client will subscribe to the Licensed Products and/or Services by: (i) providing a purchase order that displays the unique identifier contained within the Client Order attached hereto or another Client Order, or in Illuminate's discretion sufficiently references said Client Order; (ii) having an authorized Client representative execute a Client Order with this Agreement and receiving a countersigned copy by an authorized Illuminate representative; and, if applicable for custom services, (iii) executing a written SOW for such customized Licensed Products and/or Services with Illuminate. The Parties explicitly agree that, regardless of the confirmation of subscription method discussed herein that is utilized by Client, any additional and/or varying terms included in the Client's purchase order are hereby deemed null and void, including terms that attempt to override this specific provision. Unless the Parties specify otherwise in writing, each SOW will be incorporated into this Agreement. Each Client Order and/or SOW will specify the Licensed Products and/or Services and specific terms and conditions applicable to that order. In the event of any conflict between this Agreement and a SOW, the mutually agreed upon and executed SOW shall control, except this Agreement shall govern all terms relating to intellectual property rights, confidential information, warranty, indemnity, and liability. Subject to the terms and conditions of this Agreement, Illuminate will provide the Licensed Products and/or Services described in the applicable Client Order. Unless expressly designated as replacing a specific Client Order and/or SOW, subsequent Client Orders and SOWs will be considered in addition to currently effective Client Orders and SOWs and shall be governed by this Agreement.

### 2. License.

(a). **License Grant.** Subject to the terms and conditions of this Agreement, including Illuminate's Privacy Policy, which is incorporated fully herein by reference, Illuminate grants to Client a limited, revocable, non-exclusive, non-transferable, non-sublicensable license during the Subscription Period, to access the Licensed Products and/or Services through the User IDs and to operate the features of the Licensed Products and/or Services according to the Documentation under normal circumstances. Client is only granted licensed access to any customized software and/or content delivered in accordance with a valid Client Order and/or SOW during the Term of said Client Order. Termination of the Client Order or underlying Licensed Product will terminate access to customized content. No source code or technical-level documentation to the Licensed Products and/or Services is licensed under this Agreement.

(b). **User IDs.** Illuminate will issue Client's system administrator access to Client's designated user(s) that will have the ability to issue a singular User ID and password to each student, teacher, and staff member for access to and to utilize the Licensed Products and/or



Service(s) specified in the applicable Client Order and/or SOW. Client shall limit the total number of issued User IDs and passwords to the student count noted for each Licensed Product and/or Service on the Client Order; provided that said student count does not limit the total number of teacher and staff User IDs and passwords that Client may issue. Each User ID may be used to access the Services during only one (1) concurrent login session. Client shall not allow Client Personnel and/or students to share User IDs with any third parties, which require prior written approval for access by Illuminate. Client is responsible for all activity occurring under its User IDs and control of said User IDs, including the corresponding password credentials. Client is responsible for all use of the Licensed Products and/or Services by Client Personnel, students Client grants access to, for maintaining the confidentiality of all User IDs, and promptly notifying Illuminate of any actual or suspected unauthorized use of the Licensed Products and/or Services. Illuminate reserves the right to suspend or terminate any Client user that Illuminate determines may have been used for an unauthorized purpose.

(c). **Limitations.** Client acknowledges that the Licensed Products, including all derivative works thereof and source code and libraries thereto, are and shall remain the sole and exclusive property of Illuminate, except for license rights that Illuminate has to said Licensed Products. Client will not and will not permit any Client Personnel or other party to: (i) permit any party to access or use the Licensed Products and/or Services, Software, or Documentation, other than Client Personnel explicitly authorized by Illuminate; (ii) modify, adapt, alter or translate the Software or Documentation, except as expressly allowed hereunder; (iii) sublicense, lease, rent, loan, distribute, or otherwise transfer the Licensed Products and/or Services, Software, or Documentation to any third party; (iv) reverse engineer, decompile, disassemble, or otherwise derive or determine or attempt to derive or determine the source code (or algorithms, structure or organization) of the Software; (v) use or copy the Software or Documentation except as expressly allowed hereunder; (vi) disclose or transmit any data contained in the Software to any individual other than Client Personnel. To the extent permitted under the law, Client shall hold Illuminate harmless from any and all claims relating to Client's misuse of Licensed Products and/or Services rendered by Illuminate to Client, including Illuminate's intellectual property.

(d). **Client Responsibility.** Client shall perform the responsibilities necessary to establish Client's use of the Licensed Products and/or Services, including (i) providing Client Personnel lists to setup User IDs, (ii) properly maintaining all associated equipment, software and environmental conditions in accordance with applicable industry standards and/or specifications Illuminate may provide Client, and (iii) designating Client Personnel to participate in training.

**3. Acceptable Use Policy.** Client acknowledges and agrees that Illuminate does not monitor or police the content of communications or data of Client or its users transmitted through the Licensed Products and/or Services, and that Illuminate shall not be responsible for the content of any such communications or transmissions. In using the Software, Licensed Products, and/or Services, Client agrees to the following: (i) Client shall not incorporate into or otherwise transmit through the Software, Licensed Products, and/or Services any content that violates or infringes the rights of others, including without limitation any material that: (A) may be abusive, indecent, threatening, obscene, harassing, violent, defamatory, libelous, fraudulent, or otherwise objectionable; (B) encourages or otherwise promotes conduct that would constitute a criminal offense or give rise to civil liability; (C) impersonates any person or entity or that otherwise misrepresents Client's affiliation with a person or entity; (D) contains malicious code; is in violation of the

CAN-SPAM Act or any other applicable laws pertaining to unsolicited email, SMS, text messaging or other electronic communications, or the transmission of emails to an individual or entity with which Client has no preexisting relationship; (E) includes the private information of another without express permission, including but not limited to contact information, social security numbers, credit card numbers or other information which a reasonable individual would consider private in nature, (F) violates any privacy, intellectual property or proprietary right of another; (G) is pornographic or sexual in nature; expressly targets children under the age of 13; or (H) is unlawful or otherwise objectionable, in Illuminate's sole opinion; and (ii) Client shall ensure that Client's use of the Software and/or Services is at all times compliant with all applicable local, state, federal and international law, regulations and conventions, including without limitation, those related to data privacy, international communications, and the exportation of data of any kind, regulations of the U.S. Securities and Exchange Commission and/or any rules of a securities exchange in the U.S. or elsewhere.

#### **4. Reservation of Rights.**

(a). **Illuminate.** Illuminate expressly reserves all rights in the Licensed Products, Services, Software, Documentation, and all other materials provided by Illuminate hereunder not specifically granted to Client. It is acknowledged that all right, title and interest in the Licensed Products, Services, Software, Documentation, and all other materials provided by Illuminate hereunder, including, but not limited to any update, adaptation, translation, customization or derivative work thereof, and all intellectual property rights therein will remain with Illuminate (or third party suppliers, if applicable) and that the Licensed Products, Services, Software, Documentation, and all other materials provided by Illuminate hereunder are licensed on a subscription basis and not transferred to Client apart from the temporary license(s) discussed herein.

(b). **Client.** Client expressly reserves all rights in any data that Client (or Client Personnel/student users) loads or enters into the Licensed Products and/or Services and all results from processing such data, including compilations, and derivative works thereof (the "Client Data"), except that Client grants Illuminate a non-exclusive, royalty-free license to use, reproduce, and create derivative works of the Client Data in operating the Licensed Products and/or Service features for Client's benefit as is explicitly permitted under the law. Additionally, Illuminate may use and distribute the Client Data for any lawful purpose, provided that such Client Data will be aggregated and/or de-identified (e.g., the development of Illuminate's products and/or services, as authorized under F.E.R.P.A. and applicable state laws). All such aggregated data shall be the property of Illuminate. Client represents and warrants that Client has all rights under applicable law to provide and input in the Licensed Products and/or Services the Client Data, including any personally identifiable information or other sensitive information of any of the students and or other persons included therein.

**5. Client Support.** During the Subscription Period for the applicable Services, Illuminate will provide the following standard customer support:

(a). **Web & Phone Support.** Client's designated representative(s) shall have access to Illuminate's technical support via website/email and telephone and may use the website/email to submit service requests. Illuminate will use reasonable efforts to respond in a timely manner under the given circumstances.

(b). **Client's Responsibilities.** To receive support, Client shall: (i) report errors or suspected errors for which support is needed, and supply Illuminate with sufficient information and data to reproduce the error; (ii) procure, install, operate and maintain hardware, operating systems

and other software that are compatible with the most current supported version of Software; (iii) establish adequate operational back-up provisions in the event of malfunctions or errors; (iv) maintain an operating environment free of any modifications or other programming that might interfere with the functioning of Software; (v) maintain hardware and system software consistent with Illuminate's minimum requirements; and (vi) timely install all fixes and new versions supplied by Illuminate in the proper sequence, and have the most current version of Software installed (if applicable). Client acknowledges that fixes and new versions may be made available electronically, and that, in some cases, Illuminate may maintain email distribution lists that are used to notify Clients of the availability of fixes and new versions and to provide other information to Clients that are eligible for support. Client shall be responsible for including the appropriate Client Personnel on any such email distribution lists of Illuminate so that Client receives such notifications and other information.

(c). **Service Upgrades and Scheduled Downtime.** Client shall receive, through the Licensed Products and/or Services, generally available versions and releases for the Software, as designated by Illuminate in its sole discretion and that Illuminate generally offers to its other clients in Illuminate's sole discretion, and at no additional charge (beyond current support and subscription fees). Illuminate may from time to time schedule downtime for maintenance and upgrades. Illuminate may provide Client notice of any scheduled downtime, including any scheduled user disruption, if the circumstances permit such notice. Illuminate will strive to perform updates during non-peak hours.

**6. Professional Services.** In consideration of Client's payment of the applicable and non-refundable fees and expenses set forth in the Client Order or SOW for professional services, Illuminate will provide Client the professional services set forth therein, which may include attendance at designated training sessions provided by Illuminate as set forth herein ("Professional Services"). Training and/or consultation sessions may be conducted, as Illuminate deems appropriate or as explicitly agreed upon in writing on the Client Order or SOW at the time of purchase, at Illuminate's training facility, at Client's location, or by teleconference.

(a). **Use Period.** All Professional Services must be prepaid or paid in the same manner as agreed to with other Licensed Products included on the applicable Client Order and utilized by Client within one (1) year of purchase. Illuminate, in its sole discretion, may extend this period up to a maximum of one (1) additional year to utilize said Professional Services; however, regardless of whether the Professional Services use period described herein is extended, Client's non-utilization of purchased Professional Services will be deemed null and void upon expiration of the applicable use period and shall not entitle Client to any refund or credit.

(b). **Third Party Integration.** Illuminate, in its sole discretion, will assist Client with integration of Licensed Products with Client's third-party applications and/or content that are compatible in nature. Due to the potential access of students' personally identifiable information, Illuminate provides said integration only at the request of Client in writing. Client is solely and entirely responsible for compliance with local, state, and federal laws corresponding with integrations, as well as ensuring authorized access to said applications and/or content. To the extent permitted under the law, Client agrees to indemnify and hold Illuminate harmless for any actions and/or omissions pertaining to the integration.

## **7. Hosting.**

(a). **Availability.** Client acknowledges and agrees that the hosted Licensed Products and/or Services may be inaccessible or inoperable

from time to time due to planned maintenance or to causes that are beyond the control of Illuminate or are not reasonably foreseeable by Illuminate, including, but not limited to: (i) the interruption or failure of telecommunication or digital transmission links; (ii) hostile network attacks; (iii) network congestion; (iv) or other failures (collectively "Downtime"). Illuminate shall use commercially reasonable efforts to minimize any disruption, inaccessibility and/or inoperability of the Licensed Products and/or Services caused by Downtime, whether scheduled or not.

(b). **Security.** Client will not: (i) breach or attempt to breach the security of the hosting environment or any network, servers, data, computers or other hardware relating to or used in connection with the Licensed Products and/or Services, or any third party that is hosting or interfacing with any part of the Licensed Products and/or Services; or (ii) use or distribute through the Licensed Products and/or Services any software, files or other tools or devices designed to interfere with or compromise the privacy, security or use of the Licensed Products and/or Services or the operations or assets of any other customer of Illuminate or any third party. Client will comply with any potential user authentication requirements for use of the Licensed Products and/or Services. Client is solely responsible for monitoring its authorized users' access to and use of the Licensed Products and/or Services. Illuminate has no obligation to verify the identity of any person who gains access to the Licensed Products and/or Services by means of an access ID. Any failure by any authorized user to comply with the Agreement shall be deemed to be a material breach by Client, and Illuminate shall not be liable for any damages incurred by Client or any third party resulting from such breach. Client must immediately take all necessary steps, including providing notice to Illuminate, to affect the termination of an access ID for any authorized user if there is any compromise in the security of that access ID or if unauthorized use is suspected or has occurred in relation to hosted Licensed Products and/or Services. Illuminate's security policies and incident response plans are confidential and proprietary and will not be disclosed to Client or any third party.

(c). **Data.** Client has sole responsibility for the legality, reliability, integrity, accuracy and quality of the data it processes through and submits to the hosting environment. Client is further solely responsible for ensuring that Client's hosted environment (including, by way of example, email servers) accepts encrypted transmissions.

## **8. Fees and Payment.**

(a). **Subscription Fees.** Subscription Fees (set forth in each Client Order and/or SOW) are payable in advance. For multi-year Client Orders, Illuminate will issue an invoice for each payment annually.

(b). **Fees.** All fees and expenses will be invoiced and are payable net thirty (30) days after the invoice date and are non-refundable after being granted access to any products and/or the commencement of internal preparations to provide Professional Services. Such other fees and expenses along with the corresponding fees for Licensed Products and/or Services are collectively "**Fees**". No refund or credit shall be due to Customer in the event that a Licensed Product or Service is not utilized.

(c). **Renewals; Enrollment Increases.** Prior to any Renewal Term, Client shall provide Illuminate with an updated student count for proper invoicing and to maintain an accurate number of students accessing the Licensed Products and/or Services specified in all applicable Client Orders. Illuminate reserves the right to validate, adjust, and/or invoice for variation of Client's student count based on information provided to state reporting agencies. If an increase in student enrollment occurs, then Client shall remit payment for additional student access to Licensed

Products and/or Services in accordance with Illuminate's supplemental invoice. Such additional fees will be calculated by multiplying the then-current per student fee for Licensed Products and/or Services by Client's additional enrollment. Additionally, in the event a Client Order includes discounted pricing for bundled Licensed Products and/or Services and Client terminates any Licensed Products and/or Services within the bundle, Illuminate reserves the right to invoice Client at then-current pricing for the non-terminated Licensed Products and/or Services. Illuminate may supply new or modified policies or other terms and conditions to Client related to the provision of Licensed Products and/or Services that will govern this Agreement to remain compliant with applicable laws and industry standards.

(d). **Late Payment.** Client may not withhold or "setoff" any amounts due hereunder. Illuminate reserves the right to suspend Services, including access to the Software, and Professional Services (if any) until all undisputed past due amounts are paid in full after giving Client advance written notice and an opportunity to cure as specified in Section 13 ("**Notices**") and Section 15 ("**Termination**").

(e). **Certain Taxes.** Fees quoted do not include tax, and Client shall pay all applicable taxes. If client is exempt from federal, state, sales, and use taxes the client will not be charged the same upon providing Illuminate with sufficient evidence of said exemption.

## 9. Confidential Information.

(a). **Definitions.** For purposes of this section, a Party receiving Confidential Information (as defined below) shall be the "**Recipient**" and the Party disclosing such information shall be the "**Discloser**" and "**Confidential Information**" means all information disclosed by Discloser to Recipient during the course of their business dealings regardless of whether it is marked as "confidential" or "proprietary". Without limiting the foregoing, Client hereby acknowledges that the Licensed Products contain proprietary information, including trade secrets and along with the Services (including any Documentation, Software, and any translations, compilations, partial copies and derivative works thereof) will be considered Confidential Information belonging exclusively to Illuminate (or its designated third party supplier), and Illuminate hereby acknowledges that Client Data will be considered Confidential Information belonging to Client.

(b). **Covenant.** To the extent permitted by law, Recipient hereby agrees that during the Term and at all times thereafter it shall not (i) disclose such Confidential Information of the Discloser to any person or entity, except to its own personnel having a "need to know" (and who themselves are bound by similar nondisclosure restrictions), and to such other recipients as the Discloser may approve in writing; provided that all such recipients shall have first executed a confidentiality agreement in a form acceptable to Discloser; (ii) use Confidential Information of the Discloser except to exercise its license rights or perform its obligations under this Agreement; or (iii) alter or remove from any Confidential Information of the Discloser any proprietary legend. Recipient shall use at least the same degree of care in safeguarding the Confidential Information of the Discloser as it uses in safeguarding its own confidential information of a similar nature, but in no event shall less than due diligence and reasonable care be exercised. Upon the earlier of Discloser's written request or termination or expiration of this Agreement, and regardless of whether a dispute may exist, Recipient shall return or destroy (as instructed by Discloser) all Confidential Information of Discloser in its possession or control and cease all further use thereof. Notwithstanding the foregoing, Recipient may disclose Discloser's Confidential Information to the extent that such disclosure is necessary for the Recipient to enforce its rights under this Agreement or

is required by law or by the order of a court or similar judicial or administrative body, provided that the Recipient promptly notifies the Discloser in writing of such required disclosure and cooperates with the Discloser to seek an appropriate protective order.

(c). **Educational Research (Applicable to Only FAST and PALS Clients).** Subject to the terms and conditions contained herein, including Illuminate's privacy policy and/or a data sharing agreement entered into with Client, Client hereby grants Illuminate the right to share de-identified data that has entirely omitted any and all personally identifiable information with the University of Minnesota (***FAST product customers only***) and/or University of Virginia (***PALS product customers only***) for educational research purposes. Client's use of these products is conditional upon Client's consent of this provision and necessary to the provision of the products to Client.

(d). **Injunctive Relief.** Recipient acknowledges that violation of the provisions of this section would cause irreparable harm to Discloser not adequately compensable by monetary damages. In addition to other relief, it is agreed that injunctive relief shall be available without necessity of posting bond to prevent any actual or threatened violation of such provisions.

## 10. Disclaimers.

(a). **DISCLAIMER OF OTHER WARRANTIES. SOFTWARE AND SERVICES ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND (UNLESS EXPLICITLY PROVIDED FOR HEREIN), AND ILLUMINATE AND ITS LICENSORS EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND POTENTIAL IMPLEMENTATION DELAYS. ILLUMINATE DOES NOT WARRANT THAT THE FUNCTIONALITY CONTAINED IN THE LICENSED PRODUCT WILL MEET CLIENT'S REQUIREMENTS, OR THAT THE OPERATION OF THE SOFTWARE OR CLOUD HOSTING WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT DEFECTS IN THE LICENSED PRODUCT WILL BE CORRECTED. FURTHERMORE, ILLUMINATE DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OR THE RESULTS OF THE USE OF THE SOFTWARE OR SERVICES IN TERMS OF CORRECTNESS, ACCURACY, RELIABILITY, SECURITY OR OTHERWISE. CLIENT AGREES THAT THE USE OF SOFTWARE AND SERVICES IS AT CLIENT'S OWN RISK. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY ILLUMINATE OR AN ILLUMINATE REPRESENTATIVE SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF ANY WARRANTY. SOME JURISDICTIONS MAY NOT ALLOW THE EXCLUSION OF CERTAIN IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT FULLY APPLY TO CLIENT.**

(b). **Limited Non-Infringement Warranty.** Illuminate warrants that it has the right to license to Client the Software and Services as contemplated by this Agreement. Illuminate represents and warrants that as of the date the Software and Services is first made available hereunder, when properly used in accordance with the Documentation and this Agreement, will not misappropriate or infringe any third party's intellectual property rights recognized under any trade secret law, any U.S. copyright, or U.S. patent issued as of the Effective Date.

(c). **Limited Privacy Warranty.** Illuminate hereby recognizes that the Client Data which Client provides to Illuminate may include personally identifiable information of students. In order for Illuminate to carry out its obligations under this Agreement, it is necessary for Illuminate to use

the Client Data. Illuminate agrees to use the Client Data, some of which may contain personally identifiable information of students, only for the purpose of fulfilling its obligations under this Agreement. Illuminate agrees all usage of Client Data shall be in compliance with the requirements of applicable privacy laws; provided however, Illuminate will bear no responsibility for non-compliance that arises, in whole or in part, from any acts or omissions of Client. Illuminate warrants that it has put in place reasonable and appropriate security, technical, and organizational measures to protect its usage of the Client Data against accidental or unlawful destruction or accidental loss, alterations, and unauthorized use, disclosure, or access. Illuminate also warrants that it shall not disclose to, permit the disclosure to, or provide access to the Client Data to any third parties, except as is necessary for Illuminate to fulfill its obligations under this Agreement and under the law. In the event the Client or any third party believes there has been a material breach of this provision, Illuminate shall have a reasonable amount of time, which will be a minimum of thirty (30) days from the date of receiving written notice to cure any such alleged breach.

**11. Limitation of Liabilities.** The Parties acknowledge that the following provisions have been negotiated by them and reflect a fair allocation of risk and form an essential basis of the bargain and shall survive and continue in full force and effect despite any failure of consideration or of an exclusive remedy:

**ILLUMINATE SHALL NOT BE LIABLE TO CLIENT FOR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES; OR LOST PROFITS, LOST FUNDING, LOST SAVINGS, OR LOST OR DAMAGED DATA; OR FOR CLAIMS OF A THIRD PARTY; ARISING OUT OF THIS AGREEMENT, SOFTWARE, THIRD PARTY SOFTWARE, SUPPORT, HOSTING, SERVICES, OR OTHER ITEMS PROVIDED, OR THE USE OR INABILITY TO USE ANY OF THE FOREGOING, EVEN IF ILLUMINATE HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE FORESEEABLE. IN ANY EVENT, IN RESPECT OF ANY CLAIM, DEMAND OR ACTION ARISING OUT OF THIS AGREEMENT, CLIENT SHALL BE LIMITED TO RECEIVING ACTUAL AND DIRECT DAMAGES IN A MAXIMUM AGGREGATE AMOUNT EQUAL TO THE CHARGES PAID BY CLIENT TO ILLUMINATE HEREUNDER FOR THE APPLICABLE LICENSED PRODUCT, ITEM OR SERVICE ON WHICH THE CLAIM IS BASED IN THE PREVIOUS TWELVE (12) MONTHS.**

## **12. Indemnification.**

(a). Client will defend, indemnify and hold Illuminate, its Affiliates, agents and content providers, and the directors, officers, shareholders, employees, agents and representatives of each of the foregoing, harmless against and from any and all liabilities, claims, suits, losses, damages, costs, fees and expenses (including reasonable attorneys' fees) brought against or incurred by Illuminate that arise from or relate to: (i) any violation by Client and/or its authorized users of the Agreement; (ii) any unauthorized download, modification or usage of Illuminate Materials; (iii) any breach of Client's obligations or warranties under the Agreement; or (vi) the negligence or intentional misconduct of Client, its employees or contractors, agents or the authorized users.

(b). Subject to Section 11 (Limitation of Liabilities), Illuminate will defend, indemnify and hold Client, its officers, directors, employees and

agents harmless from and against any and all liabilities, claims, suits, losses, damages, costs, fees and expenses (including reasonable attorneys' fees) brought against or incurred by Client that solely arise from or solely relate to: (i) a material breach by Illuminate of its obligations or warranties (subject to the disclaimer provided for in Section 10) under the Agreement, or (ii) the negligence or intentional misconduct of Illuminate or any of its employees, contractors and agents.

**13. Notices.** Notices sent to either Party shall be effective when delivered electronically or physically as follows: (i) In the case of Illuminate, notices shall be sent to the attention of: Illuminate Legal Department at the address listed as Illuminate's principal place of business herein and or to [Legal@illuminateed.net](mailto:Legal@illuminateed.net), and (ii) In the case of Client to the recipient provided by Client at the commencement of the Services and/or use of Software, or at the address listed on the Client Order. Each Party may change its address for receipt of notice by giving notice of such change to the other Party. Notwithstanding the foregoing notice procedures, the Parties acknowledge that notices regarding the ordinary usage of the Licensed Products and Services may be sent through the usual and customary means that the parties establish for such communications, including electronic communications.

**14. Term.** Unless earlier terminated pursuant to this Agreement, this Agreement shall be in effect pursuant to the dates set forth in the Client Order and/or SOW ("Initial Term"), and thereafter may be mutually renewed for additional one (1) year periods upon each anniversary of the commencement of the Initial Term (each subsequent period will be known as a "Renewal Term" and together with the Initial Term, the "Term"). The Renewal Term(s) will be invoiced at then-current rates; unless specified otherwise in the attached or a subsequent Client Order. Expiration or termination of one Client Order and/or SOW shall not affect any other Client Order and/or SOW, unless the Term expires or the Agreement as a whole is terminated under Section 15 ("Termination").

## **15. Termination.**

(a). **Termination for Breach.** Illuminate shall have the right to immediately suspend performance under this Agreement in the event that Client is in breach of any of its obligations under this Agreement. In addition, either party shall have the right to terminate this Agreement in whole or in part upon thirty (30) days written notice to the other party, in the event the other party materially breaches this Agreement and fails to correct such breach within such thirty (30) day period; provided that Illuminate shall have the right to terminate this Agreement immediately upon written notice in the event that Client breaches any of its obligations under Section 9. Client further acknowledges that, as breach of the provisions of Section 9 could result in irreparable injury to Illuminate, Illuminate shall have the right to seek equitable relief against any actual or threatened breach thereof, without proving actual damages.

(b). **Termination for Convenience.** For multi-year Client Orders, Client may terminate this Agreement for convenience as of the day before the earlier of the Client's next immediate academic year or next immediate fiscal year ("Term End"); but only if Client notified Illuminated in writing of its desire to so terminate more than sixty (60) days prior to the Term End. If notice is not timely, Client shall not be entitled to any refund, credit or offset for any amounts paid or owed for the period after the Term End.

(c). **Termination or Suspension for Failure to Make Timely Payment.** Illuminate may, at its option, immediately terminate, or suspend its performance of, the Agreement with Client any time Client

is more than ninety (90) days in arrears on its payment obligations to Illuminate. In the event of termination or suspension by Illuminate under this section, Customer's access to the Licensed Products (including all Authorized Users whose right of access to the Licensed Products is derived from Illuminate's contractual relationship with Client) shall be discontinued without further notice. In the event of a suspension of access to the Licensed Products, access may, at the sole discretion of Illuminate, be restored when Client's payment obligations are brought current and Illuminate has received adequate assurances that Client's payment obligations to Illuminate shall remain current for the remainder of the term of the Agreement.

(d). **Termination Due to Non-Appropriation or Change in Funding.** Client may terminate this Agreement due to the non-appropriation of funds by providing at least thirty (30) days written notice prior to the Effective Date anniversary. Client will provide Illuminate documentation evidencing the non-appropriation of funds upon request. Illuminate may terminate the Agreement at the close of the then academic year, if the payments to which Illuminate is entitled under a Client Order or SOW are materially reduced as a result of a change in funding provided to the Client or applicable laws or regulations that impose requirements that are materially different from those previously provided under the Client Order or SOW, and Illuminate is unwilling or unable to make the required changes.

(e). **Survival.** Upon termination or expiration of this Agreement for any reason: (i) all rights and obligations of both Parties (except for Client's payment of all Fees then owing), including all licenses granted hereunder, shall immediately terminate except as provided below; (ii) Illuminate will work with Client regarding the disposition of Client Data, and within thirty (30) days after the effective date of termination, Client shall return or destroy, at Illuminate's sole discretion, all Confidential Information of Illuminate, as set forth in Section 9 ("**Confidential Information**"); (iii) Client shall not utilize or provide access to assessments created during the Term; and (iv) Client is responsible for transferring any data to its own or a third party's hosted environment. The following Sections and Subsections will survive expiration or termination of this Agreement for any reason: Section 4 ("**Reservation of Rights**"), Section 9 ("**Confidential Information**"), Section 10 ("**Disclaimers**"), Section 11 ("**Limitation of Liabilities**"), Section 15(e) ("**Survival**"), and Section 16 ("**General Provisions**"). Prior to termination and during the Term, Client shall have the ability to access and download its data at Client's convenience. Upon termination, as long as Client is not in breach, if requested, Illuminate shall make a final backup of Client data and provide the backup media to Client at Illuminate's then-current rates in a readily usable form in accordance with industry standards.

## **16. General Provisions.**

(a). **Assignment.** Client may not assign this Agreement to any third party without Illuminate's prior written consent. Any assignment in violation of this section shall be void. The terms of this Agreement shall be binding upon permitted assignees.

(b). **Choice of Law.** If the Client is a governmental entity of one of the United States, this Agreement and any action related thereto shall be governed by and construed in accordance with the laws of that State, without regard to conflicts of law principles, and if not, then by and with the laws of the State of California, without regard to conflicts of law principles. In the latter case the Parties agree to be subject to the exclusive jurisdiction, and venue shall reside, in the state and federal courts located in Orange County, California for the purpose of adjudicating any dispute relating to or arising out of this Agreement, and further irrevocably consent to exclusive personal jurisdiction and

venue of state and federal courts located therein. In either case the U.N. Convention on Contracts for the International Sale of Goods shall not apply to this Agreement, and any claim against Illuminate must be brought within one (1) year after it arose, or be barred.

(c). **Compliance with Export Regulations.** Client has or shall obtain in a timely manner all necessary or appropriate licenses, permits or other governmental authorizations or approvals; to the extent permitted under the law, shall indemnify and hold Illuminate harmless from, and bear all expense of, complying with all foreign or domestic laws, regulations or requirements pertaining to the importation, exportation, or use of the technology to be developed or provided herein. Client shall not directly or indirectly export or re-export (including by transmission) any regulated technology to any country to which such activity is restricted by regulation or statute, without the prior written consent, if required, of the administrator of export laws (e.g., in the U.S., the Bureau of Export Administration of the U.S. Department of Commerce).

(d). **Construction.** Except as otherwise provided herein, the Parties rights and remedies under this Agreement are cumulative. The term "including" means "including without limitation."

(e). **Force Majeure.** Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war or terrorism, acts of God, earthquake, flood, pandemic, embargo, labor shortage, governmental act or failure of the Internet (not resulting from the actions or inactions of Illuminate); provided that the delayed party (i) gives the other party prompt notice of such cause, (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance, and (iii) not be considered in breach during the duration of the Force Majeure Event. In the event a Force Majeure Event continues for a period of ninety (90) calendar days, Client or Illuminate may elect to terminate the Agreement upon notice to the other Party.

(f). **Severable.** Any provision hereof found by a tribunal of competent jurisdiction to be illegal or unenforceable shall be automatically conformed to the minimum requirements of law and all other provisions shall remain in full force and effect. Without limiting the generality of the foregoing, Client agrees that the section titled Limitation of Liabilities will remain in effect notwithstanding the enforceability of any other provision herein.

(g). **Waiver.** Waiver of any provision hereof in one instance shall not preclude enforcement thereof on future occasions. Nothing herein shall be interpreted as a waiver of Client's governmental immunity for individual employees, if any, as provided for by state law.

(h). **Counterparts; Facsimile Signature.** Illuminate requires Client's execution of select Client Orders and/or SOWs, all of which are incorporated into this Agreement, and may be executed in multiple counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. If any Client Order and/or SOW is executed in counterparts, no signatory hereto shall be bound until both the Parties named below have duly executed or caused to be duly executed a counterpart of said Client Order and/or SOW. A signature received by either Party by facsimile or email is binding upon (the other Party) as an original.

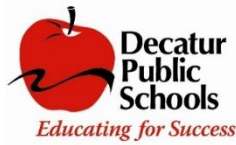
(i). **Client Authorization; Enforceability.** Client represents and warrants that (i) it has obtained all necessary authorizations to enter into this Agreement and all related SOWs, (ii) the person signing and/or consenting on behalf of Client is a duly authorized representative of the Client, and (iii) this Agreement is a duly authorized binding and enforceable obligation of Client.

(j). **No Third-Party Rights.** This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third party, including a relationship in the nature of a third-party beneficiary or fiduciary.

(k). **Independent Contractors.** Client's relationship to Illuminate is that of an independent contractor, and neither Party is an agent or partner of the other. Client will not have and shall not represent to any third party that it has any authority to act on behalf of Illuminate.

(l). **Entire Agreement.** This Agreement, Illuminate's Privacy Policy,

the attached Client Order, subsequent Client Order(s) (if applicable), Illuminate's SOWs (if applicable), and Client's purchase order (excluding any terms or conditions therein that conflict with a Client Order, SOW or this Agreement) incorporated by reference constitute the entire Agreement between the Parties with respect to the subject matter hereof and supersede all other communications, whether written or oral. Any terms or conditions in Client's purchase order, data agreement or other document do not form a part of this Agreement and are not binding on Illuminate, unless expressly agreed in a writing signed by both Parties. This Agreement may be amended only by a written document signed by both Parties. The headings of sections of this Agreement are for reference purposes only and have no substantive effect.



## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> Award of Asbestos Abatement Bids – Franklin Grove, Muffley and Parsons Elementary Schools
<b>Initiated By:</b> Kent Metzger, Director of Buildings and Grounds	<b>Attachments:</b> Bid Tabulation Form (1 form dated 5/10/22) and Recommendation Letters (3 letters dated 5/12/22) from Alliance Illinois, Inc.
<b>Reviewed By:</b> Dr. Michael Curry, Chief Operating Officer, and Dr. Rochelle Clark, Superintendent	

### BACKGROUND INFORMATION:

Asbestos containing materials remain in a number of buildings throughout DPS. Asbestos is a known health risk to building occupants, custodians and maintenance personnel and is highly regulated in schools. Removal of many types of asbestos containing materials must be performed by an IDPH licensed contractors prior to disturbance by damage, renovation or demolition. On an ongoing basis, DPS undertakes removal of asbestos containing materials as necessary.

**Please note:** There were NO bids for asbestos abatement for American Dreamer STEM Academy.

### CURRENT CONSIDERATIONS:

Asbestos abatement is required at Muffley to reduce the potential of disturbance, to allow a long-planned renovation of the auditorium, and to allow demolition of defunct equipment in the mechanical room. Asbestos abatement is required at Parsons and Franklin Grove to allow demolition of defunct equipment in the respective mechanical rooms. The bids for the projects were opened on May 10, 2022.

The results of bidding indicated the following low bids:

School	Bid Award
Franklin Grove	Midwest Service Group bid of \$18,550.00 (5 bids ranged from \$18,550.00 to \$32,007.00)
Muffley	M&O Environmental bid of \$62,000.00 (4 bids ranged from \$62,000.00 to \$75,550.00)
Parsons	Midwest Service Group bid of \$18,550.00 (6 bids ranged from \$18,550.00 to \$35,500.00)

**FINANCIAL CONSIDERATIONS:**

Services covered by these bids will be paid for by Health, Life Safety funding.

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education consider and approve the bids as presented. The awarded amounts to M&O Environmental of Peoria, IL for the bid of \$62,000.00 for Muffley. The awarded amounts to Midwest Service Group of St. Peters, MO for \$37,100.00 for the Parsons and Franklin Grove projects, collectively.

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

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



AMERICAN DREAMER ACADEMY, MUFFLEY ELEMENTARY, FRANKLIN ELEMENTARY & PARSONS ELEMENTARY:  
ASBESTOS ABATEMENT BID TABULATIONS

BIDDER	A-1 AMER DREAMER	ALLOW- ANCE	TOTAL BID	UNIT PRICE ACM TSI/LF	A-2 MUFFLEY	ALLOW- ANCE	TOTAL BID	UNIT PRICE ACM TSI/LF	A-3 FRANK- LIN	ALLOW- ANCE	TOTAL BID	A-4 PAR- SONS	ALLOW- ANCE	TOTAL BID	A-5 COMB. VOL. ALT.	ALLOW- ANCE	TOTAL BID
<b>MIDWEST SERVICE GROUP</b>	NO BID	N/A	NO BID	N/A	\$71,550.	\$4,000.	\$75,550.	\$15./LF	\$16,550.	\$2,000.	\$18,550.	\$16,550.	\$2,000.	\$18,550.	NO BID	N/A	NO BID
<b>TRIPLE A</b>	NO BID	N/A	NO BID	N/A	NO BID	N/A	NO BID	N/A	\$31,000.	\$2,000.	\$33,000.	NO BID	N/A	NO BID	NO BID	N/A	NO BID
<b>M&amp;O</b>	NO BID	N/A	NO BID	N/A	\$58,000.	\$4,000.	\$62,000.	\$25./LF	\$29,000.	\$2,000	\$31,000.	\$33,500.	\$2,000.	\$35,500.	\$118,000.	\$8,000.	\$126,000.
<b>GREAT WESTERN</b>	NO BID	N/A	NO BID	N/A	NO BID	N/A	NO BID	N/A	\$30,007.	\$2,000.	\$32,007.	\$32,822.	\$2,000.	\$34,822.	NO BID	N/A	NO BID
<b>VALOR</b>	NO BID	N/A	NO BID	N/A	\$69,900.	\$4,000.	\$73,900.	\$16./LF	\$24,100.	\$2,000.	\$26,100.	\$24,100.	\$2,000.	\$26,100.	\$111,900.	\$8,000.	\$119,900.
<b>KINSALE</b>	NO BID	N/A	NO BID	N/A	\$66,700.	\$4,000.	\$70,700.	\$10./LF	\$20,250.	\$2,000.	\$22,250.	\$20,250.	\$2,000.	\$22,250.	NO BID	N/A	NO BID



Prepared by Alliance Illinois: \_\_\_\_\_ Date: May 10, 2022

AMERICAN DREAMER ACADEMY, MUFFLEY ELEMENTARY, FRANKLIN ELEMENTARY & PARSONS ELEMENTARY:  
ASBESTOS ABATEMENT BID TABULATIONS



Prepared by Alliance Illinois: \_\_\_\_\_ Date: May 10, 2022



THE ENVIRONMENTAL SOLUTION

May 12, 2022

Mr. Kent Metzger  
Director, Buildings and Grounds  
Decatur C.U.S.D. #61  
101 West Cerro Gordo  
Decatur, IL 62523

RE: Letter of Recommendation for the 2022 Asbestos Abatement of Franklin Elementary School Contract A-3, DPS #61, Decatur, IL.

Dear Mr. Metzger,

Alliance, Illinois has reviewed the bids for the 2022 Asbestos Abatement of Franklin Elementary School Contract A-3, DPS #61, Decatur, IL.

Based upon our review of the bid and our past experiences with the Midwest Service Group, we recommend that Midwest Service Group, 560 Turner Blvd, St. Peters, MO be selected as the abatement contractor for contract A-3 for the sum of \$18,550 which includes a cash allowance of \$2,000.

If you have any questions or comments, please do not hesitate to call.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey W. Shourd', is written over a light blue horizontal line.

Jeffrey W. Shourd  
Alliance, Illinois

AN ALLIANCE ENVIRONMENTAL COMPANY



THE ENVIRONMENTAL SOLUTION

May 12, 2022

Mr. Kent Metzger  
Director, Buildings and Grounds  
Decatur C.U.S.D. #61  
101 West Cerro Gordo  
Decatur, IL 62523

RE: Letter of Recommendation for the 2022 Asbestos Abatement of Muffley  
Elementary School Contract A-2, DPS #61, Decatur, IL.

Dear Mr. Metzger,

Alliance, Illinois has reviewed the bids for the 2022 Asbestos Abatement of Muffley  
Elementary School Contract A-2, DPS #61, Decatur, IL.

Based upon our review of the bid and our past experiences with the M&O  
Environmental, Peoria, IL, we recommend that M&O, Peoria, IL be selected as the  
abatement contractor for the contract A-2 for the sum of \$62,000 which includes a cash  
allowance of \$4,000.

If you have any questions or comments, please do not hesitate to call.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey W. Shourd', is written over a light blue horizontal line.

Jeffrey W. Shourd  
Alliance, Illinois

AN ALLIANCE ENVIRONMENTAL COMPANY



THE ENVIRONMENTAL SOLUTION

May 12, 2022

Mr. Kent Metzger  
Director, Buildings and Grounds  
Decatur C.U.S.D. #61  
101 West Cerro Gordo  
Decatur, IL 62523

RE: Letter of Recommendation for the 2022 Asbestos Abatement of Parsons  
Elementary School Contract A-4, DPS #61, Decatur, IL.

Dear Mr. Metzger,

Alliance, Illinois has reviewed the bids for the 2022 Asbestos Abatement of Parsons  
Elementary School Contract A-4, DPS #61, Decatur, IL.

Based upon our review of the bid and our past experiences with the Midwest Service  
Group, we recommend that Midwest Service Group, 560 Turner Blvd, St. Peters, MO be  
selected as the abatement contractor for contract A-4 for the sum of \$18,550 which  
includes a cash allowance of \$2,000.

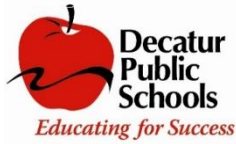
If you have any questions or comments, please do not hesitate to call.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey W. Shourd', is written over a light blue horizontal line.

Jeffrey W. Shourd  
Alliance, Illinois

AN ALLIANCE ENVIRONMENTAL COMPANY



## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> <b>REJECT</b> Bids – American Dreamer STEM Academy – New Gym and Renovation
<b>Initiated By:</b> Kent Metzger, Director of Buildings and Grounds	<b>Attachments:</b> Bid Tabulation Form dated April 26, 2022 and letter dated April 27, 2022 from BLDD Architects
<b>Reviewed By:</b> Michael Curry, Chief Operating Officer, and Dr. Rochelle Clark, Superintendent	

### BACKGROUND INFORMATION:

The building was originally constructed as a K-6 school. American Dreamer STEM Academy is currently a K-8 attendance center. As such, the gymnasium facilities are inadequate. Additionally, the building requires extensive renovation throughout.

### CURRENT CONSIDERATIONS:

When programmatic use of the building was changed to a K-8 attendance center, curriculum and extracurricular opportunities require a larger gymnasium and associated spaces. Additionally, the construction of the gymnasium addition requires modification to infrastructure systems in the original building. The gymnasium addition also precipitates the need for reconfiguration of the parking lots and drives. Needed renovations such as new windows, asbestos abatement, ceiling replacement, lighting upgrades, finish replacements have been planned for years. As such, those different projects have been compiled into the larger project covered by this bid. The bids for the projects were opened on April 26, 2022.

The results of bidding indicated the following bids:

Christy-Foltz: Based Bid - \$6,588,052.00, Total with Alternates 1, 2b, 3, 4 and 5 - \$9,118,990.00

Grunloh Construction: Based Bid - \$7,344,000.00, Total with Alternates 1, 2b, 3, 4 and 5 - \$9,734,000.00

### FINANCIAL CONSIDERATIONS:

Services covered by these bids will be paid for by CARES funding.

### STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education **REJECT** the bids as presented due to funding, logistical and scheduling considerations.

### RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

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



April 27, 2022

Decatur Public School District 61  
101 W. Cerro Gordo Street  
Decatur, IL 62523

Re: American Dreamer STEM Academy: New Gym and Renovation  
BLDD Project # 216EX40.401  
**BID TABULATION**

Enclosed is a Bid Tabulation Form showing the results of the bids opened on 4/26/2022 for the above-referenced project. We have reviewed the bid of Christy-Foltz, Inc. and it appears to be order; however, the Good Faith Effort Evaluation and Recommendation for Minority Business Enterprise (MBE) is currently under review.

Please advise if the Owner intends to accept the Base Bid as submitted by Christy-Foltz, Inc. in the amount of Six Million Five Hundred Eight Eighty Thousand Fifty-Two Dollars (\$6,588,052) or any alternative bids.

Six alternative bids were received. Refer to the values presented on the Bid Tabulation Form. The District may choose to award either alternate A-2a or A-2b but not both since the scope of work of these two alternates overlaps.

We also recommend maintaining a construction contingency of approximately 5% of the bid amount to cover unforeseen conditions that may occur during construction.

Please notify us of the board's actions concerning this bid, as well as your time frame for establishing a pre-construction conference and issuing a Notice to Proceed.

Sincerely,

BLDD Architects, Inc.

A handwritten signature in blue ink, appearing to read "Kimberly A. Kurtenbach", is written over a light blue circular stamp.

Kimberly A. Kurtenbach, AIA, LEED AP®, REFP  
Associate

Enclosure

cc: file

H:\CI\216EX40.401 DPS American Dreamer Gym\Correspondence\Owner\216EX40.401-Bid Tab Ltr.docx



**(844) 784-4440**

BLDD.COM

## Bid Tabulation Form

**DATE:** 4/26/2022

**TIME:** 2:00 p.m.

**PROJECT NAME:** American Dreamer STEM Academy: New Gym and Renovation

**CLIENT:** Decatur Public School District #61

**LOCATION:** via zoom

**BLDD PROJECT:** 216EX40.401

[illegible]



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

DATE/TIME: May 10, 2022

4:00 PM

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

PRESENT: Dan Oakes, President  
Alana Banks  
Jason Dion  
Al Scheider

Andrew Taylor, Vice President  
Kevin Collins-Brown  
Regan Lewis

STAFF: Superintendent Dr. Rochelle Clark, Board Secretary Melissa Bradford, Attorney Brian Braun and others

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

TOPIC	DISCUSSION	ACTION
<b>Call for Closed Executive Session</b>	President Oakes called the meeting to order and moved to Closed Executive Session to conduct student discipline hearings, seconded by Vice President Taylor.  Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Oakes, Dion, Collins-Brown, Lewis, Taylor, Scheider, Banks Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Board moved to Closed Executive Session at 4:00 PM.
<b>Return to Open Session</b>	President Oakes moved to return to Open Session to take-action on student discipline hearings, seconded by Mr. Dion. All were in favor.	Returned to Open Session at 4:21 PM.
<b>Student Discipline Hearing 2122-0009</b>	Superintendent Clark recommended that the Board of Education authorize the issuance of a decision in the expulsion case for <b>Student #2122-0009</b> consistent with the findings from the Hearing Officer's Report, and that <b>Student #2122-0009</b> be expelled from the Decatur Public School District, all events, property and activities of the District for the remainder of the 2021-2022 school year and all of the 2022-2023 school year, with a stay for alternative education.  Vice President Taylor moved to approve the recommendation, seconded by Mr. Dion. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Lewis, Oakes, Dion, Taylor, Scheider, Collins-Brown Nay: None Abstain: Banks Roll Call Vote: 6 Aye, 0 Nay, 1 Abstain	Motion carried. Student 2122-0009 expelled for remainder of 21-22 SY and all of the 22-23 SY, with a stay for alternative education.
<b>Student Discipline Hearing 2122-0010</b>	Superintendent Clark recommended that the Board of Education authorize the issuance of a decision in the expulsion case for <b>Student #2122-0010</b> consistent with the findings from the Hearing Officer's Report, and that <b>Student #2122-0010</b> be expelled from the Decatur Public School District, all events, property and activities	Motion carried. Student 2122-0010 expelled for remainder of 21-22 SY

TOPIC	DISCUSSION	ACTION
	of the District for the remainder of the 2021-2022 school year and all of the 2022-2023 school year, with a stay for alternative education.	and all of the 22-23 SY, with a stay for alternative education.
	Dr. Collins-Brown moved to approve the recommendation, seconded by Vice President Taylor. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Collins-Brown, Taylor, Scheider, Lewis, Oakes, Dion Nay: None Abstain: Banks Roll Call Vote: 6 Aye, 0 Nay, 1 Abstain	
<b>Return to Closed Session</b>	President Oakes moved to return to Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, the purchase or lease of real property for use of the public body, and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Vice President Taylor.  Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Banks, Lewis, Oakes, Collins-Brown, Taylor, Scheider, Dion Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Returned to Closed Session at 4:25 PM.
<b>Return to Open Session</b>	President Oakes moved to return to Open Session to take-action on student discipline hearings, seconded by Mr. Dion. All were in favor.	Returned to Open Session at 5:25 PM.
<b>Return to Closed Session</b>	President Oakes moved to return to Closed Executive Session to discuss a complaint against an employee, seconded by Mr. Scheider.  Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Dion, Oakes, Lewis, Banks, Taylor, Scheider, Collins-Brown Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Returned to Closed Session at 5:27 PM.
<b>Return to Open Session</b>	President Oakes moved to return to Open Session, seconded by Mrs. Lewis. All were in favor.	Returned to Open Session at 5:40 PM.
<b>Open Session Continued</b>	President Oakes noted that the Board of Education had been in Closed Executive Session to conduct student discipline hearings and to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, the purchase or lease of real property for use of the public body and discussion of collective negotiating matters between the Board and representatives of its employees. <u>No action was taken during Closed Executive Session.</u>	Information only.
<b>Pledge of Allegiance</b>	President Oakes led the Pledge of Allegiance.	

TOPIC	DISCUSSION	ACTION
	President Oakes stated to the listening audience, "Because of the COVID 19 crisis and the Governor's disaster declarations, this meeting was not fully open. A fully in-person meeting was not practical or prudent because of COVID 19."	
<b>Approval of Agenda, May 10, 2022</b>	<p>Superintendent Clark recommended the Board approve the May 10, 2022 Open Session Board Meeting Agenda as presented.</p> <p>Mrs. Lewis moved to approve the recommendation, seconded by Mr. Dion. All were in favor.</p>	Agenda was approved as presented.
<b>District Highlights</b>	<p>Maria Robertson, Director of Community Engagement, recognized and congratulated Rachel Miller, Johns Hill Student, who was a recipient of the IPA (Illinois Principals Association) Student Leadership Award. IPA is a state group whose mission is to develop, support, and advocate for innovative educational leaders.</p> <p>Jeff Dase, Assistant Superintendent of P12 Teaching and Learning, recognized and congratulated students that reached higher student achievement. These students were at the 50<sup>th</sup> percentile or more.</p>	Information only.
<b>Public Participation</b>	<p>President Oakes 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>• Any public comments received will be read during this time.</li> <li>• Comments should be limited to 3 minutes.</li> </ul> <p>For our listening audience, please note that during any Board of Education meeting and public participation, Board Members do NOT respond and/or comment to public comments; ALL COMMENTS ARE REFERRED TO ADMINISTRATION. Furthermore, the Board refrains from referring to specific students or staff members by name, and requests that public commenters refrain from doing so as well. The request that you omit names was made to protect you from allegations of libel or slander or from violations of the Illinois School Student Records Act. It was not intended to shield an employee from criticism.</p> <p>Chelsea Walters, Roving Substitute Teacher (currently at American Dreamer STEM Academy), spoke to the Board regarding vacant positions and issues in ADSA. She stated that there were not enough resources for the students who were crying out for help and some students purposely mis-behave and/or were disruptive in class. When they do, they rob the education for other students and it was not okay. Some students could not attend summer school due to staff shortages. There were a lot of good things going on in DPS, but there were some issues too. The teachers were burnt out and overwhelmed.</p> <p>Donna Ciabatti, Employee of AllTown, spoke to the Board regarding an ongoing issue with the pre-k noon runs.</p>	Information only.

TOPIC	DISCUSSION	ACTION
<b>Public Participation Continued</b>	<p>The drivers do not like to be forced to do pre-k and she felt as if it was a violation of their contract. She asked the Board Members to put pressure on the School District and allow them to go back to how things were in August. They were union employees who negotiate their contract with AllTown. They want to bid on daytime trips and extra work studies. They want the part-time jobs and do not want to work those hours.</p> <p>Barbara McCall, SED Program, spoke to the Board regarding the closure of the SED Program. The decision was made by one person and should not be able to control the outcomes of thirty-six students' educational goals and needs. There was trust and kinship with those teachers. The parents have asked for mediation and facilitators regarding the IEPs.</p> <p>Lloyd Davis, SED Program, spoke to the Board regarding a letter he received from the Director of MPSED stating that the program would be dissolved and his son would be forced into the SEAP Program. This is a restricted placement for students. This is a MPSED decision not a DPS Board of Education decision. The SEAP Program was for behavior. The Director of MPSED did not give the 10-day notice of placement until 04/22/22. He wants someone to help him save these children.</p> <p>There was a video sent to the Board Secretary by the deadline and it was shown. Please see the DPS You Tube channel.</p>	Information only.
<b>Student Ambassadors</b>	None at this time.	Information only.
<b>Board Discussion</b>	<p>Mr. Scheider asked for a second reading process to happen more often. Board Members were volunteers and it was difficult to read data and be ready to vote on it during the next Board meeting. Could this be a policy regarding approval of certain items?</p> <p>Mr. Scheider noted his concerns with establishing positions in the District. He asked if they should have a Board Committee (Position Establishment Committee) to better view how they were proceeding as an organization. This would include one or two Board Members and the appropriate administration.</p> <p>Mr. Scheider noted that there was a previous policy regarding one teaching assistant for everyone kindergarten and first grade classroom, but it was changed to one for every other (one for the two classrooms in the same grade). He would recommend one teaching assistant for each kindergarten, first grade and second grade classrooms and high-level grades (to be discussed). Class sizes in elementary of twenty-five, twenty-six and/or twenty-seven, it would be very difficult for a teacher to achieve. A policy needs to be re-instated.</p> <p>Dr. Collins-Brown asked to go on record that the closure of the SED Program was not a decision of the DPS Board of Education. It was a bad choice and unfortunate.</p>	Information only.

TOPIC	DISCUSSION	ACTION
<b>Board Discussion Continued</b>	<p>He was worried about more staff shortages as a result. DPS Board was willing to look more into the situation.</p> <p>Ms. Banks asked if the Board of Education could announce to AllTown that their issue was not their fault. Vice President Taylor noted that the District requested a change in service. Attorney Braun replied that there was a collective bargaining agreement between AllTown and their employees and the dispute was between the employees and AllTown. They were asking you to intervene in their issue.</p> <p>Superintendent Clark noted that Greg Poland, AllTown CEO, was aware of this issue and was dealing with it.</p> <p>Dr. Collins-Brown noted that his MHS sophomore has one of the 3.0 and above t-shirts and she was very excited. This program does not go unnoticed.</p> <p>Mrs. Lewis noted that she had a student that was below grade level this year. The COVID had an impact on his learning. He has talked with her about the t-shirts and he wants to do better and keep up with his classmates. He has improved tremendously this year. Mr. Dase replied that there was no one indicator that would determine a student's greatness. They were growing and the District should celebrate. Dr. Collins-Brown noted that the progress that his daughter has made was astounding. Mr. Dase noted that the District wants to see growth.</p>	Information only.
<b>Reports from Equal Opportunity Schools (EOS)</b>	Jeff Dase, Assistant Superintendent of P12 Teaching and Learning, noted that this was the third year of the Equal Opportunity Schools contract. Tracey Conrad, EOS, presented and shared an EOS update (attached). The mission of EOS was to make sure all students have equal access to the most advanced high school course offerings. The equity team works with the counselors and teachers. They identify students that could be successful and ask their interest to increase their motivation.	Information only.
<b>Community-Wide Summer Sign-Up Event for Students</b>	Superintendent Clark shared information regarding the Community-Wide Summer Sign-Up Event for Students that would take place on Thursday, May 19 <sup>th</sup> from 4:00 PM to 6:00 PM at Hope Academy. This will be for grades K-12. The purpose is to provide other summer opportunities for students and the parents will be able to apply for scholarships to cover the cost of the program and/or any registration fees. If you cannot make it and are interested, please contact Denise Swarthout and/or Maria Robertson at <a href="mailto:dswarthout@dps61.org">dswarthout@dps61.org</a> or <a href="mailto:mrobertson@dps61.org">mrobertson@dps61.org</a> . Parents could also contact them through "We Listen" on the DPS website.	Information only.
<b>Adoption of Separation Agreement</b>	<p>Superintendent Clark recommended the Board Adopt the Separation Agreement between the Board of Education of Decatur Public School District 61 and Geneka Gully, effective June 30, 2022, as presented.</p> <p>Dr. Collins-Brown moved to approve the recommendation, seconded by Mr. Dion. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Taylor, Collins-Brown, Dion, Oakes, Lewis</p>	<p>Motion carried.</p> <p>Separation Agreement between DPS 61 BOE and Geneka Gully</p>

TOPIC	DISCUSSION	ACTION
	Nay: Scheider Abstain: Banks Roll Call Vote: 5 Aye, 1 Nay, 1 Abstain	was approved as presented.
<b>Personnel Action Items</b>	Superintendent Clark recommended the Board Approve the Personnel Action Items listed in the Memo from Deanne Hillman, Interim Director of Human Resources, as presented.  Dr. Collins-Brown moved to approve the recommendation, seconded by Mrs. Lewis Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Dion, Lewis, Taylor, Scheider, Banks, Oakes, Collins-Brown Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Motion carried. Personnel Action Items were approved as presented.
<b>K-8 Science Textbook Adoption &amp; the 9-12 Science Textbook Adoption</b>	Superintendent Clark recommended the Board Adopt the K-8 Science Textbook Adoption and the Addition to the 9-12 Science Textbook Adoption as presented.  Vice President Taylor moved to approve the recommendation, seconded by Mr. Dion. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Lewis, Oakes, Banks, Collins-Brown, Taylor, Scheider, Dion Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Motion carried. K-8 Science Textbook Adoption & the Addition to the 9-12 were approved as presented.
<b>Dell PC Purchase</b>	Superintendent Clark recommended the Board Approve the Dell PC Purchase as presented.  Dr. Collins-Brown moved to approve the recommendation, seconded by Vice President Taylor. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Scheider, Oakes, Collins-Brown, Dion, Banks, Lewis, Taylor Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Motion carried. Dell PC Purchase was approved as presented.
<b>REJECT Bid for Window and Door Replacement for SDMS</b>	Superintendent Clark recommended the Board Approve to REJECT Bid for Window and Door Replacement for Stephen Decatur Middle School as presented.  Ms. Banks moved to approve the recommendation, seconded by Vice President Taylor. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Banks, Dion, Oakes, Collins-Brown, Taylor, Lewis, Scheider Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Motion carried. REJECT Bid for Window and Door Replacement for SDMS was approved as presented.
<b>Consent Items</b>	Superintendent Clark recommended the Board approve the Consent Items as presented: A. Minutes: Open/Closed Session Meetings April 26, 2022 B. Freedom of Information Report	Consent Items were approved as presented.

\_\_\_\_TOPIC\_\_\_\_\_DISCUSSION\_\_\_\_\_ACTION\_\_\_\_\_

C. Bills

Mr. Scheider moved to approve the recommendation, seconded by Mr. Dion.

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

Aye: Collins-Brown, Dion, Lewis, Oakes, Scheider, Banks, Taylor

Nay: None

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

**Important  
Dates**

- May** 18 2021-2022 DPS Retirement Celebration Information only.
- The Devon Lakeshore Amphitheater at 5:00 PM
  - Dinner from approximately 5:00 PM to 7:00 PM
  - Recognition of Retirees will begin at approximately 5:45 PM
- 19 Community-Wide Summer Sign Up Event for Students
- Hope Academy from 4:00 PM to 6:00 PM
  - **GREAT Opportunities for STUDENTS**
- 21 **MHS** Class of 2022 Graduation Ceremony
- **MHS** Field (weather permitting) at 11:00 AM
- 21 **EHS** Class of 2022 Graduation Ceremony
- **EHS** Field (weather permitting) at 2:00 PM
- Please note: MHS (11:00 AM) and EHS (2:00 PM) rain date will be May 22**
- 24 Last Day of School Attendance for PreK – 12**
- 25 Decatur Public Schools 2022 Assistant Principals and Dean of Students Leadership Conference: *Re-invent, Re-create and Re-engage*
- Richland Community College, 8:00 AM to 4:00 PM
  - No Sessions from 12:25 PM – 1:35 PM
  - See the **attached** flyer/agenda with more conference information
- 30 Memorial Day Holiday
- District Offices are Closed

**NEXT MEETING**

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, May 24, 2022 at the Keil Administration Building.

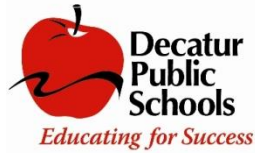
**Adjournment**

President Oakes asked for a motioned to adjourn. Dr. Collins-Brown motioned, seconded by Vice President Taylor. All were in favor.

Board  
adjourned at  
7:30 PM.

\_\_\_\_\_  
Dan Oakes, President

\_\_\_\_\_  
Melissa Bradford, Board Secretary



## Board of Education Decatur Public School District 61

<b>Date:</b> May 24, 2022	<b>Subject:</b> Monthly Financial Conditions Report
<b>Initiated By:</b> Dr. Mike Curry, Chief Operational Officer	<b>Attachments:</b> Financial Conditions Report
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

### BACKGROUND INFORMATION:

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

### CURRENT CONSIDERATIONS:

As the District completes April, the tenth month of FY22, the Macon-Piatt Special Education District has expended 70.55% of its overall budget; Decatur 61 has expended 61.88% of its overall budget.

As of May 17, 2022 the State Comptroller is holding FY22 ISBE vouchers in the amount of \$31,688.88 of which \$21,756.88 is associated with Evidence-Based Funding.

The District's April 2022 month-end, Education Fund balance is \$30,378,864; the April 2021 month-end Education Fund balance was \$30,985,939.

### 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:** \_\_\_\_\_



**2021-2022 Decatur Public S.D. #61**  
**Fund Balance Summary - April 30, 2022**

<b><u>Fund</u></b>	<b><u>Fund Balance 07/01/21</u></b>	<b><u>Revenues To Date</u></b>	<b><u>Expenditures To Date</u></b>	<b><u>Net Cash Flow</u></b>	<b><u>Change in Fund Balance</u></b>	<b><u>Balance 04/30/22</u></b>	<b><u>Estimated Balance 06/30/22</u></b>
<b>DISTRICT # 61</b>							
<b>Education</b>	\$9,407,063	\$103,375,313	\$82,403,512	\$20,971,801	\$0	<b><i>\$30,378,864</i></b>	<b>\$ 12,781,894</b>
<b>Operation &amp; Maintenance</b>	\$1,212,830	\$6,086,509	\$5,955,081	\$131,428	\$0	<b><i>\$1,344,258</i></b>	<b>\$ 1,077,330</b>
<b>Debt Service</b>	\$7,407,911	\$8,775,627	\$4,810,098	\$3,965,529	\$0	<b><i>\$11,373,440</i></b>	<b>\$ 8,172,052</b>
<b>Transportation</b>	\$3,928,749	\$4,488,273	\$3,894,634	\$593,639	\$0	<b><i>\$4,522,388</i></b>	<b>\$ 2,036,909</b>
<b>IMRF</b>	\$1,047,320	\$2,089,129	\$2,171,457	(\$82,328)	\$0	<b><i>\$964,992</i></b>	<b>\$ 1,501,560</b>
<b>Social Security/Medicare</b>	\$1,359,204	\$1,975,987	\$1,654,250	\$321,737	\$0	<b><i>\$1,680,941</i></b>	<b>\$ 1,250,185</b>
<b>Capital Projects Fund</b>	\$16,911,799	\$2,538,683	\$11,950,773	(\$9,412,090)	\$0	<b><i>\$7,499,709</i></b>	<b>\$ 6,218,945</b>
<b>Working Cash</b>	\$5,561,871	\$347,536	\$0	\$347,536	\$0	<b><i>\$5,909,407</i></b>	<b>\$ 5,900,571</b>
<b>Tort Immunity/Judgment</b>	\$3,720,380	\$3,249,156	\$1,559,465	\$1,689,691	(\$129,070)	<b><i>\$5,281,001</i></b>	<b>\$ 4,210,443</b>
<b>Fire Prevention/Safety</b>	\$13,819,980	\$364,333	\$6,853,028	(\$6,488,695)	\$0	<b><i>\$7,331,285</i></b>	<b>\$ 1,241,905</b>
<b><i>Totals District 61</i></b>	<b><i>\$64,377,107</i></b>	<b><i>\$133,290,546</i></b>	<b><i>\$121,252,298</i></b>	<b><i>\$12,038,248</i></b>	<b><i>(\$129,070)</i></b>	<b><i>\$76,286,285</i></b>	<b><i>\$44,391,794</i></b>
<b>Macon-Piatt Special Ed District</b>	<b>\$5,181,615</b>	<b>\$15,814,398</b>	<b>\$12,866,867</b>	<b>\$2,947,531</b>	<b>\$0</b>	<b><i>\$8,129,146</i></b>	<b>\$ 5,181,615</b>

**Macon-Piatt Special Education District**  
**Report Date: April 2022**  
**Financial Condition as of April 30, 2022**

**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	18,237,268	15,814,398	86.71%
22	Operation & Maintenance	-	-	0.00%
42	Transportation	-	-	0.00%
52	IMRF	-	-	0.00%
	<b>Total Revenues</b>	<b>18,237,268</b>	<b>15,814,398</b>	<b>86.71%</b>

**Expenditures**

12	Education	16,585,642	11,745,807	70.82%
22	Operation & Maintenance	356,320	172,697	48.47%
42	Transportation	21,750	5,699	26.20%
52	IMRF	1,273,556	942,664	74.02%
	<b>Total Expenditures</b>	<b>18,237,268</b>	<b>12,866,867</b>	<b>70.55%</b>

**Net Cash**

Total Revenues	18,237,268	15,814,398	86.71%
Total Expenditures	18,237,268	12,866,867	70.55%
Net Cash	-	2,947,531	

**Fund Balances**

	<b>Actual</b>
12 Education	8,129,146

**Decatur Public School District #61**  
**Report Date: April 2022**  
**Financial Condition as of April 30, 2022**

**Percent of year passed: 83%**

	<b>Revenues</b>	<b>Budget</b>	<b>Actual Y-T-D</b>	<b>Percent Received/Used</b>	<b>FY 21 Percent Received/Used As Of 4/30/21</b>
10	Education	144,998,774	103,375,313	71.29%	93.48%
20	Operation & Maintenance	6,768,000	6,086,509	89.93%	51.88%
30	Debt Service	8,129,229	8,775,627	107.95%	101.13%
40	Transportation	4,258,200	4,488,273	105.40%	87.38%
50	IMRF	2,889,915	2,089,129	72.29%	85.81%
51	Social Security	1,983,400	1,975,987	99.63%	98.93%
60	Capital Projects	3,132,714	2,538,683	81.04%	96.48%
70	Working Cash	338,700	347,536	102.61%	110.35%
80	Tort Immunity/Judgment	3,112,500	3,249,156	104.39%	99.50%
90	Fire Prevention/Safety	356,300	364,333	102.25%	71.41%
	<b>Total Revenues</b>	<b>175,967,732</b>	<b>133,290,546</b>	<b>75.75%</b>	<b>96.23%</b>

**Expenditures**

10	Education	141,623,943	82,403,512	58.18%	75.82%
20	Operation & Maintenance	6,903,500	5,955,081	86.26%	71.92%
30	Debt Service	7,365,088	4,810,098	65.31%	98.73%
40	Transportation	6,150,040	3,894,634	63.33%	37.26%
50	IMRF	2,435,675	2,171,457	89.15%	79.04%
51	Social Security	2,092,419	1,654,250	79.06%	65.28%
60	Capital Projects	13,825,568	11,950,773	86.44%	27.12%

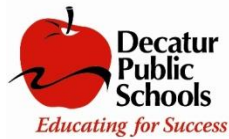
70	Working Cash	-	-	0.00%	99.42%
80	Tort Immunity/Judgment	2,622,437	1,559,465	59.47%	80.81%
90	Fire Prevention/Safety	<u>12,934,375</u>	<u>6,853,028</u>	<u>52.98%</u>	<u>78.25%</u>
	Total Expenditures	<u>195,953,045</u>	<u>121,252,298</u>	<u>61.88%</u>	<u>79.25%</u>

### Net Cash

Total Revenues	175,967,732	133,290,546	75.75%
Total Expenditures	<u>195,953,045</u>	<u>121,252,298</u>	61.88%
Net Cash	<u>(19,985,313)</u>	<u>12,038,248</u>	

### Fund Balances

	Actual
10 Education	30,378,864
20 Operation & Maintenance	1,344,258
30 Debt Service	11,373,440
40 Transportation	4,522,388
50 IMRF	964,992
51 Social Security	1,680,941
60 Capital Projects	7,499,709
70 Working Cash	5,909,407
80 Tort Immunity/Judgment	5,281,001
90 Fire Prevention/Safety	<u>7,331,285</u>
Total Funds	<u>76,286,285</u>



## Board of Education Decatur Public School District #61

<b>Date:</b> May 24, 2022	<b>Subject:</b> Treasurer's Report
<b>Initiated By:</b> Dr. Mike Curry, Chief Operational Officer	<b>Attachments:</b> Treasurer's Report
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

The attached report details the District's investments and the status of the District's cash as of April 31, 2022.

**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 2022**

	Cash/Investments as of 03/31/22	Receipts	Disbursements	Change/Interest	Cash/Investments as of 04/30/22
Education	31,206,862.29	11,409,306.85	11,353,703.38	4,773.78	31,267,239.54
Operations & Maintenance	1,892,488.42	7,208.42	556,463.24	224.95	1,343,458.55
Debt Service	10,299,830.21	1,073,236.82	0.00	373.00	11,373,440.03
Transportation	4,204,579.59	637,178.70	451,807.44	380.36	4,390,331.21
IMRF	1,182,259.21	2,532.57	219,846.83	47.44	964,992.39
Social Security	1,850,514.31	1407.63	171,063.39	81.80	1,680,940.35
Capital Projects	7,732,816.79	0.00	234,339.32	1,231.89	7,499,709.36
Working Cash	5,907,274.98	0.00	0.00	2,131.92	5,909,406.90
Tort/Judgment Immunity	5,387,004.76	0.00	106,486.11	175.05	5,280,693.70
Fire Prevention & Safety	7,330,187.39	0.00	337.26	1,435.25	7,331,285.38
Macon-Piatt Special Education	8,276,008.83	2,351,053.75	2,499,029.84	363.20	8,128,395.94
Activities	541,620.02	20,837.39	10,086.38	27.81	552,398.84
	85,811,446.80	15,502,762.13	15,603,163.19	11,246.45	85,722,292.19

Dr. Michael Curry

05/17/22