



DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

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

May 28, 2019
4:00 PM Open Session
Closed Session Immediately Following
6:30 PM Open Session Continuing

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

Strategic Plan Mission:

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

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

The Board of Education Parameters that Guide Our Work:

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

IO 1.0 CALL TO ORDER – CALL FOR EXECUTIVE SESSION

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

Roll Call

AI 2.0 RETURN TO OPEN SESSION

- Possible Approval of a Student Expulsion

AI 3.0 RETURN TO CLOSED EXECUTIVE SESSION

AI 4.0 RETURN TO OPEN SESSION

IO 5.0 PLEDGE OF ALLEGIANCE

AI 6.0 APPROVAL OF AGENDA, MAY 28, 2019

IO 7.0 PUBLIC PARTICIPATION

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

IO 8.0 STUDENT RECOGNITION

- **Student Ambassadors (graduates) 2018-2019 School Year**

DI 9.0 BOARD AND/OR OTHER COMMITTEE REPORTS

- Discipline Action
- Schedule B
- Finance
- DPS Foundation
- Policies
- Joint – City, DPS 61 and Park District
- Class Size, Parent-Teacher Advisory and Behavioral Intervention are under review pending policy change

BOARD DISCUSSION

IO 10.0 SUPERINTENDENT’S REPORT

- A. Harris/Hope Transition Update (**S1, S2**)
- B. Aspiring Principal’s Leadership Institute (**S4**)
- C. Recruitment and Retention Update (**S4**)
- D. First Reading of the Athletic Handbook (**S1**)

AI 11.0 ROLL CALL ACTION ITEMS

- A. Personnel Action Items (**S4**)
- B. Employment of an Assistant Director of Finance, Grants and Special Projects (**S4**)
- C. Employment of Principal at Stevenson (**S4**)
- D. Employment of an Assistant Principal at Eisenhower High School (**S4**)
- E. Employment of Assistant Principal at Dennis Laboratory School (**S4**)
- F. iPad Refresh Lease Agreement, Professional Learning and Insurance Cases (**S1**)
- G. FY20 Consolidated District Plan (**S1**)
- H. Decatur Public School District 61 Calendar for 2019-2020 School Year (**S1**)
- I. Innovation Learning Before/After Childcare Program for the 2019-2020 School Year (**S5**)
- J. Approval of Bid Specifications for Play Ground/Fall Zone at Pershing Early Learning Center

AI 12.0 CONSENT ITEMS

- A. Minutes: Open/Closed Meetings May 14, 2019
- B. Financial Conditions Report
- C. Treasurer’s Report
- D. Fountas & Pinnell Classroom Materials for Franklin Elementary School (**S1**)
- E. Fountas & Pinnell Classroom Materials for South Shores Elementary School (**S1**)

IO 13.0 IMPORTANT DATES

June 03 Summer Programs Begin, Monday through Friday:

- Camp Connections: Incoming K – 3rd Grade Students, Baum Elementary
 - 7:30 AM-2:30 PM
- Camp Discovery: Incoming 7th – 8th Grade Students, MHS
 - 8:30 AM- 3:30 PM
- Smash Jr. Camp: 2nd – 5th Grade Gifted Students, Dennis Lab School
 - 8:30 AM- 3:30 PM
- Smash Camp: 6th – 8th Grade Gifted Students, Millikin University
 - 8:30 AM- 3:30 PM

Please Note: The Summer Camp Programs for K – 8th Grades ends on June 28, 2019.

Middle and High School Summer School 2019:

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

High School Sessions

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

July 23, 24 Registration for the ENTIRE District

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

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, June 11, 2019 in the 1st Floor Board Room at the Keil Administration Building.

14.0 ADJOURNMENT

Hope/Harris Transition Update

**Presentation by:
Sarah Schrader, Heather Ethell and Molly Miller**

Board of Education Meeting, May 28, 2019

Hope/Harris Original Transition Committee

- Comprised of teachers, counselors, administrative assistants, teaching assistants, union representation, and administration
- Discussed the facility and staffing needs of combining the two buildings-
Began October 2018
 - Defined current needs of the building that were pre-existing
 - Worked on how to address concerns and needs of all staff groups



Hope/Harris Committee Work

- Academic Committee - Comprised of administrators and staff from Harris and Hope; worked on outcomes of curriculum and instruction
- Facilities Committee - Worked to problem solve issues related to the physical structure of the transition
- Climate and Culture Committee - Created to develop leadership within the combined staff; intention is to impact the climate and culture within the staff during the transition
- Parent Committee - Comprised of parents to help ease frustration and confusion

Staffing

- 4 Grade level teams
 - Allows for teachers to conduct purposeful and meaningful team meetings
- Staff Options
 - Worked with Union Leadership to create seamless transition
 - Teachers chose a transfer to Hope or participate in the displaced process
- Current building organization



Academic Outlook

- Formed a Committee
- Reviewed Data
- Surveyed staff
- Survey Results
- Reviewed Survey Results
- Professional Training Implementation Plan
- Consortium for Educational Change Partnership



Daily 5 Focus K-6

- Week long Daily 5/CAFE professional development at Hope - July 15-19.
 - Core Beliefs -
 - Daily 5 Structure
 - Understanding how to successfully launch Daily 5
 - Classroom Design
 - Flexible Seating
 - Classroom library
 - James Millikin Estate Support



Funding Updates

- ESSA funds at Harris used primarily to provide Tier 2 and Tier 3 interventions
- Learning Partner - Consortium for Educational Change
 - Helped lead full PLC with both schools on April 23rd
 - Helping to create goals to improve climate, culture, and instruction
- James Millikin Estate Grant for classroom literacy support including flexible seating, library materials, Tier II intervention support and staff stipends



Packing and Moving

Staff use the District Relocation Guide to Move

- February 1, 2019 Provided dumpster on site
- February-April Purged and threw out broken or expired items
- April 20, 2019 Shared room assignments with staff
- June 20– June 26 Harris Materials arrive and delivered to classroom
- July 15, 2019 Teachers allowed in their classrooms



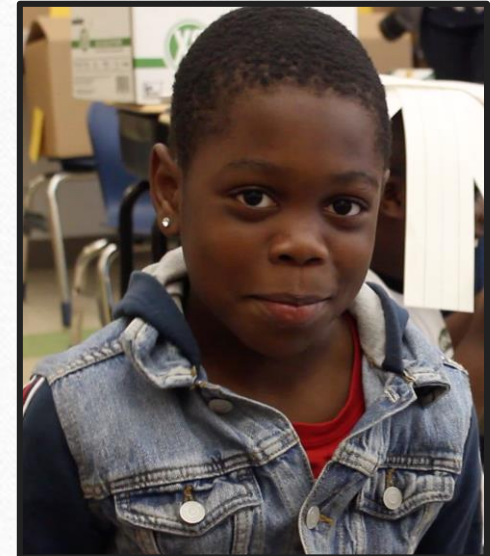
Culture, Climate and Communication

- Building Tours
- Communication to Families
- Parent Committee



Upcoming Events

- BIST Training May 28-30
- Daily 5/CAFE Workshop July 15-19
- Parent Workshops Planning
- Kindergarten Countdown July 29-August 2
- Cook-Out August
- 1st Day of School August 14 - Planning



Thank You!

Questions?



Attracting and Retaining Quality Substitutes

Strategies to Attract and Retain

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

Long-term stability for staffing, operations, and LEARNING

**Board of Education Meeting
May 28, 2019**

Aspiring Principal Leadership Institute

Keith Creighton, Matt Grossman, Hilda Nichols, Kristin Portis



Decatur Public Schools
Educating for Success

Background Information

May 6 - May 10

543 vacancies

467 filled by subs

76 not filled

Sub Pay
(per day)

\$150 per day

\$185 long term (31 days in same placement)

\$225 long term vacancy

Up to \$250 when covered by other staff



Proposal

Streamline certification process
and remove entry barriers

Attract substitutes to DPS 61

Professional development
workshops for substitutes

Create a welcoming climate

Recruit

Retain



Streamline and Remove Barriers

Host DPS hiring events

Steps for Certification

- Order transcripts
- Fill out the ISBE application
- Apply to DPS61
- Fingerprints (Background check)
- Meeting with HR assistant
- Partner with physician to provide physicals
- Start TB test process - to be evaluated by any district nurse

Proposal

- Pay ALL Associated Fees in Exchange for 30 Days of District Subbing
 - Based on the Sub Pay Rates, the District “Breaks Even” After 3-5 Days
- Decrease the Wait Time and Synchronize the Steps to Complete the Process



Attract Substitutes to DPS Hiring Events

(AIR) Advertise, Invite and Recruit

- **Advertise** in Local papers, School Marquees, Have District Representatives Speak at Local Organizations
- **Invite** Interested Individuals to District Workshops
 - Hiring Procedures, District Literature, Classroom Management, Skills / Procedures
- **Recruit** From Local Organizations for Recent Education Graduates, Unemployment Office, Seasonal Jobs, Stay-At-Home Parents



Climate

Building Bridges

Creating a New Culture

- Change Mindset
- Greet Upon Arrival
- Admin Delivers Care Package (Site Based)
- Guest Teacher Appreciation Day/Recognition

Proposal

- 50 Days Worked = 1 Bonus Day of Pay at \$150
- 100 Days Worked = 2 Bonus Days of Pay at \$150
- HR Will Host Annual Guest Teacher Appreciation Event



Workshops

Supporting our Guest Teachers

Support Areas

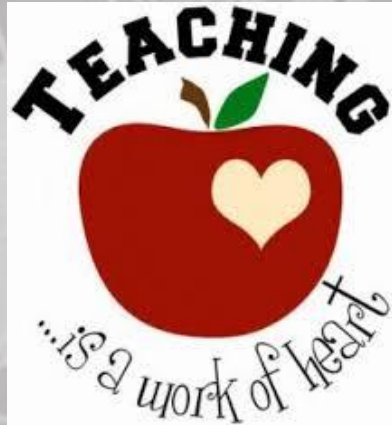
- Building Relationships
- Effective Classroom Management
- Be Proactive
- Positive Reinforcements
- Build in Breaks
- Self-Care
- Specialized Presenters

Proposal

- Orientation Workshops
- Ongoing Support Trainings
- District Wide Guest Teacher Coach/Mentor



Questions?



Decatur Public Schools
Educating for Success



RECRUITMENT AND RETENTION UPDATE

JEFFONNE L. OWENS

Recruitment and Retention Specialist

DEANNE HILLMAN

Director of Human Resources

SUMMARY

■ **Role Overview**

What keeps me busy

■ **Update**

What we are doing really well

■ **Analysis**

Pieces of the puzzle

What we could do better

■ **By the numbers**

Scope of facts

■ **Predicting the Future**

What to look forward to

Recruitment and Retention

ROLE OVERVIEW

Recruitment Roles: Conducts building tours, attends career fairs, maintains vacancy updates and certified postings, assists with residency and transitions, facilitates all recruitment marketing campaigns including social media.

Other Leadership Roles: New Teacher Orientation co-chair, Aspiring Principal Leadership co-chair, Customer Care HR contact, Student Teacher HR contact, Community Vendor organizer.

Strengths



NEW TEACHER ORIENTATION



PROFESSIONAL DEVELOPMENT



BUILDING CONNECTIONS



NON- TRADITIONAL RECRUITING METHODS



COLLABORATIVE RECRUITING



**DECATUR
AT WORK**

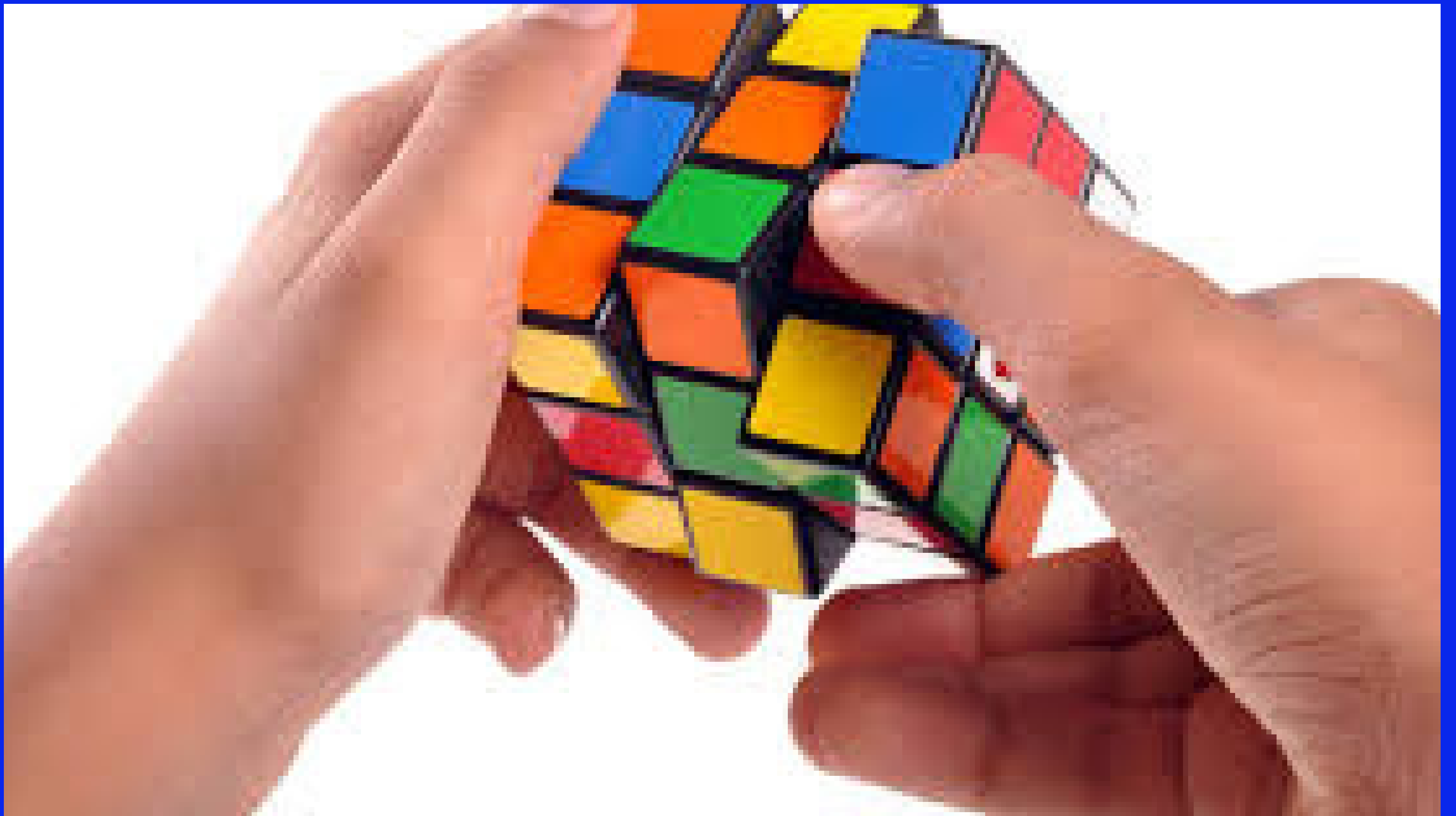
FIND JOBS:
Search Open Positions
in Macon County

POSTING VISIBILITY



A dark, grayscale background image showing a business meeting. Several people in suits are gathered around a table. One person in the foreground is resting their head on their hand, looking down. Another person is holding a pen over a document. A document with the word 'CONTRACT' is visible on the table. The overall mood is professional and focused.

**How do we keep up with
the changing times?**



CANDIDATE SELECTION

Vacancies

Number of Certified Candidates

Exit Interviews

SHOWCASING DISTRICT

Strategic Plan

Telling our Story

Destination District

Pieces of the puzzle

Recruitment

Retention

LICENSURE

Traditional Processes

Alternative Pathways

CITY ATTRACTION

Millennial Appeal

Diversity Awareness

OPPORTUNITY





REOCCURRING ONBOARDING

Schedule Onboarding
mimicking hospitals/large
companies

EMPLOYEE REFERRAL PROGRAMS

No one can tell your story
better than YOU

LEADERSHIP DEVELOPMENT

Design a plan of action for all
district employees to have a
pathway to leadership

NEW EMPLOYEE COMMUNICATION PLAN

Create a strategic timeline to
keep candidates engaged
throughout the hiring process

WHAT WE COULD DO BETTER AND WILL...

by the numbers



46

**TOTAL TEACHING
VACANCIES MAY 2019**

*Including Pre-K and
Alternative ED*

11

**TEACHERS TAKING
ADVANTAGE OF
LOTTERY CHOICE
SCHOOLS**

**New Contract language 2019*

55

**TOTAL TEACHING
VACANCIES MAY 2018**

19

**TEACHER
RESIGNATIONS**

Jan - May 2019

27

RECRUITMENT EVENTS

*I attend 2 events/ fairs per
month.
Heavy season (November, Jan,
April) 3-4 events*

4

**STUDENT TEACHERS
WILL BE EMPLOYED BY
DPS 2019-2020**

Into the Future

WHAT'S IN STORE?



IMPLEMENT STAY SURVEYS AT THE BUILDING LEVEL

Check the temperature of
all current employees

PROCEDURAL ONBOARDING OFFBOARDING

Tighten up the process

IN HOUSE TRAINING/ FACILITATORS

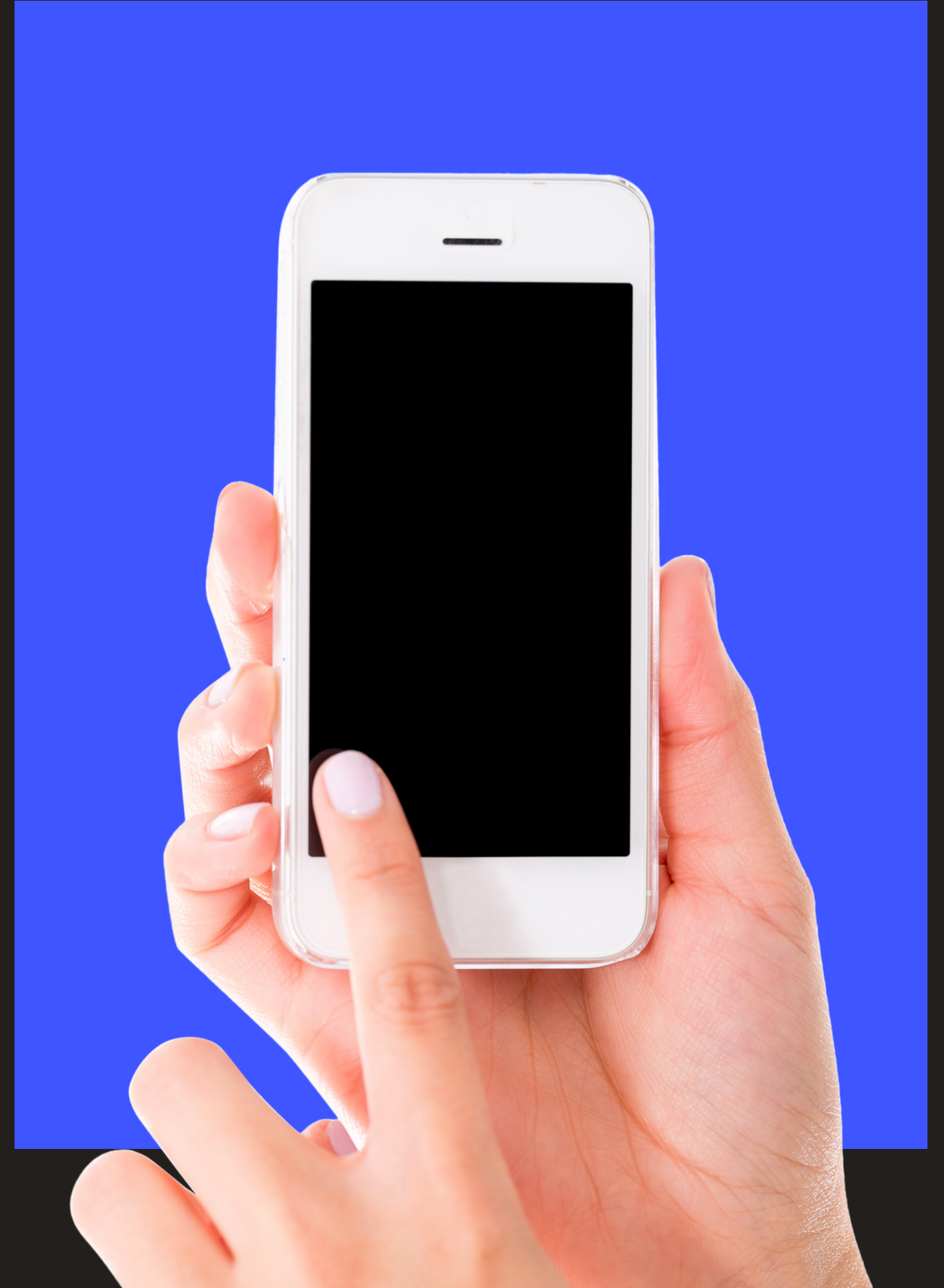
Teacher Mentors
Behavior Management

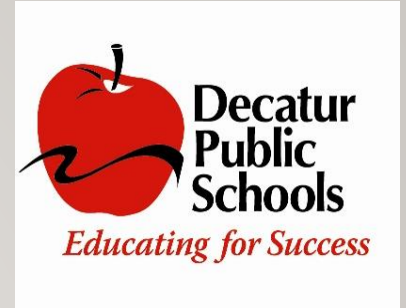
DECATUR RECRUITERS CONNECT

Top 10 Decatur Employer
Recruiters connect to share
strategies and success
stories



QUESTIONS





UPDATES TO THE: ATHLETIC POLICY HANDBOOK

BOARD OF EDUCATION MEETING
MAY 28, 2019

DR. FRED BOUCHARD
ASSISTANT SUPERINTENDENT OF SUPPORT SERVICES

EDITS TO THE ATHLETIC HANDBOOK FOR 2019-2020 (AS OF MAY 24TH, 2019)

- ATHLETIC DIRECTOR DUTIES (PAGE 7) - ADD SENTENCE ITEM #5: *PROMOTING POSITIVE SCHOOL SPORTSMANSHIP AND DEVELOPING LEADERSHIP THROUGHOUT THE COACHING STAFF AND STUDENT BODY.*
-
- ATHLETIC PROGRAM – INTERSCHOLASTIC PROGRAM (PAGE 8) – ADD SENTENCE TO END OF FIRST PARAGRAPH: *CHEERLEADING AND E-SPORTS ARE CO-EDUCATIONAL PROGRAMS OFFERED AT BOTH HIGH SCHOOLS. DPS ALSO OFFERS SWIMMING AS INDIVIDUAL ENTRIES FOR THE IHSA.*

GAME TOTALS (PAGE 9)

NUMBER OF CONTEST ADD SENTENCE: *THE LIST BELOW HAS BEEN SIZED APPROPRIATELY BASED ON THE NEW STANDARDS BY IHSA.*

IHSA Maximum Total for Participants (regardless of level)		IHSA Maximum Total for Participants (regardless of level)	
Football	9 games	Basketball	31 games
Baseball	35 games	Bowling	25 dates
Cross	I = 18 dates	Track & Field	I = 21 dates
Country	T = 15 dates		T = 18 dates
Soccer	25 games	Softball	35 games
Tennis	20 dates	Golf	18 date
Wrestling	21 matches per participant outside of tournaments		
T=18+0 Trn	T=15+3 Trn		
T=17+1 Trn	T=14+4 Trn		
T=16+2 Trn			

ATHLETIC DIRECTOR AND ATHLETIC OFFICIALS (PAGE 10) HIRING OF OFFICIALS: DELETE ASSISTANT PRINCIPAL TERM ATTACHED TO ATHLETIC DIRECTOR. ADD THE WORD AND AS WELL AS ATHLETIC OFFICIALS. ALIGN "HIRING OF OFFICIALS WITH IHSA STANDARDS. TWO TRACK OFFICIALS INSTEAD OF ONE. THREE BASKETBALL OFFICIALS FOR SOPHOMORE LEVEL GAMES (WE CURRENTLY DON'T HAVE SOPHOMORE TEAMS HOWEVER THIS IS CONSISTENT WITH JV CONTEST).

- Disciplinary Action (Page 10) – Participation add sentence: *Participation is a privilege which has been upheld by the courts for decades.*
- Disciplinary Action (Page 10) – Notice and hearing for student-athlete being dismissed from the team - Add sentence: *he/she will be given a hearing with the Athletic Director and then have the opportunity to appeal to the building Principal.*

- Transportation Policy (Page 12) – Delete Sentence describing the former five-page copy process when requesting transportation. This is now an electronic process. Deleted the sentence: “In the end of the school year.”
-

- Transportation Procedures (Page 12) – Deleted three sentences: 1) “in the end of the previous year;” 2) “ineligible team members, non-participating team members;” 3) “Ineligible or non-participating cheerleaders may not ride.”
- Athletic Ticket Prices (Page 30) – not state, district or sectional competition. (Page 30) – Deleted fee for soccer as it cost more to pay a gatekeeper than the gate money we make on soccer crowds.

PAYMENT OF OFFICIALS (PAGE 30-31)

ALIGNED WITH IHSA RECOMMENDED STANDARDS

- JOB DESCRIPTIONS ARE CURRENTLY UNDER REVIEW BY THE SCHEDULE B COMMITTEE AND REPRESENTATIVES OF THE ATHLETIC DIRECTORS FROM THE MIDDLE SCHOOL AND HIGH SCHOOL.
- ADMINISTRATION RECOMMENDS DELETING JOB DESCRIPTIONS AND COACHES EVALUATIONS FROM THIS HANDBOOK.
- A RECOMMENDATION FOR APPROVAL WILL BE SUBMITTED DURING THE JUNE 11, 2019 BOARD OF EDUCATION MEETING.

THANK YOU!

QUESTIONS





Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: Personnel Action
Initiated By: Deanne Hillman, Director of Human Resources, and the Human Resources Department	Attachments: 8 Pages of Personnel Action
Reviewed By:	

BACKGROUND INFORMATION:

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

CURRENT CONSIDERATIONS:

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

FINANCIAL CONSIDERATIONS:

These positions are in the budget.

STAFF RECOMMENDATION:

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

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____

To: Board of Education
From: Deanne Hillman
Human Resources Director
Date: May 24, 2019
Board Date: May 28, 2019
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHERS:

Name	Position	Effective Date
Hannah Blanck	Grade 4, Franklin	August 12, 2019
Abigail Cohlmeier	Grade 5, Oak Grove	August 12, 2019
Christy Kernaghan	Grade 5, Johns Hill	August 12, 2019
Amy Richards	Cross Categorical, Parsons	August 12, 2019

SCHEDULE B:

Name	Position	Effective Date
Dion Simmons	Elementary Wrestling Assistant Coach, Various	September 9, 2019

OFFICE PERSONNEL:

Name	Position	Effective Date
Shelby Brown	Secretary to the Assistant Superintendent, Keil	June 3, 2019
Brittany Burrows	Secretary to the Elementary Principal, Parsons	June 3, 2019

CUSTODIANS:

Name	Position	Effective Date
Christopher Bay	2nd Shift Custodian, Parsons/MacArthur	May 20, 2019

EMPLOYMENT RECOMMENDATION CORRECTION

TEACHER:

Name	Position	Effective Date
Lauren Skinner	Speech Language Pathologist, Franklin	August 12, 2019

SUMMER SCHOOL**TEACHERS:**

Name	Position	Effective Date
Charisse Brown	Summer School Middle School English Teacher, Session 2, MacArthur	July 8, 2019
Matt Grossman	Summer School Middle School Math Teacher , Session 1, MacArthur	June 3, 2019

SECURITY:

Name	Position	Effective Date
Ron Ingram	Summer School Security, Sessions 1 and 2, MacArthur	June 3, 2019

TEMPORARY SUMMER ASSIGNMENT**TEAMSTERS:**

Name	Position	Effective Date
Nicholas Campbell	Truck Driver, Buildings & Grounds	May 28, 2019

TRANSFERS**TEACHERS:**

Name	Position	Effective Date
Janet Brownfield	From Speech Language Pathologist, Baum/Eisenhower to Speech Language Pathologist, Baum	August 12, 2019
Albulena Emroski	From Grade 5, Hope to Grade 2, Dennis	August 12, 2019
Jane Innis	From Speech Language Pathologist, Dennis/Stephen Decatur to Speech Language Pathologist, Dennis/Eisenhower	August 12, 2019
Barbara Nadler	From Speech Language Pathologist, Thomas Jefferson/Garfield to Speech Language Pathologist, Stephen Decatur/Garfield	August 12, 2019
Kristin Price	From Grade 2, Hope to Grade 2, Dennis	August 12, 2019

Kristina Sommer	From Grade 5, Parsons to Instructional Specialist, Hope	August 12, 2019
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TEACHING ASSISTANTS:

Name	Position	Effective Date
Cynthia Bean	From LPN Assistant, Pershing, 7 hours per day to LPN Assistant, Hope, 7 hours per day	August 12, 2019
Teri Franklin	From LPN Assistant, Oak Grove, 6.5 hours per day to LPN Assistant, Hope, 6.5 hours per day	August 12, 2019

OFFICE PERSONNEL:

Name	Position	Effective Date
L Ranee Hale	From Small Learning Community Secretary, Eisenhower to High School Secretary/Registrar, Eisenhower	May 20, 2019
Natasha Hamilton	From Secretary to the Elementary Principal, Durfee to Small Learning Community Secretary, Eisenhower	May 20, 2019

OUTREACH PERSONNEL:

Name	Position	Effective Date
Angelannet Cason	From Family Liaison, Harris, 4.5 hours per day to Family Liaison, Harris Alternative Education, 4.5 hours per day	August 12, 2019

RIF/REHIRE

TEACHING ASSISTANTS:

Name	Position	Effective Date
Melanie Anderson	From Montessori Assistant, Enterprise, 6 hours per day to Alternative Education Assistant (Kindergarten), Harris Alternative Education, 6.25 hours per day	August 12, 2019
Nicole Billadeau	From Student Transition Room Assistant, Stephen Decatur, 6.5 hours per day to Care	August 12, 2019

	(Calm)/Recovery Room Assistant, Eisenhower, 6.5 hours per day	
Kari Boyd	From Hardship Assistant, Johns Hill, 3 hours per day to Kindergarten/1st Grade Instructional Assistant, Hope Academy, 3 hours per day	August 12, 2019
IeMonei Bradford	From Locker Room Assistant, MacArthur, 6.5 hours per day to Locker Room Assistant, MacArthur, 6.5 hours per day	August 12, 2019
Arika Campbell	From Alternative Education Assistant, Phoenix, 6.25 hours per day to Alternative Education Assistant (Grades 3/4 and 5/6), Harris Alternative Education, 6.25 hours per day	August 12, 2019
Arianna Guerrero	From Hardship Assistant, Oak Grove, 6 hours per day to Pre-K Assistant, Pershing, 6.5 hours per day	August 12, 2019
Crystal Hendricks	From Hardship Assistant, South Shores, 6 hours per day to Early Childhood Special Education Assistant, Pershing, 6.5 hours per day	August 12, 2019
Amanda Kralik	From Hardship Assistant, Durfee, 6 hours per day to One-on-One Assistant, French, 6 hours per day	August 12, 2019
Yolanda Mabry	From ESSA Assistant, Enterprise, 6 hours per day to Alternative Education Assistant (Kindergarten/1st Grade), Harris Alternative Education, 6.25 hours per day	August 12, 2019
Tamara McCormick	From Hardship Assistant, Parsons, 6 hours per day to Pre-K Assistant, Pershing, 6.5 hours per day	August 12, 2019
Abigail McIntosh	From Montessori Assistant, Enterprise, 6 hours per day to Montessori Assistant, Enterprise, 6 hours per day	August 12, 2019

Heather Ross	From Pre-K Assistant , RCC Pre-K, 6.5 hours per day to Pre-K Assistant, RCC Pre-K, 6.5 hours per day	August 12, 2019
Alka Tailor	From One-on-One Assistant, French, 6 hours per day to Bilingual Assistant, Johns Hill, 6.5 hours per day	August 12, 2019
Melissa Tallent	From Care (Calm)/Recovery Room Assistant, Garfield, 6.5 hours per day to Care (Calm)/Recovery Room Assistant, Garfield, 6.5 hours per day	August 12, 2019
Lisa Thompson	From Pre-K Assistant, RCC Pre-K, 6.5 hours per day to Early Childhood Montessori Assistant, Enterprise, 6 hours per day	August 12, 2019
Kimiko Warnsley	From Pre-K Assistant, Southeast, 6.5 hours per day to Pre-K Assistant, RCC Pre-K, 6.5 hours per day	August 12, 2019
Tavia West	From Hardship Assistant, Muffley, 6.5 hours per day to Alternative Education Assistant, Harris Alternative Education, 6.25 hours per day	August 12, 2019

RESIGNATIONS

ADMINISTRATION:

Name	Position	Effective Date
Cheryl Dearing	Special Ed Administrator, Macon Piatt Special Ed	May 20, 2019

TEACHERS:

Name	Position	Effective Date
Cody Acree	Physical Education, Dennis	May 24, 2019
Daniel Baker	Physical Education, Hope Academy	May 24, 2019
Melissa Cripe	Kindergarten, Muffley	May 24, 2019
Ashton Doty	Grade 1, Harris	May 24, 2019

Jill Friday	High School Spanish, MacArthur	May 24, 2019
Jennifer Fultz	Social Worker, Franklin	May 24, 2019
Erik Harm	High School Social Studies, MacArthur	May 24, 2019
Jonathan Longhi	High School English, MacArthur	June 26, 2019
Megan Miller	Speech Language Pathologist, Macon Piatt	May 24, 2019
Andrea Robertson	Middle School Math, Hope	May 24, 2019
Elizabeth Scott	Life Skills, Eisenhower	May 24, 2019
Tyler Slaby	Middle School Math, Stephen Decatur	May 24, 2019

TEACHING ASSISTANTS:

Name	Position	Effective Date
Mavis Bradford	Cross Categorical Assistant, Dennis	May 24, 2019
Kalicia Graves-Stanback	SEAP Teaching Assistant, SEAP	May 24, 2019
Derek Grove	Special Ed Teaching Assistant, Muffley	May 24, 2019
Alexander Joyner	SEAP Teaching Assistant, SEAP	May 24, 2019
Molly Rude	Library Media Assistant, Garfield	May 24, 2019

OFFICE PERSONNEL:

Name	Position	Effective Date
Stephany Caldwell	Secretary to the Elementary Principal, Parsons	May 13, 2019

OUTREACH PERSONNEL:

Name	Position	Effective Date
Jady Chandler-Durbin	Family Liaison, Franklin	May 14, 2019

SECURITY PERSONNEL:

Name	Position	Effective Date
Julian Nelms	School Security, MacArthur	May 16, 2019

SCHEDULE B:

Name	Position	Effective Date
Cody Acree	Athletic Director, Dennis	May 24, 2019
Westley Dawson	Middle School Boys Basketball (7th Grade), Dennis	May 15, 2019
Westley Dawson	Middle School Boys Basketball (8th Grade), Dennis	May 15, 2019
Erik Harm	High School Assistant Boys Soccer Coach, MacArthur	May 20, 2019
Erik Harm	High School Head Girls Soccer Coach, MacArthur	May 20, 2019
Julian Nelms	E-Sports/Gamers Club, MacArthur	May 16, 2019
Jordan Rahar	Middle School Boys Track Coach, Garfield/Dennis	May 15, 2019

SUMMER SCHOOL:

Name	Position	Effective Date
Melissa Hopkins	Summer School Middle School Math Teacher, Session 1, MacArthur	June 3, 2019

RETIREMENT**CUSTODIAN:**

Name	Position	Effective Date
Sherry Shepherd	Custodian, South Shores/Southeast	May 20, 2019

LEAVE OF ABSENCE**TEACHING ASSISTANT:**

Name	Position	Effective Date
Stefanie Cunningham	Life Skills Assistant, Thomas Jefferson	2019-2020 School Year

COMPENSATION RECOMMENDATIONS:

- The following staff members should be compensated **\$83.00** for participating in SBG Stipend on May 7, 2019 at PDI:
Olivia Mannlein Kelli Murray
- The following staff members should be compensated **\$165.00** for participating in Maker Space Mondays on April 8, 15, 29, May 6 and May 13, 2019 at Baum:
Pam Blades Annette Belue
- The following staff members should be compensated for participating in Climate/Culture at Hope/Harris on May 13, 2019:
Molly Miller \$66 Michelle Nixon \$32
Sara Ingram \$32 Albulena Emroski \$32
William Miller \$32 Elizabeth Alva \$32
Danyel Schwartzle \$32

To: Dr. Paul Fregeau, Superintendent
From: Deanne Hillman, Director of Human Resources
Date: May 28, 2019
Re: Administrative Recommendation

The following person is recommended for the position of Assistant Director of Finance, Grants and Special Projects.

Mary Galligan (Schloz)
1517 Cottage Drive
Decatur, Illinois 62521

Education:

2012	M.A.	Educational Leadership, University of Illinois Springfield, Springfield, IL
2008	B.S.	Elementary Education, Illinois State University, Bloomington, IL

Experience:

2017- Present	Principal, Stevenson Elementary School
2014 - 2017	Assistant Principal, Eisenhower High School
2008 – 2014	AVID Coordinator and Elective Teacher, Springfield District #186, Springfield IL
2005 – 2008	Patrol Officer, Decatur Lake Patrol, Decatur IL

For payroll purposes only

Effective: May 28, 2019

Pro-rated: Yes X No

Level: 16 Step: 11 FY19

Base: \$98,006 (FY19)

Number of full contract days: 260

TRS: as allowable

Prorated: \$9,046.71 (24 days)

Certified Number: _____

Pending Illinois Certification: _____

Account Number:

70% - 10.00.2330.4300.1.110

30% - 10.00.2330.4932.1.110

Salary approved _____

Date _____

To: Dr. Paul Fregeau, Superintendent
From: Deanne Hillman, Director of Human Resources
Date: May 28, 2019
Re: Administrative Recommendation

The following person is recommended for the position of Principal of Stevenson Elementary School.

Anthony Mansur
61 Maple Court
Decatur, Illinois 62526

Education:

2016	M.S.	Educational Leadership, Eastern Illinois University, Charleston, IL
2009	B.A.	Elementary Education, Millikin University, Decatur, IL

Experience:

2/2018- Present	Assessment Administrator
12/2017-2/2018	Admin Intern, Decatur Public Schools
5/2017-12/2017	Instructional Specialist, Decatur Public Schools
2010-2017	5 th Grade Teacher, Decatur Public Schools

For payroll purposes only

Effective: July 15, 2019

Pro-rated: Yes ___ No X

Level: 16 Step: 10

Base: \$88,862

Number of full contract days: 220

TRS: as allowable

Prorated:

Certified Number: _____

Pending Illinois Certification: _____

Salary approved _____

Date _____

To: Dr. Paul Fregeau, Superintendent
From: Deanne Hillman, Director of Human Resources
Date: May 28, 2019
Re: Administrative Recommendation

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

Paul Ranstead
604 N. Lake of the Woods Road
Mahomet, IL 61853

Education:

2006	M.S.	Administration, Eastern Illinois University, Charleston, IL
1996	B.S.	University of Illinois, Champaign, IL

Experience:

2014-Present	Administrator, Decatur Public Schools
2013-2014	Associate Principal, Champaign Unit 4, Champaign, IL
2009-2013	Associate Principal/Interim Principal, Champaign Unit 4, Champaign, IL
2007-2009	Dean of Students, Champaign Unit 4, Champaign, IL
2006-2007	Assistant Principal, Decatur Public Schools
1998-2006	Teacher, St. Joseph CCSD #169, St. Joseph, IL

For payroll purposes only

Effective: July 1, 2019

Pro-rated: Yes ☐ No ☒

Level: 14 Step: 16

Base: \$ 91,839

Number of full contract days: 260

TRS: as allowable

Prorated:

Certified Number: _____

Pending Illinois Certification: _____

Salary approved _____

Date _____

To: Dr. Paul Fregeau, Superintendent
From: Deanne Hillman, Director of Human Resources
Date: May 28, 2019
Re: Administrative Recommendation

The following person is recommended for the position of Assistant Principal of Dennis Lab School.

Keith Creighton
1684 West Riverview Avenue
Decatur, Illinois 62522

Education:

2017	M.A.	Teacher Leadership, Eastern Illinois University, Charleston, IL
2003	Certification	Trinity Christian College, Palos Heights, IL
2000	B.F.A.	Theatre, Millikin University, Decatur, IL

Experience:

1/2019-Present	Administrative Intern, Decatur Public Schools
2004- Present	Middle School Teacher/Department Head, Decatur Public Schools

For payroll purposes only

Effective: July 29, 2019

Pro-rated: Yes ☐ No ☒

Level: 14 Step: 16

Base: \$75,303

Number of full contract days: 195

TRS: as allowable

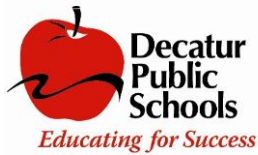
Prorated:

Certified Number: _____

Pending Illinois Certification: _____

Salary approved _____

Date _____



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: iPad Refresh Lease including Apple Professional Learning and 3300 AGI Insurance Cases
Initiated By: Maurice Payne, Director of Information Technology	Attachments: Apple Inc. Education Quote and AGI Repair Insurance Case Quote (3300)
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

During the IT Audit, it was recommended that we develop a refresh plan for our 1:1 program. We will have a three year refresh cycle for all iPads. Teacher and student iPads will be refreshed together to maintain device consistency for instruction.

CURRENT CONSIDERATIONS:

Currently, we have an iPad lease for the high school refresh that began in 2018. The second lease payment will be paid out of the FY19 IT budget. Due to the impact of a lease on the district's financials and the Moody rating, IT will pay the full lease balance upfront to avoid maintaining outstanding lease debt. Ongoing, the district will continue to enter lease agreements for our iPad refresh with the intention of paying the full lease balance upfront.

The iPad lease also includes purchasing Apple Professional Learning for the district. Providing professional development opportunities to support staff use of iPads during instruction is an integral part of the 1:1 program.

To protect our iPads, IT is including the purchase of 3300 AGI Insurance cases. The case will cover iPad repairs for the duration of the three year cycle.

FINANCIAL CONSIDERATIONS:

The total lease agreement, including Apple Professional Learning, is \$1,041,460.00. In order to maximize value of the iPads, we will execute a device buy back after the third year. The balance of the iPad lease will be paid in full as part of the 2019/2020 IT budget.

The business office intends to process the payment on July 5th to ensure making the payment to Apple by July 15th.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Lease Agreement to Refresh iPads for the 1:1 Program in the amount of \$1,041,460.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____

Apple Inc. Education Price Quote

Customer:	Maurice Payne DECATUR PUBLIC SD 61 email: MPayne@dps61.org	Apple Inc:	Angelique Anguiano One Apple Park Way Cupertino, CA 95014 email: aanguiano1@apple.com
Apple Quote:	2205498333		
Quote Date:	Monday, May 06, 2019		
Quote Valid Until:	Wednesday, June 05, 2019		

Quote Comments:
Please reference Apple Quote number on your Purchase Order.

#	Product Description	Qty	Unit List Price	Discount per Unit	Unit Discounted Price	Extended Discounted Price
1	iPad Wi-Fi 32GB – Space Gray (10-pack) Part Number BN3U2LL/A iPad Wi-Fi 32GB – Space Gray Part Number: MR8A2LL/A Quantity: 3,300	330	\$2,940.00	\$0.00	\$2,940.00	\$970,200.00
2	Apple Professional Learning One Day Prepaid Offering Part Number D2459LL/B	2	\$2,900.00	\$870.00	\$2,030.00	\$4,060.00
3	Apple Professional Learning Two Day Prepaid Offering Part Number D2460LL/B	4	\$4,500.00	\$1,350.00	\$3,150.00	\$12,600.00
4	Apple Professional Learning Three Day Prepaid Offering Part Number D4527LL/A	12	\$6,500.00	\$1,950.00	\$4,550.00	\$54,600.00
Extended EDU List Price Total						\$1,072,000.00
Total Discount						\$30,540.00
Extended Discounted Price Subtotal						\$1,041,460.00

– Additional Tax	\$0.00
– Estimated Tax	\$0.00
Extended Discounted Total Price*	\$1,041,460.00

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

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

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2205498333. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

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

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

Opportunity ID: 18000002303114
<https://ecommerce.apple.com>

Fax:

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Document rev 10.6.1

Date of last revision – June 20th, 2016

\$1 Purchase Option

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

Financed Amount	Annual Payments in Advance	Lease Term
\$1,041,460.00	\$351,440.24	3 Years
\$1,041,460.00	\$265,197.60	4 Years

What is a \$1 Purchase Option?

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

Why use a \$1 Purchase Option?

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

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

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

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

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

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

Bobby Dickerson

Education Financing Manager–Central/West US | Apple Financial Services

T: 512-674-2387 | E: rdickerson@apple.com

Pricing Notes and Conditions

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

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

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

AGiREPAIR

A Division of Asset Genie Inc.
220 Huff Avenue, Suite 500
Greensburg, PA 15601
(724) 838-1170
(724) 838-1179 Fax

Quote		Sold To			Ship To			
Quotation Number	1329915	DECATUR PUBLIC SCHOOLS 61			DECATUR PUBLIC SCHOOLS 61			
Customer	DECATUR PUBLIC SCHOOLS 61	300 E ELDORADO ST			300 E ELDORADO ST			
Customer ID	DECATURPS61	DECATUR, IL 62523			DECATUR, IL 62523			
Quotation Date	05/09/19							
Reference Number					(217) 362-3070 Ext:			
Quote Expiration	06/09/19				Attn: JENNIFER TUGGLE			
Purchase Order	Reference	Ordered By	Terms	Sales Rep	Shipping Method	Scheduled Ship		
	iPad 6 - Edge 360	JENNIFER TUGGLE	N45	JB9	FEDEX GROUND			
Line	QTY	Item Number	Description			Warehouse	Unit Price	Line Total
1	3,300	CASE-BH-IPAD9.7-EDGE360	AGiProtect - iPad 6 Case (BH Edge 360) with 3 Year Protection Plan			APL	\$59.00	\$194,700.00
2	1	SHIPPING	AG iRepair Shipping			APL	\$10.00	\$10.00
3	-1	SHIPPING-FREE	FREE SHIPPING AGI-REPAIR			APL	\$10.00	(\$10.00)

Subtotal	\$194,700.00
Tax	\$0.00
Payments Received	\$0.00
Balance	\$194,700.00



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: FY20 Consolidated District Plan
Initiated By: Rhonda Thornton, Grants Administrator, Kathy Horath, Director of Macon-Piatt Special Education, Dr. Josh Peters, Director of Curriculum and Instruction, Secondary, Charlotte Thompson, Director of Curriculum and Instruction, Elementary, Dr. Todd Covault, Chief Operational Officer	Attachments: FY20 Consolidated District Plan
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

ISBE has launched a new platform in IWAS for grants management. It is called the IL ePlan or the Consolidated District Plan, which will consolidate and streamline the federal grant application and management process to reduce the burden on grantees. The first phase of the IL ePlan, the Consolidated District Plan, is being implemented in IWAS for the fiscal year 2020 grants. The Consolidated District Plan allows grantees to answer one set of planning questions to meet those requirements for the federal formula grants listed below:

- Title I, Part A – Improving Basic Programs
- Title I, Part D – Neglected
- Title I, School Improvement 1003(a)
- Title II, Part A – Preparing, Training, and Recruiting High-Quality Educators
- Title III – English Language Instruction Education Program
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool

New for FY20, the ISBE requires the initial Consolidated District Plan to be approved by the local Board of Education.

CURRENT CONSIDERATIONS:

Decatur Public School Districts 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 FY20 Consolidated District Plan as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Applicant: DECATUR SD 61

Application: 2019-2020 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 20-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan ▾

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

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
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Needs Assessment Impact

Instructions

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. ☒ Title I plan(s)
- 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 special education cooperative conducted a needs assessment survey to determine the needs of our staff serving special education students.

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 needs 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.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. 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 are 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 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 this strategy are greatly lacking. 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 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.

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, 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.

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 the 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 for 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 needs to be developed and implemented.

B. Title I, Part A - School Improvement Part 1003(a)

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 are 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 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 this strategy are greatly lacking. 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 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.

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, 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.

Due to budgeting 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. There are no mentors for new teachers to help provide support. The sudden change of administrative leadership has impacted the climate and culture of the school. Establishing routines and expectations has 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 the 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 for 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 needs to be developed and implemented.

C. Title I, Part D - Delinquent

D. Title I, Part A - Neglected

As a side note, the district has opted into Title I Part A - Neglected at this time. However, the residential facility in our district boundaries has announced that it will be closing two of their three facilities by the end of the 2018-2019 school year. At the time of submission of the CDP, nothing has been finalized and the district is proceeding with opting in to the funds but may need to seek guidance on a reduction of funding.

By the end of the school year using reading assessment conference form from the next steps guided readings assessment kit to determine students instructional reading level as well as progress towards grade equivalent goals ninety percent of the Webster Cantrell students will show eight months' worth of growth in their instructional reading level.

The teacher will provide a standards based curriculum in line with Decatur public school district curriculum and with the Illinois learning standards. The next steps to guided reading materials will be used to support the teacher's efforts. The District is 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 primary grade levels to improve our students' literacy skills. The district 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 normative national assessments and standards-based local assessments including MAP Assessments in Reading, Language Usage, Mathematics, Illinois Science Assessment and Content Area Assessments. Academic screening will be done three times per year for MAP and NSGRA assessments. The Illinois Science Assessments and SAT are all done yearly. All other local assessments can be done as frequently as needed.

Students are involved in several character building programs. The teachers take time to work with the students on how to stop violence. Self-esteem is an issue with these students and a barrier for the teachers. DVD's and games were purchased to help the students learn to handle any situation that they may be forced to deal with. The district has a Parent Advisory committee that provides input and consultation regarding Board policies and procedures for student conduct and student discipline. 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. Restorative practices are a means of interventions and supports that reduce exclusionary discipline and provide a continuum of care for students' needs.

All students are assessed using the Gates-McGinitie in the area of Reading. The Stanford Math Test will be used to monitor the progress of students in Math. Collaborative analysis of student data involves the grade-level/content-area team, instructional specialists, and building administrators. The student data analysis results in an instructional plan for meeting the needs of all students. It includes whole-class, small group, and individualized instruction. Student achievement gains will be measured to determine the effectiveness of the character education programs being provided. Collaborative analysis of student data involves the grade level content area team, instructional specialists, and building administrators. The student data analysis results in an instructional plan for meeting the needs of all students. It includes whole class, small group, and individualized instruction.

The youth placed at Webster-Cantrell Hall have been identified as emotionally disturbed and have been placed there by the courts, private agencies and/or Department of Children and Family Services. After initial testing, students with appropriate behavior skills are placed in the Decatur Public Schools. An IEP has been written and evaluated for most of the students.

The facility, Webster-Cantrell works with Decatur Public School District to enroll students who are placed based on grade equivalency attend either Eisenhower High School, Special Education Alternative Program, Thomas Jefferson Middle School, or MacArthur High School. This grant hires a .75 FTE teacher, to pull students out to receive additional individual and small group help with reading. This grant provides services that are above and beyond the normal school program. The after school tutoring also provides additional small group reading support for students 3 days a week after school. This grant hires 1 FTE teacher, to pull students out to receive additional individual and small group help with reading. This grant provides services that are above and beyond the normal school program.

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 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 this strategy are greatly lacking. 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. Additional professional development is needed to ensure the resources are implemented with 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.

G.Title III - LIEP

A vast majority of our ELLs struggled to Meet or Exceed expectations on PARCC in the 2017-18 school year. Only one of our ELLs met or exceeded on the SAT/PSAT during the 2017-18 school year. Knowing this information, we know that we have a lot to do in order to grow and enhance our ESL program in Decatur SD 61.

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 do not have a phonics program that fully benefits our EL students of all ages. We have purchased a phonics program this year for our K-2 program but still lack the necessary materials to help teach basic English phonics to our older students in grades 3-8. The older students also need continuous help with phonics and vocabulary. Many of our EL students come to our district with limited

background knowledge in English, so anything at a basic level to help make connections to text is vital.

We currently have a high number of Spanish and English instructional materials within our main K-8 ESL building, but our Spanish curriculum is starting to become quite outdated. We have a limited amount of instructional materials in alternate languages as well. We would like to continue to specifically increase the amount of Arabic materials we currently have on hand. Updating and expanding these curriculums will help us be more consistent and better prepared to teach students.

Our high school programs have struggled to attain ESL teachers. We have had numerous substitutes and the Rosetta Stone program to help support our EL students at the higher levels. We are continuing our work to try and build our high school EL program.

Knowing all of the information above, we have been working on going into the 2019-2020 school year with a plan to address many of our deficit areas. This Needs Assessment plan has also 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 - Immigrant Education Program

A vast majority of our ELLs struggled to Meet or Exceed expectations on PARCC in the 2017-18 school year. Only one of our ELLs met or exceeded on the SAT/PSAT during the 2017-18 school year. Knowing this information, we know that we have a lot to do in order to grow and enhance our ESL program in Decatur SD 61.

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 do not have a phonics program that fully benefits our EL students of all ages. We have purchased a phonics program this year for our K-2 program but still lack the necessary materials to help teach basic English phonics to our older students in grades 3-8. The older students also need continuous help with phonics and vocabulary. Many of our EL students come to our district with limited background knowledge in English, so anything at a basic level to help make connections to text is vital.

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Knowing all of the information above, we have been working on going into the 2019-2020 school year with a plan to address many of our deficit areas. This Needs Assessment plan has also 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 each year.

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 also endorsed the need to learn more about general disabilities and the impact they have on learning. 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 and progress monitoring. Some staff responded they would like support on assistive technology and Apps for tablets, using social stories, learning about executive functioning, legal rights for students and parents.

Parents who responded to the survey endorsed the desire to collaborate with other parents of children with disabilities, how to help at home with IEP goals, how to be more involved in the school and desired tips for behavior management. Specific responses also include ABA methods at home.

Staff indicated a sense of pride in their schools' special education services, but expressed some concern about collaboration and co-teaching with general education. Concern was raised across the district regarding the teacher shortages and the use of retired teachers and long-term subs to teach students. Concern was also raised about the social worker shortages, as well.

Parents indicated positive response to their son/daughter's IEP team, but desired more supports for autism and behavior management.

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 behavior plans. They also endorsed the need to learn more about general disabilities and the impact they have on learning. 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 and progress monitoring. Some staff responded they would like support on assistive technology and Apps for tablets, using social stories, learning about executive functioning, legal rights for students and parents.

Parents who responded to the survey endorsed the desire to collaborate with other parents of children with disabilities, how to help at home with IEP goals, how to be more involved in the school and desired tips for behavior management. Specific responses also include ABA methods at home.

Staff indicated a sense of pride in their schools' special education services, but expressed some concern about collaboration and co-teaching with general education. Concern was raised across the district regarding the teacher shortages and the use of retired teachers and long-term subs to teach students. Concern was also raised about the social worker shortages, as well.

Parents indicated positive response to their son/daughter's IEP team, but desired more supports for autism and behavior management.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Applicant: DECATUR SD 61

Application: 2019-2020 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 20-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

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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
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Stakeholder Involvement

Instructions

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:

- ☒ All kindergartners are assessed for readiness.
- ☒ Ninety percent or more of third-grade students are reading at or above grade level.
- ☒ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

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)
- B. ☒ Principals (1,7,8)
- C. ☐ Other school leaders (1,8)
- D. ☒ Paraprofessionals (1)
- E. ☐ Specialized instructional support personnel (1,2,3,4,8)
- 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)
- 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
7 = Title III, including LIEP and Immigrant Education
8 = Title IV, Part A - Student Support and Academic Enrichment

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 and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the FY19 Title I 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, parent advisory meetings, building level PLC meetings, instructional coaches PLC meetings and assessment committee meetings
9/6, 10/18, 11/8/18, 2/7, 4/11/19: 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
11/19, 1/8, 4/1- Standards Based Grading- whole team meetings Grades 1-6. Met to identify power standards, create the new report card, and create a proficiency scale rubric for each standard. Discussed staff rollout/parent rollout.
8/20, 8/21, 8/22, 8/23- Literacy Intervention Specialist- planning meetings: discussed identification of students, student supports and planning for implementing Reading recovery
9/25, 10/16, 11/13, 1/15, 2/19, 3/12, 4/9, 5/7- Literacy Leadership Network- best practices in literacy for Instructional Specialists K-8
5/28 -5/31/19: Various building level PLC meetings--school-wide school improvement planning, parent involvement, trauma informed practices, literacy supports for students

Response from the FY19 Title I District Plan.

The district re-examined the current plan over a series of months through administrative PLC meetings, parent advisory meetings, building level PLC meetings, instructional coaches PLC meetings and assessment committee meetings
1/11, 2/8, and 4/12/18 : Parent Advisory Committee. During this meeting parents and district staff discussed student discipline practices, reducing incidences of bullying and harassment, reviewed the student code of conduct and examined and discussed parent engagement strategies.
3/8, 3/15, 4/19, and 5/18/18: Admin 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 trauma informed practices to implement next year.
3/14 and 5/17/18 Assessment committee meetings: current assessment practices, conducted an assessment audit and began planning for student assessments for next year to better meet the needs of students and better assist teachers with
4/24, 5/16/18: Literacy Intervention Specialist planning meeting: discussed identification of students, student supports and planning for implementing Reading recovery
3/8, 3/15, 4/19, and 5/18/18: Instructional coaches PLC meetings: balanced literacy review, new teacher support planning for next year, NSGRA training
5/25, 5/29-5/31/18 Various building level PLC meetings: school-wide school improvement planning, parent involvement, trauma informed practices, literacy supports for student

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]**

For your convenience, the FY19 Title I 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 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.

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.

Response from the FY19 Title I District Plan.

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4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. [3]**

NOTE: This is a new field for FY2020. There is nothing to re-display.

([count] of 7500 maximum characters used)

Each school produces monthly newsletters home to parents making them aware of curriculum updates and family events. 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.

Title I Requirement:

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

ESEA 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 entities, and 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 1116(a)(2) and Section 1112(b)(7)

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

** 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

Consolidated District Plan

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File Upload instructions are linked below. Click here for general page instructions

Private School Participation

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.

Private School Name	Titles I, II, IV	Consultation Date		School Closing
		IDEA Flow-Through	IDEA Preschool	
Holy Family School	5/23/2019	05/17/2019	05/17/2019	<input checked="" type="checkbox"/>
St. Patrick's School	5/23/2019	05/17/2019	05/17/2019	<input type="checkbox"/>
Our Lady of Lourdes	5/23/2019	05/17/2019	05/17/2019	<input type="checkbox"/>
Lutheran School Association	5/23/2019	05/17/2019	05/17/2019	<input type="checkbox"/>
St. Teresa High School	5/23/2019	05/17/2019	05/17/2019	<input type="checkbox"/>
Decatur Christian School	5/23/2019	05/17/2019	05/17/2019	<input type="checkbox"/>
Antioch School	5/23/2019	05/17/2019	05/17/2019	<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload – NOTE: READ BEFORE IMPORTANT link** below.

Choose File No file chosen

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload - NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template

Choose File No file chosen

- ☐ TMC Handouts, Newspaper Ads and Sign In Sheets 5.17.2019.pdf
- ☐ Letter to Principals of All Private Schools.pdf
- ☐ DPS Affirmations and List of Home School Students.pdf
- ☐ Letter to All Parents of TMC Students.pdf

Applicant: DECATUR SD 61

Application: 2019-2020 Consolidated District Plan - 00
Cycle: Original Application

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County: Macon

Consolidated District Plan ▾

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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
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Preschool Coordination[Instructions](#)

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:

- ☒ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

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 individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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 school contacts the 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 screening sweep is 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 kindergarten.

Response from the FY19 Title I District Plan.

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 school contacts the 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 screening sweep is 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 Kindergarten.

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

Applicant: DECATUR SD 61

Application: 2019-2020 Consolidated District Plan - 00
Cycle: Original Application

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Consolidated District Plan

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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
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Student Achievement and Timely Graduation[Instructions](#)

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:

- ☒ All kindergartners are assessed for readiness.
- ☒ Ninety percent or more of third-grade students are reading at or above grade level.
- ☒ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

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(s).* [1]

For your convenience, the FY19 Title I 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)

Instructional specialists and teaching assistants support a well-rounded education. The teaching assistants work in one-on-one and small group situations with students. The instructional specialists 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. Instructional specialists 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 school's 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 parent 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 education activity. 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 impetus for parent involvement and participation. Their work addresses communicating policies and expectations (especially concerning attendance and truancy), facilitating support services, and cultivating and maintaining 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 four major questions. Schools participate in professional learning opportunities (both internally and outside of the district) that promote curricular and instructional excellence. Building-level embedded professional learning 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 students, professional learning for staff, and appropriate materials to assure an exemplary program. The District supports kindergarten transition summer programs,

summer learning camp and enrichment camps, as well as a middle school camp experience. Supporting extended learning opportunities through reallocation of resources (financial, materials, and human capital), is essential to student success. Additionally, programming as outlined in the state and federal guidelines for schools requiring intervention is put into place.

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 wireless Internet. 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 take advantage of the global classroom. Professional learning is provided to assure appropriate use of devices by staff and students.

Response from the FY19 Title I District Plan.

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, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the FY19 Title I 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)

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 normative national 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 yearly. All other local 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 specialists, and building administrators. The student data 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 FY19 Title I District Plan.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.* [3]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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The District continues to implement Reading Recovery. Reading Recovery is a short-term intervention for first graders having extreme difficulty with early reading and writing. Specially trained teachers work individually with students in daily 30-minute lessons lasting 12 to 20 weeks. After a full series of lessons, about 75% of these students reach grade-level standard. Reading Recovery teacher training is a year-long intensive commitment. Teachers in Reading Recovery training engage in a week-long assessment training, complete weekly coursework, and use their coursework to immediately teach students. A Reading Recovery trainer observes the teacher in training at least four times during the year.

We utilize Next Steps to Guided Reading district-wide. The Language Arts curriculum coordinator for the district and the Lead Literacy Intervention Specialist will work closely together to carry out the literacy plan for the district. The District is 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 primary grade 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 students based on the 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 school day as well as afterschool. 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.

During the 2018-2019 school year, we piloted Leveled Literacy Intervention (LLI) at 7 school sites. Due to the positive student growth observed in overall reading level, we are purchasing LLI Orange for Kindergarten, LLI Green for 1st Grade, and LLI Blue for 2nd grade for the remaining buildings. This will give us a districtwide Tier II intervention that is consistent across the board.

Response from the FY19 Title I District Plan.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.* [4]

For your convenience, the FY19 Title I 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)

Providing instructional support for students is accomplished in several ways in Title I schools. Instructional specialists provide targeted assistance to teachers and students through modeling lessons, co-teaching, providing one on one support to new teachers as well as providing instructional strategies for implementing technology into the classroom. Literacy Intervention Specialists provide Reading Recovery support to 1st grade students as well as provides literacy intervention strategies to teachers. Title I K/1st grade Teaching Assistants provide 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 decision-making.

During the 2018-2019 school year, two schools piloted Fountas and Pinnell Classroom materials for Interactive Read Aloud and Shared Reading. Due to their alignment with our balanced literacy framework, we will be purchasing for all classrooms K-2 and including additional components of Reading MiniLessons and Phonics, Spelling, and Word Study.

Our district is fully implemented in 1:1 individualized learning devices. Each student has a device to use every day. The district has a strong commitment to integrate technology into daily instruction. Technology is used to better meet the individual needs of students.

Response from the FY19 Title I District Plan.

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 higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

For your convenience, the FY19 Title I 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 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 are not taught at 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, State law, and 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 completion 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.

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 transfers, professional 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 FY19 Title I District Plan.

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

For your convenience, the FY19 Title I 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 - Points of View. Access to 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 fit their learning 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 Google Drive, and provide access to additional resources within the database suites. Resources are chosen based on curriculum needs within the district and support learning at

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 additional ways 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 as they can.

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

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

For your convenience, the FY19 Title I 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)

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 strategies to serve 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 and collaborative skills.

Response from the FY19 Title I District Plan.

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.

[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)

Part A: Title I, Part 100.3a, Title I, Part D: Title II, Part A: Title III, and/or Title IV, Part A

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

[illegible]

County: Macon

Applicant: DECATUR SD 61

Application: 2019-2020 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 20-CDP-00-39-055-0610-25

Consolidated District Plan

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Click to Return to Application Select

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
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Instructions

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 must be selected.

ISBE Goals:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

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 including, if applicable, through:
 - 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 skills.*

For your convenience, the FY19 Title I 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)

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 in high school. 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 project based 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 ensures completion of a 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, reviewing the student's 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 and 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 material 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. Mini-workshops are presented 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 high school and 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 freshman community 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 courses. 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 various trade programs that help prepare students with the skills to be successful in a two year degree or trade certification program as well.

Response from the FY19 Title I District Plan.

In the 7th and 8th grade, students take a careers course that helps them gain exposure to different career opportunities. Students hear from guest speakers and go on site visits to gain exposure to various opportunities that they may not have realized. Students explore their strengths and how they can use those to select what careers they would enjoy and be successful at.

The freshman counselor and freshman community assistant principal involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of a 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, reviewing the student's progress and suggesting appropriate interventions as necessary.

Most 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 and 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 material 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. Mini-workshops are presented 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 high school and 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. Freshman Seminar teachers are chosen and trained to form nurturing academic relationships with students to improve students' work and achievement. Students that do not take Freshman Seminar take Intro to Ag. This course provides these students with similar experiences combined with leadership skill building.

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 freshman community 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 courses.

Students have the opportunity during high school to take dual credit and AP courses. There are also multiple courses, programs and Internships that the students can take during high school to better prepare them for their chosen career path.

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 and promote skills attainment important to in-demand occupations or industries in the State; and

Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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

([count] of 7500 maximum characters used)

DPS serves 17 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 internship opportunities for students throughout the community, and we offer a building trades and career course at the high school building level as well.

Response from the FY19 Title I District Plan.

DPS serves 17 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 internship opportunities for students throughout the community, and we offer a building trades and career course at the high school building level as well.

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

[illegible]

Applicant: DECATUR SD 61

Application: 2019-2020 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 20-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan ▾

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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
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

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 2019-2020 school year, provide a brief description of professional development activities to be funded by the 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 and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

NOT PROVIDING.

B. Title I, Part A - School Improvement Part 1003(a)

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

The Title I, Part D funded Reading teacher will attend reading conferences as needed.

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

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

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. Nonpublic consultation takes place two times a year. Nonpublic communication is ongoing throughout the year regarding each building's 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 - Immigrant Education

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

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

K. IDEA, Part B - Flow-Through [2]

The mandatory 5% set-aside for 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. Topics for PD include those discussed on the Needs Assessment, as well as ongoing legal training to stay up to date on legal issues.

1. IDEA, Part B - Preschool

The mandatory 5% set-aside for 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. Topics for PD include those discussed on the Needs Assessment, as well as ongoing legal training to stay up to date on legal issues. In addition, there are number of free/low cost workshops for teachers of preschool students with IEPs.

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 A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

[illegible]

[illegible]

Applicant: DECATUR SD 61
 Application: 2019-2020 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 20-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

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 Click to Return to Application Select

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
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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 must be selected.

ISBE Goals:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

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 below. [2]
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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([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 behaviors. Prevention activities include curriculum covering conflict resolution, appropriate social skills, identifying and reporting bullying, retaliation, and bystander skill set building. Interventions are used to reduce instances at every tier which includes, social work interventions, check in/check out, problem solving skills interventions, social emotional learning curriculum integration, counseling, and community based therapeutic 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 family. After findings are gathered remedial action and next steps are taken to address concerns with interventions at the building level.

Instructions

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, assessment of district 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, accountability, and 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 constructed in such a way 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 based decisions. 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 such as social work intervention, classroom consultations, check in/check out, brief FBA/BIP, behavioral modification plan, and counseling. Students needing additional behavioral support services at Tier 3 receive individualized behavioral supports and are identified through the problem solving process.

Response from the FY19 Title I District Plan.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and 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.):*

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([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 immediately upon enrollment through collaboration with our transportation department, as well as secondary students are provided tokens for public transportation. Additional supports provided are uniform vouchers and 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 FY19 Title I District Plan.

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 who are not 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

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Spell Check

Instructions

Attendance Center Designation

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0036 - EISENHOWER HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0038 - MACARTHUR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1030 - THOMAS JEFFERSON MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
1034 - STEPHEN DECATUR MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2004 - DENNIS ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2005 - DURFEE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2007 - ENTERPRISE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2009 - BENJAMIN FRANKLIN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2010 - MARY W FRENCH ACADEMY	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2011 - GARFIELD MONTESSORI SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2014 - WILLIAM HARRIS ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2016 - MUFFLEY ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2017 - OAK GROVE ACCELERATED SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2019 - PARSONS ACCELERATED SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
201C - ROBERTSON CHARTER SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2023 - SOUTH SHORES ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2025 - STEVENSON ACCELERATED SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2031 - MICHAEL E BAUM ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2032 - JOHNS HILL MAGNET SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
2034 - HOPE ACADEMY	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	09/12/2003
3001 - PERSHING EARLY LEARNING CENTER	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3004 - Alternative Education Center	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3005 - SOUTHEAST LEARNING CENTER	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Thomas Jefferson and Stephen Decatur are combining to create one middle school.
Harris and Hope are combining to create one K-8 school

Describe anticipated Reorganizations:

County: Macon

Consolidated District Plan

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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
Title I Specific									Title I Specific Part Two

Instructions

Title I Specific Requirements - Part Two

If Title I 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 Title I funds, 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 must be selected.

ISBE Goals:

- ☒ All kindergartners are assessed for readiness.
- ☒ Ninety percent or more of third-grade students are reading at or above grade level.
- ☒ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

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 (2) of section 1111(d). * (Section 1112(b)(3))

Section 1111(d)

For your convenience, the FY19 Title I 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.

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 school based upon 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 FY19 Title I District Plan.

The District uses needs assessments to determine the scope of services and programming that is needed to support schools designated as "comprehensive" or "targeted". We currently have one school, William Harris Elementary, that had received the designation of priority. District administration and the leadership team at the school identified areas of need, and Title budgets were adjusted to ensure additional funds were provided to the school.

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? * (Section 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 number of 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 programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the FY19 Title I 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 operates schoolwide programs at all 17 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 that students are meeting or exceeding on the IAR test

The District receives Title I Part D Neglected funds. The program serves students from Webster Cantrell Hall and provides the students with reading support through the employment of 1 FTE reading teacher.

Re-display of the approved response from the FY19 Title I District Plan.

The District operates schoolwide programs at all 17 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 that students are meeting or exceeding on the PARCC test.

The District receives Title I Part D Neglected funds. The program serves students from Webster Cantrell Hall and provides the students with reading support through the employment of 1 FTE reading teacher.

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

For your convenience, the FY19 Title I 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.

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 FY19 Title I District Plan.

The district does not operate any targeted assistance programs.

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 who are 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	Foster Care Transportation
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts		Best Interest Determination		Foster Care Transportation Plan Development			

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 the 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 med-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 (Multi-Purpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.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 contracts 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 parents 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

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
<div> <div>Foster</div> <div>Care Transportation Requirements</div> </div>									
<div> <div>Foster</div> <div>Care Transportation Plan Contacts</div> </div>									
<div> <div>Best</div> <div>Interest Determination</div> </div>									
<div> <div>Foster</div> <div>Care Transportation Plan Development</div> </div>									

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:

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

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

1. LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Jrull	Jodi	Transition coordinator	jrull@dps61.org


2. LEA Transportation Director - required*

Walker	Henry	Director of Operations	hwalker@dpso1.org
Last Name*	First Name*	Position/Title*	Email*

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

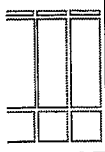
- ### 3. Other personnel

Last Name	First Name	Position/Title	Email
Covault	Todd	Chief Operational Officer	tcovault@dps51.org

 Click here to add information for additional other personnel.

***Required field**

[illegible]



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Needs Assessment Impact	Stakeholders	Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation
Care Transportation Requirements	Foster					Best Interest Determination		Foster	
		Care Transportation Plan Contacts						Care Transportation Plan Development	

Best Interest Determination*******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 care. Include the 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 ensuring school stability.

For your convenience, the FY19 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) 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; LEA POC, education decision maker for the student; the student when necessary; 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 when determining a student's 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 wellbeing. 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.

Response from the approved FY19 Foster Care Transportation Plan.

- 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 hereSee Section 504 here

For your convenience, the FY19 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 the educational needs and programming available for the students educational success.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 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 FY19 Foster Care Transportation Plan.

- 4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.***

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 determined.

For your convenience, the FY19 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 district or the LEA POC with written notice of the district's determination. The notice of the dispute, if provided to the district 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 make a 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 package; 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

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's 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 reasonably 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 CWA. 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 II decision rendered by the superintendent or designee; any additional information from the caregiver or educational 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 or educational decision-maker.

Level Three

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 the Level II decision of their intent for 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 Level II decision of their 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.

III appeal. The documentation must be submitted in one consolidated and complete package via email to the CJS Foster Services, 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 of 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 of services for a student in foster care in the district.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

[illegible]



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

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 FY19 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 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 be notified 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. This information is given to the LEA POC to include in the BID.
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 to the 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 from school.

Response from the approved FY19 Foster Care Transportation Plan.

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 a 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 with 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 FY19 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 exciting 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. The 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, IDEA funds, Title I, or local funds

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 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 by 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 district 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 make a 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 package; 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's 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 reasonably 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 CWA. 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 II 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 or 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 the 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 of 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.

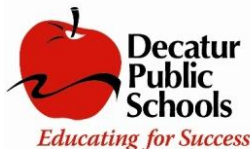
Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 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.



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: Decatur Public School District 61 Calendar for the 2019 – 2020 School Year
Initiated By: Bobbi Williams, Assistant Superintendent of Teaching and Learning	Attachments: None
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The school calendar was created with input from union leadership and Executive Cabinet. As stated in January, school districts have been waiting for guidance from the state. A recent amendment to proposed legislation, Senate Bill 0028, was approved to require a minimum number of 5 hours of instruction per day. The number of required instructional days has also increased from 174 to 176. Finally, the DEA contract consists of 185 days which includes five emergency days and one mid-year teacher work day. We have agreed to a MOU that would make the mid-year teacher workday optional for a stipend.

CURRENT CONSIDERATIONS:

Normally, the ISBE calendar template would be used and attached for the BOE to view, but adjustments at the state level have not been finalized at this time for the template with guidance. The following is the 2019-2020 calendar of dates:

Date	Scheduled Events	School in Session vs. No School
August 12	Teacher Work Day	No School for Students
August 13	Building Meetings	No School for Students
August 14	Students' First Day of School	School in Session
September 02	Labor Day Holiday	No School/District Offices are Closed
October 14	Columbus Day Holiday	No School/District Offices are Closed
October 25	Parent/Teacher Conference Day	No School for Students
October 28	Full PLC Day	No School for Students
November 11	Veterans Day Holiday	Students are in Session
November 27	Veterans Day Observed	No School/District Offices are Closed
November 28-29	Thanksgiving Holiday	No School/District Offices are Closed
December 23-January 03	Winter Break Continued	No School for Students and Staff District Offices are Open
December 24-25	Christmas Holiday	No School/District Offices are Closed
January 03	Teacher Work Day	No School for Students
January 06	Students Return	School in Session
January 20	M.L. King Jr.	No School/District Offices are Closed
February 17	President's Day Holiday	No School/District Offices are Closed
March 02	Casimir Pulaski Day	Students are in Session

March 09-13	Spring Break	No School for Students and Staff District Offices are Open
April 10	Good Friday Holiday	No School/District Offices are Closed
April 13	Easter Holiday Observance	No School/District Offices are Open
May 20	Last Student Attendance Day	School in Session for a Full Day
*May 22, 26-29	Emergency Student Attendance Days	Will use at the end of the 2019-2020 School Year if needed

Early Release PLC Days for all Schools

September 25
October 9
November 6
February 5
March 25
May 6

As reported this winter, both high schools will release one hour early on Wednesdays for teachers' PLC.

FINANCIAL CONSIDERATIONS:

N/A

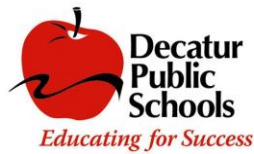
STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the FINAL Decatur Public School District 61 Calendar for the 2019-2020 School Year as presented.

RECOMMENDED ACTION:

☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: Before and After School Childcare Program for the 2019-2020 School Year
Initiated By: Ashley Grayned, Director of Innovative Programs and Bobbi Williams, Assistant Superintendent	Attachments: Power Point Innovative Learning
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

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

CURRENT CONSIDERATIONS:

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

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

FINANCIAL CONSIDERATIONS:

None.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Before and After School Childcare Program Agreement for the 2019-2020 School Year as presented.

RECOMMENDED ACTION:

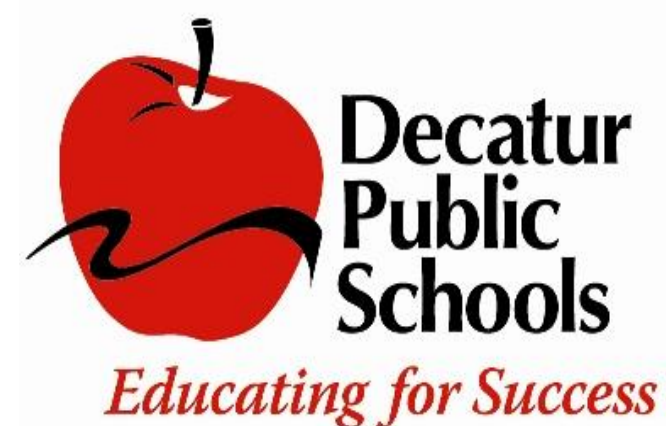
- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



*Innovation-Driven,
Extended Learning Programs*





Decatur Public Schools #61

Board of Education Meeting, May 28, 2019
Ashley Grayned, Director of Innovative Programs



Who is Innovation Learning?

A unique and innovative approach to before and after school programming that has been developed and is operated by former teachers, principals and school district administrators who importantly, also happen to be parents! We were dissatisfied with the programs in our schools and wanted to develop a holistic, intentional program that was “connected” and served to support our mission and vision.

Program Pillars

Holistic & Innovative

Program Philosophy

- **Holistic Approach** – Looking at the whole child in an effort to improve academic and social outcomes.
- **Intentional Programming** – We integrate the skills associated with innovation into everything we do.
- **A Community Based Approach** – No matter where we offer programs, we are community based!
- **Research Based Methodology** – Our curriculum and methodology has been tried and tested in a variety of settings.
- **Flexibility and Choice** – For Students, Schools and Families.
- **Innovation Learning is for All Children!**



Innovative Programming

Curriculum & Methodology



It is our mission to “create tomorrow’s innovators today.” Our programs are based upon the premise that Innovation as a “set of skills,” can be nurtured, taught and practiced. These skills which include curiosity, collaboration, associative and integrative thinking and a bias toward action and experimentation, contribute to an “innovative mindset” which improves social, emotional and academic outcomes for children.

Research Based Methodology & Curriculum

Tried & Tested



Methodology

- Buck Institute for Education, Project Based Learning
- Engineer Design Process
- Design Thinking
- Agile Design Management
- Sprint Method of Design and Development
- Google 20% Time
- Gamification and Simulation
- Responsive Classroom Approach.
- NIOST – Afterschool Program Assessment System

Curriculum

- SPARK (Sports, Play & Active Recreation for Kids)
- Morning Meeting
- Engineering is Elementary
- Rozzy Learning
- Scratch
- Code.org
- Cubelets Robotics
- Drone Curriculum.net
- Peekapac
- MathIXL
- Sphero Edu
- MakeyMakey Labz
- iReady

Curriculum & Program Options

Choice & Voice



- STEM – Innovation Stations
- Academic Homework Support
- Tutoring
- Fun Fitness
- Innovative Sports
- TINKER Time
- Team Building/Social Skill Development
- Free Play
- Creative/Imaginative Play
- Relaxation Time
- Enrichments
- Summer & Vacation Day Programming

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

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



“They listen to our principals and educators to adjust programs and schedules as needed. I am impressed with their leadership and staff for their responsiveness, professionalism, knowledge and skill specific to education. They take the time to hire the best and most qualified professionals, thoughtfully plan their curriculum, and pay close attention to the needs and desires of the school.”

Dr. Sharma-Lewis
Diamond Lake SD 76

Innovative Programming

Community Based & Seamless

Program Staffing

Professionalization



- Community Based
- Paid Volunteer Time at Each School
- Experienced Leaders On the District Level
- Licensed, Experienced Teachers at Each Site
- Special Educators
- School and District Approved Staff
- Better Ratios (1:12)
- 25% Higher Wages on Average
- Professional Development Program
- Regular Feedback and Evaluation

Two Way Communication

A Connected Partner



- Regular Meetings with School Administration
- Parent Advisory Committees
- Student Presentation Nights
- Open House Events
- Parent Hotline (Bilingual Customer Service)
- Monthly Newsletters
- Email Blasts
- Social Media
- Regional Director
- Area Director Contact
- Site Coordinator Contact
- Data Collection - Surveys and Focus Groups
- iPad Check Out & Communication

Inclusivity

Innovation Learning for All Children

Our Board Chair

Fred Poses

POSES
FAMILY
FOUNDATION

IMAGINE. COLLABORATE. TRANSFORM.



All Inclusive

Innovation Learning for All Students

- **Financial Assistance:** Set aside 6% of all revenue for students in need.
- **Financial Assistance:** We accept state subsidy
- **Financial Assistance:** Sliding scale for those that don't qualify for subsidy but qualify for the National Free Lunch Program.
- **Financial Assistance:** Additional scholarships allotted for each school.

We Will Turn No Student Away!





All Inclusive – Students with Special Needs

Nowhere in the field of before- and after-school programming will you find as strong a commitment to students with disabilities. As part of our relationship with Fred Poses and the National Center for Learning Disabilities (NCLD) we are under a mandate to include and empower students with special needs.

Program Benefits

Holistic & Innovative

- A structured, research based program that serves as an additional resource in your effort to achieve your district's mission and vision for learning.
- A professional program that leverages the expertise of licensed educators.
- An inclusive program that offers supports for students with disabilities and for those in financial need.
- A flexible program that is adaptable to the wants and needs of each of your school communities.
- A program that adds value and goes beyond by offering additional enrichment and STEM opportunities for your students.
- A program that is fun, exciting and innovative.



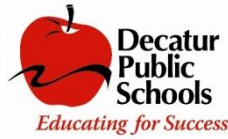


“Since starting in our district, they have delivered on all accounts and exceeded our expectations confirming we made the best decision for our children and community. I am confident, should you select Innovation Learning, you too will receive the same high quality partnership and top-notch program for your children. ”

Wayne Krueger
Smithville Public Schools

Thank You!

Questions



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: Approval of Bid Specifications for Play Ground/Fall-Zone at Pershing Early Learning Center
Initiated By: Sarah Knuppel (Principal, Pershing Early Learning Center), Steve Kline (Director of Buildings and Grounds), and Todd Covault (EdD, Chief Operational Officer)	Attachments: Bid Recommendation Letter and Bid Tab
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The District received greater funds from the Preschool for All grant than capacity to expend. An amendment to the grant allowed for the funds to be used to offset the costs of replacing the fall-zone under the playground at Pershing Early Learning Center. The woodchips would be removed and a poured-in-place rubberized fall-zone would be installed.

CURRENT CONSIDERATIONS:

The Decatur Park District had similar interests with replacing fall zones. A proposal was jointly drafted for both entities. The cost for the District's portion is \$214,380.97.

FINANCIAL CONSIDERATIONS:

The project would be paid from the Preschool for All grant.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board approve the low bid proposal from Kinney Contractors, located in Raymond, Illinois, in the amount of \$214,380.97 to install a poured-in-place surface under the playgrounds at Pershing Early Learning Center as presented.

RECOMMENDED ACTION:

☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____



MEMORANDUM

To: Mr. Todd Covault – Chief Operating Officer
Decatur Public School District #61 School Board

From: Mary E. Cave, P.E.

Date: May 23, 2019

Re: Contractor's Bids
Pershing Early Learning Center Poured-In-Place Surfacing

Bids were received and opened on Wednesday, May 22, 2019 at 10:00 a.m. for the Pershing Early Learning Center Poured-In-Place Surfacing Project. Attached is a copy of the bid tabulation which details the bidders' unit prices and bids. The project was combined with a Decatur Park District Playground Surfacing Project. The first section of the bid is for the total project that includes the DPS 61 project and Decatur Park District project. Bid Alternates were used to determine the totals for each entities' project. As you will note, there was one (1) bid received, with a base bid of \$439,990.57. The DPS 61 portion of this amount is \$214,380.97.

The low bid was submitted by Kinney Contractors, a Central Illinois contractor who has done extensive municipal projects in the Decatur area. The poured-in-place provider is Cunningham Recreation, which also has several playground surfacing installations in the Decatur area. I have done work with both contractors and feel confident in their ability to successfully complete the project.

I recommend to you and to the School Board that the low base bid of Kinney Contractors in the amount of \$214,380.97 be accepted and that a contract to complete the work as per the Plans and Specifications be prepared. I can be present at the Board meeting to review the bids and answer any questions that the members may have prior to the vote to approve the Contract.

Mailing Address: 5 N. Country Club Rd., Decatur, IL 62521

Project Name: Playground Surfacing at Pershing Early Learning Center & Scovill Zoo					
Project Number: 7210				Apparent Low Bidder	
Bid Date: May 22, 2019				Kinney Contractors	
Time: 10:00 am				19342 E. Frontage Road Raymond, IL 62560	
Agency: Decatur Park District					
Item Number	Pay Item	Quantity	Unit	Unit Price	Total
1	Tree Removal	2	Each	\$0.00	\$0.00
2	Wood Chip Removal	950	Unit		\$0.00
3	Saw Cuts	149	Unit		\$0.00
4	Pavement Removal	192	ac		\$0.00
5	Poured-in-Place Surface Removal	1342	cy	\$79.40	\$106,554.80
6	PCC Curb 6"	299	foot		\$0.00
7	Playground Subbase	725	sf	\$14.05	\$10,186.25
8	Poured-in-Place Playground Surface, 2.5" on Aggregate Subbase	972	foot	\$133.30	\$129,567.60
9	Poured-in-Place Playground Surface, 2.5" on Existing Pavement	466	sy	\$133.32	\$62,127.12
10	Poured-in-Place Playground Surface, 3"	1342	each	\$79.40	\$106,554.80
11	Alterations, Cancellations, Extensions, Deductions & Extra Work	1	L Sum	\$25,000.00	\$25,000.00
TOTAL BIDS					\$439,990.57
COMPLETION DAYS					210
BA-1	Bid Alternate #1 - Decatur School District Work Only				(\$201,885.00)
Summary					
5	Poured-in-Place Surface Removal		cy	\$79.40	\$0.00
7	Playground Subbase	725	sf	\$14.05	\$10,186.25
8	Poured-in-Place Playground Surface, 2.5" on Aggregate Subbase	972	foot	\$133.30	\$129,567.60
9	Poured-in-Place Playground Surface, 2.5" on Existing Pavement	466	sy	\$133.32	\$62,127.12
10	Poured-in-Place Playground Surface, 3"		each	\$79.40	\$0.00
11	Alterations, Cancellations, Extensions, Deductions & Extra Work	0.5	L Sum	\$25,000.00	\$12,500.00
					\$214,380.97
BA-2	Bid Alternate #2 - Decatur Park District Work Only				(\$213,115.00)
Summary					
5	Poured-in-Place Surface Removal	1342	cy	\$79.40	\$106,554.80
7	Playground Subbase		sf	\$14.05	\$0.00
8	Poured-in-Place Playground Surface, 2.5" on Aggregate Subbase		foot	\$133.30	\$0.00
9	Poured-in-Place Playground Surface, 2.5" on Existing Pavement		sy	\$133.32	\$0.00
10	Poured-in-Place Playground Surface, 3"	1342	each	\$79.40	\$106,554.80
11	Alterations, Cancellations, Extensions, Deductions & Extra Work	0.5	L Sum	\$25,000.00	\$12,500.00
					\$225,609.60
					\$439,990.57
			5/23/2019		
Mary E. Cave, P.E.			Date		

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

DATE/TIME: May 14, 2019

4:00 PM

LOCATION: Keil Administration Building
1st Floor Board Room

PRESENT: Beth Nolan, President
Kendall Briscoe
Regan Lewis
Andrew Taylor
Courtney Carson, Vice President
Beth Creighton
Dan Oakes

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

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

<u>TOPIC</u>	<u>DISCUSSION</u>	<u>ACTION</u>
Call for Closed Executive Session	President Nolan called the meeting to order and moved into Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or imminent litigations, the purchase or lease of real (estate) property for the use of the public body, and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Mr. Carson. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Taylor, Lewis, Oakes, Briscoe, Carson, Creighton, Nolan Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Board moved to Closed Executive Session at 4:00 PM.
Return to Open Session	President Nolan motioned to return to Open Session, seconded by Mrs. Creighton. All were in favor. For the record, Vice President Courtney Carson was not able to attend the May 14, 2019 Open Session Meeting.	Board returned to Open Session at 5:55 PM.
Open Session Continued	President Nolan noted that the Board of Education had been in Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or imminent litigations, the purchase or lease of real (estate) property for the use of the public body, and discussion of collective negotiating matters between the Board and representatives of its employees. No action was taken during Closed Executive Session.	Information only.
Pledge of Allegiance	President Nolan led the Pledge of Allegiance.	
Student Ambassadors	President Nolan noted that Student Ambassadors Londarius Hayes and Alison McCrady were at this meeting.	

TOPIC	DISCUSSION	ACTION
Approval of Agenda, May 14, 2019	<p>Superintendent Fregeau recommended the Board approve the May 14, 2019 Open Session Board Meeting agenda as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mrs. Briscoe. All were in favor.</p>	Agenda was approved as presented.
Public Participation	<p>President Nolan noted that during Public Participation, the Board of Education asked for the following:</p> <ul style="list-style-type: none"> • Identify oneself and be brief. • Comments should be limited to 3 minutes. <p>None at this time.</p>	Information only.
Board and/or Other Committee Reports	<p><u>Schedule B</u></p> <p>Mrs. Creighton noted that the next meeting was scheduled for Friday, May 17, 2019 at 7:00 AM.</p> <p><u>Policies</u></p> <p>Mrs. Creighton noted that she and Mr. Taylor had their first Policy meeting last Thursday, May 09, 2019. There may be some recommendations during the May 28, 2019 Board of Education meeting. The committee will meet again in June 2019.</p> <p><u>DPS Foundation</u></p> <p>Mr. Oakes noted that there was a Foundation meeting last Thursday, May 09, 2019. He invited others to visit Enterprise Elementary/Montessori School. He also noted the student enrollment in the AG Academy courses. Dr. Fregeau noted that MacArthur High School submitted an award application based on the chapter activities (AG) from the past school year. The results were in and they were recognized in the top thirty-two schools in Illinois, which makes them a National Finalist, and a top school in their section. They will move forward and compete in the National Competition this fall 2019.</p>	Information only.
Board Discussion	<p><u>Board Committees</u></p> <p>Mrs. Creighton noted that she and Mr. Taylor were working on the language in the contracts and making sure it matched the language in the actual Board Policy.</p> <ul style="list-style-type: none"> • Class Size Committee <ul style="list-style-type: none"> ○ Still in the policy, but with the new DEA Contract, it does not exist. ○ This will be removed from the policy. • HR Committee <ul style="list-style-type: none"> ○ This is a new Board Committee. ○ Some duties – Superintendent’s evaluation and administrative pay schedule. ○ If it’s a Board Committee, it is subject to the Open Meetings Act, therefore guidelines must be followed as appropriate. ○ Superintendent’s evaluation is held in Closed Executive Session. ○ At this time, Andrew Taylor and Kendall Briscoe were assigned. 	Information only.

TOPIC	DISCUSSION	ACTION
Board Discussion Continued	<ul style="list-style-type: none"> Discipline Action Committee (DAC) <ul style="list-style-type: none"> DEA Committee. Policy says two Board Members and contract says equal numbers between administration and union. Mrs. Creighton and Mr. Carson represented the Board of Education for the 2018/2019 school year. There could be designees instead of Board Members. There could be one Board Member for the 2019/2020 school year. At this time, Regan Lewis and Vice President Carson were assigned. DPS Foundation Committee <ul style="list-style-type: none"> Not a Board Committee. There could be one Board Member on this committee for the 2019/2020 school year. At this time, Regan Lewis and Dan Oakes were assigned. Finance Committee <ul style="list-style-type: none"> Board Committee. Policy says two Board Members. This is an open meeting and all Board Members could attend. At this time, President Nolan and Dan Oakes were assigned. Policy Committee <ul style="list-style-type: none"> This is a new Board Committee and will be added to the actual policy. This is Board work and this committee was not named in union contracts. At this time, Beth Creighton and Andrew Taylor were assigned. Naming Committee <ul style="list-style-type: none"> This committee was from an existing policy (4:150 Facility Management and Building Programs). Committees will be reviewed annually. At this time, President Nolan and Beth Creighton were assigned. Intergovernmental Committee <ul style="list-style-type: none"> This is not a Board or DEA Committee. This policy requires Board participation. At this time Vice President Carson and Regan Lewis were assigned. Student Ambassador <ul style="list-style-type: none"> Not a committee, but requires Board participation. This will not be added to the policy. At this time, Beth Creighton was assigned. Parent Advisory <ul style="list-style-type: none"> Not a committee, but requires Board participation. This will not be added to the policy. At this time, President Nolan was assigned. Schedule B Committee <ul style="list-style-type: none"> DEA Committee. The policy says one Board Member, but in the past there had been two, however, the contract says equal number between administration and union. 	Information only.

TOPIC	DISCUSSION	ACTION
Board Discussion Continued	<ul style="list-style-type: none"> ○ There may be one Board Member on this committee for the 2019/2020 school year. ○ At this time, Beth Creighton was assigned. ● Appraisal Action Committee <ul style="list-style-type: none"> ○ The contract says even number between administration and union. ○ This committee is not in the policy. ○ The Board designee would be Deanne Hillman, Director of Human Resources. ● Attorney Braun noted that designees for Board Committees do not have to be read and/or voted on publicly. Some committees discussed were considered bargaining committees (wages, hours, terms and conditions of employment) and are subjected to bargaining, therefore, the process must be followed. <ul style="list-style-type: none"> ○ Examples: Schedule B, Insurance Committee. ● Insurance Committee <ul style="list-style-type: none"> ○ This committee matches between the policy and the union contract. ○ There are four representatives from the Board, but not necessarily Board Members. 	Information only.

In the future, Board Members should receive minutes from all of the committees.

Board Members will get back with Beth Creighton regarding their assigned committees, if needed.

Schedule B and the Discipline Action Committees will only have one Board Member per each committee.

Appraisal Action and Insurance Committees will have designees and the Board will be informed.

Mrs. Creighton and Mr. Taylor will look into the committees that were currently listed in the policy, but were inactive.

President Nolan noted that the Board needs to know the list of administrative designees. Mr. Oakes noted that the Board needs to know the list of chairpersons for each committee too, as appropriate. President Nolan also asked for the administrative persons responsible for posting the meetings, if required.

Student Ambassadors

Mrs. Creighton noted that they would like to acknowledge and recognize a “distinguished ambassador.” If title received, should he or she be awarded with a scholarship, a letter of recommendation from the superintendent, etc? Student Ambassador Alison McCrady noted that a distinguished ambassador should:

- Attend Board Meetings.
- Offer input.
- Report on an issue with a solution.

TOPIC	DISCUSSION	ACTION
	A letter of recommendation would be helpful if the student was planning to attend college.	Information only.
	Mrs. Creighton will discuss scholarship opportunities with Zach Shields, Executive Director of Decatur Public Schools Foundation.	
	Alison noted that you want students to attend meetings, but you also want them to be active in their school.	
Supt's Reports Facilities Update	<p>Sam Johnson, BLDD Representative, presented a Facilities update and shared the following information (see attached):</p> <ul style="list-style-type: none"> • Master Schedule. • Projects: <ul style="list-style-type: none"> ○ Stephen Decatur Middle School Renovations <ul style="list-style-type: none"> ▪ The Buildings and Grounds Department will continue doing the work. ▪ BLDD will continue to visit the project every Monday. ▪ The project was currently under budget and construction was on schedule. ○ Montessori Program <ul style="list-style-type: none"> ▪ There will be a Design Development/Construction presentation to Board Members on June 11, 2019. ▪ The bid process will begin on August 27, 2019. ▪ The construction/renovations will begin on October 15, 2019. ▪ The school should begin moving in on July 01, 2020 through August 01, 2020. ▪ BLDD will discuss the drop off/pick up location with the principals. ○ Johns Hill Program <ul style="list-style-type: none"> ▪ On-site instruction observation. ▪ Development of site schematics. ▪ Meet with staff. ▪ Schedule exemplar tours. ▪ Present initial concepts to Board Members on June 11, 2019. ▪ Schematic design presentation to the Board Members on June 25, 2019. ▪ Schedule: <ul style="list-style-type: none"> • Define document/program on May 10, 2019. • Schematic Design presentation to Board Members on June 25, 2019. • Design Development presentation to the Board Members on September 24, 2019. • Construction presentation to the Board Members on February 04, 2020. • Construction will begin on April 01, 2020. • The school should begin moving in on July 01, 2021. 	Information only.

TOPIC	DISCUSSION	ACTION
	<ul style="list-style-type: none"> ○ Elementary Program <ul style="list-style-type: none"> ▪ Meetings with Elementary Hack team on May 17, 2019. ▪ Design phase will begin at South Shores on July 01, 2019. ▪ Design phase will begin at Muffley, Parsons and Franklin on August 01, 2019. ● Communications <ul style="list-style-type: none"> ○ There will be two Open Houses scheduled for May 15 and 18, 2019 at Hope Academy. ○ Project stations would be available with information on the elementary schools, Stephen Decatur, Montessori Programs and Johns Hill. 	
Quarterly Strategic Plan Update	<p>Superintendent Fregeau presented a Quarterly Strategic Plan update (see attached) and Information shared information regarding the following:</p> <ul style="list-style-type: none"> ● Strategy 1: We will ensure unique, innovative learning experiences for all students. <ul style="list-style-type: none"> ○ Result Statement 4 - Deploy a district-wide "whole student" approach that improves academic and social outcomes in the learning environment. <ul style="list-style-type: none"> ▪ Care Room Implementation District Wide. ● Strategy 2: We will ensure a student-focused environment that expands learning beyond the traditional expectations to engage students. <ul style="list-style-type: none"> ○ Result Statement 3 - Establish an environment to ensure the safety of all students. <ul style="list-style-type: none"> ▪ Procedures and Communication – raptor, radios, emergency notification, text a tip and updated electronic emergency plans. ● Strategy 3: We will establish a support network that will identify and address students' physical, social/emotional, and mental health needs to allow each student to reach their full potential. <ul style="list-style-type: none"> ○ Result Statement 1 - Identify and deploy a universal Social and Emotional Learning (SEL) screening tool district-wide. ○ Result Statement 3 - Increase resources for students with identified physical, social/emotional, and mental health needs through innovative collaborations with community partners. <ul style="list-style-type: none"> ▪ Mobile Health Clinic beginning in the fall of 2019. ● Strategy 4: We will attract and retain talented and invested staff by ensuring they feel valued and supported. <ul style="list-style-type: none"> ○ Result Statement 4 - Establish a mandatory Principal Leadership Institute for all current Principals and aspiring Principals. <ul style="list-style-type: none"> ▪ Implementation of the Aspiring Principal Leadership Institute. ● Strategy 5: We will create and foster mutually beneficial relationships throughout the community. <ul style="list-style-type: none"> ○ Result Statement 2 - Cultivate Community Partnerships at the individual building level. <ul style="list-style-type: none"> ▪ InspirED Futures Internship Program, CAT Pathways, St. Mary's Pathways Co-Op Program, Construction Trades Apprenticeship Program, Healthcare Day, Manufacturing Day, Your Money 	

TOPIC	DISCUSSION	ACTION
	Matters Financial Literacy Seminars, Establishment of Academies at Middle School and South Shores Transition to STEAM.	
Quarterly Strategic Plan Update Continued	<ul style="list-style-type: none"> o Future Work: Result Statement 6- Collaborate with Decatur area providers to create quality before and after school programs for Decatur Public School students. <p>The Strategic Plan's purpose is to change the trajectory of the District that will focus on the needs of our students and staff.</p> <p>Student Ambassador Londarius Hayes asked if the District could receive feedback from the students that were in the Care Rooms. This would help identify how the rooms were used and any improvements, if needed.</p>	Information only.
Personnel Action Items	<p>Superintendent Fregeau recommended the Board approve the Personnel Action Items listed in the Memo from Deanne Hillman, Director of Human Resources as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Creighton, Nolan, Taylor, Briscoe, Oakes, Lewis Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried.</p> <p>The Personnel Action Items were approved as presented.</p>
Principal at Dennis Lab School	<p>Superintendent Fregeau recommended the Board approve the Employment of Daniel Lynch for the position of Principal at Dennis Laboratory School as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Briscoe, Creighton, Oakes, Taylor, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried.</p> <p>Employment of Daniel Lynch was approved as presented.</p>
Assist. Principal at MacArthur High School	<p>Superintendent Fregeau recommended the Board approve the Employment of Rebecca Kern for the position of Assistant Principal at MacArthur High School as presented.</p> <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Briscoe, Taylor, Lewis, Oakes, Nolan, Creighton Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried.</p> <p>Employment of Rebecca Kern was approved as presented.</p>

TOPIC	DISCUSSION	ACTION
Assist. Principal at Stephen Decatur Middle School	<p>Superintendent Fregeau recommended the Board approve the Employment of Sharifa Blackwell for the position of Assistant Principal at Stephen Decatur Middle School as presented.</p> <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Oakes, Nolan, Lewis, Briscoe, Creighton, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Employment of Sharifa Blackwell was approved as presented.</p>
Dean of Students at Hope Academy Magnet School	<p>Superintendent Fregeau recommended the Board approve the Employment of Talitha Hays for the position of a Dean of Students at Hope Academy Magnet School as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Taylor, Briscoe, Creighton, Oakes, Lewis Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Employment of Talitha Hays was approved as presented.</p>
MPSED Special Education Admin	<p>Superintendent Fregeau recommended the Board approve the Employment of Cheryl Dearing for the position of a Special Education Administrator as presented.</p> <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mr. Oakes. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Oakes, Taylor, Briscoe, Nolan, Creighton Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Employment of Cheryl Dearing was approved as presented.</p>
MPSED Special Education Admin	<p>Superintendent Fregeau recommended the Board approve the Employment of Mark Hughes for the position of a Special Education Administrator as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Creighton, Taylor, Oakes, Nolan, Lewis, Briscoe Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Employment of Mark Hughes was approved as presented.</p>

TOPIC	DISCUSSION	ACTION
MPSED Special Education Admin	<p>Superintendent Fregeau recommended the Board approve the Employment of Aileen Maggio for the position of a Special Education Administrator as presented.</p> <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Briscoe, Taylor, Creighton, Oakes, Lewis, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Employment of Aileen Maggio was approved as presented.</p>
2019-2020 Student Code of Conduct and Parent Handbook	<p>Superintendent Fregeau recommended the Board approve the 2019-2020 Student Code of Conduct and Parent Handbook as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Briscoe, Creighton, Oakes, Taylor, Lewis Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. 2019-2020 Student Code of Conduct and Parent Handbook was approved as presented.</p>
MOU between DPS 61 and the CFMC for EOS	<p>Superintendent Fregeau recommended the Board approve the Memorandum of Understanding (MOU) between Decatur Public School District (DPS) 61 and the Community Foundation of Macon County (CFMC) regarding the Equal Opportunity Schools (EOS) for High School Students as presented.</p> <p>Mr. Taylor moved to approve the recommendation, seconded by Mrs. Briscoe.</p> <p>President Nolan thanked Dr. Josh Peters for his hard work and the donor's contribution towards this program. Dr. Peters also thanked Mr. & Mrs. David Snoeyenbos, community member, and Wegi Stewart, the Community Foundation of Macon-County, for their contribution and assistance towards this program.</p> <p>Superintendent Fregeau noted that the EOS program would assist students with rigorous tools regarding advanced placement courses.</p> <p>Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Oakes, Taylor, Briscoe, Nolan, Creighton Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. MOU between DPS 61 and CFMC for EOS was approved as presented.</p>
EOS Collaboration Agreement between DPS 61 and the CFMC	<p>Superintendent Fregeau recommended the Board approve the Equal Opportunity Schools (EOS) Collaboration Agreement between Decatur Public School District (DPS) 61 and the Community Foundation of Macon County (CFMC) as presented.</p>	<p>Motion carried. EOS Collaboration Agreement between DPS</p>

TOPIC	DISCUSSION	ACTION
	<p>Mrs. Briscoe moved to approve the recommendation, seconded by Mrs. Creighton. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Creighton, Nolan, Taylor, Briscoe, Oakes, Lewis Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>61 and the CFMC was approved as presented.</p>
Athletic Elementary Program and Pilots	<p>Superintendent Fregeau recommended the Board approve the Athletic Elementary Programs and Pilots for the 2019-2020 school year as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Briscoe, Creighton, Oakes, Taylor, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Athletic Elementary Program and Pilots were approved as presented.</p>
Consent Items	<p>Superintendent Fregeau recommended the Board approve the Consent Items as presented, which included:</p> <ul style="list-style-type: none"> A. Minutes: Open/Closed Meetings April 09, 2019, Open/Closed Meetings April 23, 2019 and Special Open Meeting April 30, 2019 B. Bills C. Freedom of Information Report D. Job Description: Assistant Director of Finance, Grants, and Special Projects (S1) E. Job Description: Educational Audiologists (S1) F. Job Description: Suspension Room Teacher (S1) G. Safety Hazard Application (S2) H. Fountas and Pinnell Classroom Materials for Durfee Magnet School (S1) I. Fountas and Pinnell Classroom Materials for Stevenson Elementary School (S1) J. Award Asphalt Project at Stephen Decatur Middle School (S1, S2) K. Award Windows, Doors and Frames Project at Stephen Decatur Middle School (S1, S2) L. VOIP (Voice over Internet Protocol) Phone Consolidation for Elementary (S1) M. APEX Digital Curriculum License (S1) <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Briscoe, Taylor, Lewis, Creighton, Oakes, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. The Consent Items were approved as presented.</p>

TOPIC	DISCUSSION	ACTION
Important Dates	<p>May 18 Class of 2019 High School Graduation Ceremonies</p> <ul style="list-style-type: none"> – 5:00 PM, MHS Field (weather permitting) – 7:30 PM, EHS Field (weather permitting) 	Information only.

24 Last Day of Student Attendance for PreK – 12

- June 03** Summer Programs Begin, Monday through Friday:
- Camp Connections: Incoming K – 3rd Grade Students, Baum Elementary
 - o 7:30 AM-2:30 PM
 - Camp Discovery: Incoming 7th – 8th Grade Students, MHS
 - o 8:30 AM- 3:30 PM
 - Smash Jr. Camp: 2nd – 5th Grade Gifted Students, Dennis Lab School
 - o 8:30 AM- 3:30 PM
 - Smash Camp: 6th – 8th Grade Gifted Students, Millikin University
 - o 8:30 AM- 3:30 PM

Please Note: The Summer Camp Programs for K – 8th Grades ends on June 28, 2019.

Middle and High School Summer School 2019:

- Middle School Math Sessions
 - o June 03 – 26: Monday through Thursday, 8:00 AM to 12:00 PM
 - o July 08 – 31: Monday through Thursday, 8:00 AM to 12:00 PM

High School Sessions

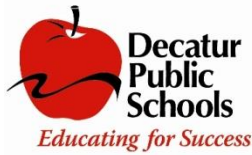
- June 03 – 26: Monday through Thursday, 8:00 AM to 12:00 PM
- July 08 – 31: Monday through Thursday, 8:00 AM to 12:00 PM

- July 23, 24** Registration for the ENTIRE District
- 10:30 AM to 7:00 PM
 - Please register at your home school.

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, May 28, 2019 in the 1st Floor Board Room at the Keil Administration Building.

Adjournment	President Nolan asked for a motion to adjourn the Open Session Meeting. Mrs. Briscoe motioned, seconded by Mrs. Creighton. All were in favor.	Board adjourned at 8:06 PM.
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Board of Education Decatur Public School District 61

Date: May 28, 2019	Subject: Monthly Financial Conditions Report
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Financial Conditions Report
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

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

CURRENT CONSIDERATIONS:

As the District completes April, the tenth month of FY19, the Macon-Piatt Special Education District has expended 80.85% of its overall budget; Decatur 61 has expended 70.91% of its overall budget.

As of May 21, 2019, the State Comptroller is holding FY19 ISBE vouchers in the amount of \$478,805 of which \$377,670 is associated with the Early Child Block Grant.

The District's April 2019 month-end education fund balance is \$24,433,435; the April 2018 month-end education fund balance was \$16,943,635.

FINANCIAL CONSIDERATIONS:

n/a

STAFF RECOMMENDATION:

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

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

2018-2019 Decatur Public S.D. #61
Fund Balance Summary - April 30, 2019

<u>Fund</u>	<u>Fund Balance 07/01/18</u>	<u>Revenues To Date</u>	<u>Expenditures To Date</u>	<u>Net Cash Flow</u>	<u>Change in Fund Balance</u>	<u>Balance 04/30/19</u>	<u>Estimated Balance 06/30/19</u>
DISTRICT # 61							
Education	\$10,874,486	\$81,672,071	\$68,113,122	\$13,558,949	\$0	\$24,433,435	\$ 7,852,472
Operation & Maintenance	\$2,118,280	\$3,511,838	\$5,351,543	(\$1,839,705)	\$0	\$278,575	\$ 2,118,280
Debt Service	\$906,083	\$7,560,550	\$5,895,483	\$1,665,067	\$0	\$2,571,150	\$ 1,484,183
Transportation	\$2,836,093	\$4,282,196	\$4,451,078	(\$168,882)	\$0	\$2,667,211	\$ 2,836,093
IMRF	\$883,941	\$2,589,853	\$1,948,252	\$641,601	\$0	\$1,525,542	\$ 1,084,513
Social Security/Medicare	\$1,682,346	\$1,447,053	\$1,637,868	(\$190,815)	\$0	\$1,491,531	\$ 773,749
Capital Projects Fund	\$3,088,535	\$286,349	\$320,305	(\$33,956)	\$0	\$3,054,579	\$ 2,066,035
Working Cash	\$4,395,079	\$421,683	\$0	\$421,683	\$0	\$4,816,762	\$ 4,766,244
Tort Immunity/Judgment	\$2,000,597	\$2,837,804	\$1,275,583	\$1,562,221	(\$557,482)	\$3,005,336	\$ 1,941,337
Fire Prevention/Safety	\$3,340,258	\$408,552	\$33,602	\$374,950	\$0	\$3,715,208	\$ 1,097,183
<i>Totals District 61</i>	\$32,125,698	\$105,017,949	\$89,026,836	\$15,991,113	(\$557,482)	\$47,559,329	\$26,020,089
Macon-Piatt Special Ed District	\$3,875,617	\$18,157,998	\$17,500,969	\$657,029	\$0	\$4,532,646	\$ 3,875,617

Macon-Piatt Special Education District

Report Date: April 2019

Financial Condition as of April 30, 2019

Percent of year passed: 83%

Revenues		Adopted Budget	Actual Y-T-D	Percent Received/Used
12	Education	21,646,481	18,157,998	83.88%
22	Operation & Maintenance	-	-	0.00%
42	Transportation	-	-	0.00%
52	IMRF	-	-	0.00%
Total Revenues		21,646,481	18,157,998	83.88%

Expenditures				
12	Education	20,051,945	16,420,196	81.89%
22	Operation & Maintenance	358,470	176,473	49.23%
42	Transportation	26,150	5,848	22.36%
52	IMRF	1,209,916	898,452	74.26%
Total Expenditures		21,646,481	17,500,969	80.85%

Net Cash				
Total Revenues		21,646,481	18,157,998	83.88%
Total Expenditures		21,646,481	17,500,969	80.85%
Net Cash		-	657,029	

Fund Balances		Actual
12	Education	4,532,646

Decatur Public School District #61
Report Date: April 2019
Financial Condition as of April 30, 2019

Percent of year passed: 83%

Revenues		Budget	Actual Y-T-D	Percent Received/Used	FY 18 Percent Received/Used As Of 4/30/18
10	Education	90,523,564	81,672,071	90.22%	77.46%
20	Operation & Maintenance	5,858,250	3,511,838	59.95%	35.23%
30	Debt Service	8,117,100	7,560,550	93.14%	76.26%
40	Transportation	6,882,287	4,282,196	62.22%	84.80%
50	IMRF	2,878,063	2,589,853	89.99%	57.75%
51	Social Security	1,442,245	1,447,053	100.33%	45.56%
60	Capital Projects	210,000	286,349	136.36%	89.50%
70	Working Cash	371,165	421,683	113.61%	88.54%
80	Tort Immunity/Judgment	2,791,640	2,837,804	101.65%	51.76%
90	Fire Prevention/Safety	373,425	408,552	109.41%	56.80%
Total Revenues		119,447,739	105,017,949	87.92%	75.02%

Expenditures

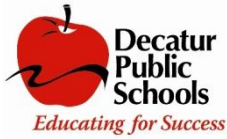
10	Education	93,545,578	68,113,122	72.81%	76.04%
20	Operation & Maintenance	5,858,250	5,351,543	91.35%	78.26%
30	Debt Service	7,539,000	5,895,483	78.20%	77.73%
40	Transportation	6,882,287	4,451,078	64.67%	74.95%
50	IMRF	2,677,491	1,948,252	72.76%	87.58%
51	Social Security	2,350,842	1,637,868	69.67%	76.79%
60	Capital Projects	1,232,500	320,305	25.99%	74.65%
70	Working Cash	-	-	0.00%	100.00%
80	Tort Immunity/Judgment	2,850,900	1,275,583	44.74%	56.98%
90	Fire Prevention/Safety	2,616,500	33,602	1.28%	83.04%
Total Expenditures		125,553,348	89,026,836	70.91%	76.55%

Net Cash

Total Revenues	119,447,739	105,017,949	87.92%
Total Expenditures	125,553,348	89,026,836	70.91%
Net Cash	(6,105,609)	15,991,113	

Fund Balances

	Actual
10 Education	24,433,435
20 Operation & Maintenance	278,575
30 Debt Service	2,571,150
40 Transportation	2,667,211
50 IMRF	1,525,542
51 Social Security	1,491,531
60 Capital Projects	3,054,579
70 Working Cash	4,816,762
80 Tort Immunity/Judgment	3,005,336
90 Fire Prevention/Safety	3,715,208
Total Funds	47,559,329



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: Treasurer's Report
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Treasurer's Report
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The attached report details the District's investments and the status of the District's cash as of April 30, 2019.

CURRENT CONSIDERATIONS:

N/A

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

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

RECOMMENDED ACTION:

☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____

DECATUR PUBLIC SCHOOL DISTRICT #61					
TREASURER'S REPORT					
APRIL 2019					
	Cash/Investments				Cash/Investments
	as of				as of
	03/31/19	Receipts	Disbursements	Change/Interest	04/30/19
Education	25,928,808.11	9,623,136.68	9,020,377.87	48,287.98	26,579,854.90
Operations & Maintenance	797,704.98	6,546.89	527,292.78	816.07	277,775.16
Debt Service	2,388,612.99	361,519.12	179,294.25	312.03	2,571,149.89
Transportation	2,806,380.24	962,485.28	1,170,444.72	5,300.86	2,603,721.66
IMRF	1,631,928.04	1,973.52	112,395.69	4,036.13	1,525,542.00
Social Security	1,615,029.73	1,502.48	128,545.05	3,543.89	1,491,531.05
Capital Projects	3,109,202.60	0.00	98,789.73	44,166.01	3,054,578.88
Working Cash	4,803,999.34	0.00	0.00	12,762.96	4,816,762.30
Tort/Judgment Immunity	3,061,868.01	0.00	83,380.98	6,849.35	2,985,336.38
Fire Prevention & Safety	3,696,359.84	0.00	13,325.19	32,174.18	3,715,208.83
Macon-Piatt Special Education	4,313,644.32	1,561,397.00	1,357,419.45	14,174.02	4,531,795.89
Activities	590,671.26	75,975.70	44,281.62	1,259.90	623,625.24
	54,744,209.46	12,594,536.67	12,735,547.33	173,683.38	54,776,882.18
				Dr. Todd Covault	04/30/19



Board of Education Decatur Public School District #61

Date: May 28, 2019	Subject: Fountas & Pinnell Classroom Materials for Franklin Elementary
Initiated By: Charlotte Thompson, Director of Curriculum and Instruction, Elementary	Attachments: Heinemann Quotes (2) for Franklin Elementary School
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

After a thorough analysis of building data and completing the Illinois Quality Framework Rubric, support in literacy continued to surface. Each building that received ESSA funds completed a needs analysis to determine areas of focus and need.

CURRENT CONSIDERATIONS:

The Fountas and Pinnell Classroom resources were board approved for Grades K-2 on April 23, 2019. These purchase recommendations support Interactive Read Aloud, Shared Reading, Word Study/Phonics, and Minilesson materials for grades K-2 only.

Fountas and Pinnell is phasing the release of materials. Third grade materials were released for the 2018-2019 school year. Grades 4-6 will be released by the Fall of 2019. Franklin Elementary would like to additionally purchase the Grades 3-6 F&P Classroom materials, including Guided Reading, Independent Reading, and Book Club materials for the 2019-2020 school year. In addition, they would like to purchase Leveled Literacy Intervention (LLI) for 2nd grade.

Staff professional development will be provided over the summer.

FINANCIAL CONSIDERATIONS:

Funds from each school's allocation of the Title I-A School Improvement Grants 1003(a)- Every Student Succeeds Act (ESSA) funds will be utilized to support the purchase of literacy resources submitted in this proposal.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the invoices (2) for Heinemann in the cumulative amount \$59,042.88 to provide Literacy Resources in Grades 3-6 at Franklin Elementary School as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



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

page1

361 Hanover Street, Portsmouth, NH 03801

Z

QUOTE : 5495348

BILL TO: 10268668

SHIP TO: 10268668

BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS		TERMS	PAGE NO.
10268668	QUOTE	05-10-2019			Net 30 Days	1
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E06080	978-0-325-06080-4	1	FOUNTAS /LLI BLUE GRADE 2 2ND ED ***** PREPACK CONTAINS *****	4,155.00	20.00	3,324.00
E08766	978-0-325-08766-5	1	LLI Blue Carton #1 2ed			
E08767	978-0-325-08767-2	1	LLI Blue Carton #2 2ed			
E08768	978-0-325-08768-9	1	LLI Blue Carton #3 2ed			
E08769	978-0-325-08769-6	1	LLI Blue Carton #4 2ed			
E08770	978-0-325-08770-2	1	LLI Blue Carton #5 2ed			
E08771	978-0-325-08771-9	1	LLI Blue Carton #6 2ed			
E08772	978-0-325-08772-6	1	LLI Blue Carton #7 2ed			
E08773	978-0-325-08773-3	1	LLI Blue Carton #8 2ed			
E09672	978-0-325-09672-8	1	LLI Blue RR Carton 1			
E09673	978-0-325-09673-5	1	LLI Blue RR Carton 2 *****			
E09832	978-0-325-09832-6	2	FOUNTAS /FPC INDEPDNT READING GRADE K ***** PREPACK CONTAINS *****	1,500.00	20.00	2,400.00
E09795	978-0-325-09795-4	2	FPC IR GRADE K BOOK BIN 1			
E09796	978-0-325-09796-1	2	FPC IR GRADE K BOOK BIN 2			
E09843	978-0-325-09843-2	2	FPC IR GRADE K BOOK BIN 3			
E09797	978-0-325-09797-8	2	FPC IR GRADE K TEACHER BOX *****			
E09833	978-0-325-09833-3	2	FOUNTAS /FPC INDEPDNT READING GRADE 1 ***** PREPACK CONTAINS *****	1,500.00	20.00	2,400.00
E09798	978-0-325-09798-5	2	FPC IR GRADE 1 BOOK BIN 1			
E09799	978-0-325-09799-2	2	FPC IR GRADE 1 BOOK BIN 2			
E09844	978-0-325-09844-9	2	FPC IR GRADE 1 BOOK BIN 3			
E09800	978-0-325-09800-5	2	FPC IR GRADE 1 TEACHER BOX *****			
E09834	978-0-325-09834-0	2	FOUNTAS /FPC INDEPDNT READING GRADE 2 ***** PREPACK CONTAINS *****	1,500.00	20.00	2,400.00


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361 Hanover Street, Portsmouth, NH 03801

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	PAGE NO.	
10268668	QUOTE	05-10-2019		Net 30 Days	2	
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E09801	978-0-325-09801-2	2	FPC IR GRADE 2 BOOK BIN 1			
E09802	978-0-325-09802-9	2	FPC IR GRADE 2 BOOK BIN 2			
E09845	978-0-325-09845-6	2	FPC IR GRADE 2 BOOK BIN 3			
E09803	978-0-325-09803-6	2	FPC IR GRADE 2 TEACHER BOX			

E10819	978-0-325-10819-3	1	FOUNTAS /FPC BOOK CLUBS GRADE 3	1,640.00	20.00	1,312.00
***** PREPACK CONTAINS *****						
E10789	978-0-325-10789-9	1	FPC BC GRADE 3 BOOK BIN 1			
E10790	978-0-325-10790-5	1	FPC BC GRADE 3 BOOK BIN 2			
E10791	978-0-325-10791-2	1	FPC BC GRADE 3 BOOK BIN 3			
E10792	978-0-325-10792-9	1	FPC BC GRADE 3 TEACHER BOX			

E10825	978-0-325-10825-4	2	FOUNTAS /FPC COMPLETE TEACHER GRADE 3	3,928.00	0.00	7,856.00
***** PREPACK CONTAINS *****						
E09677	978-0-325-09677-3	2	FPC SR GRADE 3 BIG BK BOX 1			
E09687	978-0-325-09687-2	2	FPC SR GRADE 3 LITTLE BK BOX 1			
E09808	978-0-325-09808-1	2	FPC SR GRADE 3 TEACHER BOX			
E10774	978-0-325-10774-5	2	FPC IRA GRADE 3 BOX 1			
E10775	978-0-325-10775-2	2	FPC IRA GRADE 3 BOX 2			
E10776	978-0-325-10776-9	2	FPC IRA GRADE 3 TEACHER BOX			
E10793	978-0-325-10793-6	2	FPC IR GRADE 3 BOOK BIN 1			
E10794	978-0-325-10794-3	2	FPC IR GRADE 3 BOOK BIN 2			
E10795	978-0-325-10795-0	2	FPC IR GRADE 3 BOOK BIN 3			
E10796	978-0-325-10796-7	2	FPC IR GRADE 3 TEACHER BOX			
E09864	978-0-325-09864-7	2	READING MINILESSONS GR3			
E10505	978-0-325-10505-5	2	Word Study Gr 3 2ed Box 1			
E10506	978-0-325-10506-2	2	WORD STUDY GR 3 READY RES			
E10575	978-0-325-10575-8	2	FPC SYSTEM GUIDE GR 3			



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361 Hanover Street, Portsmouth, NH 03801

Z

QUOTE : 5495348

BILL TO: 10268668

BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

SHIP TO: 10268668

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER		DATE	SPECIAL INSTRUCTIONS		TERMS		PAGE NO
10268668	QUOTE		05-10-2019			Net 30 Days		3
ITEM	ISBN	UNITS	DESCRIPTION			LIST PRICE	DISC	NET PRICE
			***** BACKORDERS AND MISC *****					
			QUOTATION PRICES VALID FOR 30 DAYS					

MERCHANDISE : 19,692.00
SHIPPING : 787.68

Reference	Total Units	Shipping Weight	Shipping Method
5495348	10	1,063.4	GROUND COMMERCIAL

QUOTATION AMOUNT 20,479.68
PAYABLE IN U.S. FUNDS:

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

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

PLEASE REFER TO INVOICE/CREDIT
NUMBER IN ALL CORRESPONDENCE



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Z

QUOTE : 5495372

BILL TO: 10268668

SHIP TO: 10268668

BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS		TERMS	PAGE NO.
10268668	QUOTE	05-10-2019			Net 30 Days	1
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E04802	978-0-325-04802-4	2	FOUNTAS /WORD STUDY GRADE 4 ***** PREPACK CONTAINS *****	548.75	20.00	878.00
E11132	978-0-325-11132-2	2	Word Study Gr 4 2ed Box 1			
E11133	978-0-325-11133-9	2	WORD STUDY GR 4 READY RES *****			
E09865	978-0-325-09865-4	2	FOUNTAS /READING MINILESSONS GR4	123.75	20.00	198.00
E09866	978-0-325-09866-1	1	FOUNTAS /READING MINILESSONS GR5	123.75	20.00	99.00
E09867	978-0-325-09867-8	1	FOUNTAS /READING MINILESSONS GR6	123.75	20.00	99.00
E10815	978-0-325-10815-5	2	FOUNTAS /FPC INDEPDNT READING GRADE 4 ***** PREPACK CONTAINS *****	2,250.00	20.00	3,600.00
E10797	978-0-325-10797-4	2	FPC IR GRADE 4 BOOK BIN 1			
E10798	978-0-325-10798-1	2	FPC IR GRADE 4 BOOK BIN 2			
E10799	978-0-325-10799-8	2	FPC IR GRADE 4 BOOK BIN 3			
E10800	978-0-325-10800-1	2	FPC IR GRADE 4 TEACHER BOX *****			
E11210	978-0-325-11210-7	1	FOUNTAS /FPC GUIDED READING GRADE 4 ***** PREPACK CONTAINS *****	7,312.50	20.00	5,850.00
E11109	978-0-325-11109-4	1	FPC GR GRADE 4 BOX 1			
E11110	978-0-325-11110-0	1	FPC GR GRADE 4 BOX 2			
E11111	978-0-325-11111-7	1	FPC GR GRADE 4 BOX 3			
E11112	978-0-325-11112-4	1	FPC GR GRADE 4 BOX 4			
E11113	978-0-325-11113-1	1	FPC GR GRADE 4 BOX 5			
E11114	978-0-325-11114-8	1	FPC GR GRADE 4 BOX 6			
E11115	978-0-325-11115-5	1	FPC GR GRADE 4 BOX 7			
E11116	978-0-325-11116-2	1	FPC GR GRADE 4 BOX 8			
E11117	978-0-325-11117-9	1	FPC GR GRADE 4 BOX 9			
E11118	978-0-325-11118-6	1	FPC GR GRADE 4 BOX 10			
E11119	978-0-325-11119-3	1	FPC GR GRADE 4 BOX 11			
E11120	978-0-325-11120-9	1	FPC GR GRADE 4 BOX 12			



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QUOTE : 5495372

BILL TO: 10268668

SHIP TO: 10268668

BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
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DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER		DATE	SPECIAL INSTRUCTIONS	TERMS		PAGE NO.
10268668	QUOTE		05-10-2019		Net 30 Days		2
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE	
E11121	978-0-325-11121-6	1	FPC GR GRADE 4 TEACHER BOX *****				
E11211	978-0-325-11211-4	1	FOUNTAS /FPC GUIDED READING GRADE 5 ***** PREPACK CONTAINS *****	6,918.75	20.00	5,535.00	
E11134	978-0-325-11134-6	1	FPC GR GRADE 5 BOX 1				
E11135	978-0-325-11135-3	1	FPC GR GRADE 5 BOX 2				
E11136	978-0-325-11136-0	1	FPC GR GRADE 5 BOX 3				
E11137	978-0-325-11137-7	1	FPC GR GRADE 5 BOX 4				
E11138	978-0-325-11138-4	1	FPC GR GRADE 5 BOX 5				
E11139	978-0-325-11139-1	1	FPC GR GRADE 5 BOX 6				
E11140	978-0-325-11140-7	1	FPC GR GRADE 5 BOX 7				
E11141	978-0-325-11141-4	1	FPC GR GRADE 5 BOX 8				
E11142	978-0-325-11142-1	1	FPC GR GRADE 5 BOX 9				
E11143	978-0-325-11143-8	1	FPC GR GRADE 5 BOX 10				
E11144	978-0-325-11144-5	1	FPC GR GRADE 5 BOX 11				
E11145	978-0-325-11145-2	1	FPC GR GRADE 5 BOX 12				
E11146	978-0-325-11146-9	1	FPC GR GRADE 5 TEACHER BOX *****				
E11212	978-0-325-11212-1	1	FOUNTAS /FPC GUIDED READING GRADE 6 ***** PREPACK CONTAINS *****	6,106.25	20.00	4,885.00	
E11162	978-0-325-11162-9	1	FPC GR GRADE 6 BOX 1				
E11163	978-0-325-11163-6	1	FPC GR GRADE 6 BOX 2				
E11164	978-0-325-11164-3	1	FPC GR GRADE 6 BOX 3				
E11165	978-0-325-11165-0	1	FPC GR GRADE 6 BOX 4				
E11166	978-0-325-11166-7	1	FPC GR GRADE 6 BOX 5				
E11167	978-0-325-11167-4	1	FPC GR GRADE 6 BOX 6				
E11168	978-0-325-11168-1	1	FPC GR GRADE 6 BOX 7				
E11169	978-0-325-11169-8	1	FPC GR GRADE 6 BOX 8				
E11170	978-0-325-11170-4	1	FPC GR GRADE 6 BOX 9				



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QUOTE : 5495372

BILL TO: 10268668

SHIP TO: 10268668

BENJAMIN FRANKLIN SCHOOL
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DECATUR IL 62526

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Account Number	PURCHASE ORDER NUMBER		DATE	SPECIAL INSTRUCTIONS	TERMS		PAGE NO.
10268668	QUOTE		05-10-2019		Net 30 Days		3
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE	
E11171	978-0-325-11171-1	1	FPC GR GRADE 6 BOX 10				
E11172	978-0-325-11172-8	1	FPC GR GRADE 6 TEACHER BOX				

E11213	978-0-325-11213-8	2	FOUNTAS /FPC INTERACTIVE R-A GRADE 4	1,875.00	20.00	3,000.00	
			***** PREPACK CONTAINS *****				
E11122	978-0-325-11122-3	2	FPC IRA GRADE 4 BOX 1				
E11123	978-0-325-11123-0	2	FPC IRA GRADE 4 BOX 2				
E11124	978-0-325-11124-7	2	FPC IRA GRADE 4 BOX 3				
E11125	978-0-325-11125-4	2	FPC IRA GRADE 4 TEACHER BOX				

E11214	978-0-325-11214-5	1	FOUNTAS /FPC INTERACTIVE R-A GRADE 5	1,875.00	20.00	1,500.00	
			***** PREPACK CONTAINS *****				
E11147	978-0-325-11147-6	1	FPC IRA GRADE 5 BOX 1				
E11148	978-0-325-11148-3	1	FPC IRA GRADE 5 BOX 2				
E11149	978-0-325-11149-0	1	FPC IRA GRADE 5 BOX 3				
E11150	978-0-325-11150-6	1	FPC IRA GRADE 5 TEACHER BOX				

E11215	978-0-325-11215-2	1	FOUNTAS /FPC INTERACTIVE R-A GRADE 6	1,875.00	20.00	1,500.00	
			***** PREPACK CONTAINS *****				
E11173	978-0-325-11173-5	1	FPC IRA GRADE 6 BOX 1				
E11174	978-0-325-11174-2	1	FPC IRA GRADE 6 BOX 2				
E11175	978-0-325-11175-9	1	FPC IRA GRADE 6 BOX 3				
E11176	978-0-325-11176-6	1	FPC IRA GRADE 6 TEACHER BOX				

E11216	978-0-325-11216-9	1	FOUNTAS /FPC INDEPDNT READING GRADE 5	2,250.00	20.00	1,800.00	
			***** PREPACK CONTAINS *****				
E11151	978-0-325-11151-3	1	FPC IR GRADE 5 BOOK BIN 1				
E11152	978-0-325-11152-0	1	FPC IR GRADE 5 BOOK BIN 2				
E11153	978-0-325-11153-7	1	FPC IR GRADE 5 BOOK BIN 3				



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361 Hanover Street, Portsmouth, NH 03801

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QUOTE : 5495372

BILL TO: 10268668

SHIP TO: 10268668

BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	PAGE NO.	
10268668	QUOTE	05-10-2019		Net 30 Days	4	
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E11154	978-0-325-11154-4	1	FPC IR GRADE 5 BOOK BIN 4			
E11155	978-0-325-11155-1	1	FPC IR GRADE 5 TEACHER BOX			

E11217	978-0-325-11217-6	1	FOUNTAS /FPC INDEPDNT READING GRADE 6	2,250.00	20.00	1,800.00
			***** PREPACK CONTAINS *****			
E11177	978-0-325-11177-3	1	FPC IR GRADE 6 BOOK BIN 1			
E11178	978-0-325-11178-0	1	FPC IR GRADE 6 BOOK BIN 2			
E11179	978-0-325-11179-7	1	FPC IR GRADE 6 BOOK BIN 3			
E11180	978-0-325-11180-3	1	FPC IR GRADE 6 BOOK BIN 4			
E11181	978-0-325-11181-0	1	FPC IR GRADE 6 TEACHER BOX			

E11218	978-0-325-11218-3	1	FOUNTAS /FPC BOOK CLUBS GRADE 4	2,640.00	20.00	2,112.00
			***** PREPACK CONTAINS *****			
E11126	978-0-325-11126-1	1	FPC BC GRADE 4 BOOK BIN 1			
E11127	978-0-325-11127-8	1	FPC BC GRADE 4 BOOK BIN 2			
E11128	978-0-325-11128-5	1	FPC BC GRADE 4 BOOK BIN 3			
E11129	978-0-325-11129-2	1	FPC BC GRADE 4 BOOK BIN 4			
E11130	978-0-325-11130-8	1	FPC BC GRADE 4 BOOK BIN 5			
E11131	978-0-325-11131-5	1	FPC BC GRADE 4 TEACHER BOX			

E11219	978-0-325-11219-0	1	FOUNTAS /FPC BOOK CLUBS GRADE 5	2,640.00	20.00	2,112.00
			***** PREPACK CONTAINS *****			
E11156	978-0-325-11156-8	1	FPC BC GRADE 5 BOOK BIN 1			
E11157	978-0-325-11157-5	1	FPC BC GRADE 5 BOOK BIN 2			
E11158	978-0-325-11158-2	1	FPC BC GRADE 5 BOOK BIN 3			
E11159	978-0-325-11159-9	1	FPC BC GRADE 5 BOOK BIN 4			
E11160	978-0-325-11160-5	1	FPC BC GRADE 5 BOOK BIN 5			
E11161	978-0-325-11161-2	1	FPC BC GRADE 5 TEACHER BOX			



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QUOTE : 5495372

BILL TO: 10268668

BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

SHIP TO: 10268668

NICOLE TORBERT
BENJAMIN FRANKLIN SCHOOL
2440 N SUMMIT AVE
DECATUR IL 62526

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	PAGE NO.	
10268668	QUOTE	05-10-2019		Net 30 Days	5	
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E11220	978-0-325-11220-6	1	FOUNTAS /FPC BOOK CLUBS GRADE 6 ***** PREPACK CONTAINS *****	2,640.00	20.00	2,112.00
E11182	978-0-325-11182-7	1	FPC BC GRADE 6 BOOK BIN 1			
E11183	978-0-325-11183-4	1	FPC BC GRADE 6 BOOK BIN 2			
E11184	978-0-325-11184-1	1	FPC BC GRADE 6 BOOK BIN 3			
E11185	978-0-325-11185-8	1	FPC BC GRADE 6 BOOK BIN 4			
E11186	978-0-325-11186-5	1	FPC BC GRADE 6 BOOK BIN 5			
E11187	978-0-325-11187-2	1	FPC BC GRADE 6 TEACHER BOX ***** ***** BACKORDERS AND MISC ***** QUOTATION PRICES VALID FOR 30 DAYS			

MERCHANDISE : 37,080.00

SHIPPING : 1,483.20

Reference	Total Units	Shipping Weight	Shipping Method
5495372	20	315.55	GROUND COMMERCIAL

QUOTATION AMOUNT 38,563.20
PAYABLE IN U.S. FUNDS:

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

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Board of Education Decatur Public Schools District #61

Date: May 28, 2019	Subject: Fountas & Pinnell Classroom Materials for South Shores Elementary
Initiated By: Charlotte Thompson, Director of Curriculum and Instruction, Elementary	Attachments: Heinemann Quotes (2) for South Shores Elementary School
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

After a thorough analysis of building data and completing the Illinois Quality Framework Rubric, support in literacy continued to surface. Each building that received ESSA funds completed a needs analysis to determine areas of focus and need.

CURRENT CONSIDERATIONS:

The Fountas and Pinnell Classroom resources were board approved for Grades K-2 on April 23, 2019. These purchase recommendations support Interactive Read Aloud, Shared Reading, Word Study/Phonics, and Minilesson materials for grades K-2 only.

Fountas and Pinnell is phasing the release of materials. Third grade materials were released for the 2018-2019 school year. Grades 4-6 will be released by the Fall of 2019. South Shores would like to additionally purchase the Grades 3-5 F&P Classroom materials for the 2019-2020 school year.

FINANCIAL CONSIDERATIONS:

Funds from each school's allocation of the Title I-A School Improvement Grants 1003(a)- Every Student Succeeds Act (ESSA) funds will be utilized to support the purchase of literacy resources submitted in this proposal.

Staff professional development will be provided over the summer.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the invoices (2) for Heinemann in the cumulative amount \$15,141.36 to provide Literacy Resources in Grades 3-5 at South Shores Elementary School as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



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Z

QUOTE : 5498028

BILL TO: 2DECATUR0

SHIP TO: 9727154

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

SOUTH SHORES ELEMENTARY SCH
2500 S FRANKLIN ST RD
DECATUR IL 62521

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS		TERMS	PAGE NO.
2DECATUR0	QUOTE	05-16-2019			Net 30 Days	1
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E04285	978-0-325-04285-5	1	FOUNTAS /READERS NOTEBOOK REVISED 5PACK	43.13	20.00	34.50
E05128	978-0-325-05128-4	2	FOUNTAS /LITERACY QUICK GUIDE, THE	30.00	20.00	48.00
E05361	978-0-325-05361-5	1	FOUNTAS /READERS NOTEBOOK PRIMARY 5 PK	43.13	20.00	34.50
E06078	978-0-325-06078-1	8	FOUNTAS /F&P LITERACY CONTINUUM PREK-8	93.75	20.00	600.00
E07684	978-0-325-07684-3	2	FOUNTAS /WORD STUDY GR 3 2ED	548.75	20.00	878.00
			***** PREPACK CONTAINS *****			
E10505	978-0-325-10505-5	2	Word Study Gr 3 2ed Box 1			
E10506	978-0-325-10506-2	2	WORD STUDY GR 3 READY RES			

E09842	978-0-325-09842-5	2	FOUNTAS /FPC SHARED READING GRADE 3	687.50	20.00	1,100.00
			***** PREPACK CONTAINS *****			
E09677	978-0-325-09677-3	2	FPC SR GRADE 3 BIG BK BOX 1			
E09687	978-0-325-09687-2	2	FPC SR GRADE 3 LITTLE BK BOX 1			
E09808	978-0-325-09808-1	2	FPC SR GRADE 3 TEACHER BOX			

E09864	978-0-325-09864-7	2	FOUNTAS /READING MINILESSONS GR3	123.75	20.00	198.00
E10813	978-0-325-10813-1	2	FOUNTAS /FPC INTERACTIVE R-A GRADE 3	1,425.00	20.00	2,280.00
			***** PREPACK CONTAINS *****			
E10774	978-0-325-10774-5	2	FPC IRA GRADE 3 BOX 1			
E10775	978-0-325-10775-2	2	FPC IRA GRADE 3 BOX 2			
E10776	978-0-325-10776-9	2	FPC IRA GRADE 3 TEACHER BOX			

			***** BACKORDERS AND MISC *****			

			QUOTATION PRICES VALID FOR 30 DAYS			

MERCHANDISE : 5,173.00

SHIPPING : 206.92

Reference	Total Units	Shipping Weight	Shipping Method
5498028	20	338.85	GROUND COMMERCIAL

QUOTATION AMOUNT 5,379.92
PAYABLE IN U.S. FUNDS:

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

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

PLEASE REFER TO INVOICE/CREDIT
NUMBER IN ALL CORRESPONDENCE



kboisver

361 Hanover Street, Portsmouth, NH 03801

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

Z

QUOTE : 5498036

BILL TO: 2DECATUR0

SHIP TO: 9727154

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

SOUTH SHORES ELEMENTARY SCH
2500 S FRANKLIN ST RD
DECATUR IL 62521

Account Number	PURCHASE ORDER NUMBER		DATE	SPECIAL INSTRUCTIONS		TERMS		PAGE NO.
2DECATUR0	QUOTE		05-16-2019			Net 30 Days		1
ITEM	ISBN	UNITS	DESCRIPTION		LIST PRICE	DISC	NET PRICE	
E04802	978-0-325-04802-4	2	FOUNTAS /WORD STUDY GRADE 4		548.75	20.00	878.00	
			***** PREPACK CONTAINS *****					
E11132	978-0-325-11132-2	2	Word Study Gr 4 2ed Box 1					
E11133	978-0-325-11133-9	2	WORD STUDY GR 4 READY RES					

E09865	978-0-325-09865-4	2	FOUNTAS /READING MINILESSONS GR4		123.75	20.00	198.00	
E09866	978-0-325-09866-1	2	FOUNTAS /READING MINILESSONS GR5		123.75	20.00	198.00	
E11213	978-0-325-11213-8	2	FOUNTAS /FPC INTERACTIVE R-A GRADE 4		1,875.00	20.00	3,000.00	
			***** PREPACK CONTAINS *****					
E11122	978-0-325-11122-3	2	FPC IRA GRADE 4 BOX 1					
E11123	978-0-325-11123-0	2	FPC IRA GRADE 4 BOX 2					
E11124	978-0-325-11124-7	2	FPC IRA GRADE 4 BOX 3					
E11125	978-0-325-11125-4	2	FPC IRA GRADE 4 TEACHER BOX					

E11214	978-0-325-11214-5	2	FOUNTAS /FPC INTERACTIVE R-A GRADE 5		1,875.00	20.00	3,000.00	
			***** PREPACK CONTAINS *****					
E11147	978-0-325-11147-6	2	FPC IRA GRADE 5 BOX 1					
E11148	978-0-325-11148-3	2	FPC IRA GRADE 5 BOX 2					
E11149	978-0-325-11149-0	2	FPC IRA GRADE 5 BOX 3					
E11150	978-0-325-11150-6	2	FPC IRA GRADE 5 TEACHER BOX					

E11219	978-0-325-11219-0	1	FOUNTAS /FPC BOOK CLUBS GRADE 5		2,640.00	20.00	2,112.00	
			***** PREPACK CONTAINS *****					
E11156	978-0-325-11156-8	1	FPC BC GRADE 5 BOOK BIN 1					
E11157	978-0-325-11157-5	1	FPC BC GRADE 5 BOOK BIN 2					
E11158	978-0-325-11158-2	1	FPC BC GRADE 5 BOOK BIN 3					
E11159	978-0-325-11159-9	1	FPC BC GRADE 5 BOOK BIN 4					
E11160	978-0-325-11160-5	1	FPC BC GRADE 5 BOOK BIN 5					
E11161	978-0-325-11161-2	1	FPC BC GRADE 5 TEACHER BOX					



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www.heinemann.com
Pubnet SAN:210-5829 CODE:HEP
Federal ID#:06-1154537 GST:#125-218-917

Z

QUOTE : 5498036

BILL TO: 2DECATUR0

SHIP TO: 9727154

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

SOUTH SHORES ELEMENTARY SCH
2500 S FRANKLIN ST RD
DECATUR IL 62521

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS		TERMS	PAGE NO
2DECATUR0	QUOTE	05-16-2019			Net 30 Days	2
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
			***** ***** BACKORDERS AND MISC ***** QUOTATION PRICES VALID FOR 30 DAYS			

MERCHANDISE : 9,386.00

SHIPPING : 375.44

Reference	Total Units	Shipping Weight	Shipping Method
5498036	11	89.91	GROUND COMMERCIAL

QUOTATION AMOUNT 9,761.44

PAYABLE IN U.S. FUNDS:

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

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

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NUMBER IN ALL CORRESPONDENCE