



DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

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

October 27, 2020
4:00 PM Open Session
Closed Session Immediately Following
6:30 PM Open Session Continuing

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

Strategic Plan Mission:

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

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

The Board of Education Parameters that Guide Our Work:

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

IO 1.0 CALL TO ORDER – CALL FOR EXECUTIVE SESSION

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

Roll Call

IO 2.0 PLEDGE OF ALLEGIANCE

AI 3.0 APPROVAL OF AGENDA, OCTOBER 27, 2020

IO 4.0 BOARD AND/OR OTHER COMMITTEE REPORTS

- Discipline Action
- Schedule B
- Finance
- DPS Foundation
- Policies

- Human Resources
- Naming
- Joint – City, DPS 61 and Park District

STUDENT AMBASSADORS’S REPORT

BOARD DISCUSSION

- Resolution on Racism Report

AI 5.0 ROLL CALL ACTION ITEMS

- Personnel Action Items (**S4**)
- Memorandum of Understanding (MOU): Temporary Agreement Regarding Evaluation in Responses to COVID 19

AI 6.0 CONSENT ITEMS

- Minutes: Special Closed Meeting September 29, 2020 and Open/Closed Meetings October 13, 2020
- Financial Conditions Report
- Treasurer’s Report
- Authorize Purchase of Civics Material
- Delta Dental Contract Renewal
- Learning Partner Contracts with Houghton Mifflin Harcourt (HMH) for Hope Academy for the 2020-2021 School Year (**S1**)

IO 7.0 PUBLIC PARTICIPATION

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

IO 8.0 ANNOUNCEMENTS

The Board of Education sends condolences to the families of:

Adgrine Ann (Washington) Jarrett, who passed away Friday, October 09, 2020. Ms. Jarrett was a Crossing Guard for Decatur Public Schools and the mother of Courtney C. Carson, Vice President of the Decatur Public Schools Board of Education.

James A. Dellert, who passed away Thursday, October 15, 2020. Mr. Dellert was the father of James E. Dellert, Security Officer at Stephen Decatur Middle School and the grandfather of Jacob Dellert, Custodian for Decatur Public Schools.

Earl Eugene “Gene” Worthey, who passed away Thursday, October 15, 2020, and Judith “Judy” Y. Worthey (former Secretary in the Title I/Reading Strategist Department), who passed away Monday, October 19, 2020. Mr. & Mrs. Worthey were the parents of Phillip Worthey, Secretary at Hope Academy.

Rosie “Rose” Lee (Holmes) Crocker, who passed away Saturday, October 18, 2020. Mrs. Crocker was the mother of Corletta Murray, Teaching Assistant at Eisenhower High School.

Carrie Campbell, who passed away Thursday, October 22, 2020. Mrs. Campbell was the mother-in-law to Dr. Judith Campbell, P-12 Director of Teaching and Learning.

IO 9.0 IMPORTANT DATES

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Wednesday, November 04, 2020 at the Keil Administration Building.

10.0 ADJOURNMENT



Board of Education Decatur Public School District #61

Date: October 27, 2020	Subject: Personnel Action
Initiated By: Deanne Hillman, Director of Human Resources, and the Human Resources Department	Attachments: 4 Pages of Personnel Action
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

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

CURRENT CONSIDERATIONS:

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

FINANCIAL CONSIDERATIONS:

These positions are in the budget.

STAFF RECOMMENDATION:

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

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

To: Board of Education
From: Deanne Hillman
Human Resources Director
Date: October 27, 2020
Board Date: October 27, 2020
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHER:

Name	Position	Effective Date
Riley Snyder	Art, William Harris Learning Academy	January 4, 2021

TEACHING ASSISTANT:

Name	Position	Effective Date
Macie Mowry	Alternative Ed Teaching Assistant, William Harris Learning Academy, 6.25 hours per day	October 26, 2020

OUTREACH PERSONNEL:

Name	Position	Effective Date
Carol McClure	Job Coach, Macon Piatt Special Ed	October 19, 2020

CUSTODIAN:

Name	Position	Effective Date
Kawanda Briggs	2nd Shift Custodian, Eisenhower	November 2, 2020

CORRECTION TO START DATE

TEACHING ASSISTANT:

Name	Position	Effective Date
Elizabeth Winick	Special Ed Assistant, Muffley, 6 hours per day	October 19, 2020

TRANSFERS**TEACHER:**

Name	Position	Effective Date
Lynnette Rotramel	From Curriculum Coordinator, PDI to Grade 3, Dennis Mosaic	October 26, 2020

TEACHING ASSISTANTS:

Name	Position	Effective Date
Ashlei Amettis	From Secretary to the Alternative Ed Principal, William Harris Learning Academy to Alternative Ed Assistant, William Harris Learning Academy, 6.25 hours per day	November 2, 2020
Bridget Dutcher	From Cross Categorical Assistant, Montessori Academy for Peace, 6 hours per day to Care(Calm)/Recovery Room Assistant, Montessori Academy for Peace, 6.5 hours per day	November 2, 2020
Kyler Works	From KDG/1st Instructional Assistant, Dennis Kaleidoscope, 6.5 hours per day to Alternative Ed Assistant, William Harris Learning Academy, 6.25 hours per day	October 26, 2020

CUSTODIAN:

Name	Position	Effective Date
Tamara Garner	From 2nd Shift Custodian, Stephen Decatur to 2nd Shift Custodian, Eisenhower	October 19, 2020

RESIGNATIONS**TEACHERS:**

Name	Position	Effective Date
Jarry Brown	Science, Eisenhower	October 30, 2020
Andrew Klein	Agriculture, MacArthur	October 30, 2020

TEACHING ASSISTANT:

Name	Position	Effective Date
Lena Rotramel	Care(Calm)/Recovery Room Assistant, Montessori Academy for Peace	October 30, 2020

OUTREACH PERSONNEL:

Name	Position	Effective Date
Rodriques Wilson	School/Family Liaison, Parsons	October 28, 2020

SCHEDULE B:

Name	Position	Effective Date
Katie Hill	Student Behavioral Support Coach, Baum	October 8, 2020
Katie Hill	Student Council, Baum	October 8, 2020
Isabella Richard	Sophomore Class Advisor, 0.5 FTE, Eisenhower	October 9, 2020

RETIREMENTS

TEACHING ASSISTANTS:

Name	Position	Effective Date
Sheryl Brilley	KDG/1st Instructional Assistant, Johns Hill	December 31, 2020
Tina Harper	Special Ed Assistant, MacArthur	October 21, 2020

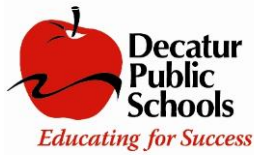
COMPENSATION RECOMMENDATIONS:

- The following staff member should be compensated **\$650.00** for participating in Tutoring Students during First Quarter 2020 at St Patrick School:
Paula Leffler
- The following staff members should be compensated **\$4,250.00** for participating in Three Circles from July 1-August 30, 2020 at Keil:
Andrew Klein
Kacey Reinholtz
Seth McMillan
- The following staff members should be compensated **\$16.66** for participating in Flocabulary on October 14, 2020 at PDI:
Tami Browning
Kathy Moore

Michelle Houchins
Marla Kennedy
Apryl Mayes

Kirsten Perkins
Ashley Swanson
Amanda Werkheiser

- The following staff member should be compensated **\$3,500.00** for the X-Step for her years of service to Decatur Public Schools:
Sheryl Brilley
- The following staff member should be compensated **\$30,000.00** for his efforts and accomplishments in FY2020:
Jeffery Dase



Board of Education Decatur Public School District #61

Date: October 27, 2020	Subject: Temporary Agreement Regarding Evaluation for Certified Staff in Response to COVID- 19
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: Temporary Agreement Regarding Evaluation in Response to COVID-19
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Administration recognizes the complex work of all educators during the Pandemic to ensure the physical, social emotional ,and academic well-being of our students. This work requires flexibility and innovation. The Performance Evaluation Reform Act (PERA) gives schools the ability to design and implement a teacher evaluation plan that meets the needs of the district.

The Temporary Agreement in Response to COVID-19 supports the Department of Teaching and Learning by ensuring certified staff are evaluated during the 2020-2021 school year.

CURRENT CONSIDERATIONS:

In response to COVID-19, administration collaborated with the Decatur Education Association (DEA) to create a temporary evaluation agreement for the 2020-2021 school year. Guidance was provided by the Illinois Education Association, Illinois Federation of Teachers, Illinois Association of School Administrators, and the Illinois Principals Association.

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Temporary Agreement Regarding Evaluation in Response to COVID 19 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

TEMPORARY AGREEMENT REGARDING EVALUATION IN RESPONSE TO COVID 19

For the 2020-2021 school term only, Article V of the Agreement between The Board of Education Decatur Public School District No. 61 and the Decatur Education Association, and the Combined Appraisal Process Manual shall each be modified so that no Student Learning Objectives shall be required and evaluation procedures shall be modified so that they are consistent with the chart attached hereto.

This Agreement shall sunset of its own accord on the last day of the 2020-2021 school term. The 2018-2022 Agreement between the parties shall be deemed status quo and all terms and conditions of evaluation shall return substantively and procedurally to as they were before the execution of this Agreement.

Other than as modified herein, no employer right to evaluate, discipline or dismiss employees shall be impaired by this Agreement.

Category	Recommendations
Non-Tenured Teachers	2 Observations <ul style="list-style-type: none">• 1 Scheduled• 1 Unscheduled• First observation by December 18th• Second observation by February 8th
Tenured Teachers	1 Observation <ul style="list-style-type: none">• 1 Scheduled• Observation by December 18th• Additional observation available by teacher request
Domain Ratings	Domain 1 - All indicators in domain rated for each observation Domain 2 - Teacher selects one (1) indicator, Principal selects one (1) indicator <i>Note: Principal and teacher must select different indicators</i> Domain 3 - Teacher selects one (1) indicator, Principal selects one (1) indicator <i>Note: Principal and teacher must select different indicators</i> Domain 4 - All indicators in domain rated one time (in preparation for summative conference) but discussed at each post conference Scoring: N/A areas do not count towards overall observation rating.

Executed this 13 day of October, 2020 by:

For the Association:

Chris Shugart Christopher Shugart
Co-Chairman of the Appraisal Action Committee for DEA

Chrissy Pettit Chrissy Pettit
DEA President

For the Board:

Deanne Hillman Deanne Hillman
Co-Chairman of the Appraisal Action Committee for the Board

Jeff Dase Jeff Dase
Assistant Superintendent of Teaching and Learning

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

DATE/TIME: October 13, 2020

4:00 PM

LOCATION: Keil Administration Building
101 W. Cerro Gordo Street
Decatur, IL 62523

PRESENT: Beth Nolan, President
Beth Creighton
Dan Oakes

Kendall Briscoe
Regan Lewis (arrived 4:14 PM)
Andrew Taylor

ABSENT: Courtney Carson

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.

TOPIC	DISCUSSION	ACTION
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, the purchase or lease of real (estate) property for the use of the public body, the setting of a price for sale or lease of property owned by the public body, and collective negotiating matters between the Board and representatives of its employees, seconded by Mrs. Briscoe.	Board moved to Closed Executive Session at 4:00 PM.
	Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Oakes, Briscoe, Taylor, Creighton Nay: None Absent: Carson and Lewis (arrived 4:14 PM) Roll Call Vote: 5 Aye, 0 Nay, 2 Absent	
Return to Open Session	President Nolan motioned to return to Open Session, seconded by Mrs. Lewis. All were in favor.	Returned to Open Session at 6:25 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, the purchase or lease of real (estate) property for the use of the public body, the setting of a price for sale or lease of property owned by the public body, and collective negotiating matters between the Board and representatives of its employees. No action was taken during Closed Executive Session.	
Pledge of Allegiance	President Nolan led the Pledge of Allegiance. President Nolan stated to the listening audience, "Because of the COVID 19 crisis and the Governor's disaster declarations, this meeting was not fully open. A fully in-person meeting was not practical or prudent because of COVID 19."	Information only.

TOPIC	DISCUSSION	ACTION
	For the record, the Student Ambassadors, District Leadership Team Members and other participants participated via Zoom.	
Approval of Agenda, October 13, 2020	<p>Superintendent Fregeau recommended the Board approve the October 13, 2020 Open Session Board Meeting agenda as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mrs. Lewis. All were in favor.</p>	Agenda was approved as presented.
Proud Moment	Dr. Todd Covault, Chief Operational Officer, thanked Scot Gregory for his service with Decatur Public Schools. In Mr. Gregory's new position, he will oversee Central IL schools. The new director is Nick Padoa. Superintendent Fregeau also thanked Mr. Gregory for his service.	Information only.
Board and/or Committee Reports/ Discussion	<p>President Nolan noted that the Finance Committee met and more information was forthcoming.</p> <p>Mrs. Lewis noted that the Intergovernmental Joint Committee (IJC) was October 14, 2020.</p>	Information only.
Student Ambassadors	<p>The Student Ambassadors reported the following regarding Virtual Learning:</p> <p>Caleb McKinley (EHS)</p> <ul style="list-style-type: none"> In talking with peers, the time needs to be adjusted; there was not enough time with teachers during Google meets and/or not enough time for extra help because of work and/or extracurricular activities. Sometimes students were released too early. If time was adjusted, there might be better feedback from students and teachers. <p>Jalyn Pearce (EHS)</p> <ul style="list-style-type: none"> In talking with peers, the amount of work on a daily basis was significantly more than in-person learning and students have to do it on their own. At this point, students were trying to meet deadlines versus instructional learning; this has become unhealthy. Students were struggling at both high schools at all grade levels. The twenty-five minutes of school was not benefiting as some of the time was on internet connection issues and/or attendance. Students were still having issues with accessing classes. Could students have the option to come back to in-person learning? <p>Daniel Flores (MHS)</p> <ul style="list-style-type: none"> The workload was quite immense compared to in-person learning. It was doable, but students have to devote most of their day to school work. In talking with peers, students noted that they enjoyed dismissal at 12:00 PM because it allows them to complete assignments. Teachers were doing their best with the situation, but it was still stressful. Virtual Learning was necessary due to the pandemic. The amount of homework assigned by teachers might be to make sure students were learning their curriculum. 	Information only.

TOPIC	DISCUSSION	ACTION
Board Discussion Resolution on Racism	<p>President Nolan noted that the Board Members should have received an emailed template from Denise Swarthout with an outline regarding the Resolution on Racism. This was due to Mrs. Swarthout by Wednesday, October 21, 2020. She asked the Board Members to engage the volunteers (staff members). The Board needs to make sure the District was serving the students in the best way. The October 27, 2020 Board of Education meeting will be devoted to the Resolution on Racism.</p> <p>Mrs. Lewis noted that she had met with her team and there was a concern with expectations. With their section(s), the team was focused on where they were, at this time, and how they planned to move forward to their goal. This will not be final by the next Board meeting.</p> <p>President Nolan noted that her team was focused on systematizing and how could the work continue with future Board Members. Then, would there be policy and procedures changes in order to continue the work.</p> <p>Mrs. Creighton noted that if timelines were associated with a section, each team needs to make sure they were met; that would include in policy or procedure changes.</p> <p>Mr. Taylor noted that at the next Board Meeting, the reports would be pertaining to the framework of what each team was doing, basically, an outline to where they were headed.</p>	Information only.
Admins and Admin Support Bonus Pool	<p>President Nolan noted that the Administrators and Administrative Support Bonus Pool was discussed in the Spring of 2019. During discussions, they wanted principals to think of themselves as instruction leaders. The Board wanted to set the tone, therefore, a bonus pool was created. Jeff Dase, Assistant Superintendent of Teaching & Learning, was given the task to develop the framework and implementation.</p> <p>Mr. Dase shared an experience he had as a principal. His previous supervisor gave him feedback that helped him grow as a leader; once capacity was increased, school improvement would also increase. Principals do not succeed alone as it is a team effort within their building. It takes hard work and long hours to improve schools and increase student achievement and when done, individuals should be recognized. The 2019-2020 Administrator and Administrative Support recipients for outstanding work in the field and increasing student outcomes were as follows:</p> <ul style="list-style-type: none"> • Hope Academy School • Stephen Decatur Middle School • Garfield Montessori School • Enterprise Montessori School • Robert Prange, Principal • Carrie Hogue, Principal • Julie Fane, Principal • Dr. Amy Zahm, Principal • Kim Hulva, Insurance/Payroll Specialist 	Information only.

TOPIC	DISCUSSION	ACTION
	<ul style="list-style-type: none"> Stephanie Bales, Payroll Supervisor <p>Mr. Dase thanked the students and staff and noted that DPS 61 was making progress before the pandemic.</p> <p>Mrs. Briscoe noted that this was a first step to being the academic leader of a building. The rules have been changed in a positive way and it can benefit everyone. Supervisors should continue to give the necessary feedback to employees.</p> <p>Mrs. Lewis noted that feedback was very important and this was teamwork. She is committed to the Decatur community and DPS 61.</p>	
Reports from Administration Facilities Update	<p>Kim Kurtenbach, BLDD Architects, and Brian Beneke, O'Shea Builders, presented a Facilities update (see attached). At this time, projects were on track/schedule.</p> <p>Mrs. Creighton asked about the gap of space between the building and the classroom at Parsons Elementary School. Mr. Beneke replied that it should be filled with concrete upon completion.</p> <p>Mr. Beneke welcomed the Board Members to site visits.</p>	Information only.
Real Estate Recommendation	<p>Dr. Todd Covault, Chief Operational Officer, and Chris Harrison, Representative from Main Place Real Estate, presented Facility recommendations (see attached).</p> <p>The following building recommendations would be considered:</p> <ul style="list-style-type: none"> Demolish – Combined Bid <ul style="list-style-type: none"> Johns Hill Oak Grove Contract Services to Market <ul style="list-style-type: none"> Durfee <ul style="list-style-type: none"> Was taken offline through the ISBE process and the District could not keep. Garfield Southeast Stevenson <p>At this time, keep either Garfield or Southeast temporarily in case there was a fluctuation of enrollment. The District will watch for available properties within the community if we considered combining some services (administrative offices/departments).</p>	Information only.
PreK Update	<p>Sarah Knuppel, Principal of Pershing Early Learning Center, and Mary Anderson, Principal of Montessori Academy for Peace, presented a PreK update (see attached).</p>	Information only.

TOPIC	DISCUSSION	ACTION
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President Nolan acknowledged the work done by the current Board of Education regarding the waiting list at the PreK level in the Montessori program; they heard the community's concern regarding the limited number of PreK spots. The current Board wanted to make sure that those who were interested had access to the program.

Grading Update	Jeff Dase, Assistant Superintendent of Teaching & Learning, presented a Grading update that aligns to Formative and Summative Assessments (see attached).	Information only.
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Formative assessment refers to a wide variety of methods/ strategies that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

- The goal of *formative assessment* is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. **Summative assessments** are often high stakes, which means that they have a high point value.

- The goal of *summative assessment* is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

A progress report is midterm. For the first quarter, there may have been items that were not addressed; however, report cards should have addressed all items. All grade levels should have received a progress report.

If there were students who had not engaged this school year, how were the building principals assessing the issue?

Formative assessments does not have to be a quiz; it could be an update on the progress.

Standards-based grading is more challenging; training was provided, but follow-ups were inconsistent.

Standards-based grading is more difficult without a curriculum. There were resources to assist, but no actual curriculum. The District was in the process of developing a curriculum with Lead 180.

Preparation and planning were critical with standards-based grading and Teaching & Learning as a whole.

With summative assessment, students must be taught with feedback that would lead to progress in order to be successful towards summative assessment.

The students value in-person learning, but it must be done in a safe environment. Virtual learning was for emergencies.

TOPIC	DISCUSSION	ACTION
Rescind of Zoom District License Purchase from the 09/08/2020 BOE Meeting	<p>Superintendent Fregeau recommended the Board approve to Rescind the Zoom District License Purchase that was Board Approved during the September 08, 2020 Board of Education Meeting.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Oakes, Creighton, Briscoe, Nolan, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Rescind of the Zoom District License Purchase was approved as presented.</p>
Personnel Action Items	<p>Superintendent Fregeau recommended the Board approve the Personnel Action Items listed in the Memo from Deanne Hillman, Director of Human Resources as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Briscoe, Lewis, Oakes, Creighton, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Personnel Action Items were approved as presented.</p>
Facility Inventory Future Use	<p>Superintendent Fregeau recommended the Board approve the Facility Inventory Future Use Recommendation as presented.</p> <p>Mr. Taylor moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Creighton, Taylor, Briscoe, Oakes, Lewis, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Facility Inventory Future Use was approved as presented.</p>
BLDD to Design Specifications for Demolishment of Oak Grove	<p>Superintendent Fregeau recommended the Board approve for BLDD to Design Specifications for Demolishing Oak Grove as presented.</p> <p>Mrs. Lewis 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, Nolan, Oakes Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. BLDD Design Specifications Demolishment of Oak Grove was approved as presented.</p>
Marketing Proposal with Main Place Real Estate	<p>Superintendent Fregeau recommended the Board approve the Marketing Proposal with Main Place Real Estate as presented.</p>	<p>Motion carried. Marketing Proposal with Main Place</p>

TOPIC	DISCUSSION	ACTION
	<p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Lewis. 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>	Real Estate was approved as presented.
iPad Pro Insurance Coverage	<p>Superintendent Fregeau recommended the Board approve the Purchase of iPad Pro Insurance Coverage as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mrs. Creighton. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Taylor, Creighton, Oakes, Nolan, Lewis, Briscoe Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. iPad Pro Insurance Coverage was approved as presented.</p>
Food Service National School Lunch Program Amended Rates	<p>Superintendent Fregeau recommended the Board approve the Food Service National School Lunch Program Amended (Reimbursements) Rates as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Oakes, Creighton, Briscoe, Nolan, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Food Service National School Lunch Program Amended Rates were approved as presented.</p>
Awarded Bids for Outdoor Coolers	<p>Superintendent Fregeau recommended the Board approve the Awarded Bids for Outdoor Coolers 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: Oakes, Nolan, Lewis, Briscoe, Creighton, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Awarded Bids for Outdoor Coolers were approved as presented.</p>
Application for Health Life Safety Amendments	<p>Superintendent Fregeau recommended the Board approve the Application for Health Life Safety Amendments as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Mr. Taylor. 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. Application for Health Life Safety Amendments was approved as presented.</p>

TOPIC	DISCUSSION	ACTION
Construction Substantial Change Orders	<p>Superintendent Fregeau recommended the Board approve the Construction Substantial Change Orders 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: Nolan, Briscoe, Lewis, Oakes, Creighton, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Construction Substantial Change Orders were approved as presented.</p>
Design Development for Roof Projects	<p>Superintendent Fregeau recommended the Board approve the Design Development for Roof Projects as presented.</p> <p>Mrs. Lewis 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, Nolan, Oakes Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Design Development for Roof Projects was approved as presented.</p>
Award Bid for SDMS Auditorium Seating	<p>Superintendent Fregeau recommended the Board approve the Awarded Bid for Stephen Decatur Middle School Auditorium Seating 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: Creighton, Taylor, Briscoe, Oakes, Lewis, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Bid for SDMS Auditorium Seating was approved as presented.</p>
American Dreamer STEM Academy Project Concept and Authorize Design Development	<p>Superintendent Fregeau recommended the Board approve the American Dreamer STEM Academy Project Concept and Authorize Design Development as presented.</p> <p>Mrs. Lewis moved to approve the recommendation, seconded by Mrs. Creighton. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Taylor, Oakes, Briscoe, Creighton, Lewis, Nolan Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Am. Dreamer Project and Authorize Design Development were approved as presented.</p>
BLDD Contract for Doors and Windows Design Work at Montessori	<p>Superintendent Fregeau recommended the Board approve the BLDD Contract for Doors and Windows Design Work at Montessori Academy for Peace as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote:</p>	<p>Motion carried. BLDD Contract for Doors and Windows Design Work at</p>

TOPIC	DISCUSSION	ACTION
Academy for Peace	Aye: Oakes, Nolan, Lewis, Briscoe, Creighton, Taylor Nay: None Absent: Carson Roll Call Vote: 6 Aye, 0 Nay, 1 Absent	Montessori was approved as presented
Consent Items	<p>Superintendent Fregeau recommended the Board approve the Consent Items as presented:</p> <p>A. Minutes: Open/Closed Meetings September 22, 2020</p> <p>B. Freedom of Information Report</p> <p>C. Bills</p> <p>D. Release of October Checks Early</p> <p>E. Learning Partner Contracts with Houghton Mifflin Harcourt (HMH) for American Dreamer STEM Academy and Muffley Elementary School for the 2020-2021 School Year (S1)</p> <p>F. Job Description:</p> <ul style="list-style-type: none"> District Instructional Technology Coordinator (S1) <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mrs. Creighton. Hearing no questions, President Nolan called for a Roll Call Vote:</p> <p>Aye: Creighton, Taylor, Briscoe, Oakes, Lewis, Nolan</p> <p>Nay: None</p> <p>Absent: Carson</p> <p>Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	Motion carried. Consent Items were 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. Any public comments received will be read during this time. Comments should be limited to 3 minutes. <p>For our listening audience, please note that during any Board of Education meeting and public participation, Board Members do NOT respond and/or comment to public comments. Furthermore, the Board refrains from referring to specific students or staff members by name, and requests that public commenters refrain from doing so as well.</p> <p>Susie Niesman, Vice President of DEA, spoke to the Board regarding where the District was at this time. The climate, cultural and morale were at an all-time low.</p> <ul style="list-style-type: none"> Then, staff and DPS were collaborated with – Now, staff is mandated and dictated to. Then, teachers were trusted to do what was best for their student. Now, teachers were not trusted. Then, conversations involved critiques if necessary. Now, conversations are one-sided and involved criticism. 	Information only.

TOPIC	DISCUSSION	ACTION
Public Participation Continued	<ul style="list-style-type: none"> • Then, teachers felt valued. Now, feel devalued. • Then, teachers and building level administrators were able to make decisions in the best interest of the building. Now, building level decisions were no longer applicable because of the micromanagement from the District. • Then, DEA and administration could trouble-shoot together before they became larger issues. Now, DEA and administration cannot have a conversation until they schedule a time when the District lawyer was able to be present. 	Information only.

Let us work to change the climate, culture and morale and re-gain what worked in the then.

Chrissy Pettitt, President of DEA, spoke to the Board regarding how the working conditions were the students learning conditions. The Strategic Plan states, “Beliefs - A strong school system creates a healthy community and enthusiastic community support is vital to successful schools. We believe that the development of the whole person is essential.” Is the District developing strong teachers by meeting them where they were and seeking innovative ways to improve versus tear them down? The Strategic Plan states, “equal opportunity requires that each person has the right and the ability to learn in a style and at a pace tailored to individual needs.” Along with students, teachers deserve to learn with them. Teachers were required to instruct as if there was no pandemic. Parents, students and teachers need to know the Board of Education and administration has their back when making decisions. Teachers were tired of the negativity and tired of being asked to do more while they were at “max cap.” Teachers were going above and beyond. When will the micromanaging stop? When will teachers be allowed to make mistakes without facing discipline that had been conversations? When will the “gotcha stop?” The culture is toxic. Educators need to take risks, overcome setbacks and celebrate successes. Positives would not happen until the culture and morale changes in DPS.

Andrew Matthews, UniServ Director Illinois Education Association, spoke to the Board regarding morale in the District. The District was facing warning lights and sirens. Over thirty teachers were currently going through a discipline process based upon failure to adhere to standards-based grading guidelines. Students remain in classes that exceed contractual language and violation of the Board’s policy. Administrators were thrown under the bus by decisions made by Central Office. Teachers were held accountable for students who do not engage. The Superintendent was not allowed to meet with DEA, which makes progress impossible. The Board requires the District Attorney to be present during meetings with Keil staff and DEA. The District remains severely under-staffed. The Board of Education does not want to speak to union leadership. The problems would not get resolved until these stops. We have to do better.

Heather Samonds, Teacher at Johns Hill, spoke to the Board regarding the impact of bosses. Leadership would not do anything that they would not do themselves. Teachers were doing their best and missing time with their families because of the

TOPIC	DISCUSSION	ACTION
Public Participation Continued	workload. The principals were sad and worried and it was wearing on them too. The climate of the District was that teachers were not doing enough or meeting expectations. Pacing guides should not be set in stone. Teachers should be allowed flexibility to give students what they need. Please see the attached letters that were read during public participation.	Information only.
Announcements	The Board of Education sends condolences to the families of: Deborah L. (Mann) Livingston, who passed away Monday, October 05, 2020. Mrs. Livingston was the wife of Malcolm Livingston, Security Resource Officer (SRO) at SEAP, and the aunt of Sevie Jarrett, Human Resources Coordinator in Decatur Public Schools. Shirley Ann Moore, who passed away Thursday, October 08, 2020. Mrs. Moore was the mother of Tina Griffey, a Nurse in Decatur Public Schools.	Information only.
Important Dates	<u>October 15</u> Deadline for Required Immunizations and Health Exams for Students At this time, your child will be allowed to continue virtual learning after October 15, 2020. We are in the process of planning for return to in-person learning. If we were to return to in-person learning, your child would not be eligible to return to in-person learning after October 15, 2020. To be eligible for in-person learning you must have your child's physical and immunizations completed and submitted to the school to return to in-person learning within the school building. NEXT MEETING The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, October 27, 2020 at the Keil Administration Building.	Information only.
Adjournment	President Nolan asked for a motion to adjourn the Open Session. Mrs. Creighton motioned, seconded by Mrs. Briscoe. All were in favor.	Board adjourned at 9:17 PM.

 Beth Nolan, President

 Melissa Bradford, Board Secretary

From: Jewel Grady

To: Melissa Bradford <MBradford@dps61.org>; We Listen <WeListen@dps61.org>

Subject: Re: Tuesday Board Meeting

Good evening, Board members and Superintendent Fregeau,

My name is Jewel Grady. I have been in education for nearly 40 years, almost 30 of that being with DPS. I left the parochial field to come to Decatur because I wanted to make a difference. I feel like I have left my mark on many lives. I have also learned a lot from my leaders and opportunities that I have been given. I try to do all my work, follow the rules and expectations set before me, and speak up when the occasion has called for it. This is one of those times. Many of my colleagues received letters on Friday, which was the last day of the first quarter, from their admins that stated, "failure to adhere to the district's guidelines for 1st quarter midterms/progress reports." Midterm Progress reporting ended on Sept. 9. It is now October. First quarter midterms were a huge adjustment this year for many teachers. My school has been doing SBG for 4 years now being one of the forerunners. We had studied many school districts at that time and not one administered a first quarter midterm due to assessing where their students were and setting up rituals and routines which takes a period of time. Our District understood that at the time and allowed us to do the same. This year that changed, which no explanation or direction being sent out from the top. It is clearly evident that no one at the top has a clear picture of what SBG is or even looks like. Yes, questions were answered if they were asked, but those answers were not consistent across the board and are not the same as what 1st quarter expectations laid out. We are finishing first quarter and now we are being asked to justify Midterms?? I am being told I have to give a 1 to students because I have seen the student. That is not SBG. I can play the game, but what you are asking is not ethical, not right, and definitely not SBG.

I do have 100% attendance most days on my LIVE meetings, but that does not mean that all my students are engaged. Many hop on and then disappear the entire time. Many do not do the work, nor do they have parents that know how to help them. I have reached out to all families on a daily basis, went to students' home to offer my assistance and whatever I can do to help them be successful.

I also have a few students that parents are also doing the work for them. Fastbridge scores and other assessments are not valid data points this year, but we are being asked to use them. If anything, the gap between groups is widening. I feel for these students. It is not fair.

We have given you grace to charter these uncharted waters, and all we are asking for is that same grace. None of you are in the trenches working with our students on a daily basis like teachers are.

We have been given new curriculum to use this year, pacing guides that do not match up to report cards, expectation of teaching science and social studies every day which the number of standards for first quarter being ridiculous, and no resources to teach those except for out-of-date books, Flocabulary (which is working smoothly for me right now), and other programs that I have needed to purchase out of my own pocket. I am the first to embrace change and learn, but COMMUNICATION is the key and vital to our growth.

Thank you for your time,
Jewel Grady

From: JoBeth Page
To: Melissa Bradford <MBradford@dps61.org>
Subject: Board meeting

Good evening Board of Education, Superintendent Fregeau, and District Leadership,

My name is JoBeth Page and I am a very proud Decatur Public School teacher. My career began with student teaching in DPS and I have happily chosen to stay here the last 13 years.

It saddens me to see the morale of many educators in this district so low.

Let me start by stating that I firmly believe that all teachers should be held accountable for what we teach to our students. I am expected to follow a pacing guide that was created for in person instruction. The current structure does not allow as much time as would be during in person, yet I am expected to keep up with the current pacing guide.

Communication continues to be a huge concern. Through conversations with other teachers district wide there seems to be a lack of consistency between buildings, which has created misunderstandings of expectations.

This school year, we were expected to complete midterms for Quarter 1. However, after reviewing the Standards Based Grading Handbook for the 2020-2021 school year, page 5 paragraph 4 states 'Midterm reports in quarters 2, 3, and 4 will include performance ratings that communicate whether a student has mastered grade level standards, is progressing towards mastery or is showing limited progress towards current standards being taught.' This handbook does not mention quarter 1 midterms.

The lack of communication is creating reduced morale and high stress, as teachers are unsure where to turn when unstated directives and/or expectations pop up.

While we are not perfect, I have seen teachers doing more than I have ever seen before. People are spending countless hours at night, at home, and on the weekends. Even with all of the time spent going above and beyond, it still feels as if it's not enough. If DPS truly wants what is best for our students, DPS will allow teachers to do what they do best: teach students.

Thank you,

JoBeth Page

From: Joni Grubbs

To: We Listen <WeListen@dps61.org>; Melissa Bradford <MBradford@dps61.org>

Subject: Statement to the Board of Education

Board of Education, Superintendent Fregeau, and District Leadership,

My name is Joni Grubbs and I am a PROUD 1993 graduate of Eisenhower High School and chose to remain in this area and to help my community. I am also a Macon County CASA Advocate and use my voice for the children of this community.

There have been many times during my 12-year tenure in DPS that I could have easily walked away. The lack of support, lack of trust, and the amount of times we are taken advantage of, just to name a few. I look at the students, the families, my amazing co-workers and I have to pause. I stick it out every day for all of them.

Our district was just getting back on track in the past few years. The feeling of community was making its way back into our hearts, our classrooms, and our ability to lead. Everything has changed and the DPS workplace has once again become a toxic environment.

Just recently, several of my co-workers received letters that they had “failed” to adhere to the districts grading policy for MIDTERMS. Forget that they received these letters on the last day of the quarter. In what workplace are you reprimanded or told you did something wrong weeks later? As I am sure you heard last year, DPS cannot afford to continue losing valuable teachers that bring so much to this district, and yet our leadership continues to find “gotcha” moments toward our teachers. Teachers are doing more during this global pandemic than ever before. I can’t think of any role we aren’t playing right now.

I love my DPS family, and I’m tired of seeing my fellow teachers upset. Teachers are undervalued and quite frankly, not respected, in this district.

The rules of the game get changed daily and never with any clear communication or across the board from building to building. Now is the time to show some grace and support. We show it every day with our students and families.

Thank you for your time,

Joni Grubbs

From: Kelly K Bailey

To: Melissa Bradford <MBradford@dps61.org>; We Listen <WeListen@dps61.org>

Subject: Letter to be read at the Board Meeting

My name is Kelly Bailey, and I am a product of Decatur Public Schools. I have been with this district teaching over 21 years and have taught multiple grades and have been in a classroom the whole time. When the district made the choice for us to go full virtual learning, and I was impressed with this decision to keep the children and the staff of Decatur Public Schools safe. I am blessed to be able to work from home at this time, because I have two small children who are in 1st and 3rd grades and attend Decatur Public Schools. I have always been an advocate for Decatur Public Schools and never questioned where to send my children and where I wanted to teach, but right now it is very difficult to advocate. It is not because of the teachers of this district at all. It is the administration and how they are micro-managing their teachers in everything they do. Many of us do not feel like we are trusted by our district to do our jobs. We are all learning this new way of teaching and there should have been some flexibility with our schedule. We should have had weekly professional developments to help us with the tools to teach remotely, but each week there is something added to the plate to which “we as teachers need to be doing.”

Teachers are the heart of this district and they show it to their students every day. We are the ones who love these children and want what is best for them, and “we” get to be with them whether it is remotely or in the classroom. We are the ones who know how to teach and are not allowed to do this with the district’s return to learn plan. The district administration has lost touch of what our kids need when they have dictated and have micro-managed everything from our daily schedule (which allots for unrealistic times for each subject), pacing guides that are impossible to follow (especially since the students missed a lot of skills last year), almost four hours of screen time for the students and their teachers, a Google meet platform which glitches and has issues that are a distraction for these students and the teacher, and many other challenges.

The stress level is at an ultimate high with us teachers, because our work load is far more than ever, and things are getting added weekly of what we need to do. Everything seems to be our responsibility from our attendance numbers (which we have no control over), students who are not completing work is our fault, scheduled grade level meetings every week (which most if not all of us are meeting with our grade level teams regularly) none of which what is on the agenda or action items pertain to anything we are doing right now during this time of remote teaching, and there is no follow up to any of our questions. Professional developments to which agendas for these are sent out at the last minute and do not pertain to the way we are teaching during this time. We do not feel like our district administration from the top to building level trusts us to do our jobs. We should not feel like we are constantly waiting for someone to “get us,” and right now that is how most of us are feeling. I hope the district takes all of these word into account, because this is how majority of the teachers are feeling right now and it is not right.

From: Leslie Woolsey
To: Melissa Bradford <MBradford@dps61.org>
Subject: Letter to the board

Good Evening,

My name is Leslie Woolsey, and I am a product of Decatur Public Schools. I have been with Decatur Public Schools for twenty-three years, and I have two children attending DPS. I have been an advocate for our district. I have been a hardworking and dedicated teacher. I love teaching, and all the kids I have had the pleasure of teaching throughout the years. However, the last two years I have seen a drastic change in our district and the loss of many excellent staff members in DPS. I don't know if I see this changing any time in the future. I am saddened by the decisions that are being made right now, and I am breaking a little more each day. I feel like I am drowning, and I am NOT ok right now.

As the decision was made by the district to go to full virtual learning this fall, I applauded this choice, as I have a chronically ill child with serious neurological conditions and seizures. I am blessed to be able to work from home and take care of my children during this time. However, this is also sometimes impossible as we are all following the same schedule for DPS and being one person, I can't be of assistance to my children as always needed. I completely understand the struggles of our working parents and scheduling issues that they are having as my heart breaks for them. This is a tough job for everyone involved.

It has come to the point that the expectations that keep being handed out to us are impossible. It is impossible for us as teachers, it is impossible for the students, and it is impossible for these families, yet we just keep raising the demands and expectations for all that are already struggling in this balance. Everyone is struggling with the return to learn plan and expectations. We are teaching from pacing guides that were based on in person learning. Students are struggling with the work, parents are struggling to balance work, family, and helping their kids, and teachers are going above and beyond spending countless hours outside of their workday to help. This is a never-ending day and we can't keep going like this. We are NOT ok! We are not getting what we need from the district.

I need professional development to help me with remote learning planning, instruction, and keeping it engaging. We have questions and not getting answers but expected to have our plans ready to go each day without these answers or even a concern from administration.

I have made a myriad of sacrifices for this district. As I stated before I am dedicated, and I love the kids I teach. I spend my evenings with my students who need additional help on Google Meet while I make my own kids wait for my help. I made my daughter wait for four months to have brain surgery, so I could schedule it around a time when I had break as not to disrupt my class at the time. I do go above and beyond, but right now I need answers, professional development that pertains to what we are going through right now with virtual learning, and I need to be trusted to do what is best for my kids in my classroom. Your staff in DPS is NOT ok! I am begging you to please listen to your teachers and offer them support during this difficult time instead of the constant demands.

From: Libby Kirkland

To: Melissa Bradford <MBradford@dps61.org>; We Listen <WeListen@dps61.org>

Subject: Letter to the Board of Education for October 13th

Dear Board President Nolan, Superintendent Fregeau, and Board Members,

My name is Libby Kirkland. I am a DPS graduate, parent, and educator. I wish I was able to speak to you in person, but I am holding parent teacher conferences. I used to pride myself on being so involved in Decatur Public Schools; I would encourage others to stay and point out all of the positives that we had going for us. However, I am sad to say that is not the case any longer. DPS is failing and falling fast! Just when I think things will be on the upswing, I am surprised that we can go even lower. This past week was the final straw for me, and I can no longer keep quiet. I would like to take a look at our district strategic plan annual priorities and point out an example in each area where I believe we are failing or falling.

Our first strategy is student experience; ensure unique, innovative learning experiences for all students. I am concerned as to how this is being met, teachers are receiving letters if they are not right on pace with the district created pacing guides that all teachers are required to follow no matter if they teach at the STEM Academy, Montessori School, Lab School, or any other school in Decatur. How is this unique and/or innovative?

Strategy number 2 is student environments; ensure a student-focused environment that expands learning beyond the traditional expectations to engage students.

We have classes in our district that are currently over the number of students they are supposed to have. This has been taking place since the beginning of the year and nothing has been done about it. It is very hard to engage all of your students beyond the traditional expectations when you have 30 plus students and the school nearby has below 15 yet both teachers are held to the same expectations.

The whole student, is our third strategy; 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. Teachers are working countless hours to ensure their best efforts in doing this. They are prerecording lessons, teaching live lessons, going to students houses to drop off items they need to ensure they are learning, having students come into their classrooms for tiered instruction, the list could go on and on. I would say this is one area that we are not failing in however, it is not due to support of our district leadership, if anything the leadership is not noticing the efforts of their staff to meet these needs. If this strategy was about the whole staff member and not the student. They would be failing.

Leadership is continuing to pile on work with no additional supports to address staff members physical, social/emotional, and mental health needs.

Our fourth strategy is about staff; attract and retain talented and invested staff by ensuring they feel valued and supported. I can tell you right now that I do not feel valued or supported at all. One key point under this strategy is that of providing equity training for the district leadership and staff. I have received equity training thanks to my amazing principal, but I question if

leadership has. I put in for a transfer prior to school starting. I still have not been able to transfer because the district didn't want to have a vacancy in a hard to staff school, which my school is not. However, last board meeting it was approved for someone to transfer today from a hard to staff school, that persons position is not filled, and they were able to transfer, and I am not. Are you aware? Have you asked why?

Our last strategy is the community; create and foster mutually beneficial relationships throughout the community. Our school community is suffering right now. Being an educator and parent, I know how difficult remote learning has been for our families.

District leadership is not being transparent, flexible or understanding of their students, parents, and staff members situations. This is not beneficial to our community, a one sized fits all mentality is not working and we need to make a change. We now more than ever need to stick together and practice what we preach.

Thank you for your time,
Libby Kirkland

A handwritten signature in cursive script that reads "Libby Kirkland".

From: Roxann Kennedy
To: Melissa Bradford <MBradford@dps61.org>
Subject: Board Mtg Letter for 10/13

Good Evening!

My name is Roxann Kennedy.

I would like to discuss communication and safety within our Decatur Public Schools Buildings.

This is OUR district and OUR school families need to be aware of things happening within OUR district.

March 12th DPS put a video on Facebook stating that DPS is taking proactive steps to protect student safety – custodians clean and disinfect all surfaces each day and did a focused cleaning in each school this week during spring break.

March 15th. My building wasn't touched over Spring Break, let alone a deep cleaning like the video shared with the community. I wiped off one student desk with a Clorox wipe and was disgusted with the filth. I took a picture of the dirty Clorox wipe and discussed my concerns with the building principal. Our district is telling the public things that are not being done at EVERY building.

March 16th I emailed the Chief Communication Officer and asked for her to contact me in regard to this issue and I included an attachment of one Clorox wipe as evidence that EACH building wasn't properly cleaned. I NEVER received a response.

Fast Forward to current events:

October 9th I reported to work and didn't see a custodian in the building. I inquired about a custodian prior to 8am and again at 11:30. One of OUR buildings didn't have a custodian till 12:30 on a school day.

Each classroom has a daily custodian checklist posted outside their classroom door; however, my checklist was already filled out for this particular day when NO custodian was even present. How is this even possible? This is evidence that our buildings are NOT following The Return to Learn Plan that was shared with OUR community.

The Return to Learn Plan states: DPS custodial staff will increase focus on wiping down and disinfecting public spaces and high-touch surfaces, like sinks, door handles, and desks across our buildings and throughout the school day.

How is this being done if a custodian isn't even present on a school day?

OUR district has had several positive cases among ALL staff and at several DPS buildings.

Why are we NOT sharing this with OUR families?

OUR families need to know that we are trying to keep our buildings safe however the district is having difficulty accomplishing that goal.

Why would we ask OUR families to fill out a survey about a Learning Environment Choice when our buildings aren't safe for staff?

Why would we even consider opening our buildings to students when the district can't keep our staff safe?

I would love to see strong evidence that the district can and will honor the safety plan for the sake of staff, students, and the community.

Thanks,
Roxann Kennedy

From: Sarah E Hott

To: We Listen <WeListen@dps61.org>; Melissa Bradford <MBradford@dps61.org>

Subject: Public Comment - BOE Meeting (10/13/20)

Good evening members of the board,

My name is Sarah Hott and I am a teacher here in Decatur Public Schools. I would like to discuss the state of education in the district.

As you are well aware, we are in the midst of a pandemic. This is not something any of us could have predicted or even imagined would happen. In order to keep students as safe as possible, the district has kept learning virtual. I am thankful for this decision and I personally think that it is the best option for students at this time.

However, as a teacher trying to navigate the situation, it seems as if the district has forgotten its teachers. There are teachers struggling to keep up with the unrealistic amount of expectations that the district and administration has placed upon their shoulders, myself included. I am expected to teach live lessons for 200 minutes a day. We cannot expect students, especially our young students, to sit in front of their iPad for this long and learn everything we need them to learn. Especially when we discuss the importance of lesson timing when we teach in person. All teachers know that student attention span isn't long and expecting them to follow along with lessons for 200 minutes is unrealistic. I am expected to follow the pacing guide and post assignments for students who are not able to make it to live lessons due to their parents working during the day. I have had multiple parents reach out to me with concerns about the amount of work their child is expected to do, but I am to follow the pacing guide that was created for in person instruction. It is impossible to get everything in during virtual learning. I am expected to go back and change attendance for work that was turned in late. I am expected to send reminder after reminder about missing or incomplete work. I am expected to be evaluated as normal when things are anything but normal. How can I possibly teach my best during a time in which the entire world is suffering with physical and mental health? I know I'm a good teacher and I know I work with amazingly fantastic and talented teachers across the district. We do not need to be checked in on constantly by administration to make sure we're following the unbelievable amount of requirements.

I am also expected to report to work three days a week to buildings that are not kept to the cleanliness level they should be. I am expected to report to work in the same buildings with people who do not abide by mask expectations. Where is the concern over my safety? My coworkers' safety? We are trying to provide parents and students with grace, but where is ours?

We cannot maintain the current level of stress that we are dealing with. Many of us are at our breaking points. We are exhausted. We have our own families health and safety we have to worry about on top of our students and our own.

I hope you are listening to those who make virtual learning possible.

Thank you for your time.

From: Sheree Park <SPark@dps61.org>
To: We Listen <WeListen@dps61.org>
Subject: read at board meeting

My name is Sheree Park. I attended DPS from Kindergarten all the way to graduation and now have been a teacher in DPS for almost 20 years.

I have never been forced to sacrifice for my own family as much as I have this school year. Remote teaching/learning can be effective but the micromanaging and distrust has crippled teachers. I can no longer do what I do best. There is absolutely no flexibility. I am being forced to act as a robot, follow a pacing guide that is NOT beneficial for my students, and follow a minute-by-minute schedule that is ridiculous. I am expected to teach reading, language, & writing for 35 minutes per day and spend too much time with science /social studies. I am doing what I am told, knowing that it is NOT best for my students, and then I am held accountable when students aren't learning. This is unfair and unrealistic!

I have been called names from parents, cussed out, and challenged because parents do not agree with much of what I am doing right now. However, I am doing what I am being forced to do by the leadership of this district.

My school building is not even clean and safe for teachers right now...and is certainly not ok for students. I was required to have my room "ready" for students at the end of September but the district has NOT prepared the building for students AT ALL.

Admin needs to stop micromanaging the teachers.
Teachers need the flexibility to teach remotely from their home or from the school building.

Teachers need to be allowed to do what they do best- be creative and meet the needs of their students.

Parents, NOT the teachers, need to be held accountable for student attendance.
Admin needs to stop micromanaging the teachers.
Teachers must be allowed to pace their class effectively.
Admin must trust the teachers to do their best in this situation.
Admin must give up the control and allow teachers to do their jobs.
Admin needs to STOP micromanaging the teachers!

From: Taryn Diaz

To: Melissa Bradford <MBradford@dps61.org>; We Listen <WeListen@dps61.org>

Subject: Public Participation October 13

Good Evening,

My name is Taryn Diaz. I am a lifelong Decatur resident, a product of Decatur Public Schools, and in my 19th year as a DPS teacher. I have always taught my students and my child that "Your voice deserves to be heard." MY voice deserves to be heard as well.

We have been broken by this administration. We are no longer at the breaking point- we are broken. Many of us have given our all to this district to be met with micromanaging, distrust, a culture of fear, and increased expectations on an already overflowing plate. DPS staff are NOT ok.

We can no longer pretend what we are doing is what is best for children-it isn't. I am forced to follow a pacing guide to a T, no matter the needs of my children. In the past we were encouraged to combine science and social studies into our ELA block, I am expected to teach reading, writing, phonics, and grammar in 30 minutes. I am required to do a separate 30 minutes each of Sciences and Social Studies. I am not teaching what my children need- I am teaching what I am told to teach. My children are so capable, but are given a disservice by not allowing me to do what I was hired to do-teach what they need.

The BOLD plan was NOT set in place as what is best for children, a pacing guide forced to be followed regardless of children's needs is NOT what is best for children, a district in a power struggle is NOT what is best for children.

We can survey staff until we are blue in the face, but if we do not start listening we won't have a staff to survey. Teachers and staff have left in record numbers. I am afraid we will see even more at the end of this school year. I signed on with DPS as a lifer, I am here for the children. These are MY children- that does not stop when they leave my classroom. We are not building a better community, we are hurting these children by not giving them bases on which to build their futures. This is not what we were hired to do.

Do I think this letter will make a difference? No, but at least I can say I let my voice be heard.

Sincerely,
Taryn Diaz

From: Terri Ellis <TLEllis@dps61.org>
To: We Listen <WeListen@dps61.org>
Subject: Remote Learning Concerns

I am concerned about the possibility of students being returned to in person instruction when positivity rates are at an all time high. Additionally, schools in our area who tried in person learning are switching to 100% remote learning as a result of exposure and infections.

At this time of year, students will be traveling and visiting family which increases the risks of exposure and transmission.

The students who come into school are rarely wearing their masks correctly and are reluctant to make corrections when asked to do so. I don't believe that mask wearing and social distancing will be taken seriously by students.

Then, there is the matter of hand sanitizer in each classroom and disinfectant wipes. There is none. My classroom doesn't have a sink. We were told these things would be provided. We have one container of watery sanitizer in the foyer.

Finally, how can our 2 custodians possibly clean a school the size of Hope each day to the necessary degree? Will they be given help?

Our contract says the district promises to protect us. I'm sorry to say that I don't feel safe. I have great appreciation for Hope's administration. They are working hard to support their teachers and staff. They deserve to be commended.

Thank you for your time and consideration. Best wishes for your safety and good health!

Terri Ellis

From: Tessa Meinders
To: Melissa Bradford <MBradford@dps61.org>
Subject: Board meeting letter 10/13

Good Evening,
My name is Tessa Meinders.

I would like to discuss the unrealistic expectations the district has of teachers. It is unrealistic for the district to expect teachers to handle the load of work put on us and be able to do our job effectively.

At this time 4 of the 12 classrooms at our building are over the recommended number of students per class. Kindergarten has 28 and 29 students assigned to the classes. Concerns about class size and teacher effectiveness were brought to the administrator before school started in August. We were told to wait 12 days, and something would be done. We have had 40 days of school and still nothing has been done.

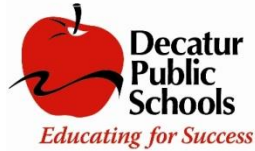
On September 7th, 2020 our kindergarten team formally notified the building administration and Association representative of concerns about class size and requested an informal meeting with the administrator.

The informal meeting took place September 9th, 2020. The Kindergarten team presented the administrator with concerns about class size and teacher effectiveness due to class size. Grading, planning, parent contact, managing work, etc. are excessive being that many students are over the max cap. We were unable to resolve the problem, so we moved to the next step.

On September 14th, 2020 a formal meeting to address the concerns took place. The meeting included the affected teachers, the school administrator and other parties required by the DEA Contract. The concerns from the previous meeting were presented, and it was clearly stated that this is not an issue that can wait until after December.

It was also mentioned by the Director of Student Services that they would like to have it resolved by the following Friday. The Director of Student Services also stated "The assistant superintendent's office manages pod moves. Therefore, that is why the meeting needs to be held with them to decide next steps." The issue was not resolved in the formal meeting and to this day no action has been taken.

This is just one of the unrealistic expectations the district has of teachers. Teachers spend many hours outside of our contracted time making sure our students get what they need. Adding more to our already heavy load is unfair. We have followed the language of the contract, done what we are asked and much more. It is not fair for the district to keep asking more of us. We are giving our all. If we continue at this rate, we won't have anything left to give.



Board of Education Decatur Public School District 61

Date: October 27, 2020	Subject: Monthly Financial Conditions Report
Initiated By: Todd Covault, 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.

Having adequate cash flow is important for the Teaching and Learning process.

CURRENT CONSIDERATIONS:

As the District completes September, the third month of FY21, the Macon-Piatt Special Education District has expended 13.35% of its overall budget; Decatur 61 has expended 12.01% of its overall budget.

As of October 21, 2020 the State Comptroller is holding FY21 ISBE vouchers in the amount of \$3,278,410.14 of which \$2,436,904 is associated with Evidence-Based Funding.

The District's September 2020 month-end education fund balance is \$26,258,934; the September 2019 month-end education fund balance was \$22,653,954.

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: _____

2020-2021 Decatur Public S.D. #61
Fund Balance Summary - September 30, 2020

<u>Fund</u>	<u>Pre Audit</u> <u>Fund Balance</u> <u>07/01/20</u>	<u>Revenues</u> <u>Year to Date</u>	<u>Expenditures</u> <u>Year to Date</u>	<u>Net Cash</u> <u>Flow</u>	<u>Change in</u> <u>Fund</u> <u>Balance</u>	<u>Balance</u> <u>09/30/20</u>	<u>Estimated</u> <u>Balance</u> <u>06/30/21</u>
DISTRICT # 61							
Education	\$18,408,485	\$25,312,196	\$17,461,747	\$7,850,449	\$0	\$26,258,934	\$ 12,469,875
Operation & Maintenance	\$1,235,457	\$2,016,486	\$1,350,013	\$666,473	\$0	\$1,901,930	\$ 1,310,542
Debt Service	\$3,875,712	\$3,118,435	\$750	\$3,117,685	\$0	\$6,993,397	\$ 5,935,482
Transportation	\$2,736,640	\$1,799,385	\$1,367,847	\$431,538	\$0	\$3,168,178	\$ 1,523,180
IMRF	\$1,078,326	\$1,399,366	\$470,753	\$928,613	\$0	\$2,006,939	\$ 1,542,596
Social Security/Medicare	\$1,620,939	\$1,101,827	\$323,620	\$778,207	\$0	\$2,399,146	\$ 1,409,309
Capital Projects Fund	\$1,307,761	\$22,230	\$9,526,550	(\$9,504,320)	\$0	(\$8,196,559)	\$ 1,186,127
Working Cash	\$5,216,695	\$202,197	\$0	\$202,197	\$0	\$5,418,892	\$ 5,563,345
Tort Immunity/Judgment	\$3,004,056	\$1,630,554	\$515,174	\$1,115,380	(\$36,372)	\$4,083,064	\$ 3,422,319
Fire Prevention/Safety	\$35,322,345	\$205,573	\$821,269	(\$615,696)	\$0	\$34,706,649	\$ 3,152,316
<i>Totals District 61</i>	<i>\$73,806,416</i>	<i>\$36,808,249</i>	<i>\$31,837,723</i>	<i>\$4,970,526</i>	<i>(\$36,372)</i>	<i>\$78,740,570</i>	<i>\$37,515,091</i>
Macon-Piatt Special Ed District	\$5,042,458	\$849,909	\$2,577,002	(\$1,727,093)	\$0	\$3,315,365	\$ 5,042,458

Decatur Public School District #61
Report Date: September 2020
Financial Condition as of September 30, 2020

Percent of year passed: 25%

Revenues	Tentative Budget	Actual Y-T-D	Percent Received/Used	FY 20 Percent Received/Used As Of 9/30/19
10 Education	96,728,150	25,312,196	26.17%	24.81%
20 Operation & Maintenance	6,655,600	2,016,486	30.30%	29.73%
30 Debt Service	73,136,161	3,118,435	4.26%	13.63%
40 Transportation	5,365,636	1,799,385	33.54%	28.46%
50 IMRF	2,780,730	1,399,366	50.32%	47.31%
51 Social Security	1,896,520	1,101,827	58.10%	53.20%
60 Capital Projects	19,671,714	22,230	0.11%	19.76%
70 Working Cash	19,346,650	202,197	1.05%	1.77%
80 Tort Immunity/Judgment	2,783,560	1,630,554	58.58%	53.11%
90 Fire Prevention/Safety	489,425	205,573	42.00%	1.61%
Total Revenues	228,854,146	36,808,249	16.08%	21.29%

Expenditures				
10 Education	102,666,760	17,461,747	17.01%	16.25%
20 Operation & Maintenance	6,580,515	1,350,013	20.52%	32.46%
30 Debt Service	71,076,391	750	0.00%	0.00%
40 Transportation	6,579,096	1,367,847	20.79%	1.74%
50 IMRF	2,316,460	470,753	20.32%	15.38%
51 Social Security	2,108,150	323,620	15.35%	15.43%
60 Capital Projects	19,793,348	9,526,550	48.13%	15.99%
70 Working Cash	19,000,000	-	0.00%	45.42%
80 Tort Immunity/Judgment	2,365,297	515,174	21.78%	22.97%
90 Fire Prevention/Safety	32,659,454	821,269	2.51%	1.40%
Total Expenditures	265,145,471	31,837,723	12.01%	15.11%

Net Cash			
Total Revenues	228,854,146	36,808,249	16.08%
Total Expenditures	265,145,471	31,837,723	12.01%
Net Cash	(36,291,325)	4,970,526	

Fund Balances	Actual
10 Education	26,258,934
20 Operation & Maintenance	1,901,930
30 Debt Service	6,993,397
40 Transportation	3,168,178
50 IMRF	2,006,939
51 Social Security/Medicare	2,399,146
60 Capital Projects	(8,196,559)
70 Working Cash	5,418,892
80 Tort Immunity/Judgment	4,083,064
90 Fire Prevention/Safety	34,706,649
Total Funds	78,740,570

Macon-Piatt Special Education District
Report Date: September 2020
Financial Condition as of September 30, 2020

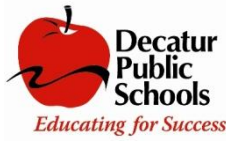
Percent of year passed: 25%

Revenues	Budget	Actual Year to Date	Percent Received/Used
12 Education	19,306,662	849,909	4.40%
22 Operation & Maintenance	-	-	0.00%
42 Transportation	-	-	0.00%
52 IMRF	-	-	0.00%
Total Revenues	19,306,662	849,909	4.40%

Expenditures			
12 Education	17,661,743	2,380,889	13.48%
22 Operation & Maintenance	393,670	3,826	0.97%
42 Transportation	23,750	2,218	9.34%
52 IMRF	1,227,499	190,069	15.48%
Total Expenditures	19,306,662	2,577,002	13.35%

Net Cash			
Total Revenues	19,306,662	849,909	4.40%
Total Expenditures	19,306,662	2,577,002	13.35%
Net Cash	-	(1,727,093)	

Fund Balances	Actual
12 Education	3,315,365



Board of Education Decatur Public School District #61

Date: October 27, 2020	Subject: Treasurer's Report
Initiated By: Todd Covault, 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 September 30, 2020.

Having adequate cash flow is important for the Teaching and Learning process.

CURRENT CONSIDERATIONS:

N/A

FINANCIAL CONSIDERATIONS:

The Capital Projects Fund currently indicates a significant imbalance of over \$8 million. The Fire Prevention and Safety Fund, with cash and investments of nearly \$35 million, is currently lending funds to the Capital Projects Fund. This imbalance will be resolved with the Working Cash Bond issuance in February 2021.

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
SEPTEMBER 2020

	Cash/Investments as of 08/31/20	Receipts	Disbursements	Change/Interest	Cash/Investments as of 09/30/20
Education	26,942,080.96	8,849,423.99	9,151,596.34	3,586.65	26,643,495.26
Operations & Maintenance	2,237,053.03	129,961.31	466,311.59	19.49	1,900,722.24
Debt Service	5,992,285.52	1,001,611.76	750.00	261.00	6,993,408.28
Transportation	3,109,747.97	49,784.63	8,436.86	340.58	3,151,436.32
IMRF	2,104,815.28	86,801.77	184,775.17	108.01	2,006,949.89
Social Security	2,473,246.56	68,380.22	142,643.01	172.87	2,399,156.64
Capital Projects	(5,879,762.11)	21,714.00	2,338,631.21	0.00	(8,196,679.32)
Working Cash	5,405,941.92	12,446.15	0.00	515.00	5,418,903.07
Tort/Judgment Immunity	4,060,602.15	101,393.62	78,500.84	302.91	4,083,797.84
Fire Prevention & Safety	34,917,232.92	12,446.15	224,367.93	1,351.78	34,706,662.92
Macon-Piatt Special Education	4,454,348.03	286,475.80	1,426,739.40	540.97	3,314,625.40
Activities	556,578.51	8,794.93	3,722.04	59.01	561,710.41
	86,374,170.74	10,629,234.33	14,026,474.39	7,258.27	82,984,188.95

Dr. Todd Covault 09/30/20



Board of Education Decatur Public School District #61

Date: October 27, 2020	Subject: State of Illinois Middle School Civics Mandate, McGraw Hill purchase
Initiated By: Lynnette Rotramel, Social Studies Curriculum Coordinator	Attachments: McGraw Hill Quote
Reviewed By: Jeff Dase, Assistant Superintendent of Teaching and Learning; Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

On July 1, 2020, the Illinois General Assembly amended the School Code to include at least one semester of civics instruction for students in grades 6, 7, or 8. The mandate is to take effect for the 2020-2021 school year and every subsequent year. The course content shall focus on:

- Government institutions
- Discussion of current and societal issues
- Service learning
- Simulations of the democratic process

According to the language of the legislation, “Civics education in sixth, seventh, or eighth grades shall be in accordance with the Illinois Learning Standards for social science. All social science courses should strive to incorporate inquiry skills simultaneously with disciplinary concepts...which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives.” ***This legislation directly impacts the Teaching and Learning Department.***

Although the semester course may be met in an integrated method rather than a stand-alone course, DPS 61 does not currently have resources that adequately meet this unfunded mandate for our students.

CURRENT CONSIDERATIONS:

The attached quote includes a stand-alone civics course from McGraw Hill that will provide the textbook *Building Citizenship and Economics: Student Edition*, Inquiry Journals, and Digital + Sync Blast for a period of six yrs. The complete cost of this curriculum with shipping and handling comes to \$112,570.81.

FINANCIAL CONSIDERATIONS:

A gracious gift of \$112,570.81, the full amount of purchase, has been offered to Decatur Public Schools from a donor who wishes to remain anonymous.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the acceptance of the gracious gift and the purchase of the Civics Program from McGraw Hill as presented.

RECOMMENDED ACTION:

- ☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____



Because learning changes everything.®

QUOTE PREPARED FOR:

Decatur Sch Dist 61
1100 W SUNSET STREET
DECATUR, IL 62522
ACCOUNT NUMBER: 218557

SUBSCRIPTION/DIGITAL CONTACT:

Lynette Rotramel

(217) 424-3000

CONTACT:

Lynette Rotramel

(217) 424-3000

SALES REP INFORMATION:

Laura Hong
laura.hong@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Building Citizenship and Economics: Student Edition, Inquiry Journals, Digital + Sync Blast 6 yrs	\$112,863.27	(\$5,571.72)	\$107,291.55
PRODUCT TOTAL*	\$112,863.27	(\$5,571.72)	\$107,291.55
ESTIMATED S&H**			\$5,279.26
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$112,570.81

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: (800) 338-3987 | Fax: (800) 953-8691

QUOTE DATE: 05/26/2020
QUOTE NUMBER: LHONG-05262020-011

ACCOUNT NAME: Decatur Sch Dist 61
ACCOUNT #: 218557

EXPIRATION DATE: 07/10/2020
PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Building Citizenship and Economics: Student Edition, Inquiry Journals, Digital + Sync Blast 6 yrs					
BUILDING CITIZENSHIP CIVICS & ECONOMICS SE SUITE W/CMP INQ JRN &STDSYNBL 6YR BND	978-0-07-695080-5	685	\$156.63	\$0.00	\$107,291.55
BUILDING CITIZENSHIP CIVICS&ECONOMICS READING ESSENTIAL STUDY GUIDE ANSWER KEY	978-0-07-660013-7	12	\$12.93	\$155.16	*Free Materials
BUILDING CITIZENSHIP CIVICS & ECONOMICS CHAPTER TESTS AND LESSON QUIZZES	978-0-07-664127-7	12	\$22.29	\$267.48	*Free Materials
BUILDING CITIZENSHIP CIVICS & ECONOMICS TE SUITE W/STUDYSYNC BLASTS 6 YR BUNDLE	978-0-07-695103-1	12	\$429.09	\$5,149.08	*Free Materials
Building Citizenship and Economics: Student Edition, Inquiry Journals, Digital + Sync Blast 6 yrs Subtotal:				\$5,571.72	\$107,291.55

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: (800) 338-3987 | Fax: (800) 953-8691

QUOTE DATE: 05/26/2020
QUOTE NUMBER: LHONG-05262020-011

ACCOUNT NAME: Decatur Sch Dist 61
ACCOUNT #: 218557

EXPIRATION DATE: 07/10/2020
PAGE #: 2



Because learning changes everything.®

QUOTE PREPARED FOR:

Decatur Sch Dist 61
1100 W SUNSET STREET
DECATUR, IL 62522
ACCOUNT NUMBER: 218557

CONTACT:

Lynette Rotramel

(217) 424-3000

VALUE OF ALL MATERIALS	\$112,863.27
FREE MATERIALS	(\$5,571.72)
PRODUCT TOTAL*	\$107,291.55
ESTIMATED SHIPPING & HANDLING**	\$5,279.26
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$112,570.81

SUBSCRIPTION/DIGITAL CONTACT:

Lynette Rotramel

(217) 424-3000

Comments:

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

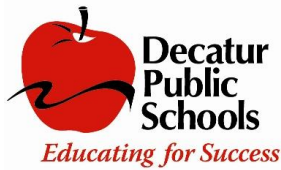
SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: (800) 338-3987 | Fax: (800) 953-8691

QUOTE DATE: 05/26/2020
QUOTE NUMBER: LHONG-05262020-011

ACCOUNT NAME: Decatur Sch Dist 61
ACCOUNT #: 218557

EXPIRATION DATE: 07/10/2020
PAGE #: 3



Board of Education Decatur Public School District #61

Date: October 27, 2020	Subject: Dental Insurance Renewal – Delta Dental
Initiated By: Todd Covault, EdD, Chief Operational Officer and Susie Niesman, Co-Chair Insurance Committee	Attachments: Delta Dental Renewal Contract
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The District offers voluntary dental insurance to eligible employees. There are currently 835 employees enrolled in the dental plans. 229 employees are on the preventative plan; 606 employees are on the preferred plan. There are 433 employees who are on single coverage while 402 employees have chosen family coverage.

The District is currently under a 12-month contract with Delta Dental which expires on December 31, 2020.

Providing benefits to employees is an important aspect of recruiting and retaining staff; and, to the overall Teaching and Learning process.

CURRENT CONSIDERATIONS:

The renewal provides an 18-month contract period which will align with other benefit renewal dates at no increased cost. The renewal was shared with the District's insurance committee who supports the renewal. Administration recommends that the Board accept the attached 18-month renewal from Delta Dental for the preferred and preventative dental plans.

FINANCIAL CONSIDERATIONS:

The dental insurance afforded employees is completely voluntary. As such, there is no financial impact to District funds. The zero increase provides employees with the same dental coverage at no increased costs for the next 18 months.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve this 18-month renewal from Delta Dental as the District's dental insurance provider effective January 1, 2021.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

**Delta Dental of Illinois Fully Insured Proposed Renewal Rates for
DECATUR PUBLIC SCHOOL DISTRICT 61
Alternate Plan 1**

Move next anniversary to July 1, 2022. Benefits remain on calendar year.

Delta Dental PPO Plus Premier Proposed Renewal -- Alternate Plan 1

HIGH PLAN

Current Enrollment		Current Rates	18 Month Renewal Rates	% Increase
Employee	276	\$28.08	\$28.08	0.0%
EE + Spouse	72	\$57.86	\$57.86	0.0%
EE + Child(ren)	117	\$66.97	\$66.97	0.0%
Family	138	\$106.39	\$106.39	0.0%
Annual Expense:		\$413,199.72	\$413,199.72	0.0%

LOW PLAN

Current Enrollment		Current Rates	18 Month Renewal Rates	% Increase
Employee	154	\$14.86	\$14.86	0.0%
EE + SP	13	\$30.34	\$30.34	0.0%
EE+CH(ren)	36	\$39.93	\$39.93	0.0%
Family	26	\$61.36	\$61.36	0.0%
Annual Expense:		\$68,588.40	\$68,588.40	0.0%

Underwriting Considerations

Census Data

<u>Total Current Enrollment Counts</u>			
Single	430	During the current experience period, averaged:	828 enrollees.
Family	402		
Total	832		

Guarantee Terms

Policy and Claim Settlement Practices

Renewal Date: January 1, 2021

All Delta Dental of Illinois standard processing policies, limitations and exclusions apply.

Delta Dental of Illinois reserves the right to recalculate rates in the event of any of the following:

- Change in effective date.
- The number of eligible and/or enrolled employees changes by more than 10% from that identified in this quote.
- The number of enrolled employees falls below the required 40 to maintain individually underwritten status.
- New or changes to legislation or regulations that affect the benefits payable, eligibility or contractual provisions.

Broker Compensation

Proposed rates include the following broker commissions: Fully Insured PPO 7.0%

Acceptance of Delta Dental of Illinois Plan Renewal

Please acknowledge your acceptance of these terms by signing below and returning this page to your Account Manager. You can fax or email a copy of this letter to:

Deb Ulmer
Senior Account Manager
630-718-4936
dulmer@deltadentalil.com

Delta Dental of Illinois
111 Shuman Boulevard
Naperville, IL 60563

If we do not receive notification from you at least 30 days prior to your renewal date, we will assume you agree to the proposed rates and renew your current dental benefit plan with the noted 12 month renewal rates.

DDIL # 11429

AGREED AND ACCEPTED --Alternate Plan 1

Authorized Signature: _____
Printed Name: _____

Date: _____

UW/BDC
GM/21.7



Board of Education Decatur Public School District #61

Date: October 27, 2020	Subject: ESSA 1003(a) School Improvement Grant Learning Partner Contract with Houghton Mifflin Harcourt (HMH)
Initiated By: Mary Ann Schloz, Assistant Director of Finance, Grants, & Special Projects	Attachments: IL-EMPOWER Service Agreement for Learning Partner services for Hope Academy
Reviewed By: Dr. Paul Fregeau, Superintendent and Dr. Todd Covault, Treasurer	

BACKGROUND INFORMATION:

In December 2019, the Board approved the three –year School Improvement Plans (SIP) for schools designated as Lowest Performing and Underperforming under the ESSA guidelines. The SIP requires the Lowest Performing schools to have a Learning Partner which is paid from the ESSA grant, Underperforming schools may opt-in.

The SIP serves as a narrative and outlines the processes and programs, as they relate to Teaching and Learning, used to serve the students identified in the ESSA summative designation. The individual school SIP guides the professional development, instructional delivery, and interventions for each school, and are updated, reviewed, and revised as needed. While academic goals are multi-year, the action steps and respective budget are for the current school year (FY21).

The State Board of Education requires the local board to approve all learning partner contracts.

CURRENT CONSIDERATIONS:

The attached contracts are for the service relationship between Houghton Mifflin Harcourt (HMH) and the respective school including Hope Academy.

FINANCIAL CONSIDERATIONS:

The individual contracts with HMH will be paid in full using ESSA 1003(a) School Improvement Grant funds.

- The contract between Hope Academy and HMH is for \$29,316.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve Houghton Mifflin Harcourt individual Learning Partner contracts with Hope Academy in the amount of \$29,316 as presented.

RECOMMENDED ACTION:

- ☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____

Increasing Capacity for Mathematical Learning

2020-2021 Proposed Scope of Work for:

Hope Academy, Decatur, IL

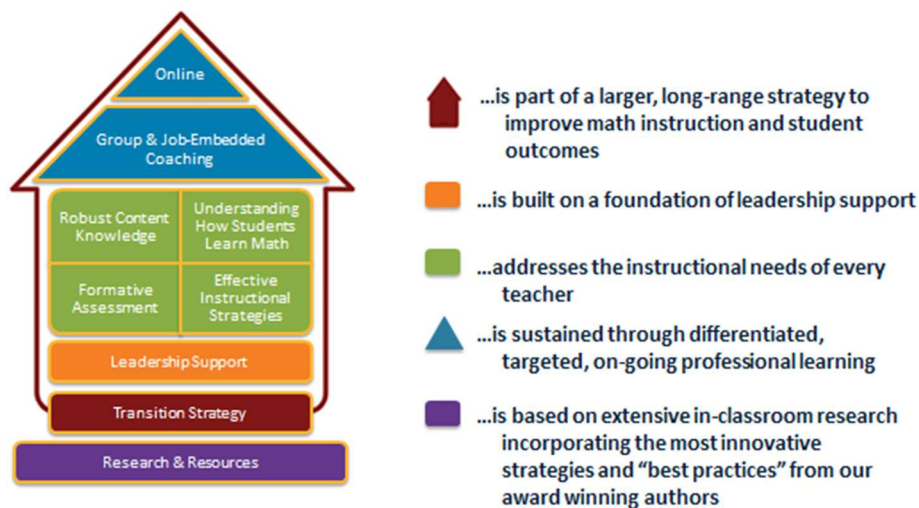
Math Solutions has identified four **Guiding Principles** as essential to improving instruction and student outcomes. These **Guiding Principles** are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**—know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics—what they need to provide and what students must make sense of for themselves.
- **Recognize each student's mathematical potential**, content knowledge, reasoning strategies, and conceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

Description: Some of the online sessions will be used for relevant topics that the entire staff or specific grade bands of staff would benefit from and could be delivered in one or two hour format. Some possible areas of focus could be: building number sense, building up knowledge around mathematical content within teachers, strengthening student reasoning and discourse, understanding how to utilize multiple representations and/or manipulatives in the math classroom, strengthening teacher knowledge around the math practice standards, etc.

Math Solutions Professional Learning



Proposed Implementation Timeline

2020-2021

Date	Event	Audience
TBD	Math Solutions Coaching Day – 8 Days – 48 hours @ \$567.00 per hour	Grade Level Teams
1	Math Needs Assessment Survey	Teachers
1	Math Needs Assessment Report	Administration

Investment Summary		
Description		
Math Solutions Group Coaching Day (8 days) (48 Hours)	\$567.00per hour 48 Hours	\$27,216.00
Math Needs Assessment Survey	1	\$600
Math Needs Assessment Report	1	\$1,500
Total Price (All Inclusive)	48 hours	\$29,316.00

Presented by:

Amy Waller, Account Executive
 Email: amy.waller@hnhco.com | Phone: 217.597.2432
 Treve Brinkman, Director of Professional Development
 Email: TBrinkman@mathsolutions.com | Phone: 720-509-9329

SERVICES AGREEMENT

DATE: October 2, 2020

NAME OF SCHOOL: **Hope Academy**

ADDRESS OF SCHOOL: 955 N Illinois Street, Decatur, IL 62526

Days	Description	Cost
8	Math Solutions Group Coaching Day 8 Days -48 hours @\$567.00 per hour	\$27,216.00
1	Math Solutions Needs Assessment Survey	\$600.00
1	Math Solutions Needs Assessment Report	\$1,500
Total (All Inclusive)		\$29,316.00

Some of the online sessions will be used for relevant topics that the entire staff or specific grade bands of staff would benefit from and could be delivered in one or two hour segments. Some possible areas of focus could be: building number sense, building knowledge around mathematical content within teachers, strengthening student reasoning and discourse, understanding how to utilize multiple representations and/or manipulatives in the math classroom, strengthening teacher knowledge around the math practice standards, etc.

Subject to terms and conditions, located at: <https://www.hmhc.com/terms-of-use/services>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront
- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice: _____
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:
Email: amy.waller@hmhc.com