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Proposal for a Review of High-Quality Teaching and Learning for All

For the Perrysburg School District  
April 5, 2022

Submitted by:

Drs. Elise M. Frattura and Colleen A. Capper, Co-Founders of ICS,  
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This proposal for a Review of High-Quality Teaching and Learning for All, is by request of the Perrysburg School District. Integrated Comprehensive Systems (ICS) provides comprehensive evaluations at all levels of education: schools, districts, regions, states, university departments/programs/colleges, university wide evaluations, and evaluations for non-profits, for profits, and professional associations. ICS Evaluations are custom-designed, collaborative and participatory. This evaluation would function in a manner to connect to the District’s previous work through the ICS Framework and Process. ICS evaluations are grounded in the ICS Framework and Process, and include detailed recommendations aligned with the ICS Four Cornerstones and Steps.

Drs. Elise M. Frattura and Colleen A. Capper each have over 30 years of experience in high quality teaching and learning K-12 and higher education in rural, urban, and suburban environments.

### Brief Overview

For over thirty years, ICS has partnered with over 100 districts across the country in evaluations of high-quality teaching and learning. Uniquely, ICS evaluations consider how the district can move from a reactive system to a proactive system for all learners. Anchored in the ICS Four Cornerstones, ICS is the only organization that provides a proven systems change framework and process to eliminate disparities for the benefit of all.

Figure 1: Integrated Comprehensive Systems Four Cornerstones



Cornerstone One: Focus on Access for All - A focus on access for all guides all team decisions. This requires a thorough understanding of the educational history of marginalization, a shift from deficit to assets thinking and practice, advancing our own identity development across differences, applying the research, completing a review of high-quality teaching and learning, and developing Non-Negotiables.

Related to Cornerstone 1, the ICS evaluation includes data collected related to race (disaggregated by race), disability, free/reduced lunch, ELL status, sex, and gender identity and sexual identity, in program areas such as special education, response to interventions, gifted, honors/AP; and includes data on truancy and discipline, and on reading and math achievement. This includes a review of the performance of “typical” students and those recognized for gifted services.

Cornerstone 2: Align Staff and Students: Staff and students are aligned guided by the Non-Negotiable of proportional representation. All staff share expertise through Co-Plan to Co-Serve to Co-Learn (C3) teams in support of all learners. The location of instruction defines the quality of instruction for students; therefore, where students are located, in proportion to other students is essential to establishing structures that support access for all students.

Related to Cornerstone 2, the ICS evaluation includes an evaluation of how students are educated including students receiving special education, students labeled gifted, students receiving response to intervention, and students who are multilingual, including how many students are served out of district and at what cost. We examine staffing allocations. We also gather staff perspectives on the challenges to the current structure of educating students. We then evaluate the effectiveness of the current structure against the data we collect in our review.

Cornerstone 3: Transform Teaching and Learning: In partnership with students, the Co-Plan to Co-Serve to Co-Learn (C3) teams design and deliver rigorous and identity relevant™ lessons.

Related to Cornerstone 3, the ICS review includes an evaluation of the team structures in the school, including how staff plan together, and the resulting lesson plans. The evaluation will include to what extent instruction aligns with high leverage instructional practices.

Cornerstone 4: Leverage Policy and Funding:

All district policies, procedures, and funding are reviewed with ICS Non-Negotiables and federal and state legislation is leveraged to eliminate disparities.

For Cornerstone 4, the ICS evaluation includes an analysis of the district’s organizational structure, a review of key district policies to determine to what extent they support or impede best practices for all (including staff perspectives of these district policies that support or impede their efforts to provide for all), and a funding analysis of key district programs or practices for the district to consider aligned with the data from the review from those practices.

All Four Cornerstones and the ICS Steps within each Cornerstone are implemented in a context of community engagement and development

For this aspect of the Framework and Process, we will interview a demographically representative sample of community members and gather their perspectives on the district’s strengths and gaps in providing access for all students. The ICS Four Cornerstones support the shift from a deficit to proactive system for all.

Key Features of ICS Include:

1. Research based on over 45 years of research.
2. Rather than piecemeal approaches for providing for all students, ICS focuses on systems change that provides access for all students. In so doing, ICS provides a Framework and Process to shift from a deficit to proactive education system for all students.
3. ICS advances the learning of literally all students in the district. Students currently succeeding not only will continue to succeed but will make additional achievement and social gains. ICS also addresses the entire range of disproportionality across race, ethnicity, sex, social class, language, ability, gender identity, sexual identity, and their intersections.
4. ICS includes a built-in accountability system via this Review that measures progress and serves as a continual improvement feedback loop to the ICS work.
5. ICS embraces a local, bottom-up/team approach to the implementation of providing access.
6. ICS reallocates existing resources. No new resources are needed, and all current staff are needed to advance the work.

We analyze all data collected and compare the data to research based best practices and provide a comprehensive written report. The report includes detailed recommendations and next steps. We also provide a PowerPoint presentation of the report and can present the findings to District leadership, School Board, and Community forums.

Following the completion of the evaluation, the school district will have the option to contract further with ICS to assist with the implementation of recommendations.

#### Brief Background of ICS Evaluators

Dr. Elise Frattura: ICS Co-Founder

Elise Frattura is Professor Emeritus from the University of Wisconsin-Milwaukee School of Education. Dr. Frattura served as a professor at the University of Wisconsin-Milwaukee since 2001. From 2003-2013, Dr. Frattura served as an Associate Dean and Department Chairperson for the School of Education Prior to her role at the University of Wisconsin-Milwaukee, Dr. Frattura was a high school teacher and a central office administrator from 1983-2001, during which time she also served as an adjunct lecturer at the University of Wisconsin-Madison and Milwaukee. She has published extensively in the area of system change.

Dr. Colleen Capper: ICS Co-Founder

Colleen A. Capper is Professor Emerita after serving 31 years in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. A former teacher and administrator, she has published extensively on systems change to the benefit of all students.

#### References

Dan Olson, Superintendent, Monona Grove School District - [daniel.olson@mgschools.net](mailto:daniel.olson@mgschools.net)

Sharon Simon, Former Interim Superintendent, Fond Du Lac School District - [simons@fonddulac.k12.wi.us](mailto:simons@fonddulac.k12.wi.us)

F. Tasks and Fees (2 ICS staff people – Frattura and Capper)

The period of performance includes start-up from the time of contract award through completion of scope of work, submission of the final report, and debriefing. The budget estimate also includes costs associated with the general administrative and other indirect costs.

- A. Focus group from each school, community, district office, school board and students — 7-Days (see Appendix A) to collect the data.

5 days to analyze the data

- B. The Review of High-Quality Teaching and Learning for All (complete district perspective) and other documents upon request (e.g., percent of students referred for special education, tier 2, tier3, ELL, G&T, etc.).

2 days to analyze and prepare graphs

- C. Staff Survey (optional)

4 days to analyze the data (estimated 1400 responses)

- D. Report Writing & Presentation (5 days/40 hours)

- Draft report writing and submission to Leadership Team for review/comment
- Final report writing and submission to Leadership Team
- Meeting with Leadership Team and designated constituents to debrief evaluation findings and recommendations

With Staff Survey:

Total – 23 days with 2 people = 2750/day (discounted rate) = \$63,250 if completed virtually – therefore absent expenses.

Without Staff Survey:

Total – 19 days with 2 people = 2750/day (discounted rate) = \$52,250 if completed virtually, therefore absent expenses.

\*Onsite Focus Group:

If focus groups are onsite rather than virtual, travel and expenses would be added per trip. Give 7 days – 3 days one week and 4 days another. Travel expenses would not exceed: \$2200.00 and \$3200.00 respectively to be added to the base evaluation cost. We do find that the virtual focus groups have worked well this past year as long as individuals are on their own devices.

This fee is all inclusive including all travel expenses, all planning time and collaborating with the district to identify the best individuals for the focus groups and for the community focus groups.

Timeline: We can begin the data collection within 5 business days of receiving a signed contract. We can complete the report no later than 3 months after data collection is finished. This assumes the district provides the completed review portion by the time focus groups are completed. We will invoice after the final report is submitted.

1. Acceptance Date. This Proposal is valid for thirty (30) days upon receipt and will become binding upon the execution of the Proposal by ICS and the District.

2. Payment. The District shall pay the above referenced fees for the ICS evaluation (the “Fees”). ICS shall provide the District with a written invoice following the completion of the evaluation detailed above. The invoice shall be paid by the District within thirty (30) days of receipt. If the invoice is not paid within thirty (30) days of receipt, then any amounts due under the invoice shall bear interest at the rate of twelve percent (12%) per year from the due date until paid.

If the District desires to acquire additional ICS’ coaching and training sessions in addition to the above described sessions, the District will incur additional charges as agreed upon by both the District and ICS.

3. Ownership of Intellectual Property and Materials. The District will own the evaluation final report and slide presentation. The District and any employee of the District shall not use any of the Materials for their own consulting or for any project or presentation outside the District. The District shall not use the Materials beyond the terms of this Proposal without written agreement from ICS.

4. Confidentiality. ICS understands and agrees that no confidentiality provision in the Proposal shall operate to prohibit disclosure of records by the District to third parties (or impose liability on the District therefor) if the District determines such disclosure is required under applicable public records laws, including but not limited to Ohio Revised Code Section 149.43 or other state or federal law or regulation.

If ICS requests that the District withhold any submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a public records request, ICS must notify the District of such request at the time such information is submitted to the District, along with a statement that disclosure of such information will cause competitive harm to ICS. Any content not so marked by ICS at the time of submission to the District will be presumed to be open to public inspection. ICS may be required to substantiate the basis for its claims at a later time.

Notwithstanding timely notice received from ICS as provided in this section, the District reserves the right, in its sole discretion and subject only to applicable law, to withhold or release the subject information in response to a public records request. Further, ICS shall cooperate with the District and shall immediately provide any requested “public records” generated under this Proposal or the parties’ Agreement to assist the District in responding to any public records request.

5. Changes in Work. ICS reserves the right to authorize changes in, additions to, or deductions from the ICS program and schedule provided above. Such changes, additions, or deductions shall be made exclusively in writing to be executed by both parties. The District’s agreement to the adjustment shall constitute a waiver of claims by the District arising out of the change. Changes shall be authorized only in writing, and no verbal order of any employee of

ICS or any other person shall permit ICS to claim any additional compensation or time for the performance of any change in work.

6. Cancellation. If the District desires to cancel any of the above described sessions, then the District shall give ICS thirty (30) days prior written notice. If the District cancels thirty (30) days or more prior to the session to be canceled, then the District shall be liable for travel costs incurred by ICS to date and fifty percent (50%) of the Fees for the session canceled. If the District cancels less than thirty (30) days prior to the canceled session, the District shall be liable for any travel costs incurred by ICS to date and one hundred percent (100%) of the Fees due for the session to be canceled.

If the District cancels a session due to weather prior to ICS traveling to the site, ICS shall work with the District to reschedule the session, provided that the District shall be liable for any travel costs already incurred by ICS for such cancelled session. If the District cancels a session due to weather after ICS has arrived in the location of the District, the District is liable for the full Fees for such session, including but not limited to, travel costs, and a replacement session, which will be rescheduled at the regular fee plus travel costs.

7. Termination. The parties may terminate this Proposal upon thirty (30) days written notice to the other. If the District terminates this Proposal, the District is liable for any travel costs incurred by ICS to date and fifty percent (50%) of the Fees for the year in which the District cancels.

8. Independent Contractor. ICS is an independent contractor and shall not be deemed an employee of the District for any purpose. Nothing contained in this Agreement shall be deemed to create a business partnership, joint venture, agency, employment, or other relationship between ICS and the District.

9. No Disparaging Statements. Neither the District nor ICS shall, directly or indirectly, make false or unwarranted statements or claims regarding the other party during and after the term of this Proposal.

10. Images. The District acknowledges and understands that during the ICS program sessions, ICS may photograph, videotape or have participants of such sessions, who are 18 years of age or older, likeness captured in some other manner with permission from those individuals.

11. Miscellaneous.

11.1 Entire Agreement; Modification. This Proposal represents the entire agreement of the parties with respect to its subject matter, and all prior negotiations, understandings and agreements, written or oral, are integrated herein. This Proposal shall not be deemed or construed to have been modified, amended, rescinded, canceled or waived, in whole or part, except by a written instrument signed by both parties.

11.2 Severability. If any provision of this Agreement is adjudged illegal, invalid, or unenforceable, in full or in part, such determination shall not affect the enforceability of this Proposal as a whole or any paragraph thereof not specifically so adjudged.

11.3 Counterparts. This Proposal may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Facsimile and/or PDF electronic format signatures on this Proposal shall have the same force and effect as original ink signatures.

11.4 No Waiver. The failure of any party to enforce at any time any provision of this Proposal shall not be construed to be a waiver of such provision, nor in any way to affect the validity of this Proposal. No waiver of any breach of this Proposal shall be held to constitute a waiver of any other or subsequent breach.

11.5 Governing Law. The terms and provisions of this Proposal shall be construed in accordance with and governed by the internal laws of the State of Ohio without regard to conflict of law provisions, and the appropriate venue for any proceedings related to interpretation and enforcement will be in a state or federal court located in Ohio and having jurisdiction over Wood County, Ohio.

11.6 Breach by the District. The parties agree that if the District fails to comply with the terms of the Agreement, the District will be responsible for all attorney fees, administrative fees, and collection costs that are incurred by ICS as a result of the breach.

11.7 In the context of the COVID-19 pandemic, ICS reserves the right to determine if the equity evaluation will occur in person or virtually based on the health needs of the ICS team and their family members and regardless of that determination, all other aspects of this contract remain in effect.

**Signatures:**

ICS Co-Founders Elise M. Frattura or Colleen A. Capper 5/16/22

\_\_\_\_\_

School District Representative      Date

\_\_\_\_\_

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## Perrysburg School District Focus Group Schedule

- . 30 Minutes Individual Interviews and Student Groups
- . 60 Minutes Groups
- . 6-8 Participants per Focus Group
- . Community Participants Reflect Perrysburg Demographics
- . Student Services Focus Groups include Special Ed, Psych, SW, ELL, Gifted, etc.
- . General Education Focus Groups include, grade level representation, departmental representation, reading and math specialist, etc.

### Elementary Focus Groups Day 1 – Elise Frattura

Date	Groups	Members/Role	Zoom Link
8:00-9:00	Preschool: Student Services Team		
9:00-9:15	Notes/Analysis		
9:15-10:15	Preschool: General Education Team		
10:15-10:30	Notes/Analysis		
10:30-10:45	Break		
10:45-11:15	Principal Interview Preschool		
11:15-11:30	Notes/Analysis		
11:30-12:00	Lunch		
12:00-1:00	Woodland: Student Services Team		
1:00-1:15	Notes/Analysis		
1:15-2:15	Woodland: General Education Team		
2:15-2:30	Notes Analysis		
2:30-2:45	Break		
2:45-3:15	Principal Interview Woodland		
3:15-3:30	Notes/Analysis		

### Elementary Focus Groups Day 1 - Colleen Capper

	Groups	Members/Role	Zoom Link
8:00-9:00	Toth: Student Services Team		
9:00-9:15	Notes/Analysis		
9:15-10:15	Toth: General Education Team		
10:15-10:30	Notes/Analysis		
10:30-10:45	Break		

10:45-11:15	Principal Interview Toth		
11:15-11:30	Notes/Analysis		
11:30-12:00	Lunch		
12:00-1:00	Frank: Student Services Team		
1:00-1:15	Notes/Analysis		
1:15-2:15	Frank: General Education Team		
2:15-2:30	Notes Analysis		
2:30-2:45	Break		
2:45-3:15	Principal Interview Frank		
3:15-3:30	Notes/Analysis		

### Elementary/Intermediate Focus Groups Day 2 – Elise Frattura

	Groups	Members/Role	Zoom Link
8:00-9:00	Fort: Student Services Team		
9:00-9:15	Notes/Analysis		
9:15-10:15	Fort: General Education Team		
10:15-10:30	Notes/Analysis		
10:30-10:45	Break		
10:45-11:15	Principal Interview Fort		
11:15-11:30	Notes/Analysis		
11:30-12:00	Lunch		
12:00-1:00	Hull Prairie: Student Services Team		
1:00-1:15	Notes/Analysis		
1:15-2:15	Hull Prairie: General Education Team		
2:15-2:30	Notes Analysis		
2:30-2:45	Break		
2:45-3:15	Principal Interview Hull Prairie		
3:15-3:30	Notes/Analysis		

### Junior High Focus Groups Day 2 – Colleen Capper

	Groups	Members/Role	Zoom Link
8:00-9:00	Junior High: Student Services Team		
9:00-9:15	Notes/Analysis		
9:15-10:15	Junior High: General Education Team		
10:15-10:30	Notes/Analysis		
10:30-10:45	Break		
11:00-12:00	Junior High: Student Services Team		
12:00-12:15	Notes/Analysis		
12:15-12:45	Lunch Break		
12:45-1:45	Junior High: General Education Team		
1:45-2:00	Notes/Analysis		
2:00-2:30	Student Group		
2:30-2:45	Notes/Analysis		
2:45-3:00	Break		
3:00-3:30	Principal Interview Junior High School		
3:30-3:45	Notes/Analysis		

### High School Focus Groups Day 3 - Elise Frattura

	Groups	Members/Role	Zoom Link
8:00-9:00	High School: Student Services Team		
9:00-9:15	Notes/Analysis		
9:15-10:15	High School: General Education Team		
10:15-10:30	Notes/Analysis		
10:30-10:45	Break		
11:00-12:00	High School: Student Services Team		
12:00-12:15	Notes/Analysis		
12:15-12:45	Lunch Break		
12:45-1:45	High School: General Education Team		
1:45-2:00	Notes/Analysis		
2:00-2:30	Student Group		
2:30-2:45	Notes/Analysis		
2:45-3:00	Break		

3:00-3:30	Principal Interview High School		
3:30-3:45	Notes/Analysis		

**Community and Board – Day 3 -Colleen Capper**

	Groups	Members/Role	Zoom Link
8:00-8:30	Community/Board		
8:30-8:45	Notes/Analysis		
8:45-9:15	Community/Board		
9:15-9:30	Notes/Analysis		
9:30-9:45	Break		
9:45-10:15	Community/Board		
10:15-10:30	Notes/Analysis		
10:30-11:00	Community/Board		
11:00-11:15	Notes/Analysis		
11:15-12:00	Lunch		
12:00-12:30	Community/Board		
12:30-12:45	Notes/Analysis		
12:45-1:15	Community/Board		
1:15-1:30	Notes/Analysis		
1:30-1:45	Break		
1:45-2:15	Community/Board		
2:15-2:30	Notes/Analysis		
2:30-3:00	Individual Interviews by Request		
3:00-3:15	Notes/Analysis		

**Community/Board (half day ) Focus Groups Day 4 - Elise Frattura**

	Groups	Members/Role	Zoom Link
8:00-8:30	Community/Board		
8:30-8:45	Notes/Analysis		
8:45-9:15	Community/Board		
9:15-9:30	Notes/Analysis		
9:30-9:45	Break		
9:45-10:15	Community/Board		
10:15-10:30	Notes/Analysis		
10:30-11:00	Community/Board		
11:00-11:15	Notes/Analysis		
11:15-12:00	Lunch		

**District Office Focus Groups Day 4 (half day) – Colleen**

	Groups	Members/Role	Zoom Link
8:00-8:30	District Office Admin		
8:30-8:45	Notes/Analysis		
8:45-9:15	District Office Admin		
9:15-9:30	Notes/Analysis		
9:30-9:45	Break		
9:45-10:15	District Office Admin		
10:15-10:30	Notes/Analysis		
10:30-11:00	District Office Admin		
11:00-11:15	Notes/Analysis		
11:15-12:00 Elise and Colleen	Equity Steering Committee		

Signature:

Email: [tom@perrysburgschools.net](mailto:tom@perrysburgschools.net)