Minutes of the REGULAR Meeting of the Board of Education
Community Unit School District No. 4, Champaign County, Illinois
Mellon Administrative Center, 703 S. New Street, Champaign, Illinois
March 10, 2008 Within the Boundaries of Said District

<u>Regular Meeting</u>

Board Vice President Arlene Blank called the Regular Meeting of the Board to order at 7:11 p.m.

Board Members Present
Nathaniel Banks, Arlene Blank, Kristine Chalifoux, Sue Grey, Scott MacAdam, Greg Novak

Board Members Absent
David Tomlinson

Staff Members Present
Superintendent Arthur Culver, Deputy Superintendent Dorland Norris, Assistant Superintendent Beth Shepperd, Assistant Superintendent Michael McFarland, Chief Financial Officer Gene Logas, Special Projects Administrator Joe Davis

Guests
Representatives from CFT, and local media and other interested persons

Approval of Agenda
Greg Novak moved, with a second by Sue Grey, to approve the agenda. The motion carried on voice vote.

PTA Council
Brian Minsker thanked Superintendent Culver for speaking at the March 6th PTA Council meeting.

Reports
<u>Academic Spotlight – Kenwood (Readers are Leaders)</u>
Deputy Superintendent Dorland Norris introduced Kenwood Principal Murial Bondurant. Information was shared regarding the implementation of several initiatives for the purpose of encouraging and supporting reading. Kenwood Elementary has a student population of 400 students. The student population breakdown is as follows: Caucasian students – 203 (50%), African American students – 158 (40%), Hispanic students – 16 (4%) and Pacific/ Islander – 23 (6%).   Fifty-five percent of Kenwood's students qualify for free or reduced lunch, which makes Kenwood a Title-I school.

Kenwood Elementary School received the Spotlight Award again for the 2006 – 2007 school year. This is the fourth year that Kenwood has received this honor. Kenwood made Adequate Yearly Progress (AYP), but there was a decrease in the number of students meeting and exceeding state standards at some grade levels. The 2007 ISAT results are as follows:

2007 Reading
3rd Grade	51.8%
4th Grade	70.9%
5th Grade	77.6%

The District adopted a new reading curriculum for the 2007–2008 school year. Efforts to ensure the successful implementation of the program began with the staff assessing the school-wide culture for literacy. It is believed that a literacy rich environment can be sustained through a school-wide culture of literacy that first requires that a school examines its structures, policies and procedures designed to support best practices connected to literacy. Staff members completed a "School Implementation Rubric: Literacy-Rich Environment" survey. The results were tallied and the literacy areas identified were 1) Media/Tech Center and 2) Club & Activities. Many programs and activities implemented this year were developed to address those concerns.

For the 2007-2008 school year, the principal reconfigured the literacy support team that was available to teachers and students. An analysis of DRA data and 3rd grade ISAT scores indicated that the students needed additional reading support in the primary grades to provide a stronger reading foundation. Providing more support at the primary level should help intermediate level students enter those grades prepared to read for learning instead of learning to read. Additional reading teachers have been provided to support students at the primary level. In addition to the two Reading Recovery teachers, a full time literacy specialist was hired. This allows for additional pull-out and push-in services for student and also provides an additional person to model strategies and support for the primary level teachers. Additional resources have also been provided through the allocation of funds. At least 15% of the building budget was earmarked to maintain and expand the library collection, with an emphasis on increasing the non-fiction materials.

The principal, building council and literacy team brainstormed about how to support the reading adoption. The literacy teachers created a system to organize the guided reading materials in the Literacy Library and provided a computer station for teachers to have immediate access to the Pearson's website when needing to locate a title to teach a particular skill or strategy. In addition to the staff development provided by the District, a large amount of meeting time (faculty meetings, SIP Days and Collaboration periods) has been allocated to provide support and to inservice teachers on the implementation of the program.

Research indicates that in order to improve students' reading, students must spend a lot of time reading in general, reading grade level materials specifically and have appropriate reading models. The *"shared reading"* component of the *Good Habits / Great Readers* (GHGR) program provides for instructions on grade level. Additional opportunities to provide appropriate reading models have also been planned. The following activities were implemented:
- Classroom teachers conduct read-alouds and engage students in conversations about books.
- Promote classroom use of the Tumble Books, a website that will read books to students.
- Family Reading Night – Families (students & parents) were invited to participate in various activities that promote reading. This year, students listened to stories told by

Mike Rossario, of the Champaign Public Library, met an author who read his poetry (Bruce Lansky), and received books, prizes and give aways. Parents also received handouts on strategies to help their child at home with reading.

- Purchase of the Mario Carbo Recorded Books and listening centers to provide appropriate modeled reading.
- African American Read-community members are invited to Kenwood to read to students.
- I Love to Read Day – community members come to Kenwood to read to students.

Several School-wide initiatives have been implemented to encourage and support reading:

- Kendall the Book Worm – to encourage independent reading and writing, students are asked to read books and help "Kendall" grow by writing book summaries that are posted around the building and hopefully, will circle the school. The ultimate goal is for Kendall to make it around the entire building. Incentives are given to students when "Kendall" reaches certain points in the building.
- Word of the Week – In an effort to increase and improve vocabulary, each week a word is introduced over the PA system. The word is defined, spelled and used in sentences through-out the week. Each classroom teachers also receives a poster of the word, and the words are placed strategically around the building.
- Book Buddies – Primary level students are paired with intermediate students to read to each other. The grade level pairs are: Kindergarten with 3rd grade, 1st with 4th grade and 2nd with 5th grade.
- Intersession School – Selected students were invited to participate in Intersession School for two weeks of the three week break (in Sept. 2007). Targeted interventions were provided in both reading and math.
- Extended Day – Selected students receive targeted instructions to strengthen reading and math skills.
- Read to the Principal – Students visit the principal to read a book or to read their original writings.   The student's name is written on a poster outside the principal's office. The student also receives a pencil, a book mark and a post card sent to their parent saying they read to the principal.
- South Dakota Book Project - Partnership with an Indian reservation. To promote reading, students of Kenwood Elementary School donate their gently used books to the children on an Indian reservation in South Dakota. To date, Kenwood has donated over 5,000 books.

Teachers are using the following components of the GHGR program:

- Shared reading with a writing component
- Guided Reading
- Quick Reads
- Words Their Way

Additional resources/activities that support literacy include:

- Use of the Technology Lab
- Partnership with Parkland College to provide technology support to help teachers integrate technology into their curriculum
- A-Z Books – to provide students with consumable books to take home.

- Keep Books – to provide 1st grade students with consumable books to take home.
- Essay contest – A 3rd grade student won a personal computer by entering the Lt. Governor's essay contest.

Twice a month, the building principal meets with classroom teachers during grade level collaboration meetings. The agenda for both meetings focuses on student achievement and identifying effective interventions. Teachers are encouraged to share strategies that are successful and to spend time being proactive and supportive of students. DRA and Mastery Manager data are reviewed after each testing cycle, with teachers making adjustments to instructions as data suggests. The data are also used to group students for intensive re-teaching of skills that students have not mastered. Specific students and strategies are discussed in an effort to help all students achieve.

Staffing/staff development needs are as follows:
- Professional development to help with differentiating instructions.
- Continued search for best practices that support literacy.
- Professional development to learn how to use the Numonics / Smart Boards

Continued financial support for the Technology Lab teaching assistant will be needed.

The Kenwood staff members will evaluate the effectiveness of the reading curriculum and initiatives by comparing the 2006–2007 ISAT scores and DRA results with the 2007–2008 scores. The literacy team will also assist with totaling the number of book summaries written by students in the school. The goal is to make "Kendall" grow such that he circles the entire school.

Consent Decree Update – Project Graduation
Director Judy Wiegand shared the following information regarding Project Graduation/Credit Recovery Options.

In an effort to address the needs of seniors and other students who have fallen behind in credits and who are in danger of not graduating in four years, Dr. Wiegand, in concert with counselors and others, designed a credit-recovery component of Project Graduation.   The Project Graduation credit-recovery option increases student access and opportunity to recapture lost credits. It is a systemic way to build a safety net within our instructional program to reduce the likelihood that students will fall behind and eventually drop out of school.

Students expected to benefit from this plan fall within four categories:

Category 1: Seniors who were classified as seniors at the beginning of the school year, but failed a class and fell behind during the first semester. These students, who were initially on track to graduate at the beginning of the school year, are now in danger of not graduating. For these students we are intervening immediately.

Category 2: Students who have been enrolled in high school for four years, but started off the year classified as juniors or sophomores. These students are behind in credits and need an opportunity to gain more than the normal number of credits gained per year. For these students, we need to find a way to expedite the credit acquisition process by providing access

to online courses through NOVEL. This access will allow students who are motivated to complete courses and get back on track an opportunity to gain more than the normal number of credits permitted in the traditional school year.

Category 3: Students who are classified as repeating ninth graders fall into this group. These students have been in high school for more than one year but are still classified as ninth graders because they have not received enough credits to be classified as sophomores. This group represents the most challenging population because many of these students have lost hope of ever getting back on track. These students also represent the majority of the discipline, attendance, and truancy issues in the District. For these students, we need to find a way to immediately recapture credits that have been lost. Opportunities for credit recovery for these students should occur immediately upon notice of failure so that students will not be too far behind their original class.

Category 4: Students who are entering the ninth grade for the first time but have shown through their eighth grade year that, without intense prevention and intervention, they will struggle and likely fall behind during their ninth grade year. These students will need intense academically focused camps and creative instruction for several weeks during the summer and periodically throughout the school year. This intervention must be focused on prevention and prompting and not remediation. Creating activities and opportunities that will prepare students to be successful in courses like algebra and English are critical and are much more effective than waiting for students to fail and then providing tutorials. Project Graduation takes this into account and proposes developing academically focused camps that emphasize early identification and strategic prevention.

The services that will be provided for each category of students are as follows:
Category 1:
Options for seniors who are in need of credit recovery.
- Additional access to online courses (NOVEL). Access to labs with staff support will be available five days a week at both high schools before school, during lunch, and seventh period. Access is already in place for after-school hours.
- Computer labs with staff support will be available on Saturdays at both high schools from 10:00 – 12:00.
- Community access will be available at the Urban League on Tuesdays and Thursdays from 5:00 – 7:00 p.m. and on Saturdays from 10:00 – 12:00.
- Access to correspondence courses (e.g. American School) will be made available to students and assistance with fees provided to families who express a need.
- Students with special needs who require additional staff support will be provided this support after school hours.

Category 2:
Students who have been enrolled in high school for four years, but started off the year classified as juniors or sophomores.
- Additional licenses have been purchased and additional opportunities are being provided by the addition of a NOVEL class being offered during the seventh period at both schools.

- Expanded access through the Champaign Public Library and Salem Baptist Church is under consideration at this time.
- Computer labs with staff support will be available on Saturdays at both high schools from 10:00 a.m. – 12:00 p.m.

Category 3:
Students who are classified as repeating ninth graders fall into this group.

- The options mentioned above will be made available for this group.
- Success In Ninth Grade (SING) Labs will be developed. Summer lab options reserved specifically for ninth graders to engage in online credit recovery through NOVEL.

Category 4:
Students who are entering the ninth grade for the first time.

- Provide summer algebra camp and other academically focused camps designed to be preventive in nature and use technology in an interactive way to address difficult concepts before failure occurs.
- The Curriculum Department is considering the adoption of technology-based resources that will provide structure, support, and the desired level of engagement.

Staffing/staff development needs are as following::

- System administrator, stipend position to oversee inputting of student and course information.
- Extra duty pay for 3 periods per day at both high schools
- Saturday labs, 14 days, 2 hours at both highs schools
- Community access through Urban League and Salem Baptist Church, 15 weeks, 6 hours a week

Staffing Costs ($16, 988)
Additional Costs ($4,940)
       Food for Saturday lab attendance = $400
       Special education staff support = $540
       Additional computers and license = $4,000

The total cost of the Project Graduation—Credit Recovery initiative is $21,928. Because the students being served within the Project Graduation—Credit Recovery initiative are the same as would have benefitted from the Academic Alternative School, the District is funding the services mentioned above with the current budgeted money for the Academic Alternative School.

The number of credits attempted compared to the number of credits captured will be used to evaluate the initiative. The graduation rate of the students who participated in the initiative will also be monitored to measure effectiveness of the interventions.

<u>Planning Process for Long-Range Facilities & Infrastructure Plan</u>
Greg Novak invited everyone to the Vision Committee Community Forum that will be held on March 12, 2008 from 6:30 to 8:30 at Centennial High School. Kristine Chalifoux stated that the Working Groups have been meeting, developing questions/issues, and gathering information to develop a plan. She encouraged everyone to attend the March 12th forum.

Additional information can be found at the Unit 4 web site at www.GreatSchoolsTogether.com

2008 Social Science Adoption
Coordinator Lauren Stephens and STEP committee member Susan Webber provided an overview of the 2008 Social Science adoption proposal. During the 2007-08 school year, elementary and secondary teachers reviewed resources to support the newly adopted social science curriculum.

Staff development will be supported by the publishers for the life of the adoption (6 years). Representatives from the publishers will work directly with K-12 coordinators and building leaders to provide on-going professional development that meets the needs of students.

The total cost to the District for the social science adoption is $700,000. The breakdown by grade level is as follows:

Elementary	$247,405.85
Middle Level	$ 99,030.09
High School	$353,564.06

In addition to District funds, materials will be purchased through the Illinois Adoption Loan Program at a cost of $169,309 bringing the total cost of the adoption to $869,309.

Student achievement in the area of social science will be conducted using quarterly and/or end of unit common assessments.

The proposed social science adoption request in the amount of $700,000 will be submitted for approval at the April 14, 2008 Board Meeting.

Action Agenda
Proposed Board of Education Policy/Procedure (Superintendent – Evaluation)
Greg Novak moved, with a second by Nathaniel Banks, to table this item until the next Board meeting. The motion carried on roll call. Ayes 6. Nays 0.

Academic Alternative Academy (Exhibit "A")
Nathaniel Banks moved, with a second by Greg Novak, to approve the Academic Alternative Academy and budget as presented. Implementation will begin in August 2008. The motion carried on roll call. Ayes 6. Nays 0.

Assistant Superintendent Michael McFarland provided an overview of the Academic Alternative Academy. The plan regarding the creation of an academic alternative school for Champaign Community Unit #4 students in grades 10-12 or age 16 is in response to the findings and recommendations found in the following documents or sources:
- Educational Equity Audit: Findings and Recommendations - June 30, 1998 (p.17 and Chapters 4, 7, and 8)
- Court Monitor's Report #1and #2
- Champaign Unit #4 Strategic Plan (p. 25, item 2.5.1-2.5.10)
- Alternative School Education Plan for Champaign Community Unit #4 School District
- Recommendations of Alternative School Restructuring Task Force

- Consent Decree Collaboration Plan

The Academic Alternative Academy will be designed to provide all students with educational choices that increase their opportunities for success. The District will develop and maintain alternative educational programs of high academic quality, based on the assumptions that high expectations for student achievement, access to a rigorous and age-appropriate curriculum, and frequent monitoring of student progress will result in a an increase in student achievement.

The following positions will be needed to provide quality service to students enrolled in the Academic Alternative School: Principal 1.0 FTE, Secretary 1.5 FTE's, Counselor .5 FTE's, Social Worker 1.0 FTE, Certified Teachers 6.0 FTE's, Computer Aid 1.0 FTE, Custodian 1.0 FTE, Food Service .5 FTE.

The total start-up cost of the Academic Alternative Academy is $724,421. The cost does not include the building rental cost.

Student attendance, assessments, progress reports, and graduation rates will measure the success of the program. An annual evaluation, as well as evaluation through the STEP process, will be completed.

Chief Financial Officer Gene Logas provided a brief update regarding the search for a location for the Academy. Square footage, availability and cost have to be considered. The Administration is looking at all alternatives. A determination has been made that 8-10,000 square feet will be needed to house the Academy. He shared the Administration's concerns regarding making renovations and then walking away from that property a year or two later.

Consent Agenda
Sue Grey moved, with a second by Kristine Chalifoux, to approve the Consent Agenda. The motion carried on roll call. Ayes 5. Nays 1.   Board member Greg Novak voted Nay.

The Board of Education approved the following Consent Agenda items:

Donations (Best Buy – Technology)
The Board of Education accepted the donation of a gift card from Best Buy valued at $10,000 to be used for technology for Edison Middle School. The donation required approval by the Board of Education as it is $5,000 or more in value.

Bids (Warehouse/Custodial Supplies) (Exhibit "B")
The Board of Education approved awarding the custodial supply bids to the lowest qualified bidders, totaling $20,024.04.

Board Policy states that bids will be solicited when items are expected to exceed a total of $10,000. As part of the bidding process, bids were solicited from 62 vendors. Bids were received and opened on February 19, 2008. Initial costs will be charged to the District's warehouse inventory account. As custodial supplies are ordered, the appropriate expenditure account will be charged.

Proposal for Detailed Review of Key Financial Processes & Related Internet Control Procedures by Virchow Krause (Exhibit "C")
The Board of Education approved the cost of $23,000 for the detailed review of key financial processes and related internal control procedures so that the required work could be completed in advance of the 2007-08 audit.

In 2002 U.S. Senator Paul Sarbanes and U.S. Representative Michael Oxley sponsored the Sarbones-Oxley Act which resulted from large corporate financial scandals involving Enron, WorldCom and Arthur Anderson. In 2006, all publicly-traded companies were required to submit an annual report of the effectiveness of their internal accounting controls to the Securities and Exchange Commission (SEC).

In March of 2006, the American Institute of Certified Public Accountants issued eight new auditing standards which changed the way auditors approach the audit process. These new auditing changes are a direct result of the major frauds that have occurred in the United States in the past several years. The new standards are intended to improve the auditors' understanding of their clients, our internal controls and the risks involved in the audit.

As a result of these new standards, Virchow Krause proposed to perform reviews of key financial processes to identify and document related internal controls. The documentation provided in-depth process narratives that outlined process flow and identify key controls. In addition, risk matrices that map process reviewed to controls identified will be completed. A listing of identified control deficiencies and suggestions to remediate control deficiencies will be included as part of the documentation. The following key financial cycles will be reviewed:
        Cash and Revenue
        Expenditures
        Payroll and Human Resources
        Fixed Assets
        Treasury Activities
        Financial Statement Process

While the cost for this review of our internal controls is substantial ($23,000), the money will be well spent. First, the review and documentation is necessary to receive a clean, "unqualified" opinion on our 2007-08 Financial Statements (and beyond). Second, and just as important, citizens are demanding the very highest level of accountability from government officials for their stewardship of public resources. To be fully accountable, public administrators must use the resources committed to their care as effectively and efficiently as possible. At the same time, finance managers in the public sector must ensure that reliable financial information is provided on a timely basis to decision makers both inside and outside the government. These objectives can only be achieved within the framework of a sound system of internal controls.

2008 Illinois Textbook Loan Program
The Board of Education accepted the proposed ISBE Textbook Loan Program request totaling $169,309.10 to support the District's 2008 K-12 Social Science curriculum.

Each year, the Illinois State Board of Education (ISBE) provides funds to targeted grades for participation in the Illinois Textbook Loan Program. This year, those funds are directed to grades K-6. Funding is based on the 2006 Fall Housing Enrollment Report and Non-public

Registration Report numbers. The total enrollment listed by ISBE is 4,785 students; the allotted per pupil is approximately $35.00. The total allocation for the District is $161,246.77. The state recommends requesting 5% over allotment, which increases the District textbook request to $169,309.10.

Champaign Unit 4 is applying for elementary resource materials for Social Science units and middle school textbooks that support the District's 2008 Social Science curriculum adoption; the K-6 Illinois Textbook Loan Program contains some middle school materials listed for grades 6-8 because 6th grade is included in the description. Middle school materials will be used to complete the order after all available K-5 materials are included in the order to make sure the District captures all available funds. Upon Board approval, the textbook order will be processed through the loan program. Materials recommended for the K-12 Social Science adoption are included in the K-12 Social Science Adoption Board presentation.

The Champaign Unit 4 Curriculum Steering Committee approved the recommendation of the K-12 Social Science curriculum. The Illinois Textbook Loan Program will fund up to $161,246.77 of the K-12 Social Science adoption costs. Districts are strongly encouraged to request 5% over their allocation in case ISBE provides additional textbook loan funding through the reallocation of unspent funds from other districts. Additionally, some materials listed in the Illinois Textbook Loan Program may become unavailable and the additional books requested provide opportunities for substitute purchases ensuring the maximum use of available funds.

Staff development needs and assessment/evaluation are addressed in the K-12 Social Science Adoption Board presentation.

Minutes – January 14, 28 & 31, 2008 Board Meetings
The Board of Education approved the minutes as presented.

Bills & Treasurer's Report (Exhibit "D")
The Board of Education approved the Bills and Treasurer's Report as presented.

Human Resource Changes (Exhibit "E")
The Board of Education approved the Human Resource changes as presented.

Executive Session
Scott MacAdam moved, with a second by Sue Grey, to adjourn into *Closed Session* in accordance with the Illinois Open Meetings Act (5 ILCS 120/2c) to consider Personnel 120/2(c)(1), Student Discipline 120/2(c)(9) and Pending Litigation 120/2(c)(11) related to Johnson, et. al. v. Board of Education of Champaign Community Unit School District #4, Case No. 00-1349 (U.S.D.C. Central District of Illinois.   The motion carried on roll call. Ayes 6. Nays 0.

The Board convened into *Closed Session* at 10:18 p.m.

Open Session
The Board convened into *Open Session* at 11:58 p.m.

<u>Complaint Against Certified Employee</u> (Exhibit "F")
Scott MacAdam moved, with a second by Kristine Chalifoux, to extend administrative pay leave through April 14, 2008 for employee #161389. The motion carried on roll call. Ayes 6. Nays 0.

Adjournment
There being no further business, Greg Novak moved, with a second by Sue Grey, to adjourn the meeting at 11:59 p.m. The motion carried on voice vote.

Board Approved: May 12, 2008