

**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
April 9, 2018 within the Boundaries of Said District**

Regular Meeting

Board President Chris Kloeppe called the Regular Meeting of the Board to order at 5:30 p.m.

Board Members Present

Amy Armstrong, Gianina Baker, Bruce Brown, Chris Kloeppe, Kathy Richards, Kathy Shannon, Heather Vazquez (arrived at 5:33 p.m.)

Staff Members Present

Superintendent Susan Zola, Deputy Superintendent Laura Taylor, Assistant Superintendent Angela Ward, Assistant Superintendent Jennifer Ivory-Tatum, Executive Director of Human Resources Ken Kleber, Chief Financial and Legal Officer Tom Lockman, Executive Director of Operations Paul Douglas

Approval of Agenda

Member Shannon moved, with a second by Member Armstrong to approve the agenda as presented. The motion carried on voice vote. Ayes 6. Nays 0.

Guests

Representatives from CFT, local media and other interested persons

Action Agenda: New Business

Administrative Appointment – Centennial High School Principal

Member Brown moved, with a second by Member Vazquez to approve the Administrative Appointment – Centennial High School Principal. The motion carried on roll call. Ayes 7. Nays 0.

The vacancy for the position of Centennial High School Principal for the 2018-2019 school year was recently announced. Four candidates participated in Level I interviews conducted by a team of District administration, certified staff, classified staff, parents, and student representatives. Two candidates returned for Level II interviews conducted by District level administration and Centennial High School staff. Mr. Charles (Chuck) Neitzel has been selected as the Principal of Centennial High effective July 1, 2018.

Mr. Neitzel currently serves Centennial as the Associate Principal. He has held this position since July 2012. Prior to serving in this capacity, Mr. Neitzel was an Assistant Principal at Centennial from July 2009 through June 2012. Mr. Neitzel joined Unit 4 Schools for the 2008-2009 school year as Centennial Dean of Students.

Mr. Neitzel's teaching career includes serving as an English Teacher and English Department Head with Paxton-Buckley-Loda High School, and an English Teacher at Rantoul Township High School. Mr. Neitzel has also served as an Assistant Football Coach and Head Wrestling Coach.

Mr. Neitzel received a Bachelor's degree in English Education, as well as a Bachelor's degree in Psychology, from the Southern Illinois University at Carbondale in 1994. He received his Master's in Educational Administration from Eastern Illinois University in 2007.

The recommended salary for Mr. Neitzel is \$126,500, plus all appropriate Board-approved administrator benefits. Annual evaluation will be completed by the appropriate supervising administrator.

District administration recommended the appointment of Mr. Chuck Neitzel as Principal of Centennial High School beginning July 1, 2018 at the above-listed salary and appropriate fringe benefits.

Construction Contracts Approval and O'Shea Amendment Approval – Tommy Stewart Field Project: Tom Lockman

Member Shannon moved, with a second by Member Richards for Construction Contracts Approval and O'Shea Amendment Approval – Tommy Stewart Field Project. The motion carried on roll call. Ayes 7. Nays 0.

In November 2016, District voters approved a facilities referendum to undertake facility improvement projects at several District facilities. On January 8, representatives from Perkins+Will and IGW Architecture presented an initial update on the status of design work completed to date on the Tommy Stewart Field project as a part of the larger Centennial High School project. On January 10, the District hosted an Open House at Centennial High School regarding the project where District staff as well as members of the design and construction management teams were present to provide information and respond to questions. On February 26, representatives from Perkins+Will/IGW Architecture and O'Shea Builders returned to review the final design and budget estimates for the project.

The project took bids on March 29 and administration requested Board approval on the construction contracts and an amendment to O'Shea Builder's contract to assign the contracts to O'Shea Builders and allow O'Shea Builders to manage the construction, as anticipated in their base contract. Construction will commence as soon as possible after execution of the agreements and continue into early August. The schedule is intended to allow for the first varsity football game to be played at Tommy Stewart Field as scheduled on August 24, 2018.

Administration recommended approval of the construction contracts, an assignment agreement to O'Shea Builders and an amendment to O'Shea's contract.

Consent Agenda: New/Unfinished Business

Member Shannon moved, with a second by Member Vazquez to approve the Consent Agenda: New/Unfinished Business. The motion carried on roll call. Ayes 7. Nays 0.

The following Consent Agenda items were approved:

Human Resource Changes: Ken Kleber

The Human Resource Changes were approved as presented.

Bills and Treasurer's Report – March: Tom Lockman

The Bills and Treasurer's Report - March was approved as presented.

Minutes of March 12, 2018 and March 26, 2018

The Minutes were approved as presented.

Action Agenda: New Business

Notice of Public Hearing - the Board of Education of Champaign Community Unit School District No. 4, Champaign County, Illinois, pursuant to 105 ILCS 5/27A-8(c) and (d), will conduct a public hearing beginning at 5:30 P.M. in the Board Room at the Mellon Administrative Center to receive public comments and otherwise obtain information to assist the Board of Education in its decision to grant or deny the charter proposal entitled Application for the North Champaign NCA Charter School submitted by the Steering Committee of North Champaign Academy and its advisory team, on behalf of Life Lines Champaign. All persons interested in speaking should register between 5:30 – 6:30 P.M. in the Mellon Board Room: Chris Kloeppel

Member Brown moved, with a second by Member Shannon to open the public hearing at 6:02 p.m. The motion carried on roll call. Ayes 7. Nays 0.

The NCA applicants presented their proposal. Superintendent Dr. Susan Zola presented Administration's review of the proposal. Champaign Schools Board of Education Members were given an opportunity to ask questions of the NCA applicants. There was a time for public comment. The Board was then given an opportunity to ask additional questions following comments from the public. A stenographer was present and took a transcript of the public hearing (Exhibit A).

Member Shannon moved, with a second by Member Armstrong to close the public hearing at 9:43 p.m. The motion carried on roll call. Ayes 7. Nays 0.

Executive Session

Member Shannon moved, with a second by Member Richards, to adjourn into *Closed Session* in accordance with the Illinois Open Meetings Act (5 ILCS 120/2c) to consider Evidence or testimony presented in Open Hearing or in Closed Hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the act, provided that the body prepares a makes available for public inspection a written decision setting forth its determinative reason. The motion carried on roll call. Ayes 7. Nays 0.

The Board convened into *Closed Session* at 9:46 p.m.

Open Session

The Board convened into *Open Session* at 11:23 p.m.

Adjournment

There being no further business, Member Shannon moved, with a second by Member Vazquez, to adjourn the meeting at 11:24 p.m. The motion carried on voice vote. Ayes 7. Nays 0.

Board Approved: May 14, 2018

In The Matter Of:
IN RE: NORTH CHAMPAIGN ACADEMY

SCHOOL BOARD MEETING
April 09, 2018

Area Wide Reporting and Video Conferencing
www.areawide.net
scheduling@areawide.net
301 W. White Street
Champaign, IL 61820

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CHAMPAIGN UNIT 4
SCHOOL BOARD MEETING
IN RE: NORTH CHAMPAIGN ACADEMY
APRIL 9, 2018

BOARD MEMBERS:

- Chris Kloeppe, President
- Amy Armstrong, Vice President
- Kathy Shannon, Secretary
- Gianina Baker, Member
- Bruce Brown, Member
- Kathy Richards, Member
- Heather Vazquez, Member

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1 BOARD PRESIDENT KLOEPPEL: The time is
2 6:02, and the public hearing is officially open. So
3 couple remarks here. Thank you all for coming
4 tonight. There are a number of steps that are part
5 of the public hearing this evening. The process
6 tonight will allow the Board to acquire the
7 information needed to make a decision on the charter
8 school application. Thank you all for attending and
9 for your interest in this process.

10 So I'm going to go through the steps here.
11 We will begin by inviting the North Champaign charter
12 school, NCA group, to present the application that
13 was shared with the district on February 26th. Then
14 Dr. Zola will have an opportunity to present the
15 district review of the charter school application.
16 The Board then will have an opportunity to ask NCA
17 questions about the application. I'm guessing that's
18 where we might take a short bathroom break. That
19 might work in there.

20 And then there will be an opportunity for
21 public comment, and we're asking each limited to
22 three minutes. We'll have a board with a timer on
23 it, and just with the number of people, the number of
24 comment cards, I'm going to really push that one once

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1 we get to that point.

2 If you've got prepared statements and you
3 want to turn those in we'll take those and collect
4 those, but really try to move those through with the
5 number of people we have. And then following public
6 comment, we'll reopen for any additional Board
7 questions that there might be to the NCA.

8 All right. So at this time I'll turn it
9 over to NCA for their presentation.

10 MR. BANKS: Good evening. One of the
11 things that I used to hate when I was a board member
12 is my neck would get crooked trying to turn around
13 and watch the screen but, unfortunately, Board,
14 you're going to have to do that again this evening.

15 My name is Nathaniel Banks, and I'm going
16 to speak to why we are here as the North Champaign
17 charter school committee, steering committee. And
18 the main reason we're here is because we have been
19 authorized by the Article 27A, Section C, regarding
20 charter schools. And it says: In authorizing
21 charter schools, it's the intent of the General
22 Assembly to create a legitimate avenue for parents,
23 teachers, and community members to take responsible
24 risks and create new, innovative, and more flexible

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1 ways of educating children within the public school
2 system.

3 This evening we're going to be presenting
4 on that proposal that you have had a chance to see.
5 I'm going to be presenting, Nathaniel Banks.
6 Reverend LeKevie Johnson will be presenting, Lee Ann
7 Kelly, Katesha Melendez, and Craig Walker. And we
8 will just come up in the order that the slides are
9 and introduce ourselves for the first time.

10 Good evening. My name is Lee Ann Kelly. I
11 have volunteered in Unit 4 for twenty-six years and
12 counting. I do so because I want to provide the
13 extra support that disadvantaged students need and to
14 encourage the staff. It's been said that public
15 schools are the great equalizer, that a public
16 education makes sure that every student has an
17 opportunity to excel both in school and in life.

18 Now, it hasn't taken twenty-six years for
19 me to recognize that there are numerous barriers
20 preventing too many of our students from experiencing
21 this equalization. So it wasn't easy to be standing
22 here tonight. It took much discernment and prayer,
23 but I stand before you tonight because I hope that an
24 innovative approach can serve as a pilot for this

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1 district in terms of equity.

2 So I'm going to be showing you slides
3 regarding achievement and discipline. This slide is
4 one particular cohort of black students starting when
5 they were in third grade in 2015, through when they
6 were in fifth grade in 2017, so that means they're
7 currently sixth graders.

8 The state divides achievement into five
9 levels. What I did is I further condensed that into
10 three levels. If you look at Level 1, these are the
11 students who did not meet grade level proficiency at
12 all, from third grade to fourth grade to fifth grade.

13 If you look at the blue, Level 2 and 3,
14 these are the students that were approaching grade
15 level, meaning that in March of that spring of that
16 year they weren't reading at grade level proficiency,
17 yet they were somewhere within that year to get to
18 proficiency.

19 The final one in green is Level 4 and 5.
20 Those are the students that meet or exceed. So this
21 is one group of African American students in Unit 4.
22 So I know in one sense that means it's very specific.
23 You can't generalize.

24 On the other hand, I want you to look as it

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1 goes across because when you think about the intent
2 of public education, it's to ameliorate the
3 disparities. It's to enable students who have
4 disadvantages in the schools be able to overcome some
5 of those and be able to make progress. If you look
6 across, with each one of those they're statistically
7 stagnant, meaning that if you've charted these in big
8 ways that 39/37/34 are flat.

9 If you look at Level 4 and 5, this
10 particular cohort, it's stagnant as well but also
11 trending down. The problem with this is we're not
12 disrupting the trajectory, at least for this
13 particular cohort of students.

14 Now, another way to look at this is to
15 think about it's reflective of a national black/white
16 achievement gap, yet each district throughout this
17 country needs to grapple with what their gap is and
18 what are the factors behind it.

19 So this slide shows you African American
20 students in English learning arts in third grade.
21 The green is throughout the state. The red is Unit
22 4. So if you look at the "did not meet," which is
23 the lowest level on the far left and the "met and
24 exceeded" on the far right, the "do not meet", Unit 4

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1 has not quite twice as many students not meeting it.

2 At "met and exceed" Illinois, the average
3 Illinois African American third grader is doing close
4 to twice better than Unit 4. Now, this does not say
5 all the other factors that happen outside of the
6 school, but it does say there's a big disconnect.

7 The other thing that you would see
8 nationally -- I'm having trouble with the clicker
9 here -- national discussions on disparity in
10 detentions and student discipline. So this is
11 obtained from Unit 4, the 2017 K through 5 detention
12 referrals. There were 2,982 of those. In the pie
13 chart, what you will see is African American boys are
14 in blue. White, Asian, Pacific Islanders are in gold
15 or brown. African American girls are in red and
16 Hispanic are in green.

17 If you combine the African American boys
18 and girls, the percentage of the total of detentions,
19 78 percent of them are going to African American
20 children.

21 When you look at the overall student
22 population below on the right, the overall student
23 population in Unit 4 is 34.9 percent black, 36.8
24 percent white. So what we're seeing is roughly one

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1 third of the district students are committing over
2 two thirds of -- are receiving two thirds of the
3 detentions; whereas, another one third of the school
4 district is doing one in five detentions. Again,
5 there's something that's not adding up.

6 This is a national statistic. Black
7 students are punished more harshly and more
8 frequently than white students for the same offenses.
9 So that doesn't mean that Unit 4 is an aberration
10 but, sadly, it's part of the national problem.

11 MR. BANKS: So the reason, again, that
12 we are here is because we would want to change that
13 paradigm. And so the NCA's mission is listed, as you
14 can see, and I'm going to read it because I think
15 it's important to understand what we're trying to do.

16 In partnership -- our mission, in
17 partnership with parents and the community, the North
18 Champaign Academy will create a safe and stimulating
19 learning environment that challenges all NCA students
20 to achieve to their highest level of academic
21 excellence and prepares them to become responsible,
22 contributing participants in their community and our
23 multicultural society.

24 The goals, therefore, of NCA, we have five.

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1 Our first goal is all who enter NCA will feel
2 welcome. The second one, students will receive the
3 individualized attention necessary to achieve
4 literacy and math proficiency. Third, staff will
5 respect the family and students as co-partners in
6 learning. Four, staff will work collaboratively and
7 employ evidence-based practices to create a culture
8 that loves learning. And, number five, NCA will
9 provide regular opportunities to educate and empower
10 parents and guardians.

11 When it comes to the school itself, and we
12 believe in most cases that the staff is the key. So
13 we have staffing principals, the people who are going
14 to be with our students every day. The first
15 principle is that the staff will reflect the students
16 that they serve. The second is the staff will
17 implement a student centered inquiry based approach.
18 The staff will be highly skilled in differentiated
19 education and instruction. The staff will be able to
20 empathize with the child's background and build
21 resiliency. The staff will provide the support
22 needed for families to embrace their roles as
23 educators and then connect the students and the
24 community together.

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1 And in any staff, the primary person that
2 will lead that effort is going to be the principal.
3 The principal will have a master's degree, will have
4 a principal administrator license, will have a
5 minimum of three years of teaching experience, will
6 have the capability of possessing school
7 administrative experience, be skilled in
8 collaborative problem solving, have a minimum of
9 three years experience at an at-risk school, and this
10 principal will also obtain continuing education as
11 needed.

12 Just a little bit more about this general
13 slide. We believe the principal is the key person,
14 and so we are going to spend lots of time making sure
15 the right person is in that position because that
16 person is going to have to be the voice of the
17 school, the energy of the school, and there's a lot
18 riding on that person. So we fully acknowledge that.

19 And one of the primary purposes of the
20 principal is not only the educational program but
21 connecting the school the way, en concert with our
22 vision, which has to do with parent engagement.

23 So we at this school really believe that
24 parents have to be involved in the education of their

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1 children, not just as someone that you invite in for
2 programs but actually a co-partner in the child's
3 education. So we do believe in home visits and
4 school prep meetings. We do believe that the parents
5 themselves have to be committed to volunteering in
6 the school. And also the parents, we expect that the
7 parents will be committed to learn, excuse me,
8 committed to learning how to better support their
9 child.

10 One of the things that we believe is that
11 there aren't any parents, or if there are we don't
12 know any, that don't want to see the best for their
13 children. So what we want to do in that school is
14 work with the parents to provide that.

15 MR. JOHNSON: Thank you, Mr. Banks.
16 Mr. Banks covered the engagement piece that we
17 thought was critical really was the reason why I
18 really took part in this effort to establish this
19 charter school was to really -- this effort was
20 important.

21 I struggled tonight to decide if I was
22 going to even take part in this. It's difficult when
23 you go through a day when a young man you've coached
24 and has impacted your life, you've impacted his, and

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1 we found out today that young man made transition, is
2 no longer with us.

3 So I struggle today just to deal with the
4 whole aspect of what are we doing for real, I mean,
5 you know, just life in general. I wanted to spend
6 more time with our football players and just embrace
7 them through a tough moment. So we ask for you as a
8 community, remember the passing of a young man last
9 night who was a part of our family.

10 Student discipline, I think, is a slide I
11 want to go to, which is a critical piece. Mr. Banks
12 talked a little bit about parent engagement, which we
13 think is going to be critical with kind of answering
14 the discipline question. We believe if you have
15 parents that are engaged, parents get involved and
16 good relationship at home, the discipline of a child
17 is minimized when the parents are engaged in that. I
18 had a slide tonight I wanted to show you because one
19 of the pieces we want to do is be proactive in our
20 discipline.

21 There's a school in Baltimore, elementary
22 school in Baltimore, who's using meditation as
23 opposed to detention, having a sense of purpose,
24 allowing kids a moment to reflect upon why are you at

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1 school anyway. So we'll get a chance to show you
2 that slide a little bit later. We have some
3 technical difficulties, but again all of this really
4 focuses on keeping that child in the classroom so
5 they can get educated.

6 And so if you have a ton of discipline
7 issues, the child doesn't have time in the classroom
8 to get educated, you have issues. And so we really
9 want to spend some time focusing on the discipline
10 issue and using some proactive measures to answer
11 that question of discipline.

12 MR. WALKER: I'm really sorry you
13 couldn't see that video. It will come back on.
14 Pastor's definitely had some issues to deal with, but
15 I think it's very important to point out that LeKevie
16 Johnson currently is involved with the Unit 4 system.
17 He works with the homeless families. He's been
18 involved with many of the children, and he'll be a
19 key component of NCA in terms of bridging the
20 families and the discipline.

21 And I think the meditation part where he
22 outlined it it'll show and the success it's shown
23 fits within the charter school while intent as it
24 relates to taking reasonable risk. And when you see

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1 the video, you'll really see outstanding as relates
2 as we teach our children in meditation rooms and to
3 really start out the day with breathing exercises and
4 things to help you get in touch with your inner self
5 so that you can stay focused.

6 Now, the other thing about this school
7 that's going to -- I can again come within the law of
8 the spirit is our themes because our theme is going
9 to entrepreneurship and finance. Now,
10 entrepreneurship is a French word meaning one who
11 undertakes innovation. And so from the top down this
12 school will be run with an entrepreneurial spirit.

13 We're not going to be confined by this is
14 the way we've always done it, this is the way it's
15 always been done. We're looking for new creative
16 ways, and we're also going to utilize the principles
17 of entrepreneurship to work with children, take them
18 out of the school into businesses, into north
19 Champaign businesses.

20 I just spent today, some of this afternoon,
21 spending some time with JW Pirtle, and we were
22 talking about some ways that we can use the radio
23 station and have the kids come over here and learn
24 about how to broadcast and things of that nature.

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1 But the most important thing about the
2 entrepreneurship component will be visiting banks,
3 will be visiting north Champaign businesses like
4 Mike's Wood N' Hog, Shaun Williams funeral home, is
5 that we want kids to dream. And if you got to show
6 them what they can do, what they can be, you have to
7 show them that there are successful African Americans
8 out here doing it because if you watch the news all
9 day, you're not going to get that.

10 So what we want to do is take our kids and
11 show them the power that's going on in their
12 community, that they can be proud of north Champaign,
13 that we have people out here. And we think that once
14 you capture a child in the dream, now they become
15 motivated. How do I attain that dream?

16 And so then the school will be talking
17 about how entrepreneurs, because I went to Booker T.
18 Washington and I remember when I asked them what do
19 they want to be. I heard doctors, lawyers, rappers,
20 NBA ballplayers. All of those are entrepreneurs.
21 And so what we have to show them is that how to work
22 in society to build your dream. And once you get
23 them dreaming, they will get focused on the business
24 at hand.

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1 The other theme is finance because finance
2 is the backbone upon which our company operates, I
3 mean, our nation operates. And so if when you look
4 at financial literacy and issues of that nature in
5 our community, what we want to do is create a micro
6 society within the school. We will have a school
7 bank where kids will learn and be transacting, quote,
8 business within the bank, within the school, learning
9 math through numbers, excuse me, through monetary
10 transactions, learning how to interpersonal
11 relationships and operating in a micro society.

12 And we want to reach in and go into the
13 families and teach them financial literacy. And one
14 program that's been very successful in St. Louis we
15 want to copy. It currently has 10,000 participants
16 over two years ago. Our goal is that every child who
17 starts, who comes into NCA, will start with a \$50
18 savings account funded by outside private donations,
19 and that will go into what is called a college
20 savings account and it'll be utilized and hopefully
21 grow over time so that when they reach high school
22 there will be a pot of money there to pay for
23 applications, school visits and, in fact, going to
24 college.

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1 Studies have shown that when students have
2 \$500 or more by their senior year, they're much more
3 apt to be going on to secondary education. So we
4 want to be able to begin the financial literacy in
5 kindergarten so that when they got out of fifth
6 grade, we're going to have experts in both finance
7 and entrepreneurship.

8 So I'd like to turn it over to Katesha
9 Melendez, and she is with American Reading Company
10 and this curriculum is a very strong program and a
11 key component of what we're trying to do. Katesha?

12 MS. MELENDEZ: Thank you. So I stand
13 here on behalf of American Reading Company, and as
14 you see we're the first company that received all
15 green from ARC Core reports, K through eighth grade.

16 So if you know about American Reading
17 Company, we're currently in fifty states, all fifty
18 of them. We work for over one thousand districts and
19 over five thousand schools. So this will be the nuts
20 and bolts of what we do and the framework we use to
21 support children achievement and differentiation.

22 American Reading Company's developmental
23 taxonomy runs from pre K through twelfth grade. Why
24 is this important? We have supports in place for

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1 both remediation for those students that need
2 additional support and acceleration for those
3 students who are well above grade level.

4 So within these different color levels are
5 specific skills that students will be working with.
6 These specific skills have books that align with them
7 because we want to make sure we educate our students
8 so they develop a love for reading.

9 Okay. So the next slide, the next slide
10 talks about now once we've identified the particular
11 skills that the students need additional support
12 with, whether that's enrichment or acceleration, now
13 we have our tool kits which support the teachers with
14 what they need to do to support students.

15 So what we know we have and what they need,
16 and this is how they'll do it. This is direct
17 instruction for teachers that's scripted. It's used
18 in the gradual release model. I do, we do, and then
19 the students go and practice. So everything has a
20 core alignment.

21 Next slide, please. So if you look and
22 see, this is a year long scope and sequence with
23 American Reading Company. The first unit, which
24 takes about six to ten weeks, develops a culture of

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1 loving to read in the classroom. The teachers also
2 get to learn their students as readers. That's very
3 important because when a student has a relationship
4 with their teacher, now they're more apt to
5 participate.

6 So if you look at units 2, 3, 4, project
7 based interdisciplinary linking science and social
8 studies. And if you know about the Common Core,
9 there's three types of writing: Informational,
10 argumentative, and narrative. So within the course
11 of a year, students will be able to produce three
12 authentic works with those forms of writing in
13 general.

14 Next slide, please. So if you look at a
15 daily literacy block, this is what it will look like.
16 And at American Reading Company, we take readers
17 workshop, writers workshop, word study, informative
18 assessment to drive what we do. So students will
19 have read and think aloud daily. Depending on the
20 method they read aloud and think aloud depends on the
21 particular grade level, but we want to ensure that
22 students who are not reading at or above grade level
23 get to hear great texts read well daily.

24 Students will also be writing to text. So

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1 now we stop the reading and then we do something
2 else. We're writing. Everything will be
3 interdisciplinary. And then they will also have
4 small group time where they're working on the
5 different skills and strategies, as well as one on
6 one to produce student and teacher engagement and
7 reader engagement.

8 Next slide, please. So this is very
9 important. This is our data tracking tool. You see
10 with the different colors, if you look to your left,
11 it groups the students for teacher. It also gives
12 you their real time data so that this teacher knows
13 what she's working on with that particular student
14 and the student knows.

15 There's information also that goes home
16 with parents so that we can bridge the school to home
17 gap. And then if you look to the right, you can
18 track your child. The teacher, she can say this
19 child is reading here in January opposed to reading
20 here in June.

21 Now, this slide is very important because
22 in Champaign in their middle schools they're already
23 using this. So if we had this at NCA, what happens
24 is now we're producing students that have a culture

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1 with a curriculum that they're familiar with and it
2 bridges that communication gap.

3 So I think it's a great curriculum, this is
4 a great idea, and it'll really push forth goals two
5 and four with NCA around a strong curricular
6 alignment. Thank you.

7 MR. WALKER: I wanted to come back on
8 this. I think what's also very important is she
9 mentioned that this is already in the middle schools.
10 It's not in our current grade schools. The grade
11 schools use something else.

12 So what we're saying is that NCA can be a
13 pilot for Unit 4, and what'll happen is as our kids
14 move into six, seven and eight, the teachers who are
15 in six, seven and eight can come back to this data in
16 three, four, five and see how they were progressing,
17 what was that pattern of progression, and how much
18 they've improved or need to improve.

19 And so what we're establishing is
20 consistency between grade school and middle school
21 for not only the students but the teachers because if
22 you're a teacher and you get a student in from a
23 school and you don't have a clear accessible way to
24 assess that matches up with the curriculum you're

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1 using today, then it becomes more difficult for that
2 student going into sixth grade to try to adapt to the
3 new program.

4 And what we're saying is we identified
5 American Reading because they're also working with
6 our partnered SchoolMates at Bronzeville Academy in
7 Chicago. Well, when we found out they were also in
8 the Unit 4 middle school, we knew this was the way to
9 go because we know we'll be able to track students
10 from NCA for years to come and make sure they are
11 doing as well as they should be.

12 Now, charter school funding, I'm an
13 investment banker, been doing it for a long time, and
14 charter school funding right now, as I told the group
15 when we started, money is not going to be an issue.
16 There is substantial funding available both private
17 and public for charter school funding.

18 And so what I think is important is as we
19 relate to how we structure the funding for NCA is we
20 do a little bit of reverse engineering because that's
21 what I like to do. And I realize that we're not
22 sure. We could have a hundred students in the first
23 year, two hundred in the second year. Enrollment is
24 open question. So what we must do is establish the

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1 pillars of the school on a solid financial
2 foundation. So our core fixed cost metrics are below
3 industry standards.

4 So, for example, our facilities cost will
5 not exceed 10 percent of our budget, and then our
6 core administrative costs will not exceed 10 percent
7 of our budget. So we're really putting 80 percent of
8 the funding into the school.

9 I don't know about what the statement that
10 the charter management organization is a nonprofit
11 organization that'll be managing this charter school.
12 The charter school is a nonprofit organization as
13 well. There are no private corporations in this
14 equation, so I was kind of confused by the earlier
15 statement by the union.

16 And so we have countered these metrics and
17 these costs so that we can make sure that our budget,
18 which may fluctuate due to funding, will be able to
19 sustain that the educational services are put in.

20 We also see the projected gross revenue
21 from the per capita tuition charge, which Unit 4's is
22 approximately \$11,875, which means that every child
23 in Unit 4 carries with him an \$11,875 per capita
24 tuition credit. Four thousand African American

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1 students, that's \$50 million to Unit 4. So what we
2 are saying is that -- and I apologize. That number
3 has shifted. What we are saying is our \$1.2 million
4 on approximately a hundred students is a small
5 fraction of the hundred million dollar budget that
6 Unit 4 pulls every year. Even if we go to four
7 hundred students, if we are successful, and the only
8 way we're going to get to four hundred students is if
9 everybody in the community is working with us, that's
10 still approximately five million, less than 5
11 percent.

12 So I think that when we look at some of the
13 rhetoric, this is a double A rated school district.
14 It's on solid foundation financially. So I'm not
15 disagreeing that there may be cases, but in this
16 case, here in Champaign, we have a very strong
17 financial school district. In fact, there's plenty
18 of money in our reserves. And so this is a small
19 fraction, and we believe that it's responsible for
20 Unit 4, in the face of the district's statistics that
21 were shown earlier, to make this investment, to take
22 this step, to bring this community together and show
23 that we can do better.

24 And so the other thing I'd like to talk

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1 about is our location, 1400 West Anthony Drive. It's
2 a beautiful building. Seems like it was built for a
3 school when we all walked in there. We have
4 approximately ten classrooms currently. There's a
5 big auditorium space. Plenty of space for us to
6 begin this school here. It's in north Champaign,
7 within two miles of the three top at-risk schools in
8 Unit 4.

9 So it's conveniently located for people to
10 get to, and we do and will have transportation to the
11 school. We currently have an agreement to contract
12 that with First Stop, but this is an area where we
13 see collaboration with Unit 4. You have a very
14 strong transportation group. You have a very strong
15 transportation barn. We can save taxpayer dollars if
16 we work together on this project, on this school, and
17 we contract with Unit 4 for our transportation
18 services. That's keeping the dollars right here. We
19 don't want to send it to First Stop. We want the
20 dollars right here in Champaign, and we can be
21 responsible taxpayers with that.

22 This building we got, 30 percent,
23 25 percent of the cost has been deferred in the
24 purchase price and we only have to pay interest for

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1 five years. Excuse me. Interest only for a five
2 year period, and only \$10,000 in principal. That's
3 on the 30 versus the 25 percent. So at a price of
4 about 475,000, we're talking \$118,000 of deferral,
5 which allows us to launch up the school and be able
6 to then assume that payment in year five.

7 So, again, the way we have this structured
8 is I went back to the budget principles. This
9 building is costing us no more than 10 percent of our
10 projected budget.

11 With that, I'd like to bring it to Dr.
12 Banks, and I call him Dr. Banks because he is a
13 doctor of Champaign and he knows it very well. For
14 the close, Dr. Banks.

15 MR. BANKS: You're not supposed to say
16 that in a community with the University of Illinois.
17 So I am going to wrap things up to call your
18 attention to our three year goals. Basically when we
19 are looking at what we're trying to do, this is one
20 of them, the core academics.

21 So we do expect our students to increase
22 their grade level proficiency. We do expect the
23 students to be proficient in English, language arts,
24 in math, as well as social studies and science. We

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1 do expect the students to excel in age appropriate
2 financial literacy, to improve their critical
3 thinking.

4 And then if you could turn to the next
5 slide. Thank you. And the other area is student
6 health and wellness. So being a musician, you might
7 have to put the music program in there, but all the
8 arts as well. Certainly we're going to be having
9 physical education for the students, and we expect
10 them to prosper in those areas, too.

11 And then the final one. And then with the
12 family. Hopefully you see a theme here. The family
13 is key, and we believe in working with the family.
14 And so we do know that the families, some of our
15 families are in need of other additional help so we
16 want to connect them to the resources in the
17 community so that they can improve the health and
18 well being of their children. The whole notion of
19 trauma is played out in many of our families. So we
20 know where those resources are as well.

21 So again, you know -- one more, please.
22 Okay. So to wrap things up, what we want to do is be
23 an asset to the community by targeting students that
24 just have not been successful in Unit 4. We believe

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1 that we have the capability of meeting that need for
2 those students.

3 And the other thing that's important for
4 the district to understand is that this is a K
5 through 5 school, which means that all of those
6 students are going to be coming back into the
7 district. But they will be coming into the district
8 whole, and that's our main concern.

9 So is there any other -- all right. In any
10 case, the last slide just gives you some references,
11 and we can certainly give all of this information to
12 the Board.

13 So thank you very much for your attention,
14 and we'll be waiting for any questions.

15 PRESIDENT KLOEPPEL: Thank you, NCA.
16 Got a fresh batch of comment cards so just a friendly
17 reminder. They're in the back and we continue to
18 collect.

19 DR. ZOLA: Good evening. On behalf of
20 the district administration, it's our responsibility
21 in the hearing to take the proposal that was
22 presented on February 26th and consider it as it
23 aligns to school code. And so that'll be my
24 responsibility this evening. And I have also for the

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1 Board, I think it might be in your packet already,
2 kind of a summary of what I'll be presenting in the
3 power point.

4 So the school code has very specific
5 requirements as it relates to opening a charter
6 school. One of the first requirements is that the
7 name of the charter be provided, the age range, and
8 so on.

9 In our review of the first aspect of the
10 code, it does include the name of the school, grade
11 range, enrollment. It did not include a description
12 of how enrollment worked other than a first come
13 first served. And as you get to Illinois School Code
14 105, and I made some references, it speaks
15 specifically to that as a part of the requirement.

16 Also, in the first aspect of the code, it
17 does include some areas of focus. Financial literacy
18 we heard about earlier. Reading and language arts,
19 experiential learning, the musical arts,
20 compassionate discipline, and parental/community
21 involvement.

22 The term research was used in the
23 February 26th proposal. It was used to support, but
24 there was no research at that time included or cited.

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1 And in the first part of the code, this proposal for
2 February 26th does not include requirements for
3 efficient management, operation, and student safety.
4 And then I listed the specific code reference for
5 that as well.

6 So again, as we take a look at the
7 February 26th proposal that was presented to the
8 Board, the second requirement in the school code
9 speaks to the mission of the charter. This
10 particular proposal does include a mission statement
11 that describes the purpose of the charter. It did
12 not clearly explain how those purposes would be met
13 as it relates to the code.

14 The third part of the law speaks to the
15 goals, objectives, and the pupil performance
16 standards. So in the February 26th proposal there
17 were three goals listed and six objectives. The
18 first goal was measurable and the others were not.
19 It did not contain any specific metrics, nor address
20 any outcomes for the goals and objectives in this
21 particular proposal.

22 Goal two did not name metrics or explain
23 how the school will engage and prepare children to
24 love education. So that was a specific goal, but

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1 there weren't any supporting metrics for that one.

2 Goal three addressed the seamless
3 engagement with community organizations, but the
4 proposal did not describe any specific plans to
5 connect at that time in the proposal.

6 Continuing with the expectations for school
7 code under goal's objectives and pupil performance.
8 The proposal includes a series of end-of-year
9 benchmarks for music, but we know why, right,
10 Mr. Banks? We're good there.

11 And so -- but all the other curriculum
12 areas are addressed by stating the following in the
13 proposal: Fully embraces the Common Core learning
14 standards adopted by ISBE and that students will
15 perform on grade level in English, language arts,
16 math, fine arts, and social science.

17 In this particular part of the law, we
18 did not -- in this particular proposal, it didn't
19 mention at that time science or physical education as
20 core subjects or describe performance standards for
21 those. It did not speak to specific social emotional
22 standards that are required at the state level or
23 specifically talk about performance standards.

24 And there weren't any specific performance

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1 standards delineated for grade levels across
2 curriculum areas. So, again, things that would have
3 been specific to the school code.

4 So we saw a picture of the physical
5 location. In the proposal that we reviewed for
6 February 26th, it did not include specific
7 information on how the space would be converted to
8 meet student attendance center requirements that are
9 specific, again, in a different part of the school
10 code.

11 The team that reviewed this proposal, which
12 was district level directors and exec team, were
13 concerned about no sidewalks along the particular
14 school campus area or green space or outside physical
15 education, and there was a question about the
16 designated bus loading and unloading in that area.

17 The fifth part of the law talks about
18 educational programming, pupil performance,
19 curriculum, school years, and hours of operation. In
20 this February 26th proposal, it did not mention new
21 Illinois learning standards. Pardon me. It does
22 mention Illinois learning standards, but does not
23 explain the connections to the curriculum or
24 instruction in the proposal.

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1 They talk specifically about education and
2 programming, plan and approach methodology, but
3 couldn't find clear links through those pathways.
4 This particular proposal didn't include specific
5 learning standards by grade level other than a
6 mention of the Common Core, and it didn't identify
7 skills and knowledge that students would be expected
8 to attain by the end of each of those grade levels.

9 The sixth part of the school code talks
10 about a plan for evaluating pupil performance. It
11 does mention formative local assessment, but didn't
12 explain beyond use of the independent reading level
13 assessment. It made reference to MAP, Measures of
14 Academic Progress.

15 In this particular proposal, it doesn't
16 explain how the independent reading level assessment
17 data would be used for instructional purposes, and it
18 didn't mention how the MAP would be used either for
19 formative or summative assessment or which specific
20 MAP assessments would be administered.

21 It does mention local assessments, but
22 didn't identify specific assessments for science,
23 social studies, math, or the electives. It does list
24 the Partnership for Assessment of Readiness, or the

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1 PARCC, but not other required state assessments were
2 mentioned, including Access, the DLM, obviously the
3 PE assessment, and then the ISA, the Illinois Science
4 Assessment. So, again, our task is to look at what
5 the law requires and if this proposal met that
6 expectation.

7 A few more specific to again monitoring and
8 evaluating pupil performance. The proposal didn't
9 sufficiently explain child find and evaluation
10 procedures in terms of school's affirmative duty to
11 seek and identify students with disabilities,
12 informed parent consent, requirements for
13 nondiscriminatory evaluation or consideration of
14 domain areas for evaluation.

15 Again, in the school code around pupil
16 performance, this particular proposal does not list
17 the disability categories or explain the criteria for
18 how students will be determined eligible under the
19 services of IDEA, Individuals with Disabilities
20 Education Act. Again, specific to the code, this
21 particular proposal doesn't include a budget
22 consideration for specific specialized curriculum or
23 materials that could be required to provide a free
24 and appropriate education for those with Individual

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1 Education Plans, and the proposal doesn't mention
2 Section 504 of the Rehabilitation Act or how the
3 school will ensure equal access and opportunity for
4 students.

5 Seven in the school code law speaks
6 specifically to budget and financial information.
7 Evidence that the terms of the charter proposed are
8 economically sound for both the charter and the
9 school district, a proposed budget for the term of
10 the charter, a description in which there will be an
11 annual audit.

12 So the proposed budget that was presented
13 in the February 26 proposal was for one year. The
14 law actually requires that there be a proposed budget
15 for the term of the charter, which in the proposal
16 was suggested at five. One of the assumptions that
17 was made in the February 26 proposal was based on a
18 budget, 125 percent of the district's per capita
19 tuition.

20 Recently, within the last year, the
21 Evidence-Based Funding for Student Success revised
22 that Section 11 of the charter school's law and now
23 the funding cap can be no greater than 103, so
24 obviously that would have implications on the

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1 proposed budget that was shared in the February 26th
2 proposal.

3 The budget references funding from
4 various state and federal grants and the ISBE charter
5 school startup grant, which obviously you're not
6 necessarily guaranteed. Again, reimbursement for
7 state special ed funding as listed is also no longer
8 provided. That changes part of the evidence-based
9 law that just passed and how now districts are
10 receiving funding.

11 The proposal references technology in the
12 curriculum. Obviously a very positive idea, but
13 doesn't allocate specific money in the budget for
14 those specific resources. Some numbers in the
15 proposed operating budget were unclear to the group
16 as they reviewed it, lacked some explanation. The
17 staffing template includes smaller than likely
18 pension and health insurance costs, and then the
19 staff costs in the operating budget do not always
20 appear or match in the staffing templates. There was
21 some disconnect from both of those two pathways.

22 Again, the school law around budget and
23 finance. This particular proposal doesn't include a
24 plan for displacement of pupils, teachers, and other

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1 employees. It's specifically stated in the school
2 code, and there were some questions about SchoolMates
3 consulting fees needed further clarification, as well
4 as a description and location of the partner
5 business.

6 Eight in the school code. Eight speaks to
7 governance and operation. A description of the
8 governance and operation of the charter school,
9 including the nature and extent of parental,
10 professional educator, and community involvement in
11 the governance and operation of the charter school.

12 So in the February 26th proposal, it didn't
13 include job descriptions for several of the
14 positions, including the CEO, the dean of students,
15 the special education specialists, the community
16 engagement liaison, or the academic advisor.

17 The teacher job description states that the
18 teachers will report to the principal or the
19 assistant principal, yet there is no principal listed
20 on the staffing template or anywhere else in the
21 documents. So there was some confusion around that,
22 needed clarity. The proposal references a head of
23 school, but it was unclear which position this was on
24 the staffing template. So, again, trying to match

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1 the narrative to the budget.

2 Again, specific to school code on
3 governance and operation, the proposal allocates a
4 full-time employee to security, yet there wasn't a
5 specific list of a salary or compensation in the
6 budget that aligned to that. This proposal does not
7 clarify how the after school program will be staffed,
8 and that was a mention that came in the narrative but
9 not clear in the budget.

10 Operating budget includes a line item for
11 substitutes, but the proposal does not list job
12 description or qualifications for those individuals
13 and it didn't sufficiently outline qualifications of
14 SchoolMates, Lifelines Management for managing and
15 operating North Champaign in accordance with the
16 charter.

17 So you're kind of getting a theme. There's
18 things that were included, things we couldn't find,
19 and then things that obviously need clarity as you
20 consider and move forward in your decision making.

21 Section 9 talks about the relationship with
22 the employees. In this part of the school code it
23 speaks to an explanation of the relationship that
24 will exist between the charter school and its

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1 employees, including evidence that the terms and
2 conditions of employment have been addressed with
3 effected employees and their recognized
4 representative.

5 However, a bargaining unit of charter
6 school employees shall be separate and distinct from
7 any bargaining units formed from employees of the
8 school district in which the charter school is
9 located. So in this area the proposal notes all
10 employees will be at will and does not reference
11 anything specific, representation or bargaining unit
12 for employees.

13 The next part of the school code talks
14 about an agreement between the parties regarding
15 their respective legal liability and applicable
16 insurance coverage, the proposed effective date in
17 terms of the charter provided. In this particular
18 proposal from February 26th, the start and end date
19 of the charter are listed. Budget information does
20 not speak specifically to a payroll calendar.

21 Eleven in the school code talks about a
22 description of how the charter school plans to meet
23 the transportation needs of its pupils and a plan for
24 addressing the transportation needs of low income and

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1 at-risk pupils.

2 The February 26th proposal indicates that
3 the student population will likely be a hundred
4 percent at risk and that the school provide
5 door-to-door service. It proposes utilizing a third
6 party carrier to transport students to and from
7 school and local monthly field trips. The limited
8 information did not support the budget allocation for
9 transportation. So, again, the narrative trying to
10 match up with the actual budget proposed.

11 Basically, the facility identified, I had
12 staff that were concerned about a designated bus
13 loading and unloading area, which obviously could be
14 a safety issue. And again I kind of spoke to -- the
15 facility is accessible, but the facility didn't seem
16 to have ample space to provide access for wheelchair
17 bus loading and unloading at what looked like the
18 drop-off spot.

19 Twelve in the law talks about operations in
20 general around health and safety. Evidence of how
21 the charter school will comply with non-curricular
22 health and safety requirements applicable charter to
23 charter school through the ISBE. And there are
24 several examples regarding what evidence the charter

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1 school is required to provide.

2 So evidence around the school building
3 code, school records, food allergy guidelines, bus
4 driver permits. Obviously if you're contracting out
5 that would be a third party provider. Criminal
6 background checks, administration of medication, and
7 CPR training. So obviously the proposal references
8 contracting with First Student for bus service, but
9 none of the other items were addressed or we couldn't
10 find as a part of the February 26th proposal.

11 I think the last -- I think that was it.
12 So, again, just as a reminder, our responsibility was
13 to take a look at the law, the school code, and break
14 it down and then speak to the aspects that we were
15 able to identify within the February 26th proposal,
16 areas that we were not necessarily able to identify,
17 and maybe areas that we just needed more
18 clarification. Okay. Thank you.

19 BOARD PRESIDENT KLOEPPPEL: Thank you,
20 Dr. Zola. So that brings us to the portion of our
21 meeting where the Board asks questions. So I've got
22 a list of questions, and I'll go through those and
23 the Board will chime in with clarification and stuff
24 on the questions. And so we'll go through. Some of

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1 these were answered during the presentation. I'm
2 going to kind of work within the requirements of each
3 of the school laws as I go through the questions. So
4 I'll kind of state the requirement. I'll read a
5 brief description of that and then go from there. So
6 I'll get started here.

7 Goal 3, the goal's objectives and pupil
8 performance standards to be achieved by the charter
9 school. So my first question is, a series of end of
10 year bench marks are described for music but all
11 other curricular areas are addressed by stating that
12 the school fully embraces the Common Core learning
13 standards adopted by the ISBE and that students will
14 perform on grade level in English, language arts,
15 mathematics, fine arts, and social science.

16 The current proposal does not address
17 science as a core subject. Could you please describe
18 NCA's plan for providing quality science instruction?

19 MR. WALKER: I think it's important to
20 understand what we're building here is a framework.
21 We have a situation that requires major
22 interventions. And so in the spirit of our theme,
23 one of the things we realized was, as Dr. Banks
24 pointed out, we intend to bring a principal on very

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1 quickly.

2 So, for example, I think you mentioned the
3 April 23rd date. If the April 23rd date was the
4 actual decision to move forward, yes, I would suspect
5 that we would have because we've already
6 pre-identified and worked and talked to some
7 individuals who would be interested and we would have
8 a principal on board probably within thirty days
9 after this program was approved.

10 We want to empower the staff, so for us to
11 right now outline to you a bunch of standards that we
12 come up with or we got from someone else doesn't
13 necessarily align -- it may not necessarily align
14 with the individuals that we want to come into this
15 school and help make it successful because we're
16 dealing with a very troubled situation. Fifty-two
17 percent of our third graders are not performing. If
18 you saw the expert, he said that the third grade test
19 is indicative of eleventh grade. And he also said
20 this requires major intervention.

21 So I'm going to concede that we might not
22 have all the I's and dots closed as it relates to the
23 technicalities, but I can tell you that we have
24 people ready to go to work right now, That we have

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1 administrators locally in Champaign. And when you
2 look at -- and Urbana. And when you look at Dr.
3 Banks, LeKevie, NCA's board members, we will bring on
4 the staff and we will execute on all of those points
5 because, one, they're required by law and, two, they
6 are an important part of the school.

7 But what we don't want to do is create
8 boxes, boxes that you guys say, okay, that's what you
9 said you're going to do. And then we get a principal
10 that comes in who's got a vision, who we believe
11 passionately, and she says no, this is how we're
12 going to do it and this is how we want to do it. Or
13 he or she. I want to clarify.

14 And what are we going to say? Oh, you guys
15 said you're going to do it this way, now you're doing
16 it a different way. We're leaving the slate a little
17 blank right now because one of the things, my
18 discussions with one of the administrators who was
19 interested, her response was, so this is kind of like
20 a chance to draw a new picture, a clean slate.
21 That's my professional dream. Those are the words I
22 heard.

23 So when we were constructing this proposal,
24 we knew some of those requirements were going to be

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1 in there that aren't in there, but we're reaching our
2 hand out to the Board and we're saying, look, work
3 with us because we know and you know if we hire the
4 correct professionals who are coming out of either
5 Unit 4 or Unit 116, that's going to get covered.
6 Those are issues that will be covered.

7 And so as it relates to the science,
8 science is absolutely important. There will be
9 science. We are going to create a micro society. I
10 just talked about us going to the radio station.
11 There's a lot of science inside that radio station, a
12 lot of technical science activities going on. But in
13 this round of the process, we are very embracing our
14 theme and we are saying work with us. We know the
15 team members are out there and we will execute. So
16 that's my answer to your question hopefully.

17 BOARD MEMBER RICHARDS: Just to follow
18 up, so I'm wondering in what spirit you would like us
19 to take like pages 19 and 20 of the application where
20 you describe some of the science that you're
21 interested in doing. It didn't list a particular
22 curriculum. Is that -- are you suggesting it but not
23 sticking to it? Why was it in the application if you
24 didn't have --

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1 MR. WALKER: Well, because we knew we
2 wanted to address the science. But the specific
3 curriculum, we want to collaborate with the people
4 who are going to be running the school. We would be
5 failing in our mission if we created a school with
6 all the things that you just talked about and we
7 said, hey, here's the box. By the way, principal and
8 staff, operate this box.

9 That's not what we're saying. We're
10 saying, principal and staff, help us create the box
11 that'll help these children. It's not the box that's
12 sitting down here on one of the schools that we
13 currently operate. Those boxes aren't working. So
14 we're not trying to recreate the boxes that are
15 currently elementary schools in Champaign school
16 district. We're creating a new box.

17 And if you want to hold us to like we have
18 to be on that standard, I'm sorry, we don't have
19 that, because it's not in the spirit of what we're
20 trying to do what's best for the children. What's
21 best for the children is give the power to the
22 administrators, the principals and the staff to
23 create these curriculum and to create.

24 Now, we got a baseline curriculum. We have

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1 the English. We have the math. And I would like to
2 introduce who joined us, Alvin Boute and David
3 Ireland from Schoolmates, and they use a science
4 program. A lot of what we do is piggybacked. Maybe
5 you want to speak to them or maybe not, but I think
6 it's important to understand that this is how we plan
7 to move forward on this school. We're not trying to
8 build a box that's rigid and doing it in a way that's
9 mimicking a school that we already have.

10 BOARD MEMBER RICHARDS: Okay. So I'm
11 hearing that we should move on. I'm just clarifying
12 that we should then ignore the part of your
13 application that wrote about science?

14 MR. WALKER: No, that's not what I
15 said. I said that that will be taken as part of the
16 consideration and that will give guidance to our
17 principals and staff. But ultimately we're going to
18 look to them as it relates to what science curriculum
19 they feel is best and appropriate.

20 BOARD MEMBER RICHARDS: Okay.

21 BOARD PRESIDENT KLOEPPPEL: We are also
22 held to a box of the charter school law, and so
23 that's what we're asking the questions on and that's
24 what we're --

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1 MR. WALKER: I understand the law,
2 sir, and under the law you have the ability to make
3 decisions in the best interests of the children.

4 BOARD PRESIDENT KLOEPPPEL: Absolutely.

5 MR. WALKER: And so I think when we go
6 through those points, I was very happy to see those
7 points. I didn't really see anything glaring. What
8 I saw was, you know, things that needed to be
9 covered, but we have the staff and the people who are
10 ready to cover it. There's nothing there that's not
11 achievable.

12 BOARD PRESIDENT KLOEPPPEL: Okay. So
13 I'm going to continue on with our questions. The
14 proposal also does not provide a plan for addressing
15 social, emotional learning standards. Are you able
16 to describe the NCA's plan for instruction in support
17 of the students social and emotional learning? Are
18 we offsetting that?

19 MR. WALKER: Can you repeat that
20 question?

21 BOARD PRESIDENT KLOEPPPEL: The
22 proposal also does not provide a plan for addressing
23 social, emotional learning standards. Describe the
24 NCA's plan for instruction in support of students

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1 social and emotional learning.

2 MR. WALKER: So I guess all that
3 family engagement and everything did not speak to
4 what you were talking about. So I guess we're going
5 to come back to the social and learning box, and
6 maybe Pastor Johnson would like to talk about that.

7 MR. BANKS: Well, one the things that
8 we had alluded to in the presentation was the whole
9 notion of students who come with trauma. And so in
10 that social emotional realm, we do intend on working
11 with one of the individuals that is a trauma expert
12 when it comes to working with children and families.
13 And so that part was not actually delineated, but we
14 have identified an individual locally and actually I
15 think she's actually worked with the school district
16 as well.

17 BOARD PRESIDENT KLOEPPEL: Thank you.
18 So we have the physical location clarified for an
19 elementary school and be available for a time. The
20 opening of the school and the beginning of the school
21 year, do we have an idea of that yet, a beginning
22 time?

23 MR. WALKER: For the school year?

24 BOARD PRESIDENT KLOEPPEL: Yes.

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1 MR. WALKER: Yeah. It would be late
2 August, early September, depending on what you --

3 BOARD PRESIDENT KLOEPPEL: I believe
4 the code allows for that, before September 15th.

5 MR. WALKER: Before September 15th,
6 before -- obviously it's depending upon when, if
7 there was a yes to move forward, then that sends a
8 chain of events in order. So what I would expect is
9 between May -- let's call it April 23rd, using your
10 date, between April 23rd and May 30th we'll be
11 bringing in all the staff, bringing on board staff,
12 closing on the facility, doing the life and safety
13 audit at the facility prior to the closing.
14 Basically putting all those parameters together by
15 June, and in June begin the process.

16 We mentioned the ISBE startup grant. It's
17 a rolling process. We've already talked with them.
18 There's plenty of money available. There's not a lot
19 of people applying. So we're not going to have a
20 problem getting that starter grant. The money is
21 sitting there. There's not enough charter schools.
22 So it may not be guaranteed, but it's rare that if
23 you have a charter school and you have an application
24 for our startup funds that they say no.

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1 So we fully expect that between June and
2 July we'll be implementing the construction on the
3 site that may be required to satisfy the life and
4 science audit. As it relates to the bus stop,
5 there's a very clear bus stop there but we certainly
6 are flexible. The site is flexible.

7 There's three different points of entry.
8 It's actually, I don't know if they looked in the
9 back, but that's really -- there's a parking lot in
10 the back there that leads directly into the door so
11 the school buses could come right in. Let them off
12 just like they do now and they'd go right into the
13 door.

14 So by July we would be then -- meanwhile,
15 by the way, we're doing enrollment during this whole
16 period. So in July we would be -- teachers would be
17 getting their classrooms ready. We would be working
18 on some teacher development. We'd be having training
19 with Katesha Melendez. Their group comes down and
20 trains the teachers on the curriculum so we could get
21 the training done with the curriculum and the
22 teachers and really getting the team ready for
23 August.

24 We come into August 1st, and then we get

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1 ready for really setting, you know, that date,
2 whether it's end of August or early September, one of
3 those two, and we're off and running.

4 BOARD PRESIDENT KLOEPPEL: Thank you.
5 Follow-up? Dr. Baker?

6 BOARD MEMBER BAKER: The current
7 building space that you have on 1400 West Anthony has
8 space for almost two hundred students at the typical
9 seventy-five to a hundred per child square feet,
10 correct?

11 MR. WALKER: Yes.

12 BOARD MEMBER BAKER: What's the
13 ultimate plan if student enrollment is more than two
14 hundred, say, even in its first year?

15 MR. WALKER: That's a great question.
16 I appreciate that. As we indicated, our plan is to
17 keep the facility cost at 10 percent of the overall
18 budget. That's a very core factor. So at two
19 hundred students, we're still in the same building.
20 Once we go to three or four hundred students, and we
21 think that's possible in year three, we have been in
22 conversations with Judah. And as they prepare their
23 exit, we would be looking to prepare the purchase of
24 Judah.

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1 Now, we looked at that price, and I haven't
2 got a definitive price from them but assuming it was
3 in the 3 to \$5 million range, and again I haven't
4 gotten anything from them on that, basically the debt
5 service -- charter schools have tremendous access to
6 the capital markets, and they have the ability to
7 borrow in the capital markets at very low rates and
8 so we would probably -- not probably. We would fund
9 through bonds the acquisition of Judah. I've looked
10 at that acquisition, and if we were to do at about a
11 3 to \$4 million price tag at a thirty year
12 amortization, our debt service would be approximately
13 \$300,000 a year.

14 So when we look at what the debt service on
15 that facility would be, along with the debt service
16 on the facility at Anthony Drive, that combined would
17 be in that \$400,000 range. And at three hundred
18 students, we're at about a \$3.64 million budget. So
19 we're staying within our cost metrics, but we would
20 be acquiring more space.

21 What we're not including in our cost
22 metrics is additional revenue that would come from
23 the space because it's going to be multi purpose. As
24 it relates to the core school operations as we go,

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1 we've already identified the Judah site as where we'd
2 like to go to.

3 BOARD PRESIDENT KLOEPPEL: Thank you.
4 Ms. Armstrong?

5 BOARD MEMBER ARMSTRONG: Just a quick
6 follow-up. When you mentioned bonds, is that
7 taxpayers in the district that would be responsible
8 for that bond debt?

9 MR. WALKER: No. Charter school bonds
10 are based solely on the charter school. So what
11 typically happens is, and I've financed charter
12 schools before, typically what happens in a charter
13 school in the first couple years, you're ramping up
14 and you're getting going. Once you start reaching a
15 critical mass like she just described, you're able to
16 issue tax exempt bonds.

17 We'd probably do it through -- there's, I
18 believe it's the Southwest Illinois Development
19 Authority, and we would be able to issue them through
20 that authority and they would be based solely on two
21 factors: One, the real estate involved and, two, the
22 revenues from the school.

23 So basically, much like your budget, if we
24 were to acquire Judah and debt service was \$350,000 a

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1 year and we had three hundred students generating
2 about \$3.6 million a year, we would then take --
3 approximately take the \$350,000 off the top because
4 that fits within our core metrics of 10 percent and
5 that -- the balance would be then available to make
6 the, you know, to cover the educational costs and the
7 related costs accordingly.

8 We think we can negotiate a good deal with
9 Judah because they're going to be moving and there's
10 not really -- we hope that within that period of time
11 we will be the clear and obvious candidate for them.
12 So much like going into this building, I suspect we
13 would negotiate a deal that would include somewhere
14 between 60 to 75 percent of the cash up front and
15 then they would carry a portion of that in an
16 interest only format over a period of time. That
17 allows us to be able to do that, and it also gives
18 them income for the remaining years of that term of
19 that loan.

20 BOARD MEMBER ARMSTRONG: All right.
21 But for clarity, you're basing this on revenue which
22 is tax dollars that come from Unit 4 district to
23 support the charter, correct?

24 MR. WALKER: I'm not sure that the tax

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1 dollars come from Unit 4 district, but I will go
2 along with that assumption. All of the dollars, the
3 \$12,000 per capita tuition from it, those are student
4 dollars.

5 BOARD MEMBER ARMSTRONG: Right.

6 MR. WALKER: They belong to the
7 students.

8 BOARD MEMBER ARMSTRONG: Correct.

9 MR. WALKER: And so if they're at Unit
10 4, then it's Unit 4 dollars. And if they're at NCA,
11 those are NCA dollars. They're not Unit 4 dollars
12 unless the students aren't in school.

13 BOARD MEMBER ARMSTRONG: Okay.
14 Thanks.

15 BOARD PRESIDENT KLOEPPPEL: Ms.
16 Richards?

17 BOARD MEMBER RICHARDS: Can you
18 explain what the plans are for outdoor recess or PE
19 at the Anthony Drive location?

20 MR. BANKS: There is enough space for
21 the students to be able to have PE in that area.
22 There would have to be some work done, but that's
23 the -- the area to the north of the school, there's
24 enough space for --

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1 BOARD MEMBER RICHARDS: Is that
2 currently what's the parking lot behind the school?

3 MR. BANKS: Yeah, the parking lot.
4 And then there's also, as has been done in some cases
5 in the district, there's also a park that's
6 relatively close by and so --

7 BOARD MEMBER RICHARDS: Which park is
8 that?

9 MR. BANKS: I don't remember the name
10 of it.

11 MR. WALKER: It's in the Dobbins Downs
12 area. There's a park right there. It's like a block
13 or so away. In relation to the outdoor space, I
14 mean, we will definitely have that, but there's also
15 what's more, you know, a lot of times not available
16 outdoor is that there's a very large indoor PE space.
17 And considering we got snow in April, I think that
18 the indoor space is certainly more important to what
19 we're trying to accomplish here than, you know, April
20 and half of May and maybe September and half of
21 October.

22 But we certainly are committed to physical
23 education because we understand the importance of it
24 for our children. And, again, the best part we lack

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1 about this space, as you mentioned, the parking lot,
2 there are so many things that can be repurposed
3 there. There's not going to be an issue on putting
4 that together.

5 BOARD PRESIDENT KLOEPPEL: So I'm now
6 focusing the next series of questions at requirement
7 five, a description of the charter school's
8 educational program, people performance standards,
9 curriculum, school year, school days and hours of
10 operation.

11 So my first question, our first question,
12 is explain how the proposed education program will
13 address the needs of English learners.

14 MR. WALKER: You're talking about the
15 speech specifically, the English component? I was
16 confused by your question.

17 BOARD PRESIDENT KLOEPPEL: English
18 learners. So if English isn't your first language.

19 MR. WALKER: Right. Well, I didn't
20 know if anybody else wanted -- did you guys want to
21 comment?

22 MR. BANKS: Well, that has to do with
23 staffing, obviously, so we would be looking for staff
24 that would be able to meet that need. And really, on

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1 the elementary level, that is an important piece so
2 staffing is key.

3 MR. WALKER: As it relates to English
4 learners, again it's very hard to predict what that
5 population will be within the doors of NCA. This is
6 another area where again we are giving great leeway.
7 And I know it sounds repetitive, but if you knew the
8 people that we talked to, I think you may, they're
9 dynamic. They know what they're doing. They're
10 ready to go. And so the question is, and I will
11 admit this, there has to be an element of trust in
12 this process.

13 And the reason there's an element of trust
14 that we're asking for is because we need a major
15 intervention based on the numbers. And time is of
16 the essence. And so again, I'm not going to hide it,
17 we came together in November. We submitted a
18 proposal in February. That's record time in charter
19 school land. But the need is so drastic that we
20 can't wait one more year for our third graders to be
21 able to learn.

22 BOARD PRESIDENT KLOEPPEL: Mr. Brown?

23 BOARD MEMBER BROWN: The presentation
24 you mentioned targeting students that haven't been

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1 successful in the traditional setting. Even, I'm
2 assuming, even without a principal, can you identify
3 or at this stage can you identify the type of student
4 that you are looking for to attend NCA?

5 MR. BANKS: Our target population is
6 low income students, but also students who are not
7 having success. And so when we recruit, and
8 certainly Pastor Johnson can talk to that as well,
9 when we recruit, we're going to be asking families if
10 they want what we are offering.

11 And so in many cases those families are
12 looking for opportunities, but there just hasn't been
13 one. So as we go door to door, because certainly
14 that's the way that we intend to get students, and
15 we're already compiling a list of families who are
16 interested. So hopefully that answers part of the
17 question.

18 MR. WALKER: I'd like to add to that
19 in the sense that, yeah, 3,000 detention referrals
20 and 80 percent African American, two thirds of them
21 are in three schools: Stratton, Booker T., and
22 Garden Hills. So we already have a list of
23 approximately fifty families plus who are interested.
24 What we're going to do is we're looking for where

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1 there's the most trouble.

2 I'm just going to be a little real here.
3 We have a grade school across the street from this
4 church who by all descriptions is completely out of
5 control. There are real issues in Garden Hills. And
6 there's a hundred students right there that we can
7 pull out that we'd be welcoming our arms with. And
8 there will probably be a hundred more trying to
9 follow.

10 So what we have to understand is it's not a
11 vacuum of what we're trying to do, it's the complete
12 picture about what's going on. Do we allow Garden
13 Hills to continue to stand in disarray and in flames,
14 because that's how teachers and parents are
15 describing it to us. These aren't my words. It's
16 their words. You're hearing them back here in the
17 audience. Their kids are in these schools. Five
18 hundred and seventy-eight discipline referrals in
19 Garden Hills alone. That's 25 percent of the
20 district's -- 20 percent of the district's detention
21 referrals in one school.

22 So to answer your question very succinctly,
23 these men, these women, this community has
24 relationships all within the district of children who

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1 are suffering in these schools. So we're not going
2 to have a problem recruiting students. We're going
3 to have a problem when we hit our hundred cap on year
4 one and have to tell people, well, I'm sorry because
5 we are internally establishing a cap in year one
6 because we want to do this right. So we want to get
7 the first hundred students in.

8 Like anything as a startup, doesn't matter
9 if you're Face Book, Apple or NCA, you got to take
10 your first year and get an understanding of how your
11 product is going to operate smoothly. And then by
12 the second year, you've got your legs under you and
13 you got your team so we can say, okay, let's bring in
14 another hundred students. And we're going to keep
15 building that way. We're not going to open up the
16 door, even though we probably could open up the doors
17 and have four hundred students roll right in, we're
18 not going to do that because, like you, we
19 understand.

20 We take this responsibility very seriously.
21 If you grant us this opportunity, we understand
22 what's at risk. Our children. We understand what's
23 on the table, our community's reputation, because the
24 question will become, if you say yes, we will allow

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1 you to have this charter school, we already know what
2 the question is going to come. Well, can they do it?
3 Will they do it?

4 We all know the naysayers in the stands.
5 And let me tell you, these men right here, the people
6 who are part of our team on our advisory committee,
7 they all refuse to lose individuals. And we will do
8 it. So we're just asking for your trust.

9 BOARD PRESIDENT KLOEPPPEL: All right.
10 Dr. Baker?

11 BOARD MEMBER BAKER: In your proposal
12 there's several references to research what works for
13 charter schools and more specifically the targeted
14 student population that Bruce and Mr. Banks spoke to
15 of at-risk, low income, low achieving kids, yet none
16 of it was written in the proposal. You did give a
17 slide at the end of your presentation. Could you
18 provide a list of references of the research that you
19 used to help write that proposal?

20 MR. WALKER: Yeah, we did. We put it
21 at the end of the proposal. We will use the other
22 resources. That was really for the presentation.

23 BOARD MEMBER BAKER: Right, exactly.

24 MR. WALKER: For example, the

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1 education plan. Now, I'm not an educator, but I
2 finance education and I know what's good education.
3 And so when we collaborated on that, we said, well,
4 what kind of education plan do we want? Ivy league.
5 We want an Ivy league type education plan brought to
6 the level of our students in north Champaign.

7 We're not trying to short change anybody.
8 There's talent in north Champaign. These kids need
9 to be challenged, but, more importantly, they need to
10 see people like them in their school helping them,
11 teaching them, mentoring them, and showing them other
12 individuals in their community who are succeeding.

13 So, for example, we use the Princeton
14 Charter School, Princeton Charter School in New
15 Jersey. We went in, researched their education plan,
16 we researched what they were doing. We utilized
17 another charter school. Escaping my mind.

18 Soulsville, charter school in Memphis, Tennessee,
19 because it has a music connection. So we studied.
20 We used Bronzeville because Bronzeville has been
21 taken over and we have a partner there. We also --
22 there was a school in Inglewood that we looked at.

23 So we did some research on charter schools.
24 And, you know, one thing is you hear a lot, oh,

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1 charter schools are bad, charter schools are good.
2 Just like any school, a charter school's success is
3 based on the individuals who are in the building and
4 the people who are committed to making it work. And
5 you don't find any individual in this community more
6 dedicated than Nathaniel Banks. You don't find
7 individuals who would put more of their heart and
8 soul than LeKevie Johnson and all the rest of the
9 team that are a part of this group.

10 BOARD PRESIDENT KLOEPPEL: So you
11 actually answered question number seven. I've got
12 fifty questions in front of me.

13 MR. WALKER: Let's keep going.

14 BOARD PRESIDENT KLOEPPEL: I know, but
15 let's focus in on these and we'll continue through.
16 Number eight, has NCA identified curriculum in other
17 areas other than reading?

18 MR. WALKER: Yes, we have. We have
19 identified our math curriculum. In fact, maybe this
20 would be a good time to bring in Alvin Boute to
21 discuss the math that they'll be using. Maybe they
22 can't talk. Okay. Yes, we've identified the math,
23 but again -- and we have candidates for science. We
24 have candidates for many of the curriculum

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1 components. But this goes back to the same question.
2 We don't want to build a school right here in this
3 piece of paper and then take it out to the community
4 and say, here, make this work.

5 We want the principals to come in, the
6 staff to come in, and say we've identified these
7 curriculum. Curriculums aren't hard to obtain. We
8 have the cash to get them. We can buy them just as
9 freely as needed, and all we need is the -- frankly,
10 this could have been resolved if the school board
11 said, hey, we're interested so we're going to send
12 some professionals over to help you and to sit down
13 that we can collaborate with to come up with some of
14 these answers before this meeting. But instead it
15 was more discouraged not to be a part of this.

16 BOARD PRESIDENT KLOEPPEL: Would you
17 like to identify the partner for math?

18 MR. WALKER: I'm sorry. Yes, Eureka
19 Math.

20 BOARD PRESIDENT KLOEPPEL: Eureka
21 Math. Thank you. What is the difference among
22 language arts, English, and reading as they are
23 listed on your schedule?

24 MR. WALKER: Which schedule?

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1 BOARD PRESIDENT KLOEPPEL: The
2 schedule that you presented in your presentation.

3 MR. WALKER: Oh, okay.

4 BOARD PRESIDENT KLOEPPEL: In your
5 proposal.

6 MR. WALKER: Yes, let's go to that.

7 BOARD PRESIDENT KLOEPPEL: Not your
8 presentation. The proposal that you submitted.

9 MR. WALKER: Yes, I have that answer
10 from the proposal in this presentation. Does someone
11 have the clicker for this? I think Susan took it
12 back. Okay. Now, there is the question you were
13 asking right in the proposal. Now, that's the
14 schedule that you're talking about, right?

15 BOARD PRESIDENT KLOEPPEL: Yes.

16 MR. WALKER: So your question is when
17 you see -- I'm trying to see. When you see the
18 English discussion, grammar, spelling, writing and
19 speaking at 9:30, and then when you see it again at
20 language arts at 1:45 and 2:45 and then there's
21 additional. You're asking me to differentiate to you
22 what those are?

23 BOARD MEMBER RICHARDS: Yes.

24 BOARD PRESIDENT KLOEPPEL: Yes.

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1 MR. WALKER: Okay. Well --

2 BOARD MEMBER RICHARDS: And reading
3 also.

4 MR. WALKER: And the reading. That's
5 in there, right. Again, I have to tell you that our
6 principal and staff may change this whole schedule.
7 They may decide that they want to do it differently.
8 But this is our classroom schedule as proposed.

9 When you want to ask the difference, I
10 would say that, as Ms. Melendez has pointed out, they
11 would be utilizing the English curriculum at 9:30 to
12 10:30. They would also be doing it in the
13 1:00 o'clock to 1:45, and they would be doing it 1:45
14 to 2:45. So there's plenty of hours. You want us to
15 tell you today what those hours are going to be?

16 MR. BANKS: Let me interject. We're
17 quite aware that English, reading, grammar, art,
18 language arts. So if you're asking for us to
19 delineate between language arts and the others, those
20 are language arts. So it's an educational plan.
21 What we should have done is taken the times out and
22 maybe reordered things a little bit. But we're quite
23 aware that language arts includes those things so
24 that may address the question that you have.

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1 BOARD PRESIDENT KLOEPPPEL: Thank you.
2 Describe the supplemental curriculum that will be
3 used from the University of Illinois Black Studies
4 Program as it was referenced.

5 MR. WALKER: Well, we've been in
6 conversations with members of that, and Black Studies
7 Group does, in fact I just saw something, they do a
8 lot of the activities events. So what we want to do,
9 in coordination with our staff, because it's very
10 important that they're coordinated in this, but
11 there's a wealth of information in black studies
12 about black history. And what we want to do is
13 simplify that and bring that down to our students
14 because our history class is going to be teaching
15 worldwide history, but it's going to have an emphasis
16 on African American history. Not just on a national
17 level, but on a local level. And so, once again,
18 this is what we're talking about. So when our
19 students see professors at the University of Illinois
20 come in and talk to them about some of the things
21 that they have in their programs and the things
22 they're going to do, once again we are showing our
23 kids new avenues. These are things that aren't going
24 on in our schools right now.

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1 I ask the people at Garden Hills, how many
2 black men with ties are in that school. I got the
3 answer of zero. So we're going to change that
4 dynamic, and this is why it's important for you guys
5 to understand. You say we have an achievement gap.
6 What do we do? You have to bring us in the process.
7 Our kids have to see us as we are in this community,
8 not just as reported in the paper or on TV.

9 And we have a wealth of individuals at the
10 University of Illinois in the black studies program
11 who have knowledge that will be available and can be
12 utilized in our teaching of our children.

13 MR. BANKS: And more specifically,
14 that would be in the staff development piece that
15 African American studies and research program would
16 work with our staff during summer. Well, yeah. I'm
17 sorry. The name of -- the word is escaping me, but
18 they have a curriculum that they have used and worked
19 with public school teachers before so we intend on
20 connecting with that office.

21 BOARD PRESIDENT KLOEPPPEL: Thank you.
22 Could you please clarify the proposed school year,
23 school days, and hours of operation? You'll work
24 that out?

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1 MR. WALKER: I think we gave you the
2 school year. It was going to be from late, you know,
3 hundred and eighty day school year. We're going to
4 have hundred and eighty day school year, starting in
5 late August, ending in late May, early June. What
6 our job will be, obviously, is to coordinate, because
7 as a community we coordinate. We want to coordinate
8 our spring breaks with the district and University of
9 Illinois spring breaks.

10 So we would collaborate with you guys on
11 the calendar because we don't want, you know, parents
12 to be mismatched with the Unit 4. There's a lot of
13 parents who work at Unit 4. So if they are not
14 working, we want to have our schedule contemporaneous
15 with the Unit 4 schedule. That's an area of
16 collaboration we definitely look forward to.

17 BOARD PRESIDENT KLOEPPEL: And the
18 hours of operation, the proposed hours of operation?

19 MR. WALKER: Well, we said in the
20 proposal 7:30 to 3:15 will be the school operations,
21 and then we'll have an after school program that, by
22 the way, is funded separately for the children
23 between 3:30 and probably 5:30, 6:00. So basically a
24 parent could drop or have their kid picked up at

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1 7:30, 8:00 a.m. or between 7:00 and 8:00 a.m., and
2 basically have them home by 5:00 or 6:00 p.m.

3 BOARD PRESIDENT KLOEPPPEL: Follow-up
4 questions? Going into -- oh, Ms. Shannon?

5 BOARD MEMBER SHANNON: Just
6 clarification. Does that mean that children can
7 actually come to school at different times? Do we
8 have transportation for that?

9 MR. WALKER: Yes, we have
10 transportation.

11 BOARD MEMBER SHANNON: So door to door
12 at different times?

13 MR. WALKER: Not at different times.
14 Logistically they may arrive in some period of time,
15 but as the schedule outlined, that first -- first
16 half hour is breakfast and administration and, by the
17 way, slash meditation.

18 BOARD MEMBER SHANNON: Okay.

19 MR. WALKER: Meditation will begin
20 first thing in the morning, along with breakfast and
21 along with homeroom.

22 BOARD MEMBER SHANNON: Gotcha. Okay.
23 Thank you.

24 BOARD PRESIDENT KLOEPPPEL: Requirement

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1 six, a description of the charter school's plan for
2 evaluating pupil performance, the types of
3 assessments that will be used to measure pupil
4 progress towards achievement of the school's pupil
5 performance standards. The timeline for achievement
6 of those standards and the procedures for taking
7 corrective action in the event that pupil performance
8 at the charter school falls below those standards.

9 First question along those lines. How will
10 student data security and state test security be
11 addressed?

12 MR. WALKER: Well, our SchoolMates,
13 our partner in this, will be managing that process as
14 it relates to state reporting, safe guarding the
15 testing data, but that will be done in coordination
16 with our principal and staff. But SchoolMates, one
17 of the reasons we are very -- this proposal is ready
18 to go is that we have a -- SchoolMates, who's
19 currently operating a charter school, and so they
20 have a lot of the resources and software and all the
21 things needed and so we can just plug into that
22 system and they will be handling a lot of those
23 administrative duties.

24 BOARD PRESIDENT KLOEPPEL: Thank you.

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1 How will MAP be used for either formative or
2 summative assessment purposes?

3 MR. WALKER: I just go back to it's
4 going to be utilized based upon what our board of
5 directors -- that's the other thing, we will have a
6 board of directors. I think it's important to kind
7 of clarify for you on this.

8 So the advisory committee, the steering
9 committee, Nathaniel, LeKevie, Craig Walker, Artist
10 James, our job is to put together, if you say yes to
11 the charter, we come together with this advisory
12 committee and we put together the bylaws of the
13 charter. We put together the various components
14 necessary, which would include a board of directors.
15 And that would be within the first two weeks.

16 And so then that board of directors
17 simultaneously would be going for the principal. And
18 so once we got our principal and staff, that's an
19 issue we wanted to have an exhaustive conversation
20 because the one thing we do know is that however MAP
21 and PARCC are being used now is not working because
22 we're not seeing any improvement. We're seeing
23 people go down.

24 So we don't want to come into a box again.

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1 And so what we want to do is collaborate internally
2 with our professional staff and create new ways to
3 utilize MAP and PARCC, because our role, what we see,
4 we're going to be leading the way so we create new
5 ways to create assessments for our kids and we start
6 to see results.

7 Then Unit 4 can use that same information
8 and change the way they're doing it because whatever
9 way we're doing it now is not working. I think we
10 can all agree on that. And so what we need to do is
11 change how we're using those assessments, change the
12 way that we're applying them, and part of that is
13 going to come from this dynamic people that we're
14 bringing into this school.

15 BOARD PRESIDENT KLOEPPEL: Thank you.
16 Could you please explain the plan for funding, MAP
17 testing in particular, since it was not described in
18 the budget information?

19 MR. WALKER: So this is our budget
20 right here on the revenue side. And if you'll
21 notice, we have some variabilities in there that we
22 intend to utilize. So -- and I'm sorry I'm just
23 pulling this up. I'm pretty sure that was in there.
24 I'm just pulling this up out of there. As it relates

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1 to funding MAP and the full assessment process, we
2 intend to do that within our current proposed budget.

3 Actually, if you see in there currently,
4 there's about roughly \$90,000 worth of reserve and
5 excess funding. I'm pulling the budget up now
6 because I thought we put some funding in there for
7 that. It's an initiative we definitely would cover,
8 and we have that flexibility in the budget to do
9 that.

10 If you look at the budget we've supplied up
11 here, and by the way we did change that budget to the
12 103 and so that really outlines where that is, you'll
13 see that we provided for over \$90,000 in excess
14 funding because that's what we want to do when we
15 bring our staff in. Tell us what you need. Tell us
16 what's not listed here, and then -- oh, yeah. Here
17 we go. It's listed under there to be determined. So
18 we understand that, but we have money in the budget
19 to fund it.

20 BOARD PRESIDENT KLOEPPEL: Okay.
21 Thank you. Could you describe NCA's plan for
22 providing and funding related services for special
23 education students, kind of falling in line with
24 that?

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1 MR. BANKS: That comes with the staff
2 members that are going to be hired. There are
3 dollars in the budget specifically targeting the
4 special education.

5 BOARD PRESIDENT KLOEPPEL: Clarifying
6 question? Kathy?

7 BOARD MEMBER RICHARDS: Where?

8 BOARD PRESIDENT KLOEPPEL: Where, I
9 guess, is the question being asked.

10 MR. WALKER: Within the staffing
11 template.

12 BOARD PRESIDENT KLOEPPEL: Okay.

13 BOARD MEMBER RICHARDS: But where?
14 I'm asking --

15 MR. WALKER: The answer is within the
16 staffing template.

17 BOARD MEMBER RICHARDS: But we're
18 asking -- sorry.

19 MR. WALKER: Clarify the question.
20 I'm sorry.

21 BOARD MEMBER RICHARDS: In the budget
22 that you provided there is funding for two special
23 education teachers, but we were wondering how you
24 would fund paraprofessionals, occupational

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1 therapists, physical therapists. There are more
2 staff and services required in special education, so
3 I was wondering if you could explain your plans for
4 funding.

5 BOARD MEMBER BAKER: Speech, SOPs,
6 interventionists.

7 MR. WALKER: Well, and you can
8 appreciate that not having awareness of what that
9 need is, so ask yourself how do you budget for
10 something when you don't know how much you're going
11 to need or where that's going to be allocated to.

12 So we have flexibility in this budget, for
13 example, so that if we find that we have a higher
14 preponderance of special education students, then we
15 can make adjustments both in our staffing and our
16 spending plan to address that. It's a highly
17 flexible situation.

18 Plus, one of the things we haven't outlined
19 in our budget, and it's currently not even here, is
20 the reimbursements in the state funding available for
21 special education services.

22 So the answer to your question is, again,
23 we're going to have a very strong professional staff,
24 and we will have, as we begin our enrollment process

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1 in May and June and we get an understanding of the
2 type of student mix we're going to have, we're
3 certain that our budget will be fluid and we'll
4 adjust accordingly to meet the needs of our students
5 that come through the door.

6 BOARD MEMBER RICHARDS: Sure. We
7 appreciate your answering -- hold on. I appreciate
8 that -- I know that it may seem like we're asking for
9 details, and that's because we are because we're
10 trying to understand the proposal in front of us. So
11 when you mention the reimbursement from the state for
12 special education, Dr. Zola mentioned in her
13 presentation that the \$36,000 that you have budgeted
14 as income is no longer coming as a result of the
15 changes in the law from 2017. So we're trying to
16 understand the line items that are here.

17 MR. WALKER: I understand. Hold on
18 just a minute.

19 MR. IRELAND: I'm David Ireland from
20 SchoolMates, and that was the correction I was going
21 to make. We do realize that the funding model has
22 changed, that there is no longer a state
23 reimbursement of \$36,000 per special ed teacher. The
24 funding now is more evidence based and it's based

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1 upon the PCPC. But there is money there.

2 And to directly answer the question
3 regarding the clinicians and regarding the special ed
4 services that are needed, as Craig indicated we don't
5 know what the student body is yet. And once we do
6 know what the student body is, we will certainly
7 assess the student body, look at the IEP, make the
8 determination as to what clinicians are needed and
9 provide those clinicians.

10 We can't say at this time because we don't
11 know a number whether those services will become
12 contracted services. There are companies out there
13 like Progressive and others that provide contracted
14 services or those people will be in house. That will
15 be determined by the number of students.

16 BOARD MEMBER SHANNON: Just for
17 clarification, when you say PCP, do you mean person
18 centered planning?

19 MR. IRELAND: No, we --

20 BOARD MEMBER RICHARDS: Oh, the
21 tuition fees. Okay. Thank you.

22 MR. WALKER: And I think this is
23 important. We have experienced people here. This is
24 part of the trust we're asking for. They do this

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1 today currently for a school that they took over a
2 year ago. They just got recertified for a two year
3 period -- three-year period from the state
4 commission. Clearly they are qualified in the eyes
5 of the state of Illinois to manage charter schools.
6 Their expertise in this area is something we're
7 relying upon heavily.

8 So we intend to, as he just outlined, do
9 that. But as he just outlined, you're asking me a
10 question based upon not knowing where the students
11 are. Now, I agree with you, we will make sure that
12 the -- if you look at our budget, and we have it up
13 here, and then look at our services, there's room to
14 make that work. We have over, like I said, \$90,000
15 in excess cash available.

16 BOARD MEMBER VAZQUEZ: Thank you,
17 Craig. For education purposes, you've mentioned
18 \$90,000 of flexibility within your budget. Can you
19 point directly where that is in the budget so we can
20 focus on that area, please?

21 MR. WALKER: Sure. I just pulled up
22 the slide here. And so if you look at the 5 percent
23 best practice reserve policy, that's approximately
24 \$62,000, and then if you look at the carryover,

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1 that's a positive \$27,000. So that total there is
2 about \$88,000, which is about 6 percent of our budget
3 that we have not even allocated.

4 BOARD MEMBER RICHARDS: And is that
5 before or after you reduce the per capita tuition?

6 MR. WALKER: This is on the 103.

7 BOARD MEMBER RICHARDS: Okay.

8 MR. WALKER: Excuse me. The 103. And
9 so if you look at the top number here, the 103, we
10 have a gross revenue at the one million two two five
11 level. You can see that the rest of this is kind of
12 flowing from there.

13 BOARD PRESIDENT KLOEPPPEL: Next
14 question. Who will serve as NCA's local education
15 agency representative? Does that fall under -- will
16 the staff work that out? What will the
17 qualifications be for that position? And it might be
18 helpful, there will be a period of time for NCA to
19 submit some follow-up answers and stuff after this
20 hearing so --

21 MR. WALKER: Can you repeat that
22 again?

23 BOARD PRESIDENT KLOEPPPEL: Who will
24 serve as NCA's LEA representative? What will the

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1 qualifications be for that position?

2 MR. WALKER: That will be the
3 principal. I mean, our principal is going to be the
4 heart and soul of our school. They're going to be --
5 we're bursting with enthusiasm on the candidates we
6 have.

7 BOARD PRESIDENT KLOEPPEL: Okay. What
8 eligibility criteria will NCA use to identify
9 students with disabilities? Explain NCA's plan for
10 delivering specialized instruction.

11 MR. WALKER: Well, I'll be honest, we
12 have a special ed person. Let me go to that slide.
13 Let me ask, could you repeat the question so I'm
14 clear on it?

15 BOARD PRESIDENT KLOEPPEL: So I asked,
16 there was a long pause and you smiled at me so I went
17 to the next one. What eligibility criteria will NCA
18 use to identify students with disabilities? That was
19 my first question. And then kind of in line with
20 that, explain NCA's plan for delivering specialized
21 instruction.

22 MR. WALKER: Right. So we have a
23 dynamic person who's involved, and she's outlined
24 this criteria. So, for example, on the special

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1 education we will have assessments, evaluations.
2 Then they will be determining whether general
3 education in the classrooms with special attention
4 needs by a special education teacher, and then we'll
5 also have situations where the kids need more outside
6 of the classroom instruction, along with inside the
7 classroom instruction with the general population.

8 So we have a very dynamic African American
9 who is involved in special education, is very
10 experienced. Is not part of Unit 4. And she's ready
11 to go and she's experienced.

12 BOARD PRESIDENT KLOEPPEL: Thank you.
13 Describe intervention tools that will be used for
14 students identified with specific learning
15 disabilities.

16 MR. BANKS: Yeah, that again is
17 determined by the person that would be hired to make
18 that assessment.

19 BOARD PRESIDENT KLOEPPEL: Okay.

20 MR. BANKS: The qualified person that
21 would be hired to make that assessment.

22 MR. WALKER: And one of the things it
23 says in our special education process, we're going to
24 have evaluation and eligibility. We'll have an

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1 assessment process -- it's outlined in our
2 proposal -- that will have service delivery in the
3 least restrictive environment. And we will have
4 general education with consultation and
5 accommodation.

6 But even in the areas of special education,
7 particularly because we know there's a lot of African
8 American children with IEPs, we want to work with the
9 staff to do it differently. We're not trying to
10 replicate what's currently going on in the schools.
11 So with our staff and our principal, we intend to
12 create a vigorous special education program, but we
13 do it so in a manner that is taking reasonable risk
14 and innovation.

15 BOARD MEMBER ARMSTRONG: Just for
16 clarification, you cannot describe the intervention
17 tools that you will use for children with learning
18 disabilities?

19 MR. WALKER: When you say --

20 BOARD MEMBER ARMSTRONG: The
21 intervention tools to be used. You cannot clarify
22 that?

23 MR. BANKS: Not at this specific time,
24 no.

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1 BOARD MEMBER ARMSTRONG: Thank you.

2 BOARD MEMBER VAZQUEZ: Further
3 question. You mentioned reasonable risk. Can you
4 give me a better understanding of what you mean by
5 that?

6 MR. WALKER: Yes. I think it's
7 important because you're right, that's a very, very
8 good question.

9 BOARD MEMBER VAZQUEZ: It's very
10 subjective, so I'm just curious where you're landing
11 on that.

12 MR. WALKER: So this is the charter
13 school law. I think it's important when you say --
14 you'll see in Section C, which says take responsible
15 risk and create new and innovative, but I think
16 what's most important, particularly as we go through
17 here today, is the section where it says the
18 provisions of this article should be interpreted
19 liberally to support the findings and goals of this
20 section to advance renewed commitment to the State of
21 Illinois to the mission, goals, and diversity of
22 public education.

23 So we would deem a reasonable risk, for
24 example, let's say as a board member you're presented

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1 by the staff and they have a different, new,
2 innovative way to teach math or teach science or
3 special education. What we would do is evaluate --
4 basically, we have an academic advisory, which is
5 great, on our committee. She's a former Garden Hills
6 principal and current second year Harvard doctorate
7 student and she's agreed to assist us in this
8 process.

9 So what we want to do is evaluate, when
10 those new proposals or new ways of doing things come
11 to us, we want to evaluate how does this impact the
12 child. What are the risks associated with how this
13 will impact their learning? Will this help grow
14 their learning? Will this help -- will this hinder
15 their learning?

16 So we're going to have a risk metrics that
17 kind of -- we want to protect the integrity and
18 safety of the child, but we want to challenge them in
19 terms of how they've been approached in terms of
20 operating in school.

21 So I'll give you an example of a type of
22 risk that may be taken. The meditation. So if we
23 take detention referrals out of our language, we
24 don't have detention referrals. We will have a

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1 meditation room. And so if you get a situation where
2 you're experiencing a detention referral, we're not
3 going to say you're going to detention referral.

4 We're going to say, hey, you know what,
5 let's take some time and go to the meditation room.
6 Let's sit here and breathe. We'll bring in
7 behavioral professionals or staff members to sit with
8 the children. What's going on in your day because,
9 you see, when kids act out at school, it's not
10 related to what's happening at school. It's what
11 they're experiencing at home.

12 The hardest part to understand is not all
13 kids start the school day equally. So when you wake
14 up in north Champaign or if you wake up on Greencroft
15 off the country club, you walk into Bottenfield or
16 whatever grade school, the teacher expects you both
17 to be able to perform the same. You're both supposed
18 to be able to act the same, that you're both supposed
19 to be able to maintain standards of decorum the same.

20 It's impossible. It's not going to happen.
21 So what we want to do is the meditation component.
22 We bring our kids in. We're not punishing them
23 anymore. We want to get to the root of what's going
24 on. What's happening with you today? What has

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1 gotten you this agitated? And information may come
2 out in that process that then the professionals who
3 are dealing with the families can then engage with
4 the families and say, hey, you know what, what -- and
5 they can address some of those issues that we're
6 getting from the child in their home.

7 This is about approach. This is about
8 reducing the rigidity and having flexibility in how
9 we do things. And the meditation piece on the
10 detention referrals I believe is probably one of
11 the -- once we do it, if you approve us and we
12 implement it, after one year I'm hoping that this
13 whole school district will start to say, you know
14 what, let's talk about creating meditation rooms
15 instead of DRs. Let's see this number, 3,000 DRs in
16 grade school, let's see it go down. It's not going
17 to go down just doing the same thing.

18 BOARD MEMBER VAZQUEZ: For
19 clarification, you're saying -- I'm sorry to
20 interrupt, Dr. Banks.

21 DR. BANKS: Go ahead.

22 BOARD MEMBER VAZQUEZ: So for
23 clarification, you're saying no discipline referrals
24 at all at NCA?

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1 MR. WALKER: Well, again, I'm not
2 taking the power out of the teachers. I'm saying as
3 a goal.

4 BOARD MEMBER VAZQUEZ: As a goal. You
5 started the sentence saying let's say there's none.
6 I just wanted to clarify. Thank you, sir.

7 MR. BANKS: Could I ask a question?
8 How many more questions are there?

9 BOARD PRESIDENT KLOEPPEL: We're on
10 24.

11 MR. BANKS: I'm going to suggest
12 something else. We need to answer each one of these
13 questions, but this is the first time that we're
14 hearing them, right, so -- and knowing that the
15 questions are based on the proposal and also knowing
16 what and acknowledging what you said, that we will be
17 given a chance to provide further information,
18 correct? Is that what I heard you say?

19 BOARD PRESIDENT KLOEPPEL: There is an
20 opportunity for you for clarification.

21 MR. BANKS: For clarification. Okay.
22 And I'm not saying that you shouldn't continue with
23 all those questions, but if you want us to respond to
24 those questions, we could do that. It's just that we

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1 haven't seen these questions before, so obviously
2 we're operating at somewhat of a disadvantage.

3 BOARD PRESIDENT KLOEPPEL: There are
4 questions particular to -- and that's fine. So if I
5 may make a suggestion. I'm going to go through and
6 ask these questions. If we could shorten the answers
7 and stay on --

8 MR. BANKS: Could you ask the
9 questions and then we can say we'll get back to you?

10 BOARD PRESIDENT KLOEPPEL: Yes.

11 MR. BANKS: Why don't we do that.

12 BOARD PRESIDENT KLOEPPEL: Yes, that's
13 totally acceptable. Dr. Baker?

14 BOARD MEMBER BAKER: On page 7 you
15 talk about an education team and they're referred to
16 as being integral to serving the student demographic.
17 Who makes up this team?

18 MR. WALKER: I really wish I could
19 give you those names today. If we were in the real
20 full blown collaboration together to help create a
21 major intervention through this charter school, you'd
22 already know those names. You would have reviewed
23 them, and we would be sitting here happily signing
24 off together that they are the people who will lead

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1 this school.

2 But the process has not allowed us to do
3 that. And, in fact, there are individuals who've
4 worked with us on this process and as it became
5 public had to pull away for fear of retribution. And
6 that's sad, very sad to me, because a professional
7 educator should not have fear of retribution in
8 trying to help create an alternative that is allowed
9 under the law to help educate black children.

10 I mean, I can see if you were beating the
11 state 2 to 1. You'd tell me, you know, get out of
12 here. We got the state beat. We're at 28 and you're
13 a 10, but they're at 28 and we're a 52. So I can't,
14 for the life of me, understand why we're not sitting
15 around figuring this out together right now.

16 BOARD PRESIDENT KLOEPPEL: What is
17 NCA's plan for maintaining non-discriminatory
18 enrollment for students with disabilities and English
19 learners?

20 MR. WALK: Absolutely, we will have a
21 100 percent open enrollment process that will be
22 vetted. And as our authorizer, we're certainly
23 willing to share it with you, develop that process.
24 We are open.

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1 You know, some people around here talked
2 about this being a segregated school. If you are
3 white and want to come to North Champaign and learn
4 in this school, please come because we want you to be
5 there. We know your heart is where you need to be.
6 We know that you'll be a part of this family and that
7 you will help make it a better school. So we're not
8 segregating.

9 Now, the city is segregated. The school
10 teachers in the grade schools are segregated because
11 we are at about 95 percent white teachers in a school
12 district that has 40 percent plus black kids in the
13 grade schools. So we already have segregation. What
14 we're trying to do is integration. Integrate what
15 we're doing and have you be a part of it with us.

16 BOARD MEMBER RICHARDS: Clarification.
17 The question was about disabilities, not about
18 racial. It was specifically about non-discriminatory
19 enrollment for students with disabilities and English
20 learners.

21 MR. WALKER: Right. And, as I said,
22 we will create and have an open policy. We've said
23 from day one, everyone can enroll. If you have
24 disabilities, we welcome you. We understand the

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1 stigma that's carried with disabilities. A person
2 with disabilities carries stigmas and, you know what,
3 as Dr. King said, color has been stigmatized. So we
4 understand stigma, and we definitely understand the
5 need to have a strong open policy for people with
6 disabilities. And we intend to do that. That's our
7 heart. That's our mission.

8 BOARD PRESIDENT KLOEPPEL: Requirement
9 seven is budget related. Evidence that the terms of
10 the charter as proposed are economically sound for
11 both the charter school and the school district. A
12 proposed budget for the term of the charter, a
13 description of the manner in which an annual audit of
14 the financial and administrative operations of the
15 charter school, including any services provided by
16 the school district are to be conducted, and a plan
17 for the displacement of pupils, teachers, and other
18 employees who will not attend or be employed in the
19 charter school.

20 So along those lines, the first question,
21 please explain NCA's method for determining pension
22 and monthly health insurance costs.

23 MR. WALKER: Okay. So on our budget
24 we use the template from the charter school. As it

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1 relates to the pension, those costs are prescribed by
2 the state and we would intend to fully comply with
3 that. We will definitely have a health care policy.
4 In fact, teachers who are in our system also
5 participate in the teachers pension system.

6 So our staffing plan, which was filled out
7 and had certain figures according to the template we
8 received, if there's need for adjustment, we have the
9 flexibility to do that. And as you noticed, the
10 teachers salaries that we articulated in the plan are
11 a little bit above average for what would be
12 considered three -- somewhere between a two to four
13 year teacher in Unit 4. So we have flexibility
14 there. And if we did not calculate the pension
15 contribution correctly, we have flexibility in the
16 budget to make that adjustment.

17 BOARD PRESIDENT KLOEPPEL: Thank you.
18 Could you explain the discrepancy between the staff
19 costs identified in the operating budget versus those
20 in the staffing template?

21 MR. WALKER: Well, I didn't understand
22 that, but I see our staff costs at 183,000 and part
23 of that includes the four -- so if you look at the
24 406,000 that was in there -- well, I'll just give you

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1 the math on it. We took the 803025. That includes
2 the whole staff. And then we broke them up on the
3 two budget line items between the wages and payrolls
4 of 406,000 on the seven teachers and the 255,200.
5 And so you can see our total personnel expenses and
6 then our administrative staff and our special
7 education specialists.

8 So I see 834 is our total there. Under the
9 staffing plan it's showing 803 and so then that's a
10 different of 31,000 which you can see when you look
11 at substitutes, professional development, that's the
12 30,000. So, yeah, the numbers are jiving from what
13 I'm seeing. You know, maybe we're off by a thousand
14 bucks.

15 BOARD PRESIDENT KLOEPPEL: Okay.

16 MR. WALKER: I will say that one of
17 the things if you look at our staffing plan, again
18 it's very unique to the school, which I wish we would
19 be talking more about. We plan for seven teachers on
20 six grades, and that does not include the special
21 education teachers. Or, excuse me, K through 5.

22 So we have one teacher who is kind of going
23 to be the literacy specialist, working within
24 different classes, because if you have a kid in

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1 fourth grade who's reading at a second grade level,
2 you need to be able to give them specialized
3 attention without having the fourth grade teacher be
4 pulled out of class.

5 So we have a seventh teacher on hand, which
6 is not something that's currently being done, that
7 will specifically be geared towards literacy and work
8 individually and in groups with students to fulfill
9 the literacy mission. So we have in our budget seven
10 teachers for six grades.

11 BOARD MEMBER SHANNON: I just have a
12 quick question about that template. So for all of
13 these salaries, you list them as 35 percent benefits.
14 I think that's actually 16 percent.

15 MR. WALKER: Yeah, yeah. That was
16 changed. So that 35 percent, you're right.

17 BOARD MEMBER SHANNON: Is 16 percent.

18 MR. WALKER: Correct.

19 BOARD PRESIDENT KLOEPPPEL: Could you
20 explain the funding plan for the -- whoops. Sorry.
21 Explain the plan for managing conflicts of interest
22 where board members are associated with a contractor.

23 MR. WALKER: Well, I can tell you that
24 our plan is to, and we have a good guidance on this

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1 from one of our advisory committee members, as we
2 create the board of directors, we will have an ethics
3 and governance package as part of that for every
4 board member to review and sign. Now -- so I'll just
5 leave it at that.

6 BOARD PRESIDENT KLOEPPEL: Thank you.
7 Could you explain the funding plan for the following
8 staff members: CEO, academic advisor, community
9 engagement liaison?

10 MR. WALKER: I'm sorry. Could you
11 read that again?

12 BOARD PRESIDENT KLOEPPEL: Could you
13 please explain the funding plan for the following
14 staff members: CEO, academic advisor, community
15 engagement liaison?

16 MR. WALKER: Yeah, I can explain that
17 funding plan, but I want to ask a question. We can
18 go through all these questions and I don't have a
19 problem doing it, but we're at 8:15. My people want
20 to speak, and if we're going to -- I would like to
21 have -- maybe we can do public comment now and then
22 we can come back because it seems like to me, you
23 know, we're trying to run out the clock here and then
24 we get to public comment and everyone has gone home.

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1 I think in accordance and respect to the
2 families who have taken the time to come down here to
3 have their voice heard, they should not have to wait
4 till 10:00 p.m. to have their voice heard. I
5 understand if you are asking me questions about the
6 school, I would even be saying let's dig in, but
7 you're not really asking me questions about the
8 school. So I would like to respectfully ask that we
9 come back to these questions and let the people
10 speak.

11 BOARD PRESIDENT KLOEPPEL: And I am
12 going to respectfully deny that request and we're
13 going to continue with the questions.

14 MR. WALKER: Fair enough.

15 BOARD PRESIDENT KLOEPPEL: Could you
16 please explain the funding plan for the following
17 staff members: CEO, academic advisor, and the
18 community -- and we can use Mr. Banks' suggestion of
19 "we'll get back to you."

20 MR. WALKER: We will get back to you.

21 BOARD PRESIDENT KLOEPPEL: Thank you.
22 Explain the funding for the following curriculum
23 initiatives: Music, technology, after school
24 tutoring, NWEA assessments.

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1 MR. WALKER: We'll get back to you.

2 BOARD PRESIDENT KLOEPPEL: Excellent.
3 Requirement number eight, governance and operation.
4 A description of the governance and operating of the
5 charter school, including the nature and the extent
6 of parental, professional educator, and the community
7 involvement in the governance and operation of the
8 charter school. Could you please clarify the plan
9 for school leadership, explain the roles of the
10 principal, assistant principal, head of school,
11 academic advisor? Is the head of the school the
12 principal?

13 MR. WALKER: We're going to get back
14 to you.

15 BOARD PRESIDENT KLOEPPEL: Could you
16 please describe the plan for school security,
17 staffing? Is their a budget allocated for security
18 staffing?

19 MR. WALKER: I do want to say that we
20 do have security in the budget. If you look in
21 there, it's listed. There's actually a \$20,000
22 security budget. It's in the budget there.

23 BOARD PRESIDENT KLOEPPEL: Okay. Yes,
24 follow-up?

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1 BOARD MEMBER RICHARDS: The budget
2 lists a one full-time equivalent and -- sorry. It
3 lists money for security costs, but is there a salary
4 and benefits associated with security?

5 MR. WALKER: Actually, if you look at
6 Section 87 of the budget, it shows security and we
7 will be doing third party contracting for our
8 security.

9 BOARD PRESIDENT KLOEPPEL: Okay.
10 Thank you. Could you please describe
11 Lifeline/Lifeline, Inc., and their qualification for
12 this work?

13 MR. WALKER: This is where we should
14 have started, but we don't have enough time. So we
15 respectfully will get back -- we will outline that to
16 you.

17 BOARD PRESIDENT KLOEPPEL: The
18 proposal references the church office. Could you
19 please explain the role of the church in the NCA?

20 MR. WALKER: The church will not have
21 any role other than Jericho is our secondary site
22 under the proposal and is considered such as a
23 secondary site.

24 BOARD PRESIDENT KLOEPPEL: Thank you.

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1 Could you please describe your plan for substitute
2 staffing?

3 MR. WALKER: We'll get back to you.

4 BOARD PRESIDENT KLOEPPEL: Will staff
5 be expected to work from 7:30 a.m. to 6:00 p.m. or
6 5:30 as you referenced earlier?

7 MR. WALKER: No.

8 BOARD PRESIDENT KLOEPPEL: Please
9 describe your plan for teacher prep periods and duty
10 free lunch.

11 MR. WALKER: We'll get back to you.

12 BOARD PRESIDENT KLOEPPEL: Is the
13 staffing plan NCA's actual plan to staff the facility
14 or items that were considered the actual planning yet
15 to be developed? Please clarify the staffing plan.

16 MR. WALKER: We'll get back to you.

17 BOARD PRESIDENT KLOEPPEL: Identify
18 the local social services and health providers that
19 will be available to students and families.

20 MR. WALKER: We'll get back to you.

21 BOARD PRESIDENT KLOEPPEL: Excellent.
22 Thank you. Please explain the available services
23 from those organizations and how the NCA will support
24 the community linkages. Please do that when you get

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1 back to us.

2 Requirement eleven, transportation, a
3 description of how the charter school plans to meet
4 the transportation needs of its pupils and a plan for
5 addressing the transportation needs of low income and
6 at-risk pupils. Could you please explain the method
7 used to budget for the door-to-door transportation?

8 MR. WALKER: We will get back to you.

9 BOARD PRESIDENT KLOEPPEL: Excellent.
10 Requirement twelve, health and safety requirements.
11 Operations evidence of how charter school will comply
12 with the non-curricular health and safety
13 requirements, applicable charter to charter school
14 promulgated by ISBE. Examples, school building code,
15 school records, school allergy guidelines, bus driver
16 permits, criminal background checks, administration
17 of medication and CPR training. How will you
18 determine which staff members participate and which
19 mandated trainings?

20 MR. WALKER: Yeah, we'll get back to
21 you.

22 BOARD PRESIDENT KLOEPPEL: Okay. What
23 will be the procedure and protocol for administrating
24 medication to students?

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1 MR. WALKER: I would like to comment
2 and say these are questions you definitely should
3 have sent us. These are detailed questions that we
4 should have been given the professional courtesy and
5 provided these questions prior to this hearing to
6 provide you detailed answers. To expect us to come
7 up here and answer these questions like this without
8 providing us the questions is just not in good faith.
9 I'm sorry.

10 BOARD PRESIDENT KLOEPPEL: So,
11 respectfully, Mr. Walker, I am reading specifically,
12 which is why each requirement, I am reading the exact
13 school code so these are questions and answers that
14 could have been provided in your application and your
15 proposal for this charter school.

16 MR. WALKER: I understand that, but
17 it's not required to be in the proposal.

18 BOARD PRESIDENT KLOEPPEL: We can
19 agree to disagree on that one. Next question. What
20 will be the procedure and protocol for administration
21 of medication to students. I asked that. You'll get
22 back to me?

23 MR. WALKER: Yes.

24 BOARD PRESIDENT KLOEPPEL: Okay.

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1 Excellent. What will be the process for monitoring
2 food allergy guidelines, notifying staff, and working
3 with the food service provider?

4 MR. WALKER: We'll get back to you.

5 BOARD PRESIDENT KLOEPPEL: Okay.

6 Three more. What are the procedures to make the
7 identified site a student attendance center? Have
8 you allocated the funding to meet all of the
9 requirements?

10 MR. WALKER: We will get back to you
11 and respond.

12 BOARD PRESIDENT KLOEPPEL: What will
13 be the procedures and protocols for management of and
14 access to student records? Safe Works or Safe Mates,
15 SchoolMates?

16 MR. WALKER: Yes.

17 BOARD PRESIDENT KLOEPPEL: Okay. And
18 then, finally, what will the criminal background
19 check process look like?

20 MR. BANKS: We'll get back to you.

21 BOARD PRESIDENT KLOEPPEL: Excellent.
22 Thank you. So that brings us to the opportunity for
23 board members to ask additional follow-up questions.
24 Dr. Baker?

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1 BOARD MEMBER BAKER: I'll just read
2 off mine. You can either respond or say you'll get
3 back. In the book, "The Charter School Experiment,"
4 written by Chris Lubienski and Peter Weitzel in 2010,
5 it's a metaanalysis of charter school data. They
6 write that while there's a consensus of a track
7 record of charter schools developing classroom
8 innovations, it's far from the original expectations
9 of abacus. Charter schools have produced some
10 remarkable organizational innovations in areas such
11 as partnership in governance arrangements.

12 NCA's proposal states on page 1, NCA will
13 have a foundation of utilizing innovative ideas and
14 starting original approaches towards educational
15 engagement with children and their parents.

16 What evidence-based innovations will NCA
17 provide to its students and families?

18 MR. WALKER: That was a very good
19 question, Dr. Baker, and respectfully we will get
20 back to you.

21 BOARD MEMBER BAKER: All right. On
22 page 9, NCA policy on homework is referenced. Is
23 there a list of NCA policies available for review
24 currently?

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1 MR. WALKER: NCA will develop the
2 policies once the board of directors has been
3 selected.

4 BOARD MEMBER BAKER: Will NCA be
5 funded through any private contributions, corporate
6 partnerships, and/or grants outside of those
7 presented in the proposal?

8 MR. WALKER: Yes.

9 BOARD MEMBER BAKER: Both Bronzeville
10 and Betty Shabazz charter schools are mentioned in
11 the proposal. Are either or both of these charter
12 schools targeted or devoted to educating those
13 students at risk or is there a different focus?

14 MR. WALKER: I'll let them answer, but
15 there is good correlation.

16 BOARD MEMBER BAKER: Will these social
17 service partners and other providers mentioned in the
18 proposal have the opportunity to participate in
19 decision making of what happens at NCA?

20 MR. WALKER: We'll get back to you.

21 BOARD MEMBER BAKER: Thank you. From
22 the proposal, it appears that SchoolMates is an
23 educational management organization, or an EMO.
24 Research that's conducted by Gary Muron in the same

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1 book mentioned earlier shows that involvement of EMOs
2 in the creation and sustainment of charter school's
3 stifles innovation and autonomy. How will NCA work
4 to ensure that SchoolMates does not stifle potential
5 innovation?

6 MR. WALKER: SchoolMates handles
7 administrative -- the principal in the school will
8 handle the school, but we will get back to you.

9 BOARD MEMBER BAKER: Last question.
10 What additional support is expected from Unit 4
11 beyond approval?

12 MR. WALKER: This is one I would love
13 to answer, but what we would like is a collaborative
14 effort to make this work. I think that's the most
15 important, to sit in a room together with staff and
16 others and come up with some of these details so that
17 we can satisfy your concerns. The issues to -- so we
18 want to collaborate on many different levels.

19 BOARD PRESIDENT KLOEPPPEL: Thank you.
20 Ms. Shannon?

21 BOARD MEMBER SHANNON: I just have a
22 couple, and mine aren't nearly as detailed as Dr.
23 Baker's. On page 7 you reference foreign language as
24 part of that curriculum, but I did not see a foreign

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1 language teacher.

2 MR. WALKER: Yeah, I believe that was
3 a typo.

4 BOARD MEMBER SHANNON: Okay. And then
5 this is probably a typo as well. On page 8 it notes
6 that services will be available countywide.

7 MR. WALKER: To access the services
8 that are available countywide.

9 BOARD MEMBER SHANNON: Okay. All
10 right.

11 MR. WALKER: We'll be helping families
12 access the services that are countywide.

13 BOARD MEMBER SHANNON: Okay. All
14 right. And again on page 8, the second to last
15 paragraph mentions the EL curriculum. Is that that
16 expediential learning?

17 MR. WALKER: That was a typo.
18 American reading.

19 BOARD MEMBER SHANNON: Okay. All
20 right. And then the last question, I note the
21 budgeted commission to SchoolMates, Lifelines, is
22 listed as 10 percent. It doesn't actually come up as
23 the full revenue. It comes on the full revenue
24 listed in the budget that we had less 50 percent,

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1 which is the Title 1 funding. Do they not take a
2 commission on Title 1 funding?

3 MR. WALKER: We'll have to get back to
4 you on that, but we did in our current budget reduce
5 that to 8 percent.

6 BOARD MEMBER SHANNON: Okay. And do
7 they take commission on things like food service
8 reimbursement, Title 2 funding, student fees?

9 MR. WALKER: We'd have to get back to
10 you.

11 BOARD MEMBER SHANNON: Okay.

12 BOARD PRESIDENT KLOEPPEL: Ms.
13 Armstrong?

14 BOARD MEMBER ARMSTRONG: Some of mine
15 have been answered so I'll go through. On page 1,
16 paragraph 5, who will be in charge of the school bank
17 that's referenced?

18 MR. WALKER: The principal.

19 BOARD MEMBER ARMSTRONG: Okay. What
20 partnerships have been established with local
21 businesses and community leaders that's referenced on
22 page 2, paragraph 1?

23 MR. WALKER: I would like to say that
24 we have community leaders that are in this room that

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1 have asked us not to identify them in this process.
2 So we have partners and we have community leaders and
3 we have local people who are very prominent in the
4 community, but through this process we have not been
5 authorized to disclose them.

6 BOARD MEMBER ARMSTRONG: Okay. You
7 reference on page 2, paragraph 4, can you describe
8 the relationship between the St. Louis literacy, the
9 Tashara Jones and NCA and NCA members and the
10 financial literacy model college kids program from
11 St. Louis?

12 MR. WALKER: What was your question?

13 BOARD MEMBER ARMSTRONG: Well, it's a
14 program that you're modeling. What's the
15 relationship between -- when you Google it, it comes
16 up with St. Louis Tashara Jones. Is she coming to
17 set this up?

18 MR. WALKER: No, no. It's a program
19 they set up in St. Louis. She was the treasurer, and
20 it's a program we would model after. She's not
21 coming here to Illinois. They have a template, and
22 we can use that. Operation Hope.

23 BOARD MEMBER ARMSTRONG: Okay. So
24 it's not a college kids program, it's Operation Hope?

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1 MR. WALKER: No. It comes from
2 Operation Hope, but the college kids program is the
3 model we're utilizing.

4 BOARD MEMBER ARMSTRONG: Gotcha. And
5 do you know the budget for that item?

6 MR. WALKER: Yeah, we do, and it's not
7 going to be funded. It will be funded with private
8 dollars.

9 BOARD MEMBER ARMSTRONG: You answered
10 that the \$50 seed money comes for every kindergarten.
11 You also said it comes from donations. If that does
12 not come, how will you address that disparity among
13 the students?

14 MR. WALKER: In St. Louis they have
15 over 10,000 participants and all that money's come
16 in. This is not going to be an issue. If I got to
17 write the check for 5,000 myself, I'll do it.

18 BOARD MEMBER ARMSTRONG: Page 3, the
19 top sentence, what are home needs and who is charged
20 with assisting families with the home needs and
21 describe how that would be fulfilled. And where's
22 the budget line item for that?

23 MR. WALKER: That's a good question.
24 I wish we would have taken that earlier, and we'll

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1 have to get back to you on that.

2 BOARD MEMBER ARMSTRONG: Okay. On
3 page 6, number 5, could you define disabilities for
4 me and describe how a student turns disabilities into
5 opportunities?

6 MR. WALKER: Yeah, we'll have to get
7 back to you on that.

8 BOARD MEMBER ARMSTRONG: Page 8,
9 paragraph 3, could you describe what participation
10 incentives are for the parents and where is the
11 budget item for those?

12 MR. WALKER: We'll get back to you.

13 BOARD MEMBER ARMSTRONG: Okay.
14 There's tutoring on page 8, paragraph 4, and again on
15 page 9, paragraph 1, but there's an interchange of
16 "may" and "will." Would you please clarify?

17 MR. WALKER: We will definitely have
18 tutoring, and that's what the literacy number seven
19 teacher is for.

20 BOARD MEMBER ARMSTRONG: Okay.
21 Page 9, paragraph 6, describes how parents and
22 students support the teachers efforts in maintaining
23 an appropriate atmosphere and level of safety and
24 authority in the classroom. Could you describe that?

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1 MR. WALKER: We'll have to get back to
2 you.

3 BOARD MEMBER ARMSTRONG: Gianina
4 addressed the policy. So on page 16, paragraph 3,
5 could you clarify who is the CEO and who are the
6 board of directors?

7 MR. WALKER: The board of directors
8 will be determined after the charter is granted by
9 the NCA steering committee in consultation with the
10 NCA advisory committee.

11 BOARD MEMBER ARMSTRONG: So the names
12 listed, is that advisory or steering?

13 MR. WALKER: Steering.

14 BOARD MEMBER ARMSTRONG: So who's
15 advisory?

16 MR. WALKER: As it shows, it's got the
17 individuals. Again, you know, so we'll get back to
18 you, but there's their qualifications and
19 credentials.

20 BOARD MEMBER ARMSTRONG: But you don't
21 have names. Okay. Gotcha. Page 22, on-line
22 programming is referenced in a line item about
23 individualized music enrichment and this would
24 require one-to-one devices. Can you describe the

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1 plan to provide all students with access to devices
2 and the line item budget for that?

3 MR. WALKER: We'll get back to you.

4 BOARD MEMBER ARMSTRONG: On page 22,
5 the after school programming is left as TBD and
6 there's no line item budget for the after school
7 programming. Could you please explain in detail how
8 that will be funded?

9 MR. WALKER: We'll get back to you.

10 BOARD MEMBER ARMSTRONG: Okay. On
11 page 24, paragraph 1, the class structure is sixteen
12 to seventeen students. Could you describe how the
13 staff population and staff ratio in the budget would
14 support a class of that size? Can't answer that.

15 On page 25 and 26, there is zero reference
16 to parental, guardian, or caregiver involvement in
17 the IEP and special education process. Can you
18 describe how NCA plans to involve parents, guardians,
19 and/or caregivers?

20 MR. BANKS: We will definitely get
21 back to you on that.

22 BOARD MEMBER ARMSTRONG: Thank you.
23 On page 26, could you please describe the least
24 restrictive environment for students with IEPs?

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1 MR. WALKER: We'll get back to you.

2 BOARD MEMBER ARMSTRONG: On page 26,
3 paragraph 5, it's the last paragraph, could you
4 please describe NCA's most restrictive environment
5 for students with IEPs?

6 MR. BANKS: We'll get back to you on
7 that.

8 BOARD MEMBER ARMSTRONG: There's no
9 mention of ESY, or extended school year, and no
10 budget for that support for students with regression
11 or IEP needs. Could you please explain in detail how
12 NCA would provide for that and where is the budget
13 line?

14 MR. BANKS: We'll get back to you on
15 that.

16 BOARD MEMBER ARMSTRONG: Do you have
17 an option agreement document for 1400 Moreland
18 Boulevard?

19 MR. WALKER: Yes, we do.

20 BOARD MEMBER ARMSTRONG: Can you
21 provide the loan agreement document between Lifelines
22 and CMR Partners?

23 MR. WALKER: No, we can't.

24 BOARD MEMBER ARMSTRONG: Can you

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1 please provide a copy of the RFP referenced on page
2 29, last paragraph, that was issued on March 5th?

3 MR. WALKER: We'll get back to you.

4 BOARD MEMBER ARMSTRONG: On page 34,
5 paragraph 1, SchoolMates is described as a 501(c)3.
6 However, I'm not able to find that as a 501(c)(3) and
7 their Website is unaccessible to clarify their
8 involvement, their history, or their budget. Could
9 you please clarify and please share the
10 qualifications and background on Alvin Boots, Jr.,
11 and his involvement in relationship with the NCA and
12 members of NCA?

13 MR. WALKER: Yeah, we'll get back to
14 you.

15 BOARD MEMBER ARMSTRONG: What is the
16 relationship between SchoolMates and Bronzeville
17 Academy and the length of that relationship?

18 MR. WALKER: We'll get back to you.

19 BOARD MEMBER ARMSTRONG: What other
20 schools has SchoolMates consulted with, and provide
21 examples of those comparisons when you get back.
22 Okay. Please. Can you also share the comparisons to
23 Bronzeville that NCA plans to adopt and follow?

24 MR. WALKER: We'll get back to you.

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1 School uniforms is one.

2 BOARD MEMBER ARMSTRONG: Can you
3 please describe and define who, what, and where on
4 page 35 computer classes?

5 MR. BANKS: We'll get back to you.

6 BOARD MEMBER ARMSTRONG: Okay. Thank
7 you. You also have described a sponsor agreement in
8 place with Unit 4 school district. Who was involved
9 with that agreement? It's written as if it's already
10 in place, but I'm not sure that it is.

11 MR. WALKER: What did you say?
12 Clarify that.

13 BOARD MEMBER ARMSTRONG: You have a
14 sponsor agreement in place with Unit 4 school
15 district within the proposal as if Unit 4 is a
16 sponsor, but who was involved with that agreement?

17 MR. WALKER: That's our proposed
18 authorizer agreement with you.

19 BOARD MEMBER ARMSTRONG: Okay. On
20 page 37, could you please describe how family
21 responsibility goals will be held to expectations and
22 the measurement formula that's being used?

23 MR. BANKS: We'll get back to you.

24 MR. WALKER: I thought that was in the

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1 presentation, but yeah.

2 BOARD MEMBER ARMSTRONG: So budget
3 questions on the facility cost. You have 25,000
4 allocated for rent, mortgage, and taxes. Can you
5 share if that documentation is the cost of -- I have
6 Moreland Boulevard from the application, but I
7 think --

8 MR. WALKER: Well, that's 25,000 per
9 quarter, so that total is a hundred thousand.

10 BOARD MEMBER ARMSTRONG: Thank you.
11 And how would that change or where is it reflected in
12 the budget if Jericho church is the location?

13 MR. WALKER: I'm sorry?

14 BOARD MEMBER ARMSTRONG: How does that
15 change if Jericho church is the location? I couldn't
16 find that reflected.

17 MR. WALKER: Yeah, obviously that
18 number would come down.

19 BOARD MEMBER ARMSTRONG: Do you have a
20 budget for that?

21 MR. WALKER: No. We are ready to
22 purchase 1400 Moreland. Anthony.

23 BOARD MEMBER ARMSTRONG: I know. I
24 want to say the right one. So it's Anthony, right?

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1 MR. WALKER: Anthony.

2 BOARD MEMBER ARMSTRONG: And do you
3 have evidence of insurance and legal liability
4 coverage?

5 MR. WALKER: Obviously we would have
6 that prior to opening.

7 BOARD MEMBER ARMSTRONG: Okay. Great.
8 That covers mine for now.

9 BOARD PRESIDENT KLOEPPPEL: Mr. Brown?

10 BOARD MEMBER ARMSTRONG: Thank you.

11 BOARD MEMBER BROWN: Most of the
12 questions I had have been answered in one way, shape,
13 or form except, just to clarify, I think I understood
14 what you were saying in my initial question but is
15 the target student population that you look to serve
16 at North Champaign Academy low income and discipline
17 based? Is that the baseline for the target student
18 population?

19 MR. WALKER: First I want to answer
20 your question quickly. Our target population are the
21 children of north Champaign, commonly known as north
22 end. If you live in the north end, you're a part of
23 our target population. And the census data indicates
24 what that area is and everyone knows. It may

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1 include, as Dr. Banks outlined, we want to be a
2 neighborhood school for north end Champaign.

3 BOARD MEMBER BROWN: Thank you. Last
4 question. Can you -- what percentage do you
5 anticipate your private funding, what percentage of
6 your overall budget do you anticipate private funding
7 for NCA or that and --

8 MR. WALKER: Anywhere from 10 to
9 25 percent.

10 BOARD MEMBER BROWN: Excuse me?

11 MR. WALKER: Anywhere from 10 to 25
12 percent.

13 BOARD MEMBER BROWN: Thank you.

14 BOARD PRESIDENT KLOEPPEL: Ms.
15 Richards?

16 BOARD MEMBER RICHARDS: I'd like to
17 follow up on Mr. Brown's question when he said who
18 your target is for student enrollment, just to be
19 clear, since Illinois charter law says that any
20 student within the district can choose to enroll.

21 MR. WALKER: Exactly.

22 BOARD MEMBER RICHARDS: Okay. And so
23 you -- since so much of your proposal focuses on
24 educating low income, African American children, I

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1 just -- I want to make sure that that's --

2 MR. WALKER: I think we addressed that
3 earlier. We're welcoming everybody.

4 BOARD MEMBER RICHARDS: Welcome to
5 everybody, not just --

6 MR. WALKER: We are welcoming
7 everybody in the city of Champaign who wants to come
8 learn in the North Champaign Academy, regardless of
9 your race, color, disability, anything.

10 BOARD MEMBER RICHARDS: Thank you.
11 Let's see. Oh, if you could please provide the IRS
12 Form 990 for any of the 501(c)(3) entities, so
13 Lifelines and also SchoolMates.

14 MR. WALKER: Got it.

15 BOARD MEMBER RICHARDS: Okay. Oh,
16 yes. On page 30 in revenue sources, part C, your
17 proposal lists Talent Development Funding as a source
18 of income for NCA, and so I'd like to hear you
19 describe how NCA plans to serve its gifted and
20 talented students.

21 MR. WALKER: We'll get back to you.

22 BOARD MEMBER RICHARDS: Oh, yes. Does
23 NCA plan to build a school library or hire a
24 librarian and, if so, how will this be funded?

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1 MR. WALKER: We'll get back to you.

2 BOARD MEMBER RICHARDS: There's a
3 theme in the next few questions. Will NCA employ a
4 music teacher and how will this be funded?

5 MR. WALKER: We'll get back to you.

6 BOARD MEMBER RICHARDS: Okay. Will
7 NCA employ a PE teacher and how will this be funded?

8 MR. WALKER: We got Mr. Johnson in the
9 room, but we'll get back to you.

10 BOARD MEMBER RICHARDS: Will NCA
11 employ an art teacher and how will this be funded?

12 MR. WALKER: We'll get back to you.

13 BOARD MEMBER RICHARDS: Will NCA
14 employ a drama teacher?

15 MR. WALKER: We'll get back to you.

16 BOARD MEMBER RICHARDS: Okay. And I
17 hear -- I hope people -- yes. Yes, in the expenses
18 section of your budget, you have line items for rent,
19 mortgage taxes, as well as utilities, repairs and
20 maintenance, maintenance supplies and waste disposal.
21 So can you clarify whether NCA will be renting or
22 owning its facility?

23 MR. WALKER: We'll be owning.

24 BOARD MEMBER RICHARDS: Okay. In that

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1 sense, how much will you be budgeting for utilities,
2 repairs and maintenance, maintenance supplies?

3 MR. WALKER: We'll get back to you
4 with those details.

5 BOARD MEMBER RICHARDS: Because your
6 budget currently states that those will all be
7 covered by rent.

8 MR. WALKER: It says it's covered in
9 the rent, but that's actually the mortgage but we'll
10 get back to you. That hundred grand covers all that.

11 BOARD MEMBER RICHARDS: And we would
12 like -- we understand that there's a 10 percent fee
13 in the line item. Oh, wait.

14 MR. WALKER: It's been reduced to 8
15 percent.

16 BOARD MEMBER RICHARDS: Right. We
17 understand that's a fee that goes to it, says both
18 SchoolMates and Lifelines?

19 MR. WALKER: Yep. We'll get back to
20 you.

21 BOARD MEMBER RICHARDS: Okay. I was
22 going to say, please clarify the contracts with each
23 group and what duties will be assigned to each, so
24 that sounds good. Can you clarify, who would hold

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1 the NCA charter?

2 MR. WALKER: Lifelines.

3 BOARD MEMBER RICHARDS: Lifelines.

4 Okay. And can you describe -- I understand Lifelines
5 involvement in the application process. Can you
6 describe SchoolMates involvement in the application
7 process?

8 MR. WALKER: We'd have to get back to
9 you.

10 BOARD MEMBER RICHARDS: Okay. And
11 then my last question, is the line item at the end
12 for commission fee for 2.5 percent of the per capita
13 tuition?

14 MR. WALKER: Yes. That's the State of
15 Illinois.

16 BOARD MEMBER RICHARDS: Oh, so it goes
17 to --

18 MR. WALKER: The State of Illinois
19 Charter School Commission.

20 BOARD MEMBER RICHARDS: That's
21 assuming that they're the ones who are managing the
22 charter.

23 MR. WALKER: Correct.

24 BOARD MEMBER RICHARDS: Okay.

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1 MR. WALKER: No, it's a fee, I think,
2 you pay. It's an authorization fee, yeah, so maybe
3 we're jumping ahead.

4 BOARD MEMBER RICHARDS: Okay.

5 MR. WALKER: Actually, in the revised
6 budget we took it out, as you can see.

7 BOARD MEMBER RICHARDS: Will you be
8 submitting a copy of the revised budget?

9 MR. WALKER: Yes.

10 BOARD PRESIDENT KLOEPPEL: Ms.
11 Vazquez?

12 BOARD MEMBER VAZQUEZ: In the interest
13 of transparency and the delight of going last in this
14 questioning process, I'll let you know that I have
15 three questions but I will also be asking for a break
16 for my fellow board members for five minutes so we
17 can use the restroom.

18 MR. WALKER: Well, I would like to
19 keep going.

20 BOARD MEMBER VAZQUEZ: I would like to
21 respectfully request a five minute break to use the
22 restroom. Thank you, Craig.

23 My first question is simply School Mates
24 Website I found doesn't state it's a 501(c)(3). It

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1 says it's a consulting firm. Are they one in the
2 same?

3 MR. WALKER: We'll get back to you.

4 BOARD MEMBER VAZQUEZ: Page 7 of the
5 application states, and I quote, a precipitous
6 decline in the education test scores of children
7 grade three through five. Can you share
8 demonstrative facts and figures to support the
9 assertion that this is a precipitous decline?

10 MR. WALKER: Yes. You can read the
11 front page of Sunday's News-Gazette and it was very
12 artistically demonstrated, the decline in the test
13 scores and, in fact, there was an expert there in
14 that article who delineated that, how the two tests
15 are related and can be data abstracted from it. So,
16 yeah, just read Sunday's paper and it will answer
17 that question for you.

18 BOARD MEMBER VAZQUEZ: Page 8 of your
19 application states, and I quote, students may receive
20 tutoring from faculty. This is perhaps the most
21 important NCA instructional innovation. "May" to me
22 suggests not mandatory. Further in that same
23 paragraph it states, quote, a staff member will
24 provide this tutoring on a daily basis. I have two

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1 questions to that.

2 Which is it, is it may receive or they will
3 provide?

4 MR. WALKER: Well, it's may if they
5 need it and will because it's there when they need
6 it. So if they need it, they may or may not need it.
7 So if they don't need it, that's where the "may"
8 comes in.

9 BOARD MEMBER VAZQUEZ: If they need
10 it, they may or may not need it is your answer?

11 MR. WALKER: No. I'm saying it's not
12 determinant they need it, but it's available as our
13 proposal outlined with seven teachers. So there is a
14 literacy teacher for tutoring.

15 BOARD MEMBER VAZQUEZ: Dr. Banks,
16 Mr. Johnson, Mr. Walker, thank you. To those whose
17 names I cannot see, I apologize.

18 BOARD PRESIDENT KLOEPPPEL: All right.
19 I believe that concludes the Board's opportunity to
20 ask the NCA questions. I did mention at the start of
21 this that we would take a very short break. That's
22 so we don't get up and while public comment, but
23 several do have to -- as you've seen several people
24 filed out. We're going to take a super quick break.

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1 As soon as we're all back, we'll get started on
2 public comment.

3 (Whereupon a break was taken.)

4 BOARD PRESIDENT KLOEPPEL: John, who's
5 kind of running the show behind has gotten the video
6 that was going to be showed during the presentation.
7 So we'll dim the lights here in a second and play.
8 I'm told it's a very short video, but it was part of
9 the presentation. And so I believe it's showing the
10 meditation.

11 (Video played.)

12 BOARD PRESIDENT KLOEPPEL: So John's
13 told me to give him a couple seconds to get to the --
14 he's got to switch it over back there. So I am going
15 to shuffle these comment cards because I want to be
16 as fair as I can. Buying John time, too. Thank you.
17 All right. So a reminder. We have comment cards
18 here. We ask that you -- I've got to cut you off at
19 three minutes. So if you have prepared material that
20 you would like to leave we can take that, but our
21 public comment, that's how we do it in our meetings.
22 That's how we do it in similar hearings.

23 So three minutes of public comment per
24 person. I'm going to butcher names, and I apologize

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1 for that up front. Up first I have Marlone Mitchell.
2 Oh, we might run into this situation. Okay. David
3 Beck. Up next I have Artist James after David's
4 three minutes. I ask that you come to the podium.

5 MR. BECK: Good evening. My name is
6 David Beck. Of course many of you know me. I'm a
7 staff representative for Counsel 31 of the American
8 Federation of state, county, and municipal employees,
9 as well as the vice president of the Champaign County
10 AFL-CIO. But most importantly I am a resident of
11 Champaign and the parent of a student in the Unit 4
12 school district, first at South Side Elementary, then
13 at Edison Middle School, and now at Central High
14 School.

15 I'm here in opposition to the proposed
16 charter school. At a time when our school district
17 needs more money, not less, I believe it would be
18 unwise to take money away from the district for the
19 proposed school. Siphoning millions of dollars from
20 a school district that is already struggling to meet
21 the needs of its students would only lead to worse
22 outcomes. It is clear that positions would have to
23 be eliminated and possibly current programs ended if
24 that kind of money were taken away from the district.

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1 Such reductions in the district's current
2 staffing and programming would have a negative impact
3 on the students in this district and, therefore,
4 should not be allowed to occur. Besides the loss of
5 money from the district, I have both general concerns
6 about the charter school model and this charter
7 school proposal specifically.

8 As I am sure you are aware, charter schools
9 have been around in other areas for quite some time
10 and have received mixed reviews. Many of the schools
11 that have produced high marks amongst their students
12 have been found to cherry pick their students, taking
13 only those that would have received good marks at
14 their public schools and, therefore, unnaturally
15 inflating the scores at the charter schools.

16 In other cases charter schools have been
17 shown to actually lead to worse scores for their
18 students, particularly in the cases of smaller and
19 newer charter schools.

20 For this proposal specifically, I'm
21 concerned about the lack of specificity in the
22 design, and I will admit I did not hear most of the
23 proposal because I was too far in the back and so I'm
24 basing mainly on the documents I've read. The lack

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1 of a clear math curriculum and the absence of art,
2 music, library, physical education, faculty and the
3 staffing plan should concern all of us.

4 There's also no mention of a social worker,
5 school psychologist, speech pathologist, reading
6 recovery, or after school staff. I mention these in
7 particular because my own son has benefitted greatly
8 throughout his time in the school district from
9 specific staff members in these positions. These are
10 positions that are sometimes considered specials or
11 perhaps considered a secondary in the process of
12 teaching their children, but I can speak from direct
13 experience as a parent that these positions are
14 integral and critical to the mission of their
15 schools.

16 Missing any one of them will likely mean a
17 child that is left unable to reach their full
18 potential. Charter schools also have a notorious
19 reputation with respect to their staff. Historically
20 their faculty have fewer workplace protections, lower
21 pay --

22 BOARD PRESIDENT KLOEPPEL: Mr. Beck,
23 that is time. Thank you, sir.

24 MR. BECK: Is it possible to e-mail

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1 this to you?

2 BOARD PRESIDENT KLOEPPEL: Yes, or
3 leave a copy if you want to leave a copy.

4 MR. BECK: Okay. That's fine.

5 BOARD PRESIDENT KLOEPPEL: Following
6 Mr. James I have Martel Miller.

7 MR. JAMES: I've been writing quite a
8 lot back there so I got about three different pieces
9 of paper so bear with me here. My name is Artist
10 James, 2608 Copper Tree Road, Champaign.

11 First of all, I want to thank Craig and the
12 committee for saying that I would get back with you
13 so that the public would have a chance to speak. You
14 know, it's getting very late. I know the first
15 person you mentioned was Marlone Mitchell. He left
16 because the time got late, so thank you guys for
17 passing that on. I just hope that the school board
18 do not take that "I'll get back to you" as saying
19 that they do not have a plan. We do have a plan. It
20 just that the time right now didn't allow us to
21 elaborate more on the plan. So it would have been
22 nice if we had the questions ahead of time and could
23 have made this a little bit more efficient.

24 First of all, I just want to say that we

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1 talked about that February 6 proposal. I hear a lot
2 about the school code, the school requirement, and
3 what was not in the proposal. There was -- the
4 proposal had a lot of things that are in compliance
5 with the code, and the bottom line is, the problem is
6 that even though the school system implemented all
7 these different codes, the bottom line is our kids
8 are still failing.

9 After listening to the charter school
10 presentation, I think it speaks for itself. Bottom
11 line is it will improve learning, and that's what
12 we're all about here. I ask that the Board vote yes
13 on the proposal charter school. This would show that
14 you have the student best interest in mind and that
15 you will be giving the parents the opportunity to
16 choose how their child will learn. Due to the very
17 low success rate of the Unit 4 black students, I
18 think the holistic and family approach that the NCA
19 is adopting will have a very good chance to improve
20 student learning.

21 If approved, this will let the parents
22 decide how they want their child educated, which in
23 my opinion is very important.

24 Last statement is the North Champaign

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1 Academy has a very solid plan, and I ask you again to
2 vote yes on the proposal. Thank you.

3 BOARD PRESIDENT KLOEPPEL: Thank you,
4 Mr. Williams. After Mr. Miller I have Stacey Gross,
5 Scott Fernsler, and Amy Johnson.

6 MR. MILLER: Okay. I'm going to talk
7 about life experience, my life experience. Unit 4
8 schools. I was first to be bussed, 1968, bussed to
9 South Side. Very hostile school environment to learn
10 in. They didn't want us there. We didn't know why
11 we was there. We just got bussed.

12 So starting with me, I couldn't -- I had
13 trouble reading. I got a teacher in here right now
14 tried to help me with reading. I went to fifth
15 grade, got up through sixth grade. Didn't know how
16 to read. Read probably at second grade level. I
17 went through ninth grade. I was reading at a third
18 grade level.

19 I got to high school. My teachers would
20 hand me homework. My social studies would hand me a
21 homework pack to take home. I handed it back to her.
22 I said you know I can't read. I'd rather you put me
23 in the reading class all day then give me something I
24 cannot do. But they still did that.

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1 You know what I end up doing? In about
2 twelfth grade I dropped out of school, you know. And
3 they still doing this today. This is forty years
4 ago. We still got kids who can't read. I tried ten
5 years ago to talk to the leaders of churches to start
6 a literacy program. And it didn't happen. We got to
7 teach our kids to read. But I learned to read.

8 You know how I learned to read? I learned
9 to read at forty-three years old. That mean I was
10 locked out for forty-three years. I had to listen to
11 what you tell me and believe it and watch what's on
12 the news. A lot of that was the biggest lie ever
13 told. Until I learned to read and research and do
14 things on my own, that's when I can make a
15 difference.

16 Now I got a job where I help people. And
17 the job I help people, I couldn't do it unless I can
18 read. And the people I helping is the people that we
19 dealing with. We dealing with homeless. Ain't
20 nobody willing to deal with homeless around here.
21 Our kids go to school. Some of our kids started
22 school, they didn't have power from July to November
23 because that's when light heat was able to turn their
24 power on. How many kids come out of west Champaign,

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1 coming home and can't open the refrigerator with no
2 food. Total the lights at home at night. Can't even
3 see their homework.

4 These are things we are dealing with. And
5 until you all look at something different, we only
6 end up with the same result. We still got 50 percent
7 of the kids can't read and probably 40 -- I mean 40
8 to 48 percent of them are young black men and we got
9 to do something. Fix it. Let's try something
10 different. I'm going to leave it at that.

11 BOARD PRESIDENT KLOEPPEL: Thank you,
12 Mr. Miller. Following this group is Ann Brown.

13 MS. GROSS: Hi. We're Stacey Gross,
14 Scott Fernsler, and Amy Johnson by proxy.
15 Collectively we have taught art in Unit 4 for fifty
16 years. We'd like to share some of our concerns
17 regarding the charter application's lack of attention
18 specifically to the visual arts.

19 We notice that music is emphasized in the
20 application and that only music standards are
21 included. What about standards for all of the other
22 fine arts? NCA's application states that students
23 will leave NCA performing on grade level in the fine
24 arts, not just in music.

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1 The four main themes of the visual arts
2 standards include creating, presenting, responding,
3 and connecting, which current research says should be
4 covered starting in elementary school through a range
5 of media and approaches to foster critical thinking
6 and effective self expression.

7 We wonder, though, who will be teaching the
8 fine arts at the charter school? No fine arts
9 teachers or compensation for such teachers are
10 included in the financial plan. Does this mean that
11 general classroom teachers will be teaching art
12 classes instead of experts in the field? Who would
13 ensure that students are receiving an education that
14 reflects the national and state standards that is on
15 par with what we have to offer at Unit 4.

16 We have twenty-three certified visual arts
17 specialists in this district, of which nearly half
18 have master's degrees and even national board
19 certification. We also notice that the specials,
20 music, art, fitness, dance and drama, are scheduled
21 only for a half an hour at the end of the day on the
22 school's application.

23 Our elementary students in Unit 4 receive
24 forty minutes daily, again from a licensed

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1 specialist. Because of this, over the course of a
2 typical school year our students in Unit 4 will get
3 an average of nearly forty more periods of direct
4 instruction in specials classes than charter school
5 students. This would be an incredible disservice to
6 the students of NCA. Would we be overlooking the
7 potential of the next Jacob Lawrence, Faith Ringgold,
8 Lorna Simpson, or Kahindra Wiley?

9 Another concern lies in the fact that on
10 the charter school schedule the specials classes are
11 shown as occurring at one time during the day. We
12 wonder, will all K-5 students be instructed in these
13 curricular areas together? If so, how will the
14 developmental and learning needs of five year olds be
15 met along with fifth graders and all the other grades
16 in between in just thirty minutes a day by a
17 non-specialist. How will this poise NCA students to
18 enter middle school with the same skill sets in these
19 areas as their Unit 4 peers?

20 In closing, I think it's important to
21 acknowledge that in Unit 4 we can and must do more
22 for our students, and it is our hope that the
23 Champaign community will continue to invest in our
24 public schools. We have the best interests of our

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1 students at heart and simply do not feel that this
2 plan as it stands helps our students reach their full
3 potential.

4 BOARD PRESIDENT KLOEPPEL: Thank you,
5 Ms. Gross. After Ms. Brown, I have Joseph Pickle.

6 MS. BROWN: Okay. My name is Ann Levy
7 Brown and I'm the senior manager of charter growth
8 from the Illinois Network of Charter Schools. We're
9 a state-wide non-profit that supports charter schools
10 and does advocacy for charters.

11 I've been working at the Illinois Network
12 for the past eleven years supporting charter growth,
13 and I just want to hand it to the community members
14 who are here at this public hearing because it is all
15 too rare that we see this level of community support.
16 This is what I strongly believe, that there should
17 only be new charter schools where there's a demand
18 from the community for something different.

19 And what I'm seeing here from the huge
20 number of people who have come out and who have been
21 here since 5:30 p.m., it's now 9:07, is that there
22 just is an overwhelming interest from the community
23 and especially the African American community here in
24 Champaign for something different that will serve

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1 their kids. So I just really want to commend
2 everyone who is out here showing their support for
3 the school and the vision that the charter design
4 team has put forward.

5 So I say that, but then I also want to
6 thank the members of the board of education because
7 it really does take a lot of time and energy to
8 review, and to the administrators as well, and
9 consider a charter proposal.

10 I recognize that it can be difficult for
11 board members and administrators to receive a charter
12 proposal because you've devoted your time as a
13 volunteer or as your life's work to serving the
14 students and families in your district. Even to
15 receive a charter application suggests that the
16 applicant believes there's a gap in service or that
17 they can serve children better than the professionals
18 in your district.

19 I ask you to think about this differently.
20 I'm sure that over time you've piloted new ideas
21 within the district, tried new strategies or a new
22 curriculum in hopes of improving outcomes for
23 students. Charters represent another way for a
24 district to pilot different approaches and to address

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1 some of the persistent challenges that educators and
2 districts across our state and nation face.

3 In the best cases, districts and charters
4 work together to tackle recalcitrant challenges, like
5 racial and socioeconomic achievement gaps. The
6 charter design team mentioned the intent of the
7 charter law, which is to bring a way for
8 parent/teacher community members to have a way to
9 bring innovation into the school district.

10 In that spirit, I urge you to, of course,
11 maintain a high standard in your review, but also to
12 approach the need that the charter designers
13 highlight and the school model they present as an
14 opportunity to partner with community stakeholders in
15 tackling one of the greatest challenges in American
16 education today.

17 BOARD PRESIDENT KLOEPPEL: Thank you.
18 Following, Ms. Courtney Walker.

19 MR. PICKLE: Good evening. I'm Joseph
20 Pickle, building leader for social studies and sixth
21 grade teacher at Franklin STEAM Academy here in Unit
22 4. I'm a parent as well with children attending both
23 Franklin and Robeson school. As a parent, teacher,
24 and local taxpayer, I have some concerns about the

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1 charter school proposal as presented. The charter
2 application doesn't mention or seem to have budgeted
3 for some highly important positions necessary for
4 running the school that meets the diverse needs of
5 all our Unit 4 students. You may have mentioned not
6 knowing your student population -- I'm sorry. Wrong
7 sentence.

8 To the best of my knowledge, there's no
9 mention of a speech pathologist, social worker,
10 school psychologist, nor any indication of ESL
11 services. No school can function without these key
12 positions. You'd be hard pressed to find a student
13 who doesn't use these services. The psychologist
14 interacts with all of the students, ensuring that RTI
15 assessed based on math and other assessments needs
16 are met.

17 Every year I have a speech pathologist stop
18 by my room and listen to students who I have concerns
19 about. Her work has always been especially important
20 to me because it was a service I required when I was
21 also a student. Any well-balanced student population
22 here in Unit 4 will have students who require the
23 services of our school social worker. They're
24 important to the well being of our students,

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1 connecting them to outside services, as well as
2 meeting many legally required goals of many of the
3 students IEPs.

4 Last year I received a letter from an ESL
5 student. She had come to my class on the first day
6 of school in sixth grade speaking no English
7 whatsoever. I would have been at a loss without
8 access to a highly qualified ESL teacher to
9 collaborate with. That resource being available at
10 all levels of Unit 4 schools is why that student was
11 able to share with me her successes in beautiful
12 English prose in a letter I received from her last
13 year as a high school student. I cannot imagine a
14 successful school in our district without access to
15 ESL services.

16 As a parent, I cannot imagine wanting to
17 send my children to a Unit 4 school only to find out
18 that the basic and necessary services are not
19 available there.

20 My second concern is that if the
21 applications approved without providing for these
22 positions, how will those services be provided? Will
23 current staff be asked to split their time? They're
24 already stretched too thin as it is. This would put

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1 a great strain on the original buildings and
2 students. Speech pathologists, social workers,
3 psychologists, and ESL teachers need to always be
4 accessible by students in the building.

5 Many of these staff help students with the
6 unpredictabilities of life and by nature of their
7 needs cannot conform to a split time schedule. A
8 school that cannot adequately and legally meet the
9 needs of our amazing diverse group of children should
10 not be associated with the Unit 4 school district.
11 Thank you.

12 BOARD PRESIDENT KLOEPPEL: Following
13 Ms. Walker, I have Juanita Ashford.

14 MS. WALKER: Good evening. I'm
15 exhausted. You're exhausted. We're all exhausted.
16 I'm here to support the charter school. It is mind
17 boggling when I look at these stats. I mean, it
18 just -- we all know it's a problem. I'm too tired to
19 fight. Like I told you the other day when I came
20 down here, I'm tired of fighting. I just really want
21 an answer.

22 Looking at the slide of where the kids are
23 and all of that, I came to you guys a couple weeks
24 ago, explained that I'm glad to see my grandson is in

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1 that percent that's exceeding nationwide and all
2 that, and still can't be in the gifted program.
3 Still waiting on an answer, but I have worked with
4 the principal and she is trying to work with me on
5 that.

6 But it just saddens me how you guys' body
7 language. You turned so red. You turned as red as
8 this folder when you was addressing my brother,
9 because we all know Craig Walker is my brother. So
10 it's just like wow. You know, the anger, the
11 tension, the woo woo. I want to be right, you know,
12 when we forgetting what it's all about.

13 You can't explain those numbers. You
14 can't. And all that you're talking about can be
15 worked on, can be corrected. You have a wonderful
16 staff here that I know would be willing, more than
17 willing, to help. You know, I hope you guys are
18 willing to help, I mean, if that is your ultimate
19 goal, because if not then it's all about perception.
20 And people talk about perception and people don't
21 want to be perceived as being racist and I'm not this
22 and I'm not that. But your actions, your actions are
23 speaking very loud and clear that that may be the
24 case.

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1 So we're just here today to try to say,
2 okay, let's go back. Let's redo. Let's see what we
3 can get the information. So you've provided those
4 questions, so when we come back with those answers,
5 we hope you're a little bit more wanting to help the
6 children that are getting 2800 discipline referrals,
7 50 some percent not reading at grade level, and 30
8 some percent failing. Let's focus on that. Thank
9 you, and have a blessed evening.

10 BOARD PRESIDENT KLOEPPEL: Thank you,
11 Ms. Walker. Following Ms. Ashford I have Alicia
12 Robinson.

13 MS. ASHFORD: Hi. I'm Juanita
14 Ashford. I am a taxpayer, I have a mortgage, so my
15 money is going to you. But I want to talk to you
16 guys something dear to my heart. Right this day I
17 have a godson that's been going to Booker T.
18 Washington for the last five years, and he's in fifth
19 grade right now and in all areas of subject he's at a
20 first grade and a second grade level.

21 Yes, he has the Unit 4 IEP plan, but it's
22 not working. We do need something different. I wish
23 you all would please consider this because I love
24 this young man and without a good education and

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1 learning how to read and write or any of that, it's
2 jail or dead for him. And he's on his way to middle
3 school. Thank you for your time.

4 BOARD PRESIDENT KLOEPPEL: Thank you.
5 Did we have Ms. Robinson? She left. James Dobbins,
6 followed then by -- Libby here? Libby left.

7 MR. DOBBINS: Members of the board,
8 members of the community, I just want to very briefly
9 say that I volunteer at one of your best schools in
10 town, Barkstall. I read to second graders there.
11 They're outstanding kids. They're not disciplinary
12 problems.

13 One of those kids cannot read. He's
14 getting no help from the school, no help from the
15 administration. He will fail. He will be one of
16 those ones we saw on the statistics on the first
17 presentation for the charter school. He's black,
18 he's from the north end, and he's going to go right
19 down the tubes if something is not done.

20 He cannot get help from the school. I
21 don't know why. His teacher tries every week to have
22 him receive new help. He doesn't get anything. This
23 is a possibility that I hope will work. Thank you
24 very much.

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1 BOARD PRESIDENT KLOEPPEL: Up next I
2 have Captain Mark L. Middleton, followed then by Jen
3 White.

4 MR. MIDDLETON: Thank you, Chris,
5 board members, and all the fellow guests here. I'm
6 speaking to support the idea of the North Champaign
7 Academy. Not without some concerns and issues, which
8 I want to articulate, but it's an experiment. It's a
9 pilot. Let's run the experiment. That's what my
10 chemistry teacher always said, run the experiment.

11 I'd like to prepare us for all of the level
12 of work that they've put into it. Seems like after
13 the questions you got some more work coming. Some of
14 those questions are some of my concerns. My looking
15 at numbers, some things weren't quite adding up, like
16 how are seven or nine teachers going to do fifty
17 hours of one-on-one tutoring after school.

18 You know, I got questions, but I think
19 those are the kinds of things that can be worked out.
20 I want to just say that in the last referendum I
21 supported Unit 4 referendum to fund quality public
22 education. I support quality education because as a
23 member of the community I want to foster graduates of
24 our schools that are college and career ready. And I

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1 mean all of our kids.

2 In retirement, I drove a yellow school bus
3 for Unit 4 for several years, including driving many
4 of our kids in Garden Hills and Dobbins Downs.
5 During this time I got to know these kids and to love
6 them. We have talent in north Champaign and they
7 deserve our community's best efforts. I use the term
8 "our kids" because in order for our community to
9 succeed we must recognize that the benefits of our
10 citizenship social contract must fall upon all our
11 children, red, yellow, black, white. All are
12 precious in his sight. And English as a first
13 language need not be required.

14 As a minor biographical note, I was born in
15 Champaign, but my folks immigrated to Chicago's inner
16 city when I was kindergarten age and I ended up at
17 William Jenner School and Cabrini Green. Spent three
18 years there and then went to Proviso Township Schools
19 in Maywood and I graduated from Proviso East.

20 Members of the board received an e-mail
21 about my one concern. My one concern is I grew up my
22 whole life in integrated schools with black teachers,
23 white teachers, non-English speaking teachers, and I
24 benefitted from it. And my fear is that we're now

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1 trying to recreate something that's a separate but
2 equal school somewhere else, and I articulated that
3 to the Board and that's my concern. Thank you.

4 BOARD PRESIDENT KLOEPPPEL: Thank you,
5 Mr. Middleton. Following Jen White I have Heather
6 Hokes.

7 MS. WHITE: Jen White, community
8 member, Jefferson teacher, proud parent of a freshman
9 at Centennial. Some of my comments might have
10 already been addressed tonight. I will leave my
11 remarks with you. If there are specific questions
12 that I raise, if you could please pass them on to the
13 group so they can address them whenever those answers
14 are due.

15 Our students deserve access to high quality
16 curricular resources that align to state and national
17 standards. Here are my concerns regarding curriculum
18 at the NCA. On page 4 it speaks of performance
19 standards, yet no next generation science standards
20 or PE standards are indicated. I would like to point
21 out that these are more than technicalities.

22 Regarding the math curriculum, page 18
23 states that NCA will contract with a math educational
24 partner to provide the math curriculum. Who is the

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1 math advisor? How much will these curricular
2 materials cost? Again, more than a technicality.

3 Page 24 indicates that instructional
4 materials are reviewed carefully. Who will be
5 charged with reviewing instructional materials? What
6 educational, human development, and pedagogical
7 knowledge and expertise will these reviewers have?
8 What is the total cost of all the curriculum
9 materials, both consumable and non-consumables?
10 There seems to be a lot of things missing in this
11 area of the financial plan.

12 Our students deserve access to high quality
13 licensed professionals that are considered experts in
14 their fields. Here are my concerns regarding
15 staffing at the NCA. Physical activity is
16 referenced, but that is not the same as physical
17 education. Will it be taught by a licensed teacher
18 specifically for physical education? Will the
19 charter school have speech language pathologists,
20 school social workers, school psychologists?

21 If these personnel are to be provided by
22 Unit 4, that's as an additional financial and human
23 resources burden on the district overall, as well as
24 the individual schools and personnel who will be

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1 assigned to provide student supports at the NCA.

2 It's been pointed out before, but again I
3 am appalled that the proposal has a literacy teacher
4 who is not a licensed teacher as evidenced by the
5 lack of TRS contribution on the financial plan.

6 Also, there is absolutely no indication of
7 having an ESL teacher or ESL support. These students
8 comprise 10 percent of our population in Unit 4 and,
9 in fact, 3 percent of our students are Congolese.
10 Does this mean the charter school will deny students
11 who need ESL services?

12 Who will be staffing the after school
13 program? Will these be compensated positions? Will
14 they be experts that can meet the needs of the
15 students. Page 28, faculty and administration, the
16 application says more to come. This is critical
17 information that is missing.

18 Here are a few of my other general concerns
19 regarding the proposal. How will the college savings
20 account for each student be financed and sustained?
21 Who specifically will have access to those individual
22 accounts? What happens to those accounts if the
23 charter school closes? What happens to the student
24 account if the student leaves the charter school?

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1 A lot of significant expenses are not
2 included in the financial plan. For example,
3 technology for students, furniture, getting the
4 building ready to house students. The state hasn't
5 allocated any money for gifted and talented since
6 around 2003. Where is this money coming from that
7 the NCA application says exists on page 30, letter C?
8 The lack of attention to detail and knowledge of what
9 it takes to run a school does not make me confident.

10 BOARD PRESIDENT KLOEPPEL: Thank you,
11 Ms. White. Following Ms. Hokes, I have Joel Wright.

12 MS. HOKES: Good evening, everyone.
13 After reading the application proposal for the NCA
14 and sitting here tonight, I continue to have several
15 pressing questions regarding special education and I
16 wonder how these may be addressed and considered.

17 I'm a parent of two Unit 4 students and I'm
18 a school psychologist for the Unit 4 school district.
19 You state that you model your program after the
20 Princeton Charter School. I have visited that
21 Website and I see many similarities, if not exact
22 language, from their Website to your proposal.

23 On that Website and in this proposal there
24 seems to be limited knowledge with regard to special

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1 education. With your assessment plan, who will be
2 conducting the evaluations, interpreting the data,
3 determining eligibility? What happens when
4 conducting an evaluation for behavior? Will your
5 staff be trained in conducting functional behavior
6 assessments? Will they understand and be able to
7 create and implement behavior plans accordingly?
8 Will they be trained in deescalation techniques?

9 What if a behavior manifestation occurs?
10 Will your staff have the knowledge and understanding
11 of how to conduct a meeting of this nature? How can
12 you ensure that your staff will not counsel out
13 families from enrolling in your program if their
14 child has a disability or IEP? This is when parents
15 or caregivers are discouraged from enrolling their
16 students that have special needs as the charter
17 school will claim that it's still prepared to meet
18 those needs.

19 The special education specialists, there's
20 no job description. What knowledge do they have?
21 Can they meet all needs of all students? What if
22 your student has autism or is non-verbal? Will they
23 understand how to use the system technology? How
24 will that be addressed and incorporated and who will

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1 pay for that?

2 In a transcript that I saw with Mr. Banks
3 and WILL, he stated that he felt that the reason they
4 still had a gap that exists was that the school could
5 not meet the challenges of the students. I agree.
6 Students are coming into our schools with more
7 challenges. However, I disagree that our staff is
8 not trained to work with those students. Unit 4 is
9 quite cognizant of this, and the district has been
10 incredibly proactive with regard to this trend.

11 Psychologists and social workers are
12 trained in cognitive behavioral intervention therapy
13 to work with students that have experienced or are
14 exposed to trauma. Staff have participated in youth
15 mental health training. Buildings are being trained
16 by the district trauma cadre, showing to how to
17 better identify and meet the emotional needs of
18 students.

19 How will you address these needs and
20 concerns with NCA? Will you be able to see the signs
21 of trauma and intervene accordingly? Do you have a
22 protocol for a threat assessment? Do you know how to
23 respond?

24 With regard to special education services,

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1 you described basically a 504 plan, but you called it
2 general education with consultation and
3 accommodations. Do you know the difference between
4 special education and a 504 plan?

5 There's also no information to lead me to
6 believe that there's additional curriculum for
7 special education students aside from the core
8 curriculum. I do not disagree that there's a
9 significant disparity with regard to academic growth.
10 I do believe Unit 4 has an understanding of this and
11 will be addressing this issue. I do not feel that
12 there's a depth of understanding regarding special
13 education with the NCA's approval.

14 BOARD PRESIDENT KLOEPPEL: Thank you.
15 Following Mr. Wright I have Mr. Charlotte.

16 MR. WRIGHT: Hello. My name is Joel.
17 I'm a seventh grade special education teacher at
18 Jefferson Middle School. My case load, I have nine
19 students on my case load this year. Seven of them
20 are African American.

21 My first three years teaching at Jefferson,
22 every year I sat in on at least one expulsion hearing
23 for one of my students. All of them were African
24 American male. These students are the target

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1 students that you're going to be targeting. These
2 are the students who are not being successful in Unit
3 4 and whose needs are not being met. I am highly
4 concerned with several of the gaps in your plan for
5 meeting the needs of these students, especially the
6 lack of planning, for example, a social worker, a
7 psychologist, paraprofessionals, to help with those
8 students.

9 One thing I wanted to say, I know
10 nationwide African Americans are targeted for special
11 education learning disabilities at three to four
12 times white students. Champaign is at least at that
13 rate, perhaps even higher. These are the students
14 that, if NCA is approved, you will be serving. These
15 are at-risk low income students and they need very
16 intensive support, as you know.

17 The other thing I wanted to say to the
18 Board, regardless of your decision today, what I've
19 been hearing expressed is that the black community
20 feels like they do not have -- they are not feeling
21 like they're stakeholders. We talk all the time
22 about stakeholders, who are the stakeholders in the
23 community schools. What you've seen tonight is the
24 stakeholders feel like they are not having a

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1 stakehold and they're trying to take that.

2 So even though I think there's serious
3 problems with the proposal right now, I think that
4 Unit 4 needs to figure out some way to include them.
5 I don't know how. We've been trying that. You know
6 you've been trying that. Everybody in this room has
7 the best interests of students and the community in
8 their mind. We have different ideas about how best
9 to fulfill those potentials. But that's going to be
10 the challenge ahead. Yeah, thank you very much.

11 BOARD PRESIDENT KLOEPPEL: Thank you.
12 Following Mr. Williams, I have Kim Anderson.

13 MR. WILLIAMS: Good evening. My name
14 is Sean Williams. I'm a life-long citizen of
15 Champaign-Urbana. I went to Urbana High School.
16 When I was at Urbana High School, I had a teacher
17 tell me, Sean, you'll never be anything. You'll be
18 dead or you'll be in jail. You know what I did, I
19 skipped off and I went to the military and it was
20 probably the best thing I could have did then around
21 Champaign.

22 For the last twenty years, I opened up a
23 barbershop and I dealt with a lot of Unit 4 kids. I
24 got involved with Unit 4 kids. I've seen a lot of

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1 kids go in and out of the penitentiary and,
2 unfortunately, through my business, the funeral home
3 business, seen way too many Unit 4 kids laying on an
4 embalming table at the funeral home. I've dealt with
5 the families.

6 We have so many different issues. I
7 volunteer my time to help you guys out, solve any
8 issues that's going on. But what they're asked
9 tonight is just support to be able to be part of the
10 process, to give some of their expertise with your
11 expertise and then make this happen for families
12 because right now we're losing kids at alarming rates
13 and it starts at the degree level that they're
14 talking about. Third, fourth grade, fifth grade,
15 sixth grade.

16 I mean, dealing with the Fresh Start
17 program we're dealing with the most at-risk guys that
18 board that I'm on, and we're trying to get guys to
19 turn the corner. Just think if we can get them to
20 turn the corner at the third grade level, the fourth
21 grade level, the fifth grade level. That's what
22 they're asking.

23 You know, I was frustrated cuz I was at
24 home, tired from meeting after meeting, trying to

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1 help out, volunteering, but I seen the badgering that
2 they were going through and I couldn't sit there any
3 longer. I had to come out. And I think more people
4 should have came out, but I think there's more people
5 here. But it just seemed like you guys badgered them
6 more.

7 And if you guys are the experts to the
8 things that they'

9 Re missing, put them together because our
10 kids need it. I mean, I'm seeing way too many
11 children dying. And, I mean, if it's not affecting
12 you, have you ever seen a kid with his chest blew out
13 by a 40 cal bullet? I have. Visit me sometime.
14 When one of these kids get killed that's a part of
15 Unit 4, come call me. Let me take you for a funeral
16 home tour. Let me let you see what I see. You'll
17 change your mind. You'll start asking for all the
18 resources that you can get. You will ask for
19 everything.

20 If I can volunteer my time as much as I can
21 because I had that one teacher that told me you will
22 never be anything, and if I hadn't been going through
23 the process as what Martel explained tonight, I
24 probably would have been sitting in that position.

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1 That's one of the reasons why I give as much time as
2 I can to this community, to give back, so I can see
3 that these other kids, black boys, don't have to go
4 through that stuff, man. So if you can help these
5 people out, help them out. The more the merrier.

6 BOARD PRESIDENT KLOEPPPEL: Thank you,
7 Mr. Williams. Last comment card I have in front of
8 me is Craig Walker after -- is Anderson here, Kim?

9 MS. ANDERSON: Hi. I'm Kim Anderson.
10 I'm the librarian at Jefferson Middle School. I've
11 been a teacher in this district for over twenty
12 years. I've been fortunate in those twenty years to
13 have worked with a number of strong and inspirational
14 librarians who made it their lives work to support
15 teachers and students on their educational journey.

16 I'm dismayed to think our community, one
17 that boasts two public libraries and a number one
18 library school in the nation, is considering a
19 proposal for a school that does not include plans for
20 a school library. A recent library research service
21 report indicates that schools with a certified
22 teacher librarian have higher test scores regardless
23 of student poverty level and overall staffing.

24 The fact that libraries and librarians have

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1 been overlooked in this proposal is not in the best
2 interest of any student. Libraries don't just
3 happen. There's a huge capital outlay to create and
4 develop a library that meets national standards. The
5 American Library Association recommends an average of
6 twenty-seven books per pupil for elementary schools.
7 Conservatively, that would predict a minimum of
8 \$200,000 that would be needed for books alone if the
9 North Champaign charter academy is at capacity.

10 You're not just buying books, though. This
11 cost does not include staffing, furniture. That's
12 shelves and a circulation desk, tables and chairs.
13 Technology, like a library circulation system,
14 server, circulating computers, databases, Wi-Fi.
15 Material processing supplies, maker space supplies or
16 climate control for book preservation. It's an
17 incredible disservice to students, teachers, and our
18 community to present a proposal that does not include
19 a library, a full-time certified library staff, and
20 library services. Thank you.

21 BOARD PRESIDENT KLOEPPPEL: Thank you,
22 Ms. Anderson. Mr. Walker.

23 MR. WALKER: First I want to say thank
24 you to Mr. Banks and School Mates and all the people

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1 that worked for us on this proposal. You know who
2 you are. I would like to say that we're long haul
3 players, and so this process will continue. And I
4 really, really want to thank the community who came
5 out today. We don't have them all here now, but
6 people who took time out of their lives to come down
7 here and be supportive, and those who weren't
8 supportive because they had a different point of
9 view.

10 I really enjoyed tonight. I thought it was
11 a very educational experience for the city of
12 Champaign. And I think there's one thing that's
13 very, very clear today. We have a deep, deep
14 cultural divide. If you see the speakers who came up
15 from the African American community, and the speakers
16 who weren't from the African American community,
17 what's important is very different. You know, what
18 the focus is is very different. But I say to our
19 critics, if you have all of the things that you say
20 we don't have, why are the numbers the way they are?
21 I did not hear anybody from the white community come
22 up here and say those numbers are awful and we need
23 the immediate urgency of now. I heard what we didn't
24 have, what was missing, which all of you have the

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1 professional expertise to sit down and collaborate
2 with us on.

3 We sent e-mails to collaborate. I know
4 there's been some personal differences between some
5 of us on this committee and some of us on the Board.
6 I want to erase all that. I want to say that none of
7 that matters because when you understand that 52
8 percent in third grade are deficient in reading and
9 writing and math, we know that by the time they're
10 nineteen they're likely to be holding guns and other
11 things that are detrimental to our community. So we
12 don't have time.

13 So I want to reach out to you and say,
14 yeah, there might have been a few things missing in
15 our proposal and we knew that. We may have to come
16 back and reapply. Do we have to go through this all
17 over again, or can we sit down together as a
18 community, as a board, and as an advisory committee
19 and put together the pieces to make it work? It's in
20 this room right now. Everything we need to make this
21 school work is in this room right now. The only
22 question is do we have the will and the desire to
23 make it happen. Thank you.

24 BOARD PRESIDENT KLOEPPEL: Thank you,

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1 Mr. Walker. I've run the course on my comment cards.
2 One last call? Not seeing anyone, so that concludes
3 the public comment portion. There's now an
4 opportunity for additional questions to the NCA from
5 the Board. Any? Shannon?

6 BOARD MEMBER SHANNON: I am not sure,
7 I kind of lost track of where we were in all those
8 questions. I just want to make sure that we ask, can
9 we have the purchase agreement for the property?

10 MR. WALKER: In accordance with, as
11 you provided us, we have a list of questions.

12 BOARD MEMBER SHANNON: Okay. I wasn't
13 sure whether that question was on there. That's why
14 I was asking.

15 MR. WALKER: It is on there. I can
16 forward you that e-mail, but I have to go through the
17 committee and the process.

18 BOARD MEMBER SHANNON: Yep. All
19 right. Thank you.

20 BOARD PRESIDENT KLOEPPPEL: So kind of
21 along those lines, so we are allowing for a process
22 to answer those questions. We are under the time
23 constraints of a thirty day period of time to
24 approve, after this hearing, we have thirty days to

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1 do that. So what board leadership has discussed is
2 that by the end of the week, because if we're going
3 to do this by the --

4 MR. WALKER: Can you forward us a --

5 BOARD PRESIDENT KLOEPPEL: Yes. We'll
6 compile that and we'll get those questions to you so
7 you can respond back to those, and then we'll be able
8 to take that and add it to our decision-making
9 process and we'll go from there. So we haven't -- so
10 Friday at noon, that gives us an opportunity to send
11 that out, have staff -- because staff is then going
12 to have to take that and develop that.

13 MR. WALKER: I got it. Friday at
14 noon.

15 BOARD PRESIDENT KLOEPPEL: Friday at
16 noon. And then we'll, depending on that information
17 given, we'll from there set a hearing and we'll
18 follow the hearing closing process and everything on
19 that.

20 MR. WALKER: Do the hearing again?

21 BOARD PRESIDENT KLOEPPEL: No, no, not
22 a hearing. I apologize. We'll make it known when
23 we're reporting our decision. So at this time I
24 would entertain a motion to close the hearing.

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1 BOARD MEMBER SHANNON: So moved.

2 BOARD MEMBER ARMSTRONG: Second.

3 BOARD PRESIDENT KLOEPPEL: Any
4 questions? Tammy, please call roll.

5 (Board voted unanimously.)

6 BOARD PRESIDENT KLOEPPEL: The time is
7 9:43, and the public hearing for the NCA Champaign
8 charter school is closed.

9 (Proceedings adjourned.)

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1 STATE OF ILLINOIS)
)
2 COUNTY OF CHAMPAIGN)

3
4 I, Janet E. Frederick, a Certified
5 Shorthand Reporter, in and for the County of
6 Champaign, State of Illinois, do hereby certify that
7 the foregoing above-captioned matter, taken on April
8 9, 2018, is a record of the proceedings taken down in
9 stenograph notes and afterwards reduced to
10 typewriting under my instruction.

11
12 I do hereby certify that I am a
13 disinterested person in this cause of action; that I
14 am not a relative of any party or any attorney of
15 record in this cause, or an attorney for any party
16 herein, or otherwise interested in the event of this
17 action, and am not in the employ of the attorneys for
18 either party.

19
20 IN WITNESS WHEREOF, I have hereunto set my
21 hand this 17th day of April 2018.

22
23 _____
JANET E. FREDERICK, CSR

24

	167:7	90:16	administered (1)	152:2;153:2;165:17;
	above (3)	acquire (2)	33:20	167:20
	18:3;19:22;95:11	2:6;54:24	administrating (1)	age (3)
	absence (1)	acquiring (1)	103:23	27:1;29:7;150:16
	132:1	53:20	administration (7)	agency (1)
\$1.2 (1)	absolutely (4)	acquisition (2)	28:20;41:6;72:16;	82:15
24:3	45:8;48:4;92:20;	53:9,10	103:16;104:20;	agitated (1)
\$10,000 (1)	153:6	across (5)	148:15;153:15	89:1
26:2	abstracted (1)	6:1,6;32:1;61:3;	administrative (6)	ago (5)
\$11,875 (2)	127:15	142:2	10:7;23:6;73:23;	16:16;81:2;136:4,5;
23:22,23	academic (9)	Act (4)	94:14;96:6;108:7	145:24
\$118,000 (1)	8:20;33:14;37:16;	34:20;35:2;88:9,18	administrator (1)	agree (4)
26:4	87:4;98:8,14;99:17;	action (1)	10:4	75:10;81:11;
\$12,000 (1)	100:11;157:9	73:7	administrators (5)	104:19;156:5
56:3	academics (1)	actions (2)	44:1,18;46:22;	agreed (1)
\$20,000 (1)	26:20	146:22,22	141:8,11	87:7
100:21	Academy (9)	activities (2)	admit (2)	agreement (10)
\$200,000 (1)	8:18;22:6;117:17;	45:12;69:8	59:11;131:22	25:11;39:14;
163:8	120:16;122:8;135:1;	activity (1)	adopt (1)	116:17,21;118:7,9,14,
\$27,000 (1)	142:21;149:7;163:9	152:15	117:23	16,18;166:9
82:1	acceleration (2)	actual (4)	adopted (2)	ahead (4)
\$3.6 (1)	18:2,12	40:10;43:4;102:13,	31:14;42:13	89:21;126:3;
55:2	acceptable (1)	14	adopting (1)	133:22;159:10
\$3.64 (1)	91:13	actually (16)	134:19	Ain't (1)
53:18	Access (13)	11:2;35:14;49:13,	advance (1)	136:19
\$300,000 (1)	34:2;35:3;40:16;	14,15;51:8;65:11;	86:20	alarming (1)
53:13	53:5;105:14;109:7,	72:7;76:3;97:14;	advisor (6)	160:12
\$350,000 (2)	12;115:1;144:8,14;	100:21;101:5;109:22;	37:16;98:8,14;	Alicia (1)
54:24;55:3	151:15;152:12;	124:9;126:5;131:17	99:17;100:11;152:1	147:11
\$36,000 (2)	153:21	adapt (1)	advisory (9)	align (4)
79:13,23	accessible (3)	22:2	63:6;74:8,11;87:4;	18:6;43:13,13;
\$4 (1)	21:23;40:15;145:4	add (2)	98:1;114:10,12,15;	151:16
53:11	accommodation (1)	60:18;167:8	165:18	aligned (1)
\$400,000 (1)	85:5	adding (2)	advocacy (1)	38:6
53:17	accommodations (1)	8:5;149:15	140:10	alignment (2)
\$5 (1)	157:3	additional (11)	affecting (1)	18:20;21:6
53:3	accomplish (1)	3:6;18:2,11;27:15;	161:11	aligns (1)
\$50 (3)	57:19	53:22;67:21;105:23;	affirmative (1)	28:23
16:17;24:1;112:10	accordance (3)	108:10;152:22;157:6;	34:10	allergy (3)
\$500 (1)	38:15;99:1;166:10	166:4	AFL-CIO (1)	41:3;103:15;105:2
17:2	according (1)	address (11)	130:10	allocate (1)
\$62,000 (1)	95:7	30:19;42:16;46:2;	African (21)	36:13
81:24	accordingly (4)	58:13;68:24;78:16;	5:21;6:19;7:3,13,	allocated (6)
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