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 Kloeppel called the Regular Meeting of the Board to order at 5:30 p.m.

Board Members Present
Amy Armstrong, Gianina Baker, Bruce Brown, Chris Kloeppel, 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
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301 W. White Street
Champaign, IL 61820
CHAMPAIGN UNIT 4

SCHOOL BOARD MEETING

IN RE: NORTH CHAMPAIGN ACADEMY

APRIL 9, 2018

BOARD MEMBERS:

Chris Kloeppel, President
Amy Armstrong, Vice President
Kathy Shannon, Secretary
Gianina Baker, Member
Bruce Brown, Member
Kathy Richards, Member
Heather Vazquez, Member
BOARD PRESIDENT KLOEPPEL: The time is 6:02, and the public hearing is officially open. So a couple remarks here. Thank you all for coming tonight. There are a number of steps that are part of the public hearing this evening. The process tonight will allow the Board to acquire the information needed to make a decision on the charter school application. Thank you all for attending and for your interest in this process.

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

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

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

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

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

My name is Nathanial Banks, and I'm going to speak to why we are here as the North Champaign charter school committee, steering committee. And the main reason we're here is because we have been authorized by the Article 27A, Section C, regarding charter schools. And it says: In authorizing charter schools, it's the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible
ways of educating children within the public school system.

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

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

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

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

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

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

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

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

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

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

So this slide shows you African American students in English learning arts in third grade. The green is throughout the state. The red is Unit 4. So if you look at the "did not meet," which is the lowest level on the far left and the "met and exceeded" on the far right, the "do not meet", Unit 4
has not quite twice as many students not meeting it.

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

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

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

When you look at the overall student population below on the right, the overall student population in Unit 4 is 34.9 percent black, 36.8 percent white. So what we're seeing is roughly one
third of the district students are committing over
two thirds of -- are receiving two thirds of the
detentions; whereas, another one third of the school
district is doing one in five detentions. Again,
there's something that's not adding up.

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

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

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

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

When it comes to the school itself, and we believe in most cases that the staff is the key. So we have staffing principals, the people who are going to be with our students every day. The first principle is that the staff will reflect the students that they serve. The second is the staff will implement a student centered inquiry based approach. The staff will be highly skilled in differentiated education and instruction. The staff will be able to empathize with the child's background and build resiliency. The staff will provide the support needed for families to embrace their roles as educators and then connect the students and the community together.
And in any staff, the primary person that will lead that effort is going to be the principal. The principal will have a master's degree, will have a principal administrator license, will have a minimum of three years of teaching experience, will have the capability of possessing school administrative experience, be skilled in collaborative problem solving, have a minimum of three years experience at an at-risk school, and this principal will also obtain continuing education as needed.

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

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

So we at this school really believe that parents have to be involved in the education of their
children, not just as someone that you invite in for programs but actually a co-partner in the child's education. So we do believe in home visits and school prep meetings. We do believe that the parents themselves have to be committed to volunteering in the school. And also the parents, we expect that the parents will be committed to learn, excuse me, committed to learning how to better support their child.

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

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

I struggled tonight to decide if I was going to even take part in this. It's difficult when you go through a day when a young man you've coached and has impacted your life, you've impacted his, and
we found out today that young man made transition, is no longer with us.

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

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

There's a school in Baltimore, elementary school in Baltimore, who's using meditation as opposed to detention, having a sense of purpose, allowing kids a moment to reflect upon why are you at
school anyway. So we'll get a chance to show you
that slide a little bit later. We have some
technical difficulties, but again all of this really
focuses on keeping that child in the classroom so
they can get educated.

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

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

And I think the meditation part where he
outlined it it'll show and the success it's shown
fits within the charter school while intent as it
relates to taking reasonable risk. And when you see
the video, you'll really see outstanding as relates
as we teach our children in meditation rooms and to
really start out the day with breathing exercises and
things to help you get in touch with your inner self
so that you can stay focused.

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

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

I just spent today, some of this afternoon,
spending some time with JW Pirtle, and we were
talking about some ways that we can use the radio
station and have the kids come over here and learn
about how to broadcast and things of that nature.
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But the most important thing about the entrepreneurship component will be visiting banks, will be visiting north Champaign businesses like Mike's Wood N' Hog, Shaun Williams funeral home, is that we want kids to dream. And if you got to show them what they can do, what they can be, you have to show them that there are successful African Americans out here doing it because if you watch the news all day, you're not going to get that.

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

And so then the school will be talking about how entrepreneurs, because I went to Booker T. Washington and I remember when I asked them what do they want to be. I heard doctors, lawyers, rappers, NBA ballplayers. All of those are entrepreneurs. And so what we have to show them is that how to work in society to build your dream. And once you get them dreaming, they will get focused on the business at hand.
The other theme is finance because finance is the backbone upon which our company operates, I mean, our nation operates. And so if when you look at financial literacy and issues of that nature in our community, what we want to do is create a micro society within the school. We will have a school bank where kids will learn and be transacting, quote, business within the bank, within the school, learning math through numbers, excuse me, through monetary transactions, learning how to interpersonal relationships and operating in a micro society.

And we want to reach in and go into the families and teach them financial literacy. And one program that's been very successful in St. Louis we want to copy. It currently has 10,000 participants over two years ago. Our goal is that every child who starts, who comes into NCA, will start with a $50 savings account funded by outside private donations, and that will go into what is called a college savings account and it'll be utilized and hopefully grow over time so that when they reach high school there will be a pot of money there to pay for applications, school visits and, in fact, going to college.
Studies have shown that when students have $500 or more by their senior year, they're much more apt to be going on to secondary education. So we want to be able to begin the financial literacy in kindergarten so that when they got out of fifth grade, we're going to have experts in both finance and entrepreneurship.

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

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

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

American Reading Company's developmental taxonomy runs from pre K through twelfth grade. Why is this important? We have supports in place for
both remediation for those students that need additional support and acceleration for those students who are well above grade level.

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

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

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

Next slide, please. So if you look and see, this is a year long scope and sequence with American Reading Company. The first unit, which takes about six to ten weeks, develops a culture of
loving to read in the classroom. The teachers also
get to learn their students as readers. That's very
important because when a student has a relationship
with their teacher, now they're more apt to
participate.

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

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

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

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

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

Now, this slide is very important because in Champaign in their middle schools they're already using this. So if we had this at NCA, what happens is now we're producing students that have a culture
with a curriculum that they're familiar with and it bridges that communication gap.

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

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

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

And so what we're establishing is consistency between grade school and middle school for not only the students but the teachers because if you're a teacher and you get a student in from a school and you don't have a clear accessible way to assess that matches up with the curriculum you're
using today, then it becomes more difficult for that student going into sixth grade to try to adapt to the new program.

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

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

And so what I think is important is as we relate to how we structure the funding for NCA is we do a little bit of reverse engineering because that's what I like to do. And I realize that we're not sure. We could have a hundred students in the first year, two hundred in the second year. Enrollment is open question. So what we must do is establish the
pillars of the school on a solid financial foundation. So our core fixed cost metrics are below industry standards.

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

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

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

We also see the projected gross revenue from the per capita tuition charge, which Unit 4's is approximately $11,875, which means that every child in Unit 4 carries with him an $11,875 per capita tuition credit. Four thousand African American
students, that's $50 million to Unit 4. So what we are saying is that -- and I apologize. That number has shifted. What we are saying is our $1.2 million on approximately a hundred students is a small fraction of the hundred million dollar budget that Unit 4 pulls every year. Even if we go to four hundred students, if we are successful, and the only way we're going to get to four hundred students is if everybody in the community is working with us, that's still approximately five million, less than 5 percent.

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

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

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

This building we got, 30 percent, 25 percent of the cost has been deferred in the purchase price and we only have to pay interest for
five years. Excuse me. Interest only for a five year period, and only $10,000 in principal. That's on the 30 versus the 25 percent. So at a price of about 475,000, we're talking $118,000 of deferral, which allows us to launch up the school and be able to then assume that payment in year five.

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

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

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

So we do expect our students to increase their grade level proficiency. We do expect the students to be proficient in English, language arts, in math, as well as social studies and science. We
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do expect the students to excel in age appropriate
financial literacy, to improve their critical
thinking.

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

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

So again, you know -- one more, please.
Okay. So to wrap things up, what we want to do is be
an asset to the community by targeting students that
just have not been successful in Unit 4. We believe
that we have the capability of meeting that need for those students.

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

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

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

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

DR. ZOLA: Good evening. On behalf of the district administration, it's our responsibility in the hearing to take the proposal that was presented on February 26th and consider it as it aligns to school code. And so that'll be my responsibility this evening. And I have also for the
Board, I think it might be in your packet already, kind of a summary of what I'll be presenting in the power point.

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

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

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

The term research was used in the February 26th proposal. It was used to support, but there was no research at that time included or cited.
And in the first part of the code, this proposal for February 26th does not include requirements for efficient management, operation, and student safety. And then I listed the specific code reference for that as well.

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

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

Goal two did not name metrics or explain how the school will engage and prepare children to love education. So that was a specific goal, but
there weren't any supporting metrics for that one.

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

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

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

The fifth part of the law talks about educational programming, pupil performance, curriculum, school years, and hours of operation. In this February 26th proposal, it did not mention new Illinois learning standards. Pardon me. It does mention Illinois learning standards, but does not explain the connections to the curriculum or instruction in the proposal.
They talk specifically about education and programming, plan and approach methodology, but couldn't find clear links through those pathways. This particular proposal didn't include specific learning standards by grade level other than a mention of the Common Core, and it didn't identify skills and knowledge that students would be expected to attain by the end of each of those grade levels.

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

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

It does mention local assessments, but didn't identify specific assessments for science, social studies, math, or the electives. It does list the Partnership for Assessment of Readiness, or the
PARCC, but not other required state assessments were mentioned, including Access, the DLM, obviously the PE assessment, and then the ISA, the Illinois Science Assessment. So, again, our task is to look at what the law requires and if this proposal met that expectation.

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

Again, in the school code around pupil performance, this particular proposal does not list the disability categories or explain the criteria for how students will be determined eligible under the services of IDEA, Individuals with Disabilities Education Act. Again, specific to the code, this particular proposal doesn't include a budget consideration for specific specialized curriculum or materials that could be required to provide a free and appropriate education for those with Individual
Education Plans, and the proposal doesn't mention Section 504 of the Rehabilitation Act or how the school will ensure equal access and opportunity for students.

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

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

Recently, within the last year, the Evidence-Based Funding for Student Success revised that Section 11 of the charter school's law and now the funding cap can be no greater than 103, so obviously that would have implications on the
proposed budget that was shared in the February 26th proposal.

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

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

Again, the school law around budget and finance. This particular proposal doesn't include a plan for displacement of pupils, teachers, and other
employees. It's specifically stated in the school code, and there were some questions about SchoolMates consulting fees needed further clarification, as well as a description and location of the partner business.

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

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

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

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

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

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

   Section 9 talks about the relationship with
the employees. In this part of the school code it
speaks to an explanation of the relationship that
will exist between the charter school and its
employees, including evidence that the terms and
conditions of employment have been addressed with
effected employees and their recognized
representative.

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

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

 Eleven in the school code talks about a
description of how the charter school plans to meet
the transportation needs of its pupils and a plan for
addressing the transportation needs of low income and
at-risk pupils.

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

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

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

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

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

   BOARD PRESIDENT KLOEPPEL: Thank you,
Dr. Zola. So that brings us to the portion of our
meeting where the Board asks questions. So I've got
a list of questions, and I'll go through those and
the Board will chime in with clarification and stuff
on the questions. And so we'll go through. Some of
these were answered during the presentation. I'm going to kind of work within the requirements of each of the school laws as I go through the questions. So I'll kind of state the requirement. I'll read a brief description of that and then go from there. So I'll get started here.

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

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

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

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

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

So I'm going to concede that we might not have all the I's and dots closed as it relates to the technicalities, but I can tell you that we have people ready to go to work right now, That we have
administrators locally in Champaign. And when you look at -- and Urbana. And when you look at Dr. Banks, LeKevie, NCA's board members, we will bring on the staff and we will execute on all of those points because, one, they're required by law and, two, they are an important part of the school.

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

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

So when we were constructing this proposal, we knew some of those requirements were going to be
in there that aren't in there, but we're reaching our
hand out to the Board and we're saying, look, work
with us because we know and you know if we hire the
correct professionals who are coming out of either
Unit 4 or Unit 116, that's going to get covered.
Those are issues that will be covered.

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

BOARD MEMBER RICHARDS: Just to follow
up, so I'm wondering in what spirit you would like us
to take like pages 19 and 20 of the application where
you describe some of the science that you're
interested in doing. It didn't list a particular
curriculum. Is that -- are you suggesting it but not
sticking to it? Why was it in the application if you
didn't have --
MR. WALKER: Well, because we knew we wanted to address the science. But the specific curriculum, we want to collaborate with the people who are going to be running the school. We would be failing in our mission if we created a school with all the things that you just talked about and we said, hey, here's the box. By the way, principal and staff, operate this box.

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

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

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

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

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

BOARD MEMBER RICHARDS: Okay.

BOARD PRESIDENT KLOEPPEL: We are also held to a box of the charter school law, and so that's what we're asking the questions on and that's what we're --
MR. WALKER: I understand the law, sir, and under the law you have the ability to make decisions in the best interests of the children.

BOARD PRESIDENT KLOEPPEL: Absolutely.

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

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

MR. WALKER: Can you repeat that question?

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

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

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

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

MR. WALKER: For the school year?

BOARD PRESIDENT KLOEPPEL: Yes.
MR. WALKER: Yeah. It would be late August, early September, depending on what you --

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

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

We mentioned the ISBE startup grant. It's a rolling process. We've already talked with them. There's plenty of money available. There's not a lot of people applying. So we're not going to have a problem getting that starter grant. The money is sitting there. There's not enough charter schools. So it may not be guaranteed, but it's rare that if you have a charter school and you have an application for our startup funds that they say no.
So we fully expect that between June and July we'll be implementing the construction on the site that may be required to satisfy the life and science audit. As it relates to the bus stop, there's a very clear bus stop there but we certainly are flexible. The site is flexible.

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

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

We come into August 1st, and then we get
ready for really setting, you know, that date, whether it's end of August or early September, one of those two, and we're off and running.

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

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

MR. WALKER: Yes.

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

MR. WALKER: That's a great question. I appreciate that. As we indicated, our plan is to keep the facility cost at 10 percent of the overall budget. That's a very core factor. So at two hundred students, we're still in the same building. Once we go to three or four hundred students, and we think that's possible in year three, we have been in conversations with Judah. And as they prepare their exit, we would be looking to prepare the purchase of Judah.
Now, we looked at that price, and I haven't got a definitive price from them but assuming it was in the 3 to $5 million range, and again I haven't gotten anything from them on that, basically the debt service -- charter schools have tremendous access to the capital markets, and they have the ability to borrow in the capital markets at very low rates and so we would probably -- not probably. We would fund through bonds the acquisition of Judah. I've looked at that acquisition, and if we were to do at about a 3 to $4 million price tag at a thirty year amortization, our debt service would be approximately $300,000 a year.

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

What we're not including in our cost metrics is additional revenue that would come from the space because it's going to be multi purpose. As it relates to the core school operations as we go,
we've already identified the Judah site as where we'd like to go to.

BOARD PRESIDENT KLOEPPEL: Thank you.

Ms. Armstrong?

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

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

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

So basically, much like your budget, if we were to acquire Judah and debt service was $350,000 a
year and we had three hundred students generating
about $3.6 million a year, we would then take --
approximately take the $350,000 off the top because
that fits within our core metrics of 10 percent and
that -- the balance would be then available to make
the, you know, to cover the educational costs and the
related costs accordingly.

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

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

MR. WALKER: I'm not sure that the tax
dollars come from Unit 4 district, but I will go
along with that assumption. All of the dollars, the
$12,000 per capita tuition from it, those are student
dollars.

BOARD MEMBER ARMSTRONG: Right.
MR. WALKER: They belong to the
students.

BOARD MEMBER ARMSTRONG: Correct.
MR. WALKER: And so if they're at Unit
4, then it's Unit 4 dollars. And if they're at NCA,
those are NCA dollars. They're not Unit 4 dollars
unless the students aren't in school.

BOARD MEMBER ARMSTRONG: Okay.

Thanks.

BOARD PRESIDENT KLOEPPEL: Ms.

Richards?

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

MR. BANKS: There is enough space for
the students to be able to have PE in that area.
There would have to be some work done, but that's
the -- the area to the north of the school, there's
enough space for --
BOARD MEMBER RICHARDS: Is that currently what's the parking lot behind the school?

MR. BANKS: Yeah, the parking lot.

And then there's also, as has been done in some cases in the district, there's also a park that's relatively close by and so --

BOARD MEMBER RICHARDS: Which park is that?

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

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

But we certainly are committed to physical education because we understand the importance of it for our children. And, again, the best part we lack
about this space, as you mentioned, the parking lot, there are so many things that can be repurposed there. There's not going to be an issue on putting that together.

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

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

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

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

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

MR. BANKS: Well, that has to do with staffing, obviously, so we would be looking for staff that would be able to meet that need. And really, on
the elementary level, that is an important piece so staffing is key.

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

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

BOARD PRESIDENT KLOEPPEL: Mr. Brown?

BOARD MEMBER BROWN: The presentation you mentioned targeting students that haven't been
successful in the traditional setting. Even, I'm assuming, even without a principal, can you identify or at this stage can you identify the type of student that you are looking for to attend NCA?

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

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

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

I'm just going to be a little real here.

We have a grade school across the street from this church who by all descriptions is completely out of control. There are real issues in Garden Hills. And there's a hundred students right there that we can pull out that we'd be welcoming our arms with. And there will probably be a hundred more trying to follow.

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

So to answer your question very succinctly, these men, these women, this community has relationships all within the district of children who
are suffering in these schools. So we're not going
to have a problem recruiting students. We're going
to have a problem when we hit our hundred cap on year
one and have to tell people, well, I'm sorry because
we are internally establishing a cap in year one
because we want to do this right. So we want to get
the first hundred students in.

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

We take this responsibility very seriously.
If you grant us this opportunity, we understand
what's at risk. Our children. We understand what's
on the table, our community's reputation, because the
question will become, if you say yes, we will allow
you to have this charter school, we already know what
the question is going to come. Well, can they do it?
Will they do it?

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

BOARD PRESIDENT KLOEPPEL: All right.

Dr. Baker?

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

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

BOARD MEMBER BAKER: Right, exactly.

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

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

So, for example, we use the Princeton Charter School, Princeton Charter School in New Jersey. We went in, researched their education plan, we researched what they were doing. We utilized another charter school. Escaping my mind. Soulsville, charter school in Memphis, Tennessee, because it has a music connection. So we studied. We used Bronzeville because Bronzeville has been taken over and we have a partner there. We also -- there was a school in Inglewood that we looked at.

So we did some research on charter schools. 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
components. But this goes back to the same question. We don't want to build a school right here in this piece of paper and then take it out to the community and say, here, make this work.

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

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

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

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

MR. WALKER: Which schedule?
BOARD PRESIDENT KLOEPPEL: The schedule that you presented in your presentation.

MR. WALKER: Oh, okay.

BOARD PRESIDENT KLOEPPEL: In your proposal.

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

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

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

BOARD PRESIDENT KLOEPPEL: Yes.

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

BOARD MEMBER RICHARDS: Yes.

BOARD PRESIDENT KLOEPPEL: Yes.
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MR. WALKER: Okay. Well --

BOARD MEMBER RICHARDS: And reading also.

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

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

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

Describe the supplemental curriculum that will be used from the University of Illinois Black Studies Program as it was referenced.

MR. WALKER: Well, we've been in conversations with members of that, and Black Studies Group does, in fact I just saw something, they do a lot of the activities events. So what we want to do, in coordination with our staff, because it's very important that they're coordinated in this, but there's a wealth of information in black studies about black history. And what we want to do is simplify that and bring that down to our students because our history class is going to be teaching worldwide history, but it's going to have an emphasis on African American history. Not just on a national level, but on a local level. And so, once again, this is what we're talking about. So when our students see professors at the University of Illinois come in and talk to them about some of the things that they have in their programs and the things they're going to do, once again we are showing our kids new avenues. These are things that aren't going on in our schools right now.
I ask the people at Garden Hills, how many black men with ties are in that school. I got the answer of zero. So we're going to change that dynamic, and this is why it's important for you guys to understand. You say we have an achievement gap. What do we do? You have to bring us in the process. Our kids have to see us as we are in this community, not just as reported in the paper or on TV.

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

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

BOARD PRESIDENT KLOEPPEL: Thank you. Could you please clarify the proposed school year, school days, and hours of operation? You'll work that out?
MR. WALKER: I think we gave you the school year. It was going to be from late, you know, hundred and eighty day school year. We're going to have hundred and eighty day school year, starting in late August, ending in late May, early June. What our job will be, obviously, is to coordinate, because as a community we coordinate. We want to coordinate our spring breaks with the district and University of Illinois spring breaks.

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

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

MR. WALKER: Well, we said in the proposal 7:30 to 3:15 will be the school operations, and then we'll have an after school program that, by the way, is funded separately for the children between 3:30 and probably 5:30, 6:00. So basically a parent could drop or have their kid picked up at
7:30, 8:00 a.m. or between 7:00 and 8:00 a.m., and
basically have them home by 5:00 or 6:00 p.m.

BOARD PRESIDENT KLOEPPEL: Follow-up

questions? Going into -- oh, Ms. Shannon?

BOARD MEMBER SHANNON: Just

clarification. Does that mean that children can
actually come to school at different times? Do we
have transportation for that?

MR. WALKER: Yes, we have

transportation.

BOARD MEMBER SHANNON: So door to door

at different times?

MR. WALKER: Not at different times.

Logistically they may arrive in some period of time,
but as the schedule outlined, that first -- first
half hour is breakfast and administration and, by the
way, slash meditation.

BOARD MEMBER SHANNON: Okay.

MR. WALKER: Meditation will begin

first thing in the morning, along with breakfast and
along with homeroom.

BOARD MEMBER SHANNON: Gotcha. Okay.

Thank you.

BOARD PRESIDENT KLOEPPEL: Requirement
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six, a description of the charter school's plan for
evaluating pupil performance, the types of
assessments that will be used to measure pupil
progress towards achievement of the school's pupil
performance standards. The timeline for achievement
of those standards and the procedures for taking
corrective action in the event that pupil performance
at the charter school falls below those standards.

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

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

BOARD PRESIDENT KLOEPPEL: Thank you.
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1 How will MAP be used for either formative or summative assessment purposes?

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

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

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

   So we don't want to come into a box again.
And so what we want to do is collaborate internally with our professional staff and create new ways to utilize MAP and PARCC, because our role, what we see, we're going to be leading the way so we create new ways to create assessments for our kids and we start to see results.

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

BOARD PRESIDENT KLOEPPEL: Thank you.

Could you please explain the plan for funding, MAP testing in particular, since it was not described in the budget information?

MR. WALKER: So this is our budget right here on the revenue side. And if you'll notice, we have some variabilities in there that we intend to utilize. So -- and I'm sorry I'm just pulling this up. I'm pretty sure that was in there. I'm just pulling this up out of there. As it relates
to funding MAP and the full assessment process, we intend to do that within our current proposed budget.

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

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

BOARD PRESIDENT KLOEPPEL: Okay.

Thank you. Could you describe NCA's plan for providing and funding related services for special education students, kind of falling in line with that?
MR. BANKS: That comes with the staff members that are going to be hired. There are dollars in the budget specifically targeting the special education.

BOARD PRESIDENT KLOEPPEL: Clarifying question? Kathy?

BOARD MEMBER RICHARDS: Where?

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

MR. WALKER: Within the staffing template.

BOARD PRESIDENT KLOEPPEL: Okay.

BOARD MEMBER RICHARDS: But where?

I'm asking --

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

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

MR. WALKER: Clarify the question.

I'm sorry.

BOARD MEMBER RICHARDS: In the budget that you provided there is funding for two special education teachers, but we were wondering how you would fund paraprofessionals, occupational
therapists, physical therapists. There are more staff and services required in special education, so I was wondering if you could explain your plans for funding.

BOARD MEMBER BAKER: Speech, SOPs, interventionists.

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

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

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

So the answer to your question is, again, we're going to have a very strong professional staff, and we will have, as we begin our enrollment process
in May and June and we get an understanding of the type of student mix we're going to have, we're certain that our budget will be fluid and we'll adjust accordingly to meet the needs of our students that come through the door.

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

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

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

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

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

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

MR. IRELAND: No, we --

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

MR. WALKER: And I think this is
important. We have experienced people here. This is
part of the trust we're asking for. They do this
today currently for a school that they took over a year ago. They just got recertified for a two year period -- three-year period from the state commission. Clearly they are qualified in the eyes of the state of Illinois to manage charter schools. Their expertise in this area is something we're relying upon heavily.

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

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

MR. WALKER: Sure. I just pulled up the slide here. And so if you look at the 5 percent best practice reserve policy, that's approximately $62,000, and then if you look at the carryover,
that's a positive $27,000. So that total there is about $88,000, which is about 6 percent of our budget that we have not even allocated.

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

MR. WALKER: This is on the 103.

BOARD MEMBER RICHARDS: Okay.

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

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

MR. WALKER: Can you repeat that again?

BOARD PRESIDENT KLOEPPEL: Who will serve as NCA's LEA representative? What will the
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qualifications be for that position?

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

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

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

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

MR. WALKER: Right. So we have a dynamic person who's involved, and she's outlined this criteria. So, for example, on the special
education we will have assessments, evaluations. Then they will be determining whether general education in the classrooms with special attention needs by a special education teacher, and then we'll also have situations where the kids need more outside of the classroom instruction, along with inside the classroom instruction with the general population.

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

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

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

BOARD PRESIDENT KLOEPPEL: Okay.

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

MR. WALKER: And one of the things it says in our special education process, we're going to have evaluation and eligibility. We'll have an
assessment process -- it's outlined in our proposal -- that will have service delivery in the least restrictive environment. And we will have general education with consultation and accommodation.

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

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

MR. WALKER: When you say --

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

MR. BANKS: Not at this specific time, no.
BOARD MEMBER ARMSTRONG: Thank you.

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

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

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

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

So we would deem a reasonable risk, for example, let's say as a board member you're presented
by the staff and they have a different, new, innovative way to teach math or teach science or special education. What we would do is evaluate -- basically, we have an academic advisory, which is great, on our committee. She's a former Garden Hills principal and current second year Harvard doctorate student and she's agreed to assist us in this process.

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

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

So I'll give you an example of a type of risk that may be taken. The meditation. So if we take detention referrals out of our language, we don't have detention referrals. We will have a
meditation room. And so if you get a situation where
you're experiencing a detention referral, we're not
going to say you're going to detention referral.

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

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

It's impossible. It's not going to happen.
So what we want to do is the meditation component.
We bring our kids in. We're not punishing them
anymore. We want to get to the root of what's going
on. What's happening with you today? What has
gotten you this agitated? And information may come
out in that process that then the professionals who
are dealing with the families can then engage with
the families and say, hey, you know what, what -- and
they can address some of those issues that we're
getting from the child in their home.

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

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

   DR. BANKS: Go ahead.

   BOARD MEMBER VAZQUEZ: So for
clarification, you're saying no discipline referrals
at all at NCA?
MR. WALKER: Well, again, I'm not taking the power out of the teachers. I'm saying as a goal.

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

MR. BANKS: Could I ask a question?

How many more questions are there?

BOARD PRESIDENT KLOEPPEL: We're on 24.

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

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

MR. BANKS: For clarification. Okay. And I'm not saying that you shouldn't continue with all those questions, but if you want us to respond to those questions, we could do that. It's just that we
havent seen these questions before, so obviously
we're operating at somewhat of a disadvantage.

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

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

BOARD PRESIDENT KLOEPPEL: Yes.

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

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

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

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

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

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

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

MR. WALK: Absolutely, we will have a 100 percent open enrollment process that will be vetted. And as our authorizer, we're certainly willing to share it with you, develop that process. We are open.
You know, some people around here talked about this being a segregated school. If you are white and want to come to North Champaign and learn in this school, please come because we want you to be there. We know your heart is where you need to be. We know that you'll be a part of this family and that you will help make it a better school. So we're not segregating.

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

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

MR. WALKER: Right. And, as I said, we will create and have an open policy. We've said from day one, everyone can enroll. If you have disabilities, we welcome you. We understand the
stigma that's carried with disabilities. A person with disabilities carries stigmas and, you know what, as Dr. King said, color has been stigmatized. So we understand stigma, and we definitely understand the need to have a strong open policy for people with disabilities. And we intend to do that. That's our heart. That's our mission.

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

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

MR. WALKER: Okay. So on our budget we use the template from the charter school. As it
relates to the pension, those costs are prescribed by the state and we would intend to fully comply with that. We will definitely have a health care policy. In fact, teachers who are in our system also participate in the teachers pension system.

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

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

MR. WALKER: Well, I didn't understand that, but I see our staff costs at 183,000 and part of that includes the four -- so if you look at the 406,000 that was in there -- well, I'll just give you
the math on it. We took the 803025. That includes
the whole staff. And then we broke them up on the
two budget line items between the wages and payrolls
of 406,000 on the seven teachers and the 255,200.
And so you can see our total personnel expenses and
then our administrative staff and our special
education specialists.

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

BOARD PRESIDENT KLOEPPEL: Okay.

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

So we have one teacher who is kind of going
to be the literacy specialist, working within
different classes, because if you have a kid in
fourth grade who's reading at a second grade level, you need to be able to give them specialized attention without having the fourth grade teacher be pulled out of class.

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

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

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

BOARD MEMBER SHANNON: Is 16 percent.

MR. WALKER: Correct.

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

MR. WALKER: Well, I can tell you that our plan is to, and we have a good guidance on this
from one of our advisory committee members, as we create the board of directors, we will have an ethics and governance package as part of that for every board member to review and sign. Now -- so I'll just leave it at that.

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

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

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

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

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

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

MR. WALKER: Fair enough.

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

MR. WALKER: We will get back to you.

BOARD PRESIDENT KLOEPPEL: Thank you.

Explain the funding for the following curriculum initiatives: Music, technology, after school tutoring, NWEA assessments.
MR. WALKER: We'll get back to you.

BOARD PRESIDENT KLOEPPEL: Excellent.

Requirement number eight, governance and operation.

A description of the governance and operating of the charter school, including the nature and the extent of parental, professional educator, and the community involvement in the governance and operation of the charter school. Could you please clarify the plan for school leadership, explain the roles of the principal, assistant principal, head of school, academic advisor? Is the head of the school the principal?

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

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

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

BOARD PRESIDENT KLOEPPEL: Okay. Yes, follow-up?
BOARD MEMBER RICHARDS: The budget lists a one full-time equivalent and -- sorry. It lists money for security costs, but is there a salary and benefits associated with security?

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

BOARD PRESIDENT KLOEPPEL: Okay.

Thank you. Could you please describe Lifeline/Lifeline, Inc., and their qualification for this work?

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

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

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

BOARD PRESIDENT KLOEPPEL: Thank you.
Could you please describe your plan for substitute staffing?

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

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

MR. WALKER: No.

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

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

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

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

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

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

BOARD PRESIDENT KLOEPPEL: Excellent.

Thank you. Please explain the available services from those organizations and how the NCA will support the community linkages. Please do that when you get
Requirement eleven, transportation, a description of how the charter school plans to meet the transportation needs of its pupils and a plan for addressing the transportation needs of low income and at-risk pupils. Could you please explain the method used to budget for the door-to-door transportation?

MR. WALKER: We will get back to you.

BOARD PRESIDENT KLOEPPEL: Excellent.

Requirement twelve, health and safety requirements. Operations evidence of how charter school will comply with the non-curricular health and safety requirements, applicable charter to charter school promulgated by ISBE. Examples, school building code, school records, school allergy guidelines, bus driver permits, criminal background checks, administration of medication and CPR training. How will you determine which staff members participate and which mandated trainings?

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

BOARD PRESIDENT KLOEPPEL: Okay. What will be the procedure and protocol for administering medication to students?
MR. WALKER: I would like to comment and say these are questions you definitely should have sent us. These are detailed questions that we should have been given the professional courtesy and provided these questions prior to this hearing to provide you detailed answers. To expect us to come up here and answer these questions like this without providing us the questions is just not in good faith. I'm sorry.

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

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

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

MR. WALKER: Yes.

BOARD PRESIDENT KLOEPPLE: Okay.
Excellent. What will be the process for monitoring food allergy guidelines, notifying staff, and working with the food service provider?

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

    BOARD PRESIDENT KLOEPPEL: Okay.

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

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

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

    MR. WALKER: Yes.

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

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

    BOARD PRESIDENT KLOEPPEL: Excellent. Thank you. So that brings us to the opportunity for board members to ask additional follow-up questions. Dr. Baker?
BOARD MEMBER BAKER: I'll just read off mine. You can either respond or say you'll get back. In the book, "The Charter School Experiment," written by Chris Lubienski and Peter Weitzel in 2010, it's a metaanalysis of charter school data. They write that while there's a consensus of a track record of charter schools developing classroom innovations, it's far from the original expectations of abacus. Charter schools have produced some remarkable organizational innovations in areas such as partnership in governance arrangements.

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

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

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

BOARD MEMBER BAKER: All right. On page 9, NCA policy on homework is referenced. Is there a list of NCA policies available for review currently?
MR. WALKER: NCA will develop the policies once the board of directors has been selected.

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

MR. WALKER: Yes.

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

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

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

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

BOARD MEMBER BAKER: Thank you. From the proposal, it appears that SchoolMates is an educational management organization, or an EMO.

Research that's conducted by Gary Muron in the same
book mentioned earlier shows that involvement of EMOs in the creation and sustainment of charter school's stifles innovation and autonomy. How will NCA work to ensure that SchoolMates does not stifle potential innovation?

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

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

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

BOARD PRESIDENT KLOEPPEL: Thank you. Ms. Shannon?

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

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

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

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

BOARD MEMBER SHANNON: Okay. All right.

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

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

MR. WALKER: That was a typo.

American reading.

BOARD MEMBER SHANNON: Okay. All right. And then the last question, I note the budgeted commission to SchoolMates, Lifelines, is listed as 10 percent. It doesn't actually come up as the full revenue. It comes on the full revenue listed in the budget that we had less 50 percent,
which is the Title 1 funding. Do they not take a
commission on Title 1 funding?

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

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

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

    BOARD MEMBER SHANNON: Okay.

    BOARD PRESIDENT KLOEPPEL: Ms.
Armstrong?

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

    MR. WALKER: The principal.

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

    MR. WALKER: I would like to say that
we have community leaders that are in this room that
have asked us not to identify them in this process.
So we have partners and we have community leaders and
we have local people who are very prominent in the
community, but through this process we have not been
authorized to disclose them.

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

MR. WALKER: What was your question?

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

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

BOARD MEMBER ARMSTRONG: Okay. So
it's not a college kids program, it's Operation Hope?
MR. WALKER: No. It comes from Operation Hope, but the college kids program is the model we're utilizing.

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

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

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

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

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

MR. WALKER: That's a good question. I wish we would have taken that earlier, and we'll
have to get back to you on that.

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

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

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

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

BOARD MEMBER ARMSTRONG: Okay.

There's tutoring on page 8, paragraph 4, and again on page 9, paragraph 1, but there's an interchange of "may" and "will." Would you please clarify?

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

BOARD MEMBER ARMSTRONG: Okay.

Page 9, paragraph 6, describes how parents and students support the teachers efforts in maintaining an appropriate atmosphere and level of safety and authority in the classroom. Could you describe that?
MR. WALKER: We'll have to get back to you.

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

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

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

MR. WALKER: Steering.

BOARD MEMBER ARMSTRONG: So who's advisory?

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

BOARD MEMBER ARMSTRONG: But you don't have names. Okay. Gotcha. Page 22, on-line programming is referenced in a line item about individualized music enrichment and this would require one-to-one devices. Can you describe the
plan to provide all students with access to devices
and the line item budget for that?

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

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

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

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

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

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

BOARD MEMBER ARMSTRONG: Thank you.

On page 26, could you please describe the least restrictive environment for students with IEPs?
MR. WALKER: We'll get back to you.

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

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

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

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

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

MR. WALKER: Yes, we do.

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

MR. WALKER: No, we can't.
please provide a copy of the RFP referenced on page 29, last paragraph, that was issued on March 5th?

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

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

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

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

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

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

MR. WALKER: We'll get back to you.
SCHOOL BOARD MEETING

School uniforms is one.

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

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

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

MR. WALKER: What did you say?

Clarify that.

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

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

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

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

MR. WALKER: I thought that was in the
presentation, but yeah.

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

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

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

MR. WALKER: I'm sorry?

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

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

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

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

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

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

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

BOARD MEMBER ARMSTRONG: Okay. Great.

That covers mine for now.

BOARD PRESIDENT KLOEPPEL: Mr. Brown?

BOARD MEMBER ARMSTRONG: Thank you.

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

MR. WALKER: First I want to answer your question quickly. Our target population are the children of north Champaign, commonly known as north end. If you live in the north end, you're a part of our target population. And the census data indicates what that area is and everyone knows. It may
include, as Dr. Banks outlined, we want to be a neighborhood school for north end Champaign.

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

MR. WALKER: Anywhere from 10 to 25 percent.

BOARD MEMBER BROWN: Excuse me?

MR. WALKER: Anywhere from 10 to 25 percent.

BOARD MEMBER BROWN: Thank you.

BOARD PRESIDENT KLOEPPPEL: Ms. Richards?

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

MR. WALKER: Exactly.

BOARD MEMBER RICHARDS: Okay. And so you -- since so much of your proposal focuses on educating low income, African American children, I
just -- I want to make sure that that's --

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

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

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

BOARD MEMBER RICHARDS: Thank you.

Let's see. Oh, if you could please provide the IRS Form 990 for any of the 501(c)(3) entities, so Lifelines and also SchoolMates.

MR. WALKER: Got it.

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

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

BOARD MEMBER RICHARDS: Oh, yes. Does NCA plan to build a school library or hire a librarian and, if so, how will this be funded?
MR. WALKER: We'll get back to you.

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

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

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

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

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

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

BOARD MEMBER RICHARDS: Will NCA employ a drama teacher?

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

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

MR. WALKER: We'll be owning.

BOARD MEMBER RICHARDS: Okay. In that
sense, how much will you be budgeting for utilities, repairs and maintenance, maintenance supplies?

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

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

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

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

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

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

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

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

MR. WALKER: Lifelines.

BOARD MEMBER RICHARDS: Lifelines.

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

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

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

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

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


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

MR. WALKER: Correct.

BOARD MEMBER RICHARDS: Okay.
MR. WALKER: No, it's a fee, I think, you pay. It's an authorization fee, yeah, so maybe we're jumping ahead.

BOARD MEMBER RICHARDS: Okay.

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

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

MR. WALKER: Yes.

BOARD PRESIDENT KLOEPPEL: Ms. Vazquez?

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

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

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

My first question is simply School Mates Website I found doesn't state it's a 501(c)(3). It
sits it's a consulting firm. Are they one in the
same?

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

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

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

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

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

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

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

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

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

BOARD PRESIDENT KLOEPPEL: All right. I believe that concludes the Board's opportunity to ask the NCA questions. I did mention at the start of this that we would take a very short break. That's so we don't get up and while public comment, but several do have to -- as you've seen several people filed out. We're going to take a super quick break.
As soon as we're all back, we'll get started on public comment.

(Whereupon a break was taken.)

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

(Video played.)

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

So three minutes of public comment per person. I'm going to butcher names, and I apologize
for that up front. Up first I have Marlone Mitchell. Oh, we might run into this situation. Okay. David Beck. Up next I have Artist James after David's three minutes. I ask that you come to the podium.

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

I'm here in opposition to the proposed charter school. At a time when our school district needs more money, not less, I believe it would be unwise to take money away from the district for the proposed school. Siphoning millions of dollars from a school district that is already struggling to meet the needs of its students would only lead to worse outcomes. It is clear that positions would have to be eliminated and possibly current programs ended if that kind of money were taken away from the district.
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Such reductions in the district’s current staffing and programming would have a negative impact on the students in this district and, therefore, should not be allowed to occur. Besides the loss of money from the district, I have both general concerns about the charter school model and this charter school proposal specifically.

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

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

For this proposal specifically, I'm concerned about the lack of specificity in the design, and I will admit I did not hear most of the proposal because I was too far in the back and so I'm basing mainly on the documents I've read. The lack
of a clear math curriculum and the absence of art, music, library, physical education, faculty and the staffing plan should concern all of us.

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

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

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

MR. BECK: Is it possible to e-mail
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this to you?

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

MR. BECK: Okay. That's fine.

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

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

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

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 about the school code, the school requirement, and what was not in the proposal. There was -- the proposal had a lot of things that are in compliance with the code, and the bottom line is, the problem is that even though the school system implemented all these different codes, the bottom line is our kids are still failing.

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

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

Last statement is the North Champaign
Academy has a very solid plan, and I ask you again to vote yes on the proposal. Thank you.

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

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

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

I got to high school. My teachers would hand me homework. My social studies would hand me a homework pack to take home. I handed it back to her. I said you know I can't read. I'd rather you put me in the reading class all day then give me something I cannot do. But they still did that.
You know what I end up doing? In about twelfth grade I dropped out of school, you know. And they still doing this today. This is forty years ago. We still got kids who can't read. I tried ten years ago to talk to the leaders of churches to start a literacy program. And it didn't happen. We got to teach our kids to read. But I learned to read.

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

Now I got a job where I help people. And the job I help people, I couldn't do it unless I can read. And the people I helping is the people that we dealing with. We dealing with homeless. Ain't nobody willing to deal with homeless around here. Our kids go to school. Some of our kids started school, they didn't have power from July to November because that's when light heat was able to turn their power on. How many kids come out of west Champaign,
coming home and can't open the refrigerator with no food. Total the lights at home at night. Can't even see their homework.

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

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

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

We notice that music is emphasized in the application and that only music standards are included. What about standards for all of the other fine arts? NCA's application states that students will leave NCA performing on grade level in the fine arts, not just in music.
The four main themes of the visual arts standards include creating, presenting, responding, and connecting, which current research says should be covered starting in elementary school through a range of media and approaches to foster critical thinking and effective self expression.

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

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

Our elementary students in Unit 4 receive forty minutes daily, again from a licensed
specialist. Because of this, over the course of a typical school year our students in Unit 4 will get an average of nearly forty more periods of direct instruction in specials classes than charter school students. This would be an incredible disservice to the students of NCA. Would we be overlooking the potential of the next Jacob Lawrence, Faith Ringgold, Lorna Simpson, or Kahindra Wiley?

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

In closing, I think it's important to acknowledge that in Unit 4 we can and must do more for our students, and it is our hope that the Champaign community will continue to invest in our public schools. We have the best interests of our
students at heart and simply do not feel that this
plan as it stands helps our students reach their full
potential.

BOARD PRESIDENT KLOEPPEL: Thank you,

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

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

And what I'm seeing here from the huge
number of people who have come out and who have been
here since 5:30 p.m., it's now 9:07, is that there
just is an overwhelming interest from the community
and especially the African American community here in
Champaign for something different that will serve
their kids. So I just really want to commend everyone who is out here showing their support for the school and the vision that the charter design team has put forward.

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

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

I ask you to think about this differently. I'm sure that over time you've piloted new ideas within the district, tried new strategies or a new curriculum in hopes of improving outcomes for students. Charters represent another way for a district to pilot different approaches and to address
some of the persistent challenges that educators and districts across our state and nation face.

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

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

BOARD PRESIDENT KLOEPPEL: Thank you.

Following, Ms. Courtney Walker.

MR. PICKLE: Good evening. I'm Joseph Pickle, building leader for social studies and sixth grade teacher at Franklin STEAM Academy here in Unit 4. I'm a parent as well with children attending both Franklin and Robeson school. As a parent, teacher, and local taxpayer, I have some concerns about the
charter school proposal as presented. The charter application doesn't mention or seem to have budgeted for some highly important positions necessary for running the school that meets the diverse needs of all our Unit 4 students. You may have mentioned not knowing your student population -- I'm sorry. Wrong sentence.

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

Every year I have a speech pathologist stop by my room and listen to students who I have concerns about. Her work has always been especially important to me because it was a service I required when I was also a student. Any well-balanced student population here in Unit 4 will have students who require the services of our school social worker. They're important to the well being of our students,
connecting them to outside services, as well as
meeting many legally required goals of many of the
students IEPs.

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

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

My second concern is that if the
applications approved without providing for these
positions, how will those services be provided? Will
current staff be asked to split their time? They're
already stretched too thin as it is. This would put
a great strain on the original buildings and
students. Speech pathologists, social workers,
psychologists, and ESL teachers need to always be
accessible by students in the building.

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

Thank you.

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

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

Looking at the slide of where the kids are
and all of that, I came to you guys a couple weeks
ago, explained that I'm glad to see my grandson is in
that percent that's exceeding nationwide and all
that, and still can't be in the gifted program.
Still waiting on an answer, but I have worked with
the principal and she is trying to work with me on
that.

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

You can't explain those numbers. You
can't. And all that you're talking about can be
worked on, can be corrected. You have a wonderful
staff here that I know would be willing, more than
willing, to help. You know, I hope you guys are
willing to help, I mean, if that is your ultimate
goal, because if not then it's all about perception.
And people talk about perception and people don't
want to be perceived as being racist and I'm not this
and I'm not that. But your actions, your actions are
speaking very loud and clear that that may be the
case.
So we're just here today to try to say, okay, let's go back. Let's redo. Let's see what we can get the information. So you've provided those questions, so when we come back with those answers, we hope you're a little bit more wanting to help the children that are getting 2800 discipline referrals, 50 some percent not reading at grade level, and 30 some percent failing. Let's focus on that. Thank you, and have a blessed evening.

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

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

Yes, he has the Unit 4 IEP plan, but it's not working. We do need something different. I wish you all would please consider this because I love this young man and without a good education and...
learning how to read and write or any of that, it's jail or dead for him. And he's on his way to middle school. Thank you for your time.

BOARD PRESIDENT KLOEPPEL: Thank you.

Did we have Ms. Robinson? She left. James Dobbins, followed then by -- Libby here? Libby left.

MR. DOBBI NS: Members of the board, members of the community, I just want to very briefly say that I volunteer at one of your best schools in town, Barkstall. I read to second graders there.

They're outstanding kids. They're not disciplinary problems.

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

He cannot get help from the school. I don't know why. His teacher tries every week to have him receive new help. He doesn't get anything. This is a possibility that I hope will work. Thank you very much.
BOARD PRESIDENT KLOEPPEL: Up next I have Captain Mark L. Middleton, followed then by Jen White.

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

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

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

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

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

Members of the board received an e-mail about my one concern. My one concern is I grew up my whole life in integrated schools with black teachers, white teachers, non-English speaking teachers, and I benefitted from it. And my fear is that we're now
trying to recreate something that's a separate but
equal school somewhere else, and I articulated that
to the Board and that's my concern. Thank you.

BOARD PRESIDENT KLOEPPEL: Thank you,
Mr. Middleton. Following Jen White I have Heather
Hokes.

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

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

Regarding the math curriculum, page 18
states that NCA will contract with a math educational
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
4 Page 24 indicates that instructional
5 materials are reviewed carefully. Who will be
6 charged with reviewing instructional materials? What
7 educational, human development, and pedagogical
8 knowledge and expertise will these reviewers have?
9 What is the total cost of all the curriculum
10 materials, both consumable and non-consumables?
11 There seems to be a lot of things missing in this
12 area of the financial plan.
13
14 Our students deserve access to high quality
15 licensed professionals that are considered experts in
16 their fields. Here are my concerns regarding
17 staffing at the NCA. Physical activity is
18 referenced, but that is not the same as physical
19 education. Will it be taught by a licensed teacher
20 specifically for physical education? Will the
21 charter school have speech language pathologists,
22 school social workers, school psychologists?
23
24 If these personnel are to be provided by
25 Unit 4, that's as an additional financial and human
26 resources burden on the district overall, as well as
27 the individual schools and personnel who will be
assigned to provide student supports at the NCA.

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

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

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

   Here are a few of my other general concerns regarding the proposal. How will the college savings account for each student be financed and sustained? Who specifically will have access to those individual accounts? What happens to those accounts if the charter school closes? What happens to the student account if the student leaves the charter school?
A lot of significant expenses are not included in the financial plan. For example, technology for students, furniture, getting the building ready to house students. The state hasn't allocated any money for gifted and talented since around 2003. Where is this money coming from that the NCA application says exists on page 30, letter C? The lack of attention to detail and knowledge of what it takes to run a school does not make me confident.

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

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

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

On that Website and in this proposal there seems to be limited knowledge with regard to special
education. With your assessment plan, who will be conducting the evaluations, interpreting the data, determining eligibility? What happens when conducting an evaluation for behavior? Will your staff be trained in conducting functional behavior assessments? Will they understand and be able to create and implement behavior plans accordingly? Will they be trained in deescalation techniques?

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

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

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

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

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

With regard to special education services,
you described basically a 504 plan, but you called it
general education with consultation and
accommodations. Do you know the difference between
special education and a 504 plan?

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

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

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

My first three years teaching at Jefferson,
every year I sat in on at least one expulsion hearing
for one of my students. All of them were African
American male. These students are the target
students that you're going to be targeting. These are the students who are not being successful in Unit 4 and whose needs are not being met. I am highly concerned with several of the gaps in your plan for meeting the needs of these students, especially the lack of planning, for example, a social worker, a psychologist, paraprofessionals, to help with those students.

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

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

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

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

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

For the last twenty years, I opened up a barbershop and I dealt with a lot of Unit 4 kids. I got involved with Unit 4 kids. I've seen a lot of
kids go in and out of the penitentiary and,
unfortunately, through my business, the funeral home
business, seen way too many Unit 4 kids laying on an
embalming table at the funeral home. I've dealt with
the families.

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

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

You know, I was frustrated cuz I was at
home, tired from meeting after meeting, trying to
help out, volunteering, but I seen the badgering that
they were going through and I couldn't sit there any
longer. I had to come out. And I think more people
should have came out, but I think there's more people
here. But it just seemed like you guys badgered them
more.

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

If I can volunteer my time as much as I can
because I had that one teacher that told me you will
never be anything, and if I hadn't been going through
the process as what Martel explained tonight, I
probably would have been sitting in that position.
That's one of the reasons why I give as much time as I can to this community, to give back, so I can see that these other kids, black boys, don't have to go through that stuff, man. So if you can help these people out, help them out. The more the merrier.

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

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

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

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

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

BOARD PRESIDENT KLOEPPEL: Thank you, Ms. Anderson. Mr. Walker.

MR. WALKER: First I want to say thank you to Mr. Banks and School Mates and all the people
that worked for us on this proposal. You know who you are. I would like to say that we're long haul players, and so this process will continue. And I really, really want to thank the community who came out today. We don't have them all here now, but people who took time out of their lives to come down here and be supportive, and those who weren't supportive because they had a different point of view.

I really enjoyed tonight. I thought it was a very educational experience for the city of Champaign. And I think there's one thing that's very, very clear today. We have a deep, deep cultural divide. If you see the speakers who came up from the African American community, and the speakers who weren't from the African American community, what's important is very different. You know, what the focus is is very different. But I say to our critics, if you have all of the things that you say we don't have, why are the numbers the way they are? I did not hear anybody from the white community come up here and say those numbers are awful and we need the immediate urgency of now. I heard what we didn't have, what was missing, which all of you have the
professional expertise to sit down and collaborate
with us on.

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

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

BOARD PRESIDENT KLOEPPEL: Thank you,
SCHOOL BOARD MEETING

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

BOARD MEMBER SHANNON: I am not sure, I kind of lost track of where we were in all those questions. I just want to make sure that we ask, can we have the purchase agreement for the property?

MR. WALKER: In accordance with, as you provided us, we have a list of questions.

BOARD MEMBER SHANNON: Okay. I wasn't sure whether that question was on there. That's why I was asking.

MR. WALKER: It is on there. I can forward you that e-mail, but I have to go through the committee and the process.

BOARD MEMBER SHANNON: Yep. All right. Thank you.

BOARD PRESIDENT KLOEPPEL: So kind of along those lines, so we are allowing for a process to answer those questions. We are under the time constraints of a thirty day period of time to approve, after this hearing, we have thirty days to
do that. So what board leadership has discussed is
that by the end of the week, because if we're going
to do this by the --

MR. WALKER: Can you forward us a --

BOARD PRESIDENT KLOEPPEL: Yes. We'll compile that and we'll get those questions to you so you can respond back to those, and then we'll be able to take that and add it to our decision-making process and we'll go from there. So we haven't -- so Friday at noon, that gives us an opportunity to send that out, have staff -- because staff is then going to have to take that and develop that.

MR. WALKER: I got it. Friday at noon.

BOARD PRESIDENT KLOEPPEL: Friday at noon. And then we'll, depending on that information given, we'll from there set a hearing and we'll follow the hearing closing process and everything on that.

MR. WALKER: Do the hearing again?

BOARD PRESIDENT KLOEPPEL: No, no, not a hearing. I apologize. We'll make it known when we're reporting our decision. So at this time I would entertain a motion to close the hearing.
SCHOOL BOARD MEETING

BOARD MEMBER SHANNON: So moved.

BOARD MEMBER ARMSTRONG: Second.

BOARD PRESIDENT KLOEPPEL: Any questions? Tammy, please call roll.

(Board voted unanimously.)

BOARD PRESIDENT KLOEPPEL: The time is 9:43, and the public hearing for the NCA Champaign charter school is closed.

(Proceedings adjourned.)
STATE OF ILLINOIS 

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I, Janet E. Frederick, a Certified
Shorthand Reporter, in and for the County of
Champaign, State of Illinois, do hereby certify that
the foregoing above-captioned matter, taken on April
9, 2018, is a record of the proceedings taken down in
stenograph notes and afterwards reduced to
typewriting under my instruction.

I do hereby certify that I am a
disinterested person in this cause of action; that I
am not a relative of any party or any attorney of
record in this cause, or an attorney for any party
herein, or otherwise interested in the event of this
action, and am not in the employ of the attorneys for
either party.

IN WITNESS WHEREOF, I have hereunto set my
hand this 17th day of April 2018.

______________________________
JANET E. FREDERICK, CSR
IN RE: NORTH CHAMPAIGN ACADEMY

April 09, 2018

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Area Wide Reporting and Video Conferencing

April 09, 2018

IN RE: NORTH CHAMPAIGN ACADEMY

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(13) knew - look

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SCHOOL BOARD MEETING  
April 09, 2018

(16) notifying - participate
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(20) reserves - Sean
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(25) variabilities - years

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