

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
January 12, 2009 Within the Boundaries of Said District

Regular Meeting

Board President Dave Tomlinson called the Regular Meeting of the Board to order at 7:00 p.m.

Board Members Present

Nathaniel Banks, Arlene Blank, Kristine Chalifoux, Sue Grey, Scott MacAdam, Greg Novak, Dave Tomlinson

Staff Members Present

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

Guests

Representatives from CFT, and local media and other interested persons

Approval of Agenda

Sue Grey moved, with a second by Greg Novak, to approve the amended agenda. The motion carried on voice vote. 2009/2010 & 2010/2011 Proposed Calendars – presented as a Report item; Human Resource Changes – Staffing Allocations – to be discussed in Open Session.

PTA Council

PTA Council President Nancy Hoetker thanked Director Suzanne Gibbons for speaking at their January meeting. Ms. Gibbons shared information regarding the Special Education program.

Reports/Discussion

Academic Spotlight – Robeson Elementary

Principal Heather Livengood provided a report related to Robeson meeting AYP with the 2008 ISAT results and their continued progress. After reviewing the 2007 ISAT results, Robeson focused on the development of strategic interventions as it relates to reading and math instruction during the 2007-2008 school year. They saw a need for intense targeted interventions in both reading and math. This was addressed through their enrichment staff and extended learning program. The results were commendable. All of their subgroups met AYP with the 2008 ISAT results. However, there was still a need for strategic intervention for our struggling students.

The initiative of a math and literacy coach was first introduced over the summer of 2008. The focus of coaches would be to target students who are not making benchmark and to support teacher instruction in the classroom. With the collaboration of Dr. Stanhope, District leaders, and the Robeson staff, Robeson was able to develop programs to support their current curriculum and enhance instructional practices.

Pamela Chambers, math coach, and Karen Cadwallader, literacy coach, collaborate with classroom teachers and administration to supply a rich learning environment for all of their

students. Although the targeted groups are with students who are struggling, their instructional practices and expertise are being seen throughout the building. Through collaboration, the math and literacy coach and general education teachers are able to look at data and make instructional decisions and implement innovative interventions. The addition of the math and the literacy coach has given teachers instructional support and encouragement. In addition, Robeson has seen unbelievable gains in their students' performance and their instructional practices.

Consent Decree Update – Minority Enrollment (Honors Level)

Executive Director Dedrick Martin provided a brief update related to minority enrollment in honors level courses. The purpose of the District's Education Equity Improvement Plan is to set forth a comprehensive framework for improving the District's educational programs and opportunities in order to "close the achievement gap" between African American and non-African American students. One of the stated objectives of this plan is to eliminate, to the greatest extent practicable, unwarranted disparities in the enrollment of minority students in honors level courses. In an effort to reduce these unwarranted disparities, the District has actively sought out strategies to increase the number of minorities in honors level courses and provide support to minority students who are in honors level courses.

The first Consent Decree goal under Student Performance is to "seek to eliminate unwarranted disparities in the enrollment of minority students in honors level courses." The District has aggressively worked towards this goal. These aggressive efforts include eliminating Level 1 courses, implementing pre-AP (Advanced Placement) strategies into classroom instruction for all students at the middle school level, use of multiple data sources to identify promising students, creation of four-year plans for all students entering high school, and the implementation of AVID for students at the secondary level. As a result, the enrollment of African American students in honors level courses has increased considerably over the past four years (304 in SY06 vs. 382 in SY09). Additionally, the grade rate disparity for African American students in honors level courses has declined during this same period. During the first quarter of SY09, AVID and Advanced Placement grade rate distribution are within racial fairness guidelines. The Honors grade rate for A's, B's & C's are within racial fairness guidelines also.

The District has implemented a number of support mechanisms such as the Honors Support Team at each high school. All African American students are provided multiple opportunities to receive tutorial support at no cost. Classroom teachers are used as tutors in core curricular areas before and after school. AVID tutors are used during lunch/study sessions and after-school tutoring along with the support of AVID tutors built into the school day. Counselors meet regularly with students on the C-D-F list to identify potential struggles and solutions for students. The District's Honors Task Force meets regularly to discuss critical issues affecting academic achievement for African American students and to provide suggestions to the principals for corrective action. This careful monitoring of African American honors students will result in strategic interventions being provided in a timely manner with documentation resulting in increased accountability. In addition, both high schools have clearly defined procedures in place for monitoring the weekly C-D-F list that should result in improved grade performance for all African American students.

The District budgeted \$20,000 for each high school and \$9,000 for each middle school to support Extended Learning Programs (tutorial supports) for a total of \$67,000. Additionally, \$43,735 was budgeted for AVID tutorial support at both high schools and the three middle schools.

Minority student enrollment in honors level courses is monitored each year and documented in the quarterly reports. As indicated in the background information, the number and percentage of African American students enrolled in honors level courses has increased considerably over the past several years.

Program Evaluation S.T.E.P. – PreK-12 Health Education

Executive Director Dedrick Martin provided a brief report regarding the program evaluation of the PreK-12 health education. The goal of PreK-12 health education is to first teach approximately one 30-minute class period per week at the elementary level. The amount of time devoted to health instruction varies greatly from teacher to teacher and building to building. Specifically for the elementary schools, Health is taught by the classroom teachers in ten of the elementary schools, and by the physical education teachers in one elementary school. Health skills are addressed in the three major areas of: 1) safety, 2) emotional and social growth, and 3) personal health and hygiene. Health instructional timelines were completed for the K-5 health curriculum in 2003 and made available to teachers. Kindergarten through fifth grade uses the Risk Watch program for health education in the area of safety. There are ten safety units in the Risk Watch program. In 2007, each grade level K-5 was assigned 3-4 safety units to teach during the school year. Local experts (police, fire, and medical personnel, etc.) are available for classroom safety presentations and assemblies. Each elementary building was provided a “Risky Business Kit” for each unit to support instruction of the Risk Watch program. Kindergarten through fifth grade uses a textbook series for health instruction in the areas of emotional/social growth and personal health/hygiene. Grades K-2 use a “big book” text for classroom instruction, and grades 3-5 use student textbooks.

Middle Schools health education is taught for one quarter of the school year at each grade level. Health is taught by a highly qualified health/physical education teacher, as determined by the Illinois State Board of Education, and is part of the physical education schedule. In regard to curriculum, a classroom set of health books is available for each health class, and accompanies the current curriculum for grades 6-8. Additional resources for health instruction are listed on the curriculum timeline, with many of these items available on the internet.

Within the Champaign High Schools, health is taught by a highly qualified health/physical education teacher, as determined by the Illinois State Board of Education, and is part of the physical education schedule. One semester of health education and a classroom safety (10th-12th grade only) component is required for graduation. In terms of curriculum, a classroom set of health textbooks is available for each health class. There is variation in health education instruction from teacher to teacher and building to building. Health curriculum topics at the high school level include: wellness, mental and social health, violence, reproduction/pregnancy, nutrition, fitness, body systems, disease prevention, alcohol, tobacco and drugs.

Within the elementary (K –5th) level of Unit 4 Schools, the Risk Watch Program - When the Risk Watch Program was adopted as the safety component of the elementary curriculum in 2003, a workshop was held at the Carle Hospital Forum for K-5 teachers during an Institute Day at the beginning of the year. For the last five years, new elementary classroom teachers have been provided information on the Risk Watch Program during New Teacher Orientation. For the last two years, new elementary classroom teachers have been provided information on the elementary health curriculum during New Teacher Orientation. The middle schools (6th – 8th)

and high schools (9th-12th) has both not been provided with any staff development provided specifically for health education.

All Health Education components are supported through district funding.

The Steering Committee's response recommended that both programs continue with identified modifications and return at the conclusion of SY2008-2009 for final evaluation.

Green Schools

Board Member Kristine Chalifoux provided the following presentation regarding making Champaign Unit 4 facilities energy efficient. The District and the citizens of the Champaign Unit 4 School District completed a new long-range plan with significant community input. One of the goals in the plan was to look at the District's facilities, how energy is used, and how to incorporate sustainability into Unit 4's infrastructure.

In November, the District put forth a referendum to the community for a 1% sales tax that would benefit Unit 4 schools. That income was pledged to work on Unit 4 schools to make them better learning environments for the children, both physically and sustainably. The District pledged to provide the best facilities possible for all students. That tax did not pass, but by the breakdown in the votes, it is clear that the community supports the District's efforts to have better buildings. Board Member Chalifoux believes that providing cost effective, healthy environments for the students is still possible even while waiting for this funding.

While waiting to approach the community again in April, there is still so much that can be done at little to no cost to the District. Board Member Chalifoux proposed working with the schools and other buildings and challenging each to reduce energy use intensity (a benchmark that shows how much energy a building used based on its square footage). She proposed challenging each building to reduce its use by 10% over the next year. Possibly, as an incentive, allow each school that meets this challenge to display a "green school symbol."

Some of the strategies she proposed asking the buildings to do are:

- Set all computers to sleep after no use. (1-2%) Plug loads can be as much as 20% of power loads! If a computer in the classroom that does not "turn off" after 15 minutes of no use, and one does not know how to change the settings – call IT, and ask them come out and make the changes. Explain to the students that leaving computers on is like leaving two 100-Watt light bulbs burning. Or, about \$.50 a day. Now multiply that times all of your computers!
- Set all monitors to sleep after no use. (2-3%)
- Double check all computers and monitors are off over weekends and vacations. (3%)
- Turn off other equipment (copies, printers, etc) when not in use (1-2%). Printers consume about 500W (or 5-100W light bulbs) or more per hour. Sleep mode takes them down to about 30-100W. Commercial copiers use as much as 1,500W when on. Each school should know what these loads on and what equipment can just sleep and what needs to actually be turned off.
- Turn off lights when not in use. One room uses about 2,000-3,000Watts per hour. Or about 25 100W light bulbs when on. Imagine how much heat is generated on a hot day, just from the lights!
- Open blinds during the day when there is no direct sun (turn off lights)

- Close blinds at night or when there is direct sun
- Cleanout/turn off refrigerators/large appliances during breaks (2 weeks or more).
- Close doors during heating season to keep warm air from rising up through the building. Thereby overheating the upper floor and cooling the lower floor. If you are still too warm or cold, call maintenance (again, we have to make sure maintenance will be able to address this).
- Establish a recognition program in the schools.

But there are also low-cost strategies that the District can achieve. It was noted that the administration needs to act to save money as well as ask the teachers and staff to do their part. For this, she proposed hiring one electrician to systematically go through the buildings and make changes. Some of these strategies follow. She also listed the rough costs (without cost of labor), possible available rebates (available again in June), and the rate of return to implementing this strategy. There are not many places we can put money right now that has such a high rate of return!

- Change out exit lights to LED – change from incandescent at >28W to LED at <2 W.

Cost	Savings	Labor	Rebates	IRR
\$20-30	\$22/year	\$40	\$22	51%

- Install vending Energy Management systems on all vending machines. Rebates are available for \$100 per beverage machine and \$30 per snack machine (which cost \$79 each), but the District might not be eligible because they pay for themselves within a year, even without the rebate.

Cost	Savings	Labor	Rebates	IRR
\$179	\$220/year	\$30	\$100	105%

- Change out T12 to T8 and replace ballast. Costs about \$60 per 2-lamp fixture and saves about \$40/year.

Cost	Savings	Labor	Rebates	IRR
\$60	\$40/year	\$30	\$14	54%

- Replace metal halides in gyms to high-bay fluorescents. For this the District might have to hire a contractor, but just look at Garden Hills for a positive result! Plus, they can be turned off and on as needed, rather than left on all day.

Cost	Savings	Labor	Rebates	IRR
\$200	\$42/year	\$80	\$47	16%

- Occupancy sensors in offices, classrooms, toilet rooms, janitor and maintenance rooms, etc. Numbers below are for a classroom with turning off the lights for just one hour each day.

Cost	Savings	Labor	Rebates	IRR
\$50	\$65/year	\$10	\$25-50 each	108%

- Replace shower heads to low-flow and install aerators on faucets to cut our hot water bills.

These numbers are based on wage of \$60/hour, a discount rate of 10%, a study period of 10 years, and utility costs of \$0.10 per kWh

She recommended hiring one electrician who is capable of doing most of the change outs. This person should also be able to use basic energy calculation programs to determine lighting levels

in each room to ensure that all rooms are lit to correct lighting levels and not over lit. This person would also be able to fill out rebate forms from Ameren. It would also be beneficial for the electrician to use students from the Vocational program to assist and to learn how to do those types of retrofits.

Financial costs would include salary and benefits for one electrician and possibly pay for an intern or student. There would also be an up front cost for equipment (retrofit kits for exit signs and light fixtures and Vending Misers).

Chief Financial Officer Gene Logas thanked Board Member Kristine Chalifoux on behalf of the Administration for the information she provided regarding greater energy efficiency. He shared the following projects that have been accomplished by the District:

- Unit 4 has been part of an Energy Consortium.
- Unit 4 has installed an Energy Management System in all buildings that: monitors the temperature in each building & remotely switches to the night set-back temperature of 55 degrees versus 70 degrees; controls all exhaust fans that previously ran 24/7 (exhaust fans are now on a time clock and are utilized only when the building is occupied); and has an alarm feature that notifies the Maintenance & Operations Department via pager when a problem occurs (feature ensures that the buildings are not shut down as a result of a mechanical emergency).
- Maintenance Department is looking into the cost of replacing all lights at Bottenfield with high efficiency light fixtures. John Ayers anticipates continued replacement throughout the District as time permits. Maintenance staff is also looking at replacing incandescent light bulbs with Energy Star fluorescent light bulbs.
- Maintenance staff is currently looking into pricing high efficient boilers at Bottenfield to replace less efficient one.
- Roger Grinnip and the IT staff have been very active in both reducing energy costs and pursuing E-Rate funding for technology purposes. The IT Department has replaced 350 CRTs with flat panel screens (flat panels use less energy and produce much less heat). The IT Department has also replaced 63 switches and 32 servers throughout the District with energy savings equipment.
- Many of the IT improvements, as well as the acquisition of 600 new computers, have been funded through aggressive attempts at obtaining E-Rate funding. In the three years that Mr. Grinnip has been with the District, Unit 4 has received nearly \$700,000 in E-Rate funding and cost offsets.
- District has replaced all high end copiers in all buildings with new equipment that feature auto shut-offs at no additional cost.

The Administration will create a committee comprised of Gene Logas, John Ayers, Roger Grinnip, Joe Davis, Kristine Chalifoux and perhaps Dave Tomlinson, to review and refine the suggestions that were presented. The committee's goal will be to move forward with implementation of these suggestions as soon as possible. One area that the District would like to discuss further with the two members of the Board of Education revolves around Kristine Chalifoux's idea to add an electrician. It might be more cost effective to add two new employees to the Maintenance Department. Those two new employees would work with, as an example, Bob Brown and Leo Campos. This would allow the two new employees to be trained by two talented existing staff members who would then be freed up to accomplish many of the items on

the list provided by Kristine Chalifoux. The two new employees would gain experience and knowledge of the District in time to replace some of the more veteran employees the District will be losing to retirement over the next several years.

Superintendent Culver thanked Board Member Chalifoux for the thorough and comprehensive report she provided.

2009/2010 & 2010/2011 Proposed Calendars

Director George Stanhope presented the recommendations from the committee on the proposed calendars for the 2009/2010 and 2010/2011 school years. A committee comprised of parents, teachers, support staff, principals, Board members and District administrators met during the first semester of the current school year to develop the proposed 2009-10 and 2010-11 calendars for both the Regular and Balanced calendar schools. The committee discussed calendar development parameters established by the Illinois State Board of Education and District-specific considerations in the process of preparing the proposed calendars. Such considerations included:

- Attention to factors (e.g., continuity of instructional time, state testing, etc.) to promote a positive learning environment for students and work environment for staff;
- Holding semester exams and the end of 1st semester before winter break;
- Sensitivity to the placement of the Fall and Spring Holidays respective to families traveling over designated holiday breaks and other variables;
- Alignment with the University of Illinois spring break;
- Adherence to teacher contract language relative to the design of the school calendars;
- Alignment of the Regular and Balanced calendars to allow all District staff to be trained together on designated Institute days or District school improvement days;
- Alignment of the end of the 2nd quarter (end of 1st semester) 3rd quarter, and 4th quarters (end of school year) between the Regular and Balanced calendars;
- President's Day, the third Monday of February, will be observed as a school holiday instead of February 12, President Lincoln's birthday.

The District calendar development process serves to maximize the incorporation of the above considerations into a well-designed calendar to meet the multiple needs of the many stakeholders served by Champaign Unit 4.

There are no foreseen ADA implications in the development of these calendar proposals that could impact District funding by the State of Illinois.

Human Resource Changes – Staffing Allocations

Board Member Greg Novak expressed his concerns regarding the addition of two administrative assistant positions. The topic was moved to Closed Session because the discussion is about personnel (two particular employees).

Action Agenda

Sue Grey moved, with a second by Scott MacAdam, to approve Procedure 620R as presented. The motion carried on roll call. Ayes 7. Nays 0.

Proposed Board of Education Policies/Procedures - Procedure 620R – District Approved Reading Titles Process

Director Judy Wiegand presented the proposed procedure 620R which represents the District's continued effort to update the Policy and Procedures Manual. The proposed procedure indicates written guidelines for the selection of reading titles in grades 6-12.

Resolution – Preparation of Tentative FY09/10 Budget (Exhibit “A”)

Sue Grey moved, with a second by Greg Novak, to adopt the “Resolution Designating Person Responsible for Preparation of the Tentative Budget,” which designates the Chief Financial Officer as the person responsible for preparing the budget. The motion carried on roll call. Ayes 7. Nays 0.

Board President Tomlinson read the resolution into the minutes.

The Board of Education must, by resolution, designate a person or persons to prepare a tentative budget for fiscal year 2009/2010. The appropriate resolution was prepared. It is the District's intent to provide the first estimate of new revenues and expenses to the Board in March and to submit the tentative budget to the Board in August.

Consent Agenda

Greg Novak moved, with a second by Scott MacAdam, to approve the Consent Agenda. The motion carried on roll call. Ayes 7. Nays 0.

The Board of Education approved the following Consent Agenda items:

Board Minutes

The Board of Education approved the November 19, 2008 and December 8, 2008 Board meeting minutes as presented.

Bills & Treasurer's Report (Exhibit “B”)

The Board of Education approved the Bills and Treasurer's Report as presented.

Executive Session

Sue Grey moved, with a second by Arlene Blank, to adjourn into *Closed Session* in accordance with the Illinois Open Meetings Act (5 ILCS 120/2c) to consider Personnel related to employee appointments, employments, compensation, dismissals, complaints, staffing allocations 120/2(c)(1); Student Discipline 120/2(c)(9); and Pending Litigation in Johnson, et al. v. Board of Education of Champaign Community Unit School District #4, Case No. 00-1349 (U.S.D.C. Central District of Illinois) 120/2(c)(11). The motion carried on roll call. Ayes 7. Nays 0.

The Board convened into *Closed Session* at 8:55 p.m.

The Board convened into *Open Session* at 9:47 p.m.

Open Session

Student Discipline

Greg Novak moved, with a second by Scott MacAdam, to expel student #6504511 from Centennial High School for the remainder of the 08/09 school year and reassigned to READY for violating Conduct Code #23 (Theft – Repeated/Severe) of the Champaign Unit #4 Student Code of Conduct. The student may return to the regularly assigned school following the

expulsion period provided the student has completed the requirements of the alternative school. The motion carried on roll call. Ayes 6. Nays 0. Abstained 1. Board President Dave Tomlinson abstained.

Greg Novak moved, with a second by Arlene Blank, to not expel student #550105 from Jefferson Middle School for the remainder of the 08/09 school year and reassigned to Franklin or Edison Middle School for violating Conduct Code #35 (Weapon-Related Activities – Guns & Explosives) of the Champaign Unit #4 Student Code of Conduct. The student may return to the regularly assigned school following the expulsion period provided the student has completed the requirements of the alternative school. The motion carried on roll call. Ayes 7. Nays 0.

The Board convened into *Closed Session* at 9:48 p.m.

Board President Dave Tomlinson left the meeting at 10:47 p.m.

The Board convened into *Open Session* at 11:05 p.m.

Open Session

District Service Personnel Appointment – Grant Writer (Exhibit “C”)

Sue Grey moved, with a second by Scott MacAdam, to appoint Susan Schumacher for the position of Grant Writer. The effective date of the appointment is January 5, 2009. The contract year is August 1 to June 15. The motion carried on roll call. Ayes 6. Nays 0.

Human Resource Changes (Exhibit “D”)

Greg Novak moved, with a second by Nathaniel Banks, to approve the Human Resource Changes as presented. The motion carried on roll call. Ayes 6. Nays 0.

Human Resource Changes – Staffing Allocations

Staffing allocations will be submitted for approval at the January 26, 2009 special Board meeting.

Adjournment

There being no further business, Greg Novak moved, with a second by Sue Grey, to adjourn the meeting at 11:05 p.m. The motion carried on voice vote.

Board Approved: February 9, 2009