Regular Meeting

Board President Amy Armstrong 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 Shannon, Elizabeth Sotiropoulos, Heather Vazquez

Staff Members Present
Superintendent Susan Zola, Deputy Superintendent Laura Taylor, Assistant Superintendent Angela Ward, Executive Director of Human Resources Ken Kleber, Executive Director of Operations Paul Douglas

Approval of Agenda
Member Kloeppel moved, with a second by Member Shannon to approve the agenda as amended. The motion carried on voice vote. Ayes 7. Nays 0.

Executive Session
Member Kloeppel moved, with a second by Member Brown, to adjourn into Closed Session in accordance with the Illinois Open Meetings Act (5 ILCS 120/2c) to consider Personnel 120/2(c)(1), Negotiations 120/2(c)(2) and Student Discipline 120/2(c)(9). The motion carried on roll call. Ayes 7. Nays 0.

The Board convened into Closed Session at 5:31 p.m.

Open Session
The Board convened into Open Session at 6:00 p.m.

Guests
Representatives from CFT, local media and other interested persons

Public Comments
There were no comments from the public.

Reports: New Business
Gifted Task Force: Jonnell Baskett
A task force was formed in the spring of 2017 to examine the Unit 4 elementary gifted program. The task force consisted of teachers, administrators, Unit 4 families, and community members. The task force focused on three specific aspects of the gifted program:

- The identification process
- Models of gifted services delivery
- Strategies to ensure equity in the gifted program

The committee met six times over a three year period where they reviewed and made recommendations towards a more equitable identification process, investigated research-based approaches to the delivery of gifted services, and discovered the need for professional development in the area of gifted education in Unit 4. Overall, the task force found equity to be a need in the Unit 4 gifted program and developed a list of recommendations with identified tasks and a three year implementation timeline.
Professional development is needed to support teachers and administrators in meeting the needs of gifted learners so that these students may continue to grow and flourish. This may include strategies for meeting gifted and all students’ needs through differentiated instruction, providing highly engaging classroom experiences, and understanding the characteristics of gifted students from marginalized populations.

To stay abreast of current research and best practices, it was recommended to have school and district staff participate in both outside provider professional development (conferences and trainings) as well as provide and attend in-house professional development opportunities. Stipends for staff trainings and conference costs are potential financial needs, although current budgeting does allow for some of these needs on a constricted basis.

Gifted identification population trend data will be gathered and analyzed beginning with the 2017-2018 school year and continuing through the 2021 school year. This data will be used to assess and evaluate the effectiveness of the changes in the identification process.

Staff PD will also be assessed and evaluated through the use of pre and post testing of teachers on the PD content as well as the delivery through the use of PD evaluation forms.

This was an informational item and no action was required by the Board.

2019-20 Superintendent’s Goals: Dr. Susan Zola
As part of our continuous improvement efforts, Administration would like to have input from the Board regarding Goal #2: The Superintendent will champion and institutionalize the District’s commitment to high academic achievement by providing meaningful support and effective accountability of school performance. This includes fostering a culture of high expectations for all students, focusing efforts to close the achievement gap, and supporting efforts to address disparities in student discipline.

Administration provided an update on MAP data for 2nd – 8th grades in reading and math. They also provided an update on students accessing AP classes and their success.

This was an informational item and no action was required by the Board.

Action Agenda: New Business
Design Development and Estimate Approval – Edison Middle School: Elizabeth Stegmaier
Member Sotiropoulos moved, with a second by Member Shannon for approval of the Design Development and Estimate Approval – Edison Middle School. 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 June 10, 2019, the Board approved the Schematic Design phase of design and accompanying estimate for the Edison Middle School project.

Administration requested Board approval of the Design Development documents and estimate so that the team can move into the Construction Documents phase of the design work. Faculty, staff, and administrative personnel have reviewed and approved the design to date.

Administration recommended approval of the current design and estimate of design development for the Edison Middle School project.
Education Equity Excellence (EEE) Committee: Angela Ward

Member Shannon moved, with a second by Member Sotiropoulos for approval of the new Education Equity Excellence (EEE) Committee members. The motion carried on roll call. Ayes 7. Nays 0.

In accordance with the terms of the Consent Decree Settlement Agreement between the Champaign CUSD #4 Board of Education and the Plaintiffs, the District is required to create an Education Equity Excellence Committee. The agreement language specifically states:

\textit{The Board shall adopt and implement an equity policy establishing an Education Equity Excellence Committee (EEC). The EEC shall be comprised of District staff and a diverse cross-section of the community and facilitated by a third party familiar with community and District issues for at least one year. The purpose of EEC is to review and discuss the following equity areas, including data disaggregated by race/ethnicity and SES: academic progress of regular education, special education, gifted, AP/Honors, Academic Academy, and alternative students; attendance rates; discipline rates and graduation rates. The EEC shall establish task forces on the equity areas as deemed necessary. The Superintendent shall provide a public report each semester on these equity areas to the EEC.}

As outlined in the Administrative Regulations created to address the formation of the EEE Committee, membership shall be as follows:

\textbf{Composition}

The Committee shall be comprised of District representatives, Union representatives and a diverse cross-section of the community that reflects the District’s student enrollment. Membership shall include:

- One member of the Board of Education and an alternate
- The Superintendent and two other central office administrators
- One principal and an alternate
- A CFT representative with an alternate named by CFT
- At least 5 (no more than 10) members of the community
- The NAACP President or designee

Community members may include parents or guardians of current District students, representatives of community organizations that address equity or education issues, or individuals who will assist the District in achieving the committee’s purposes. Members must have their primary residence within the School District.

Community members who are interested in serving on the committee should apply to be appointed a member of the committee. An application form will need to be submitted, and the forms are available from the Superintendent’s office. Applications shall be made in writing, addressed to the Superintendent and shall state the name of the applicant, any professional affiliations the applicant may have and a description as to why the applicant wishes to be a member of the Committee, including any expertise the applicant may bring to the Committee. The Superintendent shall make a recommendation to the Board of Education regarding Committee membership. Committee members shall serve two-year terms and may serve consecutive terms. No Committee member, except the Superintendent and Central Office Administrators, shall serve more than six consecutive years on the committee. To allow for staggered terms, approximately half of the initial members shall be appointed for three-year
terms, as designated by the Superintendent. The Board of Education shall vote to determine final Committee membership.

Timelines for the applications were implemented to ensure uniformity of the EEE Committee selection process. Applications for committee membership were accepted from July 31, 2019 to August 31, 2019. On September 9, 2019, the Board of Education recommended the following candidates for approval to serve a two-year or a three-year term as members of the EEE Committee:

- Bud Windelman (two-year)
- Rochelle Harden (two-year)
- Stan Yanchus (two-year)
- David Northern Sr. (two-year)
- Alissa Irvin (three-year)
- Grace Kang (three-year)
- Nadia Berger (three-year)
- Melissa Hines-Shungu (three-year)

Administration recommended that the candidates listed above be accepted as Community Members of the EEE Committee.

**Student Discipline – Student #214590**

Member Kloeppel moved, with a second by Member Shannon that student #214590 shall be provided an alternative placement for the remainder of the 2019-20 school year for violating Conduct Codes #7 Disruptive Behavior, #18 Physical Confrontation with Staff, and #19 Physical Confrontation with Student of the Unit #4 Student Code of Conduct. So long as the student meets the attendance and behavioral requirements of the student’s alternative placement during the expulsion period, the Board shall hold its discipline determination in abeyance. If the student does not accept the alternative placement or meet the attendance and behavioral requirements of the offered alternative placement, then the decision of the Board of Education is to expel the student for the duration/remainder of the duration stated above. The duration of the alternative placement/expulsion is based on: the egregiousness of the violation of Conduct Codes listed above and the significant detrimental impact of the student’s conduct on the learning environment. The removal of the student from the learning environment is in the best interest of the District because the student’s continuing presence would constitute a safety risk and/or disruption. The motion carried on roll call. Ayes 7. Nays 0.

**Settlement Agreement & Release – Tom Lockman: Dr. Susan Zola**

Member Kloeppel moved, with a second by Member Shannon to approve the Settlement Agreement & Release – Tom Lockman as presented. The motion carried on roll call. Ayes 7. Nays 0.

The Settlement Agreement & Release – Tom Lockman was approved as presented.

**Consent Agenda: New Business**

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

The following Consent Agenda items were approved:
Resolution Authorizing Disposal of District Personal Property:  Paul Douglas
The Illinois School Code requires Board of Education approval of the disposition of District property. The District has identified such personal property which is no longer needed for District purposes. A Board Resolution is required in order to dispose of this surplus property.

Administration recommended that the Board of Education approve the disposal of personal property identified in the resolution.

Human Resource Changes:  Ken Kleber
The Human Resource Changes were approved as presented.

Minutes of September 9, 2019 and September 23, 2019
The Minutes were approved as presented.

Bills and Treasurer’s Report – September:  Michele Johnson
The Bills and Treasurer’s Report – September was approved as presented.

Approval of Services Agreement – University of Illinois; Center for Education in Small Urban Communities – Franklin STEAM Academy:  Peter Foertsch
As part of the efforts to best support the Magnet programming at Franklin STEAM Academy the District is engaging in professional consultants with proven experience in the work. Consistent with this effort, the District intends to engage University of Illinois; Center for Education in Small Urban Communities under the attached Service Agreement. The costs associated with the services provided under this Agreement will be paid from the Magnet Grant.

Administration recommended that the Board of Education approves the Service Agreement with University of Illinois; Center for Education in Small Urban Communities.

Approval of Services Agreement – University of Illinois; Center for Education in Small Urban Communities – Garden Hills:  Peter Foertsch
As part of the efforts to best support the Magnet programming at Garden Hills the District is engaging in professional consultants with proven experience in the work. Consistent with this effort, the District intends to engage University of Illinois; Center for Education in Small Urban Communities under the attached Service Agreement. The costs associated with the services provided under this Agreement will be paid from the Magnet Grant.

Administration recommended that the Board of Education approves the Service Agreement with University of Illinois; Center for Education in Small Urban Communities.

Approval of Professional Services Agreement – Northern Illinois University STEAM – Center for P-20 Engagement:  Peter Foertsch
As part of the efforts to best support the Magnet programming at Franklin STEAM Academy, the Magnet department is engaging professional consultants with proven experience in the work. Consistent with this effort, the Magnet department intends to engage Northern Illinois University STEAM- Center for P-20 Engagement under the attached Service Agreement. The costs associated with the services provided under this Agreement will be paid from the Magnet Grant.

Administration recommended that the Board of Education approve the Service Agreement with Northern Illinois University STEAM- Center for P-20 Engagement.
Approval of Professional Services Agreement – The Board of Trustees of the University of Illinois, School of Art + Design; Jennifer Bergmark: Peter Foertsch
As part of the efforts to best support the Magnet programming at Stratton Academy of the Arts, the Magnet department is engaging professional consultants with proven experience in the work. Consistent with this effort, the Magnet department intends to engage (The Board of Trustees of the University of Illinois) School of Art + Design; Jennifer Bergmark under the attached Service Agreement.

The costs associated with the services provided under this Agreement will be paid from the Magnet Grant.

Administration recommended that the Board of Education approve the Service Agreement with (The Board of Trustees of the University of Illinois) School of Art + Design; Jennifer Bergmark.

Approval of Services Agreement – Surface 51: Peter Foertsch
As part of the efforts to best support the Magnet programming at Garden Hills, Stratton, and Franklin, the District is engaging in professional consultants with proven experience in the work. Consistent with this effort, the District intends to engage Surface 51 under a Service Agreement. The costs associated with the services provided under this Agreement will be paid from the Magnet Grant.

Administration recommended that the Board of Education approve the Service Agreement with Surface 51.

Approval of Consulting Services Agreement – UChicago STEM Education: Peter Foertsch
As part of the efforts to best support the Magnet programming at Franklin, Garden Hills, and Stratton, the District is engaging in professional consultants with proven experience in the work. Consistent with this effort, the District intends to engage UChicago STEM Education under a Consulting Services Agreement. The costs associated with the services provided under this Agreement will be paid from the Magnet Grant.

Administration recommended that the Board of Education approve the Consulting Services Agreement with UChicago STEM Education.

Approval of Firm to Provide Services for Annual Continuing Disclosure: Seth Hansen
The Securities Exchange Act of 1934 requires the District to annually file the continuing disclosure report or if a reportable event occurs. The District has used Ehlers for the past several years for these filings. Chapman and Cutler served as bond and disclosure counsel on the 2019 bond refunding and offers this service for a lower price.

The District currently pays $3,800 each year for continuing disclosure filings. Chapman and Cutler has agreed to provide these services free for the first year and $2,000 for each subsequent year.

Administration recommended approval to use Chapman and Cutler to provide services for annual continuing disclosures.

A Community Schools partnership among CUSD 4, Champaign Public Library, and Parkland College’s Project READ enables us to bring comprehensive, family-based educational services to families. The objectives of this initiative are to ensure that students succeed academically, are actively involved in learning and their community, are healthy physically, socially, and
emotionally, and that families are actively involved in their children’s education in ways that they find meaningful. From this shared mission and vision, the Parent and Family Learning Lab emerged.

The Parent and Family Learning Lab features tutors for adult learners, certified teachers for students, library services, parenting education, and parent and child together activities. These services are largely made possible through the Penny Severns Family Literacy grant that PFL received for the 2019-2020 school year. Additionally, Unit 4, along with other community partners, contribute greatly to the overall success of the PFL.

Outcomes from the Families Learning Conference include the following:

**What is the conference about?**
The Families Learning Conference is the premier event for family literacy and learning professionals to discover innovative strategies, best practices, and resources to help families succeed in accomplishing their educational and economic goals.

**Who Attends?**
The Families Learning Conference attracts educators spanning preschool to adult, literacy practitioners, administrators, policy makers, coalition staff, researchers, staff of community-based organizations, librarians, and parent leaders each year. Educational professionals who work in program administration, adult education, early childhood education, preschool education, K-12 education, libraries, museums, social services, Head Start, migrant education, community literacy, and work-focused literacy all attend the conference each year.

**What are the conference strands?**
Adult Education; Early Childhood Education; Funding and Sustainability; Library; K-12 Education; Parent Leadership; and Research and Policy.

**Link for presenters and session topics:**
https://conference.familieslearning.org/schedule/

Financial Implications:
Total cost = $1422.21
Katina Wilcher will travel to Louisville, Kentucky to attend the 2019 Families Learning Conference

Information obtained from conference attendance will inform our work, current and future, relative to meeting the diverse needs of our students, families, and community.

Administration recommended Board approval of the professional expenses for 2019 Families Learning Conference.
Adjournment
There being no further business, Member Shannon moved, with a second by Member Armstrong to adjourn the meeting at 8:20 p.m. The motion carried on voice vote. Ayes 7. Nays 0.

Board Approved: November 12, 2019