

CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT 4

Education Equity Implementation Plan: "Closing the Achievement Gap"

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PART I. INTRODUCTION

Section A. Background

Four years ago, representatives of certain African American students in Champaign Community Unit School District 4 (District) asked the U.S. Department of Education, Office of Civil Rights (OCR), to examine the District's student assignment system under Title VI of the Civil Rights Act of 1964, the Fourteenth Amendment of the U.S. Constitution and Section 1981 of the U.S. Code. Shortly thereafter, the same parties requested OCR to expand its examination to include various educational programs and outcomes, such as special education, gifted education and upper level courses, student discipline, student performance, alternative schools, and staffing. At the same time, OCR initiated its own proactive compliance review of the District's special education and gifted and upper level education programs.

As a result of the charges filed by the African-American students and the intervention of OCR, the District met with representatives of African American students and OCR during 1997 in an attempt to fashion a resolution to the student assignment and education equity issues raised by the African American students and OCR. After months of frequent and earnest deliberations by all parties, representatives for the District, African American students and OCR were able to reach a series of agreements addressing the matters raised by OCR and the African American students. The Agreements were also a recognition on the District's part of the legitimacy of the concerns raised by OCR and the African American students and the need for change in the District to address such concerns and improve educational opportunities.

The first Agreement reached by representatives of the District and African American students was the Controlled Choice Agreement, which was signed in September 1997 and established a framework for student assignment. Next, in July 1998, the parties reached an Education Equity Agreement, which addressed opportunities for and treatment of African American students in the District's educational programs. Then, in September 1998, the District and OCR reached a Resolution Agreement as to the appropriate actions to be taken by the District to further its commitment to ensure that African American students are provided equal access to high quality education and rigorous educational standards under the law. Finally, during the 1997-1998 school year, the District commissioned a comprehensive education audit in an effort to determine its responsibilities and priorities in ensuring that a quality education be made available equitably to all students. The Audit's Findings and Recommendations were delivered to and accepted by the Board of Education in the summer of 1998.

Section B. Overview of Education Equity Implementation Plan

The Controlled Choice, Education Equity and OCR Resolution Agreements all require the District to adopt an Education Equity Implementation Plan. This document sets forth the District's Education Equity Implementation Plan. The purpose of the 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 minority and non-minority students. The Plan is divided into six sections, which represent the major educational categories raised by the African American students' representatives and investigated by OCR. Within each category, the Plan identifies the overall objectives, establishes flexible goals and enumerates actions to be performed by the District.

The objectives identify the broad outcomes or results which the District is striving to achieve. The flexible goals establish standards or measurements to determine whether the District is achieving its objectives. The actions constitute the various activities which the District will undertake in order to meet the flexible goals and achieve its objectives.

With respect to the flexible goals, the Education Equity Agreement requires the Plan to "contain certain standards to determine when the District has achieved and maintained the elimination of unwarranted disparate education practices with respect to African American students." The flexible goals establish such standards. In his speech on The Purpose of Education, Dr. Martin Luther King, Jr., remarked that "Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction." The Plan's flexible goals are the parties' means of educating themselves on what works and what doesn't.

The Educational Equity Audit counsels the parties to "inspect what you expect." The flexible goals, which are both qualitative and quantitative, allow the parties to do just that. The Educational Equity Audit also requires the parties to assess the fairness of access criteria and educational outcomes. As stated in the Audit, "fairness is assessed by measuring how closely the distribution of various groups (by race/ethnicity, gender, and SES elementary, middle, and high school levels) in selected contexts approximates that of the district or school level as a whole. Access fairness is demonstrated when access is found to approximate the district or school level grouping distribution, ... [whereas] outcome fairness is demonstrated when outcomes approximate the actual access to the program." The flexible goals enable the parties to assess the access and outcome fairness of the District's educational programs. In the original Controlled Choice Agreement, the parties established "racial fairness guidelines" to ensure diversity, address educational equity, and promote school reform in the District; that is, "a maximum of plus or minus 15% of those system-wide racial compositions to accommodate schools which are overchosen by one group and underchosen by another." The racial fairness guidelines contained in this Plan reflect the guidelines identified in the Controlled Choice Agreement. However, the guidelines set forth in this Plan's flexible goals are not quotas. In his April 14, 2000 letter to the Superintendent, District consultant Dr. Robert Peterkin stated clearly that the plus or minus 15% racial fairness guidelines contained in the flexible goals do not "commit [the District] to a rigid quota," but rather "allow the [D]istrict to grow toward achievement" of the Plan's objectives by striving to meet the highest standards. Of course, the District will aspire to reach the maximum levels of equity for the plus or minus 15% goals and other standards.

In sum, the intent of the Plan's flexible goals and actions is for the District to make progress in each area each year, ultimately achieving the Plan's objectives. If the actions are not meeting the goals, and thereby the District is not achieving its objectives, the Plan contemplates that the parties will reevaluate the actions and goals and, if appropriate, modify them. This process of adaptation and compromise is precisely the approach used by the parties in the development of this Plan. The parties recognize that the Plan constitutes a dynamic, not a static, process. The Plan establishes a framework for the District, its staff and all segments of the Champaign community to work together in good faith to accomplish the Plan's objectives.

Section C. Monitoring Implementation of the Plan

The Education Equity Agreement requires the Plan to include "monitoring systems." The District's Superintendent and Assistant Superintendent for Equity and Education are primarily responsible for developing and maintaining effective monitoring systems. Monitoring implementation of the Plan begins with collecting and maintaining the "right" baseline data, proceeds to data analysis, moves to preparation and submission of a report on the data, and culminates with a discussion by PIC and the District's Board and Administration on the meaning of the data and its implications for the Plan. The

parties envision quarterly reports on selected areas and an annual report covering all areas. The parties also expect that the data to be collected and maintained will be the same type of data collected and analyzed in the Educational Equity Audit. Further, the parties have agreed that this data will be presented in the same format as the Audit. Indeed, as stated in the Audit, "[i]f a district is to enhance expectations of equitable student access and quality student outcomes, that district needs to inspect the very kinds of data that was requested in this educational equity audit." Monitoring implementation of the Plan is key to measuring the success of the Plan's flexible goals and actions and assessing achievement of the Plan's objectives.

PART II. EDUCATION EQUITY IMPLEMENTATION PLAN¹

Section A. Climate and Discipline²

Objectives

- The District's objective is to provide educational tools and alternative learning resources to eliminate to the greatest extent practicable unwarranted disparities in student discipline.
- The District's objective is to view and use student discipline as an intervention strategy only and as a means to improve student performance and academic behavior.

Flexible Goals

- The District will reduce the total number of student suspensions in the District each year by an amount consistent with District-wide and building goals through the use of the PBIS process.
- The District will dispense discipline to students in each category of discipline within racial fairness guidelines for each school level.³
- The District will dispense discipline to students such that minority and non-minority students receive comparable discipline for comparable misconduct.

¹With respect to the column designated "Timeline" in Part II of the Plan, the District will provide a complete listing of time frames for the Plan by the beginning of the 2000-2001 school year. For items listed as "complete," the District will provide documentation to PIC for review.

²The following abbreviations are used throughout this Plan to refer to the corresponding documents:

EEA = Educational Equity Audit & Recommendations	IP = Implementation Plan (this document)
EEM = Educational Equity Memorandum of Agreement	DT = District Timeline
CCM = Controlled Choice Memorandum of Agreement	OCR = Office of Civil Rights

³As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc.

Actions	Responsible Party (Consultants)	Timeline
1. Review and modify Discipline Code to ensure fair, non-discriminatory discipline system at all grade levels. OCR ¶26; DT p. 11. Also, consult with Peterkin and PBIS consultants regarding revising Code and review data by teacher and dean ⁴ statistics to reveal negative patterns.	Margie Jobe	Annually 1999-2000
2. Eliminate "subjective" categories/or suspensions since they are inconsistent with education goals, e.g., failure to follow reasonable directions, failure to serve detention, repeated tardiness, truancy, endangerment and miscellaneous. EEA p. 51, item 1; OCR pp. 19-20, items 26a, b, e-f.	Margie Jobe	
3. Train all staff on new Code and policies. OCR¶30 and 40; DT pp. 11-12	Margie Jobe	Completed
4. Adopt an incident/suspension tracking system that is integrated with the student information system. EEA p. 51, item 2, OCR pp. 22-23, items 33a-I; OCR p. 24, items 35-36; DT. p.12. Data should include teacher/school information. Information, including information regarding gender, race, and SES, if possible, should be made available to the public via FIC, e.g., school-by-school data summaries for suspension and expulsions (by beginning of next year).	Margie Jobe	Monthly suspension Report; Annual Suspension report on file and available after each Board meeting.
5. Create in-school alternative/intervention programs at the elementary, middle, and high school levels for disengaged students, including students with persistent discipline problems. These programs should focus on retention in school and involve community based strategies, e.g., community, parents/guardians, and staff should be invited to in-school training. EEA p. 53, item 7; OCR p. 25, item 39; <u>See</u> IP Drop-out/Graduation Rates.	Margie Jobe	1999-2000
6. Implement, monitor, and evaluate peer mediation programs and consider student/staff mediation as a response to student staff altercations. EEA p. 52, item 3. For example, consider and, if appropriate, create a cadre of student climate officers that will be an outgrowth of the peer mediation teams. Include parents/guardians in training sessions. EEA p.53, item 8.	Margie Jobe	1999-2000
7. Expand Aggression Replacement Training (ART) from CARE H.S. (Columbia Center) to the middle and high schools. EEA p. 52, item 5. Possibly use CARE H.S. (Columbia Center) staff to train other staff. EEA p. 52, item 5; OCR p. 26, items 42-43.	Margie Jobe	PBIS has replaced ART for 98-99 and 99-00 school year. Training such as ART will be added as needed
8. Adopt a violence prevention curriculum. EEA p. 52, item 4; OCR p. 25, item 39	Cal Lee Deloris Henry Margie Jobe	
9. Review and limit/expand the mission of the CARE schools (Columbia Center). EEA p. 53, item 6; EEM ¶5B; OCR ¶¶22 and 23. Seek outside consultant or resources with alternative education curriculum background to help develop a comprehensive curriculum at CARE (Columbia Center).	Margie Jobe	See CARE (Columbia Center) report
10. Create school safety plans in conjunction with independent consultants. EEA p. 53, item 9. Crisis teams should be diverse, e.g., involve the community members.	Mike Cain	

⁴ In accordance with state and federal law, information which individually identifies staff will not be released.

Actions	Responsible Party (Consultants)	Timeline
11. Expand the Discipline Review Committee and discipline process to include parents/guardians, advocates, community organizations that are involved with youth, counselors, and deans, e.g., invite parents/guardians to training. OCR ¶¶26 and 42; DT pp. 11-12. Include students and parents who have encountered the discipline process on committee. The list of discipline committee members will be reviewed and participation monitored by the District and PIC. The Committee should be diverse and include African American parents.	Margie Jobe	1999-2000
12. Form Discipline Oversight Task Force (a sub-committee of the Discipline Review Committee) that includes members from the community to review and monitor a representative samples of site-based disciplinary actions. ³ OCR ¶32; DT pp. 11-12.	Margie Jobe	1999-2000
13. Maintain discipline records for a minimum of 5 years. OCR ¶37; DT p. 12.	Margie Jobe Ron Hazen	
14. Train teachers, parents, and interested community members in fair discipline, classroom management techniques, and cultural sensitivity in order to reduce the number of students who may feel isolated in order to engage minority youth. OCR ¶36; DT p. 12.	Margie Jobe	
15. Review all police contact processes, e.g., reporting to police and notification to parents.	Principals Margie Jobe	

³Members of all committees referenced in this section of the Plan should be familiar with site-specific issues.

Section B. Special Education

Objectives

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education. EEM ¶¶3C and 5B.

Flexible Goals

- In accordance with federal and state law requirements, the District will refer and identify students in each special education category for each school level within racial fairness guidelines.
- Beginning the 2000-2001 academic year, the District will sample the evaluations and placements for students in identified special education categories each academic year in order to facilitate and monitor the implementation plan.

Actions	Responsible Party (Consultants)	Timeline
1. Review placements of minorities in the behavior disorder category to determine appropriate continued eligibility of minority students pursuant to the revised special education definitions. DT p. 8; OCR ¶44.	Margie Jobe	Completed
2. Screen students annually pursuant to Illinois School Code. DT p. 8; OCR ¶45.	Margie Jobe	1999-2000
3. Continue to review and "tighten" placement criteria. EEA p. 45, item 4.	Margie Jobe	Pending
4. Eliminate "informal" psychological evaluations. EEA p. 46, item 5.	Margie Jobe	Completed
5. Implement plan for all third graders to read independently at grade level. OCR ¶46a; IP Student Performance item 23	Susan Zola	1999-2000
6. Select sites for special education classes that facilitate Controlled Choice implementation. CCM ¶9ab.	Margie Jobe Mike Cain	Reviewed Annually
STAFF AND BUILDING SUPPORT TEAMS (BST'S)		
7. Ensure all teaching staff screen students annually. EEA p. 45, item 1; OCR pp. 29-30, items 45a-c.	Margie Jobe	Annually
8. Ensure racial, ethnic, and gender balance of BSTs. EEA p. 46, item 6.	Margie Jobe	Annually
9. Recruit and hire special education teachers, regular teachers, psychologists, and social workers who possess the specific knowledge to address the needs of a diverse population. EEA p. 46, item 7; EEM 5F.	Margie Jobe Joe Tomlinson All administrators and Joe will monitor hiring practices.	Annually
10. Conduct independent review of BSTs to determine effectiveness. EEA p.46, item 8; OCR pp.31-33, items 48a-d.	Margie Jobe	1999-2000

Actions	Responsible Party (Consultants)	Timeline
11. Train BST staff and other staff annually in issues relating to minority students. EEA p. 45, item 2; DT p. 9 OCR pp. 29-30, items 46a-b and 49.	Deloris Henry Margie Jobe BST staff	Annually
12. Expand and codify the roles of BSTs to include pre-placement services. EEA p. 45, item 2.	Margie Jobe	1999-2000
13. Ensure each school has systematic interventions. DT p. 8, OCR ¶46b.	Margie Jobe	1999-2000
14. Require BSTs to document all interventions and ensure regular education interventions are used. DT p. 8; OCR ¶46b.	Margie Jobe	1999-2000
15. Provide all necessary resources to BSTs. DT p. 8, OCR ¶46b.	Margie Jobe	Annually Reviewed
16. Annually monitor referral rates by regular education teachers to BST and by BST to case study evaluations, including referrals by race for each teacher and school. DT p. 9; OCR ¶48.	Margie Jobe	1999-2000
17. Evaluate effectiveness of BSTs at each school annually. DT p. 9; OCR ¶48.	Margie Jobe	
18. Require written notification to parents/guardians and their authorized representative when a child is referred to the BST and invite their participation in the BST process, and provide written notification to the parents/guardians of the results of the BST meeting.	Margie Jobe Building Principals	Procedures will be developed in 1999-2000 & implemented in 2000-2001.

Section C. Gifted Education

Objectives

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted education. EEM ¶5A.
- The District's objective is to ensure gifted program is educationally sound and non-discriminatory. OCR p. 8, ¶7; DT p. 3.

Flexible Goals

- The District will initially identify eligible students for each of the gifted programs, cluster/enrichment and self-contained classes, within racial fairness guidelines at each school level.
- The District will enroll students in gifted programs, cluster/enrichment and self-contained classes within racial fairness guidelines at each school level.

Actions	Responsible Party (Consultants)	Timeline
1. Revise definition of giftedness to align it with current methodologies. OCR ¶¶7 and 8; DT p. 3.	Mary Muller	Completed 10/30/98
2. Increase involvement of and information provided to minority parents and community. OCR ¶9; DT p. 5.	Mary Muller	1999-ongoing
3. Identify and implement other gifted models, e.g., Renzulli, which have a history of identifying and preparing minority students for gifted education. EEA p.36, item 5; OCR p. 10, item 11.	Mary Muller	1999-ongoing
4. Adopt alternative identification models for the identification of underrepresented populations. EEA p. 36, item 7; OCR p. 8, item 7 and 8; DT p. 3.	Mary Muller	Completed elementary level in Fall, 1999; pilot at middle school in 1999-2000 school year.
5. Revamp the identification process to ensure that minorities are not screened out and that all students are tested to determine giftedness. EEA p. 36, item 8; OCR pp.8-9, item 8b; DT p. 4.	Mary Muller	Completed: Fall 1999
6. Limit the number of self-contained gifted classes in the District and expand enrichment specialists to every school. EEA p. 35, item 1.	Mary Muller Mike Cain Board of Education	3 years?
7. Mandate interaction between gifted students and students enrolled in the District's mainstream curriculum. EEA p. 35, item 2.	Mary Muller	1999-ongoing
8. Create part-time enrichment programs at elementary schools: EEA p. 35, item 3. e.g., cluster groups.		

Actions	Responsible Party (Consultants)	Timeline
9. Publicize local minority mentors and minority talented students success stories, e.g., via local media, churches, and community organizations, especially WBCP, WEFT. OCR ¶40, DT p. 3.		
10. Select sites for gifted classes that facilitate Controlled Choice implementation. CCM ¶9ab.	Mary Muller Mike Cain PIC?	
11. Review selection rates and criteria by school and District annually. OCR ¶12; DT pp. 4-5. The District will take necessary steps and provide necessary support to ensure minority students identified for the gifted program remain in the gifted program year to year.		

STAFF

Actions	Responsible Party (Consultants)	Timeline
12. Hire consultants to work with all staff regarding perceptions of giftedness in order to help staff recognize the various forms of giftedness in all student populations. (Donna Ford, et. al.)		
13. Ensure central screening teams are balanced racially, ethnically, and by gender. EEA p. 36, item 9.		
14. Increase the number of African American staff teaching gifted classes. EEM ¶5F.	Mary Muller Joe Tomlinson	1999-ongoing
15. Train staff regarding new gifted selection criteria. OCR ¶11; DT p. 4.	Mary Muller	1999-ongoing

Section D. Student Performance

Objectives

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the enrollment of minority students in upper level courses. EEM §5A.
- The District's objective is to ensure that teachers receive training in, and implement, "Best Practices"⁶ in their classrooms by the start of the 2002-03 school year.
- The District's objective is to incorporate "Best Practices" strategies and curriculum into all classrooms, not just self-contained gifted classes.
- The District's objective is to ensure that curriculum and instructional methods take into account students' diverse learning styles so they feel welcome in all District schools.

Flexible Goals

- The District's third grade students will be able to read at grade level by the 2003-2004 academic year.
- The District's students will gain at least one grade level each academic year, as measured by standardized tests for math and reading.
- The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.
- The District's students enrolled in advanced core classes will be within racial fairness guidelines at each grade level in each school.⁷
- By the 2003-2004 school year, the District's course outcome and grade distribution for all students will approximate and be proportional to racial fairness guidelines.⁸
- In accordance with state and federal requirements, The District's students will have access to all programs within the District.

⁶Best Practices means innovative, interactive, research based curriculum and instructional practices.

⁷This flexible goal will be accomplished in phases, beginning with access to such courses and resulting in academic and examination success, by the 2003-2004 academic year.

⁸Baseline date will be developed to measure attainment of this flexible goal.

CURRICULUM AND INSTRUCTION

Actions	Responsible Party (Consultants)	Timeline
1. The District will provide all principals and teaching staff (through school improvement days) in-services on general Best Practices strategies.	Mike Cain Principals	
2. Hire staff developer with gifted education certification to help train regular education staff to expand their instructional programs. EEA p. 35, item 4.	Mike Cain Joe Tomlinson Mary Muller	
3. Teachers' professional development plans will include Best Practices and diversity training opportunities ⁹ .	Mike Cain Deloris Henry District Professional Development Committee	
4. The District will continue to provide on-going training and support of Best Practices and diversity training.	Mike Cain Deloris Henry	
5. District principals will monitor teachers' professional development plans to ensure that teachers are incorporating Best Practices in their classroom and addressing diversity issues.	Joe Tomlinson Principals	
6. The District will provide yearly summaries of District training opportunities related to Best Practices and diversity training, including data regarding teacher and school participation.	Joe Tomlinson Principals	
7. In order to support Best Practices and equity initiatives, building staff development (including diversity), and school improvement plans will be aligned.	Mary Muller Principals Deloris Henry	
8. Enrich and align curricula offerings from pre-K to 8 so that all students will be qualified to enroll in advanced, honors, and A.P. courses at the high school level. EEA p. 72, item 1; OCR p. 12, item 14.	Mary Muller Cal Lee Principals	
9. Conduct surveys and focus groups of students to determine what factors help retention in upper level courses, e.g. examine school climate. EEA p. 74, item 16.	Cal Lee	June 2000 & ongoing
10. Assess lower level offerings at the high schools to ensure courses are educationally justified. OCR pp. 12-13, item 15; DT p. 7.	Cal Lee High School Principals Counselors	June 2000
11. Identify criteria to upper level courses that adversely affect minority students and determine if criteria are educationally justified. OCR ¶14; DT p. 6.	Cal Lee Learning Coordinators Department Heads	June 2000

⁹ In 1999, the Illinois State Legislature adopted a provision that all certified teachers maintain a professional development plan.

Actions	Responsible Party (Consultants)	Timeline
12. Phase out all Level 1 courses. EEA p. 72, item 4; DT p. 7. The District will consult with Robert Peterkin to develop a timeline and process to eliminate Level 1 courses.	Cal Lee	June 2000
13. The District will hold ongoing meetings with African American parents and students to determine how to facilitate more minority participation in upper level courses at the middle and high school levels. OCR ¶18; DT p. 6.	Cal Lee	Annually
14. Provide notice to parents regarding right-to-choose child's course selection. OCR¶16; DT p. 7.	Cal Lee	Annually
15. Provide academic enrichment programs, including tutoring before, during, and after school to help students transition into Level II, Level III, and A.P. courses. EEA p. 72, item 4, p. 74, item 13.	Cal Lee	Pending
16. Ensure that all students enrolled in A.P. courses (and their parents) are aware of financial assistance and tutorial support, and are encouraged to take the A.P. test and/or are aware of alternatives tests. EEA p. 74, item 15.	Cal Lee High School Principals Counselors	June 2000
17. Monitor parents/students choice of courses by race and provide information to parents/students regarding options. ¶16; DT p. 7.	Cal Lee Counselors	Bi-Annually
18. Bi-annually review math and language arts instruction at elementary level and identify impediments that limit minority students education at upper levels. OCR ¶17 and ¶24b; DT p. 6.	Cal Lee Elementary Principals	Biannually
19. Monitor enrollment, achievement, and retention in upper level courses on a quarterly basis.	Cal Lee Counselors High School Principals	1999-2000/Quarterly

STAFF

Actions	Responsible Party (Consultants)	Timeline
20. Require counselors and teachers to encourage minority students, with the support of their parents, to enroll in upper level courses and discourage minority students from self-selecting non-college preparatory courses. See EEA p. 74, item 14, OCR pp. 14-15, items 19-20.	Cal Lee	
1. Provide training to staff regarding the alignment and enrichment of curriculum K-12 and multi-cultural instruction issues. OCR ¶20; DT p. 7.	Cal Lee Deloris Henry Staff Development Committee	

STUDENT ACHIEVEMENT

Actions	Responsible Party (Consultants)	Timeline
22. Employ (no more than three) research-based models to improve literacy and mathematical competency. EEA p. 72, item 3; See also IP, Special Education, item 6.	Cal Lee Susan Zola Mary Muller	1999-2000 Ongoing

Actions	Responsible Party (Consultants)	Timeline
23. Develop individual intervention plans for students who are not performing or achieving at grade level. Ensure that the level of consistency will be based on District criteria. EEA p. 73; OCR pp. 29-30, item 45; IP Special Education item 5.	Teachers Principals Mary Muller Building Support Teams	Ongoing
24. Expand academic enrichment programs and sites, including tutoring before, during, and after school, to help students meet elementary and middle school grade level standards. The district will provide financial assistance to students when necessary. EEA p. 36, item 6; OCR ¶ 9; DT p. 5.	Cal Lee/Mary Muller Principals	June 2000
25. Align enrichment/tutoring with the regular curriculum.	Cal Lee	Pending
26. Enrichment/tutoring programs should include organized recreation and meals/snacks when appropriate	Cal Lee Mary Muller	Implemented for grades K-5 Pending for grades 6-12
27. Expand Project Success type of programs or otherwise provide for the social/emotional and physical health needs of students and families, on-site and in every school. EEA p. 29, item 8.	Susan Zola Margie Jobe	
28. Create partnerships with organizations that have proven records for organizing parents and caregivers effectively. EEA p. 29, item 9; OCR p. 5, item 5.	Principals FIC Staff Deloris Henry	2000-2001
29. Incorporate parental organizing functions into the Family Information Center. EEA p. 29, item 10; OCR p. 5, item 5.	FIC Staff Principals Building Support Teams/ Deloris Henry	2000-2001 Ongoing
30. Data will be provided regarding achievement tests and discipline through FIC on a quarterly basis, e.g., via a check list request	Mary Muller Margie Jobe	Annually

STUDENT ATTENDANCE

Actions	Responsible Party (Consultants)	Timeline
31. Launch a major push, with the assistance of religious and community organizations, to promote K-12 student attendance and achievement. EEA p. 27, item 1.	Cal Lee PIC Deloris Henry	2000-2001
32. School staff should visit the homes of absent students to determine the cause of the student absences. If necessary, additional services should be provided to the student to help promote attendance. EEA p. 27, item 2.	Building principals Teachers Deloris Henry	Annually
33. The District should utilize technology to assist teachers and social workers in their efforts to contact caregivers of absent students, e.g., contact Ameritech for a donation of cellular phones. EEA pp. 27-28, item 3.	Don White	

Actions	Responsible Party (Consultants)	Timeline
34. Develop a student monitoring and tracking system that guides and supports local school effort to increase student attendance. EEA p. 28, item 4.	Don White Principals Margie Jobe	
35. Monitor and evaluate current programs designed to support student attendance and encourage continued enrollment. EEA p. 29, item 7.	Margie Jobe/Principals Ron Hazen/Don White	
36. Conduct surveys of parents/caregivers on student needs and response to current school climate. EEA p. 29, item 11; OCR pp. 4-5, item 3.	Deloris Henry Principals Teachers	June 2000
37. Provide school level incentives for faculty and staff to raise the attendance of African American students. EEA p. 29, item 5.	Mike Cain Principals	Pending
38. Include the improvement of attendance and retention rate of African American students in the evaluation process for school principals and appropriate administrators. EEA p. 29, item 6.	Mike Cain	Ongoing
39. Explore curriculum alignment with surrounding districts to provide continuity of instructional focus for more mobile students. EEA p. 30, item 14.	Cal Lee	June 2000
40. Publicize and expand tuition credit program availability with surrounding districts. This program would allow students who move between districts to continue in the original school until the end of the academic year. EEA p. 30, item 15.	Mike Cain	Ongoing
41. Eliminate truancy as a suspendable offense. EEA p. 30, item 12; OCR p. 20, item 26c.	Margie Jobe	Completed

Section E. Columbia Center and Alternative Programs

Objectives

- The District's objective is to eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students. EEM §5B.

Flexible Goals

- The District's students enrolled in alternative programs or Columbia Center's Middle and High School will be within racial fairness guidelines at the school level for each set of transfers, District referrals and self-referrals.¹⁰
- The District's students referred to private alternative day programs will be within racial fairness guidelines at each school level.

Actions	Responsible Party (Consultants)	Timeline
1. Evaluate the purpose and intent behind the development of the Columbia Center and, if continued, modify the curriculum, instruction, and requirements so that its students are able to continue on to post-secondary opportunities. See EEA p. 73, item 8.	Arlene Blank Johnnie Carey Deloris Henry Advisory Committee/	Ongoing
2. If Columbia Center is continued, evaluate whether one 6-12 model is more appropriate to the District. EEA p. 73, item 9; OCR pp. 16-17, items 22-23.	Arlene Blank Johnnie Carey Deloris Henry	2000-2001
3. If Columbia Center is continued, determine criteria for entry and re-entry back to home schools and establish transition teams that coordinate Columbia Center and home school staff. EEA p. 73, item 10.	Arlene Blank Deloris Henry Bob Shoda	1999-2000
4. If Columbia Center is continued, explore possibility of partnership with community organization or charter school status with the State. EEA p. 73, item 11.	Arlene Blank Johnnie Carey Deloris Henry	Completed, but continually seeking additional partnerships
5. Create in-school alternative programs for disaffected students including students with "discipline" programs. EEA p. 73, item 7.	Margie Jobe Mike Cain	2000-2001-Elementary

¹⁰The District's students who are enrolled in alternative programs or Columbia Center's Middle and High School for violation objective categories of the discipline code (e.g., weapons, sale or possession of drugs, violence) are not subject to racial fairness guidelines.

Actions	Responsible Party (Consultants)	Timeline
6. Contract with community based agencies and local colleges for alternative graduation and guaranteed admission programs EEA p. 74, item 12.	Arlene Blank Deloris Henry Advisory Committee	2000-2001

Section F. Hiring and Staff Placement and Retention

Objectives

- The District's objective is to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity (e.g., changing school climate and closing the achievement gap). EEM ¶5F.

Flexible Goals

- The District's diversity goal for classified staff is a minority representation at least equal to the proportion of African Americans qualified for jobs not requiring certification in the availability pool.
- The District will hire African American certified and classified staff in accordance with their availability in the Champaign labor market.
- The District will establish at least four at-large teaching positions for assignment to vacancies in schools for diversity purposes in consultation with building principals.
- The District will monitor all hires, transfers and terminations of staff and maintain, through aggressive action, diverse personnel in all schools.

Actions	Responsible Party (Consultants)	Timeline
1. Establish a "seamless" and mandatory training program covering recruiting, screening, and hiring for all administrators who have any significant authority over hiring staff. This training should focus on the importance of creating and maintaining a diverse population and training should be provided on annual basis. The diversity committee should be included in this training. EEA p. 79, item 1; OCR p. 36, item 54.	Joe Tomlinson Director of Human Resources Principals or hiring administrators	It is in place now and training for administrators takes place each April/May. Hiring administrators must train the teams before each interview.
2. Establish a balance between school-based staff selection and the District-wide goal of hiring underrepresented groups. Monitor the hiring patterns and retention rates of individual schools and intervene with individual schools and departments that demonstrate an inability to recruit and hire teachers, administrators, and staff, who are African Americans. EEA p. 80, item 2; OCR pp. 35-36, items 51 and 52. Monitoring will include exit interviews or questionnaires (conducted 3 months after departure by a neutral party) to provide feedback.	Joe Tomlinson/Annually Director of Human Resources District supervisors of building principals	Each spring after the AA/EEO Annual Audit is presented to the Board of Education in March.

Actions	Responsible Party (Consultants)	Timeline
3. Authorize recruiting teams to give on-the-spot contracts to attractive candidates, with a commitment to placement and all District vacancies not just hard to fill positions. EEA p. 80, item 2; OCR pp. 35-36, items 51 and 52.	Joe Tomlinson	Completed: Principal or hiring administrator can recommend a "contract on the spot" to the HR Director. The HR Director may issue the contract after checking the candidate's background and references.
4. Reassess the effectiveness of the affirmative action/equal employment opportunity recommendations adopted in March 1996. In particular, focus on incomplete items such as, apartment rebates, grow your own efforts, and financial assistance for non-certified staff to obtain teaching credentials. EEA p. 80, item 3; OCR p. 36, item 53. Assess site-based hiring process	Joe Tomlinson	Annually: Future Teacher Sponsors @ secondary schools are in the third year of building a program to train and send students to college in education
5. Establish grow-your-own programs and make connections with local fund providers, e.g., encourage MLK scholarship winners to return to Unit 4.	Mike Cain Joe Tomlinson Principals	Ongoing
6. Revisit, strengthen, and expand mentor-teacher program to facilitate the retention of newly recruited teachers. Also create a mentor program for new administrators. EEA p. 81, item 4; OCR p. 36, item 53.	Building principals are required to have an ongoing volunteer mentioning program in place. Mike Cain	Annually 2000-2001
7. Increase the number of African American teachers for gifted and upper level courses. (See Gifted Education section of this Implementation Plan)	Joe Tomlinson Mary Muller Building principals	Ongoing recruiting
8. Consider additional recruitment strategies, e.g., job fairs in nearby cities with large minority populations, one time signing bonuses for teachers and administrators, and creating exclusive agreements with historically black colleges or private recruitment sessions. EEA p. 81, item 5; OCR p. 36, items 53-54.	Joe Tomlinson	Ongoing recruiting
9. Create a pool of African American candidates for senior level administrator positions in the District. Facilitate this effort by providing an internship and mentioning program for African American teachers that prepares them for eligibility for prospective administrative opportunities. EEA p. 81, item 6.	Mike Cain Joe Tomlinson Arlene Blank Deloris Henry	Ongoing