

Exhibit J

SUMMARY OF AFRICAN AMERICAN GIFTED/ENRICHMENT STATISTICS¹

GOAL: The District will enroll students in gifted programs, cluster/enrichment and self-contained classes within racial fairness guidelines at each school level.

EEIP, Part II, Section C: Gifted Education, Flexible Goals, p. 6.

ELEMENTARY SCHOOL GIFTED (SELF - CONTAINED)			
Elementary School			
School Year	African American Elem. Enrollment	African American Gifted Enrollment (Self-contained)	RFG ² (+/-15% of total African American Elementary Enrollment)
2002/2003	37.5%	14.9%	Exceeds RFG by 7.6%
2003/2004	36.3%	14.4%	Exceeds RFG by 6.9%
2004/2005	36.3%	14.3%	Exceeds RFG by 7%
2005/2006	36.2%	17.2%	Exceeds RFG by 4%

MIDDLE SCHOOL GIFTED (HONORS)			
Middle School			
School Year	African American Middle Enrollment	African American Gifted Enrollment (Honors)	RFG (+/-15% of total African American Middle Enrollment)
2002/2003	37.2%	14.5%	Exceeds RFG by 7.7%
2003/2004	40.1%	16.2%	Exceeds RFG by 8.9%
2004/2005	40.7%	18.3%	Exceeds RFG by 7.4%
2005/2006	41.9%	26.5%	Exceeds RFG by 0.4%

ELEMENTARY SCHOOL ENRICHMENT			
Elementary School			
School Year	African American Elem. Enrollment	African American Enrichment Enrollment	RFG (+/-15% of total African American Elementary Enrollment)
2002/2003	37.5%	27.1%	Within RFG
2003/2004	36.3%	26.9%	Within RFG
2004/2005	36.3%	30.8%	Within RFG
2005/2006	36.2%	34.1%	Within RFG

¹ Sources: 3rd Mon. Rpt. Dec. 2005, pp. 167, 169, 195; SY 2006 EOY Q.Rpt.- July 2006, pp. 398,413.

² "RFG" refers to "racial fairness guidelines" which is defined as plus or minus 15% of the District's African American ratio for each school level. EEIP, Part II, Section A, p. 1, fn 3.

Exhibit K

The following is a status/update to the Education Equity Implementation Plan:

ACTIONS – Gifted Education:

1. ***Revise definition of giftedness to align it with current methodologies.***
The definition of giftedness was completed October 30, 1998 by the Director of Gifted Programs and a committee of parents, teachers, and community members.
2. ***Increase involvement of and information provided to minority parents and community.***
In an effort to communicate effectively with African American families about the gifted program, the Director of Gifted has continued initiatives such as taking African American students to lunch to gather feedback, sending home flyers to all elementary families, and placing ads in the newspaper and on television about gifted testing. The Director has also attended PTA and community forums to advertise the program. She has been on Ms. Hattie Paulk's Sunday morning radio show on WBCP to answer questions about the gifted program. This community outreach has been ongoing since 1998.
3. ***Identify and implement other gifted models, e.g., Renzulli, which have a history of identifying and preparing minority students for gifted education.***
The Director has researched other gifted models, such as the School-Wide Enrichment Model by Joseph Renzulli. The School-Wide Enrichment Model has been implemented at Stratton Elementary School as part of the restructuring process. Currently, the other enrichment programs are patterned after the Renzulli Model, but the District budget does not allow full-time enrichment teachers at each school, which is needed to replicate the Stratton program. The Director will continue to research other models on an ongoing basis.
4. ***Adopt alternative identification models for the identification of underrepresented populations.***
The District has adopted an alternative model for the identification of underrepresented populations. Dr. Donna Ford assisted the District with this process. The revised identification matrix was completed at the elementary level in the fall of 1999. The matrix uses multiple assessment measures and a non-verbal screening instrument. As Dr. Robert Peterkin recommended in the 1998 Educational Equity Audit, the elementary self-contained and enrichment students do not have to re-qualify for the middle school program. The students automatically move to the Honors classes at the middle school level.
5. ***Revamp the identification process to ensure that minorities are not screened out and that all students are tested to determine giftedness.***
The District now screens all first graders with the Naglieri Non-Verbal Assessment Test. (NNAT) The identification process was revamped in 1999 and allows for multiple

pathways for placement. For example, a student does not have to be highly verbal to qualify; he or she may be strong in math or a non-verbal area.

6. ***Limit the number of self-contained gifted classes in the District and expand enrichment specialists to every school.***

In the 1998 Educational Equity Audit, Dr. Robert Peterkin recommended adding gifted self-contained classes to Stratton Elementary School in an effort to draw more students to that location. The Barkstall gifted class was phased out and the teaching position was moved to Stratton School. Currently, there are four self-contained gifted classes at Stratton. Enrichment specialists have now been expanded to every elementary school.

7. ***Mandate interaction between gifted students and students enrolled in the District's mainstream curriculum.***

The District mandates interaction between gifted students and students enrolled in the District's regular classes. The Director monitors this interaction and works with the buildings to rectify any situation which does not allow for this process to take place. The Director meets with the teachers in the gifted program on a regular basis and requests information on how the classes are interacting with each other. The Director will continue to monitor this on an ongoing basis.

8. ***Create part-time enrichment programs at elementary schools.***

The District now has part-time enrichment programs at all elementary schools. Additionally, Stratton Elementary School has a 1.5 enrichment teaching position for the 2006-07 school year.

9. ***Publicize local minority mentors and minority talented students success stories, e.g., via local media, churches, and community organizations, especially WBCP, WEFT.***

The District continues to publicize minority success stories in the News Gazette and To the Point, and as part of its outreach efforts described in number two above. However, this is an area which should have more emphasis during the next three years. The Director will work with each campus to provide African American students recognition for their accomplishments in the campus newsletter, and through building announcements, assemblies and other means.

10. ***Select sites for gifted classes that facilitate Controlled Choice implementation.***

The District has added four self-contained gifted classes to Stratton Elementary School since 1998. In the 1998 Educational Equity Audit, Dr. Robert Peterkin recommended adding gifted self-contained classes to Stratton Elementary School in an effort to draw more students to that location. The Barkstall gifted class was phased out and the teaching position was moved to Stratton School. Currently, there are four self-contained gifted classes at Stratton.

11. ***Review selection rates and criteria by school and District annually. 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.***

Selection rates and criteria are reviewed annually by each school and at the District level. Follow-up telephone calls are made to African American families who decline placement in the gifted program. The Director also has worked with the elementary PTAs to host picnics for African American families to get to know each other before the school year begins. The Director has also placed numerous telephone calls to families to support students who are having difficulty. PEP Plans are developed with parents for students who need additional support. Quarterly and Benchmark assessments are reviewed by the Director on a regular basis to ensure high quality programming and positive gains in student achievement.

At the middle school level, the Director will be working with the buildings to offer after-school tutoring for African American students enrolled in Honors level classes who are experiencing difficulty. The Director will also be working on establishing better communications with African American families and offering opportunities for the students to network with each other. In consultation with a member of the Plaintiff class, the District plans to contact African American families of incoming sixth grade students to assist them with the transition from the elementary gifted program to the middle school honors classes.

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.***

Dr. Donna Ford has worked with the teachers and administrators on perceptions of giftedness and how to recognize the various forms of giftedness in all student populations. Dr. Ford trained the administrators in August, 2005. Dr. Paul Slocomb also offered training on the recognition of giftedness in poverty. The District should continue these staff development efforts for the next three years. The District continues to offer Level I and Level II gifted training, sponsored by the Regional Office of Education, to all staff members. This training focuses on "best practice" teacher strategies which are appropriate for all students.

13. ***Ensure central screening teams are balanced racially, ethnically, and by gender.***

The Central Office Screening Team is balanced racially, ethnically, and by gender. The team consists of:

- Director of Gifted (White Female)
- Gifted Department Secretary (African-American Female)
- Director of Equity (African-American Male)
- Assessment Coordinator (Multi-Racial Female)

14. ***Increase the number of African American staff teaching gifted classes.***

Currently, only one enrichment specialist is African American. This is an area the District will emphasize during the next three years.

15. *Train staff regarding new gifted selection criteria.*

The Director currently trains the staff each year on the new gifted selection criteria. The AVID Director will also be training the enrichment specialists on the AVID program in 2006-2007.

Exhibit L

**Champaign Unit #4
Special Education Task Force (SETF)**

Background and General Objectives:

During the 2004-2005 school year, Plaintiffs suggested, through the Planning and Implementation Committee and other discussions, that the District form a Task Force to review Special Education equity issues, similar to the Level III Task Force which had been established. The Monitoring Team to the Consent Decree supported this suggestion. The District established an operational committee, or Task Force, and invited Plaintiffs' representatives to participate. The intent was to create a collaborative forum to review quantitative and qualitative Unit 4 special education data in an effort to decrease the disproportionality of special education referrals and classifications for African American students. At the same time, the District and Plaintiffs sought to continue providing special services to African American students truly in need of those services.

In March 2005, the Special Education Task Force began meeting and discussed a variety of issues. Subsequently, the District and Plaintiffs acknowledged that the SETF could be more productive by articulating a clear focus and specific objectives. At the August 2005 Quarterly Meeting of the District, Plaintiffs and Monitoring Team regarding the Consent Decree, the SETF was discussed. Plaintiffs suggested articulating their expectations of the SETF, and the District was open to such input. The subsequent discussions of the District and Plaintiff representatives of the SETF, and consultation with the Monitoring Team during the January 2006 Quarterly Meeting, resulted in this document to aide in guiding the activities of the SETF. PIC members and Monitoring Team facilitator also suggested guidance in developing these objectives, identifying that the purpose of the SETF is not to impeach the special education process, but to understand the process that is in place in order to correct areas of need (e.g., referral, identification) and to improve it for the appropriate delivery of service, where possible.

Specific Objectives:

1. The SETF will assist the District with a full data analysis of special education referrals, including students entering the District with IEPs (as discussed at the August 2005 Quarterly Meeting).
 - a. The District will pull disaggregated student data from each building of:
 - i. Referrals to BST
 - ii. Referral from BST to Special Education for eligibility review
 - iii. Reviewed and identified with Special Education label
(To be completed by the end of the 2005-2006 school year.)

- b. The District, in consultation with the SETF, will review the above referral data and determine whether significant disparity exists at any building that warrants additional review. If so, the District may conduct an appropriate number of file reviews of African American and non-African American special education students with comparable designations and review the findings with the SETF. (To be completed by the end of the first semester of the 2006-2007 school year.)
 - c. The District will identify the number of Special Education transfer students entering Unit #4 with an IEP from other districts. (To be completed by the end of the 2005-2006 school year.)
2. The District, in consultation with the SETF, will review staff development plans to ascertain the need for additional training for District staff in culturally competent special education referral processes. (Completed in time for implementation for the 2006-07 school year.)
 3. The District, in consultation with the SETF, will begin to conduct focus groups, similar to those conducted with Level III students, to shed light on how the education consumer (students and parents) feels about the special education referral and identification process in Unit 4. (Initiated by the end of the first semester of the 2006-07 school year.)
 4. The SETF may consider seeking guidance from consultants as appropriate (Chicago State University file review team, Dr. James Patton, Stetson & Associates per their Report on Overrepresentation of African American students).
 5. The SETF will continue to respond to suggestions from the Monitoring Team regarding equity issues in Special Education and will refer to the Consent Decree, Equity Implementation Plan and Monitoring Reports for additional guidance as needed.

Exhibit M

The following is a status/update to the Education Equity Implementation Plan:

ACTIONS – Special Education:

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.***

Responsible Party: Director of Special Education

Timeline: Completed initially/On-going in August of each year

Update: The review of placements of minorities in special education categories to determine appropriate continued eligibility of minority students pursuant to the revised special education definitions occurs each year through both external and internal audits. For the following school years and following disability categories, consultants from Chicago State University conducted external audits: 1999-2000 – ED; 2001-2002 – MI; 2002-2003 – SLD; 2003-2004 – MI, SLD, ED, PBIS, BST; 2004-2005 – ED; 2005-2006 – MI. For the following school years, internal audits were conducted: 2002-2003 – elementary S/L; 2003-2004 – elementary S/L; 2004-2005 – elementary S/L; 2005-2006 – high school S/L. Random file reviews to check for adherence to criteria, appropriate special education placement, and adequate documentation occurred twice in each of the 2003-2004 and 2004-2005 school years and once during the 2005-2006 school year. The District will share copies of the external audit reports with Plaintiffs per their request.

2. ***Screen students annually pursuant to Illinois School Code.***

Responsible Party: Director of Special Education

Timeline: 1999-2000/On-going weekly at CECC and at each building BST meeting

Update: This is ongoing as outlined in federal and state legislation, rules and regulations. Champaign Unit 4 Schools is in compliance with child find and screening activities. Additionally, this is monitored by the Illinois State Board of Education.

3. ***Continue to review and “tighten” placement criteria.***

Responsible Party: Director of Special Education

Timeline: Completed initially/On-going as a result of file reviews throughout school year and in summer

Update: The “tightening” of criteria was initially completed as recommended by the Monitor and was reviewed annually. With the recent reauthorization of IDEIA and the impending issuance of new Illinois special education rules and regulations, this will be an ongoing activity to review placement criteria in accordance with State and federal guidelines as they are issued. Placement criteria are also reviewed during file reviews conducted through the audit process described in Section 1 above. The District will provide Plaintiffs a copy of the eligibility criteria on the IEP forms, per their request.

4. *Eliminate “informal” psychological evaluations.*

Responsible Party: Director of Special Education

Timeline: Completed/Ongoing throughout the school year

Update: All special education evaluations conducted in Champaign Unit 4 Schools are considered to be formal eligibility reviews.

5. *Implement plan for all third graders to read independently at grade level.*

Responsible Party: Special Education and Curriculum Departments

Timeline: 1999-2000, ongoing

Update: Initially, the Special Education Department, in conjunction with curriculum leaders and coordinators, created a reading committee composed of teachers at all grade levels. This group met to identify reading instruction strategies and materials available and in use throughout all building sites in Unit 4. The purpose of the group was to share successful materials/techniques and to provide specific instructional training to teachers – e.g., strategies to address Dyslexia. Subsequently, the Curriculum Department has implemented extensive reform to improve reading among students, including detailed and effective assessment tools and supports for teachers to deliver reading instruction to struggling students. The District conducted a comprehensive curriculum audit and a formal program evaluation of balanced literacy. As a result, the District is piloting reading curriculum and assessing progress through the Developmental Reading Assessment (DRA).

6. *Select sites for special education classes that facilitate Controlled Choice implementation.*

Responsible Party: Superintendent, Director of Special Education

Timeline: Reviewed annually throughout the school year

Update: During the 2005-2006 school year, the Special Education Department convened a CHOICE committee to review the placement of move-in students with IEPs in the Controlled Choice process as well as the provision of special education services at all campuses. The impact of special education placement and service delivery on the building site was carefully considered. During the 2006-2007 school year, the committee will expand its role to examine the placement of all low incidence classrooms throughout the district.

7. *Ensure all teaching staff screen students annually.*

Responsible Party: Director of Special Education

Timeline: Annually

Update: This is ongoing as outlined in federal and state legislation, rules and regulations. Champaign Unit 4 Schools is in compliance with child find and screening activities. Additionally, this is monitored by the Illinois State Board of Education.

8. *Ensure racial, ethnic, and gender balance of BSTs.*

Responsible Party: Director of Special Education

Timeline: Annually

Update: Each building reports to the Director regarding the composition of its BST by ethnicity, gender and professional role. Information is also provided through monthly BST logs.

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.*

Responsible Party: Director of Special Education/Assistant Superintendent for Human Resources and Community Relations; Campus administrators

Timeline: Annually/On-going – December and spring

Update: The Special Education Department supports building administrators in their efforts to hire a diverse staff. When directly involved in the interviewing and hiring processes, the Department screens candidates' knowledge of diversity issues. Of three new speech/language pathologists hired, two were minority candidates. Campus administrators are evaluated on their diversity recruitment and hiring, and the Assistant Superintendent for Human Resources monitors all hiring.

10. *Conduct independent review of BSTs to determine effectiveness.*

Responsible Party: Director of Special Education, Program Evaluation Team

Timeline: 1999-2000; January, 2005 (occurs as scheduled in STEP evaluation cycle)

Update: In January 2005, the BST process was evaluated by the Program Evaluation Steering Team. In November 2005, these results were shared with the Board of Education and Plaintiffs. During the 2006-2007 school year, the SETF will review the recommendations, and the District will reconvene the review team regarding the implementation of recommendations from the evaluation.

11. *Train BST staff and other staff annually in issues relating to minority students.*

Responsible Party: Director of Special Education

Timeline: Annually/On-Going throughout school year

Update: The Special Education Department developed a three-year staff development plan which addresses culturally sensitive topics – i.e. social justice, culturally sensitive assessment and interpretation, equity issues – with special education teachers, as well as student service coordinators, deans, counselors, attendance specialists, psychologists and social workers. The Director consulted a member of the Plaintiff class regarding such training.

12. *Expand and codify the roles of BSTs to include pre-placement services.*

Responsible Party: Director of Special Education

Timeline: 1999-2000/Ongoing, monthly

Update: Currently, the role of the BSTs includes pre-placement services. As part of the Special Education Task Force (SETF), this data is being collected and analyzed. The SETF will review the data and determine future action. (See SETF Objectives.)

13. *Ensure each school has systematic interventions.*

Responsible Party: Director of Special Education

Timeline: 1999-2000; On-going through quarterly analysis of BST data

Update: Interventions are in use at schools in the District. The Special Education Department studied the systems of interventions at schools to identify strengths and weaknesses. Additionally, the District conducted a formal program evaluation of BSTs. The use of systematic interventions is an area for further investigation and will be reviewed in consultation with the Special Education Task Force this year.

14. *Require BSTs to document all interventions and ensure regular education interventions are used.*

Responsible Party: Director of Special Education

Timeline: 1990-2000; Collected monthly, analyzed quarterly

Update: This information is collected on a monthly basis from each building, and the information is analyzed by the Director. This information will be reviewed with the SETF.

15. *Provide all necessary resources to BSTs.*

Responsible Party: Director of Special Education

Timeline: Annually reviewed, in the fall

Update: BSTs appear to have necessary materials for appropriate operation. As the focus on BSTs this year progresses, the District will provide additional resources, if necessary.

- 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.***

Responsible Party: Director of Special Education; Principals

Timeline: 1999-2000; Ongoing; Collected monthly, analyzed quarterly

Update: BST referral information is collected on a monthly basis. The information is being reported to the SETF, which will review this according to the SETF objectives. The Director will work with building Principals regarding the building's BST and referral patterns by teacher and building.

- 17. *Evaluate effectiveness of BSTs at each school annually.***

Responsible Party: Director of Special Education

Timeline: Annually, in summer months (July – August)

Update: The SETF will review BST data and building interventions as part of the District's review of the effectiveness of BSTs. The Director will also monitor the effectiveness of BSTs. If, based on the BST data, it is determined that a building is not operating an effective BST, the Director will meet with the building principal and the BST to discuss concerns and identify steps to improve.

- 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.***

Responsible Party: Director of Special Education; Building Principals

Timeline: 2000-2001/On-going, when BSTs meet

Update: This is monitored by the Director in consultation with building principals.

Exhibit N

SY2006 Forms/Tracking Systems

In order to focus on equity issues, improved departmental accountability was emphasized. Forms and tracking systems were instituted at various points during SY2006 and continued in the continuous improvement model process throughout SY2006. They include:

Building Support Team logs – collected monthly and analyzed quarterly, rather than once at the end of the school year. Analysis occurred at the department and building levels.

Referral Report – a master list of every child undergoing some component of an evaluation, either initial or reevaluation, the person in charge of completing each component, and all relevant due and completion dates. This idea was generated at the beginning of SY2006. It was planned to be fully implemented during the fourth quarter of SY2006 with full implementation in SY2007.

Weekly activity report – A data sheet completed by every special education service provider (including administration) with the exception of special education teachers and paraprofessionals. This sheet was completed weekly and analyzed monthly for the first semester of SY2006. It was a universal recording sheet which attempted to describe and quantify all the services provided to children by ethnicity and by service delivery model – i.e. – individual, group, class. It also tracked the professional development activities provided to educators. This information was reviewed from an individual provider standpoint, a building standpoint, a group standpoint – i.e. speech/language pathologists, and/or a district standpoint – i.e. all Unit 4 employees completing the activity report. This was piloted to different groups in stages, issues were identified, the model was evaluated and revised, and was ready for full implementation in January, 2006. Data was collected during the third quarter using the new system. It will be analyzed at a department level during the summer, and adjustments will be made for improved implementation for the first quarter of SY2007.



Forms/Tracking Systems Continued

District Teams – The Department engaged teams of employees for certain special education categories. For example, in order to get an overall picture of the district autism team, the department had team members complete a questionnaire regarding the provision of the team's services to all children within Unit 4. These surveys were returned and reviewed. Evaluation of responses was to determine future action for the team. The results were shared with the team. Next, the team completed its own self-assessment and district survey. Results of both processes will be compared in order to evaluate progress and modify/adjust the team's functioning.

New tracking systems include:

Tracking of students moving/transferring in with IEPs.

Tracking of suspensions/expulsions of students with IEPs by ethnicity, building and offense.

Tracking of physical restraints of students with IEPs by ethnicity, building, frequency and duration.

The overarching goal is to obtain and maintain reliable, valid data. The tracking of students moving/transferring into the district with IEPs is being studied by the Special Education Task Force.

Department Initiatives

In addition to the numerous department initiatives reported in previous Quarterly Reports, the following represents the main activities emphasized during SY2006:

Weekly department meetings – The goal of these weekly meetings is to efficiently problem solve a number of issues in a variety of areas. The meeting format was evaluated and modified by the Director throughout the course of the school year. Third and fourth quarters focused on identifying major tasks to be prioritized and completed prior to the end of the school year.

A primary goal of the department centers around personnel. The department would like to see equitable allocation of staff and services to all students in all buildings, based on student needs. Also, improved recruitment and retention of highly-qualified teaching staff can help alleviate a concern of loss of information from so much transition of staff. As planning for next school year began, the Director met individually with each building principal, as well as central office administration, to determine exact needs for special education personnel. Numbers of students, severity of students' disabilities, unwarranted disparities, and building demographics are all consideration when addressing building-level staffing needs.

Information Sharing/Professional Development

The department has provided, and continues to do so, information and professional development opportunities both within and outside the district. The following is a list of general information topics/professional development sessions provided to date to all paraprofessionals, teachers, and administration:

University of Illinois – Continued collaboration exists with special education department, individual classes; research; School of Social Work; School of Speech and Language; and regional Autism committee/project.

Discipline – Suspension/expulsion, manifestation hearings, alternate placements for students with disabilities was reviewed at the department and central office administration levels. The department plans to study the manifestation process during SY2007.

Accommodations/Modifications for students with disabilities – Classroom, district, and state assessments information was provided by the Director of special education and special education coordinator to principals, general education teachers and special education teachers.

Computerized student data tracking for all department staff. In the third and fourth quarters of SY2006, the department assessed its technology needs in order to better serve all department staff. A commitment to technology upgrades during the summer will ensure equity of resources in all buildings.

Illinois Alternate Assessments (IAA) – The IEP process, participation guidelines, team members' roles, exclusionary factors, and factors for consideration were addressed extensively by the Director to principals, general education teachers and special education teachers.

Information Sharing/Professional Development Continued

When individual requests to attend professional development opportunities outside Unit 4 were submitted, attendance at local, state and national conferences was granted.

Department administration, often the Director, attempted to attend all regularly scheduled group meetings in order to share the same information with all parties, consistently throughout the district and also to support the implementation of new initiatives. During the fourth quarter of SY2006, the Director presented the Second Quarterly report to certified special education personnel. This is also planned for the first quarter of SY2007.

The Director of Special Education reserved a standing time on the biweekly principals' meeting agenda to cover any desired special education topic. During SY2007, prearranged topics will be presented to address pertinent special education topics.

The above list is not all-inclusive. For additional information regarding scheduled school improvement professional development opportunities, please see the District's website. This information is also provided in the District's previous Quarterly Reports.

It should also be noted that much of the forms/tracking systems, initiative and information sharing/professional development at Unit 4 will be shaped by new rules and regulations for special education established by the State of Illinois in response to the reauthorization of IDEIA.

Studies

In addition to the internal and external studies described in prior reports by the District's Special Education Department, the following studies, or related activity, occurred throughout SY2006.

A. Formal Program Evaluation of Building Support Team (BST)

In June 2006, the Board of Education reviewed the evaluation and report of the Steering Team for Evaluation of Programs (STEP, formally known as Program Evaluation Steering Team [PEST]) related to the BST process. In general, the goal of the study was to focus on:

- Increasing consumer satisfaction,
- Capturing all qualified students who should be receiving appropriate academic and social service supports,
- Decreasing the number of African-American students in special education,
- Increasing the number of students performing academically and socially at grade level, and
- Standardizing of the BST process across all campuses.

Through this focus, a formal review of current procedures was evaluated in order to provide recommendations for on-going improvements in the educational services to all families and children of the Unit 4 School District. After the evaluation process, the special education department must reconvene a BST committee and make modifications/adjustments to the process. The meetings will be held during SY2007, with adjustments/modifications implemented during that school year.

B. Flexible Service Delivery Model (FLEX)

FLEX is a continuous and ongoing study within Unit 4, which must be examined with a critical eye. The current Director continues to meet and dialogue with key FLEX contributors, to read current research regarding Flexible Service Delivery model, and to question, analyze and critique current practices and FLEX practices. The Director approached district leadership about increasing the possibility of the use of FLEX throughout the district. The FLEX team is in its second year of implementation.

Studies Continued

Below is a summary of this year's FLEX activities as written by a team member:

This year a staff and parent questionnaire was developed for use in order to evaluate the process and effectiveness of FLEX in the building. A newly developed staff and parent questionnaire was used in SY2006 in order to evaluate the FLEX process and effectiveness of FLEX in the building. Parents were educated on this process and its positive features. The work of the FLEX team was expanded to intermediate grade levels and will continue at early intervention in the younger grades. The FLEX team administered the DIBELS to all kindergarten, first grade students, and targeted second graders that were on intervention plans from last year. These screenings were given in September, January, and April in order to begin to get some data on Westview students' reading development. Staff continued to focus on reading development as well as began to look at math and behavior issues. More collaboration in the building was used in order for staff to work together more effectively and help each other meet the needs of all children.

Representatives of the FLEX team met with the STEP committee in the spring to discuss the progress of the team throughout SY2006 and determine the continuation of the program, since it is a pilot. FLEX will continue at Westview during SY2007, with some modifications.

C. Suspension/Expulsion

This internal, departmental study was completed during the second quarter. It was reviewed during the third quarter of SY2006. It is ready for further scrutiny and analysis before its results are shared outside of the department. This study reviewed suspensions and expulsions across the district during SY2005. Specifically, students with IEPs were examined by building and individual student data, such as gender and ethnicity. Once approved by the department in its final form, this information will be shared with the Monitoring Team and Plaintiffs.

Studies Continued

D. Formal Program Evaluation of the Early Childhood Center

In November 2005, the Board of Education reviewed the STEP's recent evaluation of the Early Childhood program. The report addressed special education issues throughout the study. Additional information was provided in the Board of Education Agenda Packet and Minutes, which are regularly provided to the Monitoring Team and Plaintiffs' counsel. In SY2007, special education administration must work with other district administration to modify and adjust procedures/processes at the Early Childhood Center as identified through the program evaluation process.

The special education department's ability to study and analyze internal issues as needed, particularly as they relate to the Consent Decree and equity issues, is valued by its administration.



Committees/Special Meetings

Established committees continue to meet and special meetings continue to occur. Both address equity issues in Unit 4 special education. They are as follows:

A. Special Education Task Force

In conjunction with Plaintiffs, counsel, District representatives and others, the district, from guidance by the special education director, clarified the intent, mission, goals, and objectives of the special education task force. The Task Force met throughout SY2006. The Task Force moved towards meeting the outlined objectives, beginning with the spring of the 2006 school year, particularly in the area of analysis of BST data, documentation of move in/transfer students, and staff development planning. (See attached Special Education Task Force Objectives.)

C. ED Committee

This committee is comprised of department and district administration. The Committee discussed numerous items in the areas of sites/facilities, student assignment, staffing needs, financial commitments, entrance and exit criteria, programming, administration, day treatment programs and residential facilities. The information generated from this conversation will be used second semester when planning for the future of district ED programs, many of which are attended by African American students. The committee reconvened during the third quarter to evaluate progress and modify/adjust practices as deemed necessary. Recommendations from the committee were presented to district administration. During SY2007, the ED Committee will be reconstituted with a fresh focus. The newly formed committee will study not just the ED programs but all low incident programs throughout the program. Location, provision of services, allocation of personnel, are examples of items for the committee to study.

D. Content Area Chair (CAC) Meetings

These meetings continue to involve three middle school content area chairs, two high school content chairs, as well as district administration and coordinators. A regular meeting schedule is established with emphasis being repeated information sharing and continued accountability at a building level with administrative support.

Committees/Special Meetings Continued

E. Director's Meetings

The director continues to make a concerted effort to meet personally with each principal, visit every building, and personally do classroom observations in order to better understand the provision of special education services to all children within Unit 4. The director continues to meet and talk with staff and parents as well in an effort to resolve concerns or just to listen.

F. BST Program Evaluation

As mentioned above in the studies section, the BST program evaluation is complete and has been officially presented to the board. Therefore, it is required for a committee to reconvene in order to pick up in the continuous improvement model process. The BST evaluation work will affect many of the procedures and processes in place throughout the special education department. For example, broad categories, such as, bilingual special education evaluations, will be addressed, as well as procedural/processing areas such as completion of paperwork.

G. 504

During the fourth quarter of SY2006, the special education department reconvened a committee to review a comprehensive plan completed last spring of SY2005 on 504 implementation. Implementation, monitoring of it and evaluation of the progress of implementation will all be discussed. Revised information will be presented to district staff in the fall of SY2007.

H. Planning and Implementation Committee (PIC)

Special education is a standing agenda item on the PIC agenda. The Director reports on the work of the Special Education Task Force and the special education department to the committee.

Exhibit O

District/Campus Efforts to Improve Climate at the Secondary Level and/or Reduce Discipline

- **Man-to-Man Program** (Centennial High School) – The Man-to-Man Program at Centennial provides support to African American freshman male students. The program was created to address the lack of student engagement, particularly among African American males, in the educational system. The program provides positive role models from the Champaign-Urbana community for students. This year a selected group of Centennial African American upperclassmen will serve as mentors to the ninth grade participants of the program. The members will meet twice a month and participate in quarterly symposia. At these symposia, male community members will speak with the student members regarding issues of concern in their lives. The District seeks to increase the engagement of African American male students in the educational program and enhance their opportunities for success.
- **Sankofa Pride Project** (Central High School) – “Sankofa” is an Akan word meaning “We must go back and reclaim our past in order to move forward.” “Pride” means a group of people who are fiercely loyal and protective of each other. Sankofa Pride Teen REACH is a partnership between the Champaign Ford Regional Office of Education and the Urban League of Champaign County. This Cultural and Leadership Development Club meets everyday after school on school days and occasional special programming will occur on non-school days and Saturdays. Teen REACH Sankofa Pride is a holistic, comprehensive program that promotes the social, creative, physical, and cognitive development of youth. The program focuses on African, African American culture and history, music, and language arts in five core areas: (1) improving academic performance; (2) providing life skills education; (3) encouraging parental involvement; (4) providing positive adult mentors; and (5) providing recreation, sports, cultural, and artistic activities.

Participation in the program also includes membership in the NAACP Youth Council, Urban League NULites Leadership Program, the National Council of Negro Women and possible enrollment in Delta Sigma Theta Sorority Alumnae Chapter Delta GEMS. Experiential and culturally based field trips and activities will be planned, such as Black College Fair, Underground Railroad Museum, and Off Broadway plays.

- **C-U One-to-One Mentoring Program** – This District-based program is a cooperative effort between the Champaign Community Unit 4 School District and Urbana School District #118. The program provides youth with successful educational outcomes through mentoring activities in the District including outside programs such as TALKS Mentoring. Mentors are recruited, trained and assigned to students in grades K-12 to provide support for student success through weekly meetings and life skills instruction.

- **School-Wide/Class-to-Class Behavior Assemblies** - Meetings or assemblies are conducted by the building with students three times a year to reinforce student expectations under the Code of Conduct and to encourage student compliance with the school behavior expectations.
- **Balanced and Restorative Justice (BARJ)** – Restorative Justice is a set of principles that assists participants in responding to conflict and harm. BARJ uses restorative justice principles to balance the needs of three parties, those identified as offenders, the victim, and the affected community. BARJ utilizes victim/offender conferences, community service, and circle conferencing to lessen the use of suspensions as a disciplinary option in the district. The balanced and restorative justice model was a concept developed in part by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, in order to make the philosophy of restorative justice applicable to the modern U.S. justice system.
- **Professional Development Plan** – The District’s three-year staff development plan specifically addresses discipline. The plan focuses on building the capacity of staff through new members of PBIS, targeted intervention, individual intensive, and wrap-around training.
- **PBF Training** – District high schools adopted the Positive Behavior Facilitation (PBF) model to promote appropriate student behavior. The PBF model focuses on six components of a behavioral change model: 1) Awareness and Management of Self, 2) Knowledge of the Dynamics of Conflict, 3) Understanding Behavior Management vs. Change, 4) Therapeutic Milieu, 5) Surface Behavior Management Techniques and 6) Effective Communication. During the summer of the 2004-05 school year, the District collaborated with the Regional Office of Education to bring in consultant Dr. Edna Olive, who provided thirty hours of training to all deans, student service coordinators, and Columbia MS/HS staff members in this behavior change model. Dr. Olive’s training was followed by a “train-the-trainer” course that involved ten District participants. During the spring of 2005, the district offered PBF training using a certified District trainer. To date, approximately 90 staff members have received training in this model. For school year 2006-2007, one training session has been completed, and fall and spring training sessions have been scheduled. Program participants must complete 30 hours of training and pass a course assessment in order to receive certification. In addition, the District awards special credits (continuing education credits or board credits, which go toward movement on the salary schedule) to all participants that successfully complete the course.
- **PBIS Training** – Positive Behavior Interventions and Supports (PBIS) is a behavior change model that has been adopted at all elementary and middle school campuses. This proactive approach to discipline focuses on three levels of intervention: Universal, Target Intervention, and Intensive Individual.

The Universal Level seeks to achieve 80-90% of the students meeting school-wide expectations in the classroom and non-classroom settings. This level of intervention focuses on school staff teaching, modeling, and reinforcing the behavior they expect students to demonstrate. The efforts at this level are proactive and preventive and involve all settings in the school environment.

The Targeted Intervention focuses on a small group of students that exhibit some common problematic behavior. This level of intervention consists of more individualized and group intervention plans. Functional behavior assessments are conducted and used to develop individualized behavior intervention plans for students. Approximately 5-10% of the students receive this level of intervention.

Individual Intensive Interventions focus on individual students and involve intense assessment-based responses to student needs. This may involve designing “wraparound” plans for students, social service referrals, and family-based interventions. Approximately 1-5% of students in a school may benefit from this level of intervention.

Training for PBIS will occur on District staff development days and teacher institute days as designated on the District calendar (September 12, October 30, January 16, February 22, and April 17, 2007).

- **Peer Mediation Programs** -- The District will continue to use peer mediation programs established at the high schools.
- **Peer Justice Program** – The District will pilot a peer justice program at Central High School to offer an alternative to suspension for tardiness, truancies, and other minor infractions of the Discipline Code that traditionally have been precursors to suspensions. Student jurors will hear pre-designated cases regarding Student Code of Conduct violations. Peer jury meetings will be held weekly after school under the oversight of an adult moderator.
- **School Resource Officer Program** - The District is implementing a School Resource Officer (SRO) program in collaboration with the Champaign Police Department to provide additional supervision capacity. Five SROs have been assigned to the high schools, middle schools, and Columbia Alternative Center. The District has discussed with Plaintiffs their concerns in this area. The District will track SRO interactions with students and will provide monthly reports to the Board of Education regarding the level of police contact in the buildings; and SROs are a standing agenda item for PIC.

- **Nurtured Heart Program** – The purpose of the Nurtured Heart Program is to transform students' character and spirit so they know they can cope with problems and succeed socially and emotionally. The program establishes how to accomplish transformation:
 - (1) **Pursue the Positive:** Find examples of moments where the students are coping well, making good decisions, regaining self-control, and showing great character. These examples are reflected back to the student so they have an ever-growing body of evidence that they are valuable, competent, and belong in a positive life.
 - (2) **No Negative Leaks:** Demonstrate to students that by not giving problems a lot of time, attention, and energy, students will learn from adults that: a) everybody has problems, b) they do not have to have problems in order to gain relationships with adults, c) their positive behavior will lead to relational success, and d) their problems do not defeat or upset you. Problems become unnecessary as a way to gain relationships.
 - (3) **Strictness:** There is no need for reminders, fussing, lectures, investigations, and exceptions. The rules are the rules and are enforced 24/7. Calmly and strictly enforce the rules. Help students succeed because the rules are clear.

Two middle schools conducted voluntary classroom pilots of the Nurtured Heart Program last year and their goal is to train their entire staff in this approach this year.

Assessment

The effectiveness of these programs and initiatives will be monitored through daily, weekly, and bi-monthly review of discipline Data Marts and office referrals at the campus level by the building administration and staff. At the central office level, the Assistant Superintendent for Achievement and Pupil Services will monitor through monthly data review meetings with campus administrations and personal review of Data Marts data. Additionally, the following assessment instruments will be used to monitor implementation efficacy:

- **Office Discipline Referral Review** – The District will conduct random sampling of referrals to identify unwarranted disparities. These random samplings will take place during a monthly discipline review meeting with secondary campuses and meetings every two months with elementary campuses.
- **School Safety Survey** – Conducted annually. This survey will be administered to selected staff and student respondents at the beginning or end of the school year. The survey is used as an assessment instrument to develop school safety plans that address climate and safety issues in the school setting. The three-part assessment instrument addresses: 1) Assessment of Risk Factors for School Safety and Violence, 2) Assessment of Response Plans for School Safety and Violence, and 3) Staff Perception of the Most Pressing Concerns Regarding School Safety and Violence.
- **School Profile** – School Profiles provide demographic and anecdotal information about each campus and students. These profiles are completed in May and are used to determine the level of implementation of PBIS building-wide. In addition, the assessment instrument identifies the level of staff training to date, academic and behavioral interventions attempted, and the level of parent and community involvement, and it assesses perceptions people at the campus have about PBIS implementation and its impact in the school.
- **Team Checklist** – Assesses the implementation status of PBIS and determines technical assistance needed to enhance efficacy of the system. Completed in October, December, and March.
- **EBS Survey** – Determines staff perception of the level and scope of implementation of PBIS on the campus. Assessed annually during the first quarter of the school year.

Exhibit P

Public Board Packet: August 14, 2006, New Business

Topic: Champaign Unit #4 Peer Jury Initiative
Strategic Plan Correlation (4.1 & 4.2)

Background Information:

Teen courts, also known as peer juries, are programs that utilize the principles of Balanced and Restorative Justice. The American Youth Policy Forum states that peer juries are "...peer operated sentencing mechanisms that constructively allow the offender to take responsibility, be held accountable, and make restitution for violating the law." In the past ten years, there has been a 300% increase in the number of schools across the country that utilize peer juries as an alternative to traditional disciplinary action. Peer juries could provide a needed intervention in order to curb the escalating number of students receiving a suspension in the District.

The pilot program would initially target students at Central High School who have committed acts of violence, truancy, tardiness, and insubordination or other acts that traditionally lead to suspension. In Champaign Unit #4 schools during the past school year, a total of 1266 suspensions were issued for violations of the Student Code of Conduct and 80% of the suspensions involved minority students. In addition, the program would be a collaborative effort between community agencies such as the Champaign/Urbana Area Project Office, Project Access (Mental Health Providers), TALKS Mentoring Program, and Champaign Unit #4 School District.

The goals of the program would be to reduce the number of students receiving a suspension for the first time to less than 5%, decrease the students suspended more than once to less than 5% for the 2006-07 school year, and provide campuses with a viable alternative to suspension. Other goals include:

- ✓ Establishment of a peer jury model in one school during the 2006-07 SY
- ✓ Youth empowerment
- ✓ Train 20-35 youth in the peer jury model
- ✓ Train 2-5 adults on peer jury supervision
- ✓ Maintain a 70% completion rate of peer jury agreements
- ✓ Provide the District with an alternative diversionary measure for disciplinary infractions.

Staffing/Staff Development Needs:

Staff development will be provided for youth jurors and a staff supervisor in the month of September with the first peer jury session beginning in October.

Financial Implications:

The District would be asked to provide funding for one adult supervisor at a cost of \$3,000 and provide a facility to conduct peer jury sessions. These funds have already been budgeted in the Pupil Services Department budget.

Assessment Evaluation:

The program will be evaluated based upon the following indicators of progress:

- ✓ The number of cases seen by the peer jury (goal for first year = 35 cases)
- ✓ The number of youth and adults that serve on peer juries (15-25 youth, 2-5 adults)
- ✓ The successful diversion of 20-35 cases to an alternative disciplinary option
- ✓ Pre/post surveys given to participants to measure juror growth and skill enhancement
- ✓ The number of youth in attendance at the Career/College Job Expo

Superintendent's Recommendation:

No action required; information item only.

ORGANIZATIONAL CAPACITY

“Champaign Urbana Area Project has nearly twenty years of experience empowering and strengthening communities, developing future leaders, and reducing delinquency.”

HISTORY

The Area Project Concept

The concept of the “Area Project” was developed by Clifford R. Shaw (1895-1957) a sociologist who founded the Chicago Area Project in the early 1930s. Noticing that the greatest concentration of juvenile delinquents were living in economically depressed communities, Shaw developed a guiding philosophy that would battle juvenile delinquency by strengthening those neighborhoods and involving their residents in community-building programs. Today, Shaw's unconventional thinking is embedded in the principles of Balanced and Restorative Justice (BARJ).

Champaign Urbana Area Project (CUAP) has been guided by Shaw's philosophy since the mid 1980's. The Illinois Department of Children and Family Services (DCFS) began working with the residents of Lakeside Terrace, a public housing complex in Urbana in the mid 80's. With the assistance of CUAP, the public housing Resident Councils were created to bring residents together to help each other handle the challenges they faced while living in public housing and to assist them in communicating issues they had with the Housing Authority of Champaign County.

CUAP in the 1990s

CUAP was incorporated as a non-profit organization in September 1990. Throughout the early 1990s, CUAP worked diligently in the community, strengthening ties to parents and schools and focusing upon monitoring gang recruitment and locating and developing recreational resources for children and youth. CUAP formed several committees, including two youth organizations: a group for boys called the Warriors and a group for girls called the African-

American Young Women Achieving Goals. To increase access to the community, CUAP relocated its offices to Restoration Urban Ministries. Moreover, CUAP stood at the forefront of the Local Area Network (LAN) Project that was developed by DCFS as an effort to coordinate the delivery of social services to children and families.

In the mid 1990s, CUAP started several committees including the Eager Beaver Parents, Community Response to Kids, Sisters With Accomplishments, MALES (Motivating, Achieving and Learning the Essentials of Success 11-15 yrs. old), Eager Beaver Preschool, Dunbar Court Youth Group, and MYS (Mentoring Young Sisters 11-15 yrs. old) which continues today. We have collaborations with the Champaign County Board, Mental Health Board, Champaign Park District, Housing Authority of Champaign County, Best Interest of Children, Urban League of Champaign County, Don Moyer Boys and Girls Club, and the Champaign Police Department.

Today CUAP is still going strong, and seeking new and innovative alternatives to promoting positive youth development and community organizing efforts. We are currently the only agency in Champaign County that facilitates the "Advancing Youth Development Curriculum," a training for youth workers. The Champaign School Peer Jury Initiative is just another way for CUAP to reinforce Shaw's philosophy that Balanced and Restorative Justice is a key component to restoring peace and justice, and a way to divert youth at risk for becoming involved with the legal system.

PROGRAM REQUIREMENTS AND NARRATIVE

Balanced and Restorative Justice (BARJ) is a philosophy of justice which attempts to involve the victim, offender, and community in providing an alternative to traditional discipline, the focus of which is as follows:

- School (community) safety
- Repair the harm caused to the victims and community
- Build on strengths and improve competencies
- Provide the victim the opportunity to participate

Teen Courts, also known as Peer Juries, are programs that utilize the principles of Balanced and Restorative Justice. The American Youth Policy Forum states that peer juries are "...peer operated sentencing mechanisms that constructively allow the offender to take responsibility, be held accountable, and make restitution for violating the law." A comparison between restorative justice and retributive justice follows in charted format:

	<i>RESTORATIVE</i>	<i>RETRIBUTIVE</i>
Wrongdoing defined as:	Act Against Victims/Community	Act Against Authorities
Accountability defined as:	Taking Responsibility	Punishment
Offenders Accountable to:	Those They Harmed	Authorities
Victims and Community:	Central	Peripheral

In the past 10 years there has been a 300% increase in the number of schools across the country that utilize peer juries as an alternative to traditional disciplinary action. Peer juries could provide a needed intervention in order to curb the high numbers of youth being suspended from the Champaign School District each year (over 1000 suspensions annually).

Target population

The Target population consists of high school youth that have committed acts of violence, truancy, insubordination, or other acts that traditionally lead to suspension. In Champaign schools, this group of youth is usually about 70% African American.

Timeline

- September:* Begin recruitment of jurors, training of staff supervisor(s)
- October:* Continue recruitment of jurors, training of staff supervisor(s)
- November-December:* Peer jury sessions begin; case monitoring begins
- January:* Second training of new youth jurors and additional staff supervisors
- February:* Start to plan College/Job/Career Expo, recruit businesses, collaborate with

school counseling department, mid-year evaluation for program feedback will be facilitated with youth jurors (1 session) and with Central High School Deans/Principal (2nd session)

March-April: Peer jury sessions continue; case monitoring continues

May: College/Job/Career Expo held and peer jury program evaluation

June: End-of-year peer jury program

July: Submit year- end report to United Way/Champaign Schools

Program Description

The ***Champaign Schools Peer Jury Initiative***, will operate once per week, after school from 3:30-5:30 pm. The program will take place on school grounds (the target school is Central High School). There will be no fees for the program for participating students; however, the Champaign School District will seek funding for an adult moderator to host the peer jury program after school. This responsibility will be shared with the Champaign Urbana Area Project Delinquency Prevention Specialist. The Champaign Urbana Area Project will provide ongoing training opportunities for staff and youth involved with peer juries. Additionally, CUAP will provide assistance at the program commencement in order to ensure adequate service delivery. At the conclusion of the grant, the Champaign School District will be in a position to continue the program under its own auspices. The Champaign Urbana Area Project will continue to collaborate as needed and requested by Champaign Schools.

In order to assist with the completion of peer jury agreements, the Champaign Urbana Area Project will work with the deans' office and school counseling departments, as well as the youth mentors on the peer juries. Through collaborating within the school with these various parties, CUAP will provide follow-up for all youth that arrive at agreements through the peer jury process. These agreements will be monitored by the Adult Moderator and the Delinquency Prevention Specialist.

Contact Name: Ecomet Burley Assistant Superintendent for Discipline and Pupil Services,
217-351-3792

Peer Jury Activities-Training

- All youth jurors and adult moderators must complete a 4-6 hour training session on peer jury implementation. Topics covered will consist of confidentiality, questioning techniques, deliberation, and agreement setting.

Referrals

- Referrals for peer jury will come from the school deans' offices at Central High School. In collaboration with the CUAP Delinquency Prevention Specialist, the Champaign School District will designate which school based violations are appropriate for Peer Juries. Additionally, data is being collected by the school on the kinds of violations that most often lead to suspensions, and the conclusions drawn from this study will lay the groundwork for deciding which cases can be sent to peer jury.

Peer Jury Sessions

Each Peer Jury session will be comprised of up to 7 youth jurors. These young people will open each session with a statement of confidentiality, which all jurors present will sign. First, the youth jurors will describe the program layout (order of events, what is expected of the youth respondent, also called the youth offender, as well as outlining the deliberation/agreement process). Second, the youth respondent is to begin the session by describing the incident that occurred. After the respondent has explained the situation in detail, youth jurors will engage in a process of questioning. It is usually at this point in the process that other issues the young person may be having becomes apparent; additionally activities or interests that the young person has may also become apparent during this phase of the peer jury session. The young person is then asked to leave the room, and the peer jurors engage in deliberation. At this time, the youthful jurors will put forth suggestions on how the young person can repair the harm caused to others. They will also make suggestions that are intended to nurture the young

person's ability to grow and change; this will occur through attempting to provide connections to services needed by the referred youth. Upon reaching a set of requirements for the youth to fulfill, the young person is invited back into the room, and asked to accept the terms of the agreement. If accepted, the youth will sign off on the agreement, and be provided a youth mentor from the peer jury. If the youth does not complete the agreement, or chooses not to accept the agreement, the original sanction of suspension will ensue. Parents are invited to be a part of this process, as are those who were victimized by the situation that brought the referred youth to the peer jury.

Youth that successfully complete the terms of the peer jury agreement ideally will have been connected with the needed services and will have faced the consequences of committing a wrongful act against another party. Through the traditional suspension process, young people that are already alienated from the school environment become more alienated. Often times they fall even farther behind in school work, while never really finding a sense of culpability for the offense that was committed. This process leads to accountability for one's actions,

A major tenet of Balanced and Restorative Justice is competency development. It is of special importance in the deliberation process that significant thought is given to referring the youth to services that will enhance their engagement in the school community or community at large. For this reason, jurors are trained to incorporate a referred youth's realized or unrealized talents and interests into the agreements. For example, a youth that is interested in art, who has defiled the school with graffiti, could be challenged to facilitate a youth art project at a local middle school or elementary school (or for other high school students) as a requirement in their agreement. In this way, a negative use of a young person's talents has been reversed into something positive that could provide direction for the youth's future interest in art. Agreements are always individualized; they could also be utilized for goal setting, self-reflection or value recognition and development (i.e. essay writing on these topics, or a directive to become a participant in a mentorship program that helps develop young people in these areas).

A very unique aspect of Balanced and Restorative Justice practices (in this case peer juries) is that victims are given the opportunity to participate in the practices. Victims are encouraged to share their story and to talk about the effect of the offense on their lives or the lives of others. This process has been shown to provide a new perspective to youthful respondents – because oftentimes the level of harm caused was truly unintended. Therefore the experience becomes eye-opening, and an opportunity for learning and “teachable moments” occurs. Additionally, victims are able to walk away feeling as if they have been heard, and can gain a sense of understanding about why the act occurred in the first place. Reportedly, victims feel less like victims, and more empowered through their involvement in these practices.

In the event that youth respondents do not complete their peer jury agreements, the traditional sanction, like detentions or suspensions will apply. Records will be kept by the Delinquency Prevention Specialist as the program coordinator denoting number of agreements completed, number of youth jurors participating (enrollment form), number of cases referred and heard. Additionally, agreement monitoring will be facilitated by the Adult Moderator, youth juror/mentor, and the Delinquency Prevention Specialist as the final check on progress.

Goals and Objectives of the Champaign Schools Peer Jury Initiative:

Goal 1: Provide several measurable benefits to youth jurors like:

- Empowerment, youth feel that their voice matters
- Youth become engaged in local issues
- Critical thinking skills enhancement
- Encourages careers in criminal justice
- Builds skills for college applications

Indicator: Youth jurors will complete a Pre/Post survey that will measure their attitudes and thoughts in the areas listed above. It is expected that post surveys will show an increase in all of the areas listed.

Goal 2: Establish peer juries in one school to serve as a pilot program

Indicator: In the first year, peer juries will be established in at least 1 Champaign school, and will hear a minimum of 35 cases;

Indicator: Peer juries should establish regular meeting schedule;

The Champaign Urbana Area Project liaison will act as Peer Jury Coordinator for the Champaign-Urbana area.

Goal 3: Decrease the number of suspensions/detentions in local schools

Indicator: 25 of 35 cases referred to the youth court will be diverted from suspension

The Champaign Urbana Area Project will continue to work to have peer juries accepted as a form of discipline in local school districts

Goal 4: Train 20-35 youth on facilitation and implementation of peer juries

Indicator: 20–35 youth will actively participate in peer jury operation by serving as youth jurors during the first year;

CUAP will seek out interested sophomores, juniors, and seniors to participate in the peer juries at their schools through informational sessions and referrals from counselors.

Goal 5: Train 2-5 adults on peer jury supervision

Indicator: An adult will serve as observer in each session the peer jury meets;

Adults that are trained in peer jury supervision will hold briefings and debriefings with youth jurors.

Goal 6: Maintain a 70% completion rate of peer jury agreements

Indicator: Youth will complete the agreements within the designated time, therefore avoiding additional suspensions or detentions within their school

Goal: Youth in program will have low recidivism rates.

Indicator: Youth that participate as offenders in peer juries and complete their agreements will have a recidivism (re-suspension) rate of 30% or less. (Currently about 50% of all youth suspended once in Champaign Schools are suspended again before academic year end.)

Goal 7: Peer juries will serve as an alternative diversionary measure for school districts

Indicator: Central High School will refer 30 cases to school-based peer jury in the first year of operation

Goal 8: Youth jurors and specific respondents will coordinate a career/job and college expo for Central School during the second semester.

Indicator: Ideally, planning, implementing, and overall coordination of this event will be the responsibility of the peer jury. This endeavor is expected to lead to increased ability in the area of leadership development and event planning for participants. In addition, vocational opportunities for summer employment and college/career exploration will be presented to the school community.

Recruitment/Retention Strategies

Ongoing recruitment for peer jurors will ensue regularly within the schools. Publicity such as flyers, banners, and peer jury T-Shirts will advertise the need for youth civic engagement on school grounds. Peer jury training sessions will be held once per semester, in order to allow new youth the opportunity to participate. Morning announcements will assist in providing notice of upcoming peer jury trainings. Food will be offered at each meeting of the peer jury for the youth jurors. Furthermore, all referred youth who successfully complete their agreements will be invited to serve on the peer jury in the immediate future. (It could even be a term of the agreement). The offer of a peer jury connection devoid of any disciplinary measures deflates the ideology that peer juries consist of "good youth judging bad youth." All will have the option to serve if desired. Furthermore, it is of grave importance that the racial makeup of the peer jury be consistent with the racial makeup of the school itself. This provides a more positive environment for diversity and gainful learning for all youth participants.

Additionally, the following options will serve as incentives for youth jurors to participate in sessions and for youth respondents to complete their agreements:

- *Youth Incentives* -Peer jurors will receive a \$50 gift certificate to a local business after completing 4 months of service to the initiative. Up to 35 youth jurors will be involved

with the endeavor throughout the year.

- *Ceremony of Completion* - Youth respondents will be encouraged to attend an end of the year program acknowledging their successful completion of their peer jury agreements, pending that no further offenses have been committed.

Collaborations

There will be three main partners contributing to the Peer Jury Initiative:

- 1) **Project Access** - A coalition of mental health service providers, community organizations, and social service agencies which have come together in a coordinated effort to improve access to mental health services to local underserved populations.
- 2) **Talks Mentoring Program** – An organized mentorship program that provides school-aged youth with caring adult mentors (currently serving over 140 youth in Champaign). The goal is for each youth respondent to be connected with a mentor.
- 3) **Central High School** – Youth referrals for peer jury and an adult moderator will be supplied by the school. Paperwork for the initiative (including signed confidentiality statements, peer jury agreements, materials needed for trainings, will be kept under the auspices of the Champaign Urbana Area Project and shared as necessary with the Central deans' office.

Evaluation

The program will be evaluated based upon meeting the goals denoted in an earlier section.

Their evaluation points are:

1. The number of cases seen by the peer jury (goal for first year = 35 cases)
2. The number of youth and adults that serve on peer juries (goal 15-25 youth, 2-5 adults)
3. The total percentage of successful agreements completed by offending youth (goal = 70%)
4. The recidivism rate hosted by youth that complete their agreements (goal = 20%)

5. Successful diversion of 20 cases from suspension
6. Pre/Post surveys measuring juror growth and skill enhancement
7. Number of programs youth respondents (youth referred to peer jury) become connected to in the school/community.
8. The number of youth in attendance at the Career/College/Job Expo (Goal 500)

Exhibit Q

**Affirmative Action
Equal Employment Opportunity
Audit**

Champaign
4
UNIT
SCHOOL
DISTRICT

Submitted to the Unit #4 Board of Education
on February 13, 2006,
for the Auditing Year of
October 1, 2004 - September 30, 2005

FINDINGS AND RECOMMENDATIONS

KEY:

P = Parity:

This group falls within the accepted EEOC 4/5's Rule and is represented in the District consistent with labor market availability when comparing it to the relevant labor force.

NR = Not Represented:

This group is not represented at all and does not fall within the accepted 4/5's rule when comparing it to the relevant labor force.

UR = Under Represented:

This group is under represented and does not fall within the accepted 4/5's rule when comparing it to the relevant labor force.

OR = Over Represented:

This group is over represented and falls above the accepted 4/5's rule when comparing it to the relevant labor force.

Note: Group classifications are used in the findings below and representations are listed for each of the groups.

DISTRICT TEACHERS/ADMINISTRATORS:

Teacher Labor Force Representation: The District Teacher Labor Force compared to the National Teacher Labor Force indicates:

		<u>2005</u>	<u>2004</u>
Parity (P)	Asian Females	(95)	(113)
	White Females	(105)	(107)
	Black Females	(118)	(102)
	White Males	(90)	(90)
Over Representation (OR)	Black Males	(142)	(128)
	Black Females	(126)	(118)
Under Representation (UR)	Hispanic Females	(41)	(43)
	Hispanic Males	(62)	(26)
	Asian Males	(60)	(71)
Not Represented (NR)	None	(None)	

District Teacher Goals: Continue the parities of the represented groups and enhance recruitment and hiring efforts of under represented and not represented groups.

Teacher Recruitment: The Teacher Recruiting Summary Audit shows 23.4% males and 76.6% females were recruited. Seventy nine and one tenth percent (79.1%) White, 6.4 % Black, 3.4% Asian Pacific Islander, and 3.7% Hispanic, 1.2% Native American and 6.1% unknown teacher candidates were recruited.

District Recruiting Goals: Continue to increase the recruitment representation percentages of Black, Hispanic and White males and Black and Hispanic females. African American candidates increased in 2005 while total number of candidates recruited decreased.

Teacher Applicant Pool: The Teacher Applicant Pool Audit indicates that 22.2 % males and 77.8 % females were candidates for teaching positions in Unit #4 Schools. There were 82.5% White, 6.3 % Black, 3.3 % Hispanic, and 4.5% Asian candidates applying for teaching positions during the audit year.

Goals: Continue to increase the representation of all minority groups and white males in the Teacher Applicant Pool.

Teacher Interview Audit: The Teacher Interview Audit reveals that 20.9 % males and 79.1 % females were interviewed. There were 81.2 % White (13.9 % males, 67.3 % female), 12.8 % Black (5.5 % male, 7.3 % female) and 1.7 % Hispanic/Asian/Pacific Islander males/females interviewed. The Teacher Applicant Pool shows 81.2 % White candidates and 12.8% Black candidates. This is an increase of 3.5 % of Black candidates interviewed over the previous audit;

Teacher Interview Goals: Increase the percentage of Black candidates interviewed by principals. Increase the percentage of male teachers of all ethnicities interviewed by principals. Increase the number of Latino and Asian candidates interviewed.

Teacher Hires: The 110 teacher hires (full and part time) in the District for the audit year were represented by 22.7 % males and 77.3% females. White teachers hired were 75.4 % (13.6 % males, 61.8 % females). Black teachers hired were 17.3% (5.5 % male, 11.8% female). Hispanic teachers hired were 3.6%. Asian teachers hired were 2.7 percent. African American hiring increased from 11.2% to 17.3%. Overall minority hiring increased from 18.9% to 25%.

Administrator Labor Force Representation: The District Certified Administrator Labor Force compared to the National Educational Administrator Labor Force indicates:

		<u>2005</u>	<u>2004</u>
Parity (P)	White Males	(89)	(99)
Over Representation (OR)	Asian Males	(263)	(220)
	Black Males	(567)	(287)
	Black Females	(143)	(145)
	Hispanic Females	(139)	
Under Representation (UR)	White Females	(72)	(80)
Not Represented (NR)	Hispanic Males	(00)	(00)
	Asian Females	(00)	(00)

Elementary Schools have one (1) male and eleven (11) female administrators. Three (3) elementary administrators are minority [three (3)] Black females. Middle Schools have four (4) female and five (5) male administrators. Three (3) middle school administrators are Black, and the High Schools have seven (7) male and five (5) female administrators. Four (4) high school administrators are Black. The Mellon Building has seven (7) male and seven (7) female administrators with three (3) Black males and two (2) Black female and (1) Hispanic female. Columbia Center has one (1) Black Female and one (1) Black male represented as administrators.

DISTRICT ESP LABOR FORCE:

The analysis of the District ESP labor force compared with the National Bureau of Labor Statistics (Employed Non-Certified Staff) indicates that the following labor groups (Black Males and Females, Hispanic Males and Females, and White Males and Females) will be used as the only labor groups in the analysis.

ESP Labor Force: The District ESP Labor Force is over represented with Black Males and Females, Asian Males and Hispanic Females in parity with White Males, and not represented in the Hispanic Male and Asian Female categories.

District Clerical Labor Force: The District Clerical Labor Force is over represented in Black Females, in parity with White Females, under represented in Hispanic and Asian Females and White Males and not represented in the Black, Hispanic, and Asian Male categories.

District Custodial Labor Force: The District Custodial Labor Force is over represented with Black Males and Females, in parity with White Males, under represented with Hispanic Males and White Females, and not represented in the Asian Male and Asian and Hispanic Female category.

District Teacher Aide Labor Force: The District Teacher Aide Labor Force is over represented with Black and Asian Males and in parity with White Males, and under represented with Hispanic Males and Hispanic and White Females.

District Food Service Labor Force: The District Food Service Labor Force is over represented in the White, Black and Asian Female groups, under represented in the Black and White Male and Hispanic Female categories, and not represented in Hispanic and Asian Male categories.

ESP Applicant Pool (Green Sheet): A total of 318 applications were received during the audit year. Twenty three and nine tenths (23.9%) percent were male and 76.1% were female. Of the 318 applications, 44% were White females, 23.6% were Black females, 10.7% were Black males and White males were 11.0%.

ESP Interview Audit: A total of 389 candidates were interviewed during the audit year (79 males [20.3%] and 310 females [79.7%]). The interview audit showed that 47.8% White females, 27.0% Black females, 2.6% Hispanic females, 2.1% Hispanic males, 11.1% White males and 6.4% Black males were interviewed.

ESP Hire Audit: There were 127 total ESP personnel hired during the audit year (36 males [28.3%] and 91 females [71.1%]). The hire audit indicates that 38.6% White females, 29.1% Black females, 11.0% White males, 11.8% Black males, 3.9% Hispanic Males and 2.4% Hispanic Females were hired.

Champaign Unit #4 Schools

Total Staff Audit

Job Category							Male										Female									
	10-04 Total L.F.	10-05 Total L.F.	10-04 Total Male	10-05 Total Male	10-04 Total Female	10-05 Total Female	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W	10-04 NA	10-05 NA	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W	10-04 NA	10-05 NA
Cert. Tchrs.	821	788	177 21.6%	171 21.7%	644 78.4%	617 78.3%	4 0.5%	1 0.1%	19 2.3%	21 2.7%	4 0.5%	6 0.8%	150 18.3%	143 18.1%	0 0.0%	0 0.0%	15 1.8%	15 1.9%	70 8.5%	72 9.1%	17 2.1%	14 1.8%	542 66.0%	516 65.5%	0 0.0%	0 0.0%
Cert. Adms.	46	47	21 45.7%	20 42.6%	25 54.3%	27 57.4%	1 2.2%	1 2.1%	7 15.2%	8 17.0%	0 0.0%	0 0.0%	13 28.3%	11 23.4%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	7 15.2%	7 14.9%	1 2.2%	2 4.3%	17 37.0%	18 38.3%	0 0.0%	0 0.0%
Total Cert. Staff	867	835	198 22.8%	191 22.9%	669 77.2%	644 77.1%	5 0.6%	2 0.2%	26 3.0%	29 3.5%	4 0.5%	6 0.7%	163 18.8%	154 18.4%	0 0.0%	0 0.0%	15 1.7%	15 1.8%	77 8.9%	79 9.5%	18 2.1%	16 1.9%	559 64.5%	534 64.0%	0 0.0%	0 0.0%
Total Cert. Min. Staff	04-05=147 (17.6%)		03-04=145 (16.7%)		02-03=130 (15.6%)		01-02=131 (15.7%)		00-01=133 (16.0%)		99-00=103 (13.8%)															
Total Black Cert. Staff	108 (12.9%)		103 (11.9%)		91 (11.0%)		95 (11.4%)		96 (11.5%)		79 (10.6%)															
ESP	485	479	141 29.1%	138 28.8%	344 70.9%	341 71.2%	0 0.0%	1 0.2%	55 11.3%	54 11.3%	4 0.8%	6 1.3%	82 16.9%	77 16.1%	0 0.0%	0 0.0%	7 1.4%	6 1.3%	104 21.4%	105 21.9%	8 1.6%	9 1.9%	225 46.4%	220 45.9%	0 0.0%	1 0.2%
Total ESP Min. Staff	04-05=182 (38.0%)		03-04=178 (36.7%)		02-03=172 (36.1%)		01-02=156 (34.3%)		00-01=145 (32.3%)		99-00=141 (32.7%)															
Total Black ESP Staff	159 (33.2%)		159 (32.8%)		154 (32.4%)		139 (30.5%)		127 (28.3%)		123 (28.5%)															
Totals	1,352	1,314	339	329	1,013	985	5	3	81	83	8	12	245	231	0	0	22	21	181	184	26	25	784	754	0	1
% of Totals			25.1%	25.0%	74.9%	75.0%	0.4%	0.2%	6.0%	6.3%	0.6%	0.9%	18.1%	17.6%	0.0%	0.0%	1.6%	1.6%	13.4%	14.0%	1.9%	1.9%	58.0%	57.4%	0.0%	0.1%
Total Min. Staff	04-05=329 (25.0%)		03-04=323 (23.9%)		02-03=301 (23.0%)		01-02=287 (22.3%)		00-01=279 (21.8%)		99-00=244 (20.0%)															
Total Black Staff	267 (20.3%)		262 (19.4%)		245 (18.7%)		234 (18.2%)		223 (17.4%)		202 (16.5%)															

Champaign Unit #4 Schools
National Teacher Labor Force
(Employed Teachers)
(Bureau of Labor Statistics--Washington D.C.)

Job Category	10-04 Total L.F.	10-05 Total L.F.					Male								Female							
			10-04 Total Male	10-05 Total Male	10-04 Total Female	10-05 Total Female	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W
Elementary and Middle School Teachers	3,149	3,153	490 15.6%	475 15.1%	2659 84.4%	2678 84.9%	13 0.4%	13 0.4%	52 1.7%	36 1.1%	36 1.1%	34 1.1%	389 12.4%	392 12.4%	44 1.4%	62 2.0%	284 9.0%	243 7.7%	190 6.0%	190 6.0%	2,141 68.0%	2,183 69.2%
Secondary Teachers	1,137	1,093	522 45.9%	468 42.8%	615 54.1%	625 57.2%	12 1.1%	8 0.7%	28 2.5%	33 3.0%	31 2.7%	9 0.8%	451 39.7%	418 38.2%	16 1.4%	8 0.7%	32 2.8%	48 4.4%	37 3.3%	21 1.9%	530 46.6%	548 50.1%
Special Ed. Teachers	319	404	54 16.9%	68 16.8%	265 83.1%	336 83.2%	1 0.3%	0 0.0%	2 0.6%	0 0.0%	4 1.3%	8 2.0%	47 14.7%	60 14.9%	0 0.0%	4 1.0%	25 7.8%	39 9.7%	17 5.3%	7 2.2%	223 55.2%	286 70.8%
Teachers N.E.C. I	980	720	322 32.9%	269 37.4%	658 67.1%	451 62.6%	14 1.4%	6 0.8%	20 2.0%	32 4.4%	37 3.8%	20 2.8%	251 25.6%	211 29.3%	31 3.2%	31 4.3%	59 6.0%	57 7.9%	28 2.9%	20 2.8%	540 55.1%	343 47.6%
Totals	5,585	5,370	1,388	1,280	4,197	4,090	40	27	102	101	108	71	1,138	1,081	91	105	400	387	272	238	3,434	3,360
% Change from 10-03		-3.85%		-7.78%		-2.55%		-32.50%		-0.98%		-34.26%		-5.01%		15.38%		-3.25%		-12.50%		-2.15%
% of Totals			24.9%	23.8%	75.1%	76.2%	0.7%	0.5%	1.8%	1.9%	1.9%	1.3%	20.4%	20.1%	1.6%	2.0%	7.2%	7.2%	4.9%	4.4%	61.5%	62.6%
Note: The above numbers are in thousands.																						
I. N.E.C. Teachers Not Elsewhere Classified																						

Champaign Unit #4 Schools

National Educational Administrator Labor Force

(Bureau of Labor Statistics--Washington D.C.)

Job Category	10-04		10-05		Male												Female					
	Total L.F.	Total L.F.	Total Male	Total Male	Total Female	Total Female	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W
Administrators Related Fields	742	798	258	249	484	549	0	6	39	24	7	8	212	211	8	17	78	83	33	25	365	424
Totals	742	798	258	249	484	549	0	6	39	24	7	8	212	211	8	17	78	83	33	25	365	424
% of Totals			34.8%	31.2%	65.2%	68.8%	0.0%	0.8%	5.3%	3.0%	0.9%	1.0%	28.6%	26.4%	1.1%	2.1%	10.5%	10.4%	4.4%	3.1%	49.2%	53.1%

Note: The above numbers are in thousands.

Champaign Unit #4 Schools

National Bureau of Labor Statistics
Employed Non-Certified Staff

Job Category	Total L.F.		Male				Male								Female							
	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05	10-04	10-05
	Total	Total	Total	Total	Total	Total	API	API	B	B	HP	HP	W	W	API	API	B	B	HP	HP	W	W
Teacher Aides	880	980	52	96	828	884	4	6	18	20	4	16	26	54	15	14	96	97	112	112	605	661
			5.9%	9.8%	94.1%	90.2%	0.5%	0.6%	2.0%	2.0%	0.5%	1.6%	3.0%	5.5%	1.7%	1.4%	10.9%	9.9%	12.7%	11.4%	68.8%	67.4%
Secretaries	3,667	3,576	127	83	3,540	3,493	6	3	23	14	8	3	90	63	63	63	275	286	248	261	2,954	2,883
			3.5%	2.3%	96.5%	97.7%	0.2%	0.1%	0.6%	0.4%	0.2%	0.1%	2.5%	1.8%	1.7%	1.8%	7.5%	8.0%	6.8%	7.3%	80.6%	80.6%
Food Service	2,926	2,919	1,683	1,567	1,243	1,352	88	79	187	134	379	406	1,029	948	48	37	160	176	190	242	845	897
			57.5%	53.7%	42.5%	46.3%	3.0%	2.7%	6.4%	4.6%	13.0%	13.9%	35.2%	32.5%	1.6%	1.3%	5.5%	6.0%	6.5%	8.3%	28.9%	30.7%
Transportation	605	637	315	350	290	287	10	9	65	80	50	54	190	207	3	2	79	66	32	28	176	191
			52.1%	54.9%	47.9%	45.1%	1.7%	1.4%	10.7%	12.6%	8.3%	8.5%	31.4%	32.5%	0.5%	0.3%	13.1%	10.4%	5.3%	4.4%	29.1%	30.0%
Custodians	2,663	2,657	1,753	1,784	910	873	58	56	245	240	346	377	1,104	1,111	23	16	128	124	225	201	534	532
			65.8%	67.1%	34.2%	32.9%	2.2%	2.1%	9.2%	9.0%	13.0%	14.2%	41.5%	41.8%	0.9%	0.6%	4.8%	4.7%	8.4%	7.6%	20.1%	20.0%
Totals	10,741	10,769	3,930	3,880	6,811	6,889	166	153	538	488	787	856	2,439	2,383	152	132	738	749	807	844	5,114	5,164
% Change from 10-03		0.3%		-1.3%		1.1%		-7.8%		-9.2%		8.8%		-2.3%		-13.2%		1.5%		4.6%		1.0%
% of Totals			36.6%	36.0%	63.4%	64.0%	1.5%	1.4%	5.0%	4.5%	7.3%	8.0%	22.7%	22.1%	1.4%	1.2%	6.9%	7.0%	7.5%	7.8%	47.6%	48.0%

Note: The above numbers are in thousands.

Champaign Unit #4 Schools

District ESP Labor Force
(Full and Part Time Employees)

Job Category	10-04		10-05		10-04		10-05		Male								Female									
	Total L.F.	Total L.F.	Total Male	Total Male	Total Female	Total Female	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W	10-04 NA	10-05 NA	10-04 API	10-05 API	10-04 B	10-05 B	10-04 HP	10-05 HP	10-04 W	10-05 W	10-04 NA	10-05 NA
Clerical	101	95	1	1	100	94							1	1			1	1	15	12	3	3	81	78		
Aides	160	168	26	29	134	199		1	17		1	1	8	10			5	4	43	44	3	5	83	85		
Custodial	59	58	53	52	6	6			25	17	1	3	27	25					4	4	1		1	2		
Food Service	51	46	4	2	47	44			2	24			2	1			1	1	14	12	1	1	31	30		
Interpreters	5	7	0	0	5	7				1													5	7		
Paraprof.	5	3	0	2	5	1																	5	1		
Bus Drivers	50	50	19	19	31	31			4	1			15	13					16	19			15	12		
Mechanics	4	4	4	4	0	0				6			4	4												
Storekeepers	5	5	3	5	0	0			2				3	3												
Maintenance	15	15	15	15	0	0			1	2	1	1	13	13												
Parent Coord.	0	0	0	0	0	0																				
Technicians	10	8	9	6	1	2				1		1	8	5									1	2		
Bus Monitors	20	20	5	3	15	17			4	2			1	1					12	14			3	3		
Totals	485	479	141	138	344	341	0	1	55	54	4	6	82	77	0	0	7	6	104	105	8	9	225	220	0	1
% of Totals			29.1%	28.8%	70.9%	71.2%	0.0%	0.2%	11.3%	11.3%	0.8%	1.3%	16.9%	16.1%	0.0%	0.0%	1.4%	1.3%	21.4%	21.9%	1.6%	1.9%	46.4%	45.9%	0.0%	0.2%

Champaign County Labor Pool

The Illinois Department of Employment Security provides ONE Source, workplace and career information. Data for Champaign County in the Census year 2000 is used in ONE Source analysis. Data show the following:

2,768 primary, secondary, and special education teachers are employed. Of these, 448 are male and 2,320 are female. Of this total, 55 are African American males and 221 are African American female, for a total of 276 African American teachers, or 9.97% of the Champaign County pool.

Although the District is unable to evaluate the certification or "highly qualified status" of the teachers reflected in the ONE Source report, it assumes that all are available for purposes of comparison.

Champaign Unit 4 employs 807 teachers, which is 29.2% of the identified teacher workforce in Champaign County. Unit 4 employs 93 African American teachers or 33.7% of the available African American teachers. This analysis assumes no loss in the number of available African American teachers since 2000, which is unlikely due to the number of retirements and to the reduced number of graduates available at University recruitment fairs. New census information will likely indicate an even higher percentage of African American teachers employed by Unit 4 out of the available County pool.

Competing Districts in Same Labor Market

Although the District is not accountable for its success in minority hiring as compared to neighboring districts, it is another indicator of the relevant labor market:

	Total	% White	% Black	% Hispanic	% Asian
Champaign					
Teachers	706	85.7	9.8	2	2.5
Students	8,950	52	35	5	8
Urbana					
Teachers	316	89.9	7.7	2	0.3
Students	4,264	50	33	4	6
Danville					
Teachers	382	92.7	6.8	0.3	0.3
Students	6,356	55	38	6	1
Decatur					
Teachers	471	92.8	6.4	0.8	0
Students	9,252	50	42	0.4	0.7
Bloomington					
Teachers	351	93.2	4.6	1.3	0.9
Students	5,384	63	26	7	4
Charleston					
Teachers	181	100	0	0	0
Students	2,922	93	3	1.4	1.7

* DATA Source: ISBE 2005 Report Cards. Percentages of teachers differ from AAEEEO/Court Monitor data because ISBE percentages reflect only teachers in classrooms and do not include counselors, social workers, psychologists, and other teacher support positions.

Exhibit R

RECRUITMENT, HIRING AND RETENTION

August/September 2006

Recruiting, retaining and hiring a diverse staff is accomplished through a process of continuous improvement. The procedures and processes “To ensure the employment and retention of a diverse, highly qualified staff committed to excellence for all students...” are as follows:

SET HIGH EXPECTATIONS

The District will recruit and retain a diverse staff in both certified and non-certified positions. The Theory of Action states: “To ensure the employment and retention of a diverse, highly qualified staff committed to excellence for all students, the District will recruit and retain certified and non-certified staff who meets NCLB requirements and who embrace the beliefs and values of Champaign Unit 4 Schools as expressed in the District Strategic Plan.” The employment of a highly qualified, diverse staff will occur through the implementation of targeted recruitment plans, by aggressive monitoring of hiring and certification, and by providing incentives for non-certified employees and graduates to enter the teaching force in Unit 4. These actions are based on the assumption that achievement, discipline, attendance and climate are positively affected when a diverse staff is employed and when the diversity of the student body is celebrated.

This expectation is set through the administrative evaluation process and by setting expectations by school.

ANALYZE DATA

The District has established an extensive data analysis process to track staffing and hiring called the Affirmative Action Equal Employment Opportunity (AAEEO) report. The report tracks recruitment, hiring, staffing and retention for the District and at each attendance center.

The detailed analysis is used to identify schools in need of intervention using the expectations of one or more African American hires annually for each secondary school and one each two years, or in each six hires, for elementary schools. The expectation for secondary schools is greater despite the smaller candidate pool. Secondary schools have larger numbers of vacancies than elementary schools, thus providing more hiring opportunities. The AAEEO reporting period ends September 30 of each school year, which provides us an annual benchmark date. AAEEO results are used to identify schools in need of intervention.

The data are given to each hiring administrator and presented in a community meeting, as well as at a public Board meeting.

DEVELOP AND IMPLEMENT A COMPREHENSIVE STRATEGIC PLAN

The Strategic Plan and the Education Equity Implementation Plan guide the Human Resources Department.

Hiring expectations are set through the administrative evaluation process and by setting expectations by school.

Hiring Expectations are:

1. All secondary schools will hire one or more African American candidates each year.
2. Elementary schools are expected to hire at least one African American candidate each two years or six consecutive hires.

Recruitment

In order to meet these hiring expectations, the following recruitment strategies are utilized:

1. Recruitment data are analyzed annually to create a targeted plan to bring shortage area candidates, which includes African American candidates, to the District. The plan will target areas where the District has successfully recruited and hired candidates.
2. A written recruitment plan is developed and approved by the Assistant Superintendent of Human Resources. The Recruitment Plan will include:
 - A. Colleges and Job Fairs where African American candidates are available and/or have been successfully recruited
 - B. Recruitment teams that include African American recruiters
 - C. Training Plans for Recruiters
 - D. Processes to track candidates identified through the recruitment process
3. Recruitment stipends of \$200 are paid to employees who successfully facilitate the hiring of an African American or special education candidate.
4. Principals will provide the names of all African American and/or special education student teachers to the Human Resources Office. These candidates will be recruited at the District level, as well as the school level.
5. African American candidates and special education candidates can be hired early in advance of spring postings. The District can hire four African American candidates for at-large positions and can allow schools to hire for retirement vacancies, which are known at the start of the school year.

6. The Grow Your Own program for classified staff has seven of 10 African American participants. These candidates become teachers in Unit 4 as they become certified. The District's first graduate, an African American special education teacher, began working in the District last May.
7. When there is no position available, the District offers African American candidates permanent substitute positions until a vacancy is available. This is particularly effective with December graduates who are guaranteed work in the spring semester.
8. The District also supports an MLK scholarship for a graduate to return and teach in Champaign.
9. Travel expenses can be paid for shortage area candidates.
10. Tuition waivers to the University of Illinois can be used as hiring incentives.
11. All new hires have access to a \$2,000 salary advance to be paid over 26 pay periods.

Hiring

1. Negotiated hiring processes recommend a hiring team that reflects the school's diversity.
2. Hiring is tracked by building and by the ethnicity of the applicants interviewed.
3. Hiring is monitored through the AAEEEO data.
4. Interventions for schools that are not successful in hiring African American candidates receive the following interventions:
 - A. The District will refer African American candidates to the interview pool.
 - B. The District will place an African American candidate at the building.

Retention

1. The Novice Teacher Mentor program provides training and networking opportunities for first year teachers and for teachers new to the District.
2. The Minority Teacher Retention Committee provides networking opportunities for African American teachers and is currently focused on identifying any barriers to retention.

MONITOR IMPLEMENTATION

Following completion of the AAEEEO report, the Assistant Superintendent for Human Resources communicates with each hiring administrator and their supervisors about the results of the audit. Schools in need of an intervention are notified and begin the process of hiring an African American candidate. Interventions are described in the PLAN section of this document.

EVALUATE PROGRESS

District success in the area of hiring and staffing is monitored through

- progress reports on the Strategic Plan
- AAEEEO data
- the administrative evaluation process
- the annual departmental report to the Superintendent
- quarterly reports to the Court Monitor.

School level progress in staffing and hiring is monitored through

- AAEEEO data
- the administrative evaluation process
- quarterly reports to the Court Monitor

MODIFY AND ADJUST

The process for modifying recruitment plans is described in this document, as well as the process for modifying hiring practices. The process of continuous improvement requires that the District review and adjust based on data. Quarterly data is reviewed for monitoring purposes. Major adjustments to hiring and retention practices are made annually based on AAEEEO data.

Exhibit S

GROW YOUR OWN APPLICANT Screening Guidelines

Directions:

Use the guidelines below to screen applicants for participating in the Grow Your Own teacher certification program. Review each application and place your rating for each candidate in the appropriate categories (1-9) on the "Screening Rating Form". Each guideline has no more or less value than any other.

Screening Guideline Suggestions:

1. After reading 3-4 applications, review the first ones to insure that you were fair to those individuals and their information, which was read initially.
2. Ratings are based upon what you personally think about what an applicant has provided and stated in the information he/she has provided.
3. Total up each individual's points as you go.
4. If the applicant has not provided the required information, then he/she should be rated accordingly. The required information is stated on the return letter to the applicant.
5. Use only the numbers 0-10-20-30-40 to rate the applicants in each of the areas.
6. Please do not discuss applicants and their information with other screeners.
7. Know the "Screening Guidelines" and scan for that important information in the material. It is not necessary to read every word.
8. For all background experience questions, look for those experiences that would be beneficial for a candidate relative to this program.
9. Rate the candidates on how well they prepared their application. Check for grammar, content, neatness and spelling. All of these things are important for a candidate to possess.

Screening Guidelines:

1. Background/experience working with students.
2. Background/experience in working with diverse students or families.
3. Background/experience in skills related to education.
4. Severity of shortage area: 40 points African/American or Bilingual, 30 points for Special Education, 20 points Higher Math or Science.
5. Background/experience in other jobs.
6. References.
7. Essay.
8. Problem solving.
9. Length of employment.



Date rec'd. _____

Application for Champaign Grow Your Own Financial Aid

Accommodation Statement

Any applicant who may require assistance and/or accommodation in completing this application should contact the Human Resources Office at 217/351-3822.

Notice of Non-Discrimination

The Champaign Community School Unit School District #4 does not discriminate on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, disability, handicap, unfavorable military discharge or on any other unlawful basis in the recruitment, selection, employment or transfer of its employees. Similarly, the Champaign Community Schools Unit District #4 does not discriminate in the providing of services, programs and/or activities to its employees.

Eligibility Guidelines

1. Applicants must be current employees of Champaign Unit #4 Schools.
2. Applicants must have a minimum of two years successful experience in Champaign Unit #4 Schools. Successful experience shall include, but not be limited to, regular attendance, punctuality, and positive references.
3. Participation is open to all CESP employees regardless of the number of college credits acquired at the time of application.
4. Applicants must be willing to make a minimum three-year commitment to teach in Champaign schools upon completion of their teacher preparation program.
5. If the applicant does not earn a teaching certificate, tuition funds will be reimbursed to the Champaign Unit #4 Schools.
6. Applicants will agree to attend a financial aid workshop with Parkland College representatives and to apply for all available aid and scholarships.

PERSONAL DATA

Last Name	First Name	M.I.	Maiden Name	Social Security Number
Current Street Address	Current City	Current State	Current Zip Code	Current E-mail Address
Permanent Street Address	Permanent City	Permanent State	Permanent Zip Code	Permanent E-mail Address
Daytime Telephone No., including area code ()	Evening Telephone No., including area code ()	Permanent Telephone No., including area code ()		

EDUCATION

Level	School Attended	City/State	Hrs. Earned	Major	Minor	Dates of Attendance	
						From	To
High School							
University							

EMPLOYMENT STATUS & REFERENCES

Where and for how long have you been employed by Unit #4 Schools/	Current Position(s)		
Provide at least four references, especially those supervisors/administrators under whom you have worked or others who have firsthand knowledge of your character, personality, work ethic and ability.			
Name	Position	Address	Telephone No., including area code
			()
			()
			()
			()
			()

EMPLOYMENT HISTORY

Complete in chronological order the most recent position first.

<i>Name of Employer/School</i>		<input type="checkbox"/> Public <input type="checkbox"/> Private	<i>Position(s)</i>	
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Telephone No., including area code</i> ()
<i>Name & Title of Supervisor/Administrator</i>			<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	<i>Dates of Employment:</i> From: To:
<i>Description of Duties</i>			<i>Total Years:</i> _____	
<i>Reason for Leaving</i>				

<i>Name of Employer/School</i>		<input type="checkbox"/> Public <input type="checkbox"/> Private	<i>Position(s)</i>	
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Telephone No., including area code</i> ()
<i>Name & Title of Supervisor/Administrator</i>			<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	<i>Dates of Employment:</i> From: To:
<i>Description of Duties</i>			<i>Total Years:</i> _____	
<i>Reason for Leaving</i>				

<i>Name of Employer/School</i>		<input type="checkbox"/> Public <input type="checkbox"/> Private	<i>Position(s)</i>	
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Telephone No., including area code</i> ()
<i>Name & Title of Supervisor/Administrator</i>			<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	<i>Dates of Employment:</i> From: To:
<i>Description of Duties</i>			<i>Total Years:</i> _____	
<i>Reason for Leaving</i>				

<i>Name of Employer/School</i>		<input type="checkbox"/> Public <input type="checkbox"/> Private	<i>Position(s)</i>	
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Telephone No., including area code</i> ()
<i>Name & Title of Supervisor/Administrator</i>			<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	<i>Dates of Employment:</i> From: To:
<i>Description of Duties</i>			<i>Total Years:</i> _____	
<i>Reason for Leaving</i>				

<i>Name of Employer/School</i>		<input type="checkbox"/> Public <input type="checkbox"/> Private	<i>Position(s)</i>	
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Telephone No., including area code</i> ()
<i>Name & Title of Supervisor/Administrator</i>			<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time	<i>Dates of Employment:</i> From: To:
<i>Description of Duties</i>			<i>Total Years:</i> _____	
<i>Reason for Leaving</i>				

PARTICIPATION GUIDELINES:

1. Grow Your Own participants will attend group meetings quarterly to share progress and address concerns. These meetings will be coordinated by the Human Resources Department
2. GYO participants will furnish semester grades to the Human Resources Department.
3. Courses that must be repeated due to academic performance will be paid for by the participant.
4. Termination from Champaign Unit 4 Schools will result in dismissal from the Grow Your Own Program.
5. Failure to follow participation guidelines may result in dismissal from the Grow Your Own Program.
6. Participants are expected to earn a minimum of 12 semester hours in a calendar year. Exceptions should be negotiated with the District.

SHORTAGE AREAS:

Applicants must be able to fill one of the District's teaching shortage areas. Please check one or more of the following areas:

- Special Education
- Bilingual/ESL Education
- Higher level math
- Higher level science
- African American Teacher

DEGREE/COLLEGE HOURS:

Please indicate the degree/number of college hours you have attained:

- Below 15 hours
- 15-30 hours
- 30-60 hours
- 60-90 hours
- Bachelors
- Masters

WHY DO YOU WANT TO BECOME A TEACHER IN CHAMPAIGN UNIT #4 SCHOOLS?

(Please use space provided below.)

Please attach an essay not to exceed three (3) pages explaining a problem that you encountered in the workplace and how you solved it.