

SCHOOL DISTRICT U-46
ELGIN, ILLINOIS

April 20, 2009

CLOSED SESSION

A meeting of the Board of Education was called to order at 5:38 p.m. at the Educational Services Center, 355 East Chicago Street, Karen Carney, Joyce Fountain, Amy Kerber, Donna Smith, Dale Spencer and Ken Kaczynski. Board Member Maria Bidelman (arrived 5:40 p.m.) was not present at roll call. Dr. Torres was also in attendance.

- I. Motion by Mrs. Carney, with a second by Mrs. Smith, to enter into Closed Session to discuss Individual Student Disciplinary Matters (Suspensions & Expulsions); Pending or Imminent Litigation/McFadden v. U-46; Acquisition or Sale of Real Property; Collective Negotiating Matters Between the School Board and Its Employees; Information Re the Discipline, Performance, Appointment, Employment or Reclassification of an Employee; and Review of Closed Session Minutes. Upon roll call, yes votes: Mrs. Carney, Ms. Fountain, Mrs. Kerber, Mrs. Smith, Mr. Spencer and Mr. Kaczynski. No Votes: 0. Motion carried by a vote of 6-0.
- II. Individual Student Disciplinary Matters (Suspensions & Expulsions).
- III. Pending or Imminent Litigation.
- IV. Acquisition or Sale of Real Property.
- V. Collective Negotiating Matters Between the School Board and Its Employees.
- VI. Information re the Discipline, Performance, Appointment, Employment or Reclassification of an Employee.
 - A. Superintendent's Goal Setting. Dr. Torres provided the Board with documents related to his 2009-2010 goals. The information Dr. Torres provided included the following:
 - Excerpts from Ed Trust (Data regarding the education inequality of Latino and African American Students at the National level)
 - School District U-46 information (recruitment summary, diversity initiative)

- New Teacher Induction materials (excerpt from Danielson's book used in our Teacher Appraisal program and materials that are used sometimes by our teacher mentors)
- Excerpts of articles regarding diversity and cultural competence
- Article regarding recruitment of diverse staff and suggested reading

Ed Trust

In reviewing the material in this section, Dr. Torres pointed out the following facts:

- Nearly 2/3 of African-American 4th graders do not read at even the basic level
- More than half of 4th grade Native Americans do not have even basic reading skills
- Half of Latino 8th graders do not do math at the basic level

Dr. Torres further pointed out the comparison of large school districts and learning capacity of its African-American students. This information reflected high levels of learning in Charlotte, New York and Boston as compared to Chicago, DC and Los Angeles on the low end. Dr. Torres indicated that in Charlotte there has been long-term leadership which adds to their success. Including leadership at the district-level to have highly-qualified teachers at the most needy buildings.

In addition, there are opportunity gaps for children of color: lower-quality preschools; less money; less qualified, less experienced teachers; and less challenging coursework.

U-46 Information

In reviewing U-46 school information, Dr. Torres shared the scattergrams displaying school achievement across the district. Dr. Torres pointed out that after reviewing the information it was clear that similarly diverse schools had different achievement success. Dr. Torres added that he believes this is a result of the leadership at the schools. Dr. Torres added that the achievement concerns at the high schools did not start at the high schools—it started at the middle schools and in some cases the elementary.

The Board was also provided with the District's Diversity Cohort. The purpose of the cohort is to develop a cadre of culturally competent and responsive teachers that will open their classrooms to other

educators as models of rigorous and supportive learning opportunities for all students. These teachers will focus on the strengths that students bring to the classroom rather than perceived weaknesses.

Dr. Torres recommended further discussions as to where the District needs to do next in terms of diversity. Dr. Torres provided the Board with articles/documents relating to diversity training, these include:

- Enhancing Professional Practice—A Framework for Teaching (Charlotte Danielson)
- Becoming a Successful Urban Teacher
- Affirming Diversity—The Sociopolitical Context of Multicultural Education
- The Culturally Proficient School
- Why are all the Black Kids Sitting Together in the Cafeteria?
- Teaching Reading to Black Adolescent Males
- Report—More Diverse Teachers Reduces the Achievement Gap for Students of Color

Discussion followed on what next steps should be—staff training. Dr. Torres offered recommendations on how to imbed training for teachers in teaching students of color—including requiring teaches (non-tenured) to take a course in teaching English as a Second Language as part of their contract. The Board agreed that more discussion needed to be had regarding diversity and life after high school for the students of U-46.

VII. Review of Closed Session Minutes.

VIII. Motion by Ms. Fountain, with a second by Mrs. Bidelman, to move to open at 7:17 p.m. Upon roll call, yes votes: Mrs. Bidelman, Mrs. Carney, Ms. Fountain, Mrs. Kerber, Mrs. Smith, Mr. Spencer and Mr. Kaczynski. No votes: 0. Motion carried by a vote of 7-0.

Approved this 16th day of November, 2009

President

Secretary