

# BOARD BRIEF

## A C T I O N

- ✓ Personnel
- ✓ Enrollment Report
- ✓ PMA Progress Report
- ✓ Student Schedule Options
- ✓ Telecommunications Audit

### Personnel –

- Approved the revised position description for Assistant Dean of Students.

### Student Schedule Options –

For the past several years the Board and staff have been involved in discussions of student schedule options designed to address instructional needs and help alleviate budgetary shortfalls. Initial discussions were held during the collective bargaining sessions held in 2000-01, at the time of budget reduction planning in 2002-03 and, most recently, in NCLB planning in early 2005.

Because the Board has changed extensively since those initial options were explored, it was deemed by the Board to be appropriate and timely to provide an overview for Board members on the possible student schedule options. An alternate schedule is but one way of speaking to such things as the Governor's new graduation requirements in English, mathematics and science; the requirements to meet AYP through the School Improvement Plan; and the priority of moving the District out of deficit spending.

Therefore, the Superintendent shared and explained one example of an alternative schedule titled, the "Flexible Floating Block Schedule," which had earlier been shared with the No Child Left Behind Study Committee.

The sample schedule included an "academy" component, three 100-minute blocks, and one activity period. Each of these concepts was explained in some detail.

Additional sample teacher schedules, comments about elective offerings and independent study, transition experiences for students, how the schedule would comply with applicable agreements and laws, as well as cost impact were also discussed.

"The man who does not read good books has no advantage over the man who cannot read them." — Mark Twain

Athlete(s)-of-the-Week(s) —  
August 29 - September 3  
Travis Saville (Football)  
September 4 - 10  
Jordan Meissner (Football)

### Building Permit Fee for Field Turf –

The District had been advised by its architect that a Permit to install field turf at the Stadium could be obtained from the Regional Office of Education rather than from the City of West Chicago.

According to the City, permits issued by the ROE only apply to modifications that are internal to the building. External modifications – the City contended – are subject to review by the City. To that end, the City submitted a bill to the District for \$5,942.02 (50% of the cost of the plan review). The City would provide the other 50%.

After discussion with the City and County officials, it became clear that the District was required to pay the plan review fee. Thus, the Board approved payment at its Tuesday meeting.

### Recognition of Schools –

Annually, the State requires local school districts to complete a checklist stipulating that it is complying with a variety of State Statutes.

The Statutes relate to accountability, school governance, instructional programs, administrative roles, support services, staff certification requirements and staff qualifications.

Historically the District has certified compliance with all statutory provisions. This year is no exception.

The Board approved the Recognition of Schools form for submission to the State.

**Enrollment** –

An enrollment report was presented to the Board on Tuesday evening – including historical records and projections.

The enrollment from 2001-02 through 2005-06 has been 2132, 2145, 2174, 2146 and 2144, respectively.

Enrollment projections for coming years are shown below:

Year	Method 1	Method 2	Method 3
2006-07	2148	2176	2162
2007-08	2125	2161	2143
2008-09	2088	2144	2116
2009-10	2059	2115	2089
2010-11	2063	2092	2081

Method 1 – Survival ratio over last 5 years

Method 2 – Survival ratio only for current year

Method 3 – Combines Method 1 and Method 2

**Cultural Proficiency** –

In a book entitled, "Cultural Proficiency: A Manual for School Leaders" by Lindsey, Robbins and Terrell (2003) the authors state:

"Cultural proficiency is a way of being that enables one to effectively respond in a variety of cultural settings to the issues caused by diversity. A culturally proficient organization interacts effectively with its employees, its clients, and its community. Culturally proficient people may not know all there is to know about others who are different from them, but they know how to take advantage of teachable moments, how to ask questions without offending, and how to create an environment that is welcoming to diversity and to change." (p. 84)

They also provide a Continuum for "describing both healthy and nonproductive ... behaviors." The Continuum is shown below:

**"Cultural destructiveness – See the difference, stomp it out:**  
The elimination of other people's cultures.

**"Cultural incapacity – See the difference, make it wrong:**  
Belief in the superiority of one's culture and behavior that disempowers another's culture.

**"Cultural blindness – See the difference, act like you don't:**  
Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures.

**"Cultural precompetence – See the difference, respond inadequately:** Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups.

**"Cultural competence – See the difference, understand the difference that difference makes:**  
Interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and school practices.

**"Cultural proficiency – See the difference and respond positively and affirmingly:** Esteeming culture, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments." (p. 85)