

**DALLAS ELEMENTARY SCHOOL DISTRICT #327  
BOARD OF EDUCATION  
MINUTES OF REGULAR MEETING  
DECEMBER 17, 2015**

Mr. Sparrow, President called the meeting to order at 7:00 p.m.

Mr. Sparrow asked Mrs. Blaesing to call the roll.

Members answering roll call were:

Castillo	Absent	Webster	Present
Lionberger	Present	Heidbreder	Present
Sparrow	Present	Blaesing	Present
Greenhalge	Present		

Also attending the meeting was: Dr. Ryan Olson, Superintendent and Mrs. Alissa Tucker, Principal, Amy Ryner, Rebecca Walker, Mary Norvell, Leslie Fisher and Deanna Hartrick.

The Board observed a moment of silence.

Mary Norvell discussed having 28 kindergarten students in her room and asked where the cutoff point was for splitting the class.

Mr. Sparrow discussed a Board Retreat to discuss goals and other items.

The Consent Agenda was presented to the Board of Education for review.

A motion was made by Greenhalge, seconded by Lionberger to approve the items on the Consent Agenda as presented.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

After discussion of the bills and explanations from Dr. Olson, a motion was made by Heidbreder, seconded by Webster to approve payment of all bills as amended. West Central F.S. and Ricoh will be amended.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

A motion was made by Greenhalge, seconded by Heidbreder to recess the open meeting and call the FY2017 Tax Levy Hearing to order.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes 1 Absent

A copy of the FY2017 Preliminary Tax Levy was presented to the Board of Education for review. Dr. Olson explained that the amounts requested for IMRF and SS have been reduced from the preliminary levy resulting in a lower tax burden than originally calculated. This spreadsheet shows an adjusted amount of 4.96%.

A motion was made by Heidbreder, seconded by Greenhalge to adjourn the FY2017 Tax Levy Hearing and return to the open meeting at 7:09 p.m.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

A motion was made by Lionberger, seconded by Greenhalge to adopt the FY2017 Tax Levy as presented.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

Dr. Olson presented the School Report Card to the board and answered questions.

Information regarding a replacement for Bus #5 which lease will end in August 2016 was presented to the Board of Education. In order to receive the bus in time, a new lease needs to be approved this time of year. A motion was made by Greenhalge, seconded by Webster to approve the bus lease with Central State Bus Sales as presented.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

Dr. Olson submitted a written Superintendent's Report which was presented to the Board. Questions from the board were answered.

Mrs. Tucker submitted a written Principal's Report which was presented to the Board. Questions from the board were answered.

The Technology Committee met on 12/09/15.

All reports may be viewed online following the minutes.

The next regular Board of Education meeting will be held Thursday, January 21, 2016 at 7:00 p.m.

A motion was made by Heidbreder, seconded by Greenhalge, to enter closed session at 7:52 p.m. to discuss items per 5ILCS120/2(c)(1)(2)&(10) as presented. Roll call.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

A motion was made by Heidbreder, seconded by Lionberger, to come out of Closed Session at 9:27 p.m. Roll call.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent

Education Support Personnel salaries has been tabled until the next meeting.

A motion was made by Heidbreder, seconded by Webster to adjourn at 9:29 p.m.

Castillo	Absent	Webster	Aye
Lionberger	Aye	Heidbreder	Aye
Sparrow	Aye	Blaesing	Aye
Greenhalge	Aye		

Motion carried. 6 Ayes, 1 Absent



### **Superintendent Report**

- Below are some general ideas regarding budgetary cuts/efficiency controls:
  - reduce paras not tied to IEPs
  - Art/Music considerations
  - Move to a Superintendent/Principal position for the district rather than sharing a superintendent
  - Examine energy usage
  - 4-day school week
  
- Last week, President Obama signed into law a reauthorization of the Elementary and Secondary Education Act (former NCLB). It is now called the Every Student Succeeds Act (ESSA). Below is a summary of some of the changes to the old law.
  
- I will share any pertinent information from my WAS meeting on December 14.
  
- Last year, I purchased the book, The Art of School Boarding, for Board members. Since then, we've had a change in members, so if you have not had an opportunity to read this, and do not have a copy, let me know and I will get a copy ordered for you.
  
- I had an ROE superintendents' meeting last week, and will share some information I gleaned from that meeting. We had the assistant state superintendent present, and he shared some information with us, especially in the area of licensure and how that affects retired teachers coming back to sub for us.

**ESEA CONFERENCE FRAMEWORK SUMMARY**  
*Every Student Succeeds Act*

**Repeals adequate yearly progress and replaces it with a statewide accountability system** – The framework replaces the one-size-fits-all “adequate yearly progress” federal accountability system under current law with a comprehensive State-designed system that improves State capacity to identify and support struggling schools. States would submit a plan outlining their accountability systems to the Secretary of Education to ensure that the plan is consistent with the law. The system builds on State-led innovation in measuring school performance using multiple measures beyond test scores. States can use other indicators of student achievement and school quality, including student engagement, access to and completion of advanced coursework, and school climate and safety. Under the framework, states are required to improve student learning in the state’s lowest-performing 5 percent of schools, high school dropout factories, and schools in which any group of students is consistently underperforming under the State’s accountability system, and ensures that all students count for the purposes of accountability.

**Maintains important information about student performance** – The framework maintains annual, statewide assessments in reading and math in grades 3 through 8 and once in high school, as well as science tests given three times between grades 3 and 12. States may pursue flexibility to develop and implement innovative assessments through a pilot program and may choose to offer nationally recognized local assessments at the high school level, so long as those assessments meet technical standards for reliability, validity, and comparability. Recognizing the need to reduce unnecessary testing, the framework authorizes the use of federal funds for states and school districts to conduct audits of state and local assessment systems to eliminate assessments that do not contribute to student learning.

**Affirms State control of standards** – The framework ensures States are able to choose their challenging academic standards in reading and math aligned to higher education in the state without interference from Washington. The federal government may not mandate or incentivize states to adopt or maintain any particular set of standards, including Common Core.

**Helps States to improve low performing schools** The framework transfers responsibility to states for identifying schools and providing support for improvement in struggling schools, and prohibits the federal government from interfering in state and local decisions regarding accountability and school improvement activities by prescribing specific methods or systems. Instead of requiring schools to implement the same one-size-fits-all school improvement requirements as they did under NCLB, the framework calls for evidence-based action in any school in which students aren’t learning, but the Secretary cannot prescribe the specific interventions or improvement strategies schools must use.

**Improves accountability for learning outcomes for all students** – The framework sets high standards for students with disabilities by putting in place a state-level participation cap of 1 percent of students with the most significant cognitive disabilities who can take the alternate assessment aligned to alternate academic achievement standards. Additionally, the framework moves accountability for English language proficiency from a separate system in Title III to Title I, to ensure that States are focusing on the unique needs of students who are learning English. The framework maintains annual reporting of data disaggregated by subgroups of children, including low-income students, students of color, students with disabilities, and English learners, as well as

by migrant status, homeless status, children in foster care, and military-connected children.

**Targets funds to at-risk children** – The framework maintains maintenance of effort and supplement not supplant, with additional flexibility for States and school districts. The framework also authorizes the Secretary to grant flexibility to eligible school districts that demonstrate equitable state and local funding through use of a weighted student funding formula that allocates additional funds based on weighting student characteristics such as low-income and English learner status.

**Helps States increase teacher quality** – The framework provides resources to States and school districts to implement various activities to support teachers, principals, and other educators, including by providing high quality induction services for new teachers, ongoing evidence-based professional development for teachers, and opportunities to recruit new educators to the profession. The framework also ends federal mandates on teacher evaluations, while allowing states to innovate with federal funding. The framework adjusts the allocation of Title II formula funds by ensuring that states with higher numbers of students in poverty receive funding that is reflective of their current student populations.

**Supports at-risk populations** – The framework provides resources to States and school districts to support English learners and requires States to develop statewide entrance and exit procedures for English learner programs to ensure that English learners are reclassified upon achieving English proficiency. The framework provides grants to support programs for American Indian, Alaska Native, and Native Hawaiian students to ensure that schools address the unique academic and cultural needs of these students. The framework updates and improves supports to rural schools by providing more flexible use of federal funding to enable rural districts to more effectively implement programs and updates and strengthens the Impact Aid program, which reimburses eligible local school districts that are near, or serve students from, military bases, federal lands, and Indian reservations, for the loss of property taxes due to certain activities of the federal government. Finally, the framework recognizes the unique challenges that homeless students face and provides the necessary supports for homeless students to enroll, attend, and succeed in school.

**Provides greater funding flexibility to enhance support for students and schools** – The framework authorizes the new Student Support and Academic Enrichment grant program to help States and local school districts target federal resources on local priorities to better serve disadvantaged students. For example, school districts would be able to use these resources to help provide students a well-rounded education, promote the effective use of technology in schools, and protect the health and safety of students. So long as they follow basic requirements, school districts determine how they will spend the additional funding based on local needs and priorities.

**Promotes high-quality choices for parents** – The framework improves the Charter Schools Program by investing in new charter school models, as well as allowing for the replication and expansion of high-quality charter school models. The framework also incentivizes charter school accountability, transparency, and community engagement practices. The framework prioritizes grants to evidence-based magnet school programs, including inter-district and regional magnet programs, and provides opportunities to expand magnet school programs with a demonstrated record of success.

**Maintains and strengthens critical programs** – The framework significantly streamlines and

reduces the number of existing federal programs, while authorizing dedicated funding to support important priorities, including innovation, teacher quality, afterschool programming, increased access to STEM education, arts education, and accelerated learning, safe and healthy students, literacy, and community involvement in schools, and other bipartisan priorities. The framework also authorizes the Preschool Development Grants program. This competitive grant program, will use existing funding to support states that propose to improve coordination, quality, and access for early childhood education and will be administered by the U.S. Department of Health and Human Services jointly with the Department of Education.



Principal's Board Report  
January 2016

Evening ball games have begun! It is wonderful to see the boys and girls participating in a team sport. I have enjoyed getting to meet and visit with parents from our region.

A GoMath training day has been set up for our teachers. Anna Melgreen and Marissa Leverton, practicing teachers from Brown County School in Mt. Sterling will be visiting Dallas City Elementary School on Monday, January 25th. Brown County adopted GoMath! two years ago. These teachers use GoMath every day and are comfortable with the paper and online materials. We are fortunate to have them visit and share their knowledge with us. Teachers will meet with Anna and Marissa in 3 hour sessions as follows: 8-11 training for 4, 5, 6 and 12-3 training for K, 1, 2, 3.

Our Leadership Team met recently and discussed the upcoming PARCC testing. We have decided, tentatively, to administer the PARCC assessment the weeks of March 14-17 and March 21-23. Changes have been made to the assessment including shorter testing sessions and administering the test once a year instead of twice. The testing times for each measure will be from 60-110 minutes in length depending on the measure and subject.

December Discipline Numbers:

14 Student Attendance Days  
32 Office Referrals in December

Physical	10
Threat	2
Disruption	6
Aggression	2
Argumentative	4
Inappropriate Use of Tech.	1
Vulgar Language	2
Refusal	2
Lie to avoid	2
Gum	1

December Student Enrollment: 188

November Student Attendance %: 94%

<u>November Staff Absences</u>	<u>Certified</u>	<u>Non-Certified</u>
Professional Leave:	5	0.5
Sick:	30.5*	29 <sup>3</sup> / <sub>4</sub> *
Personal:	3	3.5
Bereavement:	1	3*
Vacation		4*

(Certified sick days include 12 for Scheetz and 8 from McCandless)

(Non-Certified explanation: Sly 8 sick days, 3 bereavement, 4 vacation with death of her husband. Davis accounts for 12 sick days.)