

MORTON UNIT SCHOOL DISTRICT 709

September 22, 2015

Minutes of the Regular Meeting of the Board of Education of Morton Unit School District 709 held September 22, 2015, at the Morton Education and Administration Center.

BUDGET HEARING -

Call to Order and Roll Call -

President Michelle Bernier called the Budget Hearing to order at 7:20 p.m.

Members present: Mrs. Michelle Bernier, Mr. Clint Heinold, Mr. Shaun Bill,
Dr. Shad Beaty, Mr. Tom Neeley, Mrs. Kelly Scarfe, Mr. Jeff Schmidgall

President Bernier declared the Budget Hearing open for the purpose of answering questions from the public on the proposed 2015-2016 Budget. There were no audience questions or discussion.

President Bernier declared the budget hearing closed at 7:21 p.m.

REGULAR MEETING -

President Michelle Bernier called the regular meeting to order at 7:21 p.m.

Members present: Mrs. Michelle Bernier, Mr. Clint Heinold, Mr. Shaun Bill,
Dr. Shad Beaty, Mr. Tom Neeley, Mrs. Kelly Scarfe, Mr. Jeff Schmidgall

Audience Presentations:

Angel Fisher of Morton, read a letter to the Board that was signed by nearly 100 Morton residents. The letter urged the Board to make a decision to support a plan to build a new high school within the next 10 years. Those signing the letter believe this plan would solve all of the space issues throughout the district.

Aaron Seaman of Morton, addressed the Board concerning a long term plan that includes a new high school, making the current high school a middle school and adding gyms at all elementary buildings within the next 10 years. He would not support any large investment in the current Jr. High building.

Reports -

Administrative Reports -

Annual Report -

Dr. Hall noted that the first Annual Report has been distributed at area businesses. The report

focuses on the five Board Goals – Achievement, Communication, Climate, Facilities and Finances. She thanked the five businesses that sponsored the report – Alltrust Financial Management, Cloyd Plumbing, Country Financial, Knapp-Johnson Funeral Home and Kuhl Insurance. Dr. Hall expressed her appreciation to Carol Jankowski and Michael Saunders for their assistance in putting together the report.

Dyslexia Update –

Board members heard an update from Dana Ashby on the Dyslexia Identification Process. It is a seven-step process including:

- Step 1 – Initial Screening
 - Kindergarten and First Grade – all K-1 students will receive a battery of Early Literacy Assessments (6-8 subtests)
 - Second Grade and above – students at grades 2 and above who score below the 30th percentile on MAP assessment, or through a teacher recommendation, will be given a battery of 4 Literacy Assessments.
- Step 2 – Intervention Placement and Services –
 - School based RTI Team determines placement for interventions. Students will receive two-six week cycles of intervention instruction.
 - Progress will be monitored once per month. Students who are not responding to the intervention will then receive a Level 1 Dyslexia Evaluation to determine if characteristics of dyslexia are present and to guide additional interventions.
- Step 3 – Level 1 Dyslexia Evaluation – the Level 1 Dyslexia Screening is a process of gathering additional information that should include progress monitoring data, work samples, formative literacy assessments and additional dyslexia screening tools.
- Step 4 – Problem Solving Team Meeting – the building Problem Solving team will meet to review the Level 1 Dyslexia Evaluation results. Parents will be invited to attend. The team will then determine next steps for treatment.
- Step 5 – Level 2 Dyslexia Evaluation – The Level 2 Dyslexia Screening is a more detailed process for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia.
 - If the Level 2 Dyslexia Screening conducted by the school district indicates a student exhibits characteristics of dyslexia, the student shall be provided intervention services using a dyslexia program.
 - If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodation or equipment for the student shall be provided under Section 504.
- Step 6 – RTI Dyslexia Program Placement and Service – students with characteristics of dyslexia will receive an appropriate, specialized dyslexia instructional program called FOUNDATIONS that:
 - Provides systematic, research-based instruction

- Includes instruction that is multisensory addressing two or more sensory pathways during instruction or practice.
- Provides instruction in the essential components of reading in a small-group or individual setting that maintains fidelity of the program that includes phonemic awareness, graphophonemic knowledge, structure of the English language, linguistic instruction and strategies for decoding, encoding, word recognition, fluency and comprehension.
- Step 7 – Special Education Placement – a student suspected of having dyslexia who is unable to make adequate academic progress may be referred to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004. It should be noted that the referral committee would make the decision as to whether or not an evaluation for special education was warranted and what assessments were needed based on the child's suspected disability.

The entire presentation can be viewed on MPTV at the 18:30 point of the meeting.

President Bernier thanked Ms. Ashby for taking the charge of continuing to fine tune this program.

Dr. Hall expressed her appreciation to Ms. Ashby and Mrs. Lyons for their research and work to this point in the process of developing this program.

President's Report –

President Michelle Bernier reported that the Board of Education met earlier in the evening with members of the Lettie Brown School teaching staff and administrator. The Board meets annually with staff from each school in the District. Tonight Board members met with each grade level at “stations” and learned of what is happening in the various classrooms at Brown School. Mr. Neeley, as Board representative for Brown School, expressed his appreciation to the staff members for giving up their evening to meet with the Board.

Mrs. Scarfe reported that as the Board representative, she recently attended the first meeting of the year of the Curriculum Advisory Committee (CAC). Attendees were given an overview of the new science standards that are to be rolled out this school year and also heard from an MHS science teacher who attended a workshop this summer on implementing the standards.

President Bernier referred to a letter sent to the Board of Education from the Morton Park District. The letter referenced comments from Board member, Mr. Neeley, concerning the amount of financial involvement of the Park District for the new softball diamond project planned for Birchwood Park. President Bernier noted the good relationship the school district has had over the years with the park district and stressed that it is important to maintain those relations.

Mr. Neeley expressed the importance of working with the Morton Park District and the Village of Morton. He noted that his comments were referencing the limited funds of the school district and were not meant to be a personal attack.

Discussion Items –

Facilities Plan –

Board members continued discussion on the three-phase plan previously discussed at the September 8, 2015, committee of the whole meeting. Mr. Schmidgall and Mr. Neeley expressed their concerns of adding a gym to Lincoln School in Phase 1 and not at Grundy School, given the size of its existing gym/cafeteria. Concern was also expressed by Mr. Schmidgall, Mr. Neeley and Dr. Beaty for the 10-year timeframe of Phase 3 as they would prefer a longer timeframe. Mr. Schmidgall feels the 10-year timeframe may impact community support for the earlier phases.

The Board agreed to the following:

- Phase 1—a 7,000 SF gymnasium, 3 classrooms and restrooms at Lincoln School; remodeling of the band/orchestra area at MJHS; remodeling of band area and a new outdoor storage facility at MHS. (This will be financed through an estimated \$3.325 million in working cash bonds and \$2 million from working cash reserves.)
- Phase 2—Gymnasium, 2 classrooms, restrooms, storage at Grundy School; gymnasium, 1 classroom, restrooms, storage at Brown School; new windows at Jefferson School. (Either financed through bond issue-would be a tax increase or issuance of alternative revenue bonds-no tax increase)
- Phase 3—Bond issue for a new high school—timeframe TBD.

The entire discussion can be viewed on MPTV at the 50:50 point of the meeting.

Action Item –

Approve 2015-2016 Budget –

The tentative budget was presented and approved for public display at the August 4, 2015, meeting. Since the time of the approval, there have been no changes to the final budget.

Motion by Mr. Bill, second by Mr. Heinold, that the Board of Education approve the 2015-16 school district budget.

Roll Call Vote:

Yea 7

Nay 0

Motion carried.

Roll Call Vote: Yea 7 Nay 0

Motion carried. The board returned to regular session at 10:25 p.m.

Action Item -

Approve Personnel Report -

Motion by Dr. Beaty, second by Mr. Heinold, that the Board of Education approve the personnel report as presented.

Roll Call Vote: Yea 7 Nay 0

Motion carried.

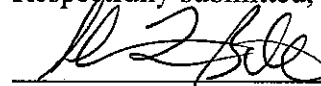
Adjournment -

Motion by Dr. Beaty, second by Mrs. Scarfe, that the meeting be adjourned.

Voice Vote: Yea 7 Nay 0

Motion carried. The meeting adjourned at 10:28 p.m.

Respectfully submitted,



Shaun Bill, Secretary



Michelle Bernier, President