

MISSION STATEMENT • DISTRICT 96

The mission of the Riverside Public Schools is to provide for each student a challenging education which promotes academic excellence, encourages creativity, develops critical thinking, and fosters respect for self, community, and the environment.

**RIVERSIDE PUBLIC SCHOOLS
DISTRICT 96
63 WOODSIDE ROAD
RIVERSIDE, ILLINOIS**

**EDUCATION COMMITTEE
Tuesday, January 19, 2010
L. J. Hauser Jr. High School - 5:00 p.m.**

AGENDA

1. Call to Order and Roll Call, 5:00 p.m.
2. Public Comment/Statement.
3. Items for Discussion and Possible Committee Action:
 - A. Update by International Baccalaureate Study Group (5:00 p.m.)
 - B. In-depth Review of *Regie Routman in Residence* Writing Program (6:00 p.m.)
 - C. Discuss Elementary Music Performance Programs (7:00 p.m.)
 - D. Discuss and determine rubrics for assessing accomplishment of the School Board's 2009-10 Goals:
 1. Evaluate progress of Parent/Student/Teacher Conferences in Grades 3-8
 2. Evaluate progress of Establishing "best practice" standards of civility and courtesy
 3. Evaluate progress of implementing middle school in 2007-08
 4. Evaluate Special Education Program and Administrative structure since 2006-07
 5. Evaluate Technology (instructional and administrative) Program and Administrative structure since 2006-07
 - E. Staff Updates:
 6. Review October Institute Day Activities
 7. Special Education - Communication with Parents
 8. Communication Changes for 2009-10
 9. Formation of World Language Study Group
 10. Description of Gifted Program, including selection criteria (Grades 3-8)
 11. Description of Encore Program at Hauser JH
 12. Articulation efforts between District 96 and RBHS
 - F. Other Discussion Items:
 13. K-5 Sectioning/Room Use Projections
 14. Projecting 2010-11 Kindergarten Enrollment

15. NCLB and AYP calculations
16. Navigating the IIRC (Interactive Illinois Report Card) website for data
17. Future topics?

G. Discuss other submitted items/questions from Education Committee Member(s):

18. Review the elementary math curriculum. How well are we meeting the needs of our highest and lowest achieving students?
19. The ECE Program
20. Digest Data about the Flex Boundary Policy
21. What is the goal of the World Language study group?
22. Administrative Team roles and responsibilities . . . in the context of the hiring process of a new principal. What is the district really in need of? . . .the district needs to consider what it currently has and how it wants to move forward.
23. Evaluation of the 1-for-1 computer initiative. (What are you going to look for to know you are there?)

H. Discuss submitted items/questions from non-Education Committee BOE Member(s):

History (K-5):

24. Where does the study of history appear in the curriculum--only as an aspect of Social Studies?
25. Is this a systematic approach?
26. Is this a thorough approach?

History (6-8):

27. There are very full Social Studies courses on world history--how might these be restructured and spread out to deepen the student's historical consciousness and knowledge base? (Question is contingent on an item below.)

Literature (K-8):

28. Outside of Social Studies and Science, what non-fiction reading is required?
29. What is the ratio of required "classic" children's literature (western and non-western) to contemporary children's literature (e.g., Rebecca Caudill nominees)?

Hauser:

30. Survey parents for input concerning promise/reality question (first requires careful characterization of the promise we want to achieve, e.g., different ways to define "integrated curriculum," to which to we aspire?)
31. How do academic goals drive schedule?
32. What is the interface between elementary schools and Hauser, RB and Hauser regarding curriculum decisions?
33. Relationships among Core, Encore, Arts scheduling (before, during, after school hours).
34. Consider longer "block" scheduling to increase academic contact hours.
35. Require Reading as a year-long course 6-8.
36. Integrate Reading and Language Arts into one course and offer year round.
37. Offer Foreign Languages in 6th grade.

38. How to insure equality of academic experience across the 6th and 7th grade teams?
39. Does every parent meet with child's team of teachers at least once, ideally twice a year?
40. How well are teacher webpages updated and maintained?
41. How well are teachers updating PowerSchool?
42. Consider switch to EdLine (given most families will move to RB where EdLine is used and layout makes grade breakdown discussion easier, e.g., grouped by Homework, Tests, etc).
43. Parent/student experiences of PowerSchool?
44. No cut athletics?
45. Other issues that arise from faculty/principal/parent/student/input.

Foreign Language Study:

46. All research points to the earlier the exposure to a second language the better--how to introduce in the elementary schools; Kindergarten if possible; First Grade at latest. To do so, teachers will want something else "to give," what?
47. What is goal of a foreign language class in District 96: exposure? proficiency? cultural sensitivity? fluency?
48. What are different curricular patterns that align with different goals (e.g., frequency of class meeting, contact time, etc)?
49. Will this be voluntary or required?
50. If required, will there be exemptions granted for children who demonstrate fluency or proficiency in a second language (any language? standards for demonstration)?
51. Exemptions for children enrolled outside of district in foreign language study (i.e., in language not offered in school)?
52. Which language(s)? . . . suggest the least popular option as an elective course at Middle School level: Latin/Greek for English/Romance Languages. Or go full out and offer Latin and/or Greek.

4. Adjournment.