

Meeting of the Board of Education Park Ridge-Niles School District 64

Board of Education Agenda

Monday, January 11, 2010
Hendee Educational Service Center
164 South Prospect Avenue

Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, on some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Monday, January 11, 2010

TIME

APPENDIX

6:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none">• Roll Call• Introductions• Opening Remarks from President of the Board	
6:30 p.m.	• Board Recesses and Adjourns to Committee of the Whole on Policy	
7:30 p.m.	• Board Adjourns from Committee of the Whole on Policy and Resumes Regular Meeting	
7:30-7:35 p.m.	• Public Comments	
7:35-7:50 p.m.	• Update on Implementation of District Goals at Franklin -- Principal	A-1
7:50-7:55 p.m.	• Appointment of District 64 FOIA Officers - Action Item 10-01-1 -- Superintendent	A-2
7:55-8:15 p.m.	• Board Discussion on the Development of School District Budgets -- Business Manager	A-3
8:15-8:35 p.m.	• Administrative Recommendation on Staffing: Coordinator of Extended Day and Pre-School Services, and Director of Technology -- Assistant Superintendent for Human Resources	A-4
8:35-8:55 p.m.	• Middle School Program Review: Recommendation on Middle School Schedule - Assistant Superintendent for Student Learning	A-5
8:55-9:00 p.m.	• Consent Agenda -- Board President <ul style="list-style-type: none">• Personnel Report• Payroll and Bills• Acceptance of Paper Donation	Action Item 10-01-2 A-6

- Adopt Final Calendar for 2010-11 & Tentative Calendars for 2011-12 and 2012-13
- Release of Closed Minutes
- Destruction of Audio Closed Minutes

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|----------------|--|----------------------------|------------|
| 9:00-9:05 p.m. | <ul style="list-style-type: none"> • Approval of Minutes | Action Item 10-01-3 | A-7 |
| | -- Board President <ul style="list-style-type: none"> • Open and Closed Minutes of December 14, 2009 • Open Minutes of December 16, 2009 | | |
| 9:05-9:10 p.m. | <ul style="list-style-type: none"> • Other Items of Information | | A-8 |
| | -- Superintendent <ul style="list-style-type: none"> • Upcoming Agenda • FOIA Request • Memoranda of Information <ul style="list-style-type: none"> • Update on Carpenter Sound Insulation Funding Status • Race to the Top (RTTT) • Update on EIS/RtI • Revised Early Entrance Procedures • Minutes of Board Committees (None) | | |
| 9:10 p.m. | <ul style="list-style-type: none"> • Adjournment | | |

Next Regular Meeting: Monday, January 25, 2010 – 7:30 p.m.
 Field Elementary School - LRC
 707 Wisner Avenue

January 25

- Committee-of-the-Whole on Smart Boards and 2nd Quarterly Report
- Report on Demographer Study
- Approval of Recommendation on Middle School Program Review Schedule
- Update on Implementation of District Goals at Field
- Approval on Staffing Recommendation: Coordinator of Extended Day and Pre-School Services, and Director of Technology
- Discussion on Budget Development Process & 2010-11 Budget Timeline
- Resolution Authorizing the Superintendent or Designee to Begin Development of Tentative Budget for the 2010-11 Fiscal Year
- Recommendation from Community Finance Committee (CFC) and Administrative Response
- Update on Strategic Plan
- Update on Illinois Youth Survey, Climate Survey & Health Assessment Survey (Memoranda of Information)

February 8

- Recommendation from FLES Review Committee
- Update on Summer 2010 Construction and FAA Projects

February 22

- Committee-of-the-Whole: Present Strategic Plan Team Report
- Staffing Recommendations

March 8

- Dismissal of Staff

April 26

- Present Recommendation on Strategic Plan
- Update on Green Initiatives

May 10

- Approve Strategic Plan and Implementation for 2010-11

TBD

- Update on Wellness
- Recommendation on Student Fees
- Recommendation on Financial and Human Resources Software Package
- Approval of Superintendent

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Buildings and Grounds at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs

Board of Education Presentation on School's Work Toward Improving Learning of the Whole Child

School: Franklin

Date of Board Presentation: January 11, 2010

The purpose of these Board presentations is to bring to life a tangible example(s) of how each school is working within the context of implementation of Response to Intervention (RtI) or implementation of the new Reading Framework to improve learning opportunities for students.

Board of Education Goal: Improving Achievement Levels of the Whole Child

District Goals:

A. Implementation of Early Intervening Services/Response to Intervention

- ☐ Analysis and use of data to determine student needs
- ☐ Differentiation to meet student needs through development of learning supports and/or extensions

B. Meeting Student Needs through Implementation of District 64 Reading Framework

Understand and implement:

- ☐ Reading To instructional activities
- ☐ Reading With instructional activities
- ☐ Reading By instructional activities

Overview of Presentation:

Dan Walsh, Principal of Franklin School, will present a brief overview of the District 64 Reading Framework. Mr. Walsh will also provide a detailed look at the first component of the framework "Reading to: Teacher-Led Learning." He will explain the read aloud and shared reading techniques used and show brief video clips of how this particular component of the reading framework is presented and implemented in the classrooms at Franklin School.

Appointment of District 64 FOIA Officers

Action Item 10-01-1

I move that the Board of Education of Community Consolidated School, District 64, Park Ridge – Niles, Illinois, approve the appointment of Bernadette Tramm and Madelyn Wsol to serve as School District 64's FOIA Officers.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

TO: Board of Education
Dr. Sally Pryor

FROM: Dr. Sandra Stringer, Assistant Superintendent for Human Resources
Diane Betts, Assistant Superintendent for Student Learning

DATE: January 11, 2010

RE: Recommendation on Staffing: Coordinator of Extended Day and Pre-School Services, and Director of Technology

The announced retirements at the end of this school year of Larry Sorenson, Director of Technology Planning and Assessments, and Cheryl Niziolek, Team Leader – Extended Day Programs at Jefferson School, offer the administration an opportunity to review these two positions. As you know, both employees have served in their respective roles for many years, and the specific responsibilities of their jobs have evolved over time.

Rather than maintaining the jobs as currently described, administration recommends that the assignments be adjusted to better meet the District's needs and educational environment moving into the new decade. At this time, administration is recommending that revised position descriptions, qualifications and performance responsibilities (Attachment 1) be adopted for these two jobs.

Rationale

- **From: Director of Technology Planning and Assessments**
- **To: Director of Technology**

This position was developed approximately 10 years ago. As the title suggests, the job itself bridges dual functions of overseeing both technology and student assessments. On the assessment side, the director is involved in monitoring and reporting of student progress; coordinating all District testing; preparation of Educational Ends progress reports; and handling a great deal of detail work, such as budget input as well as preparation and analysis of assessment data. Over the years, the assessment requirements for the District have grown relating to federal and state mandates. At the same time, the technology department's needs have greatly expanded to keep the District up-to-date on technology hardware and software, as well as related curriculum needs.

At this time, administration is proposing to change the job title to Director of Technology and divest some of the responsibilities related to assessment to others. During the first year of the transition in 2010-11, Diane Betts, Assistant Superintendent for Student Learning, and Lynne Farmer, Director of EIS/RtI, will pick up the responsibilities for analyzing data related to the support of student learning. They also will evaluate how the District's ongoing assessment needs might best be met, and will submit their recommendations for the 2011-12 school year in early 2011. We believe this realignment will provide additional focus for technology, which has been identified as an important strategy in the District's Strategic Plan now under development. It also

will allow a thoughtful analysis of the District's data and assessment program needs, which continue to change in light of the implementation of EIS/RtI throughout the District.

- **From: Team Leader Extended Day Programs at Jefferson School**
- **To: Coordinator of Extended Day and Pre-School Services**

For many years this position at Jefferson School traditionally has been held by a teacher, who is a member of the PREA bargaining unit. In recent history, the responsibilities of the Team Leader position have grown as have the kindergarten Extended Day Program and after school care. In addition, the Jefferson Pre-School program continues to thrive.

The administration is proposing a title change to Coordinator of Extended Day and Pre-School Services. This restructuring of the position will enable the District to have a Type 75 Administrator on hand to oversee the Extended Day Program and to supervise the Early Childhood Pre-School Program. The Pre-School does not currently have a Type 75 Administrator in the building at all times. Given the complexity of the Pre-School Program and concerns that have occurred in recent years, administration believes it would be prudent to provide a certified administrator in Jefferson when children are present. In Spring 2008, administration had proposed that a full-time principal be added for Jefferson School, which the Board declined to accept. We believe this realignment of responsibilities will satisfy administration's goal of providing Type 75 supervision at the building while offering leadership for these popular programs.

Budget Implications

Because of the phase-in of the technology transition, the impact of the proposed job modification cannot be completely estimated. However, it is expected that the restructured technology position should offer some cost savings in 2010-11; budget impact beyond that cannot be projected until a recommendation is made in early 2011 on how the assessment portion of the position ultimately will be addressed. Similarly, it is expected that the Jefferson realignment would have a small budget impact, if any, in the coming year. However, there may be opportunities for cost savings in future years as other assignments within Jefferson could be modified. In sum, we believe that at this time the overall budget impact of these proposed modifications is best described as a series of trade-offs.

Next Steps

Administration will bring forward for Board approval at the January 25 meeting a recommendation to modify these two positions beginning in 2010-11, and will post the positions immediately thereafter. We believe this timeline will yield the best candidates for these important posts within our District.

Please feel free to contact either of us for more information about this recommendation.

SS:Jk

Director of Technology

Position Description

The Director of Technology is an administrative position in the Department of Student Learning that is responsible for directing educational technology and information systems. The Director of Technology facilitates school and program improvement through collaborative, data-informed decision-making. The major areas of responsibility include developing, implementing and evaluating the district's technology; leadership and support in educational technology and information systems; curricular integration of technology; and parent information and community dialogue related to technology.

Reports to:

The Assistant Superintendent for Student Learning.

Terms of Employment:

12-month position.

Salary dependent on training and experience.

Qualifications

1. Have a minimum of 5 years of successful administrative or leadership experience.
2. Demonstrated leadership skills in technology and instruction.
3. Possess a valid Type 75 Certificate.
4. Knowledge of all aspects of educational technology.
5. Knowledge of web-based information systems.
6. Exemplary practices related to technology, curriculum and instruction.
7. Ability to communicate effectively with teachers, administrators, and parents.
8. Strong written communication and interpersonal skills.
9. Ability to work collaboratively with school and district personnel to improve teaching and learning.
10. Ability to organize time and resources efficiently.
11. Ability to work as part of a management team.

Performance Responsibilities

1. Develop and direct district technology plans.
2. Develop and manage the technology budgets.

3. Evaluate technology-related products, equipment, and services and make recommendations for purchase.
4. Conduct comparisons and negotiate with vendors to assure optimal pricing for technology purchases.
5. Direct staff development in areas of educational technology and information systems for teachers, administrators and other staff.
6. Oversee the student information system and related components.
7. Provide technical support for information systems used by personnel, business office and facilities.
8. Assure confidentiality, accuracy, and security of student, school and district data.
9. Serve as the primary contact between the district and the Illinois State Board of Education via IWAS.
10. Demonstrate initiative in recognizing needs or potential improvements and take appropriate action.
11. Represent the district on selected committees and task forces.
12. Supervise and evaluate program personnel as designated.
13. Understand laws, rules, and policies related to technology.
14. Provide district instructional technology training.
15. Maintain and update the District Technology Plan for the State as required.
16. Conduct monthly meetings with technology staff.
17. Coordinate the technical components of MAP/ISAT testing.
18. Provide reports for the Board of Education and Administration.
19. Coordinate the integration of technology into all aspects of the curriculum.
20. Perform other duties as assigned by the Assistant Superintendent for Student Learning.

Coordinator of Extended Day and Pre-School Services

Position Description

The Coordinator of Extended Day and Pre-School Services is an administrative position in the Department of Student Learning and the Department of Pupil Services that is responsible for the district's extended day program and Jefferson's special education pre-school program. The major areas of responsibility include implementing, monitoring and evaluating the programs; providing leadership and support for the staff; implementing institutional changes as they occur and providing pertinent information to the parent community.

Reports to:

The Assistant Superintendent for Student Learning and the Director of Pupil Services.

Terms of Employment:

12-month position

Salary dependent on training and experience.

Qualifications

1. Have a minimum of 5 years of successful administrative and leadership experience.
2. Illinois Type 75 Certificate
3. Background in special education.
4. Highly organized and flexible.
5. Strong communication and verbal skills.
6. Understanding of regular and special education student integration in kindergarten.
7. Strong knowledge of early childhood and kindergarten curriculum.
8. Ability to work collaboratively with school and district personnel.

Performance Responsibilities

1. Implementation of students in extended day and pre-school special education programs.
2. Supervise and evaluate certified staff.
3. Supervise and evaluate support staff.
4. On-going communication and coordination with MTSEP's Early Childhood Program Coordinator and District 64 Director of Pupil Services.
5. Coordinate billing with the Business Office.
6. Coordinate enrollment communication with the Public Information staff.
7. Chair regular meetings and provide training for staff in both programs.

8. Implement curriculum and procedure review of the Extended Day Kindergarten Program, After-School Care and summer camp.
9. Chair meetings; provide staff training.
10. Develop staffing schedules and attend related meetings.
11. Other duties as assigned by the Assistant Superintendent for Student Learning and Director of Pupil Services.

To: District 64 Board of Education

From: Diane Betts, Assistant Superintendent for Student Learning

Date: January 11, 2010

Re: Middle School Program Review

RELATION OF REPORT TO:

State/Federal Mandates: None

Board Goal: Meeting the Needs of the Whole Child

Board Policy: None

Board Procedures: None

Budget Implications: To Be Determined

BACKGROUND:

A review of the middle school program was conducted over a multiple year period to address several questions/issues regarding scheduling of the instructional program, scheduling of instrumental music, curricular and extracurricular offerings and class size. Five broad areas relating to the middle school program were studied as part of the review:

1. Core Schedule
2. Encore Schedule
3. Class Size
4. Time of Day and Student Activities
5. Miscellaneous: Honor Roll/Grading and Service Learning

Last school year, the Board of Education received recommendations and made final decisions regarding the last three areas. Minutes from the April 27, 2009 Board of Education meeting at which these final decisions were made are attached for your reference. (Attachment A)

As shared with the previous Board, the questions examined relative to the Core and Encore schedule proved to be the most complex and difficult to answer. In particular, developing a schedule that meets the developmental and academic needs of 6th, 7th and 8th grade students, works within the time and space parameters of our current middle school buildings and does not cause significant staffing changes is a very challenging task.

This report will present the final recommendations regarding the 7th and 8th grade schedule and the 6th grade schedule.

RECOMMENDATIONS REGARDING SEVENTH AND EIGHTH GRADE SCHEDULE:

Process:

A sub-committee of middle school teachers from both schools examined how to schedule the core subjects of Reading/Language Arts, Math, Social Studies and Science at 7th and 8th grade. As part of this investigation they also discussed how many instructional minutes to allocate to the core as well as encore subjects. They examined over 12 different scheduling options including alternative day (A/B) schedules, quarters vs. trimesters, staggered schedules, 60 minute core periods, 50 minute core periods and 40 minute core periods, elimination of any block scheduling, two 100 minute blocks vs. one 200 minute block and separate schedules at Emerson and Lincoln. Committee members were allowed to discuss and explore all options including those that might have contractual implications as long as PREA leadership and the Board of Education was informed of a potential recommendation having contractual implications as soon as possible.

From approximately twenty or more schedules that were reviewed, we narrowed our examination down to three schedules, including the current schedule that is used at 7th and 8th grades. The other two schedules under consideration involved the addition of an expanded "Flex Time" homeroom period of 17 minutes daily that would be co-taught by the core homeroom teacher and a co-homeroom teacher. Many questions regarding how this time would be used, the specifics of who would be responsible for planning, how the responsibilities would be shared, etc. needed to be explored and at least partially answered before a final recommendation could be made. A subcommittee of the broader Middle School Program Review spent time last spring and again this fall examining these issues and sharing preliminary ideas with the entire staff from both middle schools. Following this sharing of preliminary ideas regarding "Flex Time", middle school teachers were asked to vote whether they supported incorporation of this "Flex Time" into a middle school schedule. An overwhelming majority of teachers from both middle schools did not support the inclusion of "Flex Time" into the middle school schedule.

Recommendation:

The Steering Committee therefore recommends that we do not make any changes to the current 7th and 8th grade schedule and that we maintain the current schedule that consists of:

- Four 50-minute daily core classes (Language Arts, Math, Science and Social Studies) scheduled in a 200-minute continuous block of time.
- One 40-minute daily period of physical education and three 40-minute elective (encore) classes scheduled daily in the other half of the student's day.
- Large group Instrumental Music rehearsals scheduled outside of the school day with small group instruction scheduled once per week during the school day.

RECOMMENDATIONS REGARDING SIXTH GRADE SCHEDULE:

Once it was determined that no changes would be recommended regarding the 7th and 8th grade schedule, the need to examine possible changes to the current 6th grade schedule was brought forward and discussed by the administration and the Middle School Program Review Steering Committee. Based on input that had surfaced during the Middle School Program Review, the following areas regarding the 6th grade schedule were identified for examination and possible change:

1. The structure of Reading and Language Arts instruction: How many total minutes of instruction should be scheduled daily? Who should teach Reading and LA? When should it be scheduled? How should C of C students be grouped for instruction for Reading? LA?
2. How many minutes of instruction should be scheduled daily for other core subject areas?
3. FLES: Should it be taught every other day or taught daily for one semester or trimester?

Process:

A representational group made up of sixth grade Team Leaders; the curriculum specialist and a middle school teacher from the encore areas of Foreign Language, Technology and Health; Vicki Mogil; Tim Gleason; Larry Sorensen; and Diane Betts met to discuss the 6th grade schedule and develop recommendations for change.

Input from all 6th grade teachers was sought prior to the first meeting to gather thoughts and concerns regarding the current schedule. Once potential recommendations were developed, all 6th grade teachers had an opportunity to provide feedback on these recommendations. The committee used this feedback to develop the following recommendations that were shared with and unanimously supported by the Middle School Steering Committee.

Recommendations:

1. Change the way 6th grade students are currently scheduled for FLES, Health and Technology from the current alternating (A/B) day schedule to an every day schedule in which students would receive instruction every day each week for 18 weeks of FLES instruction, 9 weeks of Health and 9 weeks of Technology.
2. Change the current time allocation for core subjects from 45 minutes daily for Math, Science, Social Studies and Language Arts and 60 minutes daily for Reading to four 60 minute core classes daily (Math, Science, Social Studies and Language Arts) eliminating the separate 60 minute Reading class and instead incorporating the instruction of reading/writing/learning strategies into all four core curriculum areas.
3. Pilot these changes over the next two school years and evaluate strengths/weaknesses informally during the first year and formally in the middle of the second year. This will allow enough time to ascertain the pros, cons and implications of these schedule changes on student learning.

Rationale for these Recommendations:

A. FLES/Health/Technology:

The alternating (A/B) day schedule used for FLES, Health and Technology has long been criticized as being very disjointed for students just beginning their middle school experience. The current schedule taxes sixth grade students' organizational skills and involves more transitions on a weekly and annual basis than at any other grade level. The recommended schedule will provide greater consistency and continuity for instruction in all three subject areas. Core classroom teachers as well as the FLES, Health and Technology teachers support the change.

The recommended schedule will provide daily instruction in foreign language and allow students to practice their developing language skills in a more concentrated manner. However, students will experience a 4-5 month period of time (one semester) in which they are not scheduled in a foreign language class and will therefore experience a lapse in practicing their language skills.

Teachers in all three subject areas (FLES, Health and Tech) will have fewer students they are responsible for during any one given quarter or semester. Because of the A/B schedule, teachers currently have twice the number of students they teach, evaluate and assign grades to making it more difficult to understand and meet each student's unique needs.

The recommended schedule will make it easier to have students participate in a RtI literacy support class in lieu of taking FLES, but also be able to participate in Health and Technology electives during the other two quarters.

B. Change in Core Subject Minutes:

The recommended schedule change would allow Reading and Language Arts to be taught in a more integrated fashion. This schedule would support the natural connections that occur between reading and writing. The 60 minute period would allow time for students to be involved in extended response activities and provide a longer time for written assignments to be developed in one class period.

The new combined Language Arts class would be taught by teachers who are formally trained in these areas and are endorsed in Language Arts. Previously, all core subject 6th grade teachers have taught Reading. While these teachers are certified to teach reading, some of them may have more intensive training and endorsement as Math, Science, or Social Studies teachers.

All core teachers will be expected to teach identified learning strategies and integrate reading and writing into their content areas. This approach will highlight for example, the natural ways in which reading and writing are used to learn science content and utilize the scientific process. For the past few years, we have been discussing how to incorporate more instruction in non-fiction reading into the curriculum and how to emphasize reading/writing and learning strategies in all content areas. A reallocation of fifteen minutes of instructional time in math, science and social studies will provide more time for teachers to

include reading / writing / learning strategies in their instruction in their content areas.

The extra fifteen minutes of instruction daily in Math and Science is viewed as particularly beneficial. Sixth grade Math teachers have been concerned that they do not have enough time for instruction. The current 45 minutes District 64 students are involved in is less than the state average of 54 minutes of daily instruction in math for sixth grade students. Science teachers believe that the extra minutes will allow them to involve students in more hands on science learning and experiments.

C of C students will receive the combined Language Arts instruction as an identified group of students from a C of C teacher. Currently C of C students receive Reading instruction as a group of C of C students but are mainstreamed into regular LA classes. The number of students in the regular LA class will be lessened as a result of this change and the range of achievement levels decreased.

The extra fifteen minutes of instructional time in core classes would provide more time for teachers to modify class work for students with special needs and to implement RtI practices in all core areas.

Implications of these Recommendations:

- For the majority of 6th grade core teachers, this recommended change does not alter the number of minutes they teach on a daily basis and therefore does not require the hiring of additional staff or additional minutes added to most teachers' work load. However, additional C of C staffing would be needed to provide for the increased minutes of math instruction. At this time, we believe an approximate additional .25 FTE of C of C staff would be needed for next year if this recommendation were approved.
- The 60-minute periods for core classes will result in more time and a greater emphasis on skill development in fiction and non-fiction reading. However, the change can result in less time for teaching literature and whole class novels.
- The students who elect to take Foreign Language in 7th grade may need to receive more review if they were scheduled in 6th grade FLES during the first semester. Ideas for developing a summer school class or a summer review packet are being discussed.

NEXT STEPS:

1. The Board of Education will be asked to approve these recommendations at the January 25th Board of Education Meeting.
2. If approved, the new schedule would be shared with incoming 6th grade parents and students this winter.
3. Scheduling for 2010-11 would begin in early February using these approved schedules.

DB:km

APPROVAL OF RECOMMENDATIONS ON MIDDLE SCHOOL PROGRAM REVIEW

The Board discussed each of the eight recommendations, asked for clarification when needed, and decided to remove Items #1, 2, 3, 4, 5, 7 and 8 from formal Board action.

Item 1 – After School Study Hall

The Board is in support of the recommendation to pilot the after school study hall at the cost of \$7500, to be paid from the building Activity Fund, and allow the middle schools to decide how to operate the program at their respective schools to best meet their students' needs.

Item 2 – Additional Interscholastic Sports

Following Board questions, Dr. Pryor suggested budgeting an annual amount for the middle schools to use for interscholastic sports. The appropriate budgeted amount will be researched and recommended in the first draft of the 2009-2010 Budget.

Item 3 – Honor Roll

The Board agreed in principle that the Honor Roll should be maintained, but we should also look for other ways to recognize students for achievement and effort.

Item 4 – Reduction of Homeroom Size Guidelines

Item 5 – Science Class Guidelines

Item 6 – Elimination of C of C Cluster Grouping

These three recommendations are inter-connected. Dr. Pryor said Board approval was needed to move away from clustering C of C students in order to achieve reduced class sizes because a previous Board had directed that it be implemented as part of the Gifted Review Committee's recommendations.

The Board revised the wording of the recommendation for Item 6 from eliminating the current requirement for C of C students to be clustered to repealing the current requirement for C of C students to be clustered.

ACTION ITEM 09-04-4 Item 6

It was moved by Board member Heyde and seconded by Board member Joyce that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the revised recommendation regarding the Middle School Program Review to repeal the current requirement for C of C students to be clustered.

Votes were cast as follows:

AYES: Smart, James, Joyce, Runyon, Mollet, Taddeo, Heyde

NAYS: None

ABSENT: None

The motion carried.

Item 7 – Service Learning

Item 8 – Service Learning Alternative

The two Service Learning recommendations involve whether (Item 7 – Middle School Program Review Committee recommendation) to require service learning at the two middle schools and employ a full-time Service Learning Coordinator for the program or (Item 8 – Administrative recommendation) to pilot service learning on a smaller scale and pay staff a stipend to carry out the program.

The Board agreed to pilot the program and urged administration and staff to be creative and partner with the community and/or parent volunteers on various service learning projects.