

Inspire every child to



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

Special Board Meeting Agenda
Monday, April 11, 2016
Jefferson School – Multipurpose Room
8200 N. Greendale Avenue
Niles, IL 60714

On some occasions the order of business may be adjusted as the meetings progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

TIME

APPENDIX

- | | | |
|-----------|--|--|
| 6:00 p.m. | <p>Meeting of the Board Convenes</p> <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from President of the Board | |
| 6:00 p.m. | <p>• Board Recesses and Adjourns to Closed Session</p> <p>-- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)]</p> | |
| 8:00 p.m. | <p>• Board Adjourns from Closed Session and Resumes Special Board Meeting</p> <p>• Public Comments</p> <p>• Update on Technology</p> <p>-- Director of Innovation and Instructional Technology</p> <p>• Website Analytics Report</p> <p>-- Director of Innovation and Instructional Technology</p> <p>• Update on Elementary Hot Lunch Program</p> <p>-- Chief School Business Official/ Arbor Representative</p> <p>• Approval of Extended Day Kindergarten Rates for 2016-17 School Year</p> <p>-- Chief School Business Official</p> <p>• Consent Agenda</p> <p>-- Board President</p> <ul style="list-style-type: none"> • Personnel Report • Approval of 2016-17 Student-Parent Handbook | <p>A-1</p> <p>A-2</p> <p>A-3</p> <p>A-4
Action Item 16-04-1</p> <p>A-5
Action Item 16-04-2</p> |

• **Adjournment**

Next Regular
Meeting:

Monday, April 25, 2016

Closed Session Meeting – 6:30 p.m.

Regular Board Meeting – 7:00 p.m.

Carpenter School – South Gym

300 N. Hamlin Avenue

Park Ridge, IL 60068

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 Facility Management 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.

Upcoming Meetings and Topics
As of April 6, 2016

April 25, 2016 – Carpenter School – South Gym

Closed Session – 6:30 p.m.

Regular Board Meeting – 7:00 p.m.

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- Pledge of Allegiance and Welcome
- Primary Challenge and Channels of Challenge Program Review
- Approval of NGSS Science Materials Recommendations
- Overview of Core Plus Committee Work
- Update on Enrollment Model – Analysis
- Dashboard Update
- Update on Board Finance and Facility Sub-Committees Proposed
- Approval of Critical Infrastructure Projects Summer 2016
- Approval of Annual Technology Purchase
- Approval of Elementary Lunch Program
- Approval of 2016-17 Health Insurance Rates
- Approval of Financial Update for the Period Ending March 31, 2016 (consent)
- Adopt Tentative Calendar for 2017-18 (consent)
- Approval of Fifth Amendment to Lease and License Agreement by and Between Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois and Child Care with Confidence, Inc. (consent)
- Approval of Intergovernmental Agreement for Shared Assistive Technology Services (consent)
- Presentation of Board Meetings (memo)

May 9, 2016 – Jefferson School – Multipurpose Room

Closed Session – 6:30 p.m.

Special Board Meeting – 7:00 p.m.

- Presentation of Draft Comprehensive Safety and Security Plan
- Review of Request for Proposal for District Auditors

May 23, 2016 – Emerson School – Multipurpose Room

Student Technology Showcase – 6:00 p.m.

Regular Board Meeting – 7:00 p.m.

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- Pledge of Allegiance and Welcome
- Recognition of Student Awards
- Recognition of Tenured Teachers
- ELF Grant Awards 2016-17
- Approval of Primary Challenge and Channels of Challenge Recommendations
- Approval of Financial Update for the Period Ending April 30, 2016 (consent)
- Approval of District Auditors (consent)
- Approval of Final Calendar for 2015-16 (consent)
- ISBE Certificate of Recognition “Fully Recognized” (memo)
- 2015 ISBE School District Financial Profile (memo)

June 13, 2016 – Jefferson School – Multipurpose Room

Committee of the Whole: 2016-17 Budget Draft – 7:00 p.m.

June 27, 2016 – Jefferson School – Multipurpose Room

Regular Board Meeting – 7:00 p.m.

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- ELF - Judith Snow Ethical Leadership Awards
- 2020 Vision Strategic Plan Year 1 Update
- Report on MAP Results
- Approval of 2016-17 Tentative Budget
- Resolution # for Prevailing Wage
- Approval of Maine Township School Treasurer Depositories
- Approval of Financial Update for the Period Ending May 31, 2016 (consent)
- Discipline Data Report (other)
- Update on Summer Construction Projects (other)

Future Meeting Topics

- Update on Educational Ends
- Appointment of Franklin School Principal
- Approval of Health Life Safety Recommendations for a Five-year Plan
- Curriculum Update
- Update on Food Service Contract
- Discussion: Board Policy 4:150 – Should the Board continue to grant authority up to \$25,000 for renovations or permanent alterations Buildings and Grounds
- Approval of Ten-year Health Life Safety Survey
- Approval of Safety Hazards (Transportation)

The above are subject to change.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Mary Jane Warden, Director of Innovation & Instructional Technology

Date: April 11, 2016

Re: Technology Update: Year-in-Review

District 64 Technology Learning Ecosystem

This report is a year-in-review update of technology in District 64 as seen through the four dimensions of the BrightBytes *CASE* Framework: *Classroom*, *Access*, *Skills*, and *Environment*. A previous report on the BrightBytes survey utilizing this same framework was presented to the Board on September 28, 2015.

Our Technology Learning Ecosystem is comprised of a solid infrastructure of people, services, tools, resources, and equipment. It has been fostered through years of commitment to the students of District 64, and has benefitted from a strong partnership with Maine Township High School District 207. The District 64 Technology Learning Ecosystem is based on a continuous improvement mindset, committed to not just being good, but being great, in support of our District's mission: *To inspire every child to discover, learn, achieve, and care.*

Classroom

This area focuses on two elements: Imparting the 4 C's and the work of our Technology Implementation Committee.

Imparting the 4 C's

The Classroom domain reflects how much teachers and students are using technology in the classroom. This includes looking at evidence of the 4C's - Communication, Collaboration, Critical Thinking, and Creativity. In this year 2 of the 1:1 Learning Initiative, we concentrated efforts on classroom integration and staff development in pursuit of District 64's 2020 Vision Strategic Plan/Strategic Objective 1 -- to develop students who master the 4C's. The 4Cs are essential for developing the knowledge and skills needed for college and career readiness. In an increasingly automated and modern world, skills such as creativity, synthesis, and problem solving will be in great demand in the workplace.

This year, all Board members have had an opportunity to see inside our classrooms through the video updates presented by the Principals as the regular monthly meetings have rotated through our schools. As our videos have illustrated, our teachers are progressing towards infusing the robustness of the District 64 Learning Ecosystem into each and every classroom. The key

movement is to steer instruction away from memorization and instead, promote the acquisition of higher-order skills (analysis, cooperation, creating, etc.) by creating problem-based learning units. Instilling strong levels of digital literacy creates great pathways to learn and practice these higher-order skills, ranging from students working collectively via a Google Doc to developing the ability to analyze a web source's credibility (and everything in between).

Teachers who ask students to solve authentic problems and engage with others using the Internet can increase student engagement and effectively prepare students for 21st century learning. This learning connotes a major shift in our understanding of how people learn. No longer are lessons confined to the classroom; rather, they can take place with teachers from around the world and on topics that truly matter to students. Teachers can support this transformation by placing a variety of previously unavailable resources into their students' hands. These are the possibilities of today. We want to bring the world inside our classrooms.



The 2nd grade classroom pictured at the right participated in a Google Hangout in pursuit of their study of sharks. They had a deep and relevant conversation about sharks with a marine biologist/research manager from the University of Cape Town...in South Africa! In like manner, a fourth grade classroom had a Google Hangout with two geology professors from Indiana University of Pennsylvania (Dr. Katie Farnsworth and Dr. Jonathan Warnock) to answer student questions, delve deeper into concepts they've learned and discussed, and to learn more about the profession of being a geologist. Students communicated through a [backchannel](#), gathering questions in real time for the researchers to respond to. Through the District 64 Technology Learning Ecosystem, we now have 21st century learning opportunities that bring real-world experts to our courses of study.



This fall, four of our schools were selected to take part in the Google Expeditions Pioneer Program (goggles picture on the left). Roosevelt, Franklin, Emerson, and Carpenter students and staff were visited by Google Expedition Guides and participated in virtual reality field trips tied to curriculum topics, such as the Surface of Mars, Civil War Battlefields, Ocean Safari, the Great Barrier Reefs, Antarctica, an authentic Indian Teepee, the Borneo Rainforests, and the Great Monuments. Students were able to journey to places all over the world and beyond, right from their seats in Park Ridge-Niles.

Current technology also has provided ways for students to communicate and collaborate in real time. In a middle school language arts class, students are given the opportunity to hold online book discussions from their independent reading through blogging. Students share their thoughts about what they are reading and respond to one another, [practicing the skills of questioning and commenting](#) in thought-provoking ways.



On Monday, **May 23 from 6 p.m.-7 p.m.** before the Board of Education regular meeting at Emerson Middle School, we will be hosting our first *21st Century Learning Showcase*. The showcase will feature student projects from each of our schools that highlight our student's work and progress with the 4C's.

Technology Implementation Committee (TIC)

The Technology Implementation Committee (TIC) is a group of over 30 teachers, administrators, Instructional Technology Coaches, and Technologists who tackle various technology integration topics. Last school year, the committee convened to develop and design curriculum and practices in the following areas: a Handwriting/Keyboarding Scope and Sequence, an official digital citizenship curriculum K-8, and an Apps/Extensions/Software evaluation process. The committee formed three task forces to research and investigate methods, resources, and best practices in the three areas.

The 2015-16 school year saw the implementation of three advancements into our classrooms and into operations:

▣ Handwriting/Typing scope and sequence

A scope and sequence for handwriting and keyboarding instruction and learning targets was developed in the work of a task force subgroup of TIC.

At the start of the year, an online typing software was introduced to teachers as well as the articulation of handwriting and keyboarding learning standards for grades K-6. Throughout this school year, teachers have been implementing the curriculum into their weekly instruction.



▣ Digital Citizenship curriculum and instruction



Another TIC task force developed the [D64 digital curriculum for grades K-8](#). In the fall, teachers were provided time and resources to develop instructional lessons and activities at each grade level. Throughout the school year, teachers at each grade level designed lessons integrated into the common core curriculum to develop digital citizens of this modern age.

▣ Apps/Extensions/Software Evaluation Process (AES)

The third TIC task force undertook the challenge of developing a system to evaluate apps, extensions, and software that would best serve students and staff in teaching and learning. A rubric was designed to help the committee examine and evaluate software. The AES committee is a standing group that

now meets twice a year to review and evaluate potential apps, extensions, and software for student and staff use. With the continuously changing world of technology, the AES committee will keep the District updated and innovative on this important component of our Technology Learning Ecosystem.

Access

Access is the second domain in the BrightBytes CASE framework and describes the degree to which modern hardware, software, and Internet access are available to students and staff. The

District is exemplary in this area of the framework, having provided a 1:1 learning environment for grades 3-8. Grades K-2 have iPads in varying ratios and have operated mostly in “centers” where groups of students share devices or use them at varying times throughout the school day. Sometimes this poses a challenge that a limited amount of personalized learning can be done through shared devices.



A significant improvement in the Access area this year was the implementation of a new Voice over IP (VoIP) system. The system was launched at the start of August 2015 and has served the District well. The District’s investment in modernizing its telecommunications system is a major step forward in safety and efficiency. Staff members and parents/community members are already benefiting from many convenient features, such as a built-in directory that provides direct access to teachers’ classroom and voicemail.

In addition, we are looking ahead to the increased bandwidth service to be provided by WOW! Business Solutions and the savings in the cost of Internet access. This bandwidth project will be a focal point for this summer’s technology workload.

Skills

An ongoing priority for the District 64 Technology Learning Ecosystem is our investment in people: students, staff, and our community. We are in the business of learning and our commitment to continuous improvement and growth is central. Our Institute Days are filled with a plethora of trainings, design work, and discussions on technology integration delivered by our Instructional Technology Coaches as well as Library Information Specialists. These offerings reinforce and expand on the job-embedded coaching for teachers and staff that happens day-in and day-out throughout the school year.

Technology Skills & Integration Topics 2015-16:

Organizing & Managing Your Differentiated Classroom	Creating Digital Media
Let’s Get Appy with the 4C’s	Digital Citizenship Integration into Content Areas
Redefining Classroom Management in the 21st Century	Formative Assessment Tools in the 21st Century
Supporting Inquiry with the Maker Movement	Google Apps for Education
Twitter Basics for Professional Learning Networks	Google Sites Development Support
Technology Integration in Middle School Math	Breakout EDU
SignUp Genius	Running Records & the Notability App
Study Island	Chrome

During its second year, our Parent University series also offered a wide range of topics through short evening programs free to parents and all adult community members. The largest turnout was for the March 8 event, featuring noted researcher Dr. Devorah Heitner on “Raising Kids in a Digital Age.” We will soon launch a Google+ community of the parents and staff who attended the evening and were inspired to continue this compelling conversation together. Upcoming Parent University programs include an April 25 program focusing on how movement is being incorporated into 21st century classrooms and learning, and a May 12 session on how to prevent the “summer slide” for students. Along with the 21st Century Student Learning Showcase in May, this will round out the 2015-16 Parent University offerings to our parents, staff, and community.



Parent University Series 2015-16:

Google Apps Overview (Sept)	Raising Kids in a Digital Age (March)
Social Media and Your Kids (Oct)	Let's Move (<i>April 25</i>)
Formative Assessment (Nov)	Preventing the Summer Slide (<i>May 12</i>)
Coding and Computational Thinking (Dec)	21st Century Student Learning Showcase (<i>May 23</i>)

Environment

The fourth domain in the CASE framework deals with environment factors that can turbo-charge a technology program or bring it to a screeching halt. These factors include the 3P's (policies, practices and procedures), the availability and quality of technical support, professional learning opportunities, and beliefs around using technology for learning.

With the Board's approval, the District was able to create a District Device Technologist position within the Technology Department. This year, the District Device Technologist position has been a critical pillar to the technical support infrastructure as almost 2,800 devices were added to the fleet. The challenge that faced the Technology Department in Year 2 of the 1:1 initiative was to ensure that students in grade 3-8 had learning tools for use at any given moment to ensure uninterrupted learning.

At the start of the 1:1 Learning Initiative, a Chromebook loaner program was established. The system was designed so that students could have a device to borrow while theirs was in repair or if a student had difficulty in managing their device well. Unfortunately, the District's Year 2 experience with the Dell devices presented an overwhelming challenge. Logic board failures were at times staggering and students experienced repair lengths of 4-6 weeks, at the mercy of parts availability.

As a result, Network Manager Gorman Christian, District Device Technologist Kevin Glover and I have been in intensive talks with Dell leadership, specifically the Product Vice President, to

demand reparations for unacceptable performance that we have experienced with the Dell Generation 1 (Gen1) Chromebooks. Due to our meticulous record-keeping, we have tracked the following:

- Repairs, parts, and replacements have amounted to over \$103,000. This does not include the District 64 manpower, time and energy spent on supporting this model.
- We have seen a 25% failure rate, just counting logic board repairs.
- We have had 1,592 Dell Gen1's in repair, out of 2,782 total Dell Gen1's purchased (back in June of 2014). That is 54% of the fleet that has had to be repaired (excluding accidental damage).
- Out of the 1,592 Dell Gen1's that have been repaired, many of the devices have had to be repaired more than once, amounting to 2,707 repairs to date.

The District is determined to be compensated by Dell for this unacceptable product performance. We have been and continue to be in active negotiations with Dell leadership to rectify this matter. It is our hope to bring this matter to a conclusion shortly. I will report further on the outcome and will discuss our actions moving forward in greater length at the April 25 Board meeting. The outcome of these deliberations also will influence the level of confidence the District would have in our currently targeted 4-year refresh cycle rate for Chromebooks in general.

Busy Summer Ahead

Summer is an extremely busy time for the technology department. In a span of 8 short weeks, the department will undertake a host of projects to prepare for the start of the 2016-17 school year. These activities include both District-level as well as device-specific activities, such as:

- Transition to our new Internet Service Provider and related network revisions
- Regular deployment of devices on our regular refresh cycles for students and staff as well as classroom equipment, such as LCD projectors.
- Pilot and evaluation of Learning Management Systems (LMS) used by both teachers and students to organize their digital learning resources and progress.
- Implementation of PowerIEP - a new Individualized Education Program management system for special education services.

As this year-in-review has illustrated, the District 64 Technology Department is integral to the Technology Learning Ecosystem that our students, staff, and community depend upon as we help to fulfill the District's 2020 Vision Strategic Plan mission *to inspire every child to discover, learn, achieve, and care.*

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Mary Jane Warden, Director of Innovation and Instructional Technology

Date: April 11, 2016

Re: D64.org Website Analytics Report

The Board of Education requested a report on website analytics as a follow up to the redesigned website launched in June 2014 utilizing a new Content Management System (CMS) provider, Campus Suite. Prior to developing the new website, the District commissioned research from consultant American Eagle about usage patterns. The report below uses key metrics from the American Eagle research for the current update. The comparison period is January 2013-December 2013 (the full year prior to the new website) to January 2015-December 2015 (the full year following the official launch of the new CMS platform).

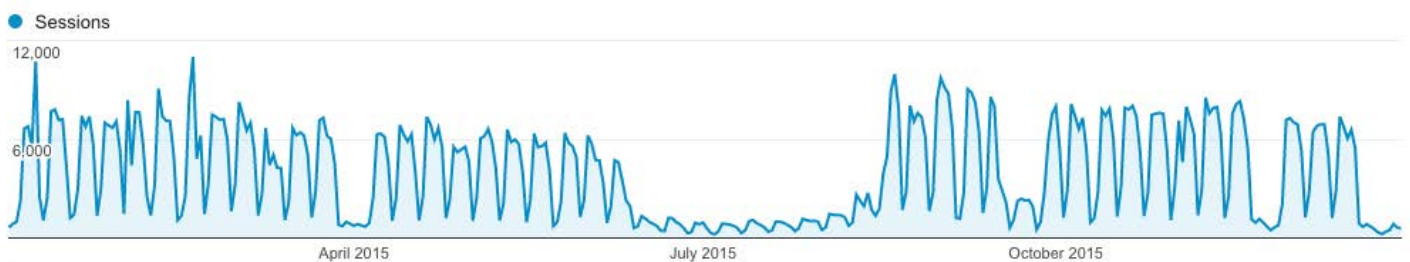
How does the public interact with our Website?

Sessions or visits are the fundamental metric for websites. A *Session* is a period of time that visitors spend on the site. A *Visit* is ended after 30 minutes of inactivity or if a user leaves a site for more than 30 minutes.

From January 2015 to December 2015, there were 1,371,961 total Sessions to D64.org as compared to 1,031,931. This is an increase of 340,030 sessions or about one-third more than in the 2013 baseline year.

Over the course of 2015, visits peaked in August at the start of the school year. The dips aligned with when the District was not in session: June/July (summer break), November (Thanksgiving break), December (winter break), and April (spring break), as one would expect from a school district. These trends are very similar to those reported in the 2013 American Eagle report.

Jan 2015 - Dec 2015 Performance



Who visits our Website?

Our Web analytics show that over the course of 2015, a total of 236,640 users (new + returning) visited our site. Of these, 15.8% were New Visitors, while 84.2% were Returning Visitors.

Out of the 1.3 million sessions, 43.76% of those sessions (835,555) were from the District's own Service Provider. This would mean that about 44% of the visits to the d64.org website came from students and staff during the school day. Another perspective is that of the 1,352,127 sessions conducted through a Chrome browser, 67% of those were done through a Chromebook. This statistic makes sense, as District 64 adopted Chromebooks 1:1 in August 2014.



In addition, 14.22% of visits overall were made through a mobile device.

Are visits from mobile devices trending?

Absolutely. Mobile device users almost doubled from 83,272 in 2013 to 154,261 in 2015. This corresponds directly to the responsive design that our current website platform is now built upon. Tablet users decreased from 70,514 in 2013 to 55,624. This change aligns with market trends, as smartphones are becoming larger and as the tablet market changes. In 2015, 32% of new visits were from a mobile device. Another dimension of the mobile device user profile is that over half (about 53.39%) of mobile users visiting our website use an iPhone or iPad -- that's 112,049 visits to d64.org from an iOS mobile device in 2015.




Overall Site Health

The utilization reports shed significant statistics on how site visitors are engaging with the D64.org website. In the 2013 American Eagle research, the table of data below was reported to give a picture of the District 64 website's overall site health.

For 2013, health was defined based on these tracking codes:

 Pageviews per Visitor	On average a visitor to www.d64.org views 7.81 pages 25% of visitors are seeing a single page
 Engagement Time	Visitors average engagement time is 14 sec.
 Load Time	The average loading time is 1.49 sec.

Here is the comparable data for 2015:

 Pageviews per Visitor	On average a visitor to d64.org views 2.82 pages 40% of visitors are seeing a single page
 Engagement Time	Visitors average engagement time is 3.07 minutes
 Load Time	The average loading time is 3.53 sec.

Given that the average session duration or average engagement time on our site has increased from 14 seconds to 3.07 minutes, users appear to spend more time on average on the website. Visitors view 2.82 pages per session.

With these two variables in mind, we conclude that our users are much more engaged in the content being delivered and find the content they are seeking with greater frequency (not quickly clicking through pages). Therefore, we appear to be successfully delivering users to the content they are seeking without extensive searching to find what they visited the website to learn about or locate.

Also reported is a bounce rate of 40.98% (these are immediate visits away from the entrance page without any interaction with the page). This could mean that about 40% of our pageviews are solely on our front page and not further into the website. We believe this bounce rate reflects the many devices within our District that have set d64.org as the landing page of a browser.

Heat Maps - District

Heat maps provide better context to where users go next as they navigate through our site. The D64.org heat map data found below confirms this data story.

Here are the top 5 most clicked links in order of percentage of clicks on the page as illustrated on the accompanying heat map:

1	<i>District News panel</i> Clicking the dots allow users to scroll through news features.	12% of clicks
2	<i>Directory / Teacher's Web Page</i> This link leads to staff directory information as well as Teacher Web pages with instructional/classroom content	8.5%
3	<i>See full-year calendars</i> This link takes you to a calendar overview explanation.	5.5%
4	<i>Schools</i> This link takes you to the School websites.	4.6%
5	<i>District Calendar</i> "View All" button leads you to a listing of District calendar events.	4.2%

Through this heat map, we clearly see that these 6 links on the front page represent 91.3% of clicks; 60% of these are clicks that scroll through the news events. This confirms the bounce rate of 40% being tracked and that users are most often seeking content related to news, staff contact information, Teacher Web pages, the calendar, and school websites.

The remaining 8.7% of clicks comprise the following:

District 64 Logo (2.3%)	Download Health Forms (0.7%)
District News "View All" (1.8%)	Board of Education [top menu link] (0.5%)
About (1.0%)	New District 64 Dashboard (0.2%)
Summer School Worlds of Wonder (0.8%)	Dr. Heinz's Newsletter (0.2%)
Employment (0.7%)	

As these navigational patterns of our users are tracked, we are designing ways to enhance the experience of our site.

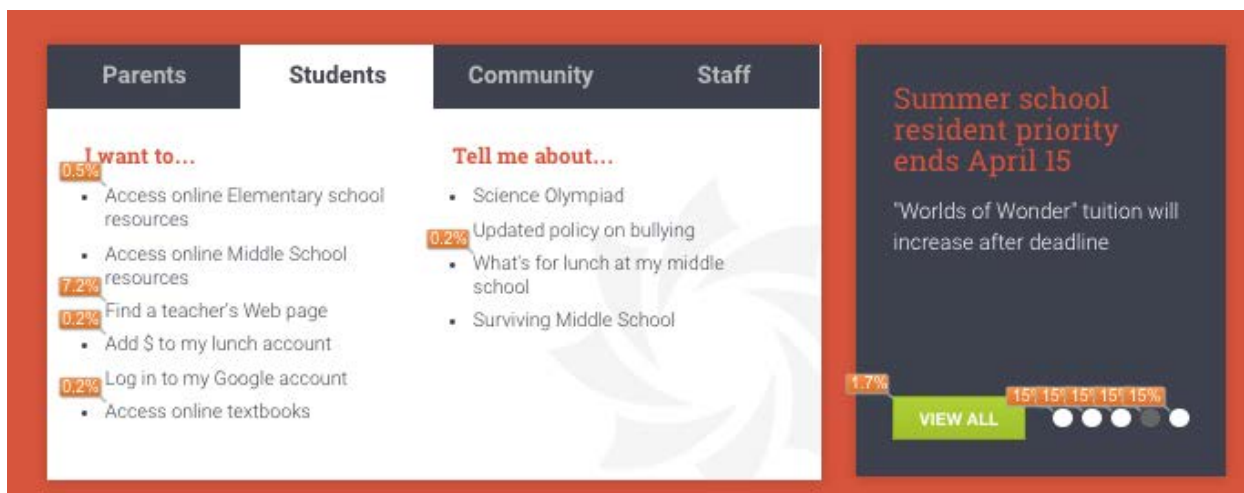


D64.org Heat Map

Resource Tab Heat Maps

Below are the heat maps for each of the tabs in the Resource area of the front page. Under each of the tabs, the top clicks are the following:

Student Tab - "Find a teacher's Web page" (7.2%)



Community Tab - “Watch a Board meeting video” and “See a list of Board meetings” (1.5%)



Staff Tab - “Board of Education meetings” (1.5%)*



*This is the same link in both the Community Tab and the Staff Tab, not tallied individually.

Heat Maps - School Sites

A review of the heat maps for our individual school sites finds these top link hits:

1	<i>Directory / Teacher's Web Page</i> This link leads to staff directory information as well as Teacher Web pages with instructional/classroom content	15.6% of clicks
2	<i>District News Panel</i> Clicking the dots allow users to scroll through news features.	9.9%
3	<i>District Calendar</i> "View All" button leads you to a listing of District calendar events.	4.3%
4	<i>District</i> This link takes users to the District website.	2.9%
5	<i>Students</i> This menu lists resources for students, e.g., online resources, student Google login, LRC, and student portals.	1.28%

Since school websites are tailored to respective school cultures, several unique links also should be noted. Jefferson's Community PreSchool Registration link received 8.8% of clicks and the Visiting link tallied 1.2% of clicks on the school's front page. Lincoln Middle School's Lunch Menu link is prominently on the school's front page and receives 3.5% of clicks.

What Web pages are getting the most visits overall?

1. Welcome to Park Ridge - Niles School District 64	11. Teams/CofC	21. Lincoln Middle School Staff Search
2. Welcome to Emerson Middle School in Park Ridge-Niles District 64	12. Welcome to Field Elementary School in Park Ridge-Niles District 64	22. Roosevelt Staff Portal
3. Park Ridge-Niles School District 64 Staff Directories	13. BrainPOP	23. Welcome to Carpenter Elementary School in Park Ridge-Niles District 64
4. Welcome to Lincoln Middle School in Park Ridge-Niles District 64	14. (not set)	24. D64 Staff Portal
5. Roosevelt Student Portal	15. Welcome to Roosevelt Elementary School in Park Ridge-Niles District 64	25. Park Ridge-Niles School District 64 Schools
6. Calendar Park Ridge-Niles School District 64	16. Online Resources - Roosevelt Student Portal	26. Newsletter
7. Faculty Park Ridge-Niles School District 64	17. Welcome to Franklin Elementary School in Park Ridge-Niles District 64	27. Welcome to 3rd Grade
8. Lincoln Student Portal	18. Emerson Student Portal	28. Team 8-1
9. Park Ridge-Niles School District 64 Site Search	19. Lincoln Staff Portal	29. Admin console
10. Welcome to Washington Elementary School in Park Ridge-Niles District 64	20. Emerson Staff Portal	30. d64.org sites - Google Sites

The top 30 pages are shown above. The most frequently sought after content appears to be our school student portals and staff directories, both of which lead to teacher Web pages. The next most visited categories of content appear to be the building staff portals, the calendar, staff directory and the Website's built-in search tool (powered by Google). The content of BrainPOP (an online learning resource), the newsletter, and team pages round out the top 30 most popular.

In conclusion, it is clear that visits to d64.org are mainly driven by content connected directly to student learning, instructional resources and teacher pages. This usage data clearly supports the increased

expectations on District 64 teachers to continue building out their Web pages for easy access to information and learning resources for both students and their parents.

Next Steps for Website Development

Now that we are on the Campus Suite platform, the District 64 Web Team will continue working to enhance the site's performance and systems. Here are the areas we will be targeting during the next 18 months:

- Increase communication between teachers and parents through a predictable interface and more direct navigation to Teacher Web pages. Teacher Web pages are becoming more robust with the implementation of Web presence guidelines in 2015-16.
- Research and develop calendaring displays, layering, and integration.
- Explore the expansion of communication tools at the school level.
- Incorporate ISP filters to distinguish internal traffic from outside traffic.
- Continue to expand the Web analytics tools (e.g., Scroll Reach) for the site.

Campus Suite also has notified District 64 that it anticipates upgrading its system support later this spring or summer. We anticipate that many of these features will be “behind the scenes” improvements making the site easier to manage and operate, rather than visible changes to our visitors. We welcome any efficiencies and enhancements as we work to continuously improve our website.

Overall, we are extremely pleased with the performance of the Website, the surge in usage particularly from mobile users, the high interest in pages directly linked to student learning and instructional resources, and attention to our news and calendars.

To: Board of Education
Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official
Marjana Nixon, Vice President of Operations, Arbor Management, Inc.

Date: April 11, 2016

Re: Update on Elementary Hot Lunch Program

At the March 26, 2016 Board of Education meeting, the administration shared with the Board the results of a survey sent to parents of elementary students regarding a hot lunch program at their schools. The survey showed that 65% of respondents were interested in a hot lunch program three-to-four days per week, with the fifth day reserved for a PTO/A fundraiser lunch. In addition, over 70% of the respondents were interested in the incorporation of eco-friendly products and were willing to pay the added expense for these products.

Based on the results of the hot lunch survey, the administration has continued to move forward with the hot lunch program proposal. Administration has prepared a Frequently Asked Questions & Answers (FAQ) (Attachment 1) on the Proposed Elementary School Lunch Program for 2016-17. The FAQ is included in tonight's Board packet and will be posted on the District website. As we receive additional questions, we will add questions and the answers to the FAQ. The FAQ will help educate the community and address misconceptions surrounding the hot lunch program.

Marjana Nixon Vice President of Operations, Arbor Management Inc. will present to the Board information on Arbor's sustainability efforts, nutrition and educational programs that will be incorporated into our elementary hot lunch program. (Attachment 2)

Initial start-up costs were estimated at approximately \$127K. The administration has reviewed in-house processes and procedures within the maintenance department in-terms of the current warehouse staff schedule. The current District driver, who also manages the warehouse, will be responsible for the delivery of the hot lunch program to the five elementary buildings. This will save the District the cost of a new box truck, which was estimated at \$40K. In addition, there will be no increase in trips to the schools since the lunch delivery will be done during the normal deliveries to the elementary buildings.

Initial sales/expense projections for the elementary hot lunch program have been prepared by Arbor Management, Inc. and will be shared at the Board meeting on Monday evening. Arbor has estimated ongoing expenses into the cost of the lunch per day.

**Park Ridge-Niles School District 64
Proposed Elementary School Lunch Program for 2016-17**

**Frequently Asked Questions & Answers
as of April 11, 2016**

Rationale

Why is the District proposing an elementary hot lunch program at this time?

The Illinois Department of Public Health (IDPH) instituted new guidelines effective July 1, 2015, which require a certified food handler to be present when food is being served. The elementary PTO/As do not have the consistent volunteers available to satisfy this requirement to the satisfaction of the City of Park Ridge Health Department.

Do families want this service?

The District surveyed elementary parents in March on their interest; the [complete results](#) were reported to the Board of Education at the March 21 meeting. 65% of parents who responded were interested in purchasing 3 or more days per week, which indicates support for this service.

What will happen if the District's program does go forward - will the PTO/As still be able to have a weekly fundraiser?

Yes, the District intends to offer a hot lunch for purchase four days per week. The 5th day is reserved for the PTO/As to offer a pizza lunch fundraiser.

What will happen if the District's program does not go forward - will the PTO/As be able to continue the current configuration?

The way the PTO/As currently serve hot lunch will no longer be allowed through the City of Park Ridge beginning in 2016-17. The PTO/As will be permitted to serve food only 28 times per year, as allowed by the City of Park Ridge. This could be a weekly pizza fundraiser or some other hot lunch offering, as long as the City's food safety requirements are met.

Choices

Can students bring a lunch from home?

Yes, students always will be able to bring a lunch from home as they do now.

Can students buy only milk?

Yes, students will be able to buy milk. Currently, parents order and pay for milk on a yearly basis when registering through Infosnap. We are researching how ordering may be made more convenient and possibly coordinated with hot lunch ordering.

Will there still be peanut/nut safe tables for students?

Yes, there will be no changes to current safety practices regarding food allergies in our lunchrooms.

How does this program differ from the required free lunch program for low-income students?

Bringing a hot lunch program to the elementary schools has nothing to do with lunches provided as part of the National School Lunch Program (NSLP) for students from low-income families. District 64 is required by federal law to serve a free lunch to all students in the District that qualify under the program guidelines; this requirement is not an option and cannot be ignored. Currently, students that qualify for lunch through this plan receive food that is prepared by the District's food service provider, Arbor, and is delivered daily to the elementary schools. No matter what is decided about expanding hot lunch to the elementary schools, District 64 will continue to provide a lunch to children who qualify according to low-income guidelines.

What will the daily lunch consist of?

Every lunch would include an entree, fresh fruit, vegetable, and beverage (choice of milk, juice or water). A monthly menu will be provided in advance so that parents can select the days that work for their child based on their taste preferences. Nutritional content information will be available for foods on our menus, so parents can make informed decisions when ordering lunches. Organic foods will be utilized as available and that fit within the daily lunch price range. In addition, Arbor dietitians work with our schools to develop new recipes. At Emerson in March, an Arbor dietitian arranged to conduct a [“test kitchen”](#) with a group of students who participated in small group panels to sample a new recipe for fresh toasted pizza hummus flatbread. The dietitian teaches nutrition facts during the visit, so students have fun learning about food while they sample and give their candid review of the new recipes.

Food Preparation and Handling***Where will the food be prepared?***

Food will be prepared by the District's food service provider, Arbor, at the Emerson Middle School kitchen. It will be delivered by truck in temperature-controlled hot and cold containers to the elementary schools each morning. At the elementary schools, food specialists from Arbor will maintain the appropriate temperatures and serve the food to students. The used containers will be picked up and returned to Emerson for sanitizing and use the next day.

How will the food be kept hot or cold?

Arbor must comply with the USDA's Hazard Analysis and Critical Control Point (food safety and temperature control) guidelines. This means that temperatures are constantly taken and

logged, as they are at the middle schools. These practices will meet all food handling requirements. The District will have complete control, as Arbor is our direct contractor.

How will the elementary lunch programs be staffed?

Arbor is responsible for hiring, training and certifying its employees, as it currently does for the two middle school lunch programs. All employees undergo a background check through Arbor, which meets the state's security guidelines for schools.

Costs

How will the initial start-up costs be shared?

The *initial estimate* was \$127,000 to retrofit five elementary kitchens to allow for meals to be served (but not cooked) on site. District 64 Chief School Business Official Luann Kolstad has worked with Arbor to get a more detailed equipment cost breakdown. *The revised cost is now below \$100,000.* In addition, we are asking our PTO/A organizations to share in the initial equipment start-up costs to bring this service to their families. We will be discussing start-up cost sharing with the PTA/O Presidents later this month.

Will the daily meal price cover ongoing expenses?

Yes, ongoing expenses are figured into the cost of the lunch per day. In reviewing our sales/revenue figures at the middle schools, we have shown small profits year over year recently of approximately \$25,000. If the Board decided to go forward, money generated at the elementary schools could be used to pay back any initial investment that may be required beyond what the PTO/As share.

Daily Lunch Procedures

How will students receive their lunches?

The District is exploring several options for how students will be identified as purchasing lunch. The goal is to move students through the lunch line as quickly as possible while maintaining the security of their lunch account. One popular method is to provide a laminated ID that will be kept in the kitchen area. The cards are displayed in such a manner that students can easily find their ID for lunch. They will drop their ID in a basket as they go through the line. Arbor will process the cards after lunch. Other alternative methods are also being considered.

How will students learn the new procedures?

At the start of any new school year, all students are taught how the lunchroom works. Students buying the hot lunch will be shown how to receive their food/beverage, move to their lunch tables, and recycle their garbage. Students bringing a lunch from home will learn how to receive milk (if purchased), find their lunch table, recycle their garbage, and where to place their reusable lunch bags.

What will happen if students do not order a lunch and forget to bring one from home?

Due to food allergies, we cannot offer a student a meal without approval from a parent. There will be no change to our current procedure, which is that students are sent to the office to call a parent/guardian. We will then provide a lunch if the parent approves; the student's lunch account will be charged.

How is the current kitchen being used?

The use of the space varies by school. Volunteers or lunchroom employees should not be addressing student discipline issues in the kitchen or larger lunchroom area. Students that are not making safe and appropriate choices in the lunchroom should always be sent to the office to speak with the Assistant Principal or the Principal. One of our schools now uses the kitchen space for minor first aid needs that arise during lunch. This practice will be stopped; all injured students should report to the Health Office for care. Use of the kitchen for either minor first aid or discipline are not widespread practices.

Where will lunchroom/playground supervisors gather and where will equipment be stored?

Each school will work with their head lunch supervisor to establish a location for check-in of the supervisors and determine their equipment storage needs.

How will the lunch program impact school security?

We believe this will have a beneficial impact on our security. Parent volunteers will not be checking in at the offices daily. Instead, we will have Arbor employees who are all background checked. They also will wear badges and uniforms, which will make them even more identifiable and easy to recognize for students and staff.

Sustainability/Green Opportunities***Will a hot lunch program produce more wasted food?***

Because a menu will be provided well in advance, we expect parents will order a hot lunch that their children will enjoy eating.

Will a daily hot lunch increase garbage collection?

The District pays for garbage collection by the number of pick-ups, not by tonnage. We have no plan to increase the number of pick-ups. Currently, garbage is picked up five times per week at the two middle schools and three times per week at the elementary buildings.

How will the lunch be served?

Food will be served on vegetable-based bamboo trays that are biodegradable within months of disposal. Sporks (the handy combination spoon/fork) are recyclable and will be placed in

garbage sorting bins marked *recyclable*. Most schools have bins already in place. Those that do not or have an insufficient quantity will receive them for the 2016-17 school year. The wax coating on milk cartons makes them unable to be recycled.

Has the District considered composting?

The District does not compost lunchroom waste from our current lunch operations at Emerson and Lincoln. We have researched the feasibility and cost of composting and were informed it is more expensive in terms of waste removal. We also do not currently have the appropriate staffing level to supervise students sorting their garbage for composting, for example, to ensure that no meat is placed in the compost bin thereby ruining the entire container. Composting also might not be seen as neighborly by homes that are in close proximity to our schools. Our waste hauler has informed us that composting attracts rodents and insects, and generates an odor. We would expect increased costs for pest control management at all our schools.

How do we currently process waste from PTO/A hot lunch providers (like Healthy Kids Kitchen, pizza day, etc.)?

Styrofoam trays and plastic silverware that are not biodegradable now being placed into the waste stream headed for the landfill. We believe a District 64 program would be a step forward. We are anticipating using trays and garbage bags that are biodegradable and utensils that can be recycled.

Will food drop-off and vehicle idling be a concern?

District 64's delivery truck will be met by Arbor staff for a quick transition. Our truck will not be idling while delivering lunches in the morning or picking up used containers in the afternoon. Currently, our delivery truck is already making the rounds of the schools with mail.



Arbor Management, Inc.



Fresh - Organic - Local

- ✓ Local and Organic items are available through approved vendors.
- ✓ Students can learn how and where the foods they are eating were grown.



Performance Foodservice Qualified Local Produce

- Within 250 miles of local warehouse
 - Nutritional quality
 - Flavor & freshness
 - Support local farmers
- Inspected & certified to ensure safety, quality, and sustainability
- In warehouse the day after harvest



March 2016

Park Ridge-Niles School District 64 Elementary Lunch Menu



Monday	Tuesday	Wednesday	Thursday	Friday
Belgium Waffle w/Eggs or *Bacon Fresh Fruit & Veggie Bar	Classic Cheese Lasagna w/Marinara Sauce Garlic Toast Fresh Fruit & Veggie Bar	Greek Style Gyros on Whole Grain Pita w/Tzatziki Sauce Fresh Fruit & Veggie Bar	Chicken Parmesan Sandwich w/Mozzarella Cheese & Marinara Fresh Fruit & Veggie Bar	The Very Best Mac & Cheese Steamed Broccoli Fresh Fruit & Veggie Bar
All Natural Chicken Nuggets w/Smashed Potatoes & Gravy Sweet Peas Fresh Fruit & Veggie Bar	Belgium Waffle w/Eggs or *Bacon Fresh Fruit & Veggie Bar	Natural All Beef Chicago Style Hot Dog w/All the Fixings Baked Potato Rounds Fresh Fruit & Veggie Bar	Chicken Burrito Bowl With Black Beans and Cilantro Lime Brown Rice Oriental Veggies Fresh Fruit & Veggie Bar	Cheese and Pepperoni Calzone w/Marinara Sauce Green Beans Fresh Fruit & Veggie Bar
Pizza Burger w/Mozzarella Cheese Pizza Sauce Baked Chips Fresh Fruit & Veggie Bar	Chicken Alfredo With Penne Pasta Garlic Toast Fresh Fruit & Veggie Bar	Fresh Tossed Salad w/Chicken Tenders & Ranch Dressing Fresh Fruit & Veggie Bar	French Toast Sticks w/Maple Syrup Turkey Sausage Baked Hash Browns Fresh Fruit & Veggie Bar	Pulled Chicken Enchilada Bake Roasted Corn Relish Fresh Fruit & Veggie Bar
All Natural Chicken Nuggets w/Smashed Potatoes & Gravy Sweet Peas Fresh Fruit & Veggie Bar	Homemade Cheesy Kale Bake Carrot Salad w/California Raisins Fresh Fruit & Veggie Bar	Fiesta Nacho Supreme w/Turkey Taco Meat, Grated Cheddar Cheese & Zesty Salsa Fresh Fruit & Veggie Bar	General Tso Chicken over Brown Rice Oriental Veggies Fresh Fruit & Veggie Bar	Spring Recess Begins
SPRING RECESS	SPRING RECESS	SPRING RECESS	SPRING RECESS	SPRING RECESS



(*) Contains Pork

Items in Green indicate a Vegetarian option

(*) Entree has a Vegetarian option

This institution is an equal opportunity employer.

Nutrition Education

Nutrition Education is an ongoing process that can be integrated into the lunch room.

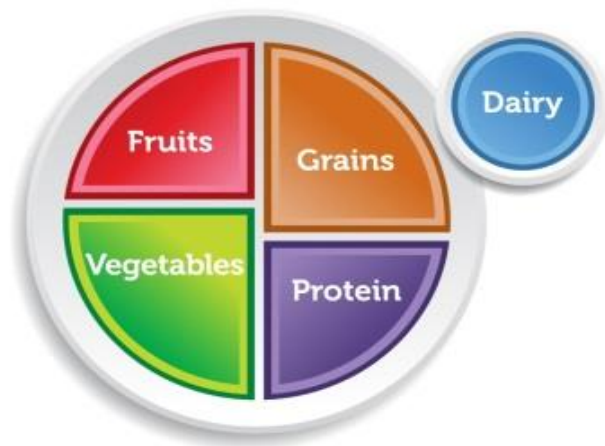


- Create a healthy, positive **food environment**.
- Learn about **new foods** and combinations of foods.
- Healthy can **taste good!**



Nutrition Programs

- Ask the Dietitian
- Dietitian Test Kitchen
- Eat Like A Dietitian
- Farmer's Market Tastings
- Farm Fresh Produce of the Month
- Wellness Fairs & Hands-On Education



Ask the Dietitian



Arbor's "Ask the Dietitian" lunch booth provides students with the opportunity to meet with the Corporate Dietitian.

- Students are encouraged to ask questions
 - school breakfast and lunch
 - healthy snacks
 - portion sizes
 - general nutrition concerns
- A colorful Information display booth is set up in the cafeteria with recipes and handouts on various topics of concern for students to take home.



Dietitian Test Kitchen

- It's a sampling of a **healthy, new recipe** prepared by one of Arbor's Registered Dietitians.
 - Encourage students to try new menu items,
 - Learn about new foods and healthy eating
 - Take action in the lunch program.
- A **colorful display table** is set up in the center of the cafeteria to grab the attention and interest of all students.
- The selected students bring their lunch to the table where they **provide feedback** on the featured recipe while learning about the **nutritional benefits** of the items in the ingredient basket.
- Students walk away with a **recipe** and age-appropriate **handouts** to reinforce the nutrition education learned.



Lincoln Summary

Spicy Lentil Taco Bowl



**PARK RIDGE-NILES
School District 64**

Lincoln Middle School



Presented by:

arbor Management
Inc.



Lincoln Middle School hosted a successful Dietitian Test Kitchen sampling on Thursday, November 12th! A small focus group of students were selected by teachers from each lunch period to participate in the event. The selected students enjoyed their lunch at the designated table while they sampled the featured healthy recipe, created by Arbor's Corporate Dietitian:

Spicy Lentil Taco Bowl with Fresh Pico de Gallo!

The lentils were prepared in-house with simmered Spanish onions, premium tomato salsa, and seasoned with a homemade taco seasoning blend of herbs and spices. The lentils were topped with a fresh pico de gallo made with tomatoes, red onion, garlic, jalapeño, lime, and fresh cilantro, and served with whole grain corn tortilla chips.

Students learned about lentils and the fresh ingredients within the recipe with Arbor's Corporate Dietitian. A recipe was available for students to create at home. Twenty-four students participated in the event. Nineteen students loved the samples, and five students thought the pico de gallo was too spicy. The fresh jalapeños used definitely had a kick. Faculty and staff who sampled the recipe also thought it was great, and asked for the recipe, including Principal Dr. Murray and Assistant Principal Mr. Gleason! Overall, this healthy, vegan entrée option was well received by both students and staff.



Emerson Summary

Pizza Hummus Flatbread



PARK RIDGE-NILES
School District 64

Emerson Middle School



Presented by:

arbor Management Inc.



Emerson Middle School hosted a successful Dietitian Test Kitchen sampling on Thursday, March 10th! A small focus group of students was selected by Assistant Principal, Mr. Benka, from each lunch period to participate in the event. The selected students enjoyed their lunch at the designated table while they sampled the featured healthy recipe, created by Arbor's Corporate Dietitian:

Toasted Pizza Hummus Flatbread!

Freshly prepared pizza hummus with chickpeas, tomato paste, olive oil, lemon juice, parmesan, basil, oregano, garlic, salt, and pepper offered an exciting spin to the healthy hummus option. Students loved the fresh, healthy take on pizza, and were provided with a recipe to create at home. Of the twenty-three students who participated, only one 6th grader stated he didn't really like the recipe. Over thirty samples were tasted by faculty and staff as well. We were thrilled with the positive student and faculty approval!

"Mmmm. Really good!" – 7th Grade Student

"Maybe make the hummus a little creamier." – 8th Grade Student

"I would like it spicy!"
– 8th Grade Student

"Like it exactly how it is!" – 6th Grade Student

"Tastes just like pizza!" – 6th Grade Student

"Maybe make it a little sweeter?"
– 6th Grade Student



Eat Like a Dietitian



- Arbor challenged students during **National Nutrition Month®**
- “**Dietitian’s Pick!**” identifiers were placed next to items the dietitian would choose for lunch to encourage students to create colorful, healthy trays.
- The identifier cards also included **nutrition facts** about each item to help educate students.



Farmer's Market Tastings

- A variety of **colorful, farm-fresh fruits and vegetables** were displayed in the cafeteria for students to view, touch, smell, and learn.
- The Farmer's Market display at the Glenbard High Schools provided samples of **homemade Kale Chips** and **Cajun Roasted Chickpeas**.
- Racine secondary schools displayed **exotic produce**, such as rambutan and dragon fruit, to increase awareness. Students learned about **plant anatomy**, nutritional benefits, and **different ways to prepare** fruits and vegetables. Nutritional flyers, bookmarks, and small samples were available for students.



Farm Fresh Produce of the Month



- Every month, Arbor selects a different fruit & veggie to highlight. The **menu-back page** includes a word-find and brief nutrition blurb about the fruit and vegetable.



- Either the month's fruit or vegetable is featured on the menu as the **Farm Fresh Produce of the Month** (FFP). The FFP is displayed in the cafeteria and featured on the menu.



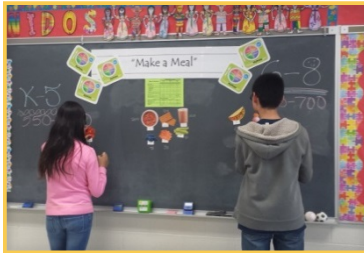
- The **bulletin display**, for middle school and high school levels, includes pages on **growth, nutrition, flavor, and trivia facts**. This information can also be displayed on electronic boards and on websites. An elementary-friendly FFP character teaches younger students about the fruit or vegetable, such as Billy Blueberry.



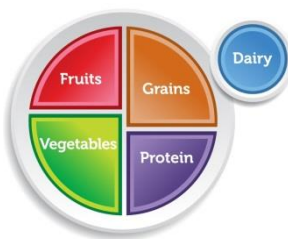
Wellness Fairs & Hands-On Learning



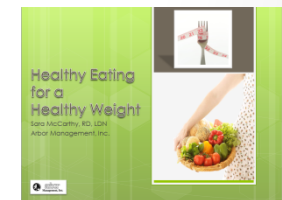
- Arbor will partner with districts to host Family and Community Wellness Fairs & Classroom Presentations.



- It is not only important to educate the students, but also to spread the knowledge among the community.



- A collaboration of activities, booths, and presentations invite people of all ages to have fun and learn!



Green Initiative



- ✓ We fully support districts interested in creating a **GO GREEN** environment and conservation culture.



- ✓ **Biodegradable** and **Compostable** disposable products such as utensils, containers, trays, plates, cups, and bowls are available

- ✓ Garbage **compost** program



To: Board of Education
Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official
Lisa Halverson, Jefferson School Principal
Brian Imhoff, Assistant Business Manager

Date: April 11, 2016

Re: Discussion and Approval of Extended Day Kindergarten Fees

Background

District 64's kindergarten curriculum is delivered as a half-day morning or afternoon program at our five elementary schools. For families who would like to add an additional half-day of enrichment and educational activities, District 64 offers a fee-based Extended Day Kindergarten (EDK) program located at Jefferson School. EDK can be combined seamlessly with other programs such as Beyond the Bell for parents needing full-day childcare. Children can be registered in the EDK program for 2-5 days per week depending on the family's needs.

Each year the Board of Education approves fees for the EDK program. There are two separate rates that exist as part of the program:

- Regular EDK program – The morning session at Jefferson School operates from 9:00am – 12:10pm for children with afternoon kindergarten classes. The afternoon session at Jefferson School operates from 12:10pm – 3:30pm for children with morning kindergarten classes.
- Early Morning program – This program operates from 7:00am – 9:00am and is available only to children who participate in the morning EDK session at Jefferson School. It is an optional program offered for an additional fee to families that require childcare earlier than the 9:00am start time of the regular EDK program.

Review of District 64 EDK Costs

The District is not required to run an EDK program but views it as a valuable and convenient service for families of kindergarten students. As with all optional fee-related programs, the District reviews the costs associated with the EDK program on an annual basis with the goal of setting an appropriate tuition rate.

The Board's intent in previous years has been to make the program self-sustaining so it operates as close to breakeven as possible; but not at a deficit. The table on the following page shows the profit/loss analysis of the EDK program with actual amounts for 2014-15 and projected results for 2015-16 and 2016-17.

PARK RIDGE-NILES SCHOOL DISTRICT 64
FINANCIAL ANALYSIS OF EXTENDED DAY KINDERGARTEN PROGRAM

	Actual 2014-15	Projected 2015-16	Proposed 2016-17
Revenues	\$404,383	\$367,460	\$382,158
Expenses			
Admin Salaries	\$53,380	\$49,672	\$50,665
Program Salaries	205,884	186,160	189,883
Admin Benefits	16,072	14,864	15,161
Program Benefits	101,611	99,253	101,238
Supplies	14,627	12,000	12,500
Total Expenses	\$391,574	\$361,949	\$369,448
Net Profit/(Loss)	\$12,809	\$5,511	\$12,710
Daily Tuition Rate - Regular Program	\$21.00	\$22.00	\$23.00
Daily Tuition Rate - Early AM Care	\$10.00	\$10.50	\$11.00
Number of Students	128	110	110

Recommendation for 2016-17

Using the enrollment projections developed by the District in February, kindergarten enrollment in 2016-17 is expected to be similar to the current year. Using this assumption, the current tuition rates would not generate sufficient revenue to cover the projected increase in salary and benefit costs for program staff. Therefore, the District is recommending that the Board increase the daily tuition rate for the Regular EDK program to \$23 per day and the Early Morning program to \$11 per day in 2016-17. This will ensure that the program remains self-sustaining.

ACTION ITEM 16-04-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve tuition for the 2016-17 Jefferson School Extended Day Kindergarten program at \$23 per day and the 2016-17 Jefferson School Early Morning program at \$11 per day.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

4/11/16

Consent Agenda

ACTION ITEM 16-04-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of April 11, 2016 which includes the Personnel Report and Approval of 2016-17 Student-Parent Handbook.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
April 11, 2016

Joseph Hancock Jr.	Resign as Night Custodian at Washington School effective April 13, 2016.
Adrian Ortiz	Resign as District Skilled Maintenance effective June 1, 2016.
Susan Herman	Retire as District Technologist at Lincoln School effective June 16, 2016.

TO: Board of Education
Dr. Laurie Heinz, Superintendent
FROM: Bernadette Tramm, Public Information Coordinator
DATE: April 11, 2016
RE: Student-Parent Handbook 2016-17

Marking its 10th year, the District 64 Student-Parent Handbook remains the mainstay of essential information distributed to our families annually. The handbook was converted to an electronic format in 2015-16 offering greater convenience for on-the-go reading from mobile devices as well as tablets and desktop computers. The savings also allowed us to print and mail a new 2015 Annual Report to all homes in the Park Ridge-Niles community.

We will take another step forward this year, as we integrate the handbook into our annual Infosnap online registration process. Registration for all returning families is set to open on April 25, 2016 for the 2016-17 school year.

Therefore, the handbook is presented at this time for the Board's approval in conformance with Board Policy 7:190; it includes the District's disciplinary rules, primarily found in Chapter 6 and a smaller section in Chapter 2. Also as required by that policy, the PTO/A Presidents group at its March 1 meeting reviewed the disciplinary sections.

A Working Draft is provided. Please note that revisions will be made until the release date to ensure the most complete and up-to-date materials are presented. The handbook reflects policy changes enacted through the year. Specific announcements and materials within the handbook also fulfill many of the District's varying annual legal notice requirements.

Our handbook is an award-winning publication, having previously been recognized at both the state and national levels from the National School Public Relations Association (NSPRA). With the conversion to an e-publication, color coding by chapter was added for easier navigation. Links to other web resources are live throughout the text, too. The handbook contains a wealth of District and school information, such as:

- | | |
|--|---------------------------------|
| ▪ School year calendar | ▪ Travel to and from school |
| ▪ Board of Education meetings | ▪ Academics |
| ▪ District operations and Strategic Plan | ▪ School health services |
| ▪ Day-to-day school essentials | ▪ Student behavior expectations |
| ▪ Communications and safety | ▪ Our related organizations |

Due to the earlier publication schedule, roster pages with each school's specific facts and key calendar dates have been omitted and may be distributed to families separately in August.

I would like to thank all our District and school administrators; Facilitator of School Health Services Margaret Temari; Administrative Assistant to the Superintendent Madelyn Wsol; Webmaster Allison Blum; school secretaries; Curriculum Specialist for Art Sonja Dziedzic, art teachers and student artists; various organization heads; and many other contributors for their assistance in preparing the 2016-17 edition.