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 -- Assistant Superintendent for Student Learning/  
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 -- Business Manager/  
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- **Resolution #1114 Abating the Working Cash Fund of Community Consolidated School District Number 64, Cook County, Illinois** A-6  
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 -- Board President
  - Personnel Report
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  - Approval of Financial Update for the Period Ending February 28, 2014
  - Approval – Middle School Food Services Contract Extension for Arbor Management
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  - Release of Closed Minutes
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 -- Superintendent
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- Follow-up on Collection of Current Year's Student Fees
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- 2014 ISBE School District Financial Profile
  - Minutes of Board Committees
- Board Advanced Technology Committee Minutes of March 13, 2014
- Insurance Committee Meeting Minutes of February 27, 2014
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- Healthy Living Month
- Final Pricing of the Bonds

• **Adjournment**

**Next Meeting:** Monday, April 14, 2014  
 6:30 p.m. – Special Board Meeting  
 Committee of the Whole: Special Education (to follow Special Board Mtg.)  
 Field School – north gym  
 707 N. Wisner Avenue  
 Park Ridge, IL 60068

**Next Regular Meeting:** Monday, April 28, 2014  
 7:30 p.m. Regular Board Meeting  
 Franklin School –gym  
 2401 Manor Lane  
 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 March 19, 2014

April 14, 2014 – Field School – North Gym

Special Board Meeting – 6:30 p.m.

- Bills

Committee-of-the-Whole: Special Education – to following Special Board meeting

April 28, 2014 – Franklin School – Gym

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/ Student Learning #4 – Instructional Technology Coach (ITC) Impact
- Approval of Board of Education Goal/Student Learning #2 – 21<sup>st</sup> Century Learning Plan
- Approval of Sonitrol Upgrades
- Approval of March Financials Ending March 31, 2014
- Approval of Board Policy 7:100
- Presentation of Board Meetings for 2014-15 (memo of info.)
- Follow-up on Collection of Student Fees (memo of info.)
- Progress Report on 2013-14 District-wide Priorities & Strategic Plan Activities (memo of info.)

May 5, 2014 – Field School – North Gym

Committee-of-the-Whole: Finance – 6:30 p.m.

- Review Tentative Budget for 2014-15

May 19, 2014 – Emerson School – Multipurpose Room

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Recognition of Student Awards
- Recognition of Tenured Teachers
- ELF Grant Awards
- Background and Approval of Merit Award Program 2013-14
- Discussion and Approval of Merit-Based Compensation for Building Administrators
- Discussion and Approval of Merit-Based Compensation for District Administrators
- Approval of Salary Increases for Secretarial Staff Effective July 1, 2014
- Approval of Salary Increases for Custodial/Maintenance Staff Effective July 1, 2014
- Approval of Salary Increases for Exempt Staff Effective July 1, 2014
- Approval of Salary Increases for Technology Staff Effective July 1, 2014
- Approval of Salary Increases for Technologist Staff Effective July 1, 2014
- Approval of Salary Increases for Hourly Employees Effective July 1, 2014
- Approval of Bid for Copier Paper (consent)
- Approval of Technology Purchase (consent)
- Approval of Bid for Steam Trap Replacement (consent)
- Approval of Bid for Custodial Supplies (consent)
- Approval of Final Calendar for 2013-14 (consent)
- Approval of April Financials Ending April 30, 2014
- Follow-up on Collection of Student Fees (memo of info.)

June 9, 2014 – Field School - North Gym

Committee-of-the-Whole: Finance – 6:30 p.m.

- Review Draft # 2 Tentative Budget for 2014-15

June 23, 2014 – Hendee ESC (moved from Field School – North Gym)

Regular Board Meeting – 7:30 p.m.

- Adoption of Tentative Budget for 2014-15 and Establishment of Public Hearing Date
- Resolution # for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution # for Transfer of Interest Funds from Debt Service to Educational Fund
- Resolution # for Prevailing Wage
- Update on Summer Construction Projects
- Approval of May Financials Ending May 31, 2014
- Follow-up on Collection of Student Fees (memo of info.)

TBD

- First Reading of Balance of Policies from PRESS Issue 82
- Approval of Balance of Policies from PRESS Issue 82
- Report on English Language Learners and Changing Needs
- Discussion on Class Size Determination Process
- Recognition/Plans for Community Finance Committee

The above are subject to change.

All action items included  
in this packet are subject to  
final Board approval.

Decision on Appeal #2013-14(1) under Board Policy 2:260, "Uniform Grievance Policy"

ACTION ITEM 14-03-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, (affirm, reverse, amend the Superintendent's decision or direct the Superintendent to gather additional information) the Superintendent's decision on Appeal #2013-14(1) under Board Policy 2:260 "Uniform Grievance Policy."

The votes were cast as follows:

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education  
From: Dr. Terri Bresnahan, Director of Technology  
Date: March 24, 2014  
Subject: Board Goal/Student Learning #2 - 21st Century Learning Plan

**MISSION: 21<sup>ST</sup> CENTURY LEARNING FOR ALL STUDENTS**

Board of Education Consensus Goal: Student Learning #2:

*By the spring of 2014, the Board will approve a plan that articulates 21st Century Learning including a recommendation on the need and value of a 1:1 computing model; how it may be funded; how it will integrate with the curriculum; and how we plan to measure and monitor its implementation and success.*

Based on its collaborative findings, the Board Advanced Technology Committee (BATC) believes that learning in District 64 should be: collaborative, creative, connected to the real world, flexible, differentiated, self-paced, inquiry-based, and integrated with technology.

**BACKGROUND: BUILDING THE FOUNDATION**

Since the planning stages of the District's 5-year Strategic Plan, technology has been a primary focus. Through the work of various committees, including the BATC, District 64 has established a clear path for "accelerating the use of advanced technology" as stated in the Strategic Plan.

In 2010-11, the Technology Implementation Committee (TIC) researched and recommended an Instructional Technology Coach model to address the need for professional development in the area of technology integration. The following year, 2011-12, a pilot of this model was explored.

Based on its success, Instructional Coaches were implemented District-wide during the 2012-13 school year to help foster the technological capacity of teachers and provide them with the supports necessary to implement the effective integration of technology. For the first time, all staff had access to a more personalized approach to professional development. The District observed teachers and students embracing technology as a tool to enhance learning for all. As the capacity of staff increased, the demand for devices rose as well.



In January 2013, the Board Advanced Technology Committee convened to research technology trends in education and build a recommendation for a long-term plan for technology in District 64. In the spring of 2013, a plan for 1:1 learning was presented, which resulted in the current year's Chromebook pilot for students in grades 3-8 (see Attachment 1 for the full report from April 8, 2013).

The following report is the culmination of over five years of work by various stakeholders that is based on research, evidence, and best practices designed to meet the specific needs of District 64 in the 21st century.

### **STUDENT LEARNING WITH TECHNOLOGY:** **AN INTEGRATED APPROACH**

On January 30 at a Committee-of-the-Whole meeting, the Department of Student Learning presented information related to the Common Core State Standards, assessments, and high-impact instructional strategies.

The four main questions teachers must answer are:

1. What do we want our students to learn?
2. How will we know when our students have learned?
3. What will we do when students struggle to learn?
4. What will we do when students have already learned?

Through explicit standards, including the Common Core State Standards (CCSS), the use of both formative and summative assessments, differentiation, and proven instructional strategies, those questions can be addressed. A key component of each of those answers is the use of technology.

Technology is deeply embedded within the CCSS requiring students to think critically in a digital world. Student learning can be assessed, both formatively and summatively, quickly and efficiently through the use of online programs and student devices. This provides teachers with real-time feedback about what students understand versus what needs additional instruction. This allows teachers to modify their teaching to better meet the needs of the students.

Access to information about individual student learning provides the basis for enabling differentiation. Through applications on student devices, teachers can support students with access to information and resources across a wide range of skill levels. Meeting the needs of individual students through access to instructional materials is enhanced through the effective use of technology.

Equitable access to technology resources for all students is key to providing a 21st Century education. Technology does not replace the curriculum, quality instruction, or the important roles of teachers; it serves as a tool to connect students to the world around them as they prepare for high school, college and beyond.

## **TECHNOLOGY IN DISTRICT 64**

In the spring of 2010, District 64 adopted a five-year Strategic Plan. A central focus of that plan was to *accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system*. Since that time, the District has purchased and put into use over 800 student computers, 1200 iPads, over 700 Chromebooks, and over 200 SmartBoards. Additional technology devices have also been generously donated through our schools' PTO/ A's and the District 64 Elementary Learning Foundation (ELF).

To support teachers in their professional development as they learn new ways to integrate these new technologies into their instruction, the District implemented an instructional technology-coaching (ITC) model. It began as a pilot in the 2011-12 school year, which led to the following year's District-wide adoption of the program for all schools.

It is the balance between building capacity within our teachers and providing adequate access to resources that is critical in ensuring that technology is used effectively to promote student learning. The coaching model provides teachers with the real-time support they need to help transform their use of 21st century learning tools. This -- paired with adequate access to those tools -- is the key to preparing our students for high school, college and beyond.

### **1:4 iPads for Grades K-2:**

In the spring of 2013, additional iPads were purchased to establish a 1:4 ratio of iPads to students in kindergarten through second grade. During the 2013-14 school year, the grade levels have focused on integrating iPads for centers where students work in small groups on specific learning tasks. There is also a full class set of iPads available at each building to allow for learning activities that necessitate each child having his/her own iPad to use. Instructional Technology Coaches have worked with teams to determine the best apps to install for each class set of iPads. Apps continue to be reviewed and recommended throughout the year.

As part of the data collection process, a survey was administered this March to all K-2 teachers to better understand how iPads are being used to support our early learners and to build a recommendation for future growth in this area.

The results from the survey are outlined below:

#### Frequency of Use by Grade Level

	Kindergarten	1st	2nd
Daily / Multiple Times per Day	73%	45%	63%
2-3 Times per Week	9%	50%	31%
0-1 Time per Week	18%	5%	6%

#### What ratio would you recommend for your grade level next year?

	Kindergarten	1st	2nd
Remain at 1:4	28%	20%	13%
1:3	18%	35%	6%
1:2	55%	45%	81%

#### Do you see a need for a 1:1 ratio in your grade level for iPads?

	Kindergarten	1st	2nd
Yes	27%	20%	38%
No	73%	80%	62%

The following are open-ended responses from K-2 teachers regarding the use of iPads in their classrooms:

*Love the differentiation aspect, reliable station, portable, engaging. I also love the collaboration that the iPads can facilitate.*

*I have a weekly meeting with our ITC. We have worked together to add a lot of technology into my classroom. I feel strongly that District 64 needs to provide professional growth in addition to the tech coaches so we can learn from, and share ideas between buildings. The new learning can then be brought back to our tech coach to help with implementation.*

*It helps with differentiation. The students are motivated to work on drill and practice skills that are usually boring for them. I really like that there are different ways to apply student learning. For example, some apps focus on drill and practice while others allow*

*students and teachers to be creative. I love that the students can take pictures and record their reading.*

*It allows me to differentiate for the varying needs of the students in my classroom. I have found the iPads to be an extremely engaging and easy tool for my students to use. I've used it as a tool to support student curiosity by allowing the students to research questions they have and receive the most current information available.*

The survey data demonstrates a balance of resources used to support learning for our K-2 students. Small group instruction is a focus at these grade levels. The iPads used in this model provide opportunities for students to engage in meaningful work in a small group format.

### **Pilot: One-to-One (1:1) Learning for Grades 3-8:**

In the spring of 2013, the Board Advanced Technology Committee presented a recommendation to the Board of Education that included a plan for 1:1 for grades 3-8. At the direction of the Board, a one-year pilot was developed to test the merits of a 1:1 program utilizing Chromebooks. For details from last year's device selection review as well as updated information from the current year, please see Attachment 2. During the summer of 2013, 675 devices were purchased and delivered throughout the District based on student enrollment.

By the end of the current school year, all students in grades 3-8 will have had a simulated 1:1 experience with Chromebooks over a multi-week period. As each group of students and teachers completed their rotation of the pilot, surveys were administered. The results of the surveys taken as of March are reported below.

#### **Chromebook Pilot Survey Results**

<b>As of 3-12-14</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>
Number of Student Participants	583	1074
Number of Teacher Participants	26	30

#### **Student Survey Highlights:**

- **89%** of students in grades 6-8 and **88%** in grades 3-5 agreed/strongly agreed that it is easier to find and access information using technology.
- **87%** of middle schools students and **96%** of elementary students felt that the Chromebook is a good tool for learning.
- When asked if they would like to have a Chromebook that they could use throughout the year and take home with them, **94%** of students in grades 3-5 and **85%** of students in grades 6-8 responded **YES**.

- 96% of students in grades 3-5 and 87% of students in grades 6-8 feel the Chromebook is a good tool for learning.
- 94% of students in grades 3-5 and 85% of students in grades 6-8 would like to have access to a Chromebook to use throughout the year.

Students also had the opportunity to provide open-ended responses about how the use of Chromebooks in schools could be improved. This information gave the District great insight into areas for improvement as well as areas of strength from the student perspective.

The following are some of the open-ended responses from students in grades 3-8 based on their pilot experience with the Chromebooks:

*I think that we should be assigned our own Chromebook so we do not have to get school supplies and we will be more careful knowing it is our responsibility.*

*More chromebooks so that everyone can use them and take them home so when they have pictures or documents saved to the chromebooks they can easily access them at home or mainly anywhere they are.*

*In my opinion, I think that the chromebooks definitely helped my learning a lot. In my personal opinion, technology helps children learn more efficiently because young minds adhere to the concepts better when technology is implemented. Although this is a good thing, it also has it's faults. As with all technology, it has certain problems that come about from time to time, such as internet failure and other problems. I think that the chromebooks could be made more efficient by putting all of the things that we do in math class programmed on them.*

*I really like the chromebooks, there are only a few bugs that im sure will be fixed in the future. They are better than macbooks because they are in your classroom and they are another option when you are done with your work.*

*I would really like to take it home. The WiFi was a little slow, but I loved having the Chromebook for learning.*

*Overall I loved using the Chromebooks! The only thing that I would recommend is to make more activities we could do on the Chromebooks. For example to be able to chat with other students about their writing or other schoolwork. I loved them because they make me feel more engaged in what I am doing and I hope the other grades will get them full time next year!! I loved using them throughout the second trimester!*

### Teacher Survey Highlights:

- **96%** of all teachers in grades 3-8 reported using the Chromebooks multiple times per day or on a daily basis.
- **100%** of elementary teachers and **92%** of middle school teachers found a positive or very positive impact on student engagement.
- **100%** of elementary teachers and **92%** of middle school teachers found a positive or very positive impact on communication, collaboration, critical thinking, and creativity.
- **100%** of middle school teachers and **92%** of elementary teachers found a positive or very positive impact on planning and preparation, classroom management, and organization.
- All **26** elementary teachers and **27 out of the 30** middle school teachers indicated that they would support moving forward with a 1:1 Chromebook initiative based on their pilot experience.

The following are some of the open-ended responses from teachers in grades 3-8 based on their pilot experience with the Chromebooks:

*It really makes the students in charge of their own learning. Instead of me just lecturing to the class and not knowing immediately who needed more help, the students were able to work at their own pace to take charge of their own learning.*

*It was a bit overwhelming to think of it as a daily-use pilot, I felt a bit better when I took that pressure off myself and just tried to integrate it as often as possible but not to "force it" just to use it.*

*Using it as a tool truly engages the students more than just basic paper and pencil.*

*We did not have to worry about checking out laptops. Students could use them for a variety of purposes. Students were engaged. Students were able to be more organized in each subject area. Provided more opportunities to differentiate lessons.*

*OK, I loved having them at our fingertips for whenever we needed them. Even with my kids switching for math or science, their teacher would incorporate the Chromebooks for anyone who had one assigned to them. Overall I loved having them and I will surely miss them. My kids used them very responsibly and they became as regular as having a textbook meaning they would just grab them when they were needed.*

*I saw reluctant writers and students who normally have trouble focusing become fully engaged. After learning how to do research with the Chromebooks, students were asking if they could do another research project if they finished their work early. A few students even completed projects on their own computers at home and brought them in to share*



*with the class. The Chromebooks have been a great motivational tool!*

### **Action Research:**

Teachers in each of our 7 schools voluntarily worked with their Instructional Technology Coach to conduct action research related to the impact of technology on learning for students. This preliminary study included 9 teachers and over 300 students. These numbers will continue to grow as the action research continues throughout the year.

The focus of this action research is how technology-enhanced learning impacts levels of student engagement/ ownership of learning, critical thinking, differentiation, and mastery of the Common Core State Standards. Participating teachers developed and implemented a learning experience for their students that integrated technology. Teachers and students then completed a brief questionnaire based on a set of rubrics. Each area of focus was ranked on a scale of 1-4, with 4 being the highest impact and 1 being the lowest.

Additionally, teachers were asked to share their observations on how the learning experience with technology impacted student learning and instruction. They also had the opportunity to share any differences between the current learning experiences utilizing technology versus prior year's instruction on the same topic without the use of technology.

The following are excerpts from open-ended teacher responses about the action research:

*Students ranked their engagement and ownership high in the survey, particularly the students who are typically quiet or unengaged during classroom discussions. These students ranked themselves highly (3 or 4) in engagement and assignment ownership. In addition, a higher-level student ranked herself at a 4 for engagement and ownership, which shows that, even at her higher ability level, the assignment and resources met her needs. It was also noted that students ranked themselves highly in the 4Cs, differentiation and mastery of CCSS. It was observed that students tended to write more in depth arguments and made better use of their available resources than in years past.*

*Students really enjoyed interacting with the Weather Underground maps and seeing how the temperature changed depending on the time of day, and location. They were able to physically see the change and were able to connect with the data. Students who did not interact with the Weather Underground maps and Google Spreadsheet graphs did not connect as well with the material.*

*With this simulation unit, I spent more time planning the activities and creating daily*

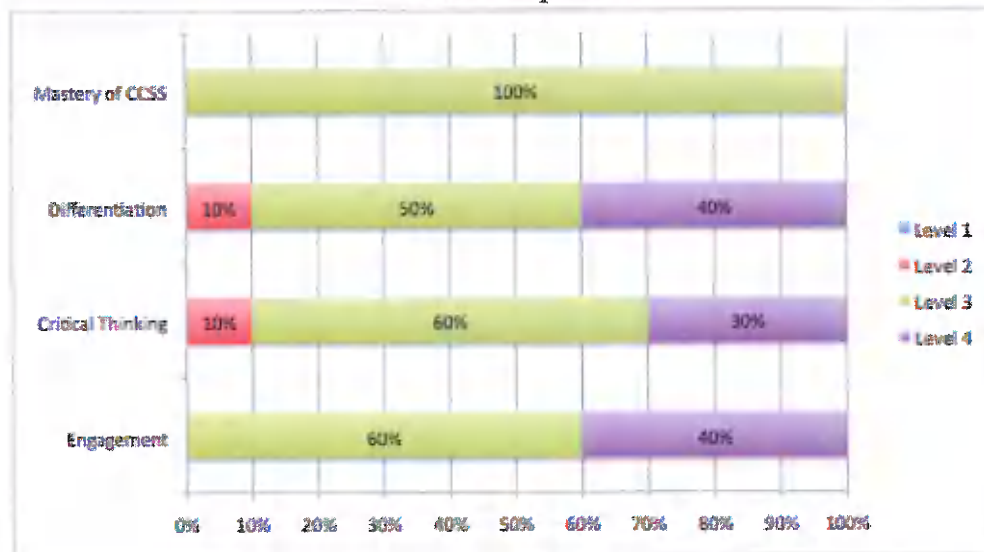
agendas to fit the students individual needs. There was very limited direct instruction, like in past years, and much more one on one, student centered instruction. I used more formative assessments with this simulation than I have in previous years without it.

For the Chapter 7 test, we found that students who blogged 14 or more times scored an average of a whole letter grade higher than those who blogged 13 or fewer times (A vs B). We also found this pattern to be consistent with the Chapter 7 quiz, and Chapter 6 test. In the case of the Chapter 6 quiz, students who blogged 6 or more times scored, on average, an A and those who blogged 5 or fewer times averaged an A-. Still, the pattern consistently shows a marked improvement by those students who were more active with the Math blog. The blog not only allowed students to have more opportunities to think critically about their Math learning goals, but it also allowed for them to do this conveniently. They were able to work more collaboratively, which encouraged them to solve problems, and share with other students, adding to the depth of understanding.

Having students collaborate with others on their research and on the Google site allowed students to be learners and teachers within their groups. Since the teacher was able to view the research doc and sites as they were working on it, she was able to provide feedback throughout the process instead of waiting for the project to be turned in.

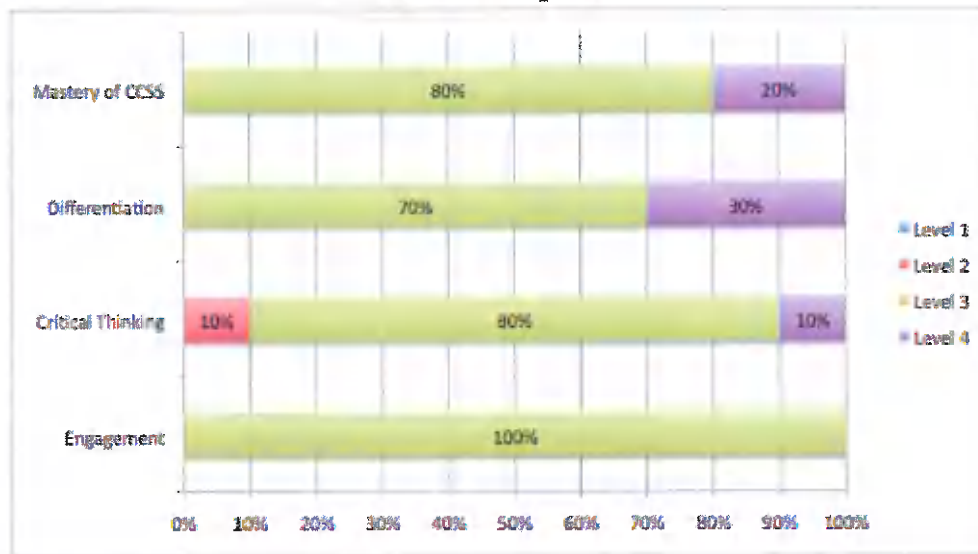
The tables below represent the aggregate results of the teacher and student feedback from the action research based on the 4-point rubrics in each focus area.

### Teacher Responses





## Student Responses



Based on these early findings, both students and teachers found these types of technology-rich learning experiences to have a significant impact on each of the four areas, with 90-100% rating each area at a Level 3 or Level 4.

Action research will continue this year and into the 2014-15 school year as the District develops its pool of high-impact learning experiences to share amongst all teachers.

## RECOMMENDATION

The Board Advanced Technology Committee developed the following recommendations for technology to support 21st Century Learning in District 64 based on its research and findings.

### iPads for K-2:

Based on the learning with iPads taking place in our primary classrooms and the feedback through the teacher survey, it is the District's recommendation to continue supporting iPad technology at these grade levels. While there is no plan at this time to move to a 1:1 program for our K-2 students, it is recommended to increase the resources for those students.

In addition to the iPads dedicated to every K-2 classroom, each elementary building has access to a complete class set of iPads that is shared across grades K-5. This provides opportunities for teachers to reach a 1:1 ratio as needed with iPads. Class sets of Chromebooks on carts are also available to prepare younger learners as they reach the 3rd grade when Chromebooks are used more extensively.

Taking into account the developmental appropriateness as students progress through elementary school, the District is recommending the following ratios for the 2014-15 school year as a step towards a 1:2 ratio in all K-2 classrooms.

- Kindergarten: 1:4 ratio
- 1st Grade: 1:3 ratio
- 2nd Grade: 1:2 ratio

The cost for establishing these ratios has already been included in the District’s preliminary technology budget. The total number of iPads needed in order to reach these levels is approximately 200.

**iPad Costs for K-2**

Item	Quantity	Price	Total Budgeted
iPad	200	\$379	\$75,800
Case	200	\$22	\$4,400

**1:1 Chromebooks for Grades 3-8:**

One-to-one learning is directly aligned with the direction the District has taken as part of the Strategic Plan; it is not a change in vision or values, rather a matter of equitable access. The device chosen for a 1:1 program is merely the means to an end; it is the instructional strategies facilitated by teachers that foster engagement and creativity, support differentiation, and challenge students to think critically.

1:1 in District 64 is NOT designed to:

- eliminate the role of the teacher
- replace books and other resources
- replace face-to-face interaction
- be the sole learning tool

1:1 in District 64 IS designed to:

- support effective teaching
- engage students in their own learning
- provide easier access to online resources
- extend learning beyond the classroom
- ensure equitable access to technology

Based on the research and work of the Strategic Plan committees, the Board Advanced

Technology Committee, and data from the District's current 1:1 Chromebook pilot, it is the District's recommendation to move forward with a full 1:1 Learning initiative for all students in grades 3-8 for the 2014-15 school year.

### **Other Technology Resources for Student Learning:**

While iPads for grades K-2 and Chromebooks for grades 3-8 are the primary focus for devices, the District believes in supporting the right tools for the variety of learning needs of its students. The following technologies will continue to be supported throughout District 64:

- Computer Labs in all buildings, with the exception of Field (iMacs)
- Carts of laptops (MacBooks/MacBook Pros)
- Class sets of iPads
- SmartBoards in all K-5 classrooms and select 6-8 classrooms
- Digital cameras
- Document cameras

### **Professional Development:**

As proven through the original Instructional Technology Coach pilot and now nearing the end of the second year of full implementation, professional development is the backbone to effective implementation of new instructional strategies at the classroom level. The capacity of the teachers continues to grow such that the District has its own pool of experts to share and model excellence in technology integration.

The Instructional Coaches' roles have expanded beyond technology into a greater focus on instructional strategies that support student learning. Learning a technology skill is always embedded within a broader teaching context. For example, rather than simply learn about *how* to use Google Apps for Education, coaches work with teachers to understand *why* and *when* to use it to support differentiation and collaboration.

This year, the Board developed Consensus Goal #3 in Student Learning:

*By December 2013 the administration will have identified a method to determine among the staff the level of technological ability in using and applying technology in the classroom.*

As a result, the District implemented the LoTi (Levels of Teaching Innovation) Survey for all staff that is based on the National Education Technology Standards for Teachers (NETS-T). This survey was administered in the fall to capture baseline data and will be administered again in April to determine the growth levels of staff in the area of technology proficiencies. Results from the spring survey will be shared with the Board in May.

The pilots for 1:1 Chromebooks and the addition of iPads in the K-2 classrooms this

year allowed teachers to become familiar with these devices and learn ways to manage and utilize them to support their daily instruction. However, additional opportunities for professional development specifically focused on a 1:1 implementation for grades 3-8 and the use of iPads in grades K-2 will be needed as these initiatives move forward. These needs will be addressed as part of the District's professional development plan for 2014-15. Summer opportunities will also be developed and offered to help prepare teachers for the transition prior to the start of the new school year, based on the approval of a 1:1 initiative.

### **Infrastructure:**

Last summer the District upgraded its wireless network to include a wireless access point in each classroom. These were installed with the foreknowledge of a future 1:1 implementation. The District's connection out to the Internet was also doubled from 100 Mbps to 200 Mbps. As new devices are added to the network, the District continues to monitor its infrastructure to ensure adequate access and reliability. It will continue to be a priority moving forward in a 1:1 learning model.

### **Technical Support:**

As new devices are added to the District's inventory, there is an increased demand for technical support. Over the past four years, hundreds of new devices have become integral components of the District's educational system. From SmartBoards and iPads, to MacBooks and Chromebooks, the number of resources requiring support and maintenance continues to impose an increased demand on the District's technology staff.

As part of the District's comprehensive staffing plan, an additional position is being requested to meet the needs of the new website as well as the increasing need for technical support. This position also will provide assistance to staff housed at ESC, as well as the staff of Jefferson School. Additionally, this staff member will help in the area of device management, including the District's supply of iPads and Chromebooks.

The collaborative partnership with District 207 for Chromebook repairs will continue. The services provided by the student support team from District 207 are efficient and cost-effective. Repairs are only charged based on the cost of parts, which saves District 64 a great deal of money. Additionally, the middle schools could explore opportunities for students to learn more about device repairs and potentially have a student support team at each middle school.

As the District moves into a full 1:1 implementation for all grades 3-8, it will be critical to monitor the increased demand for technical support of its personnel. It is recommended that the workloads of technology staff are carefully reviewed as part of

the data collection process and adjust staffing in the future.

**Measuring and Monitoring Success:**

The metrics that have been outlined in this report will become a part of the District’s regular practices to provide ongoing monitoring of all technology initiatives. The tools used to collect data are outlined in the table below.

**Data Collection Tools**

<b>Tool</b>	<b>Frequency</b>	<b>Target Group</b>	<b>Target Data</b>
LoTi Survey	Fall/Spring	Staff	Based on the NETS-T to measure teacher proficiency levels with 21st century learning
Action Research	Ongoing	Staff/Students	High-impact learning experiences
1:1 Surveys	Fall/Spring	Staff/Students	Feedback based on 1:1 learning experiences with the Chromebooks
iPad Surveys	Fall/Spring	K-2 Staff	Feedback based on learning experiences using iPads
Parent Surveys	Annually	All Parents	Feedback from parents related to District technology initiatives

The data will be collected, reviewed, and then shared with stakeholders on an ongoing basis. It will also be used to assist in the District’s annual technology planning process.

**Communication:**

The focused parent outreach through the recent Tech Talk Week was a unique approach to communicating with parents and staff. Members of the Board Advanced Technology Committee valued input from parents on this important topic, yet wanted to ensure that parents had a thorough understanding of the initiatives currently being considered.

At the conclusion of the outreach week, the survey administered to parents included an opportunity to give feedback related to this new form of communication. The table below represents the results from that survey question.

Please rate the statements below to describe your reaction to Tech Talk Week.

	Agree	Neutral	Disagree
I found it to be worthwhile and informative.	62.86% 325	31.33% 162	5.80% 30
I preferred the direct email contact rather than a newsletter or flyer.	62.94% 321	28.43% 145	8.63% 44
I would like to see this type of focused communication from the District continue.	72.96% 375	23.74% 122	3.31% 17
This was more convenient than attending an evening meeting.	82.72% 426	15.15% 78	2.14% 11
The videos gave me a better sense of what is happening in the classroom.	55.27% 278	34.99% 176	9.74% 49
The accompanying website was informative and has resources I can return to.	56.15% 283	39.68% 200	4.17% 21

Based on the committee's discussions and review of the Technology Survey, it highlighted the following areas of communication to address as the District moves forward in its use of technology:

- More focused communications between schools and parents and teachers and parents.
- Continue District-wide focused communications such as Tech Talk Week, but across a broader time frame.
- Develop ways for smaller, more targeted information to be shared with parents (e.g., Facebook posts, short emails, etc.).
- Include opportunities at Open Houses and Curriculum Nights for parents to learn about how technology is being used in the classroom.
- Continue to allow for parent input as technology initiatives move forward.



## FUNDING OPTIONS

As with any large-scale initiative, there is a substantial financial commitment. The first section details the results of the parent responses from the Tech Survey. That is followed by base cost information related to the Chromebook and current student enrollment. It concludes with four funding scenarios for the Board’s review and key considerations for this initiative.

### Parent Feedback:

As part of the Tech Talk Week communication outreach, parents had the opportunity to participate in a survey focused on financial implications for a 1:1 Chromebook initiative for grades 3-8. The survey was completed by 552 parents of current District 64 students. Please see Attachment 3 for the complete data from the survey. Below are highlights from the survey:

**Which scenario do you feel would best meet their needs in a 1:1 learning environment? Students have access to a personal device:**

	Grades 3-5	Grades 6-8
Only at school	30%	12%
At school and at home during the school year	40%	46%
At school and at home all year long	30%	42%

**PURCHASE OPTIONS: Which of the following purchasing options would you support to provide 1:1 learning for your child?**

The District should cover the full cost of purchasing a device for my child’s use.	16%
I would be willing to share in the District’s cost of providing a device through an additional annual fee (approximately \$25-\$50).	36%
I would be willing to purchase a device for my child through a one-time payment. This would give full ownership of the device to the family (to take with them upon leaving District 64).	23%
I would be willing to purchase a device for my child through an installment plan. This would give full ownership of the device to the family after the final payment is received.	16%
I do not support a 1:1 initiative regardless of cost.	9%

For a District-owned device, would you be interested in purchasing insurance (approximately \$35 a year) so that your child could bring it home to use during the school year?

Yes	72%
No	28%

As District 64 continues its investment in technology to support student learning, we hope to foster a collaborative partnership with parents. If you have reservations about 1:1 learning, what are your primary concerns?

I have no concerns at this time	32%
Comfort with my own skills in using technology	6%
Ability to monitor technology use at home	30%
Expense	31%
Responsibility for a device if it is lost/broken	44%
I prefer a different device	13%

**Financial Information:**

The figures below are used as the basis for determining the total cost of the recommended 1:1 Chromebook initiative. Please note these are approximations based on current costs and that applicable sales tax would be additional.

**Chromebook Costs**

ITEM	PER UNIT
Chromebook	\$249
Google Management License	\$30
Case (for students taking device home)	\$21
<b>TOTAL COST</b>	<b>\$300</b>

The **Base Cost Projections for Grades 3-8** table represents total costs based on the above \$300 per device and the number of students currently enrolled at each grade level. Please note that the District’s current inventory of Chromebooks is 700 which would be first used to provide a full class set of Chromebooks at each elementary building for use by grades K-2 (total of 140). The remaining 560 Chromebooks could then be used to offset a portion of the new purchases for the 2014-15 school year.



### Base Cost Projections for Grades 3-8

	# of Students	Total Cost
Grade 3	453	\$135,900.00
Grade 4	489	\$146,700.00
Grade 5	576	\$142,800.00
<b>TOTAL 3-5</b>	<b>1418</b>	<b>\$425,400.00</b>
Grade 6	481	\$144,300.00
Grade 7	542	\$162,600.00
Grade 8	543	\$162,900.00
<b>TOTAL 6-8</b>	<b>1566</b>	<b>\$469,800.00</b>
<b>TOTAL 3-8</b>	<b>2984</b>	<b>\$895,200</b>

The figures from the table above will be used as the basis for the financing and pacing scenarios that follow.

### Special Considerations

- When applicable, the District will also need to account for a contingency inventory to provide Chromebooks for students who qualify for fee waivers. We currently have 160 students in grades 3-8 who qualify.
- Additionally, a contingency for replacements and “loaners” will need to be added to account for devices that are damaged, broken, or lost. For this purpose, a 2% contingency will be included in all scenarios.
- Insurance plans through third-party providers for parents should be required for all District-owned devices that are authorized to be used at home. For scenarios where parents have full ownership rights of the device, the insurance plans could be offered as an option to parents. Insurance plans are approximately \$35 per year per device.

**Scenario 1: 100% District-Funded:**

The first scenario available is for the District to completely cover the costs associated with a 1:1 implementation for grades 3-8. The table below represents a full 1:1 program for the 2014-15 school year in all grades 3-8. In this scenario, students will be provided a District-purchased device and therefore, the fee waiver contingency does not apply. It is important to note that the ownership of the devices remains with the District and therefore, students would not be allowed to take the device with them upon promotion from 8th grade.

The following table represents full implementation for the 2014-15 school year. In this option, the District’s costs would decrease in the subsequent years while also allowing for a 1% increase per year for contingency inventory.

**100% District-Funded**

	Year 1 Costs	Year 2 Costs	Year 3 Costs
Total 3-8 = 2424 (2984 students less existing 560 devices)	\$727,200	\$0	\$0
Contingency	\$18,000 (2%)	\$27,000 (3%)	\$36,000 (4%)
<b>TOTAL</b>	<b>\$745,200</b>	<b>\$27,000</b>	<b>\$36,000</b>

**Scenario 2: 100% District-Funded with Annual “1:1” Fee for Parents:**

While maintaining the same expenditures as in Scenario 1, Scenario 2 would increase revenues through an annual fee applied to parents of students participating in the 1:1 initiative. The intent of this option is NOT to cover the full cost of the devices, but rather have parents contribute annually to offset a portion of the total cost.

The range for this annual fee, as presented to the parents through the Tech Survey, would be \$25-\$50. Of the parents that participated in the survey, 36% chose this as their preferred funding option. For those parents opting to have their students use the device at home, the mandatory insurance fee would apply (approximately \$35 per year).

The table below represents the District’s expenditures versus revenues collected over a three-year period. It also takes into account those students who qualify for fee waivers.

**100% District-Funded with Annual Parent Fee**

	Year 1 Costs	Year 2 Costs	Year 3 Costs	3-Year Total
Total 3-8 = 2424 (2984 students less existing 560 devices)	\$727,200	\$0	\$0	\$727,200
Contingency	\$18,000 (2%)	\$27,000 (3%)	\$36,000 (4%)	\$81,000
<b>TOTAL EXPENDITURE</b>	<b>\$745,200</b>	<b>\$27,000</b>	<b>\$36,000</b>	<b>\$808,200</b>
<b>TOTAL REVENUE FROM FEES (2824*)</b>	<b>\$70,600- \$141,200</b>	<b>\$70,600- \$141,200</b>	<b>\$70,600- \$141,200</b>	<b>\$211,800- \$423,600</b>
<b>NET EXPENDITURE</b>	<b>\$604,000- \$674,600</b>	<b>(\$114,200)- (\$43,600)</b>	<b>(\$105,200)- (\$34,600)</b>	<b>\$384,600 \$596,400</b>

\*2984 total students less 160 students who qualify for fee waivers.

**Scenario 3: 100% Parent-Funded:**

A third option available is to have parents fully fund the 1:1 initiative for all grades 3-8. In this case, there are 2 options the District could offer parents:

- A. Pay for the device up-front (\$300 plus applicable sales tax). This would give full ownership to the parents. Insurance through a third-party provider would be optional. Parents would be fully responsible for the device.
- B. Pay for the device in installments over the course of the student's enrollment in middle school in District 64. The District would maintain ownership of the device until the final payment has been made. For students taking the device home, the insurance through a third-party provider would be mandatory.

The table below represents a basic comparison between options A and B above, assuming that students in both scenarios take the device home.

### Up-front vs. Installments

	Year 1	Year 2	Year 3	3-Year Total
<b>Up-front</b>	\$300 (+tax)	\$0	\$0	\$300 (+tax)
<b>Annual Installments</b>	\$100 + \$35 insurance	\$100 + \$35 insurance	\$100 + \$35 insurance	\$405

In both cases, once the parents have established full ownership of the Chromebook, it can be taken with the student upon promotion from District 64. The chosen Chromebook model is fully compatible with District 207's 1:1 initiative and can be used there as students enter freshman year.

At this time, there is not an expectation that a single device could last the full 6 years as a child progresses from grade 3 to grade 8. Decisions on replacements would need to be made as the devices reach their end-of-life.

In this scenario, the District would be responsible for providing those students who qualify for fee waivers with a device, as well as plan for a contingency inventory to serve as "loaners" when devices are damaged or in need of repair.

If parents are given an option for installment plans, the District would be required to pay for the cost of the devices up front and then collect payments from parents as a form of revenue. The table below assumes option A from above in which parents pay for the device in total in year 1.

### 100% Parent-Funded

	Year 1 Costs	Year 2 Costs	Year 3 Costs
Grades 3-8 PARENT-PURCHASED DEVICES	\$0	\$0	\$0
Contingency	\$9,300 (2%)	\$27,000 (3%)	\$36,000 (4%)
Contingency for Fee Waivers	\$48,000 (160 3-8 graders)	\$4,800 (incoming 3rd graders)	\$4,200 (incoming 3rd graders)
<b>TOTAL DISTRICT COSTS</b>	<b>\$57,300</b>	<b>\$31,800</b>	<b>\$40,200</b>

#### **Scenario 4: Shared Funding:**

This scenario provides a balanced approach to funding for both the District and parents. Through a combination of Scenario 1 and Scenario 3, Scenario 4 enables the District to provide funding for a portion of the devices and the other portion to be paid for by parents. The most logical way to divide the cost sharing is by grade level bands, 3-5 and 6-8. This option also supports the parent data from the Tech Survey that showed greater support for devices to be used only at school for grades 3-5 (30%) versus grades 6-8 (12%).

- In grades 3-5, the District would maintain ownership of the devices and rotate on a refresh-cycle, as it does with other student and staff computers. Parents wishing to allow students to take the device home would be required to purchase insurance through a third-party provider.
- In grades 6-8, there are two possible options the District could offer parents (refer to Scenario 3 above for a comparison between the 2 options below):
  - A. Pay for the device up-front (\$300 plus applicable sales tax). This would give full ownership to the parents. Insurance through a third-party provider would be optional. Parents would be fully responsible for the device.
  - B. Pay for the device in installments over the course of the student's enrollment in middle school in District 64. The District would maintain ownership of the device until the final payment has been made. For students taking the device home, the insurance through a third-party provider would be mandatory.

In both cases, once the parents have established full ownership of the Chromebook, it can be taken with the student upon promotion from District 64. The chosen Chromebook model is fully compatible with District 207's 1:1 initiative and can be used there as students enter freshman year.

The table below represents parents in grades 6-8 paying for their devices up front (option A). If parents were to be offered an installment plan (option B), the District would assume the upfront costs of the devices for grades 6-8.



**Shared Funding: District Grades 3-5, Parents Grades 6-8**

	Year 1 Costs	Year 2 Costs	Year 3 Costs
Grade 3-5 = 858 (1418 less existing 560 devices)	\$257,400	\$0	\$0
Grades 6-8 PARENT-PURCHASED DEVICES	\$0	\$0	\$0
Contingency	\$9,300 (2%)	\$27,000 (3%)	\$36,000 (4%)
Contingency for Fee Waivers	\$35,400 (6-8 graders)	\$4,800 (incoming 6th graders)	\$4,200 (incoming 6th graders)
<b>TOTAL DISTRICT COSTS</b>	<b>\$302,100</b>	<b>\$31,800</b>	<b>\$40,200</b>

**Other Key Considerations:**

- **Potential Tech Budget Offsets** - Assuming Board approval of 1:1 Chromebooks for all students in grades 3-8, there would be a decrease in the number of student laptops that would be replaced for the 2014-15 school year. This would result in a \$130,000 decrease from the current year's overall technology budget. However, if 1:1 for grades 3-8 were NOT approved, those funds would be utilized to replace outdated student devices based on the District's traditional refresh cycle.
- **PARCC Testing Requirements** - The new PARCC statewide assessment is being field tested by several of our classrooms this year with the intent for all students in grades 3-8 to participate next year. This new assessment is online and requires students to have access to a computing device. Given this new format, the existing devices will be unavailable for classroom use during these testing sessions. Regardless of a 1:1 adoption, the District will need to plan for additional devices in order to accommodate these assessments. The District's iMacs, MacBooks and Chromebooks all meet the necessary standards of the PARCC. The iPads would require the purchase of an external keyboard in order to meet the requirements.
- **Multi-District Discount Purchase** - District 207 is working in collaboration with their surrounding school districts that are planning on purchasing Chromebooks for 2014-15 to leverage greater buying power with vendors. Based on initial data submitted by local Districts, the total number of Chromebooks that could be purchased next year is approximately 35,000. District 207 will host a group of vendors to showcase their Chromebook models and offer competitive pricing.
- **Instructional Management Software** - The District has included the annual cost of providing the Hapara program for all students in grades 3-8 in its 2014-15

preliminary budget. This program allows teachers to better monitor and collaborate with students through their Google Drives. Flexible grouping to allow for differentiation and other management tools built within the program are just a few examples of how the program is being used in conjunction with Google Apps for Education.

- **BYO Chromebook** - The District would need to consider and review an option for those parents who have already invested in Chromebook devices to determine if they would be compatible with the District's standards. The District would establish a basic set of criteria to be used to determine device compatible. If all criteria were met, it would be feasible to work with these parents to allow those devices onto the District's network for use by students during the school day. If this option is made available, parents would be responsible for the \$30 fee for the Google management license necessary to add the device to the District's domain.
- **Payment Plan Processing** - If payment options were made available to parents through any of the scenarios presented, the District would need to review its ability to absorb the additional workload to manage those payments.

### **NEXT STEPS**

The Board Advanced Technology Committee has developed this recommendation based on the work of the Strategic Plan, its own action research, feedback from parents, and results from the 1:1 Chromebook pilot. It is the culmination of the thoughts, research, and best practices collectively reviewed by committee members representing parents, staff, and administrators.

Board action on this recommendation is requested at the next regular Board meeting on April 28.

## BATC MEMBERS

### Co-Facilitators:

Dr. Phil Bender, Superintendent  
Dr. Terri Bresnahan, Director of Technology

### District 64 Staff:

Allison Blum, Technologist (RO)  
Gini Burns, Teacher (EM)  
Sue Herman, Technologist (LI)  
Dr. Lori Hinton, Assistant Superintendent for Student Learning  
Franny Keyes, Teacher (LI)  
Jason Mata, Teacher (FI)  
Barbie Murphy, Speech Language (JE)  
Dr. Tony Murray, Principal (LI)  
Caroline Schaab, Instructional Technology Coach (RO)  
Nancy Sweeney, Teacher (FR)  
Amanda Walsh, Instructional Technology Coach (LI)  
Dan Walsh, Principal (FR)

### Community Members:

Scott Altman, Parent (WA, LI)  
Bill Basquin, Parent (JE, RO)  
Paul Brown, Parent (CA)  
Carrie De La Cruz, Parent (FR)  
Sara Greiner-Carolan, Parent (FR)  
Kendra Griffin, Parent (LI)  
Dave Iffland, Parent (FI, EM)  
Paul McCarthy, Parent (WA)  
Doug Miller, Parent (CA)  
Janice Oliva, Parent (WA)  
Tony Sivore, Parent (FI, EM)

### Liaisons:

Hank Thiele, Director of Technology, Maine Township High School District 207  
Bernadette Tramm, District 64 Public Information Coordinator  
John Heyde, District 64 Board of Education  
Scott Zimmerman, District 64 Board of Education Vice President



To: Board of Education  
From: Dr. Terri Bresnahan, Director of Technology  
Date: April 8, 2013  
Subject: Board Advanced Technology Committee Report

### **BACKGROUND**

District 64 is now in its third year of implementation of a five-year Strategic Plan. Strategic Plan Strategy I states: *We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.*

In prior years, more than 100 staff members worked together as an Advanced Technology Committee to review technology standards and develop proficiencies in the area of technology integration. A smaller Technology Implementation Committee (TIC), comprised solely of current staff members, was also created to provide ongoing input for continuing technology planning within District 64. Now during year three of the plan, a Board Advanced Technology Committee has been created to research best practices related to technology in education and report findings to the Board of Education. In contrast to TIC, the focus of BATC is to provide a more outward and global perspective to help accelerate our technology initiatives.

With a surge of community and staff interest, BATC members were designated by the Board in December 2012 and convened in January. The committee began its work by developing a clear understanding of the challenges facing students and teachers for 21st century learning, the changes ahead in the transition to the Common Core State Standards, and the critical role of technology integration. The next section of this report offers a brief review of this information, which provided a foundation for the committee's in-depth work.

### **21ST CENTURY LEARNING & THE COMMON CORE:**

*The current and future health of America's 21st century economy depends directly on how broadly and deeply Americans reach a new level of literacy - "21st Century Literacy" - that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.*

*Source: 21st Century Workforce Commission National Alliance of Business*

In January 2012, this quote was featured in a report on 21st century learning presented to the Board by Director of Technology Terri Bresnahan and then Assistant Superintendent for Student Learning Diane Betts. The information provided in this section clearly describes the alignment of the Common Core State Standards and 21st century learning and the critical role of technology.

In 2002, a consortium of leaders from the business community, education, and government founded the Partnership for 21st Century Skills. Their goal is to position 21st century readiness at the center of education and to sustain a national focus on 21<sup>st</sup> century skills.

### **What is 21st Century Learning?**

21st century learning has the following characteristics:

- Involves active, engaged learning that prepares students to successfully face a rapidly changing and complex world.
- Develops students who are able to access, evaluate, synthesize and communicate large amounts of rapidly changing information that is required to solve problems and create new knowledge in a global world.
- Focuses on critical thinking, problem solving, creativity, innovation, communication and collaboration.
- Based on the belief that knowledge does not and cannot reside in any one individual, text, object or tool.
- Not just focused on workplace readiness – 21st century learning will enable individuals to experience more satisfying personal lives, more engaged civic lives as well as more productive professional lives.

### **Alignment of Common Core and 21st Century Learning**

As described above, the Framework for 21st Century Learning is both supported and extended by the Common Core State Standards (CCSS) in English Language Arts and Mathematics. The CCSS, created in response to national concerns about the rigor of education, have been adopted by 45 states, four territories, the District of Columbia and the Department of Defense Education Activity. The CCSS are designed to ensure that students graduating from high school are career and college-ready and that parents, teachers and students understand what is expected of them. The CCSS outline expectations for both the knowledge and proficiencies that will enable students to succeed in the future.

Technology is critical to student mastery of the CCSS and is embedded throughout the Standards. It is used as a *tool for learning* as well as a *tool for communicating learning*. That is, students use technology not only to actively *seek* information, but also to *synthesize and apply it*. The authors of the CCSS describe the competencies related to technology in both English Language Arts and Mathematics:

- “To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.”
- “Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.”
- “[Students] tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline.”
- “[Students] are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.”
- “When making mathematical models, [students] know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.”
- “Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.”

The symbiotic relationship between the CCSS and technology is underscored by the District 64 Strategic Plan. As noted in the mid-year progress report to the Board on February 25, our current District-wide priority focus is the implementation of the CCSS as supported by technology integration. Technology is critical to our students’ success as they seek, synthesize, and apply the content and proficiencies of the CCSS.

### **BOARD ADVANCED TECHNOLOGY COMMITTEE**

The following sections provide detailed information about the work of the committee, its findings, and recommendations from the committee to accelerate the use of advanced technology in District 64.

## **OVERVIEW:**

This section outlines the activities of the committee in developing this report. In January 2013 the Board Advanced Technology Committee convened as part of the District's Strategic Plan. 28 volunteers consisting of parents, staff and administrators collaborated to build a recommendation for the future of technology in District 64.

### **Case Studies**

The committee began its work by developing a clear understanding of what quality, 21st century teaching and learning is and the critical role of technology integration. This involved the careful review of case studies that exemplify the type of learning that is possible when technology is infused into everyday teaching and learning. The committee reviewed the case studies to build consensus on how teaching and learning should look when technology is used effectively.

### **Samples of Success**

The elementary and middle school Instructional Technology Coach representatives on the committee demonstrated samples of successful 21st century learning that is currently happening in District 64. Digital book trailers, virtual field trips, green screen weather reporting, and other 21st century learning activities were shared with the committee to demonstrate how teachers can utilize technology to engage students when empowered with professional support and the right digital tools.

### **Research**

Current best practices were also researched to develop a more global perspective of technology trends in education. Model districts, field experts, journal articles, and other resources were shared amongst the group as the committee worked to develop a recommendation for District 64. After reviewing this data, action teams were created to further investigate existing technology models that have potential implications for District 64.

Five focus areas were studied:

- 1:1 Computing
- Bring Your Own Device (BYOD)
- Early Childhood/Primary Grade Computing
- Learning Models
- Infrastructure

Site visits were conducted and data from other districts was collected. In addition, surveys were developed and administered to 3 stakeholder groups: parents, students, and staff. The collective set of data was then used by the committee to build consensus around a recommendation to present to the Board of Education.

The input and dedication from committee members provided a variety of perspectives that were vital to creating a well-rounded recommendation that we believe will serve the best interests of our students and community.

**COMMITTEE FINDINGS:**

The action research of the committee brought forth findings that led to this recommendation to the Board of Education. Several site visits were conducted, data from surrounding districts was gathered, case studies were reviewed, and stakeholder surveys administered. Below is a summary of the committee’s findings on the five focus areas.

**Focus Area 1 -- 1:1 Computing**

The evidence collected clearly indicated that the focus of any initiative is student learning. During the 1:1 action team’s site visit to South Berwyn District 100, one-to-one computing is a reality for 100% of its students in grades K-8. Their mission began with a goal to move their district into the top 25% of districts in Illinois based on achievement measures. They have made gains towards reaching their goal and can attribute their successes to a district-wide improvement plan, including the move to 1:1 access for all students.

Other districts such as Avoca 37, Gurnee 56, Glenview 34, Burr Ridge 181, and Lincolnwood 74 have demonstrated success in their existing models of 1:1 computing, and have since expanded those models to other grade levels. See table below for a list of 1:1 initiatives in surrounding districts.

District	Model	Grade Levels	Device(s)	Finances
Lincolnwood 74	1:1	6, 7	iPads	Student Fee
Glenview 34 (proposed)	1:1	K-8	iPads	District/ Student Fee
Kenilworth 38	BYOD 1:1 at school	6-8 3-5	Any iPads	Student Paid District Paid
South Berwyn 100	1:1	K-8	iPads, MacBook	District Paid
Lake Zurich 95	1:1	K-8	iPads	District Paid
Avoca 37	1:1	4-8	MacBooks	District Paid
Hinsdale 181	1:1	3, 6	iPads	District Paid
Niles 71	1:1	6	Chromebooks	District Paid

## **Focus Area 2 -- Bring Your Own Device (BYOD)**

A team of committee members visited Kenilworth District 38 to learn more about their BYOD initiative for grades 6-8. This is the first, full-year of implementation and is offered as an option for students. Each student is allowed to bring any device of his/her choosing to school to use within the classroom. Devices range from laptops, to iPod touches, to SmartPhones. Policies regarding acceptable use have been put into practice to provide students and parents with guidelines for the program.

The team that visited felt that while this model is cost-effective, it still leaves some students without a device who then have to use “loaner” equipment from the school. It also creates challenges for teachers who do not have consistency with which devices are being used or if/when they are brought to school. Due to these findings, the team did not feel BYOD is a viable option for District 64, unless it were modeled in a more structured fashion. The parent survey data also reported mixed feelings regarding allowing students to bring personal devices to school.

## **Focus Area 3 -- Early Childhood/Primary Grade Computing**

What became apparent to the committee was the practice of expanding 1:1 computing models to primary (K-2) and intermediate grades (3-5) in districts after 1:1 computing had proven successful at the middle grades (6-8). However, districts that are more recent adopters of 1:1 computing are targeting both elementary and middle school grades simultaneously for implementation. For example, Burr Ridge 181 has implemented 1:1 computing in grades 3 and 6 as starting points and has a 3-year plan for reaching 1:1 in all grades 3-8. The team also found that iPads were the device of choice for the primary grades, based on their touchscreen capabilities and apps that support early literacy and math skills.

## **Focus Area 4 -- Learning Models**

Two groups of committee members had the opportunity to investigate two learning models that have proven to be effective in educating 21st century learners.

One team made a visit to a private school in Palatine where inquiry-based learning is being used to engage students in higher-level, critical thinking. While each student was equipped with a computing device, the focus of this school’s work was providing students with authentic opportunities to explore concepts in an engaging model of learning. The concept of inquiry-based learning has already been shared with District 64’s middle school social studies team and will be further explored for implementation across District 64.

The second learning model explored was the “flipped” classroom. A visit was made to Kenilworth School District 38, where BYOD has recently been made available as an option to students in grades 6-8. As defined in Wikipedia, “Flip teaching (or flipped



classroom) is a form of blended learning which encompasses any use of technology to leverage the learning in a classroom, so a teacher can spend more time interacting with students instead of lecturing. This is most commonly being done using teacher-created videos that students view outside of class time.” The main takeaway from this model is the focus on differentiation and meeting the needs of each student at their own level through self-pacing. Again, the devices enabled this type of learning to take place more readily; however, the focus is on the instructional practices and the student learning outcomes. Several District teachers that would like to implement this type of learning in their own classrooms will further explore the flipped classroom model.

### **Focus Area 5 -- Infrastructure**

This action team explored the current state of the District’s network, phone system, filtering system, and overall end-user management. Upgrades over the past few years were designed with future proofing in mind. With fiber connections to each building and classroom, the District is in a good position to increase the number of devices. However, with such an increase, the number of wireless access points to manage the wireless traffic would be necessary. In order to accommodate a 1:1 initiative, the District must ensure adequate wireless coverage for all end users.

The District upgraded its bandwidth access to the Internet in the spring of 2012 and will continue to monitor usage as the number of devices increases. Additional bandwidth is available in increments of 10MBS and should be considered as the District moves towards a greater device to student ratio.

The ability to improve the way in which the District filters Internet content is of high importance as well. This summer, the technology department will implement a user directory system to manage end users and develop filtering policies based on users. This will ensure the District’s ability to properly filter for students according to the Children’s Internet Protection Act (CIPA), while allowing for greater access to instructional resources by teachers.

In light of the workload scheduled for this year, it is recommended that the District take the 2013-14 school year to review telephone system upgrades to plan for improvements to take place during the summer of 2014. While the telephone system is in need of replacement, it will require substantial planning and a significant financial commitment.

### **Key Findings from Parent and Student Surveys**

Surveys were administered to parents and students in grades 3-8. A series of questions were developed by the committee and provided an opportunity for input from these two stakeholder groups.

One survey per family was requested to be completed via an email communication to all parents. In total, 1,099 parents responded, which represents approximately one-third of the total District's families. See Attachment 1 for a complete summary of the survey results.

The results of the survey to the parents provided these key findings:

- 100% of respondents have Internet access at home
- All but 5 respondents (less than 1%) indicate that the children in the home have access to some type of computing device
- 45% of students in K-2 have a personal device, 82% of students in 3-5 have a personal device, and 95% of students in 6-8 have a personal device
- 87% of families agree or strongly agree that technology should be an educational priority in District 64
- 81% of families agree or strongly agree that technology should be a financial priority in District 64

Both elementary students (intermediate grades) and middle school students were surveyed.

Students in elementary school grades 3-5 were surveyed online during school time; 1,162 students responded to the survey. This represents 79% of the student population in these grades. See Attachment 2 for a complete summary of the survey results.

The results of the survey to elementary students in grades 3-5 provided these key findings:

- 91% of students report using a computing device for finding information at least once per week
- 76% of students report that they would bring their own device to school if allowed
- 91% of students report their teachers use some form of technology at least 2-3 times per week (70% everyday, 21% 2-3 times per week)
- 53% of students indicated they would like greater access to laptops, 82% would like greater access to iPads
- 61% of students report often or always having opportunities to collaborate with their peers
- 78% of students report often or always having opportunities to problem solve
- 71% of students report often or always having opportunities to be creative
- 30% of students report often or always having opportunities to take risks



Students in middle school grades 6-8 were surveyed online during school time; 1,003 students responded to the survey. This represents 66% of the student population in these grades. See Attachment 3 for a complete summary of the survey results.

The results of the survey to students in grades 6-8 provided these key findings:

- 97% of students report using a computing device for finding information at least once per week
- 88% of students report that they would bring their own device to school if allowed
- 84% of students report their teachers use some form of technology at least 2-3 times per week (62% everyday, 22% 2-3 times per week)
- 68% of students indicated they would like greater access to laptops, 74% would like greater access to iPads
- 76% of students report often or always having opportunities to collaborate with their peers
- 83% of students report often or always having opportunities to problem solve
- 80% of students report often or always having opportunities to be creative
- 48% of students report often or always having opportunities to take risks

### RECOMMENDATION SUMMARY

Based on its findings, **the committee believes learning in District 64 should be: collaborative, creative, connected to the real world, flexible, differentiated, self-paced, inquiry-based, and integrated with technology.**

In order to achieve this type of learning and support the District's implementation of the Common Core State Standards with technology integration, the committee agrees that students should be connected to one another and the world through the use of technology.

The following beliefs were guiding factors in developing this recommendation:

- Students should be engaged and motivated throughout the learning process.
- 21st century skills, such as communication, collaboration, creativity, and critical thinking are vital to prepare our students for high school, college, careers, and beyond.
- Students should be empowered in the classroom and play active roles in their learning.
- The use of the Internet and digital resources, when integrated under the guidance of a teacher, extends learning beyond the classroom and allows for access to a richer and deeper learning experience.

- Students today are “digital natives” who are accustomed to navigating a technology-rich world.
- Learning with technology is not about the device; it is about the connection to resources and the way in which they are used to support rigorous and higher-level learning.
- Teachers need ongoing, job-embedded professional development to transform the way in which they teach.

**Therefore, it is the recommendation of the Board Advanced Technology Committee that all students in District 64 have equal access to the digital resources necessary to support 21st century learning and the implementation of the CCSS in a one-to-one computing model.** Options for how this recommendation can be achieved will be brought to the Board at the April 22 meeting.

### **ACTION PLAN FOR ACHIEVING ONE-TO-ONE**

The Board Advanced Technology Committee has based its recommendation on transforming teaching and learning with the commitment to providing the resources necessary to bring about that change effectively. The following sections review the current state of technology in District 64, introduce the vision of “One-to-World” learning, and provide recommendations for digital resources and other considerations.

#### **CURRENT STATE OF TECHNOLOGY:**

District 64 has worked diligently over the past several years to make progress towards the integration of technology into teaching and learning. Since the early stages of planning for the Strategic Plan, the accelerated use of technology has been a District priority.

Some of the significant milestones in technology in District 64 include:

- Infrastructure Upgrades
  - Fiber connectivity between all buildings
  - Upgraded wireless access points and switches (2010-2011)
  - Increased bandwidth from 10 mbps to 100 mbps (spring, 2012)
- Systems for Productivity and Learning
  - Implementation of new communication system (summer, 2012)
  - Implementation of Google Apps for Education (2011-2013)
  - Updated District and school websites (2011-12)
- Technology Equipment
  - 135 SmartBoards in classrooms (2010-present)
  - 482 iPads (2010-present)
  - 512 Laptops on carts for students (ongoing)

- 247 Lab computers (ongoing)
- 436 Laptops for staff (ongoing)
- Professional Development
  - Implementation of Instructional Technology Coaches (2011-14)
  - Integration of technology into existing professional development (ongoing)

All teachers in District 64 utilize technology resources to increase productivity, foster communication and collaboration, and engage students in the classroom. However, given the current resources available to teachers and students, a fully integrated model is not possible. The current ratio of students to devices (including all laptops, lab computers, and iPads) is approximately 1 device for every 3.5 students.

Although we continue to improve the ratio each year, until the District reaches a 1:1 computing environment, there will be limitations on the learning environment. Through the use of laptops and iPads in the classroom, nearly all teachers and students have experienced a 1:1 computing scenario. However, once the “check-out” period has ended, so must the 1:1 experience.

The natural progression for technology in District 64 is access to 21st century learning anywhere, anytime.

**RECOMMENDED VISION FOR ONE-TO-WORLD LEARNING:**

The framework for this plan begins with the following admission and willingness to ask the following question:

*I thought I knew what students needed to learn and what a good school looks like— because I was a student once and I went to school, and it worked for me. But times have changed. And maybe students today do need something different. I wonder what it is?*

*Source: Wagner, The Global Achievement Gap, 2008*

Through its action research, the BATC observed and explored a wide variety of learning and technology integration models. Central to all of these initiatives is the understanding that students today must be prepared with the skills they need to compete in a 21st century global economy. Collaboration, communication, critical thinking, problem solving, risk-taking, and self-directed learning are critical to the success of students as they enter high school, college and beyond.

The concept of 1:1 computing has been evident in education for over a decade. However, many of these initiatives have focused more on the technology and less on the transformation of teaching. Alan November (2013) introduces the concept of moving beyond 1:1 computing to 1: world:

*If the language we use to describe an initiative sets the tone and direction for it, and if we want to create a more inspiring vision than giving each student a device, then I have a simple proposition: Let's drop the phrase "one-to-one" and refer instead to "one-to-world." This simple, one-word change takes us beyond the focus on the boxes and wires and alludes to why we are making the investment in the first place.*

*The planning considerations now evolve from questions about technical capacity to a vision of limitless opportunities for learning. This change also has enormous implications for the design of staff development. As soon as you shift from "one-to-one" to "one-to-world," it changes the focus of staff development from technical training to understanding how to design assignments that are more empowering—and engage students in a learning community with 24-hour support.*

District 64 has built a solid foundation for accelerating the use of advanced technology through its Strategic Plan activities. The implementation of the Instructional Technology Coaching model, transition to the Common Core State Standards, use of iPad technology, adoption of new online resources and curricular materials, and intense focus on teaching and learning, have paved the way for the next logical step in this progression.

Teachers in District 64 are demonstrating progress towards greater differentiation and deeper levels of learning for students through the use of technology. However, this type of learning is limited by the access of technology resources for students. The recommendation from the BATC would allow for 21st century learning to take place anytime, anywhere for all students. By giving each student access to a personalized device, we increase opportunities for differentiation, collaboration, and student-empowered learning to take place.

As stated previously, the Board Advanced Technology Committee has based its recommendation on transforming teaching and learning with the commitment to providing the resources necessary to bring about that change effectively.

### **Recommendation for Digital Resources: The Right Tool for the Job**

The committee explored a variety of tools to meet the needs of 21st century learners. The following factors were considered in choosing the most appropriate tool for students:

- Needs of the curriculum
- Developmental needs of learners
- Current tools used in District 64
- Exemplary models in other districts
- Articulation with Maine Township High School District 207 high schools
- Management capabilities
- Requirements for PARCC assessment (screen size, keyboard, etc.)
- Cost

- Durability

Here are the specific recommendations for varying grade levels and to meet other ongoing needs:

- **iPads for Grades PK-2**

Based on the above criteria, the committee reached consensus on continuing to utilize iPads for the primary grades (PK-2) in a dedicated classroom environment. It also recognized the advantages to having access to iPads for grades 3-8 and thus, recommended maintaining iPads on carts that would be available on a checkout basis for those grade levels.

The benefits of the iPads for grades PK-2 include:

- Touch screen capabilities to support fine motor development
- Affordability
- App-driven to support small group learning and targeted skill practice
- Existing effective use of iPads at the elementary level

- **Chromebooks for Grades 3-8**

For grades 3-8, the committee researched a variety of 1:1 models utilizing iPads, MacBooks and other laptop devices. However, with the announcement of District 207's Chromebook initiative, the committee felt this device merited further consideration. After reviewing the criteria and having the opportunity for hands-on exploration of the Chromebooks, the committee fully supported these devices for use in District 64.

The benefits of the Chromebooks for grades 3-8 include:

- Management capabilities for teachers in the classroom
- Management of devices on the District's network
- Ability to filter easily
- Fully integrated with Google Apps for Education
- Full keyboard
- Battery life (5-7 hours approx.)
- Best value
- Built-in memory
- Ports to support peripheral devices (USB, memory slot, etc.)
- Fully supported by NWEA for MAP testing
- Fully meets minimum requirements for PARCC assessment
- Ability to use in District 207 when students enter high school

- **Other Digital Resources**

While the iPads and Chromebooks provide greater access to a wealth of digital resources, there remain curricular areas that will continue to be supported through other appropriate devices. For example, in some of the technology elective courses, a more robust computer capable of running specialized software may be needed. The District will continue to support those programs through the necessary equipment and software, as well as maintain the existing labs for other learning situations.

SmartBoards and LCD projectors will continue to be critical resources for instruction in the classrooms. The ability to display on a large scale for instruction has proven to be effective for student learning and engagement in District 64. In addition, the SmartBoards provide interactive features that allow for digital manipulatives and dynamic presentations. The newly adopted math resources are aligned with the Smart Notebook software and are designed to work directly with the SmartBoard.

### **Additional Considerations**

In addition to the recommended resources above, the following considerations are critical components of the recommendation from the committee:

- **Infrastructure/Personnel Support**
  - 1:1 requires the following upgrades to the network infrastructure
    - Wireless access points in each classroom where 1:1 will be utilized
    - Possible increased bandwidth based on monitoring of usage
    - Possible wiring upgrades for additional access points
    - Electrical considerations
  - Maintain current technology support personnel to manage addition of new devices and monitor increased workloads
  - Explore an upgraded phone system during the 2013-14 school year to make a recommendation for the 2014-15 school year
- **Professional Development**
  - Continued job-embedded professional development through the coaching model
  - Dedicated time for teachers to collaborate on teaching practices
  - Embed technology skills with curriculum initiatives (i.e., new math resources)
  - Summer opportunities for staff
- **Support for Students & Parents**
  - Internet safety
  - Direct instruction on 21st century skills
  - Clear communication on Acceptable Use Policies and expectations
  - How to care for and manage devices properly
  - Training for parents



- Management Systems
  - Improve filtering capabilities to meet demands of 1:1 computing -- The Technology Department will establish a directory methodology to allow for easier and more efficient filtering policies to be put into place. All filtering will be aligned with the policies adopted by the Board of Education.
  - Device management for both Chromebooks and iPads -- The purchase of Chromebooks includes a management tool that integrates with the District's Google control panel. The District currently is exploring the use of an iOS management software that is available to the District at no cost to facilitate the use of iPads in the classrooms.
  - Policy updates related to acceptable use, social media, and filtering -- The Technology Implementation Committee and Board Advanced Technology Committee will make recommendations regarding policy changes. The Policy Committee will review recommendations and present to the Board of Education for approval.
- Curricular Impact
  - Math adoption -- Fully integrate technology to support the new electronic resources offered through this adoption
  - PARCC assessment -- The new assessment, which will replace the ISAT, will be administered to students online. The Chromebook currently meets the established minimum guidelines released by the PARCC.
  - Internet safety curriculum for students -- Each year the District is required to provide direct instruction on Internet safety for all students. This curriculum will be updated on a regular basis with stronger emphasis on social networking and cyber bullying.
  - CCSS/NETS -- The Common Core State Standards overlap with the National Educational Technology Standards in the areas of 21st century skills, including critical thinking, communication, collaboration, and creativity. The integration of digital media, online collaboration, etc., will help students meet the requirements of both the CCSS and the NETS.

### NEXT STEPS

The committee's recommendation for a 1:1 computing model is deeply embedded within District 64's Strategic Plan and reflects the District-wide priority of implementing the CCSS with technology integration. The transition to a 1:1 computing model is within reach, and can be achieved through a variety of means. Specific options for pacing and implementation consistent with the District's transition to the CCSS, as well as financial considerations, will be presented at the April 22 meeting.



## COMMITTEE MEMBERS

### Co-Facilitators:

Dr. Phil Bender, Superintendent  
Dr. Terri Bresnahan, Director of Technology

### District 64 Staff:

Allison Blum, Technologist (RO)  
Gini Burns, Teacher (EM)  
Sue Herman, Technologist (LI)  
Dr. Lori Hinton, Assistant Superintendent for Student Learning  
Franny Keyes, Teacher (LI)  
Jason Mata, Teacher (FI)  
Barbie Murphy, Speech Language (JE)  
Dr. Tony Murray, Principal (LI)  
Caroline Schaab, Instructional Technology Coach (RO)  
Nancy Sweeney, Teacher (FR)  
Jon Urbanski, Manager of Technology  
Amanda Walsh, Instructional Technology Coach (LI)  
Dan Walsh, Principal (FR)

### Community Members:

Scott Altman, Parent (WA, LI)  
Bill Basquin, Parent (JE, RO)  
Paul Brown, Parent (CA)  
Carrie De La Cruz, Parent (FR)  
Sara Greiner-Carolan, Parent (FR)  
Kendra Griffin, Parent (LI)  
Dave Iffland, Parent (FI, EM)  
David Langlands, Parent (RO)  
Paul McCarthy, Parent (WA)  
Doug Miller, Parent (CA)  
Janice Oliva, Parent (WA)  
Tony Sivore, Parent (FI, EM)  
Nancy Zver, Teacher (Mary, Seat of Wisdom)

### Liaisons:

Hank Thiele, Director of Technology, Maine Township High School District 207  
Bernadette Tramm, District 64 Public Information Coordinator  
Scott Zimmerman, District 64 Board of Education Vice President

## District 64 Device Selection for 21<sup>st</sup> Century Learning Plan

### 2013-14 Device Selection Review

The committee explored a variety of tools to meet the needs of 21st century learners. The following factors were considered in choosing the most appropriate tool for students:

- Needs of the curriculum
- Current tools used in District 64
- Exemplary models in other districts
- Articulation with Maine 207 high schools
- Management capabilities
- Requirements for PARCC assessment (screen size, keyboard, etc.)
- Cost
- Durability

Based on the above criteria, the committee reached consensus on continuing to utilize iPads for the primary grades (PK-2) in a dedicated classroom environment. It also recognized the advantages to having access to iPads for grades 3-8 and thus, recommended maintaining iPads on carts that would be available on a checkout basis for those grade levels.

The benefits of the iPads for grades PK-2 include:

- Touchscreen capabilities to support fine motor development
- Affordability
- App-driven to support small group learning and targeted skill practice
- Existing effective use of iPads at the elementary level

For grades 3-8, the committee researched a variety of 1:1 models utilizing iPads, MacBooks and other laptop devices. However, with the announcement of District 207's Chromebook initiative, the committee felt this device merited further consideration. After reviewing the criteria and having the opportunity for hands-on exploration of the Chromebooks, the committee fully supported these devices for use in District 64.

- The benefits of the Chromebooks for grades 3-8 include:
- Management capabilities for teachers in the classroom through Hapara
- Management of devices on the District's network
- Ability to filter easily
- Fully integrated with Google Apps for Education
- Full keyboard
- Battery life (5-7 hours approx.)
- Best value

- Built-in memory
- Ports to support peripheral devices (USB, memory slot, etc.)
- Fully supported by NWEA for MAP testing
- Fully meets minimum requirements for PARCC assessment
- Able to use in District 207 when students enter high school

### Current Year Device Data

As of March 2014, both District 64 and District 207 have reviewed data and information to address the selection of the Chromebook for BATC’s 1:1 recommended device.

Based on the pilot year with Chromebooks, District 64 continues to support its recommendation as a primary device for students in grades 3-8. The District has seen a low repair rate with the Chromebook and has benefitted from its easy management system, integration with Hapara and Google Apps for Education, as well as the integrated keyboard.

For the primary grades, the District also supports the recommendation to continue using iPads. The touchscreen technology is of great benefit for our early learners.

The information below related to District 207’s 1:1 Chromebook initiative has been provided by District 207 administrators.

### Repairs:

The table below details the repair logs for Chromebooks in District 64. The current total inventory of Chromebooks in District 64 is 719 .

**District 64 Chromebook Repair Log**

Chromebook Repairs	# of Repairs	% of Total Inventory
Screen	11	1.5%
Hinge	0	0%
AC Adapter	0	0%
Keyboard	2	0.3%
Battery	1	0.1%
<b>TOTALS</b>		

The table below details the repair logs for iPads in District 64. The current total inventory of iPads in District 64 is **1236**.

**District 64 iPad Repair Log**

<b>iPad Repairs</b>	<b># of Repairs</b>	<b>% of Total Inventory</b>
Screen	6	0.5
Battery	2	
Headphone Jack	2	
Malfunctions	2	
<b>TOTALS</b>	<b>12</b>	

The table below details the repair logs for District 207. The current total inventory of Chromebooks in District 207 is **3814**.

**District 207 Chromebook Repair Log**

<b>Chromebook Repairs</b>	<b># of Repairs</b>	<b>% of Total Inventory</b>
Screen	209	6.15%
Hinge	26	0.76%
AC Adapter	15	0.44%
Keyboard	5	0.15%
Battery	2	0.06%
<b>TOTALS</b>	<b>239</b>	<b>6.27%</b>

These are similar percentages to other high school district 1:1 programs (netbook, iPad, or Chromebook) where students have a device issued to them and they take it home. Regardless of device, schools typically plan for 5-10% breakage rates and numbers tend to trend in that range.

### **Battery Life:**

District 207 has had only 2 battery failures and there are no reports of decreased battery life. They have had more students forgetting to charge their devices as the year has gone on and students are taking advantage of the District's loaners for this purpose, which may lead some observers to believe that batteries are not holding a charge.

District 64 has not experienced a decrease in battery life from its Chromebooks after 7 months of use.

### **Costs:**

The current model of Chromebook that is used in both District 64 and District 207 costs \$249. There are no indications that this model will change in price. There is an upgraded Chromebook 2 that is scheduled for release in April 2014 starting at \$319. This is not the model District 64 is recommending for its 1:1 initiative. The Google management license is an additional one-time cost of \$30 per device. There is no cost to students for additional apps used on the Chromebook.

The iPad 2 currently costs \$379 per device (when purchased in packs of 10, otherwise each costs \$399 when purchased individually). Apple now offers new features through its operating system to help manage iPads more easily. District 64 will be exploring these new features this spring to be used to better manage our current inventory of iPads. The management software is included in the price of the device. While some apps for the iPads are free, most have a licensing fee. Most apps cost between \$0.99 to \$10.00, while some specialized apps cost up to \$150.00.

If the District were to use iPads for its 1:1 initiative for grades 3-8, an external keyboard would be required to meet the criteria for the PARCC assessment and to support keyboard instruction for students. The cost for a portable keyboard that could be used with the iPad could cost approximately \$50-\$70, depending on brand and style.

### Cost Comparisons

	iPad	Chromebook
Internal Memory	16GB	16GB
Keyboard	N/A (sold separately for \$50-70)	Integrated
Case	Approx. \$20	Approx. \$20
Management License	N/A	\$30 per device
Unit Cost	\$379 (iPad 2)	\$249
Apps	\$0.99+ per app	N/A
Compatible for PARCC	Yes, but only with keyboard	Yes
<b>TOTAL COST</b>	<b>\$399 + Keyboard + Apps</b>	<b>\$300</b>

**Support:**

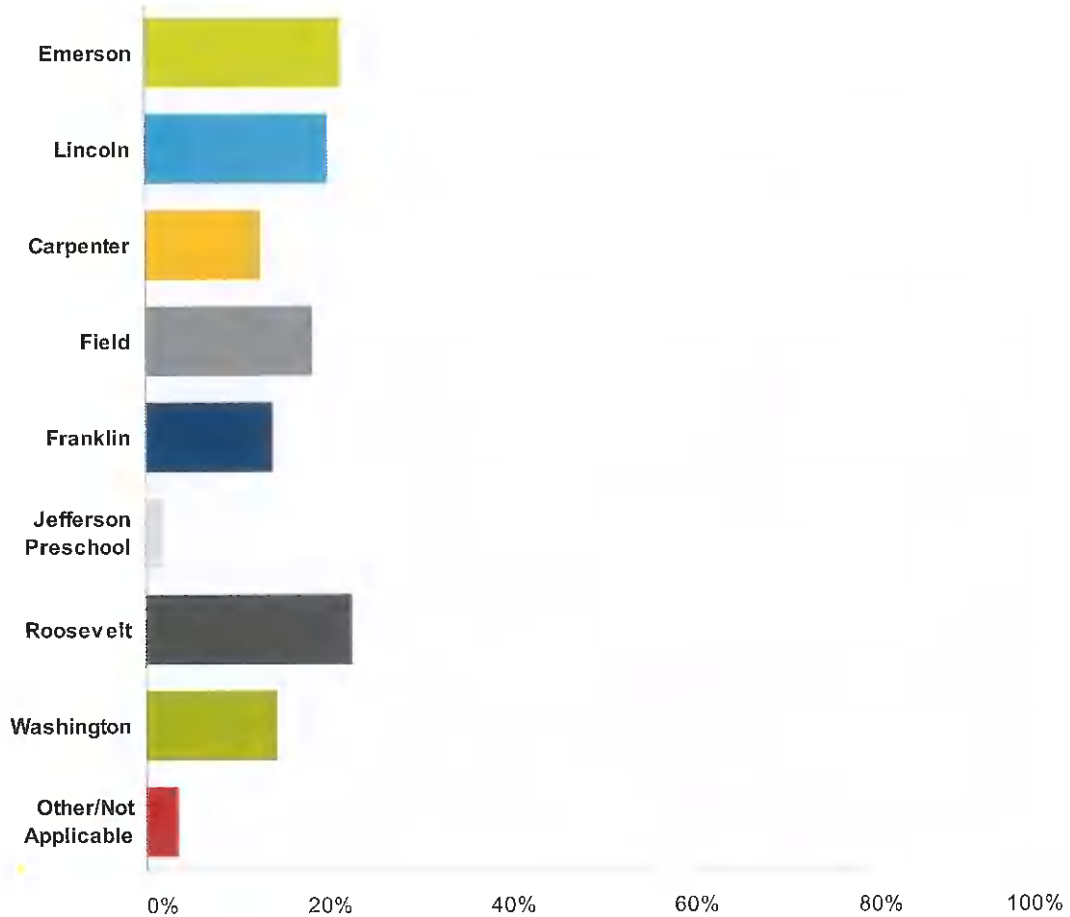
District 64 has established a collaborative partnership with District 207 to repair damage to Chromebooks that is not covered under the device's warranty. District 207 only charges the cost of the parts to District 64 and repairs have been done efficiently and in a timely manner. If District 64 were to move to a 1:1 implementation of Chromebooks, this partnership would continue. Additionally, the middle schools would explore opportunities for students to learn more about device repairs and potentially have a student support team at each middle school.

Since District 64 uses both iPads and Chromebooks, it requires occasional repairs for both sets of devices. A significant difference is found in the cost to repair each device due to the partnership with District 207. For example, a cracked screen on an iPad can cost between \$125-\$175 through an outside repair company. Whereas, a cracked screen on a Chromebook replaced through District 207 only costs \$25-\$50 based on the cost of the parts. This savings is a great advantage for District 64.



**Q1 My children attend: (Please select all that apply)**

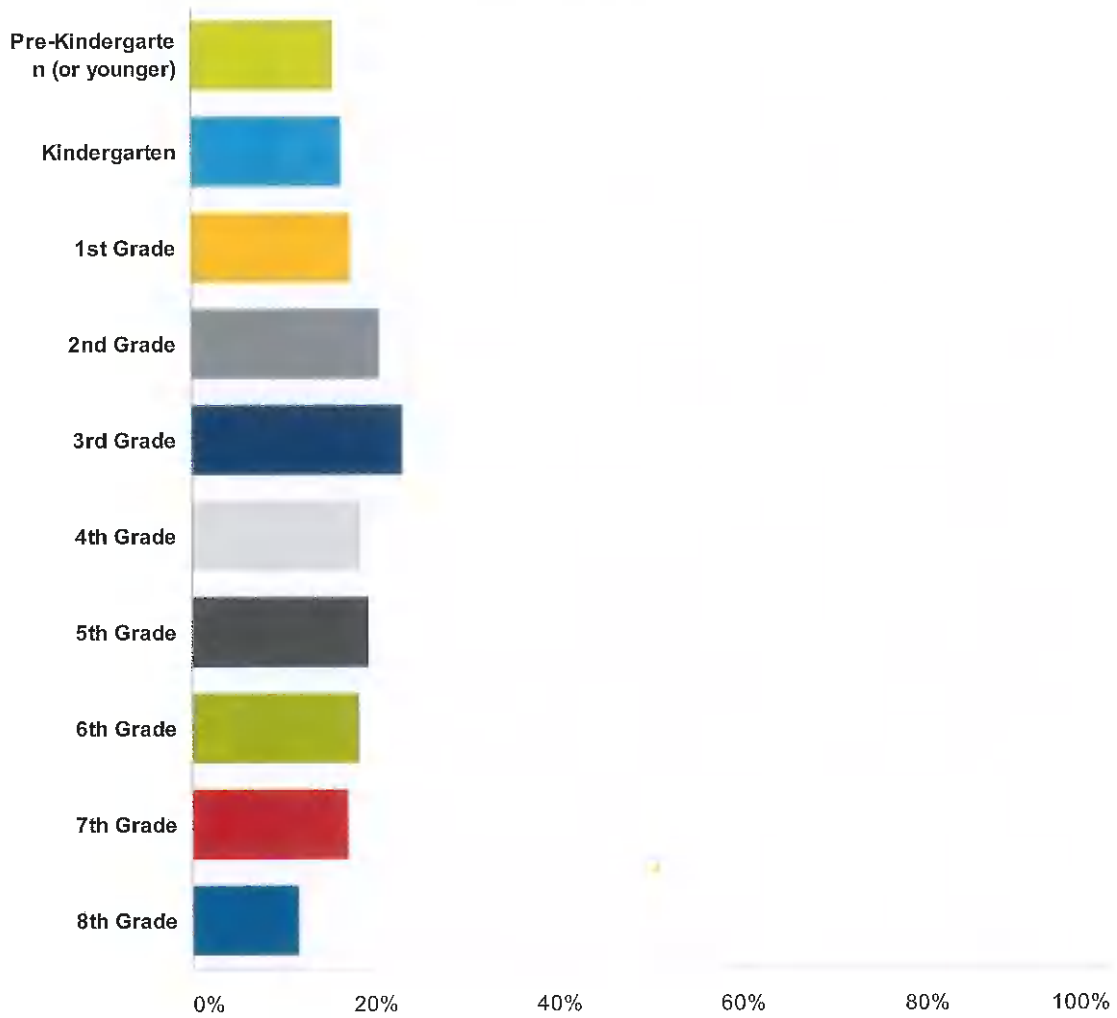
Answered: 552 Skipped: 0



Answer Choices	Responses	
Emerson	21.56%	119
Lincoln	20.11%	111
Carpenter	12.68%	70
Field	18.30%	101
Franklin	13.95%	77
Jefferson Preschool	1.81%	10
Roosevelt	22.64%	125
Washington	14.49%	80
Other/Not Applicable	3.62%	20
<b>Total Respondents: 552</b>		

**Q2 My children are in: (Please select all that apply)**

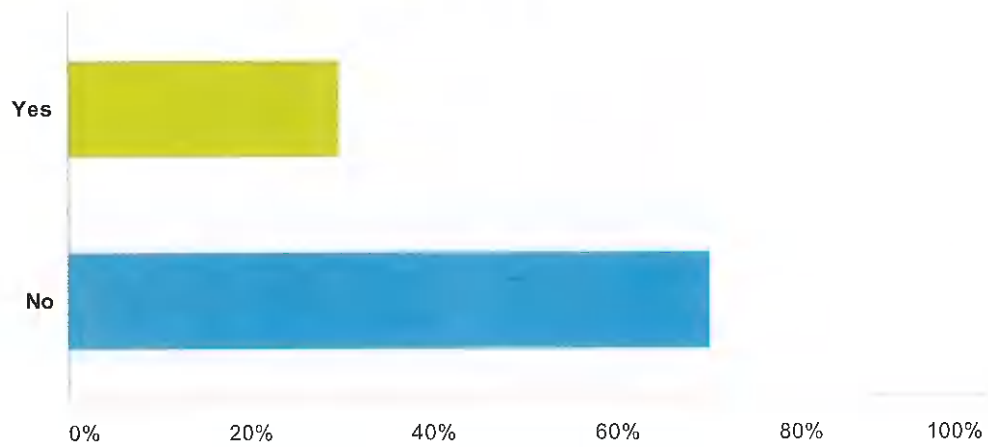
Answered: 552 Skipped: 0



Answer Choices	Responses
Pre-Kindergarten (or younger)	15.58% 86
Kindergarten	16.49% 91
1st Grade	17.57% 97
2nd Grade	20.65% 114
3rd Grade	23.19% 128
4th Grade	18.48% 102
5th Grade	19.38% 107
6th Grade	18.30% 101
7th Grade	17.21% 95
8th Grade	11.78% 65

**Q3 Do you currently have a child(ren) participating in District 207's 1:1 Chromebook initiative?**

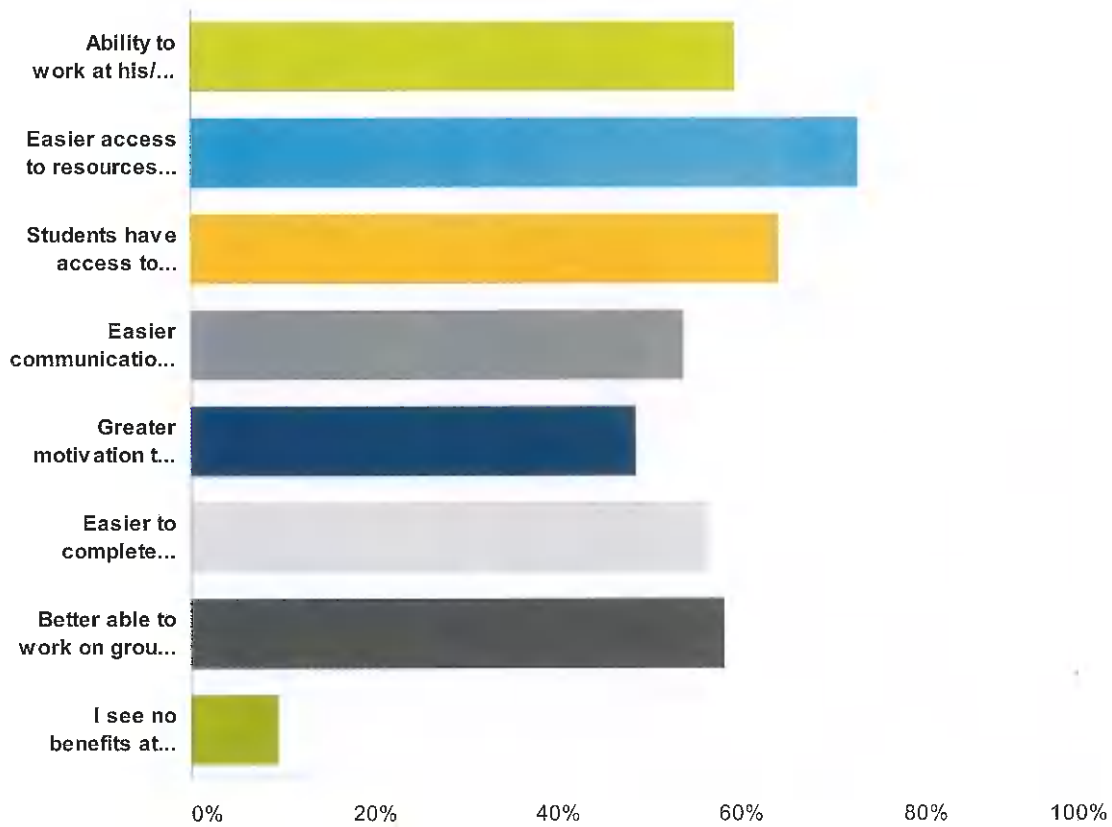
Answered: 552 Skipped: 0



Answer Choices	Responses	
Yes	29.89%	165
No	70.11%	387
<b>Total</b>		<b>552</b>

**Q4 What do you feel are the benefits of 1:1 learning for your child? (Please select all that apply)**

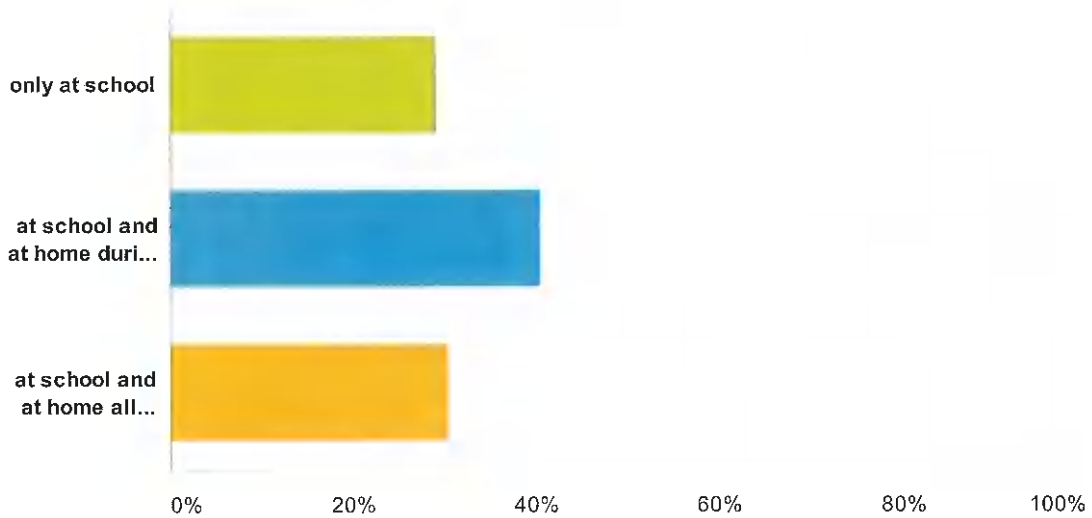
Answered: 552 Skipped: 0



Answer Choices	Responses	
Ability to work at his/her own pace	59.42%	328
Easier access to resources to support learning	72.83%	402
Students have access to devices whenever needed in the classroom	64.31%	355
Easier communication between students and teachers about schoolwork	53.80%	297
Greater motivation to learn	48.55%	268
Easier to complete homework with his/her own device	56.52%	312
Better able to work on group projects in school and from home	58.15%	321
I see no benefits at this time	9.60%	53
<b>Total Respondents: 552</b>		

**Q5 For students in Grades 3-5, which scenario do you feel would best meet their needs in a 1:1 learning environment?  
Students have access to a personal device:**

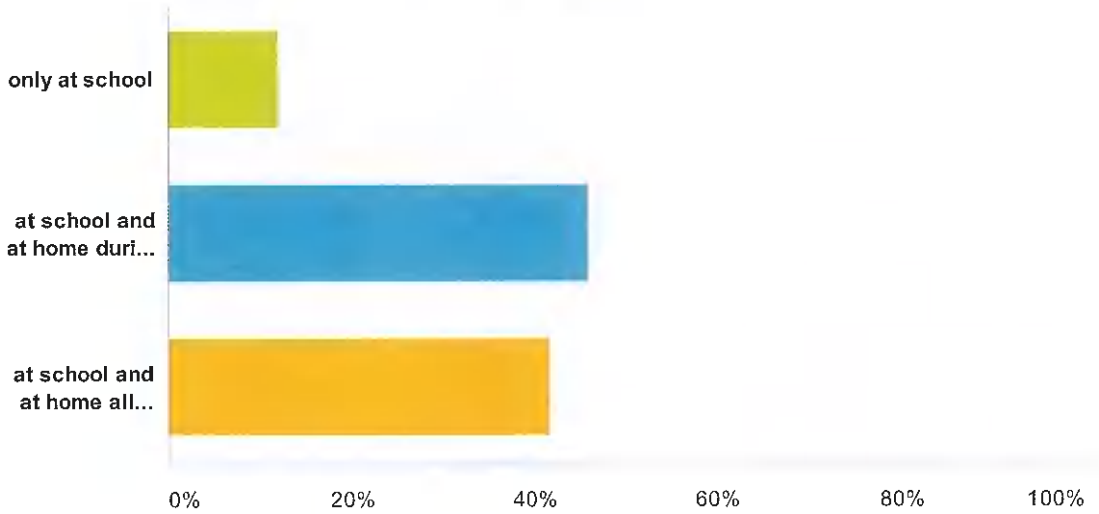
Answered: 552 Skipped: 0



Answer Choices	Responses	
only at school	29.17%	161
at school and at home during the school year	40.40%	223
at school and at home all year long	30.43%	168
<b>Total</b>		<b>552</b>

**Q6 For students in Grades 6-8, which scenario do you feel would best meet their needs in a 1:1 learning environment?  
Students have access to a personal device:**

Answered: 552 Skipped: 0

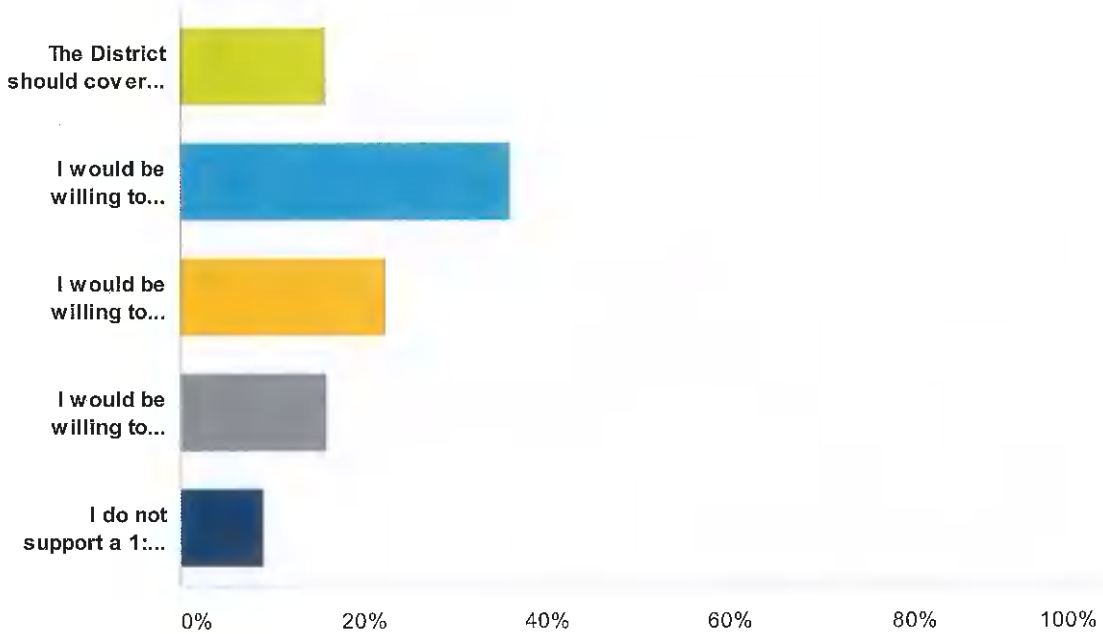


Answer Choices	Responses
only at school	12.14% 67
at school and at home during the school year	46.01% 254
at school and at home all year long	41.85% 231
<b>Total</b>	<b>552</b>



**Q7 PURCHASE OPTIONS: Which of the following purchasing options would you support to provide 1:1 learning for your child?**

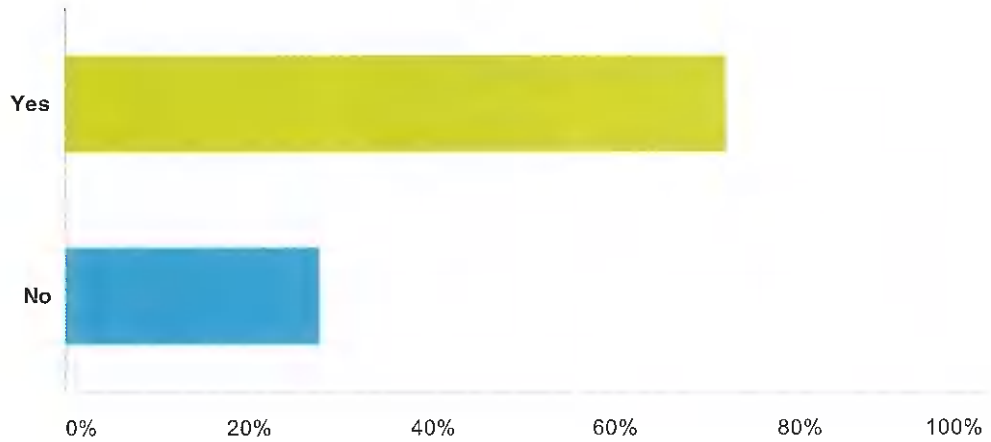
Answered: 552 Skipped: 0



Answer Choices	Responses
The District should cover the full cost of purchasing a device for my child's use.	16.12% 89
I would be willing to share in the District's cost of providing a device through an additional annual fee (approximately \$25-\$50).	36.05% 199
I would be willing to purchase a device for my child through a one-time payment. This would give full ownership of the device to the family (to take with them upon leaving District 64).	22.46% 124
I would be willing to purchase a device for my child through an installment plan. This would give full ownership of the device to the family after the final payment is received.	16.12% 89
I do not support a 1:1 initiative regardless of cost.	9.24% 51
<b>Total</b>	<b>552</b>

**Q8 For a District-owned device, would you be interested in purchasing insurance (approximately \$35 a year) so that your child could bring it home to use during the school year?**

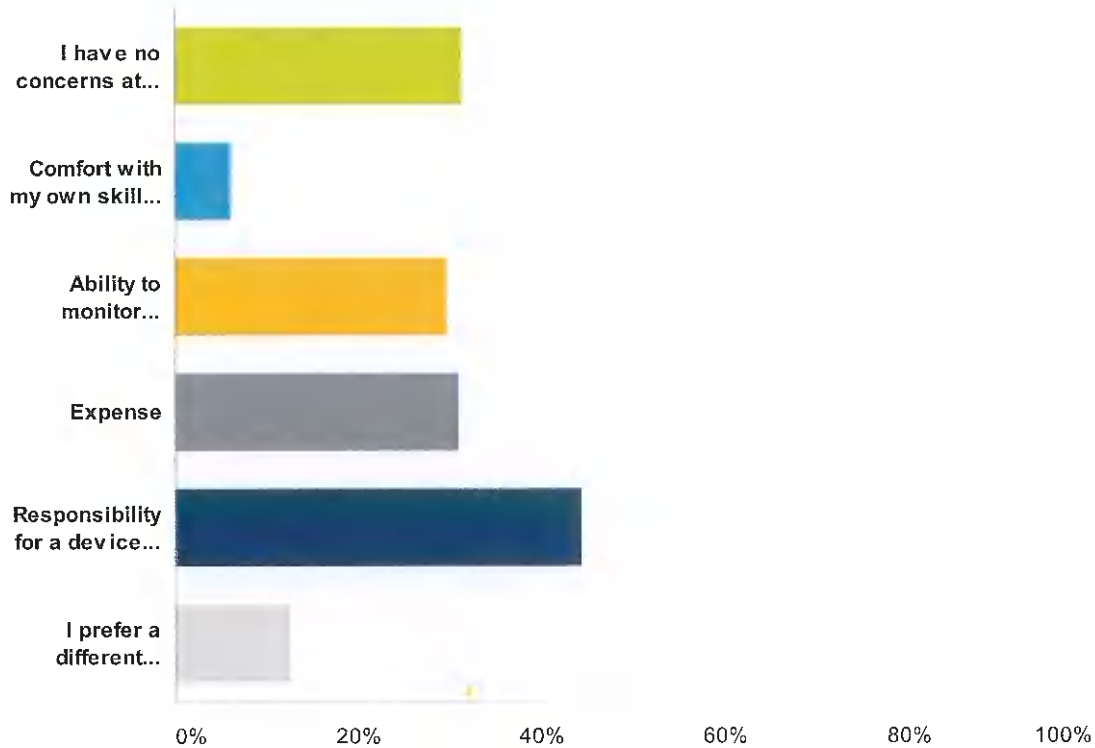
Answered: 552 Skipped: 0



Answer Choices	Responses
Yes	72.28% 399
No	27.72% 153
<b>Total</b>	<b>552</b>

**Q9 As District 64 continues its investment in technology to support student learning, we hope to foster a collaborative partnership with parents. If you have reservations about 1:1 learning, what are your primary concerns?**

Answered: 552 Skipped: 0



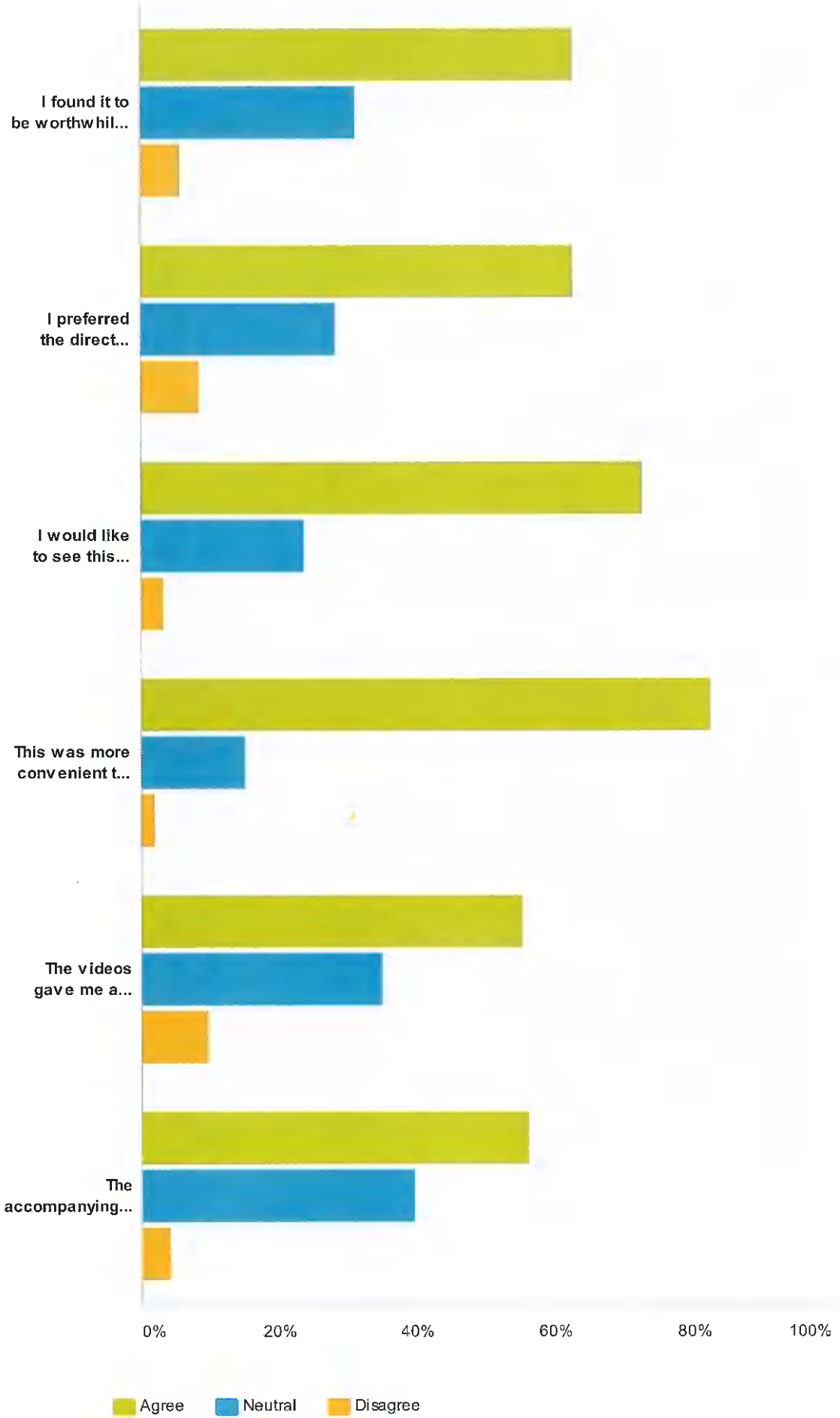
Answer Choices	Responses
I have no concerns at this time	31.52% 174
Comfort with my own skills in using technology	6.16% 34
Ability to monitor technology use at home	29.89% 165
Expense	31.16% 172
Responsibility for a device if it is lost/broken	44.38% 245
I prefer a different device	12.68% 70
<b>Total Respondents: 552</b>	

**Q11 Tech Talk Week was a parent education outreach effort to help parents in their understanding of how technology plays a role in 21st Century Learning.**

**Since this was a new way of communicating with our parents, we welcome your feedback. Please rate the statements below to describe your reaction to Tech Talk Week.**

Answered: 525 Skipped: 27

# District 64 Tech Talk Week Survey



## District 64 Tech Talk Week Survey

	Agree	Neutral	Disagree	Total
I found it to be worthwhile and informative.	<b>62.86%</b> 325	<b>31.33%</b> 162	<b>5.80%</b> 30	517
I preferred the direct email contact rather than a newsletter or flyer.	<b>62.94%</b> 321	<b>28.43%</b> 145	<b>8.63%</b> 44	510
I would like to see this type of focused communication from the District continue.	<b>72.96%</b> 375	<b>23.74%</b> 122	<b>3.31%</b> 17	514
This was more convenient than attending an evening meeting.	<b>82.72%</b> 426	<b>15.15%</b> 78	<b>2.14%</b> 11	515
The videos gave me a better sense of what is happening in the classroom.	<b>55.27%</b> 278	<b>34.99%</b> 176	<b>9.74%</b> 49	503
The accompanying website was informative and has resources I can return to.	<b>56.15%</b> 283	<b>39.68%</b> 200	<b>4.17%</b> 21	504



To: Board of Education

From: Dr. Terri Bresnahan, Director of Technology  
Bernadette Tramm, Public Information Coordinator

Date: March 24, 2014

Re: Update on Board Goal/Communications – #1 Website/#6 Electronic Board Packet

In establishing its Consensus Goals for 2013-15, the Board developed six specific goals for Communications. This report provides an update on two of those areas.

### **Website**

Board of Education Consensus Goal/Communications - #1 states: *The District will strengthen the website as a convenient source of information for parents and community members.*

During an extensive report at the January 28 meeting, the results of an in-depth strategic analysis of the current website prepared by consultant American Eagle were reviewed along with six key recommendations. Action steps leading to the selection of a new Content Management System (CMS) provider and third-party graphic design also were detailed. It was noted that the schedule has been accelerated due to the unexpected announcement that the District's current CMS provider (PowerIT) would be discontinuing its services on June 30.

District 64 is now deeply engaged in Action Step 2 identified in our January 28 report. Since that time, the working group of Director of Technology (Terri Bresnahan), Public Information Coordinator (Bernadette Tramm) and the District Webmaster (Allison Blum) have been actively working with the new CMS provider (CampusSuite) and graphic designer on the design/development of the new website. A page-by-page review of the existing website also is being conducted to determine which content should be transferred, deleted or rewritten. All key features recommended in the American Eagle report are being addressed in the design and development of the new website.

We anticipate transitioning in April into Action Step 3 as we prepare for the launch. We are working with CampusSuite for a launch date in the first week of June, which will allow time for proofing and testing prior to the termination of PowerIT on June 30. A plan for training and support for content managers and creators will be developed to support them through this transition. Communication with all stakeholders is continuing, and a further communication plan will also be coordinated as the actual launch process begins.

In addition to these steps, administration is also recommending the addition of a .5 FTE Webmaster position (coupled with an additional .5 FTE for District technology) to support a robust and up-to-date website, which is critical not just for the transition phase but to meet the expanded expectations for the website going forward. This

recommendation was discussed in the 2014-15 Staffing Plan at the February 24 meeting and is presented for Board approval this evening.

Looking ahead, it is important to note that the development of the site will be a fluid process that will continue through the summer and into future years. Once the site is launched, additional training and support for end users and content creators will be provided. A timeline for those opportunities will be developed as the process is finalized. It is also our goal that feedback from stakeholders will be gathered on a regular basis to ensure that the District's communications' goals are met. Continuous improvement will be an expectation as the site grows to meet the needs of the District 64 community.

### **Electronic Board Packet**

Board of Education Consensus Goal/ Communications - #6 states: *Administration will research and present alternatives to provide Board report packets electronically for consideration by the Board in the first quarter of 2014.*

This goal stems from the District 64 Strategic Plan Technology strategy to accelerate the use of advanced technology and is one of the steps in Action Plan 5 (*Utilize technology to inform and communicate with the community*).

A review team including Public Information Coordinator (Bernadette Tramm), Administrative Assistant to the Superintendent (Madelyn Wsol) and the District Webmaster (Allison Blum) worked to identify options for meeting the Board's goal of transition to electronic Board packets. To accommodate a "paperless" environment, the focus was on providing a cloud-based option so that all meeting documents – along with related video – could be accessible from the Internet to Board members, administrators and the public.

To accommodate this direct electronic access, two leading providers (Board Book and BoardDocs) were identified to provide a comparison of the services provided. The review included a webinar and a detailed review of features. Criteria in the analysis included among other items:

- Ease of use for Board members, administrators and the public
- Key features, especially searchability of full text of all documents (including attachments)
- Integrated video viewer and access to approved minutes
- Training and ongoing customer support
- Ease of use and efficiency of managing Board meeting documents and video workflow

Based on this review, the team selected BoardDocs for in-depth study. Two versions of the BoardDocs service offered at different annual contract amounts were analyzed, utilizing an item-by-item comparison of features to determine which model would better meet District 64's needs. Based on an extensive list of references provided, the team further reviewed the BoardDocs websites of many other school districts and government bodies to experience how a member of the public would access Board meeting information. In addition, the team's thorough review also included having Ms. Blum transition District 64 Board videos to YouTube to ensure compatibility and ease of use with BoardDocs. The "tagging" feature to mark the video to individual agenda items also was demonstrated. Finally, Ms. Wsol also spoke with colleagues in

neighboring districts about their experiences in using BoardDocs. In particular, Schaumburg School District 54 (<https://sd54.org/>) provided good insights into the transition to and ongoing use of this service.

Based on this evaluation, the team believes the expanded BoardDocs Pro model better meets District 64's base requirements, while adding several highly desirable and efficient features including:

- The District's Board Policy Manual can be transferred to BoardDocs so that it is immediately available in view (via a tab link) for search on the meeting screen.
- Board members have the ability to privately annotate meeting documents at any time for his/her own use.
- Real-time live meeting support is offered, such as: integrating the production of draft meeting minutes; tracking of votes on action items; and capability to project meeting agendas to the audience.

We believe these additional features will allow the District to greatly improve the way Board meeting business is presented to the community in a user-friendly environment, while also offering Board members and administrators direct Internet access to comprehensive meeting materials 24/7.

At this time, the recommendation is to transition the handling of all District 64 Board meeting materials to the BoardDocs Pro format. The annual cost is \$12,000, with a \$1,000 one-time start-up fee. Other financial considerations include:

- Transfer of policy manual from current third party provider at a savings of \$450 per year
- Reduction in paper usage over a minimum of 20+ meeting dates typically held per year
- Savings in staff time for: printing paper packets and assembly; delivery of packets to Board member homes (driver time, District vehicle); post-meeting video processing and associating with agenda items
- Greater efficiency in staff time of all who contribute to preparing and compiling Board meeting materials (agenda, reports, presentations, minutes, etc.)
- One-time cost of providing each Board member (for use during his/her term of office) a Chromebook device to access the cloud-based meeting materials

The current April 2014 issue of *American School Board Journal* features a Q & A (Attachment 1) on the transition to "e-governance" that expands on these savings and offers helpful perspectives on the transition.

Moving forward, BoardDocs Pro training will be scheduled for District 64 in approximately 8 weeks. During this period, the BoardDocs website for District 64 also will be created and District 64 will prepare links from our website. Training is provided for all staff involved in Board meeting work – as well as Board members – by a representative onsite here in District 64. Additional Webinar training will also be available thereafter and ongoing BoardDocs technical support is available 24/7. A comprehensive transition timeline will be developed along with communications to all stakeholders.

We believe the BoardDocs Pro service will allow District 64 to meet the Strategic Plan/Board Consensus goal to accelerate the use of advanced technology by moving to an electronic Board packet, while also expanding the transparency of its operations and adopting more sustainable practices for our environment.

# BoardDocs®

## The Business of Education: Paperless Meetings

### *American School Board Journal (ASBJ)*

April 2014 Issue

Paperless board meetings -- using an electronic system for agendas, calendars, and other board materials -- can save districts thousands of dollars in copying and paper costs, as well as in staff time.

The benefits are many, but a paperless e-governance system requires changes in board culture, and consideration of training, security, and legal issues, according to President and Chief Architect of Emerald Data Solutions Ari Ioannides. His company developed the BoardDocs e-governance system.

Ioannides recently talked with *ASBJ* Editor-in-Chief Kathleen Vail about what board members should know when they're considering moving to an e-governance system.

#### **How much of a change is it to go paperless?**

Board members and administrators perceive going to a board management service as a radical change -- like going from a telegraph machine to an iPhone. It's not that radical. Done right, using a board management service should look like what you're doing now, just easier -- like going from a typewriter to computer for word processing. It's not as dramatic as people think.

Before widespread use of computers, people had no concept what it was like to use one. We all thought learning to use one would be hard. We were fearful, but we wanted to do it because there was a huge benefit. People are most afraid of using a board management system right before it gets implemented. After they've have been through training, the first thing out of their mouth is: Why did we wait so long? Anyone who has used our system loves it and would never go back. It would be like saying, "You can't use the car anymore. You can use a bike."

#### **How does a paperless system save time and money?**

Right now, if a district doesn't have a board management service, it has staff gathering documents and printing out a master copy. Then they go to a scanner and make a PDF. It gets printed, copied, scanned, posted to the website, then bound and shipped out to others. Any changes to the packet starts the process over again. If a board meets twice a month, this is done 24 times a year. With a good board management service, the material automatically gets released to board members and everyone else who needs it via the district's website. A district can see \$20,000 to \$30,000 in cost savings the first year in labor, printing, and mailing costs.

#### **How important is data security?**

The system's security must be rock-solid tight. School boards deal with confidential data -- health information, student discipline, land purchasing, and lawsuits -- that has to be secured, by law. Data must be encrypted and be maintained on a secure server. With BoardDocs, we believe board documents must be as secure as banking information. Local copies of the data and email are very insecure. Information needs to be physically and electronically secured.

#### **What about legal issues?**

With BoardDocs, we make sure the system complies with applicable laws. Public information needs to be distributed to the public easily. We provide districts the ability to make sure data that is supposed to be secure cannot be seen by the public. The system should provide no collaboration with board members. If there's collaboration, it is an electronic meeting and it would have to be open to the public.

#### **What else should board members look for?**

Ease of use is huge. Most board members are like me -- born before 1960. Technology is not second nature. Any board management system has got to be easy to use.

TO: Members of the Board of Education  
Dr. Philip Bender, Superintendent

FROM: Dr. Lori Hinton, Assistant Superintendent for Student Learning  
Bernadette Tramm, Public Information Coordinator

DATE: March 24, 2014

RE: Full-Day Kindergarten Interest Survey

**Background**

Over the past several months, the Board of Education has received parent feedback from several parents about the possibility of full-day kindergarten in District 64. District 64 currently offers a half-day kindergarten program, either morning or afternoon, to District 64 students. At the February 24, 2014 Board Meeting, the Board of Education requested that District Administration seek feedback from the parent community about interest in full-day kindergarten.

In addition to collecting demographic information, the survey included four questions:

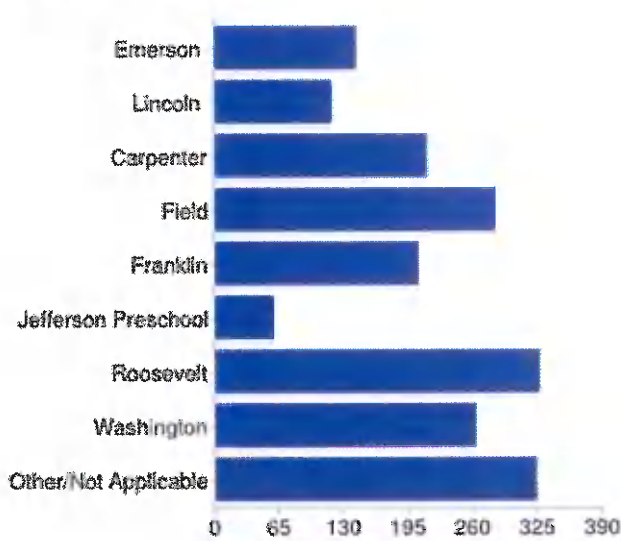
1. Would you be interested in a free, full-day kindergarten at your neighborhood school?
2. Would you be interested in a free, full-day kindergarten if it were offered at one early childhood center school, with bus transportation provided?
3. If a full-day kindergarten option were offered at your neighborhood elementary school, would you be interested in attending if the additional half-day were tuition-based?
4. Would you be interested in the full-day kindergarten option at an early childhood center if the additional half-day were tuition-based?

We received a total of 1,642 survey responses. Below is a summary of the responses collected from all survey participants as well as a summary of the responses from participants who currently have children enrolled in preschool. These respondents made up 60% of the total.



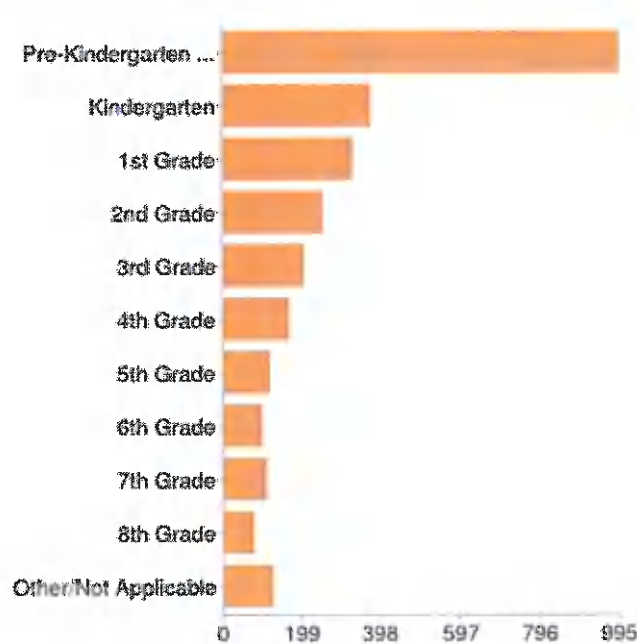
**Part I: Who responded to the survey?**

**My children attend:**



Emerson	143	7%
Lincoln	118	6%
Carpenter	214	11%
Field	292	15%
Franklin	205	11%
Jefferson Preschool	59	3%
Roosevelt	326	17%
Washington	262	14%
Other/Not Applicable	323	17%

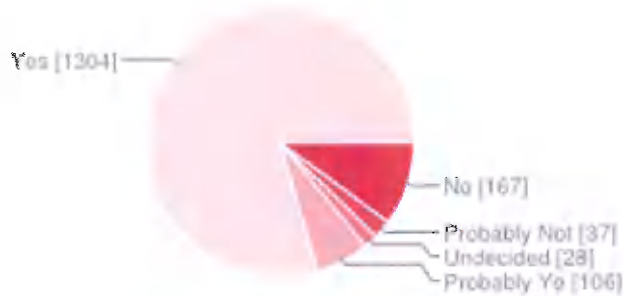
**My children are in:**



Pre-Kindergarten (or younger)	993	35%
Kindergarten	375	13%
1st Grade	328	11%
2nd Grade	253	9%
3rd Grade	206	7%
4th Grade	168	6%
5th Grade	119	4%
6th Grade	99	3%
7th Grade	110	4%
8th Grade	76	3%
Other/Not Applicable	126	4%

**Part II: Interest in Full-Day Kindergarten**

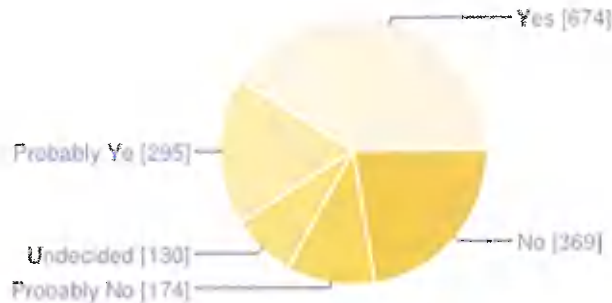
**Question 1: Would you be interested in a free, full-day kindergarten at your neighborhood-school?**



**Question 1: Summary of Responses from All Participants vs. Parents of Current Preschool Students**

Responses	All Survey Participants		Parents of Current Preschool Students	
	Count	Percentage	Count	Percentage
No	167	10%	68	7%
Probably Not	37	2%	19	2%
Undecided	28	2%	11	1%
Probably Yes	106	6%	39	4%
Yes	1304	79%	856	86%

**Question 2: Would you be interested in a free, full-day kindergarten if it were offered at one early childhood center school, with bus transportation provided?**

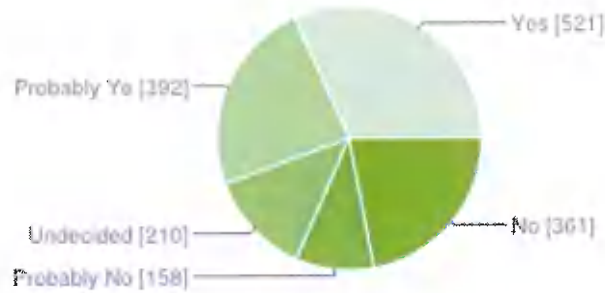




**Question 2: Summary of Responses from All Participants vs. Parents of Current Preschool Students**

Responses	All Survey Participants		Parents of Current Preschool Students	
	Count	Percentage	Count	Percentage
No	369	22%	208	21%
Probably Not	174	11%	96	10%
Undecided	130	8%	69	7%
Probably Yes	295	18%	182	18%
Yes	674	41%	438	44%

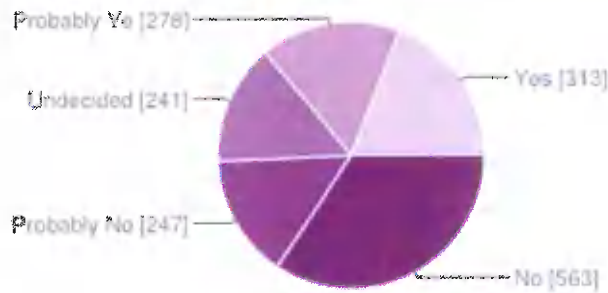
**Question 3: If a full-day kindergarten option were offered at your neighborhood elementary school, would you be interested in attending if the additional half-day were tuition-based?**



**Question 3: Summary of Responses from All Participants vs. Parents of Current Preschool Students**

Responses	All Survey Participants		Parents of Current Preschool Students	
	Count	Percentage	Count	Percentage
No	361	22%	193	19%
Probably Not	158	10%	83	8%
Undecided	210	13%	116	12%
Probably Yes	392	24%	256	26%
Yes	521	32%	345	35%

**Question 4: Would you be interested in the full-day kindergarten option at an early childhood center if the additional half-day were tuition-based?**



**Question 4: Summary of Responses from All Participants vs. Parents of Current Preschool Students**

Responses	All Survey Participants		Parents of Current Preschool Students	
	Count	Percentage	Count	Percentage
No	563	34%	322	32%
Probably Not	247	15%	145	15%
Undecided	241	15%	149	15%
Probably Yes	278	17%	168	17%
Yes	313	19%	209	21%

**Discussion & Next Steps**

The Board may find the parent survey information useful when considering whether to pursue a further study of how a full-day kindergarten could be implemented in District 64 in the future. Additional valuable information may also be gathered by a survey of our teachers, particularly in grades K and 1, about their perspectives of full-day kindergarten. The teacher survey could address the benefits and challenges of full-day kindergarten on both the academic as well as social-emotional development of students.

In addition to broadening the scope of feedback to the Board, a key driver to the initiative may be a more pragmatic study of the actual space requirements for a full-day program. The Educational Adequacy Study as described by architects Fanning Howey in a separate agenda item, as a component of the Facility Master Plan, might be a means to obtain this preliminary information.

A fuller exploration of full-day kindergarten would need to include representatives from all stakeholder groups and would address staffing implications; curriculum structure; instructional materials and technology;

financial impact; and other components in an extended review. It may be appropriate for the Board to consider this type of extended study as part of a renewal of its multi-year strategic plan or two-year Board consensus goals in the future.

# FANNING HOWEY

March 4, 2014

Dr. Philip Bender, Superintendent  
Park Ridge-Niles Community Consolidated School District 64  
164 South Prospect Avenue  
Park Ridge, IL 60068

Re: Proposal for Facilities Master Planning, Part II  
Park Ridge-Niles CCSD 64  
Park Ridge, IL  
Project No. 211056.01

Dear Dr. Bender:

Fanning/Howey Associates, Inc. proposes to provide Architectural and Engineering Services for the above-referenced Project for a fixed fee of One Hundred Twenty- Eight Thousand Eight Hundred Thirty and no/100 Dollars (\$128,830.00). The Educational Adequacy Study will include the following:

1. Educational Specifications - One for each grade configuration (i.e., K-5, 6-8).
  - a. These represent the "ideal" program of spaces and adjacencies, for each grade level.
2. Educational Alignment - Audit/Building Overlays (Ideal vs. Actual) for all academic areas.
  - a. This is a comparison of existing square footages with the "ideal".
3. Five Community Engagement Meetings.
  - a. Facility Visioning Workshop – 3 meetings.
    - .1 These will be a 3-session workshop to get a facility vision that aligns with curriculum.
  - b. Program of Spaces review – 2 meetings.
    - .1 These 2 meetings will be to review the "ideal" size and quantities of spaces for each grade configuration.
4. Facility Master Plan Components integration.
  - a. Options
  - b. Costs
  - c. Implementation Plan
  - d. 3 meetings (create and review options)

ARCHITECTURE | ENGINEERING

32 Main Street | Suite C | Park Ridge, IL 60068  
847.292.1039 | fax 847.292.1021 | [www.fhai.com](http://www.fhai.com)

Dr. Philip V. Bender, Superintendent  
Facility Master Planning – Part II  
Park Ridge-Niles CCSD 64  
Park Ridge, IL  
Project No. 211056.01  
March 4, 2014  
Page 2

*Fanning Howey will focus on three areas of interest for the District: implementation of secured access to buildings, including, if necessary, relocation of existing main offices; ability to provide all-day kindergarten; and usage and growth, particularly associated with the apartment/condo developments that have been recently approved and could affect Field Elementary School's capacity.*

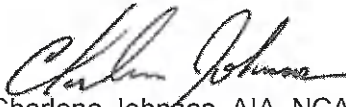
The timeline for completing these remaining components of the Facility Master Plan will be established with the Board and District administration.

If the provisions of this proposed breakdown are acceptable, we will initiate an Amendment to our Owner/Architect Agreement, as we have done with previous projects.

Should you have any questions regarding the information described above, please contact us.

Sincerely,

FANNING HOWEY



Charlene Johnson, AIA, NCARB, LEED AP, MBA, REFP  
Executive Director

cdj/ejr

enclosure

**ADOPTION OF RESOLUTION #1114 ABATING THE WORKING CASH FUND OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 64, COOK COUNTY, ILLINOIS**

At the February 24, 2014, Board of Education meeting, the Board authorized the sale of \$8,600,000 in Working Cash Bonds. The proceeds from the Series 2014A Bonds will fund various capital improvements within the District, including security, technology, mechanical and roof enhancements. The Bonds were sold on February 25, 2014.

Resolution #1114 authorizes the School Treasurer to permanently abate the amount of \$8,600,000 from the Working Cash Fund into the Operations & Maintenance Fund, the fund that has been determined to be the fund most in need. The School Treasurer is further authorized, in accordance with the rules and regulations of the Illinois State Board of Education and specifically Section 100.50(d)(2) of Title 23 of the Illinois Administrative Code; the abatement amount shall be transferred to the District Capital Projects Fund to use as provided in said rules and regulations.

**ACTION ITEM 14-03-2**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt the attached Resolution #1114, approving the abatement of \$8,600,000 of Working Cash Funds and authorizes the School Treasurer of the District to permanently transfer the abatement amount to the Operations and Maintenance Fund, the fund of the District most in need of the abatement amount. The School Treasurer is further authorized, in accordance with the rules and regulations of the Illinois State Board of Education and specifically Section 100.50(d)(2) of Title 23 of the Illinois Administrative Code; the abatement amount shall be transferred to the District Capital Projects Fund to use as provided in said rules and regulations.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

MINUTES of a regular public meeting of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, held at the Gym of the Lincoln Middle School, 200 South Lincoln, Park Ridge, Illinois, in said School District at 7:30 o'clock P.M., on the 24th day of March, 2014.

\* \* \*

The President called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, Anthony H. Borrelli, the President, and the following members were physically present at said location: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: \_\_\_\_\_  
\_\_\_\_\_

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: \_\_\_\_\_  
\_\_\_\_\_

The President announced that in view of the current financial condition of the District, the Board of Education would consider the adoption of a resolution abating the working cash fund of the District.

Whereupon Member \_\_\_\_\_ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:



RESOLUTION #1114 abating the working cash fund of Community Consolidated School District Number 64, Cook County, Illinois.

\* \* \*

WHEREAS, the Board of Education (the "*Board*") of Community Consolidated School District Number 64, Cook County, Illinois (the "*District*"), has heretofore created and maintained a working cash fund in and for the District (the "*Fund*"); and

WHEREAS, the Board has determined and does hereby determine that it is necessary and in the best interests of the District that the Fund be abated; and

WHEREAS, Section 20-10 of the School Code of the State of Illinois, as amended (the "*Code*"), authorizes the Board to abate the Fund:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, as follows:

*Section 1. Incorporation of Preambles.* The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

*Section 2. Amount of Abatement.* The Fund shall be abated as of the date hereof by the amount of \$8,600,000 (the "*Abatement Amount*").

*Section 3. Permanent Transfer.* The School Treasurer of the District is hereby authorized and directed to forthwith permanently transfer the Abatement Amount to the operations and maintenance fund of the District, the same being the fund of the District most in need of the Abatement Amount. It is also hereby found and determined that (a) the Abatement Amount, when added to the operations and maintenance fund of the District and regardless of any subsequent transfers of the Abatement Amount, will not result in an excessive accumulation of assets in the operations and maintenance fund of the District, and (b) the balance remaining in the Fund after said abatement, including the amount of any taxes heretofore levied by the District

for the Fund pursuant to Section 20-3 of the Code, but not yet collected and deposited into the Fund, and amounts transferred pursuant to Section 20-4 of the Code and to be reimbursed to the Fund, is at least equal to 0.05% of the value, as equalized or assessed by the Department of Revenue, of the taxable property in the District.

*Section 4. Outstanding Loans.* If necessary to effectuate such abatement and permanent transfer, any outstanding loans from the Fund to other funds of the District in an amount, together with any cash immediately transferred pursuant to Section 2 above, equal in the aggregate to the Abatement Amount shall be paid to the operations and maintenance fund of the District, and any remaining outstanding loans shall be paid to the Fund at the time and in the manner required by the Code.

*Section 5. Transfer to Capital Projects Fund.* In accordance with the rules and regulations of the Illinois State Board of Education and specifically Section 100.50(d)(2) of Title 23 of the Illinois Administrative Code, the Abatement Amount shall be transferred from time to time to the District's Capital Projects Fund to be used as provided in said rules and regulations.

*Section 6. Severability.* If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

*Section 7. Repealer and Effective Date.* All resolutions or parts thereof in conflict herewith be and the same are hereby repealed and that this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted March 24, 2014.

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President, Board of Education

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Secretary, Board of Education

Member \_\_\_\_\_ moved and Member \_\_\_\_\_  
seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following members voted NAY: \_\_\_\_\_

Whereupon the President declared the motion carried and said resolution adopted, and in open meeting approved and signed said resolution and directed the Secretary to record the same in full in the records of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at said meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

\_\_\_\_\_  
Secretary, Board of Education

STATE OF ILLINOIS        )  
                                  ) SS  
COUNTY OF COOK         )

**CERTIFICATION OF MINUTES AND RESOLUTION**

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois (the "Board"), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 24th day of March, 2014, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION abating the working cash fund of Community Consolidated School District Number 64, Cook County, Illinois.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 72 hours in advance of the holding of said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that at least one copy of said agenda was continuously available for public review during the entire 72-hour period preceding said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 24th day of March, 2014.

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Secretary, Board of Education

**APPROVAL OF 2014-15 STUDENT FEES**

The Board of Education annually reviews and approves student fees. The attached information is for Board approval at the March 24, 2014, Board of Education meeting.

**ACTION ITEM 14-03-3**

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, approve the 2014-15 student fees presented in the attached worksheet.

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

3/24/14

**Park Ridge Niles Community Consolidated School District 64**  
**2014-15 Recommended School Fees**

*For Approval on March 24*

	2013-14	Proposed 2014-15	\$	Change	% Change	Comments
<b>Required Fees</b>						
Kindergarten	\$84	\$84	\$0		0.0%	
Elementary Grades 1-5	\$227	\$227	\$0		0.0%	
Middle School	\$315	\$315	\$0		0.0%	
<b>Participatory Fees</b>						
Instrumental Music						
Beginner	\$40	\$40	\$0		0.0%	
Advanced	\$40	\$40	\$0		0.0%	
Basketball	\$100	\$100	\$0		0.0%	
Volleyball	\$75	\$75	\$0		0.0%	
Cross Country	\$25	\$25	\$0		0.0%	
Chorus - Elementary	\$5	\$5	\$0		0.0%	
Chorus - Middle School	\$15	\$15	\$0		0.0%	
<b>Bus Fees</b> <i>(State Reimbursement does not cover the cost of students who are transported and reside within 1 1/2 miles of the attendance center)</i>						
All Year	\$510	\$510	\$0		0.0%	
Cold Weather	\$305	\$305	\$0		0.0%	
Middle School Lunch Fee	\$2.70	\$2.70	\$0.00		0.0%	
Elementary Milk Fee	\$88.00	\$88.00	\$0.00		0.0%	
<b>Jefferson Programs</b>						
Before School Child Care	\$10.00	\$10.00	\$0.00		0.0%	Daily Fee
Kindergarten Extended Day	\$21.00	\$21.00	\$0.00		0.0%	Daily Fee
Pre-School Community Student	\$17.50	\$18.00	\$0.50		2.9%	Daily Fee - Adjust fee to Kindergarten Extended Day
Summer Camp						
Full Day	\$55.00	\$57.00	\$2.00		3.6%	Fee adjustment required to make program cost neutral
Half Day	\$35.00	\$36.00	\$1.00		2.9%	Fee adjustment required to make program cost neutral



Approval of 2014-15 Staffing Plan

ACTION ITEM 14-03-4

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, approve the 2014-15 staffing report as presented.

The votes were cast as follows:

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

3/24/14

## **14-15 Staff Request Rationale**

### **Jefferson Developmental Kindergarten - 1.0 FTE**

Currently, children who have been attending the instructional preschool program at Jefferson School transition to their neighborhood school with recommendations for either a half-day kindergarten with support or a full day of kindergarten with support. The amount of support varies based on the needs of the students. The half-day students are easily transitioned and receive the necessary support services during their half-day program. Providing the appropriate level of instructional support and related services for the children requiring a full day is more difficult in part because there is not an all day program in which to integrate our students with IEPs, as there is in the upper grades.

Therefore, a developmental kindergarten program is recommended. The rationale include:

1. To meet the needs of students who developmentally are not ready for kindergarten.
2. To provide a comprehensive kindergarten day for students with special needs.
  - a. To provide a full academic day, which will allow for presentation of the general kindergarten curriculum as well as additional teaching, to meet the individualized needs of the students.
  - b. To provide a typical peer group with which to have lunch, play time, art, motor, and music activities.
  - c. To prepare students for transition to their local elementary schools for first grade.

### **English Language Learner Teacher - 1.0 FTE**

Students in our district who are Limited English Proficient (LEP) have been served through our Transitional Program of Instruction (TPI). This program is now referred to as the English Learner (EL) program in the state of Illinois. This program provides resource and instructional assistance to help students access the general education curriculum in our schools.

We are requesting an increase of one EL teacher of which .9 will be instructional services and .1 will be to function as a Curriculum Specialist. The number of students needing screening, assessment, and/or instructional assistance is growing significantly hence the need for more teaching and supervisory resources. This request is based upon enrollment.

The number of students in our district where a second language is spoken in the home as a percentage of school enrollment and the number of languages (2014):

<u>School</u>	<u>Percentage</u>	<u># of Languages</u>
Carpenter	21	21
Emerson	19	21
Field	30	31
Franklin	31	23
Lincoln	8	15
Roosevelt	11	19
Washington	16	20

Most of these students in households that speak a second language are proficient in English. The subset of LEP students in Park Ridge Niles 64 for the past 7 years as a percentage of total enrollment has shown steady and significant growth:

2007	1.3 %
2008	1.7
2009	2.1
2010	1.9
2011	3.0
2012	3.3
2013	4.1

All LEP students are tested annually with the ACCESS test in January. Those who do not score as proficient are eligible for EL services. Parents have the option to refuse services. At the present time, there are 157 students receiving EL services. We currently have 5 teachers serving all 7 buildings. In addition, the Illinois State Board of Education is requiring EL services at Early Childhood Programs beginning in 2014-15, so Jefferson will need to be serviced.

#### **.5 WebMaster/.5 District Technologist - 1.0 FTE**

This is a unique, blended position, designed to support two important Board goals directly related to communications and the accelerated use of advanced technology for student learning.

- First, the District recommends that a single individual be designated as a half-time Webmaster to provide ongoing, focused management of the overall appearance; technical maintenance; and support for content creation, among other tasks. Previously, these responsibilities have been diffused among a group of individuals with very limited scope; this organizational structure is inadequate to meet the Board's goal of presenting a contemporary website that models best practices for school districts and meets high expectations of quality, accountability and accessibility.

- The other half of the position is support for the District's increasing demands of technology primarily for student learning. As the District continues embedding technology in 21st Century Learning, the department has absorbed a rapid escalation of technology devices across the District with no increase in personnel to manage them for optimum performance for daily use as well as during testing periods. Additionally, this role will provide technical support for Jefferson and ESC, which do not currently have dedicated technology personnel.

We believe that the fluctuating demands of each role are best met through one FTE, so that the time allocation can be readjusted on a real-time basis to meet critical needs in either area.

### **Math Intervention Teacher – 1.0 FTE**

The Math Intervention teacher's role is to provide middle school students additional support in accordance with RtI. The teacher will communicate with grade level teams, and review data such as MAP and other assessments to identify student needs in the core math class. Depending on the identified skill deficits, the teacher will provide intervention in small groups or individually, either in separate classes (pull-out) or in Math class (push-in). The intervention teacher will be responsible for monitoring student progress, and adjusting the instruction as necessary to insure student growth.

### **Special Education Director – 1.0 FTE**

The Director of Special Education/Pupil Services is the sole administrative position in the department. There are 3.5 Facilitator positions, which are filled by PREA members who receive a stipend. The Facilitators do a very effective job handling IEP, RtI, and 504 matters.

However, many of the responsibilities of the department require involvement of a district level administrator. The time commitment needed to perform these duties is greater that one person can manage at the present time. This position oversees all of the Special Education functions of the district. It is important to remember that the Pupil Services part of the Director position includes the following responsibilities; English Learner program, homeless liaison, records custodian, 504 compliance, RtI responsibilities, early entrance evaluations, health services, disciplinary situations, and other duties as assigned.

An Assistant Director would assume or assist with many of these responsibilities. We feel an additional position is needed given the large workload. As the Board has directed that all new positions be offset by reductions elsewhere, the number of Facilitators would be reduced from 3.5 to 2.5 to create this position. This would not solve the issue of workload but would provide more administrative support to the

Director and schools. Given the reduction of a Facilitator position, more responsibility would need to be placed on building administration for facilitation duties.

Park Ridge - Niles Community Consolidated School District 64  
2013-14 Staff Requests

Revised March 24, 2014

Position	FTE Change	Comments	Salary Impact	Board Approved	Employee Category
<b>Enrollment Changes</b>					
Position	FTE Change	Comments	Salary Impact	Board Approved	Employee Category
PREA - Teacher	(9.00)	Reduction in Grades 1 -5 due to enrollment fluctuations	(\$495,000)		PREA
PREA - Teacher	9.00	"Bubble" class sections for enrollment	\$495,000		PREA
PREA - Teacher	3.00	"Bubble" sections for specials (Art, Music, PE, Foreign Language)	\$165,000		PREA
			<i>Maximum Exposure</i>		
			<u>\$165,000</u>		

<b>Administrative</b>					
Position	FTE Change	Comments	Salary Impact	Board Approved	Employee Category
Assistant Director of Special Education / Pupil Services	1.00	Assist in the management of Special Education / Pupil Services (12 Month - Type 75 required)	\$100,000	Does Not Include Board Paid TRS	Admin
Facilitator - Special Education	(1.00)	Assistant Director of Special Education / Pupil Services will absorb duties	(\$100,000)		PREA
			<i>Maximum Exposure</i>		
			<u>\$0</u>		

<b>Student Learning Support</b>					
Position	FTE Change	Comments	Salary Impact	Board Approved	Employee Category
Curriculum Specialist for Media	(0.50)	Reduction of Position	(\$45,000)		PREA
English Learner (TEFL) Teacher	1.00	New position - Growth in EL population	\$55,000		PREA
Early Childhood (EC) Occupational Therapist	0.20	EC diagnostic team requires the additional time	\$11,000		PREA
Early Childhood (EC) Psychologists	0.10	EC diagnostic team requires the additional time	\$5,500		PREA
Early Childhood Teacher	(1.00)	Reduction based on student registrations	(\$55,000)		PREA
Developmental Kindergarten Teacher	1.00	New position - EC student population has increased both in numbers & need; allows for students to be better prepared for 1st grade.	\$55,000		PREA
Special Education Teacher	(0.50)	Reduction based on student population	(\$27,500)		
Teacher Assistants	(4.00)	Reduction based on student population	(\$100,000)		PRTAA
Middle School Math Intervention Teachers	1.00	New position - Additional support for students who struggle in math.	\$55,000		PREA
			<i>Maximum Exposure</i>		
			<u>(\$1,000)</u>		

<b>Technology</b>					
Position	FTE Change	Comments	Salary Impact	Board Approved	Employee Category
WEB Manager / District Technologist	1.00	New Position (12 Month Position); Job Description attached	\$60,000		Exempt
			<i>Maximum Exposure</i>		
			<u>\$60,000</u>		

<b>Summary of Requested Positions</b>					
			<i>Maximum Exposure for Enrollment Changes</i>		
			<u>\$165,000</u>		
			<i>Maximum Exposure for All Other Positions</i>		
			<u>\$59,000</u>		
			<u>\$224,000</u>		

School	K	1	2	3	4	5	6	7	8	Total By School			Use of Positions (FTE)
										2014-15	2013-14	Difference	
<b>Maximum Class Size</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>(5.00)</b>	
<b>Carpenter</b>	64	64	83	69	85	66				431	427	4.0	Reduction based on "roll-over" method of enrollment projections
# of Sections	3	3	4	3	4	3				20	20	0.0	"bubble" kindergarten classrooms (are within 1 of class size guidelines)
Average Class Size	21.33	21.33	20.75	23.00	21.25	22.00						8.00	"bubble" Grade 1 - 8 classrooms (are within 1 of class size guidelines)
<b>Field</b>	105	105	103	101	113	108				635	652	(17.0)	FTE needed for "specials" sections based on enrollment
# of Sections	5	5	5	4	5	4				28	30	(2.0)	Reduction based on "roll-over" method of enrollment projections for specials
Average Class Size	21.00	21.00	20.60	25.25	22.60	27.00							
<b>Franklin</b>	65	65	72	90	69	73				434	461	(27.0)	
# of Sections	3	3	3	4	3	3				19	20	(1.0)	
Average Class Size	21.67	21.67	24.00	22.50	23.00	24.33							
<b>Roosevelt</b>	70	70	131	98	131	106				606	630	(24.0)	
# of Sections	4	3	6	4	6	4				27	30	(3.0)	
Average Class Size	17.50	23.33	21.83	24.50	21.83	26.50							
<b>Washington</b>	97	97	103	88	121	110				616	611	5.0	
# of Sections	5	5	5	4	5	4				28	27	1.0	
Average Class Size	19.40	19.40	20.60	22.00	24.20	27.50							
<b>Emerson</b>							274	288	277	839	826	13.0	
# of Sections							10	11	10	31	31	0.0	
Average Class Size							27.40	26.18	27.70				
<b>Lincoln</b>							206	246	265	717	739	(22.0)	
# of Sections							8	9	10	27	27	0.0	
Average Class Size							25.75	27.33	26.50				
<b>Total By Grade</b>	401	401	492	446	519	463	480	534	542	4,278	4,346	(68.0)	

Class Sections 149.00 154.00 (5.0)

Notes:  
 Projections do not include Jefferson



First Reading of Board Policy 7:100

Policy 7:100	First Reading March 24, 2014	Students – Health, Eye, and Dental Examinations; and Exclusion of Students
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3/24/14

## Students

### Health, Dental and Vision Examinations; Immunizations; and Exclusion of Students

#### Required Health Examinations and Immunizations

A student's parent(s)/guardian(s) **must periodically** shall present proof that the student received, **within one year prior to the date proof is presented**, a health examination and the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health. **Proof must be provided by October 15 of any year in which the student:** ~~within one year prior to:~~

1. Entering kindergarten or the first grade;
2. Entering the sixth ~~and~~ **or** ninth grades; and
3. Enrolling in an a **District 64 Illinois** school, regardless of the student's grade (including **pre-school and nursery school, special education programs**). ~~headstart programs operated by elementary or secondary schools, and students transferring into Illinois from out of state or out of country).~~

As required by State law:

1. The required health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of 6 months and 6 years must provide a statement from a physician that their child was "risk-assessed" or screened for lead poisoning.
4. The Department of Public Health will provide all female students entering sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless an exemption or extension applies, the failure to comply with the above requirements by **October 15** ~~the first day of the current school year~~ will result in the student's exclusion from school until the required health forms are presented to the District. **New students who register after September 15 will have less than 30 days following registration to comply.** ~~prior to the first day of the current school year shall have 30 days following registration to comply. New students who register the first day of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations.~~ If a medical reason prevents a student from receiving a required immunization by **October 15, the first day**, the student must present, **by October 15, on the first day**, an immunization schedule and a statement of the medical

reasons causing the delay. The schedule and statement of medical reason must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

Until June 30, 2015, a student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted with 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

#### Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

~~If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.~~ The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the Department of Public Health. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

#### Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the Illinois Department of Public Health.

~~If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.~~ The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

#### Exemptions

In accordance with rules adopted by the Illinois Department of Public Health, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds if the student's parents/guardians present to the Superintendent a signed statement explaining the objection;
2. Health examination or immunization requirements on medical grounds if a physician provides written verification;
3. Eye examination requirement if the student's parents/guardians show an undue burden of lack or access to a physician licensed to practice

- medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. Dental examination requirement if the student's parents/guardians show an undue burden or a lack of access to a dentist.

#### Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. School Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
105 ILCS 5/27-8.1 and 45/1-20.  
410 ILCS 45/7.1 and 315/2e.  
23 Ill.Admin.Code §1.530,  
77 Ill.Admin.Code Part 665.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: October 27, 1997  
REVISED: November 9, 1998  
REVISED: November 25, 2002  
REVISED: November 24, 2003  
REVISED: January 23, 2006  
REVISED: June 30, 2008  
REVISED: January 26, 2009  
REVISED: April 4, 2010  
REVISED: December 14, 2009  
REVISED: June 11, 2012

Consent Agenda

ACTION ITEM 14-03-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of March 24, 2014, which includes the Personnel Report; Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending February 28, 2014; Approval – Middle School Food Services Contract Extension for Arbor Management; Approval – Extension of SEPTRAN Contract for Special Education Transportation; Approval of Windstream Contract Extension for Wide Area Network Services; Release of Closed Minutes, and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report  
March 24, 2014

Tyler Cempre	Employ as Teacher Assistant at Roosevelt School effective March 21, 2014 - \$5,324.67.
Jeremy Palcan	Employ as Substitute Lunchroom Supervisor at Roosevelt School effective March 17, 2014 - \$12.00.
Panagiota Radaios	Employ as 2nd Grade Teacher at Field School effective March 3, 2014 – June 13, 2014 - \$23,019.72.
Keith Shrake	Employ as Part-time Substitute Custodian effective March 19, 2014 - \$12.00.
Kathie Walsh	Employ as Teacher Assistant at Emerson School effective March 10, 2014 - \$6,371.40.
Elizabeth Cichy	Request Maternity/FMLA as Social Studies Teacher effective 5/22/14 – 6/13/14 (tentative) - Lincoln School.
Kellie Sultan	Request Leave of Absence Extension for the 2014-15 School Year.
Stephanie Gray	Resign as Instructional Resource Assistant at Roosevelt School effective March 20, 2014.
Suzanne Jobski	Resign as Special Needs Assistant at Field School effective May 16, 2014.
Theresa Moore	Resign as Special Needs Assistant at Lincoln School effective June 13, 2014.
Megan Pogge	Resign as Kindergarten Teacher at Franklin School effective June 13, 2014.
Katie Ryan	Resign as Speech Language Pathologist at Jefferson School effective June 13, 2014.

APPROVAL OF BILLS AND PAYROLL

The following bills, payrolls and Board's share of pension fund are presented for approval:

Bills

10 - Education Fund -----	\$ 992,085.56
20 - Operations and Maintenance Fund -----	\$ 196,104.47
30 - Debt Services -----	\$ 2,750.00
40 - Transportation Fund -----	\$ 119,132.40
50 - Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ 12,256.85
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 116622 - 116886

Total: \$ 1,322,329.28

Payroll and Benefits for Month of February, 2014

10 - Education Fund -----	\$ 3,744,842.79
20 - Operations and Maintenance Fund -----	\$ 244,454.13
40 - Transportation Fund -----	\$ -
50 - IMRF/FICA Fund -----	\$ 183,031.72
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 9963 - 10067


Direct Deposit: 900049314 - 900050928

Total: \$ 4,172,328.64



This report can be viewed  
on the District 64 website  
[www.d64.org](http://www.d64.org) on the  
Financial Data-Current  
link.

To: Philip Bender, Superintendent  
Board of Education

From: Rebecca J. Allard, Business Manager 

Date: March 24, 2014

Subject: Approval – Middle School Food Service Contract Extension for Arbor Management

Arbor Management has been the provider of the Middle School Hot Lunch Program since the 2009-10 school year. District 64 is unique because the program we offer at the middle school is not subject to the National School Lunch Program guidelines; therefore, District 64 is not required to competitively bid the Middle School Hot Lunch Program.

The attached correspondence from Arbor Management is offering a zero percent increase for the 2014-15 school year.

District administration is recommending that District 64 continue the relationship with Arbor Management with a zero percent increase for the 2014-15 school year.


February 21, 2014

Ms. Becky Allard  
Business Manager  
Park Ridge Niles CMCSO 64  
164 S. Prospect Street  
Park Ridge, IL 60068

Dear Ms. Allard,


This letter shall serve to confirm the agreement that Arbor Management, Inc. will operate the Park Ridge Niles CMCSO 64 foodservice program for the 2014-15 school year with no increase in percentage for administrative costs and management fees. All other terms and conditions of the agreement shall remain in place. All of us at Arbor appreciate the opportunity to continue to be of service to the students and staff of District 64.

Best regards,

  
Jack Bortko  
Arbor Management, Inc.

Signed \_\_\_\_\_  
Park Ridge Niles CMCSO 64  
Date \_\_\_\_\_

TO: Philip Bender, Superintendent  
Board of Education

FROM: Rebecca J. Allard, Business Manager 

DATE: March 24, 2014

SUBJECT: Approval – Extension of SEPTRAN Contract for Special Education  
Transportation Services

Districts 62, 63, 64 and 207 all use SEPTRAN for special education bus transportation. Two years ago pending the dissolution of MTSEP and in conjunction with a contract transfer from MTSEP to each district, SEPTRAN offered the districts a 0% two-year renewal. Each district approved the renewal at that time. The business officials continue to coordinate special education transportation services and are all recommending to their respective districts to accept this renewal. Coordinated special education bus transportation bids by the districts are expected to be released during 2014-15 for services beginning 2015-16.

Currently we have fifty students who are transported by SEPTRAN at an average cost for the last two fiscal years of \$680,000, therefore, it is recommended, that District 64 Board of Education approve the proposal to renew the special education transportation contract with SEPTRAN for the 2014-15 school year at a rate increase of 2.5%.



# SEPTRAN

STUDENT TRANSPORTATION  
A Division of Krapp Bus Companies



January 29, 2014

Ms. Rebecca Allard  
Business Manager  
Park Ridge Niles School District 64  
164 S. Prospect Avenue  
Park Ridge, IL 60068

Dear Ms. Allard:

To follow up from my correspondence of last week, attached is the proposed rate table with a 2.5 % rate increase to extend our base contract for special needs transportation to the school year of 2014-2015. Once approved by the District, I would appreciate documentation to support the acceptance of the extension terms as we agreed.

Should you have any questions, do not hesitate to call. Thank you again for your support and the opportunity to serve District 64.

Sincerely,

Mark Ramljak  
Vice President of Operations

W/attachments:  
2014 2015 Rate Table



# SEPTRAN

STUDENT TRANSPORTATION  
A Division of Krapp Bus Companies



2013-14	Proposed Increase 2014-15	2.50%
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## Bus Transportation Routes

### AM/PM Activity Routes

Single	107.45	110.14
Double	120.05	123.05
Triple	132.7	136.02

### Mid-day Routes

Single	42.05	43.10
Double	63.05	64.63

\*\*\*Above pricing represents 1 way transportation cost only and would be doubled to develop a daily cost assuming there are 2-way transportation needs

	Diesel	Gasoline
Fuel Cost per Gallon	2.03	1.83

## Aides/Monitors

2 hour minimum/bus/period	31.50	32.29
Hourly Rate	15.80	16.20

## Charter & Field Trip Runs

Cost per mile	2.00	2.05
Hourly Rate	38.10	39.05
Minimum cost	63.65	65.24

## Small Vehicle Transportation of small groups

Take in & Take home		
Base cost per route (each way)	63.65	65.24
Cost per mile	n/c	
Aides/Monitors		
2 hour minimum/bus/period	31.50	32.29
Hourly Rate	15.80	16.20

\*\*\*Above pricing represents 1 way transportation cost only and would be doubled to develop a daily cost assuming there are 2-way transportation needs

## Transportation of Students with Medical Needs

Take in & Take home		
Base cost per route (each way)	131.35	134.63
Cost per mile	0.69	0.71
Aides/Monitors		
2 hour minimum/bus/period	31.50	32.29
Hourly Rate	15.80	16.20

\*\*\*Above pricing represents 1 way transportation cost only and would be doubled to develop a daily cost assuming

## Unplanned Transportation of students

Take in & Take home		
Base cost per route (each way)	107.45	110.14
Cost per mile	n/c	

\*\*\*Above pricing represents 1 way transportation cost only and would be doubled to develop a daily cost assuming



# SEPTRAN

STUDENT TRANSPORTATION  
A Division of Krapp Bus Companies



January 24, 2014

Mr. Nelson Gray  
Assistant Superintendent for Business Services  
Community Consolidated School District 62  
777 East Algonquin Road  
Des Plaines, IL 60016-6251

Dear Nelson:

As per our discussions today, we here at Septran look forward to serving Districts 62, 63, 64 and 207 for their special needs transportation service in the school year of 2014-2015. Thank your continued support.

We will extend our contract for 2014-15 for a rate increase of 2.5% on our current 2013-2014 rates under the terms of our base contract. Early next week I will summarize our current billing rates, adjust the rates for the increase and list the 2014-2015 rates for services provided as you requested.

Should you have any questions, do not hesitate to call. Thanks again, for your help and support.

Sincerely,

Mark Ramljak  
Vice President of Operations



TO: Board of Education

FROM: Dr. Terri Bresnahan, Director of Technology

DATE: March 24, 2014

RE: Approval of Windstream Contract Extension for Wide Area Network Services

As part of the Erate process, bids were accepted for our Wide Area Network services, due to expire in November 2014. We worked with our Erate consultants, CLIENTFIRST Technology Consulting, to review the bids and are recommending continuing our services with Windstream.

The attached memo outlines the process and recommendation for services to extend through June 30, 2018.

Please note, the District's current contract with Windstream totals \$95,862.24 annually. The new three-year contract totals \$89,700 per year for a cost savings of \$6,162.24 annually.

March 07, 2014

Ms. Rebecca Allard  
Business Manager  
Community Consolidated School District 64  
164 S. Prospect Avenue  
Park Ridge, IL 60068

**Re: Wide Area Network Data Services Vendor Selection**

Dear Rebecca:

*CLIENTFIRST* Technology Consulting ("*CLIENTFIRST*") was retained by the District to facilitate a competitive selection process, that would meet Federal Erate reimbursement requirements for the selection of wide area network data services. We worked closely with a team of District information technology (IT) staff and the business office in developing requirements for these services.

In accordance to Erate rules, current and future requirements for the District's wide area network data services, were solicited through an RFP process. The vehicle for doing that is the Federal government operated bulletin board that allows schools to post requirements for telecommunications service. This is a well known aspect of the Erate program and the bulletin board is well accessed by the vendor community. The Erate program has an annual cycle from late fall through late winter in which this activity typically occurs.

The application for funding occurs in February-March for the upcoming year fiscal year (July-June). The current District contracts with Windstream expires in November, 2014.

Proposals were received from AT&T and Windstream. Three and five year proposals were solicited. Since the cost difference between three and five year proposals was small, the team determined that a three year contract would be more beneficial to the District, because technology is changing rapidly and bandwidth prices continue to decrease.

In evaluating the proposals, as required by ERate, price was the single most important criteria. Other criteria included:

- Ability to meet District technical requirements
- Integration capability with existing District systems
- Company expertise and references
- The proposer's understanding of District needs and the completeness of the response.

The project team's evaluation score of each proposal, total cost of the proposal and the forecast cost to the District (before ERate):

WAN Services		
Proposer	Evaluation Points (100 Max)	Overall Proposed Cost
AT&T	77	\$ 294,400
Windstream	86	\$ 269,100

As the facilitator of the wide area network data services vendor selection team, *CLIENTFIRST* fully supports the recommendation of Windstream as the Telecommunications Services vendor for the District, in the contract amount of \$269,100.

Based on our activities ClientFirst concurs with staff's recommendation of Windstream, to supply the Data & Telecommunications Services to the District, from July 1, 2014 through June 30, 2018.

Sincerely,



Tom Jakobsen  
Senior Partner

TO: Board of Education  
 FROM: Philip V. Bender  
 DATE: March 24, 2014  
 RE: Review/Release of Closed Minutes

Superintendent Philip Bender and Board Secretary, Terry Cameron, reviewed closed minutes from May 20, 2013 through December 16, 2013.

**CONSIDERATION OF DISTRICT 64 CLOSED SESSION MINUTES**

DATE OF MEETING	ISSUE	RECOMMENDATION
May 20, 2013	1. Collective Negotiations 2. Employment of a Specific Individual and Compensation for Individuals	1. Release 2. Release
June 10, 2013	1. Performance, Compensation of Specific Individual 2. Collective Negotiations	1. Release 2. Release
June 24, 2013	1. Compensation of a Specific Individual 2. Collective Negotiations 3. Collective Negotiations 4. Performance, Compensation of Specific Individual	1. Release 2. Release 3. Release 4. Release
July 8, 2013	1. Compensation of a Specific Individual 2. Collective Negotiations 3. Performance of a Specific Individual 4. Collective Negotiations	1. Release 2. Release 3. Release 4. Release
August 12, 2013	1. Performance of a Specific Individual 2. Collective Negotiations	1. Release 2. Release
August 17, 2013	1. Performance of a Specific Individual	1. Release
August 26, 2013	1. Performance of a Specific Individual 2. Performance of a Specific Individual 3. Collective Negotiations 4. Performance of a Specific Individual	1. Release 2. Release 3. Release 4. Release

Date of Meeting	Issue	Recommendation
September 9, 2013	<ol style="list-style-type: none"> <li>1. Performance of a Specific Individual</li> <li>2. Collective Negotiations</li> <li>3. Performance of a Specific Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> <li>2. Release</li> <li>3. Release</li> </ol>
September 19, 2013	<ol style="list-style-type: none"> <li>1. Performance of a Specific Individual</li> <li>2. Performance of a Specific Individual</li> <li>3. Discussion of a Specific Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> <li>2. Release</li> <li>3. Release</li> </ol>
September 23, 2013	<ol style="list-style-type: none"> <li>1. Performance of a Specific Individual</li> <li>2. Collective Negotiations</li> <li>3. Discussion of a Specific Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> <li>2. Release</li> <li>3. Release</li> </ol>
October 8, 2013	<ol style="list-style-type: none"> <li>1. Dismissal of a Specific Individual</li> <li>2. Performance of a Specific Employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> <li>2. Release</li> </ol>
October 28, 2013	<ol style="list-style-type: none"> <li>1. Discipline, Performance of a Specific Individual</li> <li>2. Collective Negotiations</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> <li>2. Release</li> </ol>
November 18, 2013	<ol style="list-style-type: none"> <li>1. Possible Pending Litigation</li> <li>2. Discipline of a Specific Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> <li>2. Release</li> </ol>
December 9, 2013	<ol style="list-style-type: none"> <li>1. Dismissal of a Specific Employee</li> <li>2. Student Disciplinary Case</li> <li>3. Appointment, Employment, Compensation, or Performance of a Specific Employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Hold</li> <li>2. Hold</li> <li>3. Release</li> </ol>
December 12, 2013	<ol style="list-style-type: none"> <li>1. Appointment, Employment, Compensation, or Performance of a Specific Employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> </ol>
December 13, 2013	<ol style="list-style-type: none"> <li>1. Appointment, Employment, Compensation, or Performance of a Specific Employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Release</li> </ol>
December 16, 2013	<ol style="list-style-type: none"> <li>1. Appointment, Employment, Compensation, or Performance of a Specific Employee</li> <li>2. Collective Negotiations</li> <li>3. Appointment, Employment, Compensation, or Performance of a Specific Employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Hold</li> <li>2. Release</li> <li>3. Release</li> </ol>

Approval of Minutes

ACTION ITEM 14-03-6

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Regular Board Meeting on February 24, 2014 and the Closed Session Minutes on February 24, 2014.

The votes were cast as follows:

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Regular Board Meeting held at 7:30 p.m.  
February 24, 2014  
Field Elementary School – North Gym  
707 N. Wisner  
Park Ridge, IL 60068**

Board President Borrelli called the meeting to order at 7:33 p.m. Other Board members present were Dathan Paterno, Scott Zimmerman, John Heyde, Vicki Lee, Terry Cameron and Dan Collins. Also present were Superintendent Philip Bender, Assistant Superintendents Lori Hinton and Joel T. Martin, Business Manager Becky Allard, Director of Special Education/Pupil Services James Even, Director of Technology Terri Bresnahan, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm and approximately 30 members of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**PLEDGE OF ALLEGIANCE AND WELCOME**

Pledge of  
Allegiance and  
Welcome

Field School Principal Susan Walsh introduced a color guard from Field School Cub Scout Pack 1 to lead the Pledge. She then introduced Margie Figgins PTO President, who described the many fund-raising events, family activities, and educational opportunities organized by the PTO. Principal Walsh then offered a glimpse of life at Field by relating the wide range of learning experiences and special events that occurred during February alone at the school, and also shared a short video of the recent grade 5 vocabulary parade that showcases the school's hallmark of combining academics with creativity.

**PUBLIC COMMENTS**

Public  
Comments

Board President Borrelli invited members of the public to address the Board on items not listed for action on the agenda. Comments were received as follows:

- Jennifer Rubin, Roosevelt School parent, noted the current survey being undertaken regarding interest in full-day kindergarten and expressed her support for expanding the program.

**APPROVAL OF OUTDOOR EDUCATION PROGRAM  
RECOMMENDATIONS**

Approval of Outdoor  
Education Program  
Recommendations

Assistant Superintendent Hinton, joined by Roosevelt Principal Kevin Dwyer, Franklin Principal Dan Walsh and Washington Assistant Principal Andy Petrolina, updated the Board on the recommendation from the Administrative Team to: remove the overnight component from the Outdoor Education program; continue to implement an Outdoor Education Program at Camp Duncan in an



alternative format to address the current program's curricular objectives; and reconvene the Outdoor Education Task Force to redesign the Outdoor Education program in an extended day format. She noted that at the November 18, 2013 Board meeting, the Board had invited administration to share a recommendation, which had been presented and discussed at two Board meetings on January 28 and February 10. Dr. Hinton referenced her written report that provided additional feedback from a parent chaperone survey, and also offered seven options for addressing supervision and safety concerns previously presented by the administration. She noted that options 1-5 attempt to reduce those concerns by changing components of the current program, while options 6-7 reduce District 64's liability for student supervision and safety by increasing the responsibility of other involved parties. Dr. Hinton reviewed each option in depth. As an alternate suggestion, she then presented an extended day plan at Camp Duncan without an overnight experience that could still include many of the students' favorite learning activities. She summarized by noting that the Administrative Team does not find any of the options 1-7 acceptable for alleviating its concern, which is focused on the idea that administration makes a commitment when at camp about the level of safety provided to students in an overnight experience and that administration is not comfortable that it can consistently provide that level of safety. Dr. Hinton noted that is why the administration has presented its recommendation this evening.

Board President Borrelli thanked Dr. Hinton and the administrative team for the large amount of work completed in a very short time to provide research and evaluation of questions and options raised at previous meetings. Dr. Hinton then answered further Board member questions about additional training of parent chaperones and the cost impact of the extended day option on parents.

Board President Borrelli then invited members of the public to offer comments, which were received as follows:

- Roberta Jenero, a Park Ridge resident, offered the name and contact information for a local security company who could perhaps provide security personnel for program.
- Molly Dietlin, District 64 parent, described the research she and two other parents had assembled and submitted to the Board to respond to the concerns raised, and offered to continue working to find solutions over the next year so that the overnight component can be continued.

Board members then shared their views of the administration's recommendations and the options presented. Dr. Bender reaffirmed that he is in full agreement with the recommendations presented by the administrative team, and that his job is to publicly remind the Board that the Board is ultimately responsible for protecting kids. Further, Board members discussed whether any Board action would be needed for administration to go forward with implementing the three options identified at the end of her report to provide additional training for parent chaperones, provide additional overnight health support, and modify current consent documents for parent chaperones and students and the Camp Duncan contract.

The Board decided not to take a formal vote on the administration's recommendations to modify the Camp Duncan program. The Board consensus

appeared to favor the administrative team implementing the three options identified for continuation of the program; Dr. Bender noted that the Board attorney had stated that the Camp Duncan contract must be redone if the program is continuing. Board President Borrelli invited the administrative team to make a further report to the Board about the program at some future date.

**AWARD CONTRACT FOR REGULAR & SUMMER SCHOOL  
TRANSPORTATION**

Award Contract  
for Regular &  
Summer School  
Transportation

Business Manager Allard reported on the bid results and careful review process leading to the recommendation to approve a three-year contract with Lakeview Bus Lines beginning with the 2014-15 school year. She responded to Board member questions about early termination options, GPS and security equipment, distance requirements for free transportation services to be provided, and bus capacity and ridership.

ACTION ITEM 14-02-4

Action Item  
14-02-4

It was moved by Board member Zimmerman and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, enter into a 3-year transportation contract beginning with the 2014-15 school year with Lakeview Bus Lines Inc. for the 2014-15 route cost is \$812,596; the 2015-16 cost is \$812,596 and the 2016-2017 cost is \$847,208.

The votes were cast as follows:

AYES: Collins, Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**APPROVAL OF FIELD HVAC CONTRACT**

Approval of  
Field HVAC  
Contract

Facility Management Director Mackall introduced Ed Sawa from architects Fanning Howey. Mr. Mackall reported on the bid results, the bid review meeting with the contractor to review and confirm the scope of work and scheduling with Fanning Howey, and the recommendation to award the Field School 2014 mechanical improvements project to Bergen Construction for \$4,533,000. Mr. Mackall reviewed the preliminary schedule that identifies how the summer project will progress toward substantial completion on August 8 with some preliminary work done prior to the close of school in June. In responding to a Board member question about the schedule, he noted that work to demolish the existing heating plant cannot be done until the heating season is

concluded but that other items may be able to be advanced to after hours as long as student learning areas are not impacted.

Board members then moved into a lengthy discussion about how the system proposed for Field differs from the new HVAC system installed at Carpenter, which is experiencing difficulties in maintaining comfortable temperatures consistently in all areas of the building as discussed at previous Board meetings. In responding to a series of Board member questions, Charli Johnsos of Fanning Howey pointed out that the variable refrigerant flow (VRF) system at Carpenter is a completely different system than the one to be employed at Field. Mr. Mackall further described the specific distinctions between the two. He also noted that the variable air volume (VAV) system proposed for Field is the same approach used at Emerson and that was just upgraded at Franklin. Ms. Johnsos further noted that the differing configurations of Carpenter and Field dictated the type of HVAC solution recommended for each building. Further, Mr. Mackall noted that an addendum had been added to the Field project to address additional heat for the single-story kindergarten wing based on the Carpenter experience. Regarding due diligence, he also noted that the system design for Field has been re-checked and scrutinized multiple times by all involved, and that different contractors will be working on the project than were used at Carpenter.

Board members expressed further concerns about the continuing problems with the Carpenter HVAC and accountability for those issues; Mr. Mackall and Ms. Johnsos pointed out that the work at Carpenter is continuing to get the system functioning as it should and to address issues related to design with the four identified classrooms and adding heat to hallways. Ms. Johnsos reiterated Fanning Howey's commitment to continue working diligently to resolve concerns at Carpenter. They also responded to Board member questions that delaying a vote on the Field project to March would jeopardize the project timeline for this summer due to several factors.

Mr. Mackall and Ms. Johnsos described some of the continuing efforts being undertaken at Carpenter to provide temporary solutions, before the system can be shut down for a more extensive repair. They also addressed questions about air infiltration through the building's envelope described as windows and walls. Ms. Johnsos pointed out that the concerns identified at Carpenter have been addressed at Field in the kindergarten wing through an addendum to the bid specifications.

Board President Borrelli then called upon Carpenter Principal Brett Balduf, who described the challenging situation at the school and his expectation that the HVAC concerns beyond the four rooms will also be resolved soon, noting that the variability in the temperature at the chair/desk level for students is a persistent issue. Ms. Johnsos and Mr. Mackall then responded to Board member questions about how day-to-day concerns about the building temperature are being addressed, especially overnight and on weekends.

Board member Collins noted that he has stated his position in the past, and reiterated that he is against the Field School improvements that include air conditioning and is not in favor of borrowing money to complete the work.

Board President Borrelli invited public comments on the matter, which were received as follows:

- Kirke Machon, Field School alumnus and parent, urged the Board to continue with the Field School project.
- Susan Shelby, Field School parent, urged the Board to go forward with the Field project.
- Dr. Angela Tuebo, chairman of the Field PTO facilities committee, thanked the Board for what it has done thus far for Field and asked that the Board approve the project before it tonight.

ACTION ITEM 14-02-5

Action Item  
14-02-5

It was moved by Board member Zimmerman and seconded by Board member Heyde that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, award the Field Elementary School – 2014 Mechanical Improvements to Bergen Construction Corporation in the amount of \$4,533,000.

The votes were cast as follows:

AYES: Lee, Heyde, Cameron, Borrelli, Zimmerman, Paterno

NAYS: Collins

PRESENT: None.

ABSENT: None.

The motion carried.

**RESOLUTION #1111 PROVIDING FOR THE ISSUE OF NOT TO EXCEED \$8,600,000 GENERAL OBLIGATION LIMITED TAX SCHOOL BONDS, SERIES 2014A, OF THE DISTRICT, FOR THE PURPOSE OF INCREASING THE WORKING CASH FUND OF THE DISTRICT, AND PROVIDING FOR THE LEVY OF A DIRECT ANNUAL TAX TO PAY THE PRINCIPAL AND INTEREST ON SAID BONDS**

Resolution #1111 Providing for the Issue of Not to Exceed \$8,600,000 General Obligation Limited Tax School Bonds, Series 2014A, of the District, for the Purpose of Increasing the Working Cash Fund of the District, and Providing for the Levy of a Direct Annual Tax to Pay the Principal and Interest on Said Bonds

Business Manager Allard noted that this resolution, along with the related two resolutions that follow, are needed to issue bonds for the Field summer 2014 mechanical improvements as well as the Field summer 2015 project and other capital outlay projects. She referred to email communication to the Board about the mechanics of the bond sale and restricting use of the proceeds to ongoing capital improvements due to IRS regulations. Ms. Allard noted that the three motions are: to issue \$8.6 million in working cash fund bonds for the capital projects; to issue \$800,000 in taxable refunding bonds to refund a portion of the District's Series 2001 outstanding bonds; and to fund an escrow account to pay off the refunded Series 2001 bonds.



Board members then discussed how the bond proceeds could be used. It was noted that since the Field bid had come in lower than originally estimated, the savings could be used to fund other capital projects. For the State of Illinois, the money is Working Cash but for federal tax purposes, it cannot be used for anything other than capital projects. Ms. Allard responded to further Board member questions about how the funds could be used, and noted that expenditures for security upgrades at the schools could be funded through the bond proceeds rather than the District's Operations & Maintenance fund. She also noted that the proceeds could be used for technology, which she had requested Elizabeth Hennessy from William Blair & Co. to research. Ms. Hennessy then responded to Board member questions about the interest rate, yield and true interest rate of the working cash fund bonds. She also explained that the restructuring of the existing bonds to extend the repayment schedule combined with the repayment schedule on the new debt was designed to keep the impact about the same for the taxpayers of the District. Ms. Allard confirmed that the rate will fluctuate, but will have approximately the same impact on taxpayers for several additional years beyond what would have been expected if the bonds had not been refunded and new debt had not been issued.

ACTION ITEM 14-02-6

Action Item  
14-02-6

It was moved by Board member Paterno and seconded by Board member Cameron that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt the attached Resolution #1111 providing for the issue of not to exceed \$8,600,000 General Obligation Limited Tax School Bonds, Series 2014A, of Community Consolidated School District Number 64, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, and providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds.

The votes were cast as follows:

AYES: Lee, Heyde, Cameron, Borrelli, Zimmerman, Paterno

NAYS: Collins

PRESENT: None.

ABSENT: None.

The motion carried.

**Resolution #1112 Providing for the Issue of Not to Exceed \$800,000 Taxable General Obligation Refunding School Bonds, Series 2014B, of the District, for the Purpose of Refunding Certain Outstanding Bonds of the District, and Providing for the Levy of a Direct Annual Tax Sufficient to Pay the Principal and Interest on Said Bonds**

Resolution #1112 Providing for the Issue of Not to Exceed \$800,000 Taxable General Obligation Refunding School Bonds, Series 2014B, of the District, for the Purpose of Refunding Certain Outstanding Bonds of the District, and Providing for the Levy of a Direct Annual Tax Sufficient to Pay the Principal and Interest on Said Bonds

Board President Borrelli noted that this resolution had been discussed together with the previous item; there were no further Board member comments.

ACTION ITEM 14-02-7

Action Item  
14-02-7

It was moved by Board member Cameron and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt the attached Resolution #1112 providing for the issue of not to exceed \$800,000 Taxable General Obligation Refunding School Bonds, Series 2014B of Community Consolidated School District Number 64, Cook County, Illinois, and for the purpose of refunding certain outstanding bonds of said School District, and providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds.

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: Collins

PRESENT: None.

ABSENT: None.

The motion carried.

**Resolution #1113 Authorizing and Directing the Execution of an Escrow Agreement in Connection with the Issue of Not to Exceed \$800,000 Taxable General Obligation Refunding School Bonds, Series 2014B, of the District**

Resolution #1113  
Authorizing and  
Directing the Execution of  
an Escrow Agreement in  
Connection with the Issue  
of Not to Exceed \$800,000  
Taxable General  
Obligation Refunding  
School Bonds,  
Series 2014B, of the  
District

Board President Borrelli noted that this resolution had been discussed together with the previous two items; there were no further Board member comments.

ACTION ITEM 14-02-8

It was moved by Board member Lee and seconded by Board member Cameron that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt the attached Resolution #1113 authorizing and directing the execution of an Escrow Agreement in connection with the issue of not to exceed \$800,000 Taxable General Obligation Refunding School Bonds, Series 2014B of Community Consolidated School District Number 64, Cook County, Illinois.

The votes were cast as follows:

AYES: Lee, Heyde, Cameron, Borrelli, Zimmerman, Paterno

NAYS: Collins

PRESENT: None.

ABSENT: None.

The motion carried.

**PROGRESS REPORT ON BOARD GOAL/STUDENT  
LEARNING #2 – 21<sup>ST</sup> CENTURY LEARNING/  
PRELIMINARY  
OPTIONS FOR TECHNOLOGY FUNDING**

Progress Report on  
Board Goal/Student  
Learning #2 – 21<sup>st</sup>  
Century Learning/  
Preliminary Options  
for Technology  
Funding

Technology Director Bresnahan provided an update on the pilot utilizing Chromebook technology for grades 3-8 this year. She also reviewed preliminary financial considerations to fund a 1:1 Chromebook implementation for grades 3-8 for the 2014-15 school year. The total approximate cost would be about \$772,000 for year 1. She noted that the Board Advanced Technology Committee (BATC) had explored a variety of funding options, and had developed a communication plan to both educate the parent community about the 1:1 initiative during a Tech Talk Week outreach effort starting March 3 and to seek input on funding considerations via a parent survey. The data collected from the parent survey as well as the Chromebook pilot surveys will be presented to the Board at the March 24 meeting as part of the committee's final recommendation.

Board members then questioned Dr. Bresnahan about the various funding options being discussed by BATC. Dr. Bresnahan noted that BATC had not made its final recommendation and was interested in gathering parent input before developing a preferred option or options to present to the Board for consideration. She noted that a range of alternatives are being considered to achieve the 1:1 model. Individual Board members then identified other pieces of data they would like to suggest be covered in the March 24 BATC report.

**DISCUSSION – 2014-15 STAFFING REPORT**

Discussion –  
2014-15 Staffing  
Report

Dr. Bender, Business Manager Allard and Assistant Superintendent Martin presented a staffing report for 2014-15 for an initial discussion to provide direction for building the budget for the coming year. Ms. Allard noted that changes were being recommended due to enrollment and the application of the District's class size guidelines; one change was being recommended in the Technology Department; and various changes were being brought forward to support student learning. In response to Board member questions, Mr. Martin reviewed the process of Reduction in Force (RIF) of certified staff and how staff can subsequently be brought back as needed. Mr. Martin then reviewed each of the new or modified positions being requested; he and Dr. Bender responded to various Board member questions about why each change was being recommended at this time and offered additional insights. Dr. Hinton added background on the math intervention teachers being requested for the middle schools.

Board members further discussed the budget impact of the requested additional 6.3 full-time equivalent (FTE) positions not related to enrollment, and whether offsets could be found for these positions. Ms. Allard noted that administration is already



working on those and expects to bring back several offsets for the March 24 meeting. Board members also discussed whether any changes might be considered on how the class size guidelines are implemented when determining when to add an additional section due to increased enrollment.

**CONSENT AGENDA**

Consent  
Agenda

**A. PERSONNEL REPORT**

Marguerite Bartel	Employ as Lunchroom Supervisor at Franklin School effective February 14, 2014 - \$12.00.
Olivia Elkins	Employ as Assistant at Field School effective February 21, 2014 - \$7,493.94.
Miguel Marcos	Resign as District Manager of Technology at Jefferson School effective February 13, 2014.
Jan Travis	Revision from February 10, 2014 Personnel Report, amended retirement date to June 30, 2014.
Jim Even	Retirement as Director of Special Education/Pupil Services effective June 27, 2014.

If additional information is needed, please contact Assistant Superintendent for Human Resources, Joel T. Martin.

**B. BILLS, PAYROLL, AND BENEFITS**

Bills

10 - Education Fund-----	\$ 706,037.86
20 - Operations and Maintenance Fund -----	85,388.62
30 - Debt Services-----	-
40 - Transportation Fund -----	37,566.27
50 - Retirement (IMRF/SS/MEDICARE)-----	34,209.09
60 - Capital Projects -----	22,573.48
80 - Tort Immunity Fund -----	16,977.50
90 - Fire Prevention and Safety Fund -----	-

Checks Numbered: 116428 - 116569

Total: \$ 902,752.82

Payroll and Benefits for Month of January 2014

10 - Education Fund -----	\$5,584,974.73
---------------------------	----------------

20 - Operations and Maintenance Fund -----	336,787.03
40 - Transportation Fund -----	-
50 - IMRF/FICA Fund -----	67,130.06
80 - Tort Immunity -----	-

Checks Numbered: 9809 – 9962  
Direct Deposit: 900046986 - 900049313

Total: \$6,188,891.82

Accounts Payable detailed list can be viewed on the District 64 website [www.d64.org](http://www.d64.org)  
> Departments > Business Services > Financial Data – Current.

C. APPROVAL OF FINANCIAL UPDATE FOR THE PERIOD ENDING  
JANUARY 31, 2014

Monthly financial reports can be viewed on the District 64 website [www.d64.org](http://www.d64.org) >  
Departments > Business Services > Financial Data – Current.

D. APPROVAL OF POLICIES FROM PRESS ISSUE 82

E. ACCEPTANCE OF DONATION

F. DESTRUCTION OF AUDIO CLOSED MINUTES

Board members also discussed the loss of revenues due to an outstanding payment from the City of Park Ridge for the Uptown TIF area, which is due December 15 and has not yet been paid. Business Manager Allard and Dr. Bender reported on efforts they have made to work cooperatively with new City personnel struggling to understand the TIF payment process and to provide them with updated information. The overall amount owed is about \$600,000. Ms. Allard reported that District 207 had not received its payment either. Board members discussed what action could be taken concerning the non-payment. Ms. Allard will issue a demand letter to the City for timely payment.

ACTION ITEM 14-02-9

Action Item  
14-02-9

It was moved by Board member Heyde and seconded by Board member Paterno that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of February 24, 2014, which includes the Revised Personnel Report; Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending January 31, 2014; Approval of Policies from PRESS Issue 82; Acceptance of Donation; and Destruction of Audio Closed Minutes.

The votes were cast as follows:

AYES: Collins, Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**APPROVAL OF MINUTES**

Approval of  
Minutes

ACTION ITEM 14-02-10

Action Item  
14-02-10

It was moved by Board member Paterno and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Special Board Meetings on January 24, 2014, January 30, 2014 and February 10, 2014; Closed Session Meetings on January 15, 2014, January 24, 2014, January 28, 2014, and February 10, 2014; Committee-of-the-Whole: Curriculum Meeting on January 30, 2014 and Committee-of-the-Whole: Finance Meeting on February 10, 2014; and Regular Board Meeting on January 28, 2014.

The votes were cast as follows:

AYES: Lee, Heyde, Cameron, Borrelli, Zimmerman, Paterno, Collins

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**BOARD MEMBER LIAISON REPORT**

Board Member  
Liaison Report

Board member Lee reported on her participation at the PTO/A Presidents' meeting and also provided an update on the Elementary Learning Foundation. Dr. Bender reported on the recent Traffic Safety Committee meeting and de-briefing concerning the flow of communications from the Park Ridge Police during its recent Amber Alert.

**OTHER DISCUSSION AND ITEMS OF INFORMATION**

Other Discussion  
and Items of  
Information

Dr. Bender noted recent FOIA items, and also shared his perspectives from notable speakers he heard at the recent American Association of School Administrators conference. Business Manager Allard also responded to a question concerning her report on unpaid student fees.

**ADJOURNMENT TO CLOSED SESSION**

Adjournment to  
Closed Session

At 11:14 p.m. it was moved by Board member Zimmerman and seconded by Board member Lee to adjourn to closed session to discuss 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)] and placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2 (c)(10)] not to reconvene in open session.

The votes were cast as follows:

AYES: Collins, Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

The regular Board meeting adjourned from closed session at 12:05 a.m. on February 25, 2014.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

Board Member Liaison Report

- Elementary Learning Foundation
- Board Advanced Technology Committee
- Insurance Committee
- Sustainability Committee

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

**Board of Education Agenda**

**Monday, April 14, 2014  
Special Board Meeting  
Field Elementary School – North Gym  
707 N. Wisner Avenue  
Park Ridge, IL 60068**

*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.*

**Monday, April 14, 2014**

**TIME**

6:30 p.m.      **Meeting of the Board Convenes**

- Roll Call
- Introductions
- Opening Remarks from President of the Board

6:30 p.m.      • **Public Comments**

- **Consent Agenda**
- Board President
  - Bills

**Action Item 14-04-1**

**A-1**

- **Board Adjourns from Special Board Meeting and Convenes to a Committee-of-the-Whole: Special Education**

- **Board Adjourns from Committee-of-the-Whole: Special Education and Resumes Special Board Meeting**

- **Adjournment**

To begin  
at the  
conclusion  
of special  
board  
meeting

Next Regular Meeting: Monday, April 28, 2014  
Regular Board Meeting – 7:30 p.m.  
Franklin Elementary School – Gym  
2401 Manor Lane  
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.



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

**Board of Education Agenda  
Monday, April 28, 2014  
Franklin Elementary School – Gym  
2401 Manor Lane  
Park Ridge, IL 60068**

*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, April 28, 2014**

**TIME**

**APPENDIX**

7:30 p.m.

**Meeting of the Board Convenes**

- Roll Call
- Introductions
- Opening Remarks from President of the Board

- **Pledge of Allegiance and Welcome**  
-- Franklin School Principal/Students/PTA

- **Public Comments**

- **Approval of Sonitrol Upgrades** A-1  
-- Director of Facility Management **Action Item 14-04-2**

- **Update on Board Goal/Student Learning #4 - Instructional Technology Coach Impact** A-2  
-- Directory of Technology

- **Approval of Board of Education Goal/Student Learning #2 – 21<sup>st</sup> Century Learning Plan** A-3  
-- Assistant Superintendent for Student Learning **Action Item 14-04-3**

- **Consent Agenda -** A-4  
-- Board President **Action Item 14-04-4**
  - Personnel Report
  - Bills, Payroll, and Benefits
  - Approval of Financial Update for the Period Ending March 31, 2014
  - Approval of Board Policy 7:100
  - Destruction of Audio Closed Minutes

- **Approval of Minutes** A-5  
-- Board President **Action Item 14-04-5**
  - Special Board Meeting Minutes .....April 14, 2014
  - Committee-of-the-Whole: Special Education.....April 14, 2014
  - Regular Board Meeting Minutes .....March 24, 2014
  - Closed Session Minutes .....March 24, 2014



- Closed Session Minutes .....March 18, 2014
- Special Board Meeting Minutes .....March 18, 2014

• **Board Member Liaison Report** A-6

- Board of Education
  - IASB North Cook Division Spring Dinner Meeting
  - PTO/ A Presidents Meeting
  - Elementary Learning Foundation

• **Other Discussion and Items of Information** A-7

- Superintendent
  - Upcoming Agenda
  - Memoranda of Information
    - Presentation of Board Meetings for 2014-15
    - Follow-up on Collection of Student Fees
    - Bid for P.E. Uniforms
    - Progress Report on 2013-14 District-wide Priorities and Strategic Plan Activities
  - Minutes of Board Committees
- Wellness Council Meeting Minutes of March 4, 2014
- Other

• **Adjournment**

**Next Meeting:** Monday, May 5, 2014  
 6:30 p.m. – Committee of the Whole: Finance  
 Field School – north gym  
 707 N. Wisner Avenue  
 Park Ridge, IL 60068

**Next Regular Meeting:** Monday, May 19, 2014  
 7:30 p.m. – Regular Meeting  
 Emerson School – multipurpose room  
 8101 N Cumberland Avenue  
 Niles, IL 60714

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Request for Access to Public records pursuant to The Freedom of  
Information Act (5 ILCS 140)

Name of Public Body: **Local School District**  
Date Requested: **February 21, 2014**  
Requested to: **FOIA Officer**  
Name of Requester: **Brian Anderson**  
Company: **Lee's Foodservice Parts & Repairs, Inc.**  
Address: **230 W Laura Drive, Addison, IL 60101**  
Telephone: **630-543-3644**  
E-mail: **brian@leesoven.com**  
Copies of Records: **Yes**  
Electronic Copies if Available: **Yes (PDF)**  
Commercial Purpose: **Yes**  
Fee Waiver: **No**

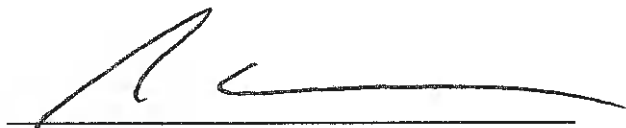
RECEIVED

FEB 25 2014

BOARD OF EDUCATION  
DISTRICT 64

I respectfully request the records of the following information:

1. Vendor/Contractor information providing for the maintenance and repair of the cafeteria/foodservice equipment.
2. Vendor/Contractor information providing the ware-washing, cleaning, and sanitizing products for the cafeteria/foodservice equipment.
3. If applicable, copies of the contract/s of the aforementioned services/products in items 1 & 2.
4. Person/Department whom purchases the aforementioned services/products in items 1 & 2.



Brian Anderson



Madelyn Wsol &lt;mwsol@d64.org&gt;

**Fwd: FOIA Request**

1 message

Philip Bender &lt;pbender@d64.org&gt;

Mon, Mar 10, 2014 at 1:03 PM

To: Bernadette Tramm &lt;btramm@d64.org&gt;, Madelyn Wsol &lt;mwsol@d64.org&gt;

----- Forwarded message -----

From: **Lennie Jarratt** <lennie@educationmatters.us>

Date: Mon, Mar 10, 2014 at 12:24 PM

Subject: FOIA Request

To: dveile@cusd1.org, bunchk@libertyschool.net, cookm@cusd3.com, superu4@cusd4.com, cobbst@qps.org, wolfcoach1@yahoo.com, allena@griggsvilleperry.org, phawley@pikeland.org, sgoodman@westerncusd12.org, aevers@cairoschooldistrict1.com, brmisner@egypt.alxndr.k12.il.us, swebb@gorevilleschools.com, kandersonnsh32@yahoo.com, vickitrrp@yahoo.com, gfrehner@viennagradeschool.com, dholland@cypress.johnsn.k12.il.us, edwinshoemate@viennahighschool.com, williamhatfield@comcast.net, bbiggerstaff@joppa.massac.k12.il.us, lvarble@century.pulski.k12.il.us, terrywmoreland@hotmail.com, suptwilson@yahoo.com, amattox@cobden.union.k12.il.us, cgoforth@anna37.com, whoney@jonesboro43.com, jgladu@dongolaschool.com, jwoodward@aj81.net, sclover-hill@shawneedistrict84.com, mgauch@mgschools.com, jstrieker@bccu2.k12.il.us, jfritcht@altamont.k12.il.us, scameron.bchs@gmail.com, cjackson@dieterich.k12.il.us, **Mark Doan** <doanm@u40gw.effingham.k12.il.us>, fritcherb@ttown.k12.il.us, abussard@bcusd201.com, dphilpot@steimo.org, rwell@vandals.k12.il.us, mritter@fayette.k12.il.us, mhouselog@district100.com, baules@nbcusd.org, julie.morris@harlem122.org, kfreedlund@kinnschools.org, rehlt@prairiehill.org, julferts@shirland134.org, greenlee@rockton140.org, ehren.jarrett@rps205.com, lgibso@hononegah.org, sfisher@sbsobos.org, billfaller@pecschools.com, mduffy@cusd322.org, bloomquists@winnebagoschools.org, thompsos@ccsd15.net, kate.hyland@ccsd21.org, dwilson@d23.org, sjerome@sd25.org, ddelli@rtsd26.org, kroeze.d@northbrook27.k12.il.us, lhewitt@northbrook28.net, stangee@sunsetridge29.org, etivador@district30.k12.il.us, anicholson@district31.net, mnicholson@glenview34.org, crawfor@glencoeschools.org, thomashagerman@winnetka36.org, jauchk@avoca37.org, kkalinich@kenilworth38.org, lechnerr@wilmette39.org, andyduross@sd54.org, eaumiller@d57.org, fessler.art@ccsd59.org, westerholdj@d62.org, sciaj@emsd63.org, pbender@d64.org, brownm@district65.net, bflores@golf67.net, fmctague@skokie68.org, shepherdq@skokie69.k12.il.us, pcollins@mgsd70.org, akruppe@culver71.net, cwhittaker@fairview.k12.il.us, tmatl@eps73.net, kdonegan@sd735.org, jbailey@sd74.org, witherspoone@eths.k12.il.us, yonkel@newrier.k12.il.us, kwallace@maine207.org, nrobb@d211.org, david.schuler@d214.org, nangat@niles219.org, mriggle@glenbrook225.org, kanderson@rosemont78.org, bradv@pennoyerschool.org, kleiby@norrridge80.org, kboryszewski@sd81.org, petrasekk@d83.org, dkatzin@d84.org, jprather@rhodes.k12.il.us, ggrieshaber@rivergroveschool.org, jkosirog@urs86.k12.il.us, esmith@berkeley87.org, michael.robey@maywood89.org, condone@district90.org, lcavallo@forestparkschools.org, kbuckner@lindop92.net, mdziallo@sd925.org, amolby@hillside93.org, npellicci@komarek94.org, mkuzniewski@district95.org, sharmalewisb@district96.org, aroberts@op97.org, cayala@bn98.org, dadamic@cicd99.edu, sfields@bsd100.org, d101super@aol.com, shillingburgwa@dist102.k12.il.us, vladikamj@sd103.com, gschlichting@d105.net, pviniard@district106.net, mfredisdorf@d107.org, sisoye@oprffhs.org, mkuzniewski@j-smorton.org, tkilrea@lths.net, skinkisk@rbhs208.net, ncollins-hart@pths209.org, npolyak@leyden212.org, dr.lupo@ridgenet.org, andersonk@epcusd401.org, twhalen@sd104.us, fpatrick@willowspringsschool.org, ntough@isd109.org, cleahy@sahs.k12.il.us, ffleck@bsd111.org, phollich@sd113a.org, jstachowiak@npd117.net, jdubec@palos118.org, jshellberg@ridgeland122.com, penderle@d123.org, jwittleder@d124.org, tlivingston@ahsd125.org, cgwaltney@dist126.org, rwojtylewski@worthschools.org, jkleinaitis@crsd1275.org, kcasey@d128.k12.il.us,

rlauk@district130.org, ereynolds@sd132.org, ckunst@district133.org, jstutz@orland135.org, mbyrne@ksd140.org, corzel@d142.org, mhollingsworth@msd143.org, gwright@prsd1435.org, kpatterson@phsd144.net, ajebens@arbor145.org, jstawick@district146.org, bcager@whd147.org, purcellj@district148.net, daviss@schooldistrict149.org, jjordan@sd150.org, thill@shsd151.org, dadams01@harvey152.org, swilliams@sd1525.org, dale.mitchell@homewoodsd153.org, jdunlap@wolcottschool.com, j.majchrowicz@d1545.org, tparaday@calumetcity155.org, dtaylor@1156.org, mmorris@hsdist157.org, cheiberger@d158.net, bmason@dist159.com, earline.scott@cch160.org, cdoster@sd161.org, bdavis@sd162.org, jcarmine@sd163.com, vmoore@brookwood167.org, atravaglioni@d168.org, gjackson@fordheights169.org, tamadio@sd170.com, hgeorge@sd171.org, tsmyth@sandridgesd172.org, dthieman@sd194.org, McJunkins.Stacey@district205.net, inavarre@sd206.org, maryt@lemont.k12.il.us, cwilliams@tfd215.org, komara@argohs.net, john.byrne@chsd218.org, driordan@d220.org, rpatton@rich227.org, bkendall@bhsd228.com, mriordan@olchs.org, jgay@d230.org, bhart@evergreenpark.org, vmansfield@hf233.org, mhansen@eastland308.com, cmathers@wc314.org, tschurman@dist399.net, gherbst@edbqhs.org, solds@gusd120.k12.il.us, francis.fennell@205warren.net, dave.gilliland@stocktonschools.com, balbrecht@riverridge210.org, stevebianchetta@scalesmound.net, roberta.selleck@freeport.k12.il.us, tthill@pcwolves.net, mschiffman@dakota201.com, chilest@le-win.net, ddeschepper@orangevillecusd.com, bthompson@fisher.k12.il.us, rj@ms.k12.il.us, wieganju@champaignschools.org, larsona@unity.k12.il.us, heritage8@usa.net, downen@usd116.org, bmcarthur@thomasboro.k12.il.us, michelle.ramage@rcs.k12.il.us, lobmasterdp@ludlow.k12.il.us, tpence@stjoe.k12.il.us, dbaker@gifford.k12.il.us, scameri@rths.k12.il.us, vwhite@pvo.k12.il.us, acklinj@sjo.k12.il.us, galindo.anthony@gcmk12.org, cmcclure@pbl.k12.il.us, jwesley@ga.mohawks.net, gfuerstenau@taylorvilleschools.com, patty.hilliard@edinburgschools.net, dietl@panaschools.com, rgraham@southforkschools.com, ahopper@panhandleschools.com, dpowell@hillsboroschools.net, jmullett@litchfieldpanthers.org, scottdoerr@nokomis.k12.il.us, kross@marshall.k12.il.us, jrogers@martinsville.k12.il.us, deescott@cw.k12.il.us, littlefordj@charleston.k12.il.us, ldlilly@mattoon.k12.il.us, lance.landeck@oak.k12.il.us, ccastle@neogacusd3.net, jhasten@cumberland.k12.il.us, micsmith@tuscola.k12.il.us, mmanos@vg302.org, twilson@arthur.k12.il.us, tmulligan@arcolaschools.com, wheatleyj@shiloh1.us, longc@kansas.k12.il.us, lbailey@crestwood.k12.il.us, spoznic@chrisman.k12.il.us, suttonc@paris95.k12.il.us, tuttleb@sullivan.k12.il.us, kstauder@okawvalley.org, schoonoverg@windsor.k12.il.us, dgordon@cowdenherrick.org, benced@shelbyville.k12.il.us, mlindenmeyer@stew-stras.org, kvonschnase@camraiders.com, jjones@claycityschools.org, maldrich@northclayschools.com, jhackney@floraschools.com, julie.kraemer@hutsonvilletigers.net, jquick@robinsonschools.com, jsornberger@roe12.net, jpatchett@oblongschools.net, dcox@jccu1.org, mseaton@cusd10.org, evfred@cusd20.com, mholt@ercu1.net, rstover@wrsd2.net, jnovsek@clinton.k12.il.us, filyawj@wesclin.k12.il.us, mtoben@bobcatslair.com, tkampwerth@avistonk-8.org, dfuits@clinton.k12.il.us, rdgale@bartelsobrades.com, rbecker@germantownbulldogs.org, kjunk@damiansvilleelem.com, jhumes@alberscougars.com, kmeyer@centralscougars.org, pcomell@strosedistrict14-15.com, bmorris@northwamac.com, mre naud@raccoonschool.org, chris.mccann.superintendent@gmail.com, jconsoli23@marion.k12.il.us, rbrooks@accessus.net, lcole@marion.k12.il.us, macartwr@marion.k12.il.us, branon@ccs133.com, drademac@ccs135.com, clane@centraliahs.org, rbatchelor@southcentralschools.org, jgarrison@marion.k12.il.us, detering@salemhigh.com, swestrick@odinpublicschools.org, rwamser@washington.k12.il.us, sfuhrhop@okawvillek12.org, dschulte61@yahoo.com, bhodge@ashleyccsd15.org, ehemker@washington.k12.il.us, mbrink@nashville-k12.org, wdavis@nashville-k12.org, blash@cps.edu, cengiz@hsamckinley.org, kartal@hsabelmont.org, jburgess@gkschools.org, prockwoo@kidsroe.org, sarah.willey@hiawatha426.org, kcountry@syc427.org, jim.briscoe@dist428.org, tmcguire@hbr429.org, rkschmit@kidsroe.org, greend@somonauk.net, jholmes@cusd15.org, swilson@blueridge18.org, steveendress@woodland5.org, bryanj@tripoint.k12.il.us, jcapasso@prairiecentral.org, jfarris@fc74.org, kilgorej@pontiac.k12.il.us, jancekr@dwright.k12.il.us, jamesb@rookscreek.k12.il.us, tbean@cornell.k12.il.us, davisjim@pontiac429.org, markh@odell.k12.il.us, jmschmitt62@hotmail.com, gary\_tipsord@leroy.k12.il.us, csimonson@tri-valley3.org, twolf@husd4.k12.il.us, niehausg@unit5.org, cnettl@slexington.k12.il.us, andrew.wise@olympia.org, ggradert@ridgeview19.org, reillyb@district87.org, jstelter@bsd2.org, jlangton@asd4.org, jcorbett@wdsd7.org, mtornatore@itasca.k12.il.us, jbutts@medinah11.org, lbein@sd12.k12.il.us, jbartelt@sd13.org, lmay@d15.us, vtabbert@queenbee16.org, mconnolly@esd20.org, pehrhardt@bendist25.org, wolfek@wego33.org, gkell@winfield34.org, pgordon@d41.org, jblanche@sd44.org, apalmisano@d45.org, jcorrell@saltcreek48.org,



hwennstrom@butler53.com, kcremascoli@dg58.org, jreilly@maercker.org, bcarlo@darien61.org, vsimon@gower62.com, kfoderaro@cassd63.org, tarnold@ccsd66.org, skinnerc@woodridge68.org, blaw@hinsdale86.org, david\_larson@glenbard.org, shelton@dupage88.net, jperdue@ccsd89.org, shieldw@ccsd93.com, ddomeracki@d94.org, mmcDonald@cSD99.org, pierce@fenton100.org, lpanega@lphs.org, tschneider@ccsd180.org, rschuster@d181.org, bharris@cusd200.org, kcarey@cusd201.org, kfilipiak@lisle202.org, dbridges@naperville203.org, kathryn\_birkett@ipsd.org, dpruneau@eimhurst205.org, dcowger@eccusd.org, lschmitt@gcs.shawneelink.net, kreinhardt@hardink12.net, rwright@popek12.org, brister@galatiak12.org, rmorgan@cmsf.saline.k12.il.us, kcrank@harrisburg3.org, rhobbs@eldorado.k12.il.us, bseaton@allendaleschool.net, timbuss@accessus.net, jharrelsonnh@gmail.com, thewhite@wabash.net, dmills@jasper17.wayne.k12.il.us, jcmhunter@hotmail.com, dzurliene@fairfieldcolts.com, jcarson@cisne.wayne.k12.il.us, rlds@hotmail.com, semery@gcusd.com, cliffk\_7@yahoo.com, blee@carmischools.org, jgoble@benton47.org, jmetzger@akin091.org, rtowers@cpher99.org, kstewart@bentonhighschool.org, king@ewinggradeschool.org, greg.goins@wfschools.org, cgrant@tvilleschools.org, gwilkerson@zr188.org, jdhenry@sv196.org, tmilt@jcindians.org, koates@marionunit2.org, derek.hutchins@cocusd3.com, mcollins@herrinunit.org, bprusator@cartervilleilions.com, dwillett@acusd1.org, mcurry@vit2.org, bkenser@cusd3.net, sreynolds@spoon-river.k12.il.us, roy.webb@cantonusd.org, jdavis@lewistown97.net, jcampbell@sid5.com, kbugg@ccu1.net, ndillow@mvkmavericks.org, don.mckinney@nettlecreek.org, tshaw@mornet.org, kperry@saratogamornet.org, whiston@ggs72.org, mperrott@gswhs73.org, cchristensen@swil74.org, phalloran@morrishs.org, joolyott@mchs.net, agegenheimer@min201.org, asmith@newarkhs.k12.il.us, dcepela@newarkdistrict86.org, hgarcia@plano88.org, mrustman@lisbon.k12.il.us, tshimp@y115.org, superintendent@oswego308.org, fetchoj@unit10.com, shorton@wcusd1.org, dbaldrige@rome2.net, grillbery@fieldpanthers.com, dlarkin@woodlawngs.org, dblakey@obr5.org, alan.ray.estes@gmail.com, cclark@roe25.com, mclark@roe25.com, cpeterson@mcclellanschool.net, mzahm@sgs79.org, mgreen@mtv80.org, ckujawa@bethelschool.net

March 10, 2014

Dear Superintendent,

Pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq., this is a request for a copy of the following record(s):

- Electronic copy of all emails (including attachments) sent/received SINCE February 13, 2014 via school district email services with the following keyword: *[Please redact personal information as required by FOIA laws. Reminder, this does not include district personnel names and email addresses.]*

o DILLARD

Please email the above documents to lennie@educationmatters.us. If any documents are not provided in the format specified, please provide the State or Federal statutes relied upon for that decision.

These records must be provided electronically if available according to FOIA regulations as outlined by the Illinois Attorney General, "It has been held that it is the obligation of a public body to provide a requesting party with records in the form in which they are ordinarily kept, if so requested; a public body may not elect to furnish

records in a different format. American Federation of State County & Municipal Employees, AFL-CIO v. County of Cook, 136 Ill. 2d 334, 345-47 (1990). Thus, when a requesting party sought a copy of computerized records on a computer tape, the public body could not satisfy the request by furnishing a printout of the records." This text can be found on p. 11 at [http://www.illinoisattorneygeneral.gov/government/FOIA\\_guide.pdf](http://www.illinoisattorneygeneral.gov/government/FOIA_guide.pdf).

Thank you for your prompt consideration of this request.

Thank you for your prompt consideration of my request. If you have any questions, or if I can be of any assistance, please contact me at 847-302-3985.

If any fee in excess of \$10.00 will be incurred in fulfilling this request, please obtain my approval before the fee is accessed.

Sincerely,

Lennie

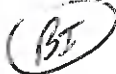
--  
Philip V. Bender, PhD, Superintendent  
Community Consolidated School District 64 Park Ridge-Niles  
164 South Prospect Avenue  
Park Ridge IL 60068  
*"Students, Staff, Parents, Community"*

**MEMORANDUM OF INFORMATION**

**#018**

**2013-2014**

To: Board of Education

From: Brian Imhoff, Assistant Business Manager 

Date: March 24, 2014

Subject: Follow-up on Collection of Current Year's Student Fees

The table in Attachment 1 shows the monthly history of the District's unpaid student fees for 2013-14. The numbers reported do not include students who qualify for fee waivers. Internal collection letters were sent to parents by District 64 on September 30, October 30, and December 4. The December 4<sup>th</sup> letter specifically stated that failure to pay would result in the account being turned over to a collection agency in January.

All unpaid fees were submitted to the collection agency on January 21<sup>st</sup> unless the parent had set up a formal installment payment plan with the District. As noted in the table, the District has collected approximately \$27,000 of unpaid fees related to the 2013-14 school year since the collection agency began its efforts.



Review of Unpaid Student Fees 2013-14

Building	March 18, 2014		February 19, 2014		January 20, 2014		December 10, 2013	
	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue
Carpenter	17	\$ 2,709	19	\$ 3,642	22	\$ 4,147	30	\$ 5,904
Field	14	\$ 3,047	20	\$ 4,330	23	\$ 4,740	37	\$ 7,422
Franklin	24	\$ 5,023	29	\$ 6,150	38	\$ 7,891	45	\$ 9,295
Roosevelt	27	\$ 5,129	32	\$ 6,454	44	\$ 8,708	55	\$ 11,216
Washington	19	\$ 3,227	26	\$ 4,713	29	\$ 5,277	37	\$ 6,714
Jefferson	1	\$ 56	3	\$ 133	2	\$ 117	2	\$ 138
Emerson	52	\$ 14,820	65	\$ 18,396	79	\$ 23,180	90	\$ 26,566
Lincoln	44	\$ 12,521	57	\$ 15,244	70	\$ 19,407	76	\$ 21,863
<b>Total</b>	<b>198</b>	<b>\$ 46,532</b>	<b>251</b>	<b>\$ 59,062</b>	<b>307</b>	<b>\$ 73,467</b>	<b>372</b>	<b>\$ 89,118</b>

Building	November 12, 2013		October 17, 2013		September 10, 2013	
	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue
Carpenter	38	\$ 7,430	42	\$ 7,865	90	\$ 14,588
Field	42	\$ 8,084	55	\$ 10,396	101	\$ 14,372
Franklin	55	\$ 11,082	62	\$ 12,055	107	\$ 15,936
Roosevelt	67	\$ 13,092	74	\$ 14,287	123	\$ 23,116
Washington	43	\$ 8,196	61	\$ 11,475	98	\$ 16,335
Jefferson	2	\$ 138	3	\$ 252	18	\$ 1,764
Emerson	101	\$ 28,984	119	\$ 33,158	190	\$ 41,396
Lincoln	90	\$ 26,046	109	\$ 31,549	167	\$ 40,834
<b>Total</b>	<b>438</b>	<b>\$ 103,052</b>	<b>525</b>	<b>\$ 121,037</b>	<b>894</b>	<b>\$ 168,341</b>

Change since Sept 10
\$ 11,879
\$ 11,325
\$ 10,913
\$ 17,987
\$ 13,108
\$ 1,708
\$ 26,576
\$ 28,313
<b>\$ 121,809</b>

Note: Of the unpaid total at March 18th, the District has \$2,582 committed to be paid through installment plans.

**FANNING HOWEY**

March 24, 2014

Dr. Phillip V. Bender, Superintendent  
Park Ridge-Niles CCSD 64  
164 South Prospect Avenue  
Park Ridge, IL 60068

Re: Carpenter Elementary School Mechanical Upgrades  
Park Ridge-Niles CCSD 64  
Park Ridge, IL  
Project No. 211143.01

Dear Dr. Bender:

Fanning Howey continues to work on the Carpenter Elementary School with the installing contractors of the new HVAC system. We are providing the following update.

1. Greenheck will be reprogramming the "dead-band" of the temperature set-point condition. This is the temperature differential to control the compressor cycling within the energy recovery ventilators (ERV). The more limited the dead-band, the more precisely the supply temperature will be controlled.
2. The remaining air balancing was completed on March 11, 2014. A preliminary report has been received by Fanning Howey and we are reviewing.
3. There is an unresolved issue with one of the four heat recovery wheels. The issue is a relatively minor sequencing malfunction, but the unit is currently operating and Greenheck is aware of the issue. No date to resolve this programming issue is currently established.
4. LG has replaced a bad wire harness within VHP-2 and a failed compressor on VHP-3 as of March 7, 2014.
5. All equipment control has been reconnected to the DDC control system. We are currently working with the District to reconnect an IP address that was set up. Remote access has been set up for Vince and is being set up for Scott Mackall; both men will receive an e-mail if any of the units go into alarm.
6. Fanning Howey has taken the time to review the heating and cooling load calculations that impact the design of the project and will be making some of the recommendations for heating as a result of that evaluation. As a follow up to the evaluation, Fanning Howey is working on design for additional heating in the following areas:
  - a. Entry vestibules
  - b. Corridors
  - c. Art, music, and Rooms 100 and 102.

ARCHITECTURE | ENGINEERING

32 Main Street | Suite C | Park Ridge, IL 60068  
847.292.1039 | fax 847.292.1021 | www.fhai.com

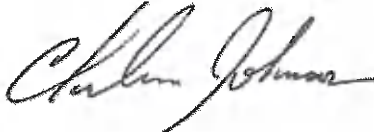
Dr. Phillip V. Bender, Superintendent  
Carpenter Elementary School Mechanical Upgrades  
Park Ridge-Niles CCSD 64  
Park Ridge, IL  
Project No. 211143.01  
March 24, 2014  
Page 2

7. In addition, Fanning Howey is looking into additional insulation in both the walls and above the ceiling for Rooms 100 and 102.
8. Over the weekend, it was discovered that the Zone 3 central heat pump unit had gone down resulting in the classrooms associated with Zone 3 dropping in temperature. The unit was reset at approximately 4:00 a.m. Monday morning by the District. The system was able to recover the temperatures in the affected classrooms to within several degrees of sensor setpoint by the time the students arrived on Monday morning for class. F.E. Moran was at the building by 6:00 a.m. Monday morning to determine the reason the system went down. It was determined a wiring harness had been bumped/loosened when the compressor for this system was replaced several weeks ago. The Contractor tightened the harness and the result has been consistent and continual operation of the system from that point moving forward.

All parties will remain engaged with the end result of addressing each and every concern the Board, administration, and staff has with regards to the effective operation of the heating and cooling system at Carpenter Elementary School.

Sincerely,


FANNING/HOWEY ASSOCIATES, INC.



Charlene D. Johnsos, AIA  
Project Executive

cdj/ldb

To: Board of Education  
 Dr. Philip Bender, Superintendent

From: Rebecca J. Allard, Business Manager 

Date: March 24, 2014

Subject: 2014 ISBE School District Financial Profile

For the fifth consecutive year, District 64 has earned a perfect 4.0 score on the Illinois State Board of Education (ISBE) School District Financial Profile. This again places District 64 at the peak of ISBE’s “Financial Recognition” range, the highest category of financial strength.

This is the seventh year that District 64 has been ranked in the top category. About 65 percent of the school districts in the state remain in the top category with District 64. The following chart shows the change in profile scores, for the past several years, for Illinois schools.

	FY 09 Financial Profile Based on FY 08 Data Adjusted	FY 10 Financial Profile Based on FY 09 Data Adjusted	FY 11 Financial Profile Based on FY 10 Data Adjusted	FY 12 Financial Profile Based on FY 11 Data Adjusted	FY 13 Financial Profile Based on FY 12 Data Adjusted	FY 14 Financial Profile Based on FY 13 Data Adjusted
Financial Recognition	626	578	604	670	562	560
Financial Review	165	196	188	143	191	181
Financial Early Warning	57	66	52	37	67	72
Financial Watch	22	29	24	17	45	49
Total Schools	870	869	868	867	865	862

Looking back nine years, however, District 64’s profile actually has spanned three categories that ISBE uses to designate a district’s financial condition. The community’s support for education in the 2007 property tax referendum, coupled with ongoing spend management, has allowed the District to rebuild and maintain financial strength.

Data Year	2005	2006	2007	2008	2009	2010	2011	2012	2013
Profile Designation	Financial Early Warning	Financial Review	Financial Recognition	Financial Recognition	Financial Recognition	Financial Recognition	Financial Recognition	Financial Recognition	Financial Recognition
Profile Score (Out of 4.0)	2.75	3.45	3.55	3.9	4.0	4.0	4.0	4.0	4.0

The 2014 profile offers a “snapshot” of the District’s financial condition at the close of the fiscal year on June 30, 2013. Attachment I tracks District 64’s specific performance over the past five years on these key measures. It allows taxpayers to see how District 64 compares to other districts on five indicators:

- Fund balance to revenue ratio
- Expenditure to revenue ratio
- Days cash on hand
- Percent of short-term borrowing available
- Percent of long-term debt remaining

District 64 also has updated the Education Finance Fact Book chapter on the “ISBE Financial Profile.” This chapter can be found on the District 64 website [www.d64.org](http://www.d64.org) > Business Services.

### School District Financial Profile

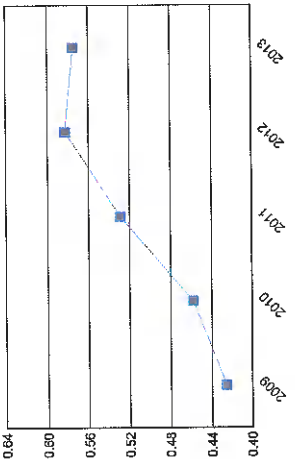
Park Ridge CCSD 64  
Elementary  
05-016-0640-04

Located in : Park Ridge  
Superintendent: Dr. Philip Bender

Basis of Accounting: Accrual  
Under Tax Cap: Yes

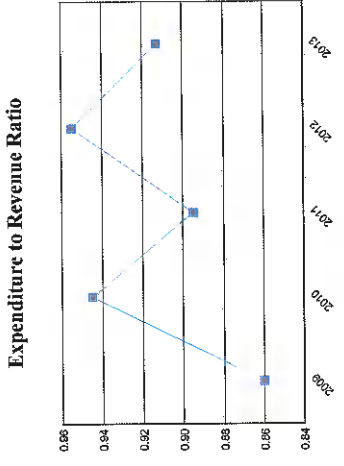
**Financial Indicators :**

		Historical Data				
		2009	2010	2011	2012	2013
<b>Fund Balance to Revenue Ratio :</b>		0.43	0.458	0.529	0.583	<b>0.575</b>
(Includes Educational, Operations & Maintenance, Transportation, Working Cash, and negative IMRF/FICA Funds)						
<b>Total Fund Balance divided by Total Revenue</b>		37,814,187	65,778,548			
Weighted Score						
		4				
		1.40				



The Fund Balance to Revenue Ratio reflects the impact of additional revenues to the existing fund balances of the district. Fund Balances, to a district, can be viewed as savings or checking account balances to the average citizen. A ratio of .25 or greater scores 4, between .25 and .10 scores 3, between .10 and zero scores 2 and a negative fund balance to revenue ratio scores 1.

		2009	2010	2011	2012	2013
<b>Expenditure to Revenue Ratio :</b>		0.86	0.95	0.895	0.955	<b>0.913</b>
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)						
<b>Total Expenditure divided by Total Revenues</b>		60,034,937	65,778,548			
Weighted Score						
		4				
		1.40				



The Expenditure to Revenue Ratio represents how much the school district is spending for every dollar they are bringing in as revenue. Equal to or less than \$1.00 has a score of 4, between \$1.00 and \$1.10 scores 3, between \$1.10 and \$1.20 scores 2 and spending of greater than \$1.20 scores 1. One-time expenditures made by the district, including construction costs, are included in this ratio. Upon review of the remaining fund balance when deficit spending occurs, the indicator score may be adjusted.

		2009	2010	2011	2012	2013
<b>Days Cash on Hand :</b>		209	217	226	244	<b>260</b>
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)						
<b>Cash on Hand divided by Expenditures per Day</b>		43,297,842	166,764			
Weighted Score						
		4				
		0.40				

Days Cash on Hand reflects the number of days a school district would be able to pay their average bills without any additional revenues. 180 days or greater scores 4, between 90 and 180 scores 3, between 30 and 90 scores 2 and less than 30 days of cash on hand scores 1.

		2009	2010	2011	2012	2013
<b>% of Short-Term Borrowing Max. Remaining :</b>		100.00	100.00	100.00	100.00	<b>100.00</b>
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)						
<b>Tax Anticipation Warrants Short-Term Debt Max. Available</b>		0	47,961,764			
Weighted Score						
		0.40				



Based on Tax Anticipation Warrants, this represents how much short-term debt the district may incur.

		2009	2010	2011	2012	2013
<b>% of Long-Term Debt Margin Remaining :</b>		87.39	88.64	89.220	89.82	<b>90.83</b>
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)						
<b>Long-Term Debt Amount</b>		10,780,000				
Weighted Score						
		0.40				

Represents how much long-term debt the district may incur.

<b>FY 12 Profile Score</b>	<b>4.00</b>
<b>FY 13 Profile Score</b>	<b>4.00</b>
<b>Recognition</b>	

### School District Financial Profile

Park Ridge CCSD 64  
Elementary  
05-016-0640-04

Located in : Park Ridge  
Superintendent: Dr. Philip Bender

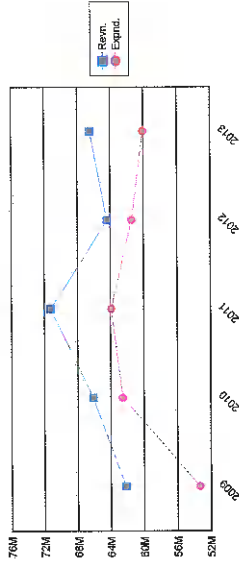
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Basis of Accounting: Accrual  
Under Tax Cap: Yes

#### Historical Data

	2009	2010	2011	2012	2013
<b>*Operating Funds Summary :</b>					
Beginning Fund Balance	17,776,852	26,674,338	30,310,342	37,601,038	37,557,871
+ Revenues	62,157,590	66,107,801	71,230,178	64,353,789	66,449,459
- Expenditures	53,303,160	62,493,610	63,868,615	61,408,569	60,034,937
= Results of Operations	8,854,430	3,614,191	7,361,563	2,945,220	6,414,522
+ Other Receipts and Adjustments	-43,056	21,813	(70,867)	(2,988,389)	(5,487,295)
Ending Fund Balance	26,674,338	30,310,342	37,601,038	37,557,869	38,485,098
Working Cash Ending Fund Balance	11,683,735	13,045,000	13,329,803	13,603,291	13,851,483

#### Revenues and Expenditures



\* The Operating Funds include the Educational, Operations and Maintenance, Transportation and Working Cash Funds. For further analysis of the district's ability to levy and transfer monies into the operations of a district, the Working Cash Fund has been pulled separate below. Districts may transfer money from the working cash fund to any of the operating funds as a loan.

### District's Comments Regarding the School District Financial Profile

**Minutes of the Board Advanced Technology Committee  
held at 7:00 p.m. March 13, 2014  
Franklin Elementary School  
2401 Manor Lane, Park Ridge**

Director of Technology Dr. Terri Bresnahan called the meeting to order at 7:04 p.m.

Also present were Nancy Sweeney, Franny Keyes, Tony Murray, Scott Altman, Paul McCarthy, Dan Walsh, Janice Oliva, Amanda Walsh, Sara Greiner-Carolan, Allison Blum, Caroline Schaab, John Heyde, Kendra Griffin, Paul Brown, and Jason Mata.

**Review of Tech Survey and Tech Talk Week**

Committee members reviewed data from the Tech Survey, which was completed by 552 parents. After reviewing the responses, the committee discussed trends and reactions. The committee also discussed the Tech Talk Week parent outreach and was pleased with the response from parents. A more in-depth discussion ensued related to how communication on this important topic can continue at the classroom, building and district levels.

Dr. Bresnahan thanked Bernadette Tramm and Caroline Schaab, as well as four parent volunteers for their contributions to the Tech Talk Week communications.

**Financial Options for 1:1 Initiative**

Using the survey data as a guide, Dr. Bresnahan developed 4 scenarios outlining options for how a 1:1 initiative could be financed. The committee reviewed the scenarios and reached consensus that all 4 should be included in the presentation to the Board, with 2 of the options being more favorable to the committee.

The complete 21<sup>st</sup> Century Learning plan, including financial considerations, will be presented to the Board at its March 24 meeting. The plan is based on the committee's recommendation to move forward with a 1:1 Chromebook initiative for grades 3-8.

There was a short discussion on the Chromebook as the selected device for 1:1 and all committee members present continued to support its original recommendation for this device based on its research from the spring of 2013.

**Next Meeting**

The next meeting for the BATC has not yet been scheduled.

The meeting was adjourned at 9:04 p.m.

Minutes submitted by Dr. Terri Bresnahan



**PARK RIDGE-NILES SCHOOL DISTRICT 64**  
**District Insurance Committee**

Minutes of the meeting  
Thursday, February 27, 2014 - at 4:00 PM  
ESC, 164 S. Prospect Ave, Park Ridge, IL 60068

**Attendees: -**

Rebecca Allard, Business Manager  
Kelley Evola, Benefit Specialist  
Lisa Yefsky, Gallagher Benefit Services (GBS)  
Kim Patterson, Gallagher Benefit Services (GBS)  
Dan Collins, District 64 Board Member  
Joel Martin, Assistant Superintendent -- Human Resources  
Harley Tom, Carpenter School, PREA  
Keith Liddell, Emerson Middle School, PREA  
Andy Duerkop, Lincoln Middle School, PREA  
Joanne Mulvihill, Roosevelt School, PREA  
Russ Haak, Roosevelt School, PRTAA  
Diane Kosinski, Jefferson School, PREA

**Business Manager Allard called the meeting to order at 4:00 PM**

**Kim Patterson, GBS**

- Reviewed PPO claims paid through December 2013; the loss ratio is 99.0%.
- Reviewed the HMO claims paid through December 2013; the loss ratio is 84.7%.
- Reviewed the NIHIP PPO renewal as of February 6; the cooperative is expected to increase by 5.6%. Based on D64 actual claims it is estimated that the District will realize a 6.6% increase for the 2014-15 plan year.
- Reviewed the NIHIP HMO renewal as of February 6; the cooperative is expected to increase by 3.7%. Based on D64 actual claims it is estimated that the District will realize a 3.7% increase for the 2014-15 plan year.
- Reviewed required plan changes as a result the Affordable Care Act (ACA)
  - Removal of pre-existing conditions for all enrollees
  - A group health plan cannot apply a waiting period that exceeds 90 days
  - Coverage for clinical trials that if a "qualified individual" is in an "approved clinical trial", the plan may not deny participation
  - Deductible, physician office visit and emergency room co-pays must feed into the out-of-pocket. The PPO 350 is a grandfathered plan therefore this does not apply. The PPO 1200 will see the current out of pocket of \$3,700/\$7,400 increase to \$3,850/\$7,700.

**Business Manager Allard**

- Reviewed the Wednesday, March 19, Benefit Fair that will be held at Emerson Middle School from 2:30 PM to 4:30 PM.

**Next Meeting - TBD**

The meeting was adjourned at 5:00 PM

Minutes submitted by Rebecca Allard

**Park Ridge-Niles School District 64 Sustainability Committee**  
**Minutes of Meeting on February 25, 2014 at 4:00 p.m.**  
**District 64 Educational Service Center**  
**164 S. Prospect Ave., Park Ridge, IL 60068**

**Attendance:**

Dr. Lori Hinton, Assistant Superintendent for Student Learning  
Anthony Borrelli, Board of Education President  
Dathan Paterno, Board of Education member  
Scott Mackall, Director of Facility Management  
Bernadette Tramm, Public Information Coordinator  
Brett Balduf, Carpenter School Principal  
Deborah Graziano, Carpenter School  
Tim Benka, Emerson Middle School Assistant Principal  
Kristen Graack, Emerson Middle School  
Cathy Murges, Emerson Middle School  
Jane Everett, Field School  
Megan Sutter, Franklin School  
Janet Groll, Jefferson School  
Andry Duerkop, Lincoln Middle School  
Lauren Maloney, Lincoln Middle School  
Linda Thomas, Roosevelt School  
Ashley Wasserman, Roosevelt School  
Andrea Bochat, Washington School parent  
Jean Costigan, Washington School parent

**Welcome and Introductions**

Dr. Hinton welcomed all present on behalf of Superintendent Philip Bender, who was unable to attend the meeting. She invited those in attendance to introduce themselves to the group, which is comprised of many original members of the previous District 64 Green Team.

Founding member Mr. Duerkop gave a short history of the original Green Team efforts dating back to 2008 and expressed his hopes for the current group's efforts. As further background, Ms. Tramm also shared examples of school and District-wide projects undertaken by the earlier group during its three years of activities.

Board President Borrelli then offered his vision to develop a new committee focused on sustainability that would create District policy to provide overarching direction and the development of procedures to implement those goals District-wide. Sustainability activities are typically structured around three pillars: environment, economics and social equity.

**Sharing & Discussion**

School representatives then gave a brief rundown of some of the activities currently being undertaken at their schools related to these topics. The following common points were noted:

- Schools are regularly undertaking a variety of "green" type projects, including some related to service learning.
- At the elementary schools, activities often include lunchroom recycling and other waste-reduction efforts. Students are typically involved in leading and designing many of the activities.
- At the middle schools, recycling practices that students are familiar with from their elementary schools may not be carried forward in the same way. Activities are more

directed by individual teachers, occur in relationship to units of instruction, or are driven by student clubs.

- Recycling includes both classroom/office paper and lunchroom waste. Practices for paper collected in the classrooms/offices and for recycled items at the lunchroom are not standardized across the District. There are differences among the schools about what items are routinely collected in the lunchroom for recycling (cans, bottles, milk cartons, juice cartons, etc). It would be helpful to have a clear understanding of what can or cannot be recycled. Schools reported having sufficient paper recycling bins for classrooms, but that practices vary from school-to-school about when, how and who transfers them to the outdoor receptacle for pick-up.
- There are questions concerning how the Abitibi paper recycling works.
- At many schools, Individual teachers or teams of teachers are leading the recycling/green efforts with their students.
- Several of the schools have established a club or core group of students who are interested in green issues and organize various awareness campaigns and recycling efforts. Examples of various activities were shared.
- Many of the schools have received annual \$200 grants from the Solid Waste Agency of Northern Cook County (SWANCC) to help with their recycling/green activities.

Discussion then turned to how the committee could deepen its understanding of "sustainability." Mr. Duerkop noted he had received information about an upcoming Illinois Healthy & High Performing Schools Symposium scheduled for April 18 at Stevenson High School sponsored by the U.S. Green Building Council and others. Ms. Costigan, Ms. Graziano and Mr. Benka reported that Mary Allen from SWANCC also is available to come speak and has visited schools regularly.

Further, many representatives expressed interest in getting a better baseline of what is already being done for lunchroom and classroom/office recycling to help identify gaps. This work would not preclude developing other opportunities to move forward with sustainability topics.

### **Next Steps**

Based on this dialogue, it was agreed to consider these areas for continued work:

- Learn more about the three e's of sustainability by scheduling a presentation from an expert to provide additional background information and answer questions.
- Work toward creating a mission statement for the committee.
- Decide whether to pursue all three areas of sustainability, and then identify targets for those area(s).
- As an immediate step, identify current recycling practices in the District undertaken by students and staff -- both lunchroom waste and paper from classrooms/offices -- and consider ways to standardize them District-wide.
- Longer term, consider identifying where sustainability is embedded in the curriculum preKindergarten through grade 8 as a way to inspire service learning projects and other learning activities related to sustainability and green issues.
- Consider how to provide leadership for the committee's ongoing activities.

The following initial tasks were then identified:

- Mr. Mackall will review with the building custodians what current practices are at each school to move recycling from lunchrooms and classrooms to outdoor containers. He also will determine whether the current outdoor waste and recycling receptacles are adequately sized to accommodate current recycled materials, and to potentially accommodate any change in the balance between recycled materials and waste going forward if recycling efforts are expanded.
- Information about what items are currently acceptable for recycling is needed for all schools. Mr. Mackall might be able to obtain this from the District's contracted recycle haulers. Ms. Graziano also offered a poster with specific information that can be used.
- A speaker will be arranged for the next meeting if possible.
- Dr. Hinton will create a new Google Docs folder for the committee and will email the link. This will be a central point for all committee members to collaborate.
  - Lunchroom recycling: Each school is responsible for adding information to the shared Google doc on recycling: what is recycled, how it is sorted, who removes it from the building, and comments/ ideas.
  - Further items to be shared should be added to the folder so they are accessible to all committee members.

#### **Next Meeting**

The committee will meet again on Thursday, April 10 at 4 p.m. at the District 64 Educational Service Center, 164 S. Prospect Ave., Park Ridge.

Minutes submitted by Bernadette Tramm



# HEALTHY LIVING

Co-Sponsored by the City of Park Ridge, the Park Ridge Park District, School District 64, Advocate Lutheran General Hospital, the Park Ridge Public Library, the Park Ridge City Health Commission, the Park Ridge Chamber of Commerce, and the Park Ridge Healthy Community Partnership.

## March 31 – April 4

- (7:00am – 6:00pm) “Spring Break Camp.” *Maine Park Leisure Center, 2701 W. Sibley St., Park Ridge.*

## April 7

- (7:00pm) **Official Proclamation – April is “Healthy Living Month” in Park Ridge.** Representatives of School District 64 will accept the Proclamation at the City Council Meeting. *Park Ridge City Hall, 505 Butler Place.*

## April 7 – 11 Health and Nutrition Week in Park Ridge & District 64 Schools.

## April 8

- (7:00pm – 8:00pm) “Using Nutrition and Relaxation for Wellness” presented by Naomi Parrella M.D., Family Medicine. *Johnson Auditorium, Advocate Lutheran General Hospital, 1775 Dempster St., Park Ridge.*

## April 12

- (9:00am – 12 noon) “Women’s Health Fair: The New You.” Enjoy Pilates and Zumba demonstrations for a healthier you. Free screenings – Breast Exam, Skin, BP, BMI/Body Fat plus “Ask the Doctor”, chair massages, cooking demonstration and more. To register for this FREE event, please call 877-737-4636. *Presence Resurrection Medical Center, 7435 W. Talcott Ave., Chicago.*
- (10:00am – 11:30am) “Breakfast with the Bunny.” *Maine Park Leisure Center, 2701 W. Sibley St. Park Ridge.*

## April 14 – 18 Neat to Use Your Feet Week in Park Ridge & District 64 Schools.

## April 15

- (7:00pm – 8:00pm) “Five Most Common Foot and Ankle Conditions” presented by Douglass Solway, D.P.M., Podiatrist. *Johnson Auditorium, Advocate Lutheran General Hospital, 1775 Dempster St., Park Ridge.*

## April 17

- (7:00pm – 8:15pm) “Flashlight Egg Hunt.” *Maine Park Leisure Center, 2701 W. Sibley St. Park Ridge.*

## April 18

- (11:15am – 12:20pm, times vary by age) “Egg Dip in the Pool!” *Community Center, 1515 W. Touhy Ave. Park Ridge.*

## April 19

- “Sticker Shock.” Join teams of youth and adults to provide local vendors with posters thanking consumers for not providing alcohol to minors. Sponsored by Maine Community Youth Assistance Foundation (MCYAF). *For more information or to register a group, send email to [info@mcyaf.com](mailto:info@mcyaf.com) or call Katie Brosnan at 847-863-1500.*
- (9:00am – 12noon). “Electronics Recycling Day.” Textiles will be accepted as well. Per car fee of \$5.00. Drivers receive \$5.00 Chamber of Commerce coupon for local purchases. Sponsored by Park Ridge Chamber of Commerce and City of Park Ridge. *Park Ridge Public Works Service Center, 400 Busse Hwy. (just west of Greenwood), Park Ridge.*

## April 21 – 25 Go Green Week in Park Ridge & District 64 Schools.

## April 22 Earth Day!

- (4:30pm – 5:30pm) “Earth Day Work Day.” *Wildwood Nature Center, 529 Forestview Ave., Park Ridge.*
- (7:00pm) “CHASING ICE,” film documentary screening. Photographer James Balog presents a unique perspective on our changing climate based on present day analysis of arctic sea ice conditions. *Park Ridge Public Library, 20 S. Prospect Ave., Park Ridge.*
- (7:00pm – 8:00pm) “Overuse Injuries: Why You Should Listen to Your Aches and Pains” presented by David Lessman, M.D., Pediatric Sports Medicine. *Johnson Auditorium, Advocate Lutheran General Hospital, 1775 Dempster St., Park Ridge.*

## April 25

- (9:00am – 2:00pm) “Swing Into Spring Senior Expo.” *Golf Mill Shopping Center, 239 Golf Mill Center, Niles.*
- (10:00am – 2:00pm) “Prescription Medication Take Back.” Sponsored by Park Ridge Police & US Drug Enforcement Agency. *Park Ridge Police Department, 200 S. Vine.*

## April 28 – May 2 Screen-Free Week in Park Ridge & District 64 Schools.

## April 29

- (7:00pm) “Internet Surfin’ Safety” presented by Sgt. Robert Tornabene, Niles Police Department. Parents, learn how to keep your child safe in a web-based world. *Emerson Middle School, 8101 N. Cumberland, Niles.*
- (7:00pm – 8:00pm) “Exercise is Medicine: the Cheapest Prescription for Health” presented by Philip Skiba, D.O., Program Director, Sports Medicine. *Johnson Auditorium, Advocate Lutheran General Hospital, 1775 Dempster St., Park Ridge.*

## May 3

- (11:00am – 3:00pm) 2701 W. Sibley (Sibley & Forestview), Park Ridge. “Earth Day Celebration” by the Park Ridge Park District. Join the Park Ridge Friends of the Parks for Pedal for the Parks-Bike & Trike Exchange. For more details, visit [prfriendsoftheparks.org](http://prfriendsoftheparks.org).
- (11:00am – 3:00pm) 2701 W. Sibley (Sibley & Forestview), Park Ridge. Did you know that white, block Styrofoam is unacceptable for residential recycling? GoGreen! Park Ridge invites you to bring this material to the Park District’s Earth Day event for a special pick up of this material.

**Healthy Bodies, Healthy Minds,  
Healthy Community!**



# William Blair

**TO: Rebecca Allard, Business Manager**

**FROM: Elizabeth Hennessy, William Blair & Company**

**DATE: March 4, 2014**

**RE: Final Pricing of the Bonds**

On Tuesday February 25<sup>th</sup> we went to market with the bonds through a negotiated bond sale. Prior to that, the District's bond rating was confirmed by Moody's Investor Services at "Aa2" and the rating report and the Preliminary Official Statement were distributed to investors. The bonds were well received by investors, resulting in an all in true interest cost of 2.007%, less than the estimate of 2.18% two weeks prior.

The bonds produced \$8.6M of proceeds for capital projects and 800,000 for refunding prior bonds. The refunding allowed the total tax levy for debt service to remain the same through levy year 2015. In 2016 levy year instead dropping off completely, the debt is extended at a lower amount equal to the debt service extension base. The chart below summarizes the final debt structure.

Tax Year	Referendum Outstanding Debt Service	Less:	Plus:	Proposed Total Referendum Debt Service	Proposed \$8.6M		Proposed Total Debt Service	Proposed Tax Rate
		Restructured Referendum Series 2001 Debt Service	Refunding Referendum Series 2014 Debt Service		Non-Referendum Series 2014 Debt Service	Remaining Debt Base Available		
2013	3,140,375	(209,050)	7,453	2,938,778	216,863	1,706,576	3,155,642	0.19
2014	3,137,975	(289,700)	10,400	2,858,675	302,600	1,649,691	3,161,275	0.19
2015	3,143,100	(295,400)	10,400	2,858,100	302,600	1,683,856	3,160,700	0.19
2016			810,400	810,400	2,022,600	3,585	2,833,000	0.16
2017					2,063,800	2,909	2,063,800	0.12
2018					2,105,600	2,443	2,105,600	0.12
2019					2,147,800	2,404	2,147,800	0.12
2020					350,200	1,843,008	350,200	0.02
2021						2,237,072	-	-
2022						2,281,813	-	-
2023						2,327,450	-	-
2024						2,373,999	-	-
2025						2,421,479	-	-
2026						2,469,908	-	-
2027						2,519,306	-	-
2028						2,569,693	-	-
2029						2,621,086	-	-
2030						2,673,508	-	-
	9,421,450	(794,150)	838,653	9,465,953	9,512,063		18,978,017	

# MOODY'S

## INVESTORS SERVICE

Rachel Cortez  
Vice President – Senior Analyst

February 26, 2014

Ms. Rebecca Allard  
Cook County Community Consolidated School District 64 ( Park Ridge)  
164 South Prospect Avenue  
Park Ridge, IL 60068

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rachel.cortez@moodys.com  
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Dear Ms. Allard :

We wish to inform you that on February 20, 2014, Moody's Investors Service reviewed and assigned a rating of

- **Aa2** to COOK COUNTY COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 (PARK RIDGE), IL, General Obligation Limited Tax School Bonds, Series 2014A
- **Aa2** to COOK COUNTY COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 (PARK RIDGE), IL, Taxable General Obligation Refunding School Bonds, Series 2014B

In assigning such rating, Moody's has relied upon the truth, accuracy and completeness of the information supplied by you or on your behalf to Moody's. Moody's expects that you will, on an ongoing basis, continue to provide Moody's with updated information necessary for the purposes of monitoring the rating, including current financial and statistical information.

Moody's will monitor this rating and reserves the right, at its sole discretion, to revise or withdraw this rating at any time in the future.

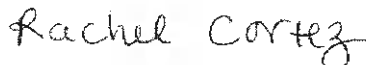
The rating, as well as any revisions or withdrawals thereof, will be publicly disseminated by Moody's through normal print and electronic media and in response to verbal requests to Moody's Rating Desk.

In accordance with our usual policy, assigned ratings are subject to revision or withdrawal by Moody's at any time, without notice, in the sole discretion of Moody's. For the most current rating, please visit [www.moodys.com](http://www.moodys.com).

This letter is strictly confidential and you may not disclose it to any other person except: (i) to your legal counsel acting in their capacity as such; (ii) to your other authorized agents, acting in their capacity as such; (iii) as required by the law or regulation; or (iv) with the prior written consent of Moody's, in which case Moody's reserves the right to impose conditions upon such consent such as requiring that you only disclose this letter in its entirety and/or requiring any third party to sign a confidentiality and/or non-reliance agreement.

Should you have any questions regarding the above, please do not hesitate to contact me or the analyst assigned to this transaction, Coley Anderson at 312-706-9961.

Sincerely,



Rachel Cortez

CC:

Ms. Elizabeth Hennessy  
William Blair & Co.

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MAR 03 2014

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OFFICE



# MOODY'S

## INVESTORS SERVICE

### New Issue: Moody's assigns Aa2 to Cook County School District 64 (Park Ridge) IL's \$9.3M GO Bonds, Ser. 2014A and 2014B

Global Credit Research - 20 Feb 2014

#### Aa2 maintained on outstanding GOULT debt

COOK COUNTY COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 (PARK RIDGE), IL  
Public K-12 School Districts  
IL

#### Moody's Rating

ISSUE		RATING
General Obligation Limited Tax School Bonds, Series 2014A		Aa2
<b>Sale Amount</b>	\$8,600,000	
<b>Expected Sale Date</b>	02/27/14	
<b>Rating Description</b>	General Obligation Limited Tax	

Taxable General Obligation Refunding School Bonds, Series 2014B		Aa2
<b>Sale Amount</b>	\$785,000	
<b>Expected Sale Date</b>	02/27/14	
<b>Rating Description</b>	General Obligation	

#### Moody's Outlook NOO

#### Opinion

NEW YORK, February 20, 2014 –Moody's Investors Service has assigned a Aa2 rating to Cook County School District 64 (Park Ridge) IL's \$8.6 million General Obligation Limited Tax School Bonds, Series 2014A, and \$785,000 Taxable General Obligation Refunding School Bonds, Series 2014B. Debt service on Series 2014A bonds is secured by the district's general obligation limited tax (GOLT) pledge that is unlimited as to rate but is limited in amount by the district's debt service extension base (DSEB). Debt service on the Series 2014B bonds is secured by the district's general obligation unlimited tax (GOULT) pledge.

Proceeds from the Series 2014A bonds will be used for various capital improvements within the district, including security, technology, mechanical and roof enhancements. Proceeds of the Series 2014B bonds will refund a portion of the district's Series 2001 bonds.

#### SUMMARY RATINGS RATIONALE

The Aa2 rating reflects the district's large but declining tax base located adjacent to Chicago (A3 negative); above average resident income levels; strong operating reserves; and below average debt burden with rapid principal amortization. The lack of distinction between the rating on the GOLT debt and the GOULT debt is due to the availability of a dedicated levy with an unlimited rate and ample coverage under the DSEB levy to support debt service payments on outstanding GOLT debt.

#### STRENGTHS

- Sizeable tax base benefiting from close proximity to Chicago; above average resident wealth levels
- Ample General Fund reserves bolstered by alternate liquidity in the Working Cash Fund
- Below average direct debt burden

## CHALLENGES

- Continued decline of taxable valuations
- Potential for increased pension costs, pending state legislation

## DETAILED CREDIT DISCUSSION

### SIZEABLE CHICAGO-AREA TAX BASE EXPERIENCING CONTINUED DEPRECIATION

Moody's believes the district's tax base will continue to benefit from its favorable location adjacent to Chicago. The district primarily serves the city of Park Ridge (Aa2) and the Village of Niles (Aa1), an affluent and mature residential area located 15 miles northwest of downtown Chicago. Favorably located in suburban Cook County (A1 negative), Park Ridge is positioned immediately adjacent to Chicago and O'Hare International Airport with access to major highways and commuter rail services. In line with regional trends, the district's large \$5.1 billion tax base experienced three consecutive years of significant valuation declines since 2010, averaging a 7.3% average annual decline during the past three years. The district's socioeconomic profile is strong with per capita income and median family income at 164% and 163% of national levels, respectively. Cook County's November 2013 unemployment rate of 8.6% remains above the state (8.3%) and national (6.6%) levels for the same period.

### STRONG FINANCIAL POSITION WITH AMPLE RESERVE LEVELS AND STRUCTURALLY POSITIVE OPERATIONS

The district's financial position should remain strong given ample reserve levels and prudent financial management. The district's General Fund, which is comprised of the Educational Fund plus the Operations and Maintenance Fund, recorded six consecutive years of GAAP-basis operating surpluses before posting a \$1.1 million operating deficit in fiscal 2012, bringing General Fund reserves to \$21.1 million, or a strong 30.0% of revenues. The district attributed the drawdown to capital spending. In fiscal 2013, the district recorded a General Fund operating surplus of \$326,000, closing the year with a General Fund Balance of \$21.4 million, or 28.8% of revenue. The district also maintains significant alternate liquidity in its Working Cash Fund, which ended fiscal 2013 with a \$13.8 million fund balance. Budget projections for fiscal 2014 depict a sizeable General Fund operating surplus \$3.9 million, which if realized would bring the General Fund balance to approximately \$25 million.

State categorical aid delays continue; however, aid delays are of little consequence to the district, which relies predominantly on property tax revenue. In fiscal 2013, property tax revenue accounted for 72% of all General Fund revenues. State aid is the second largest revenue source for the district at 19% of General Fund revenues, approximately 72% of which is from on-behalf payments made by the state for pension obligations. The district benefits from additional operating flexibility as they are currently operating under their maximum rates in their Education Fund and Operations and Maintenance Fund. Although the district has flexibility to increase its operating levies, the annual increase is limited by PTELL, which limits annual growth in the property tax base to new construction plus the lesser of 5% or CPI.

### MODEST DEBT BURDEN WITH RAPID AMORTIZATION

The district's debt burden will likely remain manageable given a lack of future borrowing plans. At 0.3% and 3.2% of full value, respectively, the district's direct and overall debt burdens are average. Payout is rapid with 100% of principal repaid within ten years. All of the district's debt is fixed rate and it is not subject to any derivative or swap agreements. The district does not have any further plans to issue debt in the near term.

### MODEST PENSION BURDEN WOULD INCREASE UNDER LEGISLATIVE PROPOSALS; IMRF PLAN MODERATELY FUNDED BUT TRS PLAN POORLY FUNDED

Currently, the district has a relatively modest employee pension burden based on its participation in one multi-employer cost sharing plan and one multi-employer agent plan. However, its liability could change substantially should the State of Illinois (A3 negative) implement legislation that would place increased responsibility on districts for funding pension contributions. District teachers participate in the Teachers Retirement System (TRS) of Illinois, a multi-employer defined benefit pension plan administered and primarily funded by the state. The statewide plan had a low funded ratio of 40.6% as of June 30, 2013, and an unfunded actuarial accrued liability of \$55.7 billion.

Currently, the state is primarily responsible for funding the system through payments made on behalf of school districts. The Illinois General Assembly has in the past considered changes to the contribution structure that would shift a larger share of contributions to districts and district employees. Past proposals have included a phased-in

shift of pension funding responsibility to the districts from the state equivalent to up to 1% of payroll each year for several years to cover the system's normal costs. At this point, the district has not made any specific plans to offset the potential rise in pension costs. The cost shift was not included in the recent pension reform legislation, which was passed by the Illinois General Assembly in December 2013 but is currently facing legal challenges.

The district has a reported unfunded pension liability of \$6.9 million for its portion of the statewide Illinois Municipal Retirement Fund (IMRF), an agent multi-employer cost-sharing plan administered by the state. Employer contribution rates are established by IMRF to cover each local unit's costs including the normal cost and the cost amortize any unfunded liabilities.

Moody's adjusted net pension liability (ANPL) for the district, under our methodology for adjusting reported pension data, is \$29.6 million, a low 0.4 times operating fund revenues, compared to a median of less than 1.0 times on for rated local governments. The low ratio reflects the current allocation of the majority of the TRS liability to the state rather than the district. Changes to the contribution structure would lead to an increase in the district's ANPL. Moody's ANPL reflects certain adjustments we make to improve comparability of reported pension liabilities. The adjustments are not intended to reflect the district's reported liability information, but to improve comparability with other rated entities.

#### WHAT COULD MOVE THE RATING UP

- Significant growth in financial reserves
- Substantial expansion of the district's tax base

#### WHAT COULD MOVE THE RATING DOWN

- Significant deterioration of the district's reserves and liquidity
- Further depreciation of the district's taxable valuations

#### KEY STATISTICS

Levy Year 2012 Estimated Full Value: \$5.1 billion

Levy Year 2012 Estimated Full Value Per Capita: \$127,094

Median Family Income as % of US Median (2012 American Community Survey): 163.4%

Fund Balance as % of Revenues, Fiscal 2013: 45.6%

5-Year Dollar Change in Fund Balance as % of Revenues: 24.2%

Cash Balance as % of Revenues, Fiscal 2013: 52.3%

5-Year Dollar Change in Cash Balance as % of Revenues: 25.0%

Institutional Framework: "A"

5-Year Average Operating Revenues / Operating Expenditures: 1.05x

Net Direct Debt as % of Full Value: .3%

Net Direct Debt / Operating Revenues: .22x

3-Year Average ANPL as % of Full Value: .54%

3-Year Average ANPL / Operating Revenues: 0.40x

The principal methodology used in this rating was US Local Government General Obligation Debt published in January 2014. Please see the Credit Policy page on [www.moody.com](http://www.moody.com) for a copy of this methodology.

#### REGULATORY DISCLOSURES

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INVESTORS SERVICE

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