



LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

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<http://www.d103.org>

BOARD OF EDUCATION AGENDA

MAY 6, 2014

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, May 6, 2014 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

- A. Call to Order and Roll Call
Time: 1 hour 45 minutes
- B. Pledge of Allegiance
- C. Community Participation
- D. Election of Officers: Board President and Vice President 2
Time: 15 minutes
 - 1. Election of President Pro Tem
 - 2. Election of President
 - 3. Election of Vice President
- E. Department Updates
Time: 1 Hour
 - 1. ELM Report 4
 - 2. 1:1 Teaching and Learning Report 14
 - 3. Wellness Committee Report 53
- F. Community Participation
- G. Executive Session
Time: 30 minutes
- H. Adjournment

MAY 6, 2014 Committee Of The Whole Meeting
“SCRIPT” for Election of Officers

I. ELECTION OF PRESIDENT PRO TEM

Secretary asks for a nomination for President Pro Tem: “*Nominations are now in order for the office of President Pro Tem.*”

Member: I nominate _____ for the office of President Pro Tem.

II. ELECTION OF PRESIDENT

President Pro Tem asks for nominations for President. “*Nominations are now in order for the office of President.*”

Any member of the Board may nominate any other member. Nominations do not require a second.

Member: “I nominate _____ as President of the Board of Education for a ____-year term to expire in April ____.”

President Pro Tem: “ _____ is nominated. Are there any additional nominations for the office of President?” (President Pro Tem should pause and repeat the call for nominations.)

President Pro Tem: “If there are no further nominations..... Nominations for the office of President are closed.”

President Pro Tem: “ _____, being the only candidate nominated for the office of President, the chair hereby declares him elected by acclamation and directs the Secretary to so record in the minutes.”

***Multiple Nominations** – If two or more members are nominated for an office, a show of hands or voice vote is necessary (as shown below) with the member receiving a majority of the votes cast being elected. In the event of a tie between two candidates, a second vote must be taken.

President Pro Tem: “The Secretary will now call roll for voting on the office of President.”

Secretary: “ Member _____ ”

Member: “I vote for _____.”

And so on until all members have been polled.

President Pro Tem: “The Secretary will now tally the votes.”

Secretary: “ _____ receives four votes. _____ receives three votes.”

President Pro Tem: “ _____ receives a majority of the votes cast and is elected President.”



PRESIDENT ASSUMES THE CHAIR.

**(HE THEN ASSUMES THE DUTIES OF THE PRESIDING OFFICER
AND CONDUCTS THE ELECTION OF A VICE PRESIDENT.)**

III. ELECTION OF VICE PRESIDENT

President: Nominations are now in order for the office of Vice President.

Board Member: “I nominate _____ as Vice President of the
Board of Education for a _____-year term to expire in April _____.”

President: “Are there any further nominations for Vice President?
If not, I ask the Secretary to record a unanimous vote for _____
as Vice President for a _____-year term to expire in April _____.”

If two or more are nominated, the **President** will instruct the **Secretary** to publicly call the roll, whereupon the members vote for the candidate of their choice (the same procedure as listed above for multiple president nominations.) The **President will then state:**
“_____ receives a majority of the votes cast and is elected Vice President.”

Voice Vote:



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Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent of Curriculum and Instruction
CC: Dr. Scott Warren
Date: May 1, 2014
Re: ELM Review Committee

The ELM Review Committee will meet on Tuesday, May 6th at 3:45 to review the attached DRAFT Committee Report and Implementation Plan. A summary of the committee meeting discussion and recommendations for changes to the plan will be provided at the May 6th Board of Education meeting. After the May 6th Board meeting the DRAFT Committee Report and Implementation Plan will be revised based on input and suggestions from the ELM Review Committee. The DRAFT Committee Report and Implementation Plan will then be available for parent and staff comments until May 14th. A FINAL Committee Report and Implementation Plan will be brought to the May 20th Regular Board of Education Meeting.

Summary of Changes from ELM to Differentiation Model

- ELM Coordinators will be called Differentiation Specialists
- Using the district pacing guides, Differentiation Specialists will identify the units of instruction for which they will provide Tier II and III enrichment activities for students, identified through pre-assessments, as needing intensive differentiated instruction
- Classroom teachers will be responsible for differentiating, within the classroom, units that are not identified by the Differentiation Specialists
- Level 4 scales (defined below) will be reviewed, revised and/or rewritten for student objectives, starting with those contained in the units identified by the Differentiation Specialists
- A cohort of teachers, representative of each grade level and subject, will receive professional development on how to create differentiated assessments
- Differentiated pre-assessments will be created, or revised if already in use, for each unit of instruction identified by the Differentiation Specialists
- All teachers will participate in professional development on using differentiation strategies in the classroom
- Data will be collected on the types and frequency of Tier III activities already being implemented
- The implementation of Tier III activities will be expanded
- Aptitude assessments will be given at selected grade levels
- Enrichment Committees will be created at each building
- New communication strategies will be used
- Talent Portfolios will be used as a way for students to demonstrate ability, interests and learning styles

Tier Descriptions

Tier I (All Students)	Tier II (Some Students)	Tier III (Few students)
Classroom instruction for all students utilizing evidence based materials and practices that teach the core subjects. Differentiated instruction occurs within the classroom instructional time.	When student needs exceed general education objectives, additional strategic, targeted, evidence-based instruction is provided.	When individual student needs exceed Tiers I and II, evidence-based intensive targeted interventions are provided.

Identifying Units of Study

Currently, the four Elm Coordinators are responsible for providing enrichment services for every grade level, and every unit of study. This task is extremely difficult given the current level of staffing for the program. Without an assessment of the units of study in which students are most in need of significant differentiation, units are identified for services by

the ELM coordinators because they have been taught in past years or because a classroom teacher indicates an interest in working with the ELM coordinator. This process does not allow for a consistency of service delivery from teacher to teacher or year to year.

Tier III activities are currently being implemented intermittently throughout the district. Data needs to be collected on when and at what grade levels students are provided the opportunity to pursue learning for their own interest and how these independent learning activities impact students.

In the spring of 2014, Differentiation Specialists will create a chart, by grade level and content, of the units for which they will provide Tier II and III enrichment opportunities for students. Tier II and III services are provided to students when their needs exceed general curriculum objectives.

For units of study that are not identified for Tier II and III enrichment opportunities by the Differentiation Specialists, classroom teachers will be responsible for differentiating the units within the classroom. Differentiation Specialists will serve in a coaching role to the classroom teacher if a teacher is in need of differentiation strategies for non-identified units.

Student Assessment

During the summer of 2014 and continuing through the following school year, Differentiation Specialists and classroom teachers will review, revise and/or rewrite the level 4 scales for the learning targets contained in the units identified for enrichment. Scales are created after student learning targets are identified for a unit. A level 3 scale would state a student's grade level performance expectation for the learning objective; a level 2 scale would indicate a student whose performance is in need of remediation, a level 4 scale would identify a student whose performance is above the grade level expectation.

Score 4.0: In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0: No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
Score 2.0: No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
Score 1.0: With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Score 0.0: Even with help, no understanding or skill demonstrated.

Differentiation Specialists will work with grade level teachers to create or revise pre-assessments that are differentiated and aligned to level 3 and 4 scales, enabling the staff to identify students for that particular unit of study who are in need of enrichment opportunities. The first assessments that will be reviewed will be those aligned with the units that have been identified for Tier II and III enrichment activities by the Differentiation Specialists.

Since next year will be the first year to implement the PARCC assessments, there is unknown information and unanswerable questions about assessment plans for future school years. Until administrators and teachers have a solid understanding of how the information from PARCC assessments can be used, we cannot accurately determine what assessments (MAP, Aimsweb) will still be needed. One area the ELM committee identified as a deficit in the current plan is a way to measure student aptitude. We know that PARCC will not provide us with this information, and we feel comfortable recommending that a committee of teachers, psychologists and administrators to meet over the summer to research and suggest an aptitude assessment to administer to students in appropriate grade levels in the 2014-2015 school year.

Currently students in grades Kindergarten through fourth grade create portfolios. The portfolios are a collection of student selected and teacher selected artifacts that demonstrate student's mastery of particular learning targets. During the 2014-2015 school year a committee will review the process for portfolio development by grade level and create grade level guidelines that provide for the inclusion of artifacts that demonstrate student's abilities, interests, and learning styles. The purpose of the portfolios will be:

1. To *collect* several different types of information that portray a student's strength areas, and to regularly update this information.
2. To *classify* this information into the general categories of abilities, interests, and learning styles and related markers of successful learning such as organizational skills, content area preferences, personal and social skills, preferences for creative productivity, and learning-how-to-learn skills.
3. To periodically *review and analyze* the information in order to make purposeful decisions about providing opportunities for enrichment experiences.
4. To *use the information* as a vehicle for educational, personal, and career counseling and for communicating with parents about the school's talent development opportunities and their child's involvement in them.

The new portfolio guidelines would be implemented during the 2015-2016 for all grades.

Student Placement

Beginning in the 2015-2016 school year, high achieving students in grades 2-6 will be clustered during the class placement process. Clustering is a process in which no more than three to six high achieving students, typically representing the top 5% of academic talent within the grade level, are assigned to an otherwise heterogeneous classroom within their grade. Each grade level may have multiple classrooms containing cluster groupings.

The methods for selecting children for cluster groups will be determined during the fall/winter of 2014. Within a cluster, several instructional options are typically used, including: enrichment and extensions, higher-order thinking skills, pretesting and differentiation, compacting, an accelerated pace, and more complexity in content.

Professional Development

In order to effectively design differentiated pre-assessments, professional development opportunities will be provided for staff in order to create a common sense of purpose, language and criteria. During the summer of 2014, a cohort of staff members will have the opportunity to participate in an online course focused on differentiated assessments. During the online course, teachers will learn how to:

- Create differentiated pre-assessments, formative (ongoing) assessments, and summative assessments.
- Share learning goals with students,
- Use different data collection methods,
- Adjust instruction based on assessment results
- Provide feedback to students

All staff will be provided with differentiation training beginning in the 2014-2015 school year and continuing in future school years. This training will be different than teachers' differentiation trainings in the past due to the amount of technological tools currently available to teachers.

The objectives of the training will be to:

- Learn to proactively develop curriculum and instruction to meet the needs of the diverse learners
- Investigate the essentials of a differentiated classroom and the steps needed for effective implementation
- Explore instructional strategies and techniques for differentiating content, process, and product
- Understand how individual, small-group, and whole-group instruction can work at all grade levels
- Learn effective ways to develop students' factual, procedural, and conceptual knowledge
- Promote 21st century thinking and learning skills: analysis, evaluation, and creation
- Review specific strategies for formative and summative assessments to guide instruction and address diverse student needs

Communication

Communication strategies will need to provide all stakeholders with a clear understanding of the program and the implementation plan. The committee's recommended plan will be available for public review and comment between the Board of Education's May 6th COW meeting and the May 20th regular meeting. A final plan will be brought to the May 20th regular board meeting. After the May 20th regular board meeting, an electronic

presentation summarizing the changes being made to the model and the implementation plan, will be created and disseminated to staff and parents

Currently, the ELM coordinators meet monthly. For the last two years, the meeting agendas have been focused on the review of the ELM program. Moving forward, these monthly meetings will be spent articulating the differentiation model between buildings.

Continuous Improvement

The role and goals of Building Enrichment Teams would be defined in the fall of 2014, and the teams would begin meeting in the spring of 2015. Team members could include administration, teachers, specialists and parents. The purpose of this team would be to ensure the implementation of sound pedagogical techniques and consistent availability of enrichment activities for students. This team would monitor and adapt the model as needed throughout the school year.

The evaluation of the model would review six areas; learning and development, assessment, curriculum, planning and instruction, learning environment, programing and professional development. The evaluation would consist of the following:

- A literature review to ensure the program is aligned to current best practice,
- Assurances that the procedures for the model are properly documented,
- Alignment of curriculum documents and materials to student need,
- Presence of assessment data to validate student growth
- Student, staff and parent survey and/or needs assessment to assess the model implementation and stakeholder's satisfaction rate.

Implementation Plan for Enrichment Model

Spring 2014

1. Create and disseminate a presentation of the model design to the staff and parents
2. Further define service options for Tier I, II and III
 - a. Clarify the language in the original definitions for Tier I, II and III and refine service delivery model options
3. Identify Tier I, II and III enrichment activities already being implemented
4. Using curriculum guides, identify additional Tier I, II and III activities to be introduced in 2014-2015 school year by the Differentiation Specialists
5. Create a final list of curriculum units that Differentiation Specialists will provide enrichment activities for students. This might involve eliminating past units identified in Step 3.

Summer 2014

1. Create and/or revise (if needed) Level 4 scales for units identified for Tier II and III enrichment activities to be offered during the 2014-2015 school year that demonstrate advanced learning expectations. (to be continued during upcoming school years)
2. Design differentiated enrichment activities that align with district curriculum to be offered during the 2014-2015 school year (to be continued during upcoming school years)
3. Provide in-service training on writing differentiated assessments
4. Evaluate and revise trimester I assessments that are aligned to the content identified for Tier II and III activities (to be continued during the 2014-2015 school year)
5. Research and identify aptitude assessment to be used during the 2014-2015 school year
6. Create presentations for administrators, teachers and parents
 - a. Three ring concept of giftedness (Attachment A)
 - b. Tiered Model
 - c. Clustering
7. Prepare literature (handbook/web documents/brochure) and presentations for distribution to administration, teachers and parents

Fall 2014

1. Create and/or revise (if needed) Level 4 scales for units identified for Tier II and III enrichment activities to be offered during the 2014-2015 school year that demonstrate advanced learning expectations. (to be continued during upcoming school years)
2. Design differentiated enrichment activities that align with district curriculum
3. Implement enrichment activities identified in the Spring of 2014
4. Provide differentiation training to all staff
5. Establish file for community resources for Tier III enrichment projects
6. Identify procedure for clustering (to be implemented in 2015-2016 school year)
7. Differentiation Specialists meet monthly for articulation

8. Administer aptitude assessment in selected grade levels (either Fall or Spring, dependent on selection of exam)
9. Identify staffing needs for 2015-2016 school year
10. Collect data on current Tier III enrichment activities already happening in classrooms

Spring 2015

1. Create and/or revise (if needed) Level 4 scales for units identified for Tier II and III enrichment activities to be offered during the 2014-2015 school year that demonstrate advanced learning expectations. (to be continued during upcoming school years)
2. Continue to design differentiated enrichment activities that align with district curriculum
3. Continue to implement enrichment activities identified in the Spring of 2014
4. Provide differentiation training to all staff
5. Differentiation Specialists meet monthly for articulation
6. Administer aptitude assessment in selected grade levels (either Fall or Spring, dependent on selection of exam)
7. Enrichment Building Teams begin meeting
8. Cluster students when creating class lists
9. Provide in-service for cluster teachers
10. Create Talent Portfolio guidelines
11. Present the progress of the program to the Board of Education

Summer 2015

1. Create and/or revise (if needed) Level 4 scales for units identified for Tier II and III enrichment activities to be offered during the 2015-2016 school year that demonstrate advanced learning expectations.
2. Design differentiated enrichment activities that align with district curriculum
3. Evaluate and revise pre-assessments that are aligned to any new content identified for Tier II and III activities

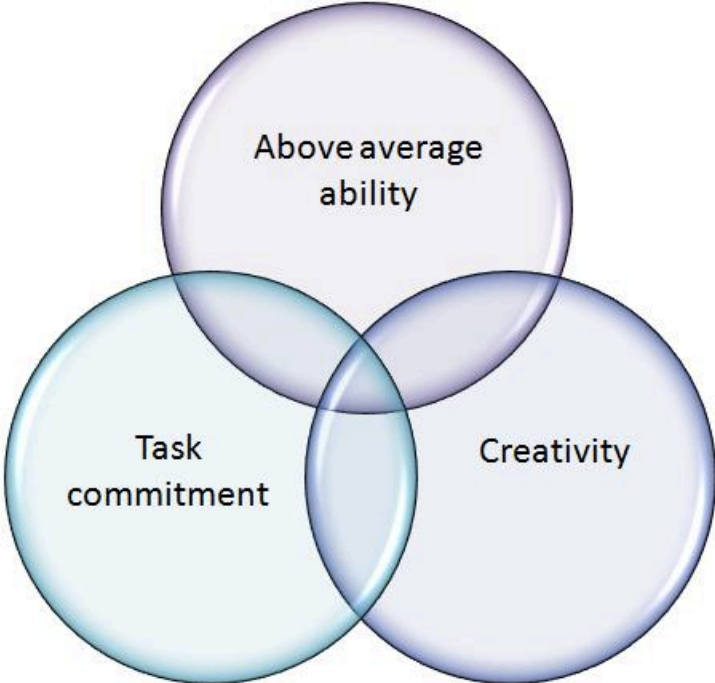
Fall 2015

1. Create and/or revise (if needed) Level 4 scales for units identified for Tier II and III enrichment activities to be offered during the 2015-2016 school year that demonstrate advanced learning expectations.
2. Design differentiated enrichment activities that align with district curriculum
3. Evaluate and revise pre-assessments that are aligned to any new content identified for Tier II and III activities
4. Differentiation Specialists meet for monthly articulation meetings
5. Include clustering in 2015-2016 class placement
6. Expand Tier III enrichment projects
7. Implement Talent Portfolio guidelines

Spring 2016

1. Arrange for Tier III projects to be on display within the school or community buildings
2. Differentiation Specialists meet for monthly articulation meetings
3. Provide in-service for cluster teachers
 - a. Differentiation tools
 - i. Curriculum Compacting
 - ii. Technology Tools

Attachment A





Lincolnshire-Prairie View School District 103

Memo

To: Board of Education

From: Mark Westhoff, Director of Technology
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction

CC: Dr. Scott Warren, Superintendent

Date: May 2, 2014

Re: 1:1 Teaching and Learning Report

The 1:1 Teaching and Learning Report is provided for the Board's review. A presentation will be made at the COW Board meeting. After the Board's review of the recommendations in the report, a final recommendation will be presented to the Board at the May 20, 2014 Regular Board meeting.



Lincolnshire-Prairie View School District 103

1:1 Teaching and Learning Report

May 6, 2014

Overview

Education is a lifelong process. Therefore, the total educational program of our schools shall be directed toward preparing each student to think independently and to make a fulfilling and productive contribution to society. Students shall be encouraged and taught to develop work and study skills, which will enable them to function either in an independent and self-directed manner or as a collaborating member of a team, depending on the requirements of the task.

The goals of the Lincolnshire-Prairie View School District 103 1:1 program are to:

- Enhance learning
- Leverage existing and emerging technology for individualizing instruction
- Promote collaboration, increasing student engagement
- Strengthen collaboration, creativity and communication necessary for future success

Research

The integration of technology tools into education is changing how the classroom functions and significantly impacting the teacher's role in the student's learning process (Keengwe & Onchwari, 2009). Current educational technology reform efforts will require teachers to rethink what they have always known about learning and how they deploy the instructional approaches used in their classrooms (Mouza, 2006).

Sivin-Kachala and Bialo's (2000) research findings demonstrate positive outcomes from the integration of technology. The research demonstrates increased student engagement in a technology rich environment and concludes that technology improved teaching and learning. Technology tools allow for self-directed student learning to occur much more efficiently than it has in the past, thereby providing individualized instruction to every child in the classroom. In addition to the enrichment of academic skills, technology integration also increases students' social skills, a finding that is contrary to most individual's beliefs about technology integration. Clements (1994) found that children demonstrated increased cooperation when in an environment where

technology tools were integrated effectively. Additional studies have found young students shared leadership roles while completing activities on the computer and initiated interactions more frequently (Kleiman, 2000).

A powerful way of integrating technology is to have a personal device at-the-ready for students, so that they are able to utilize the device in the teaching and learning process. Many of us adults consistently use technological devices throughout the day for a variety of work tasks and personal reasons; we collaborate, communicate, and engage in content for our jobs and personal lives. If we want students to utilize technology in an integrated manner, then it makes sense to have it available to them where much learning is taking place: at school.

The implementation of 1:1 technology initiatives continues to expand, including school districts in our local area. Students utilize their iPads both at school and home. Some examples include:

Stevenson High School provided all 9th grade students this past year with an iPad. Next year, Stevenson will provide all students, grades 9-12, with an iPad.

District 102 (Aptakisic-Tripp) this school year is running a “personal technology initiative” that provides iPads to all students in grades 5-8. We have had teachers visit schools in D102 and return enthusiastic about using iPads for teaching and learning. We have also had multiple discussions with the D102 technology director.

Gurnee District 56 has a 1:1 initiative, where all students in grades K-8 have an iPad. We had several teachers visit schools in this district last fall. After the tours, there were conversations among our teacher visitors and Gurnee school staff. Again, teachers came back enthusiastic about incorporating devices to promote self-directed learning.

New Trier High School 203 began a mobile learning initiative with over 2,000 students this year and will expand to the entire student body next school year. We talked with their director of technology and instructional technology manager.

The Prairie School, a private K-12 college prep school in Racine, Wisconsin has had an iPad initiative for their students in grades 5-12. Mark Westhoff has visited this school and has interviewed their technology director and held follow-up discussions. This school introduced a digital literacy curriculum after beginning its iPad initiative. The Prairie School strongly encourages risk-taking by teachers and self-reflection.

What We Have Learned From Our Pilots

This past year, our district has piloted 1:1 technology in grades 2, 3, 4, 6, and 7 and has observed its impact on student learning in terms of 21st Century Skills, including student engagement, collaboration, communication and general extension of instruction. The iPad, iPad mini and Chromebooks were utilized in the pilot to help determine which device would be most useful in the learning process. The committee that met on March 3, 2014 (comprised of pilot teachers, technology curriculum committee members, principals, superintendent, assistant superintendent for curriculum and instruction, and the director of technology) felt the iPad was the best choice, as it is the most versatile device in relation to 21st Century skills. The ideal setting would be one where students have access to an iPad and also have access to carts of Chromebooks for certain Google Apps projects. Teachers reported the iPad as the top choice for the following reasons:

- best device for multi-media creation (compared to Chromebook)
- bigger screen allowed for more on screen manipulation and control (compared to iPad-mini)
- more interactive capabilities including auditory and visual interactions (compared to Chromebook)
- more durable (compared to Chromebook)
- vast number of educational apps available (compared to Chromebook)
- more reliable connectivity (compared to Chromebook)

iPads and Chromebooks both can help students complete schoolwork, but the iPad is better for creating an information-rich learning environment wherein individual achievement and collaborative projects become the standard. The following quotes, anecdotes, and observations are from our 1:1 Chromebook and iPad pilot teachers:

- Paradigm shift for parents
- Parent education is important
- Digital citizenship important
- Parents like to see pictures of what is going on in classroom
- Parents became more comfortable as year went on
- Kids are completing work on their own, turning to their partner, rich conversations
- Kids are more social, not less...collaborate more
- Kids more self-directed
- Students rarely sitting alone
- Learning is richer
- Not having to wait for anything, resources
- Behavior has improved
- Transitions after lunch better
- Google has been great on the Chromebooks
- Collaboration happening with Google Apps

- Access to a cart of Chromebooks would be a good thing
- Important to provide different outlets of expression...devices aide this
- DW chromebooks difficult having just the one set of kids with a device
- Blended learning has been a plus
- Seamless differentiation
- Sick days/ snow days student/teacher a benefit with having a learning management system (LMS) and devices
- Student who travel extensively...could track what student was doing
- SEL connection via social learning networks
- Planning can take longer, but worth it!...sometimes planning is easier...save time not copying material...missing assignments easier with LMS
- Nice accessing outside of school
- Would like to do some flipping next year and with 1:1 can do this when appropriate

We provided students in the pilots with surveys. On a scale of 1-5 with 1 as “not helpful” to 5 as “very helpful,” pilot students indicated an average of 4 as to whether devices helped them collaborate with other students. Students also indicated an average of 4 when asked whether the device helped them in their learning in class.

Pilot teachers conveyed that more professional development support would be appreciated, and this is planned for phase I next year. More information regarding teacher training can be found later in the Professional Development and Teacher Support section of this report. The current pilot teachers encourage the inclusion of all classroom teachers to participate in 1:1 professional development activities--this, too, is planned for implementation next year through face-to-face discussions, observations of 1:1 colleagues, and curriculum workshops that will integrate iPad use in the curriculum.

We received some feedback about certain textbooks being difficult to view on the iPads. Many publishers’ electronic texts still lag behind current technologies. We will continue to provide textbooks until the market catches up with the implementation of electronic devices.

We have also learned that the 1:1 devices do not break very often. This is consistent with what other schools have experienced. While the heavy-duty Otterbox case might be appropriate at the 2nd grade level, perhaps it is too much for older grades; i.e. 7th graders could utilize an iPad with a case that is less cumbersome than an Otterbox. The Chromebooks needed repair at a higher rate than the iPads. The higher rate could be due to the relative flimsiness of a Chromebook.

Our repair experiences, since the beginning of the pilot program this fall, follow:

Average cost of Chromebook repair: \$55 (21 Chromebooks repaired among 90)

Average cost of iPad repair: \$136 (11 iPads repaired among 145)

Vision and Rationale

The vision of technology use in District 103 is to enhance student collaboration, creativity, communication, engagement and innovation. As the district continues to support and enhance the learning process for students, technology can play a critical role in the process. We feel that a 1:1 environment for students has an important role in this vision. **Because of this, it is the recommendation that the district move forward with a two-phase implementation process for a 1:1 learning environment for students.**

Below is a two-year rollout that would provide a 1:1 learning environment for students in grades 3-8. Some districts have 1:1 environments that range from K-8, and extending the 1:1 environment for student younger than 3rd grade in our district is still being reviewed in the 2014-2015 school year with additional pilots.

As you will note in the explanations of phases 1 and 2 below, one of the recommendations from the 1:1 technology committee was for whole grade levels to implement 1:1 programs at one time, especially at the upper grades, for more consistency for students and teachers.

2014-15 Phase I

Sprague: Although we have much success and feedback from the current 2nd grade pilot classrooms, we would like additional information before considering the implementation of a full 1:1 environment at these grade levels. The plan for next year is:

- Kindergarten. Increase number of iPads to five iPads per room in order to facilitate small group work while we continue to research the impact of 1:1 at this level.
- 1st grade. Begin two 1:1 pilot classrooms, and provide the rest of 1st grade classrooms with five iPads per room.
- 2nd grade. Continue 1:1 with current pilot teachers and increase by two the number of pilot classrooms at this grade level; the other six sections would have five iPads per room.

Half Day: We will implement a full 1:1 at 4th grade and continue to provide five iPads per classroom for 3rd grade classrooms.

- 3rd grade. The current pilot teacher would continue but with iPads; the remaining 3rd grade sections would keep current distribution (five iPads per room); a Chromebook cart would be available for checkout.
- 4th grade. All 4th grade classrooms would be 1:1; same Chromebook cart that is available now would continue to be available for checkout

Daniel Wright: We want incoming 5th graders to have a 1:1 experience for their entire education through 8th grade. At the same time, two of the current pilot teachers are in 6th grade. Having a phase in model of 4th-6th grades in one year, and then expanding the 1:1 implementation to 7th and 8th grades will make a logical progression for students. We want 7th and 8th grades to be ready for 1:1 the following year; so we are continuing with our current 7th grade pilot teacher, as well as continuing to make available two carts of iPads and two carts of Chromebooks.

- 5th grade: all 5th grade classrooms would be 1:1
- 6th grade: all 6th grade classrooms would be 1:1
- 7th grade: our current pilot teacher would continue with phase I implementation with all of her language arts students; the rest of 7th grade would have access to the current two Chromebook carts and 2 iPad carts.
- 8th grade: would have access to same current two Chromebook carts and two iPad carts

Student Access Recommendation: BYOD, which stands for “Bring Your Own Device”, refers to students bringing a family-owned device (iPad) to school. We plan to allow students to BYOD (under parameters the district defines: basically, recent-model iPads), and providing iPads to students using a rental model, where parents pay a fee each year to help pay for iPads, core apps, and a case. Students at Daniel Wright will be allowed to bring their own device and use them in classes with a teacher’s permission and under a teacher’s guidance, which has been the practice at Daniel Wright this past year. Students not participating in 1:1 classrooms or pilots at Sprague and Half Day will not be utilizing BYOD, except for specific classrooms on a case-by-case basis.

Professional Development Recommendation: We will be providing each teacher with an iPad this summer. These iPads will be used in workshops through the summer and next school year. Teachers not participating in the 1:1 program will be included in professional development opportunities with teachers who are in 1:1 classrooms. Plans include observing 1:1 classrooms as well as taking part in curriculum-based workshops that will utilize Haiku and iPad apps. We will have structured teacher and support expectations as well as a meeting schedule for 2014-15 for 1:1 teachers and, also, for teachers not in the 1:1 program. This will help increase comfort levels for everyone. A more detailed description on professional development is found in a later section of this report.

2015-16 Phase II

All classrooms, grades 3-8 would be 1:1; Chromebook carts would still be available at Half Day and Daniel Wright.

K, 1, and 2 expanded use of technology, and 1:1 would be pending the evaluation of pilots in grades 1 and 2 as well as classroom experiences with devices in K-2. We feel we need additional information before fully implementing a 1:1 environment at these grade levels.

Stakeholder Engagement and Communication Strategy

Creating and maintaining strong relationships with all stakeholders is the key to successful initiatives. In order to create support for change, open two-way communication is essential. During the 1:1 pilot, information has been provided to parents of pilot and non-pilot classrooms through a variety of parent nights: pilot informational nights, board meeting presentations, parents and technology engagement nights, and other communications, such as teacher's newsletters and articles in the *103 Monthly*.

The district has also solicited feedback from parents and students by way of surveys and asking parents to submit questions that later led to an evening parent presentation on April 2, 2014.

As the 1:1 pilot program becomes an implementation plan, continuing two-way communication strategies will be essential to the program's success. A communication plan is being developed with the Director of Communications that includes: opportunities for the clarification of the vision and goals of the program; and information being provided to and solicited from administrators, staff, parents and students. Information will be shared through the strategic planning process, curriculum nights, blogs, parent events, email messages and professional development events for staff. Working with parents on how to manage student use at home in a new 1:1 environment will be another important component to the success of the program. Examples include: how students turn-in homework digitally, how to manage screen time, and how to properly care for and maintain the device.

We will be posting documents, videos, and other information on the 1:1 Teaching and Learning Resource Page: <http://103parents.weebly.com/>. This page will include "a day in the life" to illustrate how technology is integrated into the daily routine of a student. This page will also have useful information to help parents manage technology and support student learning at home.

Ownership and Finance Model

The district recently surveyed parents for information regarding various financing models for the iPad program. The options included: Bring Your Own Device (parents provide a family owned iPad for their student to bring to school); a lease-purchase option (families would lease the iPad over 3 years and own it at the end of the lease); and a rental option (families would rent the device over 3 years and not own the iPad at the end of the rental period). The results of the survey are described below.

BYOD (Bring Your Own Device)

Of those responding to the Technology Integration and 1:1 Teaching & Learning Survey, 49% of those with entering 3rd-8th graders for next year indicated that they would be willing to allow their children to bring a family-owned iPad to use at school each day. The number saying "yes" for incoming K-8th graders was 45%. (Note: as of this report there were 236 respondents to the survey). BYOD parameters would be defined and are anticipated to be: iPad mini or iPad 2 or newer which are running iOS 7.0.1 or higher; agreement to not use 3G/4G; agreement to allow and not delete profiles that our MDM (mobile device management) software installs on the family-owned device.

Lease-Purchase

When asked if parents would be willing to participate in a lease-purchase program in which families would keep the iPad at the end of three years, 63% of respondents in our survey indicated they would not want to participate.

Rental

When asked if parents would be willing to participate in a rental program in which the family would rent an iPad for a fee to be paid annually, 52% of respondents indicated "yes," they would be willing to participate. Others indicated "no", because they had devices that they would allow their children to bring to school. Still, other people indicated that they did not want to pay any amount for the device.

Because of these results, we feel that the Lease-Purchase option is not viable, but the BYOD and rental options would be successful models to pursue.

For those families unable to afford the rental fee or send a family-owned iPad with their child(ren), we would provide an iPad after a verification process by our business office.

The planned refresh cycle for the devices would be every three years. Older iPads would be returned to Apple for equity or kept as loaner iPads.

Our updated FAQ document (provided in the appendix) contains information on the repair of damaged devices. Next year, the plan will be to shift to covering all repairs through the district self-insurance program (\$25 per student) and only holding families accountable for damage “beyond repair” or for loss of the device. In the case of theft, the district will require a police report. Once the report has been shared with District 103, the district insurance will cover the cost and replace the iPad at no charge to the families. From the experiences of other districts and our own during this pilot year, the district believes the collected fees will cover the repairs and replacement of stolen devices.

Families who choose to provide their own iPads under the Bring Your Own Device (BYOD) program will be responsible for any repairs or lost/stolen devices.

The recommended finance model for families for the 1:1 teaching and learning initiative is:

1. \$100 rental/insurance fee
2. BYOD option for families who wish to provide their own device

Costs to District

A detailed financial analysis is attached to this report. There are multiple scenarios ranging from a more costly option for the district of a 10% BYOD program, \$50 rental/insurance fee, additional personnel with a full K-8 implementation by 2016-17 to a less costly option for the district of a 50% BYOD program, \$100 rental/insurance fee, without additional personnel with a 3rd-8th grade implementation by 2015-16. The scenarios for next year include a rental fee only for students in grades 4, 5, and 6 in the 1:1 classrooms. A thorough explanation of the different scenarios will be held during the Board of Education COW meeting on May 6, 2014.

We have researched the question, “Do we need additional personnel?” In addition to reflecting on our experiences during this pilot year on a relatively small number of devices, we talked to the technology directors in District 102 and Gurnee 56. While we do not plan to need additional, full-time positions, we are modeling this cost should the circumstance warrant additional support. If software distribution or hardware configurations change significantly, or if something happens that we haven't yet considered (perhaps much less-stable future operating systems), it is possible that we would need additional support.

The reason additional support personnel are not deemed necessary at this time is based on how we use our staff and the ability of software to help with management of

iPads. This year, the instructional technology coaches have worked with our tech support personnel to solve issues. Although coaches' primary focus is on the curriculum side, basic questions that are necessary to help facilitate the learning process are often answered by the coaches, thus relieving frustration for teachers and students.

The instructional technology coach at each school is the point person for supporting teachers and students. They are always in the building and available as a resource. Additionally, they spend most of their time working with teachers and can anticipate issues. The instructional technology coaches work closely with the tech support personnel to head-off small issues that otherwise could become more widespread.

With Apple's new program of sending iPads partially pre-configured, we will be able to handle the unpacking and set-up process with our normal staff. Software that will help manage iPads is called MDM (mobile device management) software. We are planning to have three personnel trained, so that the district will be able to make any necessary configuration changes at any school.

One resource we plan to utilize for support is the students themselves. This is a common model in schools to provide technology support. Daniel Wright has run two student tech teams this year. One responsibility of being a part of this team is to offer help to teachers, substitute teachers and students with technology as they are able. This has happened several times during the current school year, and we anticipate these teams of student helpers to continue in the future at the junior high level. Students helping other students and teachers provide a layer of support that we believe will generate a helping culture (and peer leadership model) when it comes to using iPads and integrating technology.

Deployment, Distribution, Redistribution, and Return

To ascertain a tighter number of BYOD participants, we will be contacting by email all families who have children entering the 4th, 5th, or 6th grades. Students participating in 1:1 at 1st and 2nd, 3rd or 7th grade will not be contacted until after new class lists are created, typically sometime in July. If a significant number of students utilize the BYOD option, then the additional iPads we ordered will be distributed evenly among classrooms not in the 1:1 environment.

iPads would be deployed in August 2014 for phase I recipients. During the week of August 11th we will offer specific times when a student and parent can come to school to pick up their iPad or bring in their BYOD. At these sessions, we will distribute the iPads, help students enroll in our Mobile Device Management (MDM) system, address any other school or grade-level-specific configurations, and review general iPad

functionality. The goal of these iPad sessions is to be sure that students are ready to use their iPads on the very first day of school for 2014-2015.

Videos will be developed to explain the basics of the 1:1 teaching and learning program and to include teacher, student, and parent responsibilities. This video will be posted on the 1:1 Teaching and Learning Resource Page, and a link to this video will be sent to all parents who have children participating in phase I.

During Curriculum Nights, our teachers will engage parents and answer questions they may have.

Professional Development and Teacher Support

In order for teachers to implement technology effectively, they must possess a high level of comfort with the technology tools and consistently utilize these tools as a means to deliver their curriculum (Keengwe & Onchwari, 2009). This comfort and frequency of use is predicated by high quality professional development experiences.

It is often difficult to measure the effectiveness of professional development, because the strategies must be implemented and time must pass before the effectiveness can be evaluated (Kreider & Bouffard, 2006 as cited in Snyder, Best, Griffith and Nelson, 2011). Rodriquez and Knuth (2000) identified several components of professional development for effective technological integration, which included creating a connection to student learning; the ability to provide hands-on practice with the tools; linking the practice to specific curriculum objectives; collegial learning; active participation of teachers; consistent and long term process; sufficient time; administrative and technical assistance and support; adequate funding resources; and built in evaluations. Mouza (2006) also identifies six practices that must occur in professional development that allow for changes in teachers' practices: a focus on content and pedagogical knowledge; reform-type activities (study groups, teacher networks); the learning must be aligned to teacher needs; opportunities for active learning; consistent over time; and provide for collective participation. Professional development occurs in three different arenas for teachers: content knowledge, knowledge of instructional strategies, and what instructional strategies are appropriate for particular content (Mouza, 2006). If teachers are to be held accountable for technology integration, they must be provided with high quality professional development to support their learning (Mouza, 2006), especially in the areas of knowledge of instructional strategies and what instructional strategies are appropriate for particular content.

While it is evident that professional development must be provided in order for teachers to align themselves with and be able to fulfill the school's technology integration vision, change of this magnitude cannot be assimilated and implemented by reading or hearing

about it in books or presentations (Kallioinen, 2011). Under these circumstances, teachers must have the opportunity to participate in relevant and consistent hands-on experiences; and after being involved in these experiences, be provided the time to reflect individually and with colleagues on the activity. This process of participation-shared experiences and reflection will change personal awareness to personal wisdom (Kallioinen, 2011).

To foster teaching and learning, a teacher's professional development should be focused on the type of activities that create a collegial learning environment, such as study groups, or networks (Mouza, 2006). This professional development should include tasks, questions and problems of teacher practice, so that technology is not laid on top of the curriculum, like during the adoption and adaption process of change (Mouza, 2006). Rather, by providing opportunities for active learning modeling, where teachers will interact with colleagues and students, and examine student work providing feedback on teaching (Mouza, 2006), the implementation moves quickly to the appropriation, and invention phases of integration (Mouza, 2006). When effectively integrating technology, professional development must be engage groups of teachers by school or grade level and be consistent (Mouza, 2006). This method provides for the development of professional communities and the integration of tech tools into lessons plans. A strong professional community collectively empowers teachers and promotes an environment of sustained learning (McLaughlin & Talbert, 1993 as cited in Mouza, 2006).

In the 2013-2104 school year, Instructional Technology Coaching positions were added to our staff. The coaching model of professional development is based on the partnership between an experienced teacher and a less experienced teacher. The model is grounded in inquiry and reflection, a collaborative process that involves the sharing of knowledge among teachers. Bergen and Engelen (2003) (as cited in Kallioinen, 2011) described the coaching model as, "a form of professional cooperation and support, which promotes professional development and skills through experiments, reflections, exchange of professional ideas and problem solving." The model is beneficial to both the coach and teacher, as both learn from reflecting on the lesson and experience. The process creates the culture for a shared learning community to be developed in the school. The model adheres to the principles of sustained, ongoing, and intensive professional development (Snyder, Best, Griffith and Nelson, 2011). Objectives for the coaching sessions are connected to teachers' ongoing work with their students (Snyder, Best, Griffith and Nelson, 2011). Safe relationships are built between the coach and teacher by sharing questions, demonstrating lessons, and reflecting on the lesson and new learning between the coach and teacher. The core of the new learning for the less experienced teacher occurs during the reflection phase of the coaching model (Snyder, Best, Griffith and Nelson, 2011). The coaching model

provides the opportunity for teachers to increase their knowledge of content, pedagogy and content pedagogy (Mouza, 2006) at the same time.

Using the research as a framework for creating professional development opportunities for teachers, a number of professional development events will be offered for 1:1 and non 1:1 teachers during the 2014 summer and the 2014-2015 school year. Below is a chart of the proposed summer offerings:

Summer 2014 Offerings

Integration of STEM using the 3D Printer	<p>Teachers will:</p> <ul style="list-style-type: none"> • Create designs using a 3D printing program • Transfer and print their designs • Identify ways that 3D printing can be integrated into their current and future curriculum.
Blended Learning and iPads: Facilitate Personalized Learning Experiences	<ul style="list-style-type: none"> • Teachers will engage with Haiku Learning from a student's perspective and participate in a blended learning lesson. • Teachers will explore blended learning philosophies and discuss how to implement online media and content into their curriculum that caters to student choice in creative mediums. • Teachers will compile resources and construct a unit of study in their own Haiku site.
Redesigning the Science Classroom with Metacognition & App-Smashing	<ul style="list-style-type: none"> • Teachers will participate in a hands-on science activity that utilizes the iPad as the learning facilitation device. • Teachers will use a variety of iPad apps to demonstrate metacognition, analyze results, create multimedia, and report findings from their scientific analysis. • Teachers will explore their curriculum and integrate digital tools into existing labs and activities.
Digital Storytelling and the Common Core: A Cross-Curricular Workshop	<ul style="list-style-type: none"> • Teachers will participate in a hands-on, curriculum-aligned activity that utilizes the iPad as the learning facilitation device. • Teachers will use a variety of iPad apps, such as iMovie, Explain Everything, and Book Creator to create digital stories that demonstrate learning and support metacognition. • Teachers will explore their curriculum and integrate digital tools and storytelling opportunities into existing units of study, projects and activities.
How to support “during reading” strategies using the subtext app	<ul style="list-style-type: none"> • Teachers will participate in a hands-on, curriculum-aligned activity that utilizes the iPad and Subtext app as the learning facilitation tools. • Teachers will explore how Subtext and “social reading” help students reach deeper reading comprehension in a collaborative environment. • Teachers will explore their curriculum and integrate Subtext into existing units of study, projects and activities.
#Engage103 Sandbox:	<ul style="list-style-type: none"> • Teachers will complete guided-practice, create and share with

Explore, Share and Create with Your Students' Apps	<p>the District 103 core iPad apps.</p> <ul style="list-style-type: none"> • Teachers will collaborate with teachers and technology coaches to determine how best to integrate these apps into their curriculums and support student achievement.
Haiku Learning: Build Your Collaborative and Individualized Online Classroom	<ul style="list-style-type: none"> • Teachers will participate in a hands-on, curriculum-aligned activity that utilizes the iPad as the learning facilitation device. • Teachers will use a variety of iPad apps, such as iMovie, Explain Everything, and Book Creator to create digital stories that demonstrate learning and support metacognition. • Teachers will explore their curriculum and integrate digital tools and storytelling opportunities into existing units of study, projects and activities. • Teachers will produce and share content within Jimmy/Justine's Haiku page (a variety of apps will be utilized) and share multimedia using AirPlay. Teachers will also analyze curriculum and embed digital tools into units of study, projects and activities.
Connected Learning Part One: Gonna Get Yourself Connected! (Grades K-8)	<p>This workshop will take you through the basics of how Twitter and Skype in Education work and how educators can leverage their classroom and professional potential. This workshop is designed for teachers who are new to using these tools at school and for professional growth. Participants will:</p> <ul style="list-style-type: none"> • learn how to use Skype and Twitter confidently and effectively • learn how to use Twitter to develop, learn from, and contribute to a personal learning network (PLN) • participate in a Twitter hashtag chat • explore additional web tools and apps that can enhance the development of a PLN and globally connected classroom
Connected Learning Part Two: Creating a Global Classroom (Curriculum Connections for Grades K-4)	<p>Participants will work together to engage, inspire, and learn with Twitter, Skype and more. (A good understanding of Twitter, Skype in Education, and blogging is required for this workshop.)</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn how to use these tools to flatten the walls of your classroom by making local and global connections • work together to find natural connections with your grade level curriculum and explore how these tools can help you implement Common Core State Standards for today's learners • develop a plan to help you foster a globally connected classroom during the upcoming school year
Connected Learning Part Two: Creating a Global Classroom (Curriculum Connections for Grades 5-8)	<p>Participants will work together to engage, inspire, and learn with Twitter, Skype and more. (A good understanding of Twitter, Skype in Education, and blogging is required for this workshop.)</p> <p>You will:</p> <ul style="list-style-type: none"> • learn how to use these tools to flatten the walls of your classroom by making local and global connections • work together to find natural connections with your grade level curriculum and explore how these tools can help you implement

	<p>Common Core State Standards for today's learners</p> <ul style="list-style-type: none"> • develop a plan to help you foster a globally connected classroom during the upcoming school year
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In addition to the workshop offerings, technology coaches and committee members will attend curriculum writing workshops. The purpose of their presence is to integrate technology tools at the start of the curriculum writing and revision process, so that technology tools are not viewed as an add on, but rather as a new standard of practice. Teachers who are in a 1:1 environment during the 2014-2015 school year will attend two days of training. The first day of this training will focus on “the basics” of the 1:1 environment, and the second day will be a curriculum writing day.

In order to meet the requirements of timeliness and consistency, professional development activities will continue once the school year begins. The keynote speaker on the opening day for staff will focus his presentation on the vision of 1:1 learning environments. Teachers who are in 1:1 classrooms will meet throughout the year by grade level with administrators and technology coaches for grade level meetings and use professional development days to plan technology integration activities. Teachers who are not in a 1:1 environment will observe specific aspects of the 1:1 classrooms and have collaborative discussions after the observations at grade level meetings.

Based on the effectiveness of the professional development offerings for the summer of 2014 and the 2014-2015 school year, a phase II professional development plan will be created in the spring of 2015.

Teacher support is a high priority, and managing the change of the teaching landscape is something our principals, other administrators, and leading teachers will help provide. We will have teachers who are leading the way, including teachers who are implementing 1:1 and other staff members who will function as change agents, helping colleagues utilize technological tools to become more comfortable with a different instructional workflow model. Our lead change agents in each building will be our instructional technology coaches and our principals. These individuals, along with the assistant superintendent of curriculum and instruction and the director of technology, will help manage the change through support structures, such as designated meeting times, professional development offerings, and important times to share meaningful conversations.

Complementary Pedagogical Tools

Haiku, our learning management system (LMS), will help facilitate student-teacher, student-student, and teacher-teacher collaboration. Haiku helps teachers stay

organized and share content. Haiku is integrated with Google Apps and has an iPad app.

Haiku Learning revolves around teacher content. Teachers can create classroom pages, add and organize content blocks, change layouts, and publish whenever they are ready. Teachers can embed content from YouTube, Google Docs, Maps, Skype and dozens of other third-party services or create their own from scratch. Resource sharing in Haiku allows teachers to share their classes, pages, and content blocks with any other Haiku user--and use content in their own class created by other teachers. (www.haikulearning.com)

Several teachers participated in a Haiku workshop at a local conference this year, and we will offer Haiku workshops this summer. Additionally, we will integrate the use of Haiku for teachers (whether or not they are part of a 1:1 classroom) in curriculum-based workshops this summer. Thus, teachers will be using Haiku as a student would use it.

Digital Citizenship (students, teachers, and parents)

Digital citizenship encompasses several key areas that we encounter everyday in our lives as we engage and communicate with web-enabled devices. Areas in which we need to help empower teachers to teach their students include: Internet safety, online privacy, appropriate communication, cyberbullying, information literacy, copyright, and digital footprint. With so many students using devices, such as iPads, in and out of school, it is important we address digital citizenship in a proactive manner. We plan to develop a concrete program that is ready for the 2014-15 school year. Our tentative plan includes the following:

- Explicit instruction of digital citizenship concepts by way of introducing the technology available in each building. These instructional units will be delivered by the instructional technology coaches with support from the technical support personnel and classroom teacher. This instruction will begin at the beginning of the school year.
- Consistent language will be posted in all classrooms.
- Working closely with the SEL committee(s).
- Librarians' lessons are an integrated part of digital citizenship.
- Digital citizenship instruction in Health, Grades 5-8.
- Use Common Sense Media scope & sequence and lesson resources
- Use resources from Brainpop (grades 3-6 especially)
- Pursue Common Sense Media Certified Educator status for instructional technology coaches and other interested teachers.
 - Build-in Common Sense Media Certified video into 1:1 workshops this summer for phase I teachers.

- Communicate to parents what students are learning regarding digital citizenship, including Common Sense Media Certified teachers and resources.
- Continue to develop the 1:1 Teaching and Learning Resource webpage, which will provide resources to help parents create and maintain a healthy digital culture at home.

The instructional technology coaches, assistant superintendent for curriculum and instruction, and the director of technology will be meeting two more times this year to facilitate the development of the digital citizenship program. The program will integrate, at times, with the social-emotional learning initiatives taking place next year.

Measurements

In an era of accountability for results, it is important to monitor any new program's progress to evaluate outcomes. Frequent monitoring of the effectiveness of the 1:1 initiative will be imperative to the success of the program. Careful monitoring and evaluation of the initial implementation is essential, since the end goal is to replicate the successes in future years. This is consistent with the adoption of any new math, English Language Arts, or other curricular or programmatic change. Both qualitative and quantitative measures are needed to determine success.

The goals of the program evaluation are:

- Provide a structured method of annually evaluating the effectiveness and quality of specified programs using teacher and student data
- Promote the identification of recommended strategies for improving specified programs and students' performance

The program evaluation plan includes the following:

- Technology integration snapshot surveys to assess student engagement
- Classroom observations
- Student and parent surveys
- Student achievement and growth data reviews to assess trends in subject specific scores

Essential Procedures & Policies

As we update and create new informational documents, policies and procedures, we will be gathering parent input. This has been mentioned by a few schools that have implemented 1:1 as an important aspect of continuous improvement. An FAQ document created earlier this year is included as an appendix to this report. We have also included a *Pilot Device Use Expectations* agreement in the appendices; this agreement form was also used this school year.

Through our research of other schools in a 1:1 environment, along with our experiences from our own pilots this year, we have identified some areas to emphasize in establishing procedures: camera use; device use during lunch and recess; parameters for indoor recess; basic classroom management strategies, such as “Apples Up” (where iPads are turned screen down, so the Apple icon is visible); and specific guidelines for teachers for viewing content on student-owned iPads.

Onsite Service Structures

Each school has an onsite service structure that has functioned this school year for the pilot programs. If devices are broken or damaged, the device is brought to the technology support person for that building. Tech support personnel inspect and arrange for repairs, as necessary. Students who bring in a damaged iPad will be provided with a temporary replacement, while the damaged device is repaired. Family-owned iPad repair will be the responsibility of the student and family.

The management of each device on the software side will be completed via a well-known MDM (mobile device management) software package known as Casper. This device management system will enable the District to install profiles on each iPad, so that we can easily push apps needed for teaching and learning.

Recommendation

It is the recommendation of the district that we move forward with the phase 1 implementation for the 1:1 initiative for the 2014-2015 school year. It is the recommendation that the Board consider this recommendation and take action at the Regular Meeting on May 20, 2014.

Appendices



Lincolnshire-Prairie View School District 103 **Frequently Asked Questions** (updated 4/2014)

Q: What if the device breaks?

A district operated insurance program of \$25 per student will cover the cost for repairable devices. Families will only be held accountable for damage “beyond repair” or for loss of the device.

Q. What if the device is lost or stolen?

If the iPad is lost, families are responsible for replacing the iPad. In the case of theft, the district will require a police report. Once the report has been shared with the district, the district insurance will cover the cost, and we will replace the iPad at no charge to the families. Parents may also choose to carry their own personal insurance to protect the device in the event of theft or loss. Please consult with your insurance agent for details about your personal coverage of the device.

Q: Will my child be allowed to bring the device home?

Yes, your child can bring the device home as soon as a parent has signed the Google Apps/Apple ID Permission Form and the Pilot Device Use Expectations Form and has returned the signed forms to the school.

Q: Can we install our own stuff (e.g., applications, apps, videos, music, etc.) on the device?

Yes, these can be installed as long as there is space on the device to do so after teacher-required apps are installed. However, teachers may have specific apps they do not want installed (and such apps cannot be installed). If there comes a time when an app for school is required and there is not enough available space on the device, then personal app(s) will need to be removed. [Additionally, there will be **no** content with a rating of R (movies), MA (television), EXPLICIT (audio content), or 17+ (apps).] We recommend purchasing iTunes gift cards, which are available at many stores including

Walgreens, grocery stores, and Best Buy. Google Play gift cards are also available at play.google.com.

Q: What about filtering of websites?

District 103 schools have filters for the devices when used on our school computers. It is the parents' responsibility to supervise Internet browsing when the device is used away from school. There are many programs available for filtering unwanted websites. Some wireless routers also now come with this software. *OpenDNS* is a program that has a free version we recommended.

Q: What if we don't have a Wi-Fi wireless network at home?

The Vernon Area Public Library provides free Wi-Fi: <http://www.vapld.info/services/computer-services>. Also, area businesses, such as McDonald's, Panera, Starbucks, etc. often provide free Wi-Fi. Additionally, Daniel Wright students may stay for PASS, our after school program, or come to early morning study hall and use the wireless network.

Q: How do I clean the device?

The device can be cleaned with a soft, lint-free cloth. Please avoid getting moisture in any of the openings. Do **not** use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the device. Chromebooks and iPads do not respond well to liquids, so please avoid applying liquids or sprays to the devices.

Q. Can I buy my own iPad case?

Yes, you can use your own provided that your new case "protects corners". You are then responsible for turning in your district-provided case to the teacher.

Q. Will the district be providing wireless mice, iPad keyboards or styluses?

No. These and other accessories may be purchased by the family.

Q. What happens to the device at the end of the school year?

Your child will return his/her device to the D103 Tech Department. Your child will receive a device for use the following school year.



Lincolnshire-Prairie View School District 103 **iPad Device Use Expectations (Draft)**

- Students will bring a fully-charged device to school each day.
- Students will not take and use other students' devices unless directed by a teacher.
- The device will be used only by the assigned student.
- Students will not place decorations (e.g. stickers, markings, etc.) on iPads or any covers owned and rented by District 103.
- iPads must stay in a protective case AT ALL TIMES, whether at home or at school.
- Personal content on District 103 devices must fall under the following guidelines: **no** content with a rating of R (movies), MA (television), EXPLICIT (audio content), or 17+ (apps).
- Students notify their teacher of a missing or damaged device as soon as possible.
- Students will not password protect their iPad.
- Students will agree to be responsible for the proper care and educational use of any devices rented to them from District 103.
- Students will not leave their device unattended.
- Parents will take responsibility for Internet use at home.
- Parents will encourage their children to be responsible users and caretakers of their iPad.

My student, _____, and I understand the expectations and agree to abide by them.

Student's Signature

Parent/Guardian's Signature

Date: _____

School: _____ Grade: _____



Lincolnshire-Prairie View School District 103

1:1 Teaching and Learning Program

Financial Analysis

Net Cost Summary

Scenarios w/ Addt'l Staff

	2015	2016	2017	2018	2019	Totals
10% BYOD Full K-2; \$50 Fee	352,252.99	378,306.51	351,543.38	387,830.54	384,283.34	1,854,216.76
10% BYOD Full K-2; \$100 Fee	327,742.99	314,134.01	281,148.38	316,723.04	313,080.84	1,552,829.26
25% BYOD Full K-2; \$50 Fee	341,713.34	350,993.41	321,212.39	353,476.55	347,499.35	1,714,895.05
25% BYOD Full K-2; \$100 Fee	321,478.34	297,935.91	263,214.89	294,766.55	288,694.35	1,466,090.05
50% BYOD Full K-2; \$50 Fee	324,147.26	305,471.59	270,660.75	296,219.91	286,192.70	1,482,692.20
50% BYOD Full K-2; \$100 Fee	311,037.26	270,939.09	233,325.75	258,172.41	248,050.20	1,321,524.70
10% BYOD No K-2; \$50 Fee	352,252.99	323,722.30	311,026.60	349,233.26	332,591.06	1,668,826.22
10% BYOD No K-2; \$100 Fee	327,742.99	273,467.30	260,534.10	298,075.76	281,338.56	1,441,158.72
25% BYOD No K-2; \$50 Fee	341,713.34	302,733.00	290,127.30	324,283.96	307,641.76	1,566,499.36
25% BYOD No K-2; \$100 Fee	321,478.34	261,028.00	248,184.80	281,676.46	264,939.26	1,377,306.86
50% BYOD No K-2; \$50 Fee	324,147.26	267,750.83	255,295.13	282,701.79	266,059.59	1,395,954.59
50% BYOD No K-2; \$100 Fee	311,037.26	240,295.83	227,602.63	254,344.29	237,607.09	1,270,887.09

Scenarios w/o Addt'l Staff

	2015	2016	2017	2018	2019	Totals
10% BYOD Full K-2; \$50 Fee	352,252.99	320,038.51	291,068.68	325,018.97	318,993.98	1,607,373.14
10% BYOD Full K-2; \$100 Fee	327,742.99	255,866.01	220,673.68	253,911.47	247,791.48	1,305,985.64
25% BYOD Full K-2; \$50 Fee	341,713.34	292,725.41	260,737.69	290,664.99	282,209.99	1,468,051.43
25% BYOD Full K-2; \$100 Fee	321,478.34	239,667.91	202,740.19	231,954.99	223,404.99	1,219,246.43
50% BYOD Full K-2; \$50 Fee	324,147.26	247,203.59	210,186.05	233,408.34	220,903.35	1,235,848.58
50% BYOD Full K-2; \$100 Fee	311,037.26	212,671.09	172,851.05	195,360.84	182,760.85	1,074,681.08
10% BYOD No K-2; \$50 Fee	352,252.99	265,454.30	250,551.90	286,421.70	267,301.70	1,421,982.60
10% BYOD No K-2; \$100 Fee	327,742.99	215,199.30	200,059.40	235,264.20	216,049.20	1,194,315.10
25% BYOD No K-2; \$50 Fee	341,713.34	244,465.00	229,652.60	261,472.39	242,352.40	1,319,655.74
25% BYOD No K-2; \$100 Fee	321,478.34	202,760.00	187,710.10	218,864.89	199,649.90	1,130,463.24
50% BYOD No K-2; \$50 Fee	324,147.26	209,482.83	194,820.43	219,890.22	200,770.23	1,149,110.97
50% BYOD No K-2; \$100 Fee	311,037.26	182,027.83	167,127.93	191,532.72	172,317.73	1,024,043.47

Net Cost Scenarios w/ Addt'l Staff

10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	442,479.01	421,938.38	458,938.04	455,485.84	2,155,604.26
\$50 Fee	24,510.00	64,172.50	70,395.00	71,107.50	71,202.50	301,387.50
Net Cost	352,252.99	378,306.51	351,543.38	387,830.54	384,283.34	1,854,216.76
10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	442,479.01	421,938.38	458,938.04	455,485.84	2,155,604.26
\$100 Fee	49,020.00	128,345.00	140,790.00	142,215.00	142,405.00	602,775.00
Net Cost	327,742.99	314,134.01	281,148.38	316,723.04	313,080.84	1,552,829.26
25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	404,050.91	379,209.89	412,186.55	406,304.35	1,963,700.05
\$50 Fee	20,235.00	53,057.50	57,997.50	58,710.00	58,805.00	248,805.00
Net Cost	341,713.34	350,993.41	321,212.39	353,476.55	347,499.35	1,714,895.05
25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	404,050.91	379,209.89	412,186.55	406,304.35	1,963,700.05
\$100 Fee	40,470.00	106,115.00	115,995.00	117,420.00	117,610.00	497,610.00
Net Cost	321,478.34	297,935.91	263,214.89	294,766.55	288,694.35	1,466,090.05
50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	340,004.09	307,995.75	334,267.41	324,335.20	1,643,859.70
\$50 Fee	13,110.00	34,532.50	37,335.00	38,047.50	38,142.50	161,167.50
Net Cost	324,147.26	305,471.59	270,660.75	296,219.91	286,192.70	1,482,692.20
50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	340,004.09	307,995.75	334,267.41	324,335.20	1,643,859.70
\$100 Fee	26,220.00	69,065.00	74,670.00	76,095.00	76,285.00	322,335.00
Net Cost	311,037.26	270,939.09	233,325.75	258,172.41	248,050.20	1,321,524.70
10% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	373,977.30	361,519.10	400,390.76	383,843.56	1,896,493.72
\$50 Fee	24,510.00	50,255.00	50,492.50	51,157.50	51,252.50	227,667.50
Net Cost	352,252.99	323,722.30	311,026.60	349,233.26	332,591.06	1,668,826.22
10% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	373,977.30	361,519.10	400,390.76	383,843.56	1,896,493.72
\$100 Fee	49,020.00	100,510.00	100,985.00	102,315.00	102,505.00	455,335.00
Net Cost	327,742.99	273,467.30	260,534.10	298,075.76	281,338.56	1,441,158.72
25% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	344,438.00	332,069.80	366,891.46	350,344.26	1,755,691.86
\$50 Fee	20,235.00	41,705.00	41,942.50	42,607.50	42,702.50	189,192.50
Net Cost	341,713.34	302,733.00	290,127.30	324,283.96	307,641.76	1,566,499.36
25% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	344,438.00	332,069.80	366,891.46	350,344.26	1,755,691.86
\$100 Fee	40,470.00	83,410.00	83,885.00	85,215.00	85,405.00	378,385.00
Net Cost	321,478.34	261,028.00	248,184.80	281,676.46	264,939.26	1,377,306.86
50% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	295,205.83	282,987.63	311,059.29	294,512.09	1,521,022.09
\$50 Fee	13,110.00	27,455.00	27,692.50	28,357.50	28,452.50	125,067.50
Net Cost	324,147.26	267,750.83	255,295.13	282,701.79	266,059.59	1,395,954.59
50% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	295,205.83	282,987.63	311,059.29	294,512.09	1,521,022.09
\$100 Fee	26,220.00	54,910.00	55,385.00	56,715.00	56,905.00	250,135.00
Net Cost	311,037.26	240,295.83	227,602.63	254,344.29	237,607.09	1,270,887.09

Net Cost Scenarios w/o Addt'l Staff

10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	384,211.01	361,463.68	396,126.47	390,196.48	1,908,760.64
\$50 Fee	24,510.00	64,172.50	70,395.00	71,107.50	71,202.50	301,387.50
Net Cost	352,252.99	320,038.51	291,068.68	325,018.97	318,993.98	1,607,373.14
10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	384,211.01	361,463.68	396,126.47	390,196.48	1,908,760.64
\$100 Fee	49,020.00	128,345.00	140,790.00	142,215.00	142,405.00	602,775.00
Net Cost	327,742.99	255,866.01	220,673.68	253,911.47	247,791.48	1,305,985.64
25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	345,782.91	318,735.19	349,374.99	341,014.99	1,716,856.43
\$50 Fee	20,235.00	53,057.50	57,997.50	58,710.00	58,805.00	248,805.00
Net Cost	341,713.34	292,725.41	260,737.69	290,664.99	282,209.99	1,468,051.43
25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	345,782.91	318,735.19	349,374.99	341,014.99	1,716,856.43
\$100 Fee	40,470.00	106,115.00	115,995.00	117,420.00	117,610.00	497,610.00
Net Cost	321,478.34	239,667.91	202,740.19	231,954.99	223,404.99	1,219,246.43
50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	281,736.09	247,521.05	271,455.84	259,045.85	1,397,016.08
\$50 Fee	13,110.00	34,532.50	37,335.00	38,047.50	38,142.50	161,167.50
Net Cost	324,147.26	247,203.59	210,186.05	233,408.34	220,903.35	1,235,848.58
50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	281,736.09	247,521.05	271,455.84	259,045.85	1,397,016.08
\$100 Fee	26,220.00	69,065.00	74,670.00	76,095.00	76,285.00	322,335.00
Net Cost	311,037.26	212,671.09	172,851.05	195,360.84	182,760.85	1,074,681.08
10% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	315,709.30	301,044.40	337,579.20	318,554.20	1,649,650.10
\$50 Fee	24,510.00	50,255.00	50,492.50	51,157.50	51,252.50	227,667.50
Net Cost	352,252.99	265,454.30	250,551.90	286,421.70	267,301.70	1,421,982.60
10% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	376,762.99	315,709.30	301,044.40	337,579.20	318,554.20	1,649,650.10
\$100 Fee	49,020.00	100,510.00	100,985.00	102,315.00	102,505.00	455,335.00
Net Cost	327,742.99	215,199.30	200,059.40	235,264.20	216,049.20	1,194,315.10
25% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	286,170.00	271,595.10	304,079.89	285,054.90	1,508,848.24
\$50 Fee	20,235.00	41,705.00	41,942.50	42,607.50	42,702.50	189,192.50
Net Cost	341,713.34	244,465.00	229,652.60	261,472.39	242,352.40	1,319,655.74
25% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	361,948.34	286,170.00	271,595.10	304,079.89	285,054.90	1,508,848.24
\$100 Fee	40,470.00	83,410.00	83,885.00	85,215.00	85,405.00	378,385.00
Net Cost	321,478.34	202,760.00	187,710.10	218,864.89	199,649.90	1,130,463.24
50% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	236,937.83	222,512.93	248,247.72	229,222.73	1,274,178.47
\$50 Fee	13,110.00	27,455.00	27,692.50	28,357.50	28,452.50	125,067.50
Net Cost	324,147.26	209,482.83	194,820.43	219,890.22	200,770.23	1,149,110.97
50% BYOD No K-2	2015	2016	2017	2018	2019	Totals
Cost	337,257.26	236,937.83	222,512.93	248,247.72	229,222.73	1,274,178.47
\$100 Fee	26,220.00	54,910.00	55,385.00	56,715.00	56,905.00	250,135.00
Net Cost	311,037.26	182,027.83	167,127.93	191,532.72	172,317.73	1,024,043.47

Cost Summary

Scenarios w/ Addt'l Staff

	2015	2016	2017	2018	2019	Total
10% BYOD; Full K-2 Implementation	376,762.99	442,479.01	421,938.38	458,938.04	455,485.84	2,155,604.26
25% BYOD; Full K-2 Implementation	361,948.34	404,050.91	379,209.89	412,186.55	406,304.35	1,963,700.05
50% BYOD; Full K-2 Implementation	337,257.26	340,004.09	307,995.75	334,267.41	324,335.20	1,643,859.70
10% BYOD; No Full K-2 Implementation	376,762.99	373,977.30	361,519.10	400,390.76	383,843.56	1,896,493.72
25% BYOD; No Full K-2 Implementation	361,948.34	344,438.00	332,069.80	366,891.46	350,344.26	1,755,691.86
50% BYOD; No Full K-2 Implementation	337,257.26	295,205.83	282,987.63	311,059.29	294,512.09	1,521,022.09

Scenarios w/o Addt'l Staff

	2015	2016	2017	2018	2019	Total
10% BYOD; Full K-2 Implementation	376,762.99	384,211.01	361,463.68	396,126.47	390,196.48	1,908,760.64
25% BYOD; Full K-2 Implementation	361,948.34	345,782.91	318,735.19	349,374.99	341,014.99	1,716,856.43
50% BYOD; Full K-2 Implementation	337,257.26	281,736.09	247,521.05	271,455.84	259,045.85	1,397,016.08
10% BYOD; No Full K-2 Implementation	376,762.99	315,709.30	301,044.40	337,579.20	318,554.20	1,649,650.10
25% BYOD; No Full K-2 Implementation	361,948.34	286,170.00	271,595.10	304,079.89	285,054.90	1,508,848.24
50% BYOD; No Full K-2 Implementation	337,257.26	236,937.83	222,512.93	248,247.72	229,222.73	1,274,178.47

Scenario Costs w/ Addt'l Staff

10% BYOD No K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	127,613.64	189,457.18	226,759.63	234,939.99	234,939.99	1,013,710.43
Cases	37,740.00	19,650.00	10,260.00	37,350.00	17,010.00	122,010.00
Apps	15,216.00	19,452.00	18,672.00	18,672.00	18,672.00	90,684.00
MDM (Casper)	8,726.00	11,197.00	10,742.00	10,742.00	10,742.00	52,149.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff		58,268.00	60,474.70	62,811.57	65,289.36	246,843.62
Subtotal	376,762.99	373,977.30	361,519.10	400,390.76	383,843.56	1,896,493.72
25% BYOD No K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	112,888.99	160,007.88	197,310.33	205,490.69	205,490.69	881,188.57
Cases	37,650.00	19,560.00	10,260.00	33,300.00	12,960.00	113,730.00
Apps	15,216.00	19,452.00	18,672.00	18,672.00	18,672.00	90,684.00
MDM (Casper)	8,726.00	11,197.00	10,742.00	10,742.00	10,742.00	52,149.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff		58,268.00	60,474.70	62,811.57	65,289.36	246,843.62
Subtotal	361,948.34	344,438.00	332,069.80	366,891.46	350,344.26	1,755,691.86
50% BYOD No K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	88,347.91	110,925.71	148,228.16	156,408.52	156,408.52	660,318.80
Cases	37,500.00	19,410.00	10,260.00	26,550.00	6,210.00	99,930.00
Apps	15,216.00	19,452.00	18,672.00	18,672.00	18,672.00	90,684.00
MDM (Casper)	8,726.00	11,197.00	10,742.00	10,742.00	10,742.00	52,149.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff		58,268.00	60,474.70	62,811.57	65,289.36	246,843.62
Subtotal	337,257.26	295,205.83	282,987.63	311,059.29	294,512.09	1,521,022.09

Scenario Costs w/ Addt'l Staff (cont.)

10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	127,613.64	237,066.88	278,295.91	286,476.27	286,476.27	1,215,928.97
Cases	37,740.00	34,329.00	12,132.00	37,350.00	30,105.00	151,656.00
Apps	15,216.00	23,376.00	23,100.00	23,100.00	23,100.00	107,892.00
MDM (Casper)	8,726.00	13,486.00	13,325.00	13,325.00	13,325.00	62,187.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff		58,268.00	60,474.70	62,811.57	65,289.36	246,843.62
Subtotal	376,762.99	442,479.01	421,938.38	458,938.04	455,485.84	2,155,604.26
25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	112,888.99	198,782.79	235,594.42	243,774.78	243,774.78	1,034,815.76
Cases	37,650.00	34,185.00	12,105.00	33,300.00	23,625.00	140,865.00
Apps	15,216.00	23,376.00	23,100.00	23,100.00	23,100.00	107,892.00
MDM (Casper)	8,726.00	13,486.00	13,325.00	13,325.00	13,325.00	62,187.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff		58,268.00	60,474.70	62,811.57	65,289.36	246,843.62
Subtotal	361,948.34	404,050.91	379,209.89	412,186.55	406,304.35	1,963,700.05
50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	88,347.91	134,975.97	164,425.27	172,605.63	172,605.63	732,960.41
Cases	37,500.00	33,945.00	12,060.00	26,550.00	12,825.00	122,880.00
Apps	15,216.00	23,376.00	23,100.00	23,100.00	23,100.00	107,892.00
MDM (Casper)	8,726.00	13,486.00	13,325.00	13,325.00	13,325.00	62,187.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff		58,268.00	60,474.70	62,811.57	65,289.36	246,843.62
Subtotal	337,257.26	340,004.09	307,995.75	334,267.41	324,335.20	1,643,859.70

Scenario Costs w/o Addt'l Staff

	2015	2016	2017	2018	2019	Totals
10% BYOD No 1-2						
iPad Lease costs	127,613.64	189,457.18	226,759.63	234,939.99	234,939.99	1,013,710.43
Cases	37,740.00	19,650.00	10,260.00	37,350.00	17,010.00	122,010.00
Apps	15,216.00	19,452.00	18,672.00	18,672.00	18,672.00	90,684.00
MDM (Casper)	8,726.00	11,197.00	10,742.00	10,742.00	10,742.00	52,149.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff						-
Subtotal	376,762.99	315,709.30	301,044.40	337,579.20	318,554.20	1,649,650.10
25% BYOD No K-2						
iPad Lease costs	112,888.99	160,007.88	197,310.33	205,490.69	205,490.69	881,188.57
Cases	37,650.00	19,560.00	10,260.00	33,300.00	12,960.00	113,730.00
Apps	15,216.00	19,452.00	18,672.00	18,672.00	18,672.00	90,684.00
MDM (Casper)	8,726.00	11,197.00	10,742.00	10,742.00	10,742.00	52,149.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff						-
Subtotal	361,948.34	286,170.00	271,595.10	304,079.89	285,054.90	1,508,848.24
50% BYOD No K-2						
iPad Lease costs	88,347.91	110,925.71	148,228.16	156,408.52	156,408.52	660,318.80
Cases	37,500.00	19,410.00	10,260.00	26,550.00	6,210.00	99,930.00
Apps	15,216.00	19,452.00	18,672.00	18,672.00	18,672.00	90,684.00
MDM (Casper)	8,726.00	11,197.00	10,742.00	10,742.00	10,742.00	52,149.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff						-
Subtotal	337,257.26	236,937.83	222,512.93	248,247.72	229,222.73	1,274,178.47

Scenario Costs w/o Addt'l Staff (cont.)

10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	127,613.64	237,066.88	278,295.91	286,476.27	286,476.27	1,215,928.97
Cases	37,740.00	34,329.00	12,132.00	37,350.00	30,105.00	151,656.00
Apps	15,216.00	23,376.00	23,100.00	23,100.00	23,100.00	107,892.00
MDM (Casper)	8,726.00	13,486.00	13,325.00	13,325.00	13,325.00	62,187.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff						-
Subtotal	376,762.99	384,211.01	361,463.68	396,126.47	390,196.48	1,908,760.64
25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	112,888.99	198,782.79	235,594.42	243,774.78	243,774.78	1,034,815.76
Cases	37,650.00	34,185.00	12,105.00	33,300.00	23,625.00	140,865.00
Apps	15,216.00	23,376.00	23,100.00	23,100.00	23,100.00	107,892.00
MDM (Casper)	8,726.00	13,486.00	13,325.00	13,325.00	13,325.00	62,187.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff						-
Subtotal	361,948.34	345,782.91	318,735.19	349,374.99	341,014.99	1,716,856.43
50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
iPad Lease costs	88,347.91	134,975.97	164,425.27	172,605.63	172,605.63	732,960.41
Cases	37,500.00	33,945.00	12,060.00	26,550.00	12,825.00	122,880.00
Apps	15,216.00	23,376.00	23,100.00	23,100.00	23,100.00	107,892.00
MDM (Casper)	8,726.00	13,486.00	13,325.00	13,325.00	13,325.00	62,187.00
Infrastructure	184,467.35	72,953.12	31,610.77	32,875.21	34,190.21	356,096.67
Internet Data Increase	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
Professional Development						-
Additional Staff						-
Subtotal	337,257.26	281,736.09	247,521.05	271,455.84	259,045.85	1,397,016.08

Fee Projections

10% BYOD No K-2	2015	2016	2017	2018	2019	Totals
\$50 Fee	25,800.00	52,900.00	53,150.00	53,850.00	53,950.00	239,650.00
95% Collection Rate	24,510.00	50,255.00	50,492.50	51,157.50	51,252.50	227,667.50
\$100 Fee	51,600.00	105,800.00	106,300.00	107,700.00	107,900.00	479,300.00
95% Collection Rate	49,020.00	100,510.00	100,985.00	102,315.00	102,505.00	455,335.00

25% BYOD No K-2	2015	2016	2017	2018	2019	Totals
\$50 Fee	21,300.00	43,900.00	44,150.00	44,850.00	44,950.00	199,150.00
95% Collection Rate	20,235.00	41,705.00	41,942.50	42,607.50	42,702.50	189,192.50
\$100 Fee	42,600.00	87,800.00	88,300.00	89,700.00	89,900.00	398,300.00
95% Collection Rate	40,470.00	83,410.00	83,885.00	85,215.00	85,405.00	378,385.00

50% BYOD No K-2	2015	2016	2017	2018	2019	Totals
\$50 Fee	13,800.00	28,900.00	29,150.00	29,850.00	29,950.00	131,650.00
95% Collection Rate	13,110.00	27,455.00	27,692.50	28,357.50	28,452.50	125,067.50
\$100 Fee	27,600.00	57,800.00	58,300.00	59,700.00	59,900.00	263,300.00
95% Collection Rate	26,220.00	54,910.00	55,385.00	56,715.00	56,905.00	250,135.00

10% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
\$50 Fee	25,800.00	67,550.00	74,100.00	74,850.00	74,950.00	317,250.00
95% Collection Rate	24,510.00	64,172.50	70,395.00	71,107.50	71,202.50	301,387.50
\$100 Fee	51,600.00	135,100.00	148,200.00	149,700.00	149,900.00	634,500.00
95% Collection Rate	49,020.00	128,345.00	140,790.00	142,215.00	142,405.00	602,775.00

25% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
\$50 Fee	21,300.00	55,850.00	61,050.00	61,800.00	61,900.00	261,900.00
95% Collection Rate	20,235.00	53,057.50	57,997.50	58,710.00	58,805.00	248,805.00
\$100 Fee	42,600.00	111,700.00	122,100.00	123,600.00	123,800.00	523,800.00
95% Collection Rate	40,470.00	106,115.00	115,995.00	117,420.00	117,610.00	497,610.00

50% BYOD Full K-2	2015	2016	2017	2018	2019	Totals
\$50 Fee	13,800.00	36,350.00	39,300.00	40,050.00	40,150.00	169,650.00
95% Collection Rate	13,110.00	34,532.50	37,335.00	38,047.50	38,142.50	161,167.50
\$100 Fee	27,600.00	72,700.00	78,600.00	80,100.00	80,300.00	339,300.00
95% Collection Rate	26,220.00	69,065.00	74,670.00	76,095.00	76,285.00	322,335.00

iPad Replacement Schedule

10% BYOD No K-2

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Most existing iPads	293	293	293					
2nd grade iPad minis	50	50						
3rd grade iPads	35	35						
50 iPads end of FY14		50	50	50				
Phase 1 w/BYOD		780	780	780				
Phase 2 w/BYOD			378	378	378			
REPLACE "Most ext. iPads"				228	228	228		
REPLACE Phase 1 iPads (+50)					830	830	830	
REPLACE Phase 2 iPads						378	378	378
Subtotal	378	1208	1501	1436	1436	1436		

25% BYOD No K-2

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Most existing iPads	293	293	293					
2nd grade iPad minis	50	50						
3rd grade iPads	35	35						
50 iPads end of FY14		50	50	50				
Phase 1 w/BYOD		690	690	690				
Phase 2 w/BYOD			288	288	288			
REPLACE "Most ext. iPads"				228	228	228		
REPLACE Phase 1 iPads (+50)					740	740	740	
REPLACE Phase 2 iPads						288	288	288
Subtotal	378	1118	1321	1256	1256	1256		

50% BYOD No K-2

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Most existing iPads	293	293	293					
2nd grade iPad minis	50	50						
3rd grade iPads	35	35						
50 iPads end of FY14		50	50	50				
Phase 1 w/BYOD		540	540	540				
Phase 2 w/BYOD			138	138	138			
REPLACE "Most ext. iPads"				228	228	228		
REPLACE Phase 1 iPads (+50)					590	590	590	
REPLACE Phase 2 iPads						138	138	138
Subtotal	378	968	1021	956	956	956		

10% BYOD Full K-2

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Most existing iPads	293	293	293					
2nd grade iPad minis	50	50						
3rd grade iPads	35	35						
50 iPads end of FY14		50	50	50				
Phase 1 w/BYOD		780	780	780				
Phase 2 w/BYOD			669	669	669			
REPLACE "Most ext. iPads"				252	252	252		
REPLACE Phase 1 iPads (+50)					830	830	830	
REPLACE Phase 2 iPads						669	669	669
Subtotal	378	1208	1792	1751	1751	1751		

iPad Replacement Schedule (cont.)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
25% BYOD Full K-2								
Most existing iPads	293	293	293					
2nd grade iPad minis	50	50						
3rd grade iPads	35	35						
50 iPads end of FY14		50	50	50				
Phase 1 w/BYOD		690	690	690				
Phase 2 w/BYOD			525	525	525			
REPLACE "Most ext. iPads"				225	225	225		
REPLACE Phase 1 iPads (+50)					740	740	740	
REPLACE Phase 2 iPads						525	525	525
Subtotal	378	1118	1558	1490	1490	1490		

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
50% BYOD Full K-2								
Most existing iPads	293	293	293					
2nd grade iPad minis	50	50						
3rd grade iPads	35	35						
50 iPads end of FY14		50	50	50				
Phase 1 w/BYOD		540	540	540				
Phase 2 w/BYOD			285	285	285			
REPLACE "Most ext. iPads"				180	180	180		
REPLACE Phase 1 iPads (+50)					590	590	590	
REPLACE Phase 2 iPads						285	285	285
Subtotal	378	968	1168	1055	1055	1055		

iPad Lease Costs

10% BYOD No K-2

	2015	2016	2017	2018	2019	2020	2021
Most existing iPads							
2nd grade iPad minis							
3rd grade iPads							
50 iPads end of FY14							
Phase 1 w/BYOD	127,613.64	127,613.64	127,613.64				
Phase 2 w/BYOD		61,843.53	61,843.53	61,843.53			
REPLACE "Most ext. iPads"			37,302.45	37,302.45	37,302.45		
REPLACE Phase 1 iPads (+50)				135,794.01	135,794.01	135,794.01	
REPLACE Phase 2 iPads					61,843.53	61,843.53	61,843.53
Subtotal	127,613.64	189,457.18	226,759.63	234,939.99	234,939.99		

25% BYOD No K-2

	2015	2016	2017	2018	2019	2020	2021
Most existing iPads							
2nd grade iPad minis							
3rd grade iPads							
50 iPads end of FY14							
Phase 1 w/BYOD	112,888.99	112,888.99	112,888.99				
Phase 2 w/BYOD		47,118.88	47,118.88	47,118.88			
REPLACE "Most ext. iPads"			37,302.45	37,302.45	37,302.45		
REPLACE Phase 1 iPads (+50)				121,069.35	121,069.35	121,069.35	
REPLACE Phase 2 iPads					47,118.88	47,118.88	47,118.88
Subtotal	112,888.99	160,007.88	197,310.33	205,490.69	205,490.69		

50% BYOD No K-2

	2015	2016	2017	2018	2019	2020	2021
Most existing iPads							
2nd grade iPad minis							
3rd grade iPads							
50 iPads end of FY14							
Phase 1 w/BYOD	88,347.91	88,347.91	88,347.91				
Phase 2 w/BYOD		22,577.80	22,577.80	22,577.80			
REPLACE "Most ext. iPads"			37,302.45	37,302.45	37,302.45		
REPLACE Phase 1 iPads (+50)				96,528.27	96,528.27	96,528.27	
REPLACE Phase 2 iPads					22,577.80	22,577.80	22,577.80
Subtotal	88,347.91	110,925.71	148,228.16	156,408.52	156,408.52		

10% BYOD Full K-2

	2015	2016	2017	2018	2019	2020	2021
Most existing iPads							
2nd grade iPad minis							
3rd grade iPads							
50 iPads end of FY14							
Phase 1 w/BYOD	127,613.64	127,613.64	127,613.64				
Phase 2 w/BYOD		109,453.24	109,453.24	109,453.24			
REPLACE "Most ext. iPads"			41,229.02	41,229.02	41,229.02		
REPLACE Phase 1 iPads (+50)				135,794.01	135,794.01	135,794.01	
REPLACE Phase 2 iPads					109,453.24	109,453.24	#####
Subtotal	127,613.64	237,066.88	278,295.91	286,476.27	286,476.27		

iPad Lease Costs (cont.)

25% BYOD Full K-2	2015	2016	2017	2018	2019	2020	2021
Most existing iPads							
2nd grade iPad minis							
3rd grade iPads							
50 iPads end of FY14							
Phase 1 w/BYOD	112,888.99	112,888.99	112,888.99				
Phase 2 w/BYOD		85,893.80	85,893.80	85,893.80			
REPLACE "Most ext. iPads"			36,811.63	36,811.63	36,811.63		
REPLACE Phase 1 iPads (+50)				121,069.35	121,069.35	121,069.35	
REPLACE Phase 2 iPads					85,893.80	85,893.80	85,893.80
Subtotal	112,888.99	198,782.79	235,594.42	243,774.78	243,774.78		

50% BYOD Full K-2	2015	2016	2017	2018	2019	2020	2021
Most existing iPads							
2nd grade iPad minis							
3rd grade iPads							
50 iPads end of FY14							
Phase 1 w/BYOD	88,347.91	88,347.91	88,347.91				
Phase 2 w/BYOD		46,628.06	46,628.06	46,628.06			
REPLACE "Most ext. iPads"			29,449.30	29,449.30	29,449.30		
REPLACE Phase 1 iPads (+50)				96,528.27	96,528.27	96,528.27	
REPLACE Phase 2 iPads					46,628.06	46,628.06	46,628.06
Subtotal	88,347.91	134,975.97	164,425.27	172,605.63	172,605.63		

iPad Needs Breakout

No K-2	2013-14	2014-15		
Grade	iPads	iPads	Already have/ Redistribute	Need to Acquire
K	20	40		40
1	20	80		80
2	70	120	50	70
3	40	60	60	0
4	60	200		200
5	0	200		200
6	0	200		200
7	70	70	70	0
8	0	0		0
Subtotal	280	970	180	790
Teachers	30	150	123	27
Carts	68	125	125	0
Total	378	1245	428	817
2% Contg. (no carts)		23	0	23
Total iPads		1268	428	840
BYOD 10%		60		60
District iPads		1208		780

2015-16			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	90	50	0
200	130	35	105
200	200		0
200	200		0
200	200		0
200	70		130
200	0		200
1320	970	85	435
150	150	0	0
125	125	0	0
1595	1245	85	435
26	23	0	3
1621	1268	85	438
120	60		60
1501			378

2016-17			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	200	25	25
200	200		0
200	200		0
200	200		0
200	200	70	70
200	200		0
1320	1320	95	95
150	150	73	73
60	125	125	60
1530	1595	293	228
26	26	0	0
1556	1621	293	228
120	120		0
1436			228

2017-18			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40	40	40
40	40	40	40
40	40	40	40
200	200	70	70
200	200	180	180
200	200	180	180
200	200	180	180
200	200	0	0
200	200	0	0
1320	1320	730	730
150	150	77	77
60	60	0	0
1530	1530	807	807
26	26	23	23
1556	1556	830	830
120	120		0
1436			830

2018-19			
iPads	Already have/ Redistribu te	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	200	85	85
200	200		0
200	200		0
200	200		0
200	200	110	110
200	200	180	180
1320	1320	375	375
150	150		0
60	60		0
1530	1530	375	375
26	26	3	3
1556	1556	378	378
120	120		0
1436			378

50

No K-2	2013-14	2014-15		
Grade	iPads	iPads	Already have/ Redistribute	Need to Acquire
K	20	40		40
1	20	80		80
2	70	120	50	70
3	40	60	60	0
4	60	200		200
5	0	200		200
6	0	200		200
7	70	70	70	0
8	0	0		0
Subtotal	280	970	180	790
Teachers	30	150	123	27
Carts	68	125	125	0
Total	378	1245	428	817
2% Contg. (no carts)		23	0	23
Total iPads		1268	428	840
BYOD 25%		150		150
District iPads		1118		690

2015-16			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	90	50	0
200	130	35	105
200	200		0
200	200		0
200	200		0
200	70		130
200	0		200
1320	970	85	435
150	150	0	0
125	125	0	0
1595	1245	85	435
26	23	0	3
1621	1268	85	438
300	150		150
1321			288

2016-17			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	200	25	25
200	200		0
200	200		0
200	200		0
200	200	70	70
200	200		0
1320	1320	95	95
150	150	73	73
60	125	125	60
1530	1595	293	228
26	26	0	0
1556	1621	293	228
300	300		0
1256			228

2017-18			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40	40	40
40	40	40	40
40	40	40	40
200	200	70	70
200	200	150	150
200	200	150	150
200	200	150	150
200	200	0	0
200	200	0	0
1320	1320	640	640
150	150	77	77
60	60	0	0
1530	1530	717	717
26	26	23	23
1556	1556	740	740
300	300		0
1256			740

2018-19			
iPads	Already have/ Redistribu te	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	200	55	55
200	200		0
200	200		0
200	200		0
200	200	80	80
200	200	150	150
1320	1320	285	285
150	150		0
60	60		0
1530	1530	285	285
26	26	3	3
1556	1556	288	288
300	300		0
1256			288

iPad Needs Breakout (cont.)

No K-2	2013-14		2014-15	
	iPads	iPads	Already have/ Redistribute	Need to Acquire
K	20	40		40
1	20	80		80
2	70	120	50	70
3	40	60	60	0
4	60	200		200
5	0	200		200
6	0	200		200
7	70	70	70	0
8	0	0		0
Subtotal	280	970	180	790
Teachers	30	150	123	27
Carts	68	125	125	0
Total	378	1245	428	817
2% Contg. (no carts)		23	0	23
Total iPads		1268	428	840
BYOD 50%		300		300
District iPads		968		540

2015-16			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	90	50	0
200	130	35	105
200	200		0
200	200		0
200	200		0
200	70		130
200	0		200
1320	970	85	435
150	150	0	0
125	125	0	0
1595	1245	85	435
26	23	0	3
1621	1268	85	438
600	300		300
1021			138

2016-17			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	200	25	25
200	200		0
200	200		0
200	200		0
200	200	70	70
200	200		0
1320	1320	95	95
150	150	73	73
60	125	125	60
1530	1595	293	228
26	26	0	0
1556	1621	293	228
600	600		0
956			228

2017-18			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
40	40	40	40
40	40	40	40
40	40	40	40
200	200	70	70
200	200	100	100
200	200	100	100
200	200	100	100
200	200	0	0
200	200	0	0
1320	1320	490	490
150	150	77	77
60	60	0	0
1530	1530	567	567
26	26	23	23
1556	1556	590	590
600	600		0
956			590

2018-19			
iPads	Already have/ Redistribu te	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	200	5	5
200	200		0
200	200		0
200	200		0
200	200	30	30
200	200	100	100
1320	1320	135	135
150	150		0
60	60		0
1530	1530	135	135
26	26	3	3
1556	1556	138	138
600	600		0
956			138

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Full K-2	2013-14		2014-15	
	iPads	iPads	Already have/ Redistribute	Need to Acquire
K	20	40		40
1	20	80		80
2	70	120	50	70
3	40	60	60	0
4	60	200		200
5	0	200		200
6	0	200		200
7	70	70	70	0
8	0	0		0
Subtotal	280	970	180	790
Teachers	30	150	123	27
Carts	68	125	125	0
Total	378	1245	428	817
2% Contg. (no carts)		23	0	23
Total iPads		1268	428	840
BYOD 10%		60		60
District iPads		1208		780

2015-16			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
80	40		40
180	80		100
180	120	50	110
200	60	35	175
200	200		0
200	200		0
200	200		0
200	70		130
200	0		200
1640	970	85	755
150	150	0	0
125	125	0	0
1915	1245	85	755
33	23	0	10
1948	1268	85	765
156	60		96
1792			669

2016-17			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
180	80		100
180	180		0
180	180		0
200	200	25	25
200	200		0
200	200		0
200	200		0
200	200	70	70
200	200		0
1740	1640	95	195
150	150	73	73
0	125	125	0
1890	1915	293	268
35	33	0	2
1925	1948	293	270
174	156		18
1751			252

2017-18			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
180	180	40	40
180	180	80	80
180	180	70	70
200	200		0
200	200	180	180
200	200	180	180
200	200	180	180
200	200	0	0
200	200	0	0
1740	1740	730	730
150	150	77	77
0	0	0	0
1890	1890	807	807
35	35	23	23
1925	1925	830	830
174	174		0
1751			830

2018-19			
iPads	Already have/ Redistribu te	iPads Lost due to age out	Need to Acquire
180	180	40	40
180	180	82	82
180	180	92	92
200	200	155	155
200	200		0
200	200		0
200	200		0
200	200	110	110
200	200	180	180
1740	1740	659	659
150	150		0
0	0		0
1890	1890	659	659
35	35	10	10
1925	1925	669	669
174	174		0
1751			669

iPad Needs Breakout (cont.)

Full K-2	2013-14		2014-15	
	iPads	iPads	Already have/ Redistribute	Need to Acquire
K	20	40		40
1	20	80		80
2	70	120	50	70
3	40	60	60	0
4	60	200		200
5	0	200		200
6	0	200		200
7	70	70	70	0
8	0	0		0
Subtotal	280	970	180	790
Teachers	30	150	123	27
Carts	68	125	125	0
Total	378	1245	428	817
2% Contg. (no carts)		23	0	23
Total iPads		1268	428	840
BYOD 25%		150		150
District iPads		1118		690

2015-16			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
80	40		40
180	80		100
180	120	50	110
200	60	35	175
200	200		0
200	200		0
200	200		0
200	70		130
200	0		200
1640	970	85	755
150	150	0	0
125	125	0	0
1915	1245	85	755
33	23	0	10
1948	1268	85	765
390	150		240
1558			525

2016-17			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
180	80		100
180	180		0
180	180		0
200	200	25	25
200	200		0
200	200		0
200	200		0
200	200	70	70
200	200		0
1740	1640	95	195
150	150	73	73
0	125	125	0
1890	1915	293	268
35	33	0	2
1925	1948	293	270
435	390		45
1490			225

2017-18			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
180	180	40	40
180	180	80	80
180	180	70	70
200	200		0
200	200	150	150
200	200	150	150
200	200	150	150
200	200	0	0
200	200	0	0
1740	1740	640	640
150	150	77	77
0	0	0	0
1890	1890	717	717
35	35	23	23
1925	1925	740	740
435	435		0
1490			740

2018-19			
iPads	Already have/ Redistrib ute	iPads Lost due to age out	Need to Acquire
180	180	40	40
180	180	55	55
180	180	65	65
200	200	125	125
200	200		0
200	200		0
200	200		0
200	200	80	80
200	200	150	150
1740	1740	515	515
150	150		0
0	0		0
1890	1890	515	515
35	35	10	10
1925	1925	525	525
435	435		0
1490			525

52

Full K-2	2013-14		2014-15	
	iPads	iPads	Already have/ Redistribute	Need to Acquire
K	20	40		40
1	20	80		80
2	70	120	50	70
3	40	60	60	0
4	60	200		200
5	0	200		200
6	0	200		200
7	70	70	70	0
8	0	0		0
Subtotal	280	970	180	790
Teachers	30	150	123	27
Carts	68	125	125	0
Total	378	1245	428	817
2% Contg. (no carts)		23	0	23
Total iPads		1268	428	840
BYOD 50%		300		300
District iPads		968		540

2015-16			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
80	40		40
180	80		100
180	120	50	110
200	60	35	175
200	200		0
200	200		0
200	200		0
200	70		130
200	0		200
1640	970	85	755
150	150	0	0
125	125	0	0
1915	1245	85	755
33	23	0	10
1948	1268	85	765
780	300		480
1168			285

2016-17			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
180	80		100
180	180		0
180	180		0
200	200	25	25
200	200		0
200	200		0
200	200		0
200	200	70	70
200	200		0
1740	1640	95	195
150	150	73	73
0	125	125	0
1890	1915	293	268
35	33	0	2
1925	1948	293	270
870	780		90
1055			180

2017-18			
iPads	Already have/ Redistribute	iPads Lost due to age out	Need to Acquire
180	180	40	40
180	180	80	80
180	180	70	70
200	200		0
200	200	100	100
200	200	100	100
200	200	100	100
200	200	0	0
200	200	0	0
1740	1740	490	490
150	150	77	77
0	0	0	0
1890	1890	567	567
35	35	23	23
1925	1925	590	590
870	870		0
1055			590

2018-19			
iPads	Already have/ Redistrib ute	iPads Lost due to age out	Need to Acquire
180	180	40	40
180	180	10	10
180	180	20	20
200	200	75	75
200	200		0
200	200		0
200	200		0
200	200	30	30
200	200	100	100
1740	1740	275	275
150	150		0
0	0		0
1890	1890	275	275
35	35	10	10
1925	1925	285	285
870	870		0
1055			285



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: May 1, 2014
Re: Wellness Program Draft

A draft copy of the Lincolnshire-Prairie View District 103 Wellness Program is included for your review. The Wellness Committee has met over the past 2 years to provide wellness activities for district employees, and this past year to create a more structured wellness program. A final copy of the program will be provided to the Board at the May 20, 2014 Regular Board meeting.

Lincolnshire – Prairie View School District 103
Wellness Program



LINCOLNSHIRE • PRAIRIE VIEW
SCHOOL DISTRICT 103

Wellness Program

The District 103 Wellness Committee, comprised of teachers, nurses, support personnel, administration, and representatives from Gallagher Inc., started in the fall of 2012 to promote wellness for all district employees. The committee conducted surveys, created wellness goals, sponsored activities, and provided information to staff members to help them with their wellness goals. Starting with the 2013-2014 school year, the committee focused on formalizing the program to provide a more structured approach. The committee reviewed various organizations' plans and consulted with representatives from Gallagher Inc. to create a program that is in line with high quality wellness programs in other schools and companies.

This program is provided for all our staff members to encourage wellness and support them in living a healthy lifestyle. Additionally, successful completion of this program will enable certified staff members to be reimbursed for their employee contribution of insurance premiums, starting with the 2014-2015 school year, as was negotiated in the latest Master Contract.

Wellness Goals

The wellness goals for the district were determined through a staff wellness survey conducted in 2012-2013 and the aggregate results of the wellness screening in 2012-2013 and 2013-2014. The results showed that participants would benefit from increased physical activity and information about nutrition and healthy eating. The goals of the wellness program as determined by the committee are:

1. To increase opportunities for employees to be physically active.
2. To increase opportunities for employees to learn about healthy eating.

Requirements for Successful Participation

The activity requirements for successful participation in the wellness program were based on the wellness goals stated above. Two additional activities were included as options that were deemed important to the overall health of individuals: annual flu shot and CPR certification. The requirements are broken into two series: (1) a wellness screening provided by Wellness Inc. or by an individual's private health care provider and (2) wellness activities completed by the individual participants. The specific activities are shown on the following page.

Series One (choose one)

1. Participate in the wellness screening – blood draw and survey
2. Complete an annual physical examination with your physician

Series Two (Complete 3 Events)

Activity	Documentation Requirement
Exercise 3/wk for 30 minutes for 4 Consecutive Weeks	Self reporting
Participate in an exercise class 1x/week for a minimum of 6 weeks	Instructor signature
Participate in a Run/Walk event	Registration form or results
Participate in a health related seminar	Instructor signature or certificate of completion
Participate in a self directed course through Well On Target online (provided by BlueCross/Blue Shield)	Certificate of completion
Participate in a certified weight management program (8 weeks or more)	Instructor signature
Participate in a team challenge offered by your school	Instructor or organizer signature
Annual flu shot	Doctor signature
Meet with a nutritionist to evaluate your dietary habits	Nutritionist signature
Track food intake for 4 consecutive weeks	Self reporting
Take a CPR class for certification	Certification card or certificate

Monthly Activities

The district will be sponsoring activities each month for staff members to become more active in managing their wellness. Most activities can be counted toward the wellness goals.

Month	Activities	Budget
August	DW Fitness Center Orientation (does not count toward wellness requirement)	No cost
September	Wellness Kickoff! Classes start – Session 1 of Zumba, Yoga, Weight Watchers, Walking Clubs	Employee pays for cost of classes. Walking Clubs – no cost
October	Wellness Screening CPR class	Wellness Screening cost included in insurance program. CPR class – no new money
November/December	Step Competition DW Fitness Center Orientation (does not count toward wellness requirement)	No cost
January	CPR Class Classes Start – Session 2 of Zumba, Yoga, Weight Watchers, Walking Clubs Weight loss competition	CPR classes – no new money Employee pays for cost of classes. Walking Clubs – no cost
February	Healthy Food Potluck (does not count toward wellness requirement) Nutritionist Seminar	No cost
March	CPR Class Classes Start – Session 3 of Zumba, Yoga, Walking Clubs, (Weight Watchers continues from January)	CPR classes – no new money Employee pays for cost of classes.
April	Take off Ten - Wear a Weighted 10 pound Vest for 30 minutes (does not count toward wellness requirement) Additional Activity TBD	3 Vests - \$100
May	5K Walk/Run - sign up as a team	Cost varies depending on event – employee pays

Documentation

Participants in the program will track their progress through My Learning Plan, the database the district currently uses to track professional development for staff members. Once participants receive documentation that they have completed an activity, they will upload documentation into the database showing successful completion.

Budget and costs

As noted in the table above, most of the costs associated with the program are either free, included with the insurance plan, or paid for by the employee. Some activities, such as the Daniel Wright Fitness Center Orientation, step competition, healthy food potluck, and walking clubs are provided by staff members or the Wellness Committee at no cost. The nutritionist will donate time to the district for the seminar at no cost. The staff members pay for the individual and group classes with no cost to the district. The district has provided CPR classes due to a state mandate. The budget for the classes will remain the same for the 2014-2015 school year, thus not adding any additional funds to the budget. For the 2014-2015 school year, \$5000 is budgeted for the cost of the weighted vests for the Take off 10 activity (\$100 total) and to subsidize the purchase of pedometers (300 employees x \$16.33 subsidy) as an incentive for employees to participate in the step competitions as well as helping employees monitor their own physical activity throughout the day.

Wellness Website

A wellness website is in the process of being created that will provide necessary information regarding the program, including requirements, monthly activities, necessary forms, and My Learning Plan login information.

Annual Cycle

The annual cycle for the program will run from September 1 through August 31 each year. Certified staff members must document successful completion of all activities by the August 31 deadline to be eligible for the reimbursement of the employee portion of the insurance premium.

Reimbursement Options

The district will provide two different options for employees to receive the reimbursement for their health insurance premium after successful participation in the wellness program. The first option would be to receive a check from the district for the amount of the employee portion of the insurance premium. Because the reimbursement would be considered as income, it would be taxed accordingly. The second option would be for the district to place the funds in an individual Health Reimbursement Arrangement account (HRA) where employees could use the money for qualified medical care expenses, including health insurance premiums. This account would be a separate account from a Flexible Spending Account (FSA) and has different rules that govern it. The money in an HRA would not be taxed, thus

providing a savings for employees. Staff members would be able to choose which option, cash or an HRA, would best met their needs.

Conclusion

The Lincolnshire-Prairie View School District 103 Wellness Committee has spent the past two years working with Gallagher Inc. to provide a quality program for the district staff. The committee will continue to meet throughout the 2014-2015 school year to plan activities, monitor the program, and update the plan as the wellness needs and goals of our staff evolve. The committee looks forward to the implementation of the new program and the positive effects it will have on the health and well being of the staff members of District 103.

Respectfully submitted,

The Wellness Committee members

Dena Chemers, Elizabeth Egen, Karen Flor, Cassie Horvath, Julie Kirkorsky, Lauren Lenzini, Carey Murphy, Sharyn Powell, Karen Presutti, Jill Reed, John Rueth, Joe Scarpino, Scott Warren

Consultants: Adam Falk, Kim Patterson from Gallagher Inc.