Idaho Technology Pilot Project
Grant Application Assurance Sheet

Project Title: 1:1 Learning Project
District Name: Kuna School District
School Name: Kuna Middle School
Project Duration: 2-years (2013-14, 2014-15)

Amount of Request: $891,200.20
District Number: 3
School Number: 0013

By signing below, I certify that we have submitted an Internet Acceptable Use Policy to the State Department of Education, and have attached to the submitted documents as reference. I also certify that we have submitted a Technology Plan that meets the minimum requirements, and have attached to the submitted documents as reference.

Superintendent Name (print)	E-mail	Telephone
Wendy Johnson	wjohnson@kunaschools.org	208-922-1000
Signature		
District Technology Coordinator Name(print)	E-mail	Telephone
Devan Delashmutt	ddelashutt@kunaschools.org	208-472-9700
Signature		
Project Director Name – *if different than District Technology Coordinator* (print)	E-mail	Telephone
Ashleigh Jensen	ajensen@kunaschools.org	208-472-9700
Signature		

Abstract

The Kuna Middle School (KMS) has already begun designing the learning environment of the next generation. In January 2013, two math teachers at KMS were selected to be featured in a national documentary, *The Great Teachers Project*, which focused on innovative teaching practices. These teachers piloted small laptops called Chromebooks (CBs) to provide one device to each math student (1:1) and individual access to web based math instructional resources. The pilot project had an immediate impact on the ability to differentiate and individualize math instruction for all learners, and prompted other staff members to visualize how 1:1 devices could impact their content areas. The KMS leadership team realized that the student-centered, collaborative, creative, and rigorous learning environment that they had long envisioned could be achieved through 1:1 implementation of CBs by providing immediate access for all students to 21st century online applications and resources.

The 1:1 Learning Project would not only help meet the School Leadership Team's vision, but would also help address the specific academic needs the school has in both math and English Language Arts (ELA). Despite targeted efforts in recent years to improve in these two areas, data from the 2010-2012 school years still shows weaknesses in these core curricular areas. This ongoing need combined with the new Common Core State Standards (CCSS), calls for innovative methods to intervene and individualize instruction for struggling students.

KMS has taken steps to fund 1:1 at the middle school including applying for, and receiving a grant from the Kuna Education Foundation to integrate another set of Chromebooks, this time in the Language Arts Department. At the current funding levels, implementation would take ten years to put a device in the hand of all 800 middle school students. The 1:1 Learning Project will allow KMS to implement the same number of devices as students in only one year, providing a more equitable implementation time line. KMS will replicate research-based implementation models that have been provided through the school district's participation in Project Revolutionized Education (Project RED) (Appendix A).

The 1:1 Learning Project supports KMS's school improvement goals (as listed in the WISE Tool) of: Teaching a guaranteed and viable curriculum, Providing strong personalized instruction integrating up to date tools, Imbedding purposeful assessment and student feedback for learning, and Accountability for student growth- for both teachers and learners.

By selecting devices like the Chromebook, the KSD project proposal provides a level of sustainability and scalability that other devices could not provide. With an affordable device, and the ability to generate school based experts, the 1:1 Learning Project can be easily replicated and sustained by other schools and districts in the state.

Educational Needs and Goals

Kuna Middle School is currently underperforming in math and writing as identified in Table 1 below, and the identified learning gaps are predicted to get wider with the implementation of the more rigorous CCSS. With the Idaho state adoption of ELA and Math CCSS, KMS is now faced with a substantial need to help its students meet the higher educational expectations in these two areas, while meeting or exceeding grade level standards.

Data from the 2010-2011 ISAT identified an immediate need for intervention in math for specific subgroups of students. The 1:1 differentiated math instruction piloted in the *Great Teacher Project* has begun to show success in improving KMS math scores, especially for those targeted students in the two pilot classrooms. However, building wide Math ISAT data continues to indicate need in subgroups across the school. Of specific concern are students scoring as "intensive" (more than two years below grade level as defined by KMS's Response to Intervention (RTI) data analysis).

Data from district writing assessments also shows that KMS students struggle with expository writing in multiple content areas: only about two-thirds of KMS students could write a proficient essay by the end of 3rd quarter instruction, and around half of 7th graders could pass a Document Based Questioning (DBQ) essay completed in history class by the end of the semester.

Table 1

Area(s) Not Met		**2010-2011 Proficiency**	**2011-2012 Proficiency**
ISAT Math	Hispanic students	74%	71.3%
	Students with Disabilities	50%	48.6%
	Economically Disadvantaged	81%	77%
Expository Writing	KMS class of 2017 3rd quarterly write scores KMS 7th grade DBQ scores KMS 8th grade DBQ scores	68.9%	64% 53% 67%

Technology use in the classroom varies widely throughout KSD. Equitable access to basic classroom technology has been an enduring issue for the District. The **current student/computer ratio for KMS is 2.4:1, proving *a technology inequity does exist***. Equity is a foundational component of successful integration of technology into the classroom and for providing the best opportunities for academic achievement to all students.

Based on KMS's needs, previous pilot experiences, and assessment data, funding from the 1:1 Learning Project will allow KMS to:

1. *Student Achievement*- Improve student achievement against the rigor of the Common Core State Standards that are now expected by individualized (student-centered) learning for all students. The 1:1 project will allow teachers to reach every student and "plug the holes" within their problem-solving and critical-thinking skills. 1:1 will be utilized in creative ways to challenge and engage

students, and to help the motivated and advanced learner accelerate their educational experience.

2. *Work-place preparation*- Increase student efficacy with modern tools – using real tools to do real work. The 1:1 project will enhance media and information literacy, allow real time individualized learning in the digital work space and better prepare all students to be competitive graduates.
3. *Digital Citizenship*- The project will foster each student to be an ethical, responsible user of community owned hardware, as well as online tools and resources.

The measureable objectives for improved student achievement over the next two years are as follows:

- To improve math proficiency in all subgroups to 85% as measured by the ISAT
- To Improve expository writing proficiency as measured by the KSD quarterly writing assessment and the KSD Document Based Questioning (DBQ) assessment
    - KSD Quarterly writing assessment proficiency from 65% to 85%
    - KSD DBQ assessment proficiency from 53% (7^{th}) & 67% (8^{th}) to 85%

CBs (1:1) provide the following proven advantages:

- Access to the tools students need to meet the rigor of the Common Core Standards
- Equitable access to 21^{st} century tools to complete meaningful work
- Real time and live teacher feedback; peer collaboration with other students
- Ability to differentiate the needs of various sub-populations and personalize/ individualize their learning experience

Kuna Middle School teachers are committed to meeting these academic and project goals. Below are the beliefs statements agreed upon and signed by the entire building staff. A copy of this with staff signatures can be found in Appendix B.

Kuna Middle School 1:1 Leaning Project we believe:

- Technology can be a powerful learning tool in the hands of students.
- Students should use real workplace tools to do meaningful work at school.
- Continuing to implement Common Core Standards and practicing real life performance tasks requires all students to have access to up to date and relevant technology.
- At KMS, our current level of available technology to do this important work is not enough to meet the needs of 21^{st} century learners.
- Our commitment as a staff to work through implementation challenges and struggles is key to the success of the project.
- Guiding students to become responsible, thoughtful & ethical users of community technical resources is part of our mission.
- Thorough professional development is the cornerstone of transforming our classrooms into creative, innovative and collaborative student centered learning spaces.
- We believe these changes are necessary to achieving our goal of preparing students to become highly successful lifelong learners.

Planning and Preparation

KMS has experience in implementing a 1:1 model in two single classrooms, and will replicate the positive experiences to the whole KMS population while making improvements and modifications where necessary. Curriculum and quality lesson plans remain the foundation with CBs being utilized as an instructional tool. The following summarizes where KMS is today and what can, and what will be done using project funding:

Experience – Decisions made and in place	*Preparation – Planning efforts to be finalized*
1. Chromebook platform (Google Applications For Education (GAFE))	1. 1:1 devices obtained; establish Acceptable Use Policy for mobile devices
2. My Big Campus (MBC) – learning management system platform deployed (limited teacher use- 2 teachers)	2. MBC – Professional Development (PD) for all staff and training/education for parents and students
3. Google Applications For Education (limited deployment now)	3. Full deployment for teachers and students with PD and training for all
4. Teacher commitment and buy-in	4. Identify and recruit Department Leads; adjust goals of school leadership team –"train the trainer"
5. Pilot math project included only two specific teachers to experience CBs, MBC, etc.	5. Evaluation matrix developed for teacher performance: includes implementation of Common Core and educational technology instructional strategies.
	6. Finalize schedule for regular and consistent PD
	7. Teach essential skills and Digital Citizenship
	8. Evaluation based on SAMR model – focus on Substitution then Augmentation initially

In prepartion of creating a 1:1 environment, KSD applied to and became one of twenty Project RED Signature Districts. KSD participated in and internalized the detailed research completed by Project RED for successful 1:1 implementations. The following are the Project RED top nine Key Implementation Factors (KIFS) that will be used to drive the 1:1 learning project:

1. *Intervention classes* Technology is integrated into every intervention class period. Intervention classes include English language learners, Title I, special education, and reading intervention programs.
2. *Change management leadership by principal* Leaders provide time for teacher professional learning and professional collaboration at least monthly.
3. *Online collaboration* Students use technology daily for online collaboration (games, simulations, and social media).
4. *Core subjects* Technology is integrated into core curriculum weekly or more frequently.
5. *Online formative assessments* are done at least weekly.
6. *Student–computer ratio* Lower ratios improve outcomes.
7. *Virtual field trips* Virtual trips are done at least monthly.
8. *Search engines* Students use daily.
9. *Principal training* Principals are trained to lead effective implementation. Principals must ensure teacher buy-in and model best practices.

Involvement and Implementation.

Beginning summer of 2013, all KMS staff will receive professional development (PD) in the basic features of the learning management system MBC, Chromebooks, GAFE, and classroom management with student devices. This PD will prepare teachers to begin the school year with all students using their Chromebooks for note taking and assignment management. Professional development will be created based upon the Substitution, Augmentation, Modification, and Redefinition (SAMR) model (Appendix C), along with the International Society for Technology in Education (ISTE) National Educational Technology in Education Standards for Teachers (NETS-T) (see district technology plan). Throughout the first year, staff will receive PD that will support them in taking the first step in the SAMR model; substituting materials and activities in their classrooms with the Chromebooks and web applications. In year two, teachers will begin augmenting their instruction by implementing web 2.0 tools that will help them better individualize education and meet the needs in all content areas, but especially in ELA and math. Department level leaders will receive advanced training prior to their department so that they can provide content specific support and guidance through the different SAMR implementation stages.

The implementation model outlined in Appendix D requires direct involvement from the building administrators to help create and implement a cultural shift at KMS as 1:1 devices are deployed. They will be key in providing protected and dedicated time for PD and collaboration for all staff. The technology department will provide technical and instructional support to KMS through the educational technology specialist and building technician. Students will also work with the technology department through MOUSE Squad (national organization that helps schools create and maintain student led helpdesk programs; this will be KSD's second year implementing squads) to learn how to help provide technical support for teachers' and students' devices. Teachers, especially the department leads, will work with the administrators, technology staff, and each other to attend PD and successfully plan for and implement Chromebooks, MBC, and GAFE. Parents will play an important role by attending parent specific trainings to learn about the new tools their students are using, how to promote digital citizenship both at school and home, and how to access similar tools themselves to be a part of the 1:1 Learning Project.

Evaluation

Analysis of measurable data regarding project goals will inform and guide the ongoing trainings. Qualitative and quantitative measures of progress will be used to gauge program impacts and work toward continuous improvement in advanced learning opportunities for all as measured in reading, writing, science, math and other qualities. Specific evaluation items and their timeline can be found in the implementation model in Appendix D.

Sustainability and Scalability

The District believes the 1:1 Learning Project is financially sustainable. The projected per pupil cost for the duration of the two year grant is $530.48. In subsequent years this drops to $30.00 per student per year. To account for the replacement of the devices and wireless access points every 5 years, the 10 year per pupil costs averages out to $179.12. A complete 10 year budget worksheet has been provided in Appendix E.

In the District any 1:1 project must be both financially and educationally sustainable. Financial sustainability can be achieved through a reduction in overall technology expenditures and through the reduction or re-direction of spending for items such as printing, paper, and service and support for printers and desktop computers. These savings provide the necessary funding to address the long term educational sustainability by funding continued staff and school leadership professional development.

Traditional 1:1 implementations rely on simple electronic document sharing and significant pressure on staff to change behaviors to reduce costs such as printing. The 1:1 Learning Project will provide several tools that have been shown to help teachers and students achieve realistic cost savings. These tools consist of the utilization of GAFE, the learning management system MBC, and the Hapara Management Console to provide advance file sharing and collaboration between teachers and students. Throughout the 2012-2013 school year the District has participated in Project RED. Adoption of the KIFs from Project RED's extensive research has shown that schools can anticipate cost savings in the following areas;

Short-Term:	Long-Term:
• Implementation of electronic documents, lesson plans and assignments could save up to $15K/year in printing costs. • Reduced expenditures on document storage and records retention. • Improvement in staff attendance which will reduce substitute and management expenses.	• Abandonment of traditional student desk top machines in classrooms provides funding for the upkeep and replacement of student devices. • Online Assessments further reduce copying and printing expenditures while providing immediate feedback for students and staff.

Professional Development (PD) & Leadership Sustainability PD refers to the on-going capacity building, coaching and support for teachers as they implement this new way of learning. PD focus areas must include technology literacy and management, digital citizenship, student-centered learning, and device use. Although all teachers have demonstrated the willingness, each teacher is at a different place on the continuum of personal readiness for implementing a 1:1 system. Professional Development will come from multiple sources, including:

- KMS administration will dedicate time and resources both in an intensive workshop format and also built into the existing collaboration and ongoing professional development schedule.

- Established department level leaders will be trained to support onsite in content area collaboration and work teams.
- Key KMS members will be complete the GAFE Trainer's Certification Course (participants include: teachers, leaders, Community Parent Teacher Organization, 21st CCLC Director, and students – MOUSE Squad).
- KMS students will be involved- KSD is the only school district in Idaho to currently run MOUSE Squads. KMS has one of the two squads.

Leadership – Critical for Success- Research affirms that in order to see student achievement increase and to realize cost benefits from technology, all district leaders must be engaged in and committed to implementation of these tools. KMS administrators have used, and will continue to use the WISE Tool goals and tasks to help guide and assess instructional improvement.

Scalability- KMS's proposal represents a quality and maintainable undertaking. Chromebooks are not the most extravagant of equipment choices, but certainly not the least expensive either. As such, there is "room" for other schools to adjust their cost to fit their needs. The KMS model could be downgraded as follows:

- Device – Lenovo CBs are more durable, but there are other less expensive devices to choose from (as well as more expensive)
- Learning Management System: MBC (for cost) vs. Edmodo (free)
- PD and tech support – On-line tutorials and resources vs. hired staff vs. outside sourcing. MBC and Edmodo provide free online trainings.

Example: smaller districts in Idaho could scale down from the 1:1 Learning Project proposal and get "introductory" devices and equipment just to instigate the transition, show local patrons the advantages of this initiative, and begin changing the student-learning culture. Once patrons and leaders witness the success, money saved from paper/copying and other budgeting adjustments can be diverted to upgrade (if necessary) and/or expand the technology based program.

Budget Narrative

The proposed budget supports the 1:1 vision by providing appropriate quality equipment and consistent professional development. For a thorough analysis of sustainability, a 10-year detailed budget is included in Appendix E. A summary of key budgetary expenses for the first two years and detailed budget spreadsheet is provided below.

In year one of the grant, the district is requesting $512,080.20 for student and staff Chromebooks, cases and charging carts. The district currently purchases Lenovo desktop machines and will purchase the more durable and district maintainable Chromebook from Lenovo as well. 1:1 research has shown that teachers need access to the same hardware as students, so that all members of the learning community are working with the same devices/tools to ensure successful implementation. One charging cart per homeroom has been requested to provide a secure process for students to pick up and return their devices each day. This helps ensure that devices are charged and ready for class.

To support 1:1 use in every classroom throughout the school, several improvements to the District wireless networking equipment and the building network infrastructure are necessary. At the district level a second central wireless control will need to be implemented and wireless management software installed. At a combined cost of $22,900, these components ensure a highly available system capable of supporting hundreds of wireless devices. An additional $72,618.00 is requested to fund upgrades to the school's network infrastructure consisting of installation of additional network wires, purchase of wireless access points, and upgrading the capacity in one wiring closet (IDF-C).

The grant will also fund two years of ongoing software costs ($10,182) for the Hapara software suite. The Hapara Teacher Management console helps teachers manage student files and provide visibility into student activities within the Google Apps for Education environment. The Hapara remote control software allows teacher to not only monitor in real-time what student are doing on their devices, but also allows them to project and share student's individual work with the class. Finally, the Hapara parent portal provides parents with the ability to see how students are using the Google environment.

Over the two year project period the grant will fund $12,800 in consulting services for training on the My Big Campus learning management system, and for technical installation and consulting on the Google Active Directory Synchronization services necessary to automatically create Google accounts. $234,000 in staff salaries is requested to dedicate District professional development and technical support staff to this project. Dedication of these resources is critical as these staff members help deal with the technical and cultural changes of the project. To compensate the KMS staff for their commitment to additional PD during non-contract days/hours, $26,620.00 has also been requested.

1:1 Learning Project		Grant Budget			
	Category	**Cost**	**Qty**	**Year 1**	**Year 2**
KMS Computer Hardware					
Chromebooks - Students	Computer	409	840	343560	6871.2
Chromebooks - Teachers	Computer	409	40	16360	409
Chromebook Cases	Computer	50	880	44000	880
Chromebook Storage/Charging Carts	Computer	2500	40	100000	0
Sub-Total	$512,080.20				
District Network Infrastructure					
Wireless Controller	Hardware	6500	1	6500	
-- Yearly Software Support	Maintenance	700	1	700	700
--Access Point Yearly Support	Maintenance	1850	1	1850	1850
Cisco Prime Wireless Management	Software	3000	1	3000	1200
--Wireless Licenses	Maintenance	45	100	4500	0
--Yearly Software Support	Maintenance	1300	1	1300	1300
Sub-Total	$22,900.00				
KMS Network Infrastructure					
Network Wiring	Hardware	37258	1	37258	0
--IDF C - Expansion and Retermination	Services	3735	1	3735	0
--IDF C - Network Switch Upgrade	Hardware	4750	1	4750	0
Wireless Access Points	Hardware	375	50	18750	0
--WAP Licensing	Maintenance	162.5	50	8125	0
Sub-Total	$72,618.00				
KMS Software					
Hapara Teacher Mangement Console	Software	4	840	3360	3428
Hapara Remote Control	Software	2	840	1680	1714
Hapara Parent Portal	Software	0	840	0	0
Sub-Total	$10,182.00				
KMS Consulting					
Google Apps Cert Trainer	Services	1500	0	0	0
MBC Trainer	Services	2000	3	6000	2000
Hapara Trainer	Services	1500	0	0	0
Google AD Syncronization	Services	150	24	3600	1200
Sub-Total	$12,800.00				
KMS Professional Development					
Google Apps Certification	Training	90	35	3150	270
Lead Teacher PD Stipends	Training	200	24	4800	1200
Staff Professional Development Stipends	Training	200	80	16000	1200
Sub-Total	$26,620.00				
Staffing					
Educational Technology Specialists Salary	Staffing	50000	1.5	75000	75000
Computer/Network Technician Salary	Staffing	42000	1	42000	42000
Sub-Total	$234,000.00				
				$749,978.00	$141,222.20
	Grant Total				**$891,200.20**
	Cost Per Student (840)			$892.83	$168.12
	Cost Per Student (2 Yrs)				$530.48

Appendix A

Project RED News Release

Project RED
REVOLUTIONIZING EDUCATION

News Release

Project RED
1980 N College Rd
Mason, MI 48854
United States of America

Project RED Selects First 10 Signature Districts: Community of Practice Helps Drive School Reform Based on Technology Integration

Strategic allies to benefit from Project RED expertise, resources and one another

Mason, MI. September 18, 2012 – As the leader in 1:1 technology implementation research, Project RED has made a commitment to bring its research practices to action. As part of this commitment, the organization has selected 10 districts to become Project RED Signature Districts. Through a competitive application process, these districts were chosen to receive support and guidance for 1:1 education technology implementations.

During the 2012-2013 school year, Project RED will offer the Signature Districts customized guidance and collaboration opportunities to learn from each other. Project RED will review each Signature District's technology implementation plan and help the districts to align their plans to the research-based strategies of the Project RED Design™, a blueprint for implementing technology-based school reform. Districts will then publish findings to the Signature District community for a period of three years and will become best-practice models for other districts.

"We know that districts are challenged by large-scale project planning," said Tom Greaves, a member of the Project RED Team. "The Project RED Design will provide the entire Community with both tools and a timeline for implementation. The Signature District teams will get extra help with the 1,400-line Gantt chart through our mentoring process."

The participating districts are:

- East Noble School Corporation, IN
- Ferndale School District, WA
- Kuna School District, ID
- Natick Public Schools, MA
- Owensboro Public Schools, KY
- Reeds Springs, MO
- Richland School District Two, SC
- Salisbury Township Schools, PA
- Southern Lehigh, PA
- Sunnyside School District, AZ

According to Leslie Wilson, Project RED Team Member, "These 10 signature districts have made a definitive commitment to improve student learning and provide personalized instruction through a meaningful integration of technology, ongoing professional development and administrator support. We were impressed with their initial plans and look forward to helping them use outcomes of our research to move their initiatives to the next level."

The results of the Signature District efforts will be promulgated widely so that other districts may take advantage of the practical research resulting from this unique partnership. In addition, 10 more districts will be selected for this prestigious program. Applications are still being accepted at www.projectred.org.

About Project RED

In 2010, Project RED conducted a survey of technology programs in 1,000 U.S. schools, which is the first and only national research focusing on academic results and the financial implication of education technology. The research shows that, if effectively implemented, technology programs can lead to improved student achievement and significant return on investment. Based on those findings, Project RED has created a replicable design for school districts to make the best possible use of technology in a learning environment, leading to improved student achievement and significant return on investment.

Project RED offers a variety of ways districts can benefit from its research, including in-person Institutes held this year November 15-16, 2012 in Auburn, Alabama and December 3-4, 2012 in River Edge, New Jersey, in addition to a series of 10 implementation webinars, online tools and resources, and its Signature District program. Learn more at www.ProjectRED.org. Most of these resources are offered at low or no cost to educators because of sponsor support.

Intel Corporation is the founding sponsor of Project RED. Lead sponsors for 2012-2013 are Hewlett-Packard and Intel. Additional sponsors include SMART Technologies and the Pearson Foundation.

About the Sponsors

- **Intel Corporation**
  Intel is a world leader in computing innovation and the lead sponsor of Project RED. The company designs and builds the essential technologies that serve as the foundation for the world's computing devices. Additional information about Intel is available at newsroom.intel.com and blogs.intel.com.

- **Hewlett-Packard**
  HP creates new possibilities for technology to have a meaningful impact on people, businesses, governments and society. The world's largest technology company, HP brings together a portfolio that spans printing, personal computing, software, services and IT infrastructure to solve customer problems. More information about HP is available at http://www.hp.com.

- **SMART Technologies**
  SMART Technologies Inc. is a leading provider of collaboration solutions that transform the way the world works and learns. As the global leader in interactive whiteboards, SMART Technologies brings more than two decades of collaboration research and development to a

broad range of easy-to-use, integrated solutions. More information is available at www.smarttech.com

- **Pearson Foundation**
  The Pearson Foundation is an independent, nonprofit organization that aims to make a difference by promoting literacy, learning and great teaching. The Pearson Foundation collaborates with leading businesses, nonprofits and education experts to share good practice; foster innovation; and find workable solutions to the educational disadvantages facing young people and adults across the globe. More information on the Pearson Foundation can be found at www.pearsonfoundation.org.

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Appendix B

KMS Staff Commitment Letter

Kuna Middle School 1:1 Leaning Project

We believe:

- Technology can be a powerful learning tool in the hands of students.
- Students should use real workplace tools to do meaningful work at school.
- Continuing to implement Common Core Standards and practicing real life performance tasks requires all students to have access to up to date and relevant technology.
- At KMS, our current level of available technology to do this important work is not enough to meet the needs of 21st century learners.
- Our commitment as a staff to work through implementation challenges and struggles is key to the success of the project.
- Guiding students to become responsible, thoughtful & ethical users of community technical resources is part of our mission.
- Thorough professional development is the cornerstone of transforming our classrooms into creative, innovative and collaborative student centered learning spaces.
- We believe these changes are necessary to achieving our goal of preparing students to become highly successful lifelong learners.

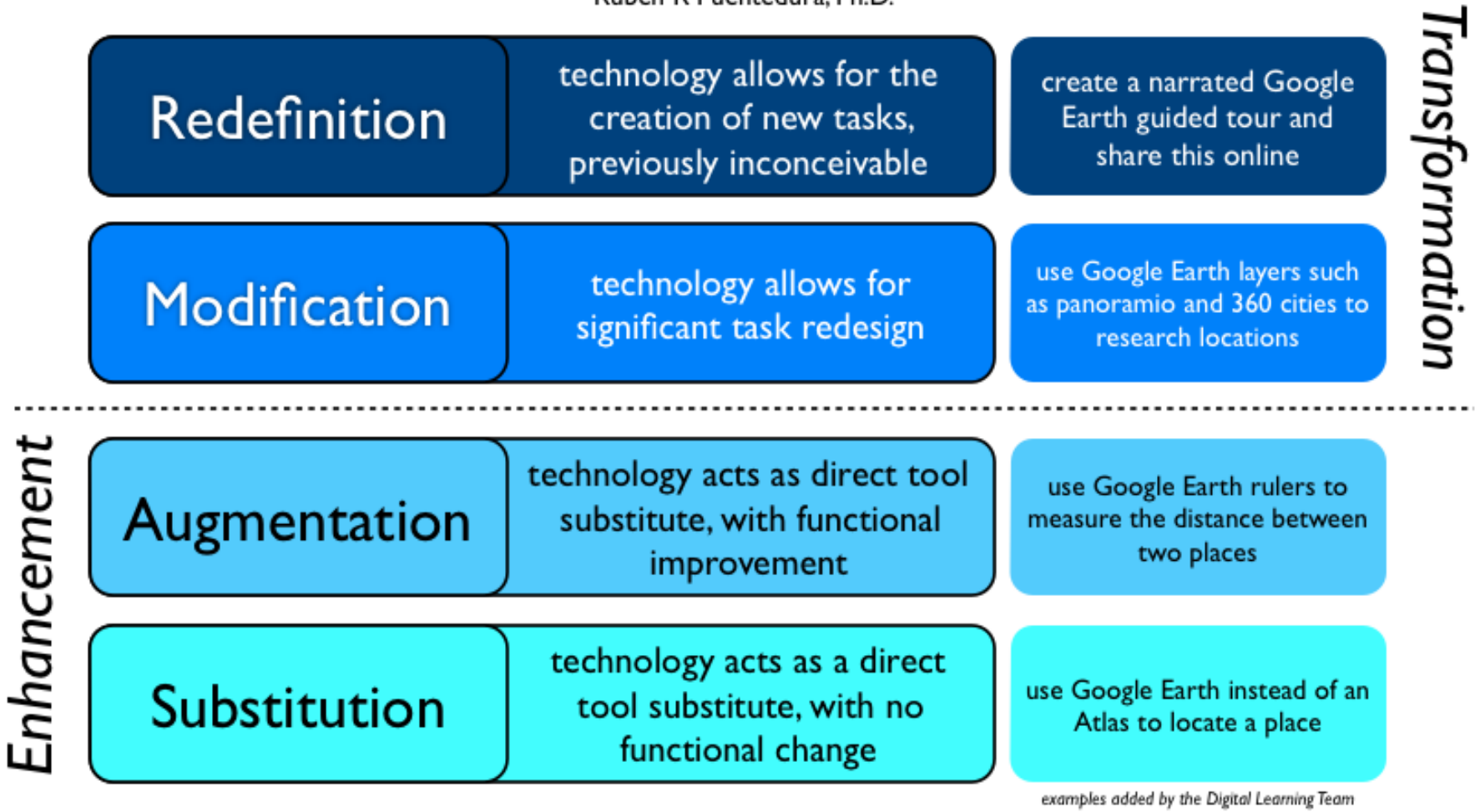
I support the 1:1 Learning project at Kuna Middle School

Appendix C
SAMR Model

The SAMR Model

enhancing technology integration

Ruben R Puentedura, Ph.D.



examples added by the Digital Learning Team

http://www.hippasus.com/rrpweblog/

Appendix D
Implementation Model

Year One	2013	2013-2014			
	Summer	Semester 1		Semester 2	
		Q1	Q2	Q3	Q4
SAMR Integration Phase	Pre-Substitution	Pre-Substitution	Pre-Substituion/Substituion	Pre-Substituion/Substituion	Pre-Substituion/Substituion
KMS PD **Blue- All KMS Staff** **Green- Department Leads Only**	My Big Campus (MBC) -Basic Features --Groups --Calendars Chromebooks -Basics --Logging in --Personlizing Chrome GAFE -Basic Features --Word Processing School Use Policy -Staff Expectations -Student Expectations Classroom Management -Hapara --Basic Features	MBC -Groups --Pages --Announcements --Discussions GAFE -Basic Features --Presentations Classroom Management -Digital Citizenship **<u>ELA Teachers Only</u>** (MBC) -Digitizing Resources --File Uploads --Bundles (Units) --Assignments	MBC -Groups --Members --Resources GAFE -Basic Features --Spreadsheet Classroom Management -Digital Citizenship **<u>Math Teachers Only</u>** (MBC) -Digitizing Resources --File Uploads --Bundles (Units) --Assignments	MBC -Digitizing Resources --File Uploads --Bundles (Units) --Assignments GAFE -Basic Features --Drawing Classroom Management -Hapara --Advanced Features -Digital Citizenship **<u>ELA Teachers Only</u>** (MBC) -Live Deployment --Access content and assignments through MBC with students	MBC -Digitizing Resources --File Uploads --Bundles (Units) --Assignments GAFE -MBC Integration **<u>Math Teachers Only</u>** (MBC) -Live Deployment --Access content and assignments through MBC with students
	My Big Campus (MBC) -Digitizing Resources --File Uploads --Bundles (Units) --Assignments GAFE -Certified Trainer Course	MBC -Digitizing Resources --File Uploads --Bundles (Units) --Assignments GAFE -Certified Trainer Course	MBC -Live Deployment --Access content and assignments through MBC with students GAFE -MBC Integration -Certified Trainer Course	MBC -Live Deployment --Access content and assignments through MBC with students GAFE -Add-Ons/Extensions -Certified Trainer Course	MBC -Live Deployment --Access content and assignments through MBC with students GAFE -Add-Ons/Extensions -Certified Trainer Course
Personnel	**Administrators** -Leadership for change in school culture -Dedicated time for PD and collaboration -Support for instructional change	**Educational Technology Specialists** -PD -Implementation Strategies -Department leads guidance	**Department Leads** -Department level training and guidance **Parents** -Supporting instructional change	**Technicians** -Technical Support **MOUSE Squad** -Assist technicians with technical support	**Teachers** -Participate in PD -Apply integration skills -Collaborate and help with school culture shift
Classroom Implementation	Preparation for all student deploymnet day one	All students using Chromebooks in all classes for basic uses (note taking, calendars, internet research, online tools)		All students using Chromebooks in all classes for basic uses (note taking, calendars, internet research, online tools) All students using Chromebooks in ELA and Math classes to access digital content and assignments	
Evaluation		MAP Pre-Test Quarterly Writing Assessment	DBQ Essay Quarterly Writing Assessment	Quarterly Writing Assessment	MAP Post Test Quarterly Writing Assessment Performance Portfolios SBAC Assessments DBQ Essay

Year Two	2014	2014-2015			
	Summer	Semester 1		Semester 2	
		Q1	Q2	Q3	Q4
SAMR Integration Phase	Substituion	Substituion/Augementation	Substituion/Augementation	Augmentation/Modification	Augmentation/Modification
KMS PD **Blue- All KMS Staff** **Green- Department Leads Only**	MBC -Live Deployment --Access content and assignments through MBC with students GAFE -Add-Ons/Extensions	MBC -Live Deployment --Access content and assignments through MBC with students GAFE -Add-Ons/Extensions **ELA Teachers Only** Web 2.0 -Content Specific Tools --Augenmenting instruction and assessment	MBC -Live Deployment --Access content and assignments through MBC with students **Math Teachers Only** Web 2.0 -Content Specific Tools --Augenmenting instruction and assessment	Web 2.0 -Content Specific Tools --Augenmenting instruction and assessment **ELA Teachers Only** Web 2.0 -Content Specific Tools --Modifying instruction and assessment	Web 2.0 -Content Specific Tools --Augenmenting instruction and assessment **Math Teachers Only** Web 2.0 -Content Specific Tools --Modifying instruction and assessment
	Web 2.0 -Content Specific Tools --Augenmenting instruction and assessment	Web 2.0 -Content Specific Tools --Augenmenting instruction and assessment	Web 2.0 -Content Specific Tools --Modifying instruction and assessment	Web 2.0 -Content Specific Tools --Modifying instruction and assessment	Web 2.0 -Content Specific Tools --Modifying instruction and assessment
Personnel	**Administrators** -Leadership for change in school culture -Dedicated time for PD and collaboration -Support for instructional change	**Educational Technology Specialists** -PD -Implementation Strategies -Department leads guidance	**Department Leads** -Department level training and guidance **Parents** -Supporting instructional change	**Technicians** -Technical Support **MOUSE Squad** -Assist technicians with technical support	**Teachers** -Participate in PD -Apply integration skills -Collaborate and help with school culture shift
Classroom Implementation	Preparation for all students to access course material online	All students using Chromebooks in all classes to take notes, manage due dates, access and submit, assignments, internet research, and accessing digitial tools MOUSE Sqaud students begin GAFE Certified Trainer Course			
Evaluation		MAP Pre-Test Quarterly Writing Assessment	DBQ Essay Quarterly Writing Assessment	Quarterly Writing Assessment	MAP Post Test Quarterly Writing Assessment Performance Portfolios SBAC Assessments DBQ Essay

Appendix E

Ten Year Budget Scope and Narrative

1:1 Learning Project		Grant Budget				10 Year Budget Projection								
	Category	Cost	Qty	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
KMS Computer Hardware														
Chromebooks - Students	Computer	409	840	343560	6871.2	6871.2	6871.2	6871.2	343560	6871.2	6871.2	6871.2	6871.2	$742,089.60
Chromebooks - Teachers	Computer	409	40	16360	409	409	409	409	16360	409	409	409	409	$35,992.00
Chromebook Cases	Computer	50	880	44000	880	880	880	880	44000	0	880	880	880	$94,160.00
Chromebook Storage/Charging Carts	Computer	2500	40	100000	0	0	2500	0	0	2500	2500	0	2500	$110,000.00
District Network Infrastructure														
Wireless Controller	Hardware	6500	1	6500										$6,500.00
-- Yearly Software Support	Maintenance	700	1	700	700	700	700	700	700	700	700	700	700	$7,000.00
--Access Point Yearly Support	Maintenance	1850	1	1850	1850	1850	1850	1850	1850	1850	1850	1850	1850	$18,500.00
Cisco Prime Wireless Management	Software	3000	1	3000	1200	1200	1200	1200	1200	1200	1200	1200	1200	$13,800.00
--Wireless Licenses	Maintenance	45	100	4500	0	0	0	0	0	0	0	0	0	$4,500.00
--Yearly Software Support	Maintenance	1300	1	1300	1300	1300	1300	1300	1300	1300	1300	1300	1300	$13,000.00
KMS Network Infrastructure														
Network Wiring	Hardware	37258	1	37258	0	0	0	0	0	0	0	0	0	$37,258.00
--IDF C - Expansion and Retermination	Services	3735	1	3735	0	0	0	0	0	0	0	0	0	$3,735.00
--IDF C - Network Switch Upgrade	Hardware	4750	1	4750	0	0	0	0	0	0	0	0	0	$4,750.00
Wireless Access Points	Hardware	375	50	18750	0	0	0	0	18750	0	0	0	0	$37,500.00
--WAP Licensing	Maintenance	162.5	50	8125	0	0	0	0	8125	0	0	0	0	$16,250.00
KMS Software														
Hapara Teacher Mangement Console	Software	4	840	3360	3428	3497	3567	3639	3712	3787	3863	3941	4020	$36,814.00
Hapara Remote Control	Software	2	840	1680	1714	1749	1784	1820	1857	1895	1933	1972	2012	$18,416.00
Hapara Parent Portal	Software	0	840	0	0	0	0	0	0	0	0	0	0	$0.00
KMS Consulting														
Google Apps Cert Trainer	Services	1500	0	0	0	0	0	0	0	0	0	0	0	$0.00
MBC Trainer	Services	2000	3	6000	2000	0	0	0	0	0	0	0	0	$8,000.00
Hapara Trainer	Services	1500	0	0	0	0	0	0	0	0	0	0	0	$0.00
Google AD Syncronization	Services	150	24	3600	1200	1200	1200	1200	1200	1200	1200	1200	1200	$14,400.00
KMS Professional Development														
Google Apps Certification	Training	90	35	3150	270	270	270	270	270	270	270	270	270	$5,580.00
Lead Teacher PD Stipends	Training	200	24	4800	1200	1200	1200	1200	1200	1200	1200	1200	1200	$15,600.00
Staff Professional Development Stipends	Training	200	80	16000	1200	1200	1200	1200	1200	1200	1200	1200	1200	$26,800.00
Staffing														
Educational Technology Specialists Salary	Staffing	50000	1.5	75000	75000									$150,000.00
Computer/Network Technician Salary	Staffing	42000	1	42000	42000									$84,000.00
				$749,978.00	$141,222.20	$22,326.20	$24,931.20	$22,539.20	$445,284.00	$24,382.20	$25,376.20	$22,993.20	$25,612.20	$1,504,644.60
	Grant Total				**$891,200.20**									
	Cost Per Student (840)			$892.83	$168.12	$26.58	$29.68	$26.83	$530.10	$29.03	$30.21	$27.37	$30.49	$179.12
	Cost Per Student (2 Yrs)				$530.48									

Appendix F
Technology Plan

Kuna Joint School District #3

Technology Plan

2012-2015

Prepared by Kuna School District Operations Team

and the Technology Subject Area Committee

2013

Table of Contents

I. Introduction

Kuna School District is located in Kuna, Idaho - the gateway to the Birds of Prey National Habitat Area. Founded on a deep heritage of strong educational, civic, and cultural values, Kuna is a rapidly growing agricultural community of approximately 13,909 residents.

With a mission of inspiring each of their approximately 5,000 students to become lifelong learners and contributing, responsible citizens, Kuna School District offers quality programs in all academic areas, as well as the arts, trades and industries, and athletics.

II. Mission/Vision/Goals

Kuna School District

Mission

The Kuna School District inspires each student to become a lifelong learner and a contributing, responsible citizen.

Vision

Working together with parents, community resources and educators, each student who graduates from the Kuna School District will have the knowledge and skills necessary to be able to have the future he/she desires.

Kuna School District Technology Department

Vision

To empower the Kuna School District's 21st Century Learners and Educators by fostering and advancing dynamic technology services and solutions through collaboration and innovation.

Kuna School District Technology Subject Area Committee

Vision

Students will think critically, solve problems, use information, communicate, innovate and collaborate.

We believe:

- In preparing students to be competitive in a digital world.
- Technology should be used in all classrooms and content areas.

- Technology should be used as an educational tool making a positive impact on student learning.
- All staff should use technology effectively
- All educators should be proficient in technology skills and integration.
- Teachers have an ethical responsibility to integrate technology into instruction.
- Timely technical support and professional development allow educators to focus on quality instruction.
- There is a digital divide and that every student should have equal access to technology.
- Ethical technology use should be modeled and expected by all educators.
- In encouraging educators to use and share innovative technology solutions.

During the 2010-2011 school year, The KSD Technology Subject Area Committee (T-SAC) was formed to help the District meet technology needs of classroom teachers, administrators, and most importantly Kuna School District students. Under the direction of Devan DeLashmutt and Wendy Johnson, this group was created to bridge the gap between technology and curriculum as well as to address teacher requests and technology realities.

One of the committee's first tasks was to set district-wide technology classroom standards. The committee moved to adopt the International Society for Technology in Education (ISTE), National Educational Technology Standards for Students (NETS-S). The NETS are internationally recognized and used in all 50 States. Additionally, the Idaho Department of Education has adopted the NETS-S as the state's educational technology standards.

To compliment the adoption of the ISTE student standards, the KSD technology department references the ISTE NETS for teachers (NETS-t) and administrators (NETS-a) as goals for district staff and the implementation of educational technology in the classroom and school.

It is the responsibility of the district Technology Department to provide and support the necessary technology for students, teachers, and administrators to meet the following NETS standards:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes
b. Create original works as a means of personal or group expression
c. Use models and simulations to explore complex systems and issues
d. Identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. Develop cultural understanding and global awareness by engaging with learners of other cultures
d. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete a project
c. Collect and analyze data to identify solutions and/or make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. Demonstrate personal responsibility for lifelong learning
d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems
b. Select and use applications effectively and productively
c. Troubleshoot systems and applications
d. Transfer current knowledge to learning of new technologies

Effective teachers model and apply the NETS·S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

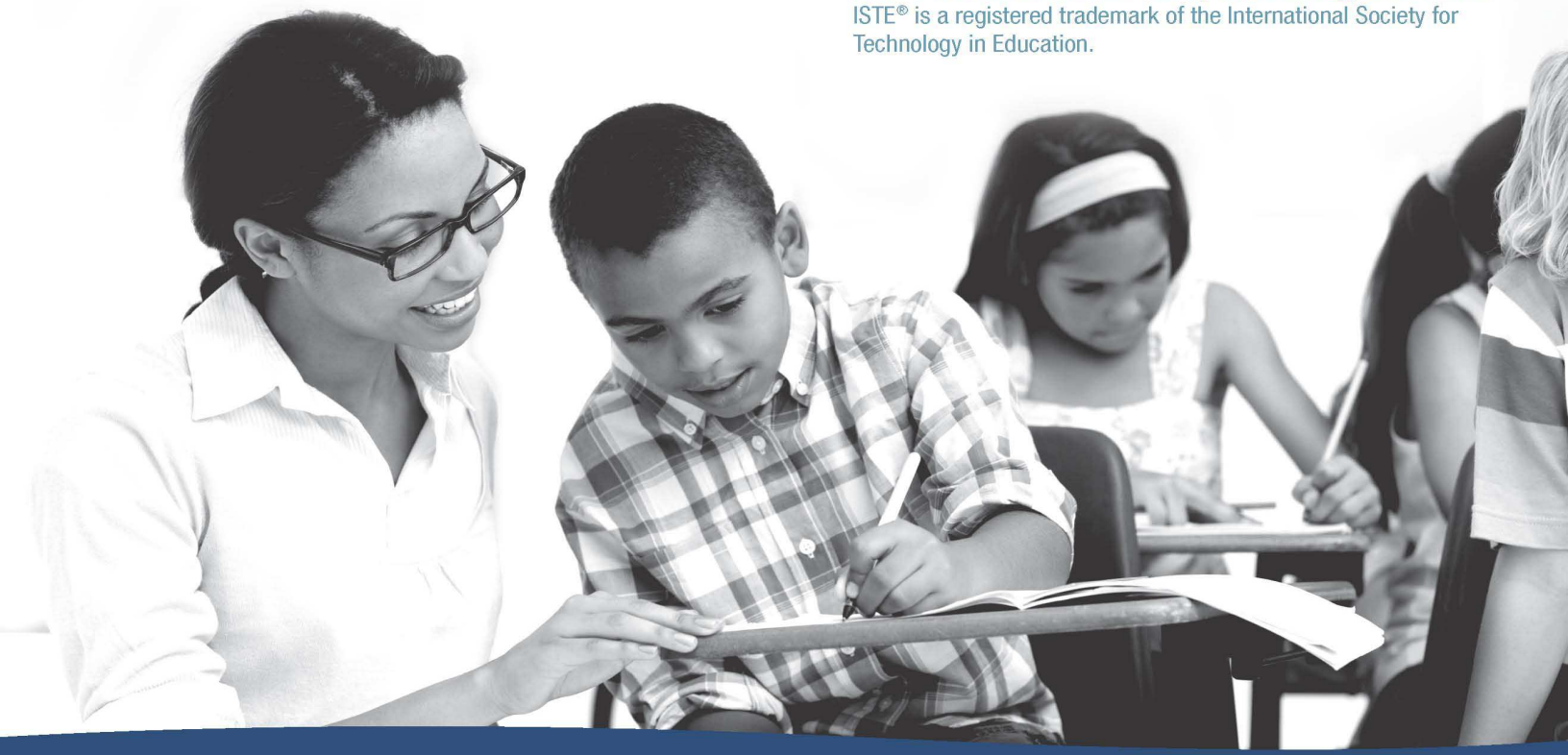
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community



1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning
b. Model and promote the frequent and effective use of technology for learning
c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
d. Ensure effective practice in the study of technology and its infusion across the curriculum
e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
c. Promote and model effective communication and collaboration among stakeholders using digital age tools
d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
d. Establish and leverage strategic partnerships to support systemic improvement
e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
c. Promote and model responsible social interactions related to the use of technology and information
d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

III. Assessment

The Kuna School District has been continuously upgrading its local and wide area networks since 2003. In that time the district has installed private fiber between all of its facilities. Currently this fiber optic backbone supports at a minimum two 1GB connections to each facility. Four facilities currently have 10 GB connections to the network core located at Kuna High School. All of this connectivity is made possible through two redundant Cisco 4510 switches. These core switches were upgraded in the summer of 2013 to support the increase bandwidth requirements of the growing number of devices and virtualization requirements.

The district is on its second generation SAN and virtualization environment. This new equipment offers over 36TB of de-duplicated storages space. The core switches, new SAN, in combination with the newly implemented UCS virtualization servers represent a signification improvement to the district first generation virtualization infrastructure. The scalability of this environment is designed to meet the district needs for the next 5-7 years.

The district currently has 100mb of external Internet bandwidth. This is a recent upgrade form the 45mb the district had for the previous 4 years. This increase became necessary as the District began implementing more 1:1 classrooms.

Currently no district computers have current operating systems such as Windows 7. None of the district computers have a version of Microsoft office newer than Office 2007. The district network servers are a combination of Novell Netware, Microsoft 2003, 2008 and 2012.

The most significant issue facing the department is the lack of funding. The department currently splits the proceeds from a 10 year old plant/facilities levy. This levy was put in place prior to the significant growth the community and the district experienced in the last 10 years. The ability to pass a future plan/facilities levy has been impacted by the economic decline that began in 2008. The district will need to carefully address this funding issue to support the current needs and plan for the upcoming 1:1 and wireless needs.

Internet Access

Center/Location	Service	Speed	Reliability	Notes
High School	Fiber Optic	100MB	Good	All Bandwidth is routed through High School

Computer and Network Devices

Equipment Description	Number	End of Life Cycle	Notes
Cisco 4500 switches	6	2023	Purchased 2 new in 2013
Cisco 3750 switches	8	2019	Purchased 4 new in 2011

Cisco 3560 switches	12	2017	
Cisco 3550 switches	15	2016	
Cisco 2960 switches	21	2017	
Cisco 2950 switches	14	2015	
Cisco 3548 switches	8	2015	
Cisco Video Security Server	1	2016	Purchased new in 2011
Cisco PAM Server	1	2016	Purchased new in 2011
HP G2 servers	4	2013	Purchased new in 2007
HP G5 servers	6	2015	
HP G7 servers	4	2017	Purchased new in 2012
MPC 2700 servers	5	2012	
Data Domain	1	2016	Purchased new in 2011
Cisco UCS	1	2019	Purchased new in 2013
Lenovo M58E	1200	2015	Purchased new in 2010
Lenovo M58P	900	2016	Purchased new in 2011
Gateway 420	500	2013	Purchased new in 2008
Lenovo M58P	220	2017	Purchased refurbished 2013

Telecommunications

Center/Location	Equipment	Number of lines	Notes
High School	VOIP	200 DID, 475 ext	2 PRI Lines provided by TWTelcom
High School	Voicemail	280 voice mailboxes	

Software

Center/Location	Name/Description	Version	Licenses	Notes
District Wide	Novell	6.5 sp8	open	
District Wide	Windows	2003 server	open	
District Wide	Windows	2008 server	open	
High School	Vmware	5.1	8 cpu's	
District Wide	Windows	XP sp3	2700	
District Wide	Windows	Office 2007	2700	
LanSchool	Lab monitoring	7.7.0.25	open	

IV. Technology Action Plan

The action plan has been split into three categories: Information Technology (IT), Information Systems (IS), and Educational Technology (ET)

Information Technology:

Information Technology is the various networks and servers used to store, transmit, and manipulate data. In Kuna, IT encompasses the network cable plant (fiber and copper), network equipment, SAN and virtualization technologies, Voice Over IP, faxes, paging, clocks and bells, and physical access and video surveillance. Action items in the IT section have been broken down into the following categories: Network Infrastructure, Network Software, Safety and Security, and Support.

Network Infrastructure:

Action Item (IT): Core Switch Upgrade

Network core is essential to a low TOC for the Kuna SD. Leveraging District fiber and robust network equipment allows for the centralization and virtualization of key network services including file/print, VoIP, and all mission critical district applications.

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One • Research products • Upgrade core switches • Migrate old equipment to CP and Reed • Upgrade switches at Reed and Crimson Point elementary schools • Upgrade two of KMS IDF closets **Year Three** • Upgrade switches at Teed and Hubbard elementary. **Year Four** • Upgrade switches at Indian Creek and Ross elementary.	• IT Administrator • Network Administrator	2012-2016	• Network consultants • Vendor technical support • Funding provided from the remaining proceeds from the 2007 bond. • Long term funding will need to be provided from a future 10 year plant facilities levy.

Evaluation:

Prior to the start of the 2013-2014 school year the district's redundant network core switches will be replaced with new Cisco 4510s. These switches will then be used to update the core local

area networks in each of the builds identified. At the end of 2016 the core network switches will be upgraded in Teed, Hubbard, Indian Creek, and Ross.

Action Item (IT): SAN Upgrade

District Storage Area Network is critical to the centralized storage and virtualization strategies of the District. The District attempts to purchase and plan for a 5-7 year life cycle. The Current SAN is 6 years old and specific components will reach EOL in Summer '13. A new SAN will need to be purchased to support the necessary storage and performance needs.

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One • Research Products Install and configure new SAN **Year Four** Increase SAN drive space	• IT Administrator • Network Administrator	2012-2016	• Network consultants • Vendor technical support • Funding provided from the remaining proceeds from the 2007 bond. • Long term funding will need to be provided from a future 10 year plant facilities levy.

Evaluation:

By July 1, 2013 an updated Storage Area Network will have been researched, configured, and installed. Training will have been completed by the vendor and the SAN will be ready to hold the district virtual server environment.

Action Item (IT): Virtual Server Upgrade		**Dependencies:** Core Switch Upgrade, SAN upgrade, VMware upgrade	
Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One • Research products **Year Two** • Install and configure UCS	• IT Administrator • Network Administrator	2012-2014	• Network consultants • Vendor technical support • Funding provided from the remaining

			proceeds from the 2007 bond. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: By July 1, 2013 a new virtual server environment will have been researched, configured, and installed. Training will have been completed by the vendor, the district's esx virtual environment will be migrated to this new infrastructure, and virtual servers will be migrated or tested.			

Action Item (IT): VMware Upgrade and Migration		**Dependencies:** Core Switch Upgrade, SAN upgrade, Virtual Server Upgrade	
Activities: **Year Two** • Migrate VM's from existing ESX hardware and SAN to UCS and new SAN. Migrate backup processes for VM's new location	**Personnel:** • IT Administrator • Network Administrator	**Time Frame:** 2013-2014	**Resources:** • Network consultants • Vendor technical support • Funding provided from the remaining proceeds from the 2007 bond. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: By July 1, 2013 the existing district esx environment will have been migrated to the new virtual server environment and san and the upgrade to the latest version installed and tested.			

Action Item (IT): Physical Access and Security			
Activities: **Year One** • Install and configure keyless entry at one	**Personnel:** • Network Administrator • Special Projects	**Time Frame:** 2012-2016	**Resources:** • Network consultants • Vendor technical

elementary site. Install video cameras in designated locations. • Install and configure keyless entry at KMS and Ross elementary. Install security cameras in designated computer labs and building locations. **Year Two** • Install security cameras in designated computer labs and building locations. **Year Three** • Install security cameras in designated computer labs and building locations.	Manager • Maintenance and Operations Manager • Building Principal / Building Administrators • Building Office Managers		support • District maintenance team • Local and County Police • Some funding provided from the remaining proceeds from the 2007 bond. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: Year One – Ross elementary outside doors will be equipped with the District's swipe card technology, video cameras will record entry and exit to these doors, the school's main office will be relocated and the secretary will have the ability to monitor and unlock outside doors from her desk. **Year Two –** All Kuna High School computer labs will have security cameras installed. Year Three – All Kuna Middle School computer labs will have security cameras installed.			

Action Item (IT): Wireless District wireless infrastructure is critical to instruction with Chromebooks. The District plans to increase wireless density in all schools.			
Activities:	**Personnel:**	**Time Frame:**	**Resources:**

Year One • KHS - Install new conduits for wireless network expansion **Year Two** • Run wire at secondary sites, install and configure wireless access points in designated classrooms **Year Three** • Run wire at secondary sites, install and configure wireless access points in remaining classrooms. Run wire at designated elementary sites, install and configure access points in classrooms. **Year Four** • Run wire at elementary sites, install and configure access points in classrooms.	• IT Administrator • Network Administrator • Building Network Technicians • Level I computer technician	2012-2016	• Network consultants • Vendor technical support. • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: At the end of the four year period the district's secondary facilities will have the necessary cabling infrastructure and wireless access points install with sufficient density to support a 1:1 student computer initiative. Significant risk exists for this action item as the only source of funding sufficient to handle this need is the remaining proceeds from the 2007 bond. At this time these funds are being conserved to fund the district's technology and maintenance department for several years after the expiration of the existing plant facilities levy. The assumption is that the political and economic atmosphere will make it incredibly difficult to pass a new 10 year levy.			

Network Software:

Action Item (IT): Zen 11			
Activities: **Year One** • Create bundles for secondary sites and test • Begin Deployment secondary **Year Two** • Create bundles for elementary sites and test • Finish deployment All Schools	**Personnel:** • IT Administrator • Network Administrator • Building Network Technicians	**Time Frame:** 2012-2014	**Resources:** • Network consultants • Vendor technical support. • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: At the end of year two the Zen 7 will be eliminated from the district's network environment and the all schools will be using Zen 11.			

Action Item (IT): VOIP Upgrade			
Activities: **Year One** • Continue maintenance and support of District VOIP system. • Migrate VOIP from existing hardware to UCS and virtualized	**Personnel:**	**Time Frame:** 2012-2013	**Resources:** • Network consultants • Vendor technical support • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant

			facilities levy.

Evaluation:

Prior to the beginning of the 2013-2014 school year the district's existing VoIP system will be upgraded and virtualized.

Support:

Action Item (IT): Staffing

Staff and hire summer crew primarily composed of student helpers from Mouse Squad.

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
• Scope and Plan summer work • Conduct summer maintenance and cleaning	• IT Administrator • Technology Operations Team • Human Resources • Business Manager	2012-2013	• District staff • Mouse Squad • Funding from the District general fund.

Evaluation:

Job postings, interviews, and hiring will be completed to support summer work prior to June 1, 2013.

Action Item (IT): Computer Replacements

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
• CP - Teacher Machines • CP - Lab 1 • Reed- Teacher/Student Machines • Reed - Lab 1	• Technology Operations Team • Technology Team • Technology Summer Assistants	2012-2013	• Vendor technical support • District food service vehicle • Funding provided from the remaining proceeds from the 2007 bond. • Long term funding will need to be provided from a future 10 year plant facilities levy.

Evaluation: On or before August 1, 2013 Crimson Point student computers including computer lab 1 and all staff computers will be upgraded with recently purchased off lease computers. This same model of computer will be used to upgrade Reed's student and staff computers. Due to budget restricts the extenda option cards will remain in place at Reed elementary school.			

Action Item (IT): Elementary Computer Lab Expansion			
Activities: • CP - Lab 2 • Reed - Library Lab • ST - Lab 2	**Personnel:** • Technology Operations Team • Technology Team • Technology Summer Assistants	**Time Frame:** 2103-2014	**Resources:** • Network wiring vendor. • Funding provide by building PTOs
Evaluation: On or before August 1, 2013 Crimson Point computer lab 2 will be remodeled to support 32 student computers and 1 teacher computer. The small library lab at Reed will also be updated. Silver Trail computer lab 2 will be remodeled to support 32 student computers and 1 teacher computer. Off lease computers will be used as the teacher and student computers.			

Action Item (IT): Software Maintenance			
Activities: • Install Chrome on all PCs • Update plugins • Run Windows Updates (test WSUS efficiency) • SMART - Software Update Testing • SMART - Software Update Implementation	**Personnel:** • Technology Operations Team • Technology Team • Technology Summer Assistants	**Time Frame:** 2012-2013	**Resources:** • Zen 7 / 11 • Network consultants • Vendors technical support • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation:			

During the 2013 summer maintenance schedule, the summer crew will complete the upgrades outline above. This will ensure that the latest versions of chrome, all district standard plugins, and SMART software is available on 2000 district computers.

Action Item (IT): Update Operating Systems

Windows 7 Upgrade

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One • Test Windows 7 Image Deployment **Year Two** • Win 7 Test-Sec/Elem Teachers • Test AD and Network Directory Authentication	• IT Administrator • Network Administrator • Technology Operations Team • Technology Team • Technology Summer Assistants	2012-2014	• Zen 7 / 11 • Network consultants • Vendors technical support • Other school districts • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.

Evaluation:
Year One – the district technology team will conduct and complete testing of the district applications on Windows 7. Windows 7 imaging processes will also be updated. At the end of year two all district workstations will be upgraded to Windows 7.

Action Item (IT): Out Source Printer Maintenance

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One • Conduct audit of printer types and printing capacity • Bid and Out Source	• IT Administrator • Network Administrator • Technology Operations Team	2012-2013	• Printer/Copier vendor • Printing and copying is funded by District building budgets supplied by the general fund.

Evaluation: During the summer of 2013 the District will contract with its existing printer/copier consultant to assess district print volumes and costs. Based upon this information the district may choose to bid for managed print services. The contract would be awarded prior to the start of the 2013-2014 school year. This contract would reduce the per pupil print cost associated with each printer and outsource printer maintenance and repair.

Safety and Security:

Action Item (IT): Increase security across the district			
Activities: • Emergency Phones • Ross Main Office Move, security cameras, physical access • KMS Door Replacement and physical access • Secondary Lab Camera	**Personnel:** • IT Administrator • Network Administrator • District Safety and Security Committee	**Time Frame:** 2013-2014	**Resources:** • Local police agencies • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: During the course of the 2013-2014 school year the technology team will develop and document the procedures necessary to support emergency situations and evacuations within the district.			

Information Systems:

Information Systems (IS) are the systems, applications, and process used to collect and report data for all schools and the district.

Action Item (IS): Mission Critical Applications			
Activities: • Continue maintenance and support of mission critical software systems. These systems include student information systems, Finance, HR, IEP, Medicaid billing, library book, text book, asset, and media resource management.	**Personnel:** • IT Administrator • Technology Operations Team	**Time Frame:** 2012-2016	**Resources:** • Software Vendors • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: All mission critical applications will have a yearly support and maintenance contract on them. Costs for these applications will be included in the next 10 year plant facility levy.			

Action Item (IS): Update Information Management System			
Activities: **Year One** • Hire DBA • Scope project to convert from MYSQL to MSSQL • Implement ADFS for Schoolnet • Pilot ISEE 5 File Upload **Year Two** • Implement new data system - Pulse	**Personnel:** • IT Administrator • Information Systems Manager • Database Administrator	**Time Frame:** 2012-2014	**Resources:** • Initial funding provided by the ISEE Phase II SDE grant. • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a

• Begin MSSQL Transition			future 10 year plant facilities levy.

Evaluation:
Prior to the start of the 2013-2014 school year current Data Warehouse processes will be migrated from mysql to a new mssql environment.

Action Item (IS): Increase District/Patron communications

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
• Upgrade PASS to Family Link • Implement new communication system	• IT Administrator • Technology Operations Team • Building Administrators	2013-2014	• Tyler Technologies Technical Support • Other districts in Idaho using the system • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.

Evaluation:
Prior to the start of the 2013-2014 school year Family Link server will be installed in the DMZ and available from the public Internet. A new communication system supporting posting to social media, texting and phone calls home will be available for use.

By the end of the 2013-2014 school year building administrators will know how to use these new tools, existing attendance dialing will be converted to use this system and district coaches/teachers will use this system to communicate with students and parents.

Action Item (IS): Web Desktop

Increase any time any where any device access necessary for BYOD and tablet/Chromebook implementations

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One	• IT Administrator	2012-2014	• Web desktop

• Testing and Pilot **Year Two** • Full Deployment all Sites	• Network Administrator • Test Managers		technical support • Funding provided from the Technology portion of the existing 10 year plant facilities levy. • Long term funding will need to be provided from a future 10 year plant facilities levy.
Evaluation: • Year One 2012-2013 - Pilot testing and proof of concept consisting of directory integration, remote file access, and critical application access (SIS, Financial System). Upon successful proof of concept, training for Network Administrator and Network Technicians will be completed. Identification and prioritization of applications will be finalized. • By the beginning of the 2013-2014 school year, all mission critical applications will be available in this system. Training documentation will be provided and the availability of "anytime, anywhere, any device" will be announced to staff. • During the course of the 2013-2014 school year students will begin using the system. • By the end of the 2013-2014 school year students participating in MOUSE Squad will be trained to support teachers and teacher in system use.			

Action Item (IS): New Software District is adopting PBIS, a new discipline tracking system will need to be implemented, integrated (or data entry standards created) to support data entry in this application and duplicate entry into the District's Student Information System			
Activities: **Year One** • SWIS **Year Two** • Substitute Tracking System	**Personnel:** • IT Administrator • Network Administrator • Educational Technology Specialist • Building Office Managers	**Time Frame:** 2012-2014	**Resources:** • PBISAPPS.org • Kuna Student Services • Other PBIS Districts • Initial funding provided by SDE grant
Professional Development: • SWIS Application Training			

- Year One- three mandatory administrator/building office manager training
    1. Data Entry Standards
    2. State/Federal Discipline Reporting Requirements
    3. SWIS Data Entry
    4. Student Information System discipline data entry
- Subsequent years will focus on training new staff and retraining as data standards dictate.

Evaluation:

- Prior to the 2013-2014 school year, training materials will be created for staff training.
- By the beginning of the 2013-2014 school year, all administrators and building office managers will receive training on district data entry standards, discipline reporting requirements, and data entry training for SWIS and retraining on entering appropriate discipline data into the District's student information system.
- In subsequent years new staff members will be trained in Kuna data entry and discipline data entry standards.

Educational Technology:

Educational Technology (ET) includes, but is not limited to, the instructional technologies currently available to teachers in the district. It is the goal of the technology department to research, recommend, and support any and all technologies that help students, teachers, and administrators implement appropriate and beneficial technologies into their classrooms and schools.

<table>
<tr><td colspan="4">Action Item (ET): Secondary 1:1</td></tr>
<tr><td colspan="4">Addressed NETS: ISTE NETS- Administrator

1. Visionary Leadership
2. Digital Age Learning Culture
4. Systemic Improvement
5. Digital Citizenship</td></tr>
<tr><td>Activities:

Year One
• Increase Wireless Density
• BYOD Pilot
• Project RED signature district participation
• Pilot Chromebook (Two Chrombook Carts in Math Dept at KMS)

Year Two
• KMS Update wiring for 1:1, security cameras and projectors
• Implement additional Chromebook Carts - Two Math Dept JAKF
• Two Lang Dept - Kuna Ed Foundation
• Two Lang Dept - Building Budget</td><td>Personnel:

• IT Administrator
• Network Administrator
• Building technicians
• Educational Technology Specialist</td><td>Time Frame:

2012-2014</td><td>Resources:

• Project RED
• MOUSE Squad
• ISTE NETS-t
• SAMR implementation model
• Department leaders (KMS)
• Grant funds will be required to implement this project</td></tr>
</table>

Professional Development:

- Chromebook basics for staff
- Google Apps for Education introduction and implementation strategies for staff
- Classroom management with 1:1 devices
- School wide acceptable use policies development
- How to teach digital citizenship

Evaluation:

- By the beginning of the 2013-2014 school year four Chromebook carts will be available to be shared between the Math and Language Arts departments at Kuna Middle School.
- During the 2013-2014 school year Math and Language Arts teachers will receive ongoing professional development supporting the 1:1 deployment of Chromebooks and Google Apps for Education.

Action Item (ET): District Classroom Technology Enhancement

Deploy SMART Technology and audio systems district wide grades K-12

Addressed NETS: ISTE NETS- Administrator

1. Visionary Leadership
2. Digital Age Learning Culture
3. Excellence in Professional Practice

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
Year One • Finish grades k-1 and sped in Reed, CP, Ross • WAP for GYMS • Connect Control Panels to Network • KMS, Ross, Hubbard, KHS, Teed Libraries • All Gyms **Year Two** • FrontRow Server	• IT Administrator • Network Administrator • Building technicians • Educational Technology Specialist	2012-2016	• Neurilink (installation) • SMART Technologies (Education consultant) • Funding for this project were provided for by the 2007 bond

Professional Development:

- SMART Technologies
    - Year One- three mandatory building trainings
        1. How I Can Use SMART: with what I know
        2. How I Can Use SMART: to interact with me lessons

3. How I Can Use SMART: while presenting my lessons
   - Year Two- three mandatory building trainings
     1. How I Can Use SMART: to build interactive lessons with SMART Exchange
     2. How I Can Use SMART: to build interactive lessons with capture tools
     3. How I Can Use SMART: to build interactive lessons with the gallery, toolkit, and activity builder
   - Year Three- three mandatory building trainings
     1. How I Can Use SMART: to build interactive lessons with shapes and color
     2. How I Can Use SMART: to build interactive lessons with grouping and ordering
     3. How I Can Use SMART: to build interactive lessons with SMART math tools
- Ongoing refresher courses for new and experienced teachers
- Summer content creation courses offered for credit

Evaluation:
- By the beginning of the 2013-2014 school year, all learning spaces will have interactive technology installed and functioning
- By the end of the 2014-2015 school year, all teachers will use their interactive classroom technologies on a daily basis to enhance their instruction

Action Item (ET): Digitize and Organize KSD Curriculum

Addressed NETS: ISTE NETS- Administrator

4. Systemic Improvement
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media rich resources.

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
• Digitize, organize, and make available copies of district adopted/supported curriculum	• Educational technology specialist • MOUSE Squad • IT Administrator	2013-2015	• District curriculum • Copiers/scanners

Professional Development:
- Staff will be shown how to access and implement digitized content into lesson plans and daily activities

Evaluation:
- By the end of the 2013-2014 school year, all district adopted curriculum will be digitized and made available to district staff through a secure log on
- Training will be held at the beginning of the 2014-2015 school year, and all KSD staff

will begin accessing digital content

Action Item (ET): Adopt and align keyboarding curriculum for grades 2-6			
Addressed NETS: 1. Visionary Leadership 2. Digital Age Learning Culture 3. Excellence in Professional Practice 4. Systemic Improvement 5. Digital Citizenship			
Activities: • research and purchase keyboarding curriculum for 3-6 grades	**Personnel:** • Educational Technology Specialist	**Time Frame:** 2013-2014	**Resources:** NA
Professional Development: • After curriculum is purchased, training for keyboarding teachers and other staff members facilitating keyboarding classes will take place			
Evaluation: • By the beginning of the 2013-2014 school year, new keyboarding curriculum will be purchased an implemented for students in grade 3-6			

Action Item (ET): Research and recommend web 2.0 tools			
Addressed NETS: 1. Visionary Leadership 2. Digital Age Learning Culture 3. Excellence in Professional Practice 4. Systemic Improvement 5. Digital Citizenship			
Activities: • research and evaluate current web 2.0 tools • share tools with teachers • provide training/	**Personnel:** • Educational Technology Specialist	**Time Frame:** 2012-2016	**Resources:** • Internet • Facebook (sharing resources with teachers) • Building level instructional

implementation models for teachers			coaches • Teachers

Professional Development:

- Provide ongoing, current professional development on the availability of web 2.0 tools
- Provide implementation strategies and ideas to support web 2.0 tool integration

Evaluation:

- Every week during the school year at least one website/web 2.0 tool will be shared with KSD staff accompanied with implementation ideas.

Action Item (ET): Upgrade PLATO

Addressed NETS:

1. Visionary Leadership
2. Digital Age Learning Culture
3. Excellence in Professional Practice
4. Systemic Improvement

Activities:	Personnel:	Time Frame:	Resources:
• work with Edmentum to upgrade PLATO software • upload teacher and student data/accounts	• IT Administrator • ET Specialist	2013-2014	• Edmentum • PLATO software

Professional Development:

- Provide training for all staff on the differences in the PLATO upgrade
- Provide training for best practices in implementation of PLATO in the classroom
- Training will be offered throughout the year for teachers as a refresher and as they become ready to implement PLATO into their classroom

Evaluation:

- By the beginning of the 2013-2014 school year, the PLATO software will be upgraded and populated with teacher/student accounts
- By December 2013, at least one PLATO training will be offered at each KSD building to help teachers transition and implement the updated resource

Action Item (ET): Upgrade Moodle

Addressed NETS:

1. Visionary Leadership
2. Digital Age Learning Culture
3. Excellence in Professional Practice
4. Systemic Improvement

Activities:	**Personnel:**	**Time Frame:**	**Resources:**
• Upgrade Moodle server to the newest version • Transfer existing courses to the new space • Delete old/obsolete courses	• IT Administrator • Network Administrator • ET Specialist	2013-2014	• Moodle

Professional Development:

- Professional development will be provided to al staff who currently use, or would like to us Moodle
- Training will be provided throughout the year on best practice and online course design strategies

Evaluation:

- By the beginning of the 2013-2004 school year the Moodle server upgrade will be complete, and all pre-existing courses will be transferred over
- The first teacher training will be offered in late August as teachers return to work and need to update their courses

Appendix G
Internet Use Policy

GENERAL

Internet access is a service provided for students and staff members by this school district. Use of this district's computer networking services must be directly related to an educational goal and consistent with the instructional objectives of this district. The district reserves the right to monitor all activity on the computer network service.

The system administrators of the computer network service are district employees who are responsible for monitoring use of the system (computer network service and related equipment) by staff and students.

The computer network services provided by this district may not always meet student or staff requirements or be uninterrupted or error-free. It is provided on an "as-is, as available" basis. No warranties are made or given with respect to any service, information, or software contained therein.

DEFINITIONS

"Child pornography" is defined as:

> Any visual depiction . . . whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where—(1) the product of such visual depiction involves the use of a minor engaging in sexually explicit conduct; (2) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct; (3) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (4) such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. 18 U.S.C. § 2246.

"Harmful to minors" is a visual depiction containing any picture, image, graphic image file, or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and lacks serious literary, artistic, political, or scientific value to minors.

"Minor," for the purposes of this policy, is an individual who has not attained the age of 17.

"Obscenity" is defined as:

> Any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole, appeals to a prurient [i.e. erotic] interest; (2) depicts, describes or represents in a patently offensive way an actual or simulated sexual act or sexual contact or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value. 18 U.S.C. § 1460.

PRIVILEGES AND RESPONSIBILITIES

The use of this district's computer network service is a privilege, not a right. Permission from parents/guardians is required before students may access the computer network service. All users must sign an Acceptable Use Agreement before access is permitted. Upon acceptance for use of the computer network service, students and staff will be given a user ID (name) and password.

Student and staff freedom of speech and access to information will be honored; however, this district reserves the right to monitor and review all electronic transmissions and activities. User access may be denied, revoked, or suspended at any time because of inappropriate use. Further disciplinary action may also occur.

INFORMATION CONTENT

This district provides students and staff access to other computer systems around the world through the Internet and users may encounter information that is controversial or potentially harmful. Because the information and sources of information on such computer network services is continually changing, it is impossible for the district to monitor all the content. Some computer systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. This district does not condone the use of such materials and does not knowingly permit use of such materials in the school environment. Students or staff bringing such materials into the school environment will be dealt with according to the discipline policies of the individual schools and this district. Intentionally accessing or using such materials may result in termination of access to this district's computer network service capacities as well as in-school suspension, suspension from school or expulsion; or disciplinary actions for staff, including termination.

INTERNET SAFETY FOR STUDENTS

The district will take appropriate steps to protect all students from access, through the district's computers, to visual depictions that are obscene, contain child pornography, or are harmful to minors, by installing and utilizing specific technology that blocks or filters Internet access to such visual depictions.

The building principal or designee may authorize the disabling of the Internet block or filter system only for the purpose of enabling access for bona fide research or other lawful purpose. Disabling of the Internet block or filter system by any other staff member or student will result in disciplinary action.

As required by the Children's Internet Protection Act, this district will hold annual public meetings to receive input from parents and other patrons regarding the district's Internet safety plan, including the use of an Internet filtering service.

Any staff member, student, parent, or patron may request that the district either block, or disable a block of, a particular website by filing a written request with the superintendent. The superintendent will appoint a five (5) member committee, including three (3) staff members and two (2) patrons. The committee will meet with the individual who filed the request in a timely manner, allow that individual to make oral or written arguments to support the request, and

make a written recommendation to the superintendent regarding whether the district should block, or disable a block of, a particular website. Upon reviewing the request and the committee's recommendation, the superintendent will render a written decision and notify the individual who made the request. The superintendent's decision in this matter will be final.

ONLINE USE

All district policies and school rules pertaining to behavior and communications apply to online use. The use of this district's computer network services capabilities must be for educational purposes only and be consistent with this district's mission.

1. Users are not allowed to access the district's computer network services for any private or commercial purposes. Users are not allowed to attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless pre-approved by the board or superintendent.

2. Illegal activity is prohibited and may result in referral to law enforcement.

    a. Sending, receiving, or accessing obscene or pornographic material is prohibited.

    b. Sending, receiving, or accessing harassing, threatening, or objectionable material is prohibited.

3. Using programs to infiltrate a computing system and/or damage the software components is prohibited.

4. Students and staff will use the computer network service resources efficiently to minimize interference with others.

5. Users are responsible for making back-up copies as needed.

6. Users are responsible for taking precautions against computer viruses on their own equipment and this school district's equipment.

7. Users will not transmit materials, information, or software in violation of any local, state, or federal law.

8. Attempts to log in to the system using another user's account will result in termination of the user's account.

ONLINE CONDUCT

All users are required to abide by the generally accepted rules of computer network service etiquette. These include, but are not limited to, the following:

1. Users will not be abusive in their messages to others.

2. Users will not swear, use vulgarities or any other inappropriate language.

3. Users will not reveal personal information regarding others and should be cautious when revealing users' own personal information (home address, phone number, etc.).

4. The computer network service may not be used in such a way that use would disrupt the use of the computer network service by others.

5. All communications and information accessible via the computer network service should be assumed to be private property but open to district scrutiny, and review at any time.

6. Users will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material, nor encourage the use of controlled substances.

Any on-line conduct that is determined by the system administrator to constitute an inappropriate use of this district's computer network service or to improperly restrict or inhibit other users from using and enjoying this district's computer network service is strictly prohibited and may result in disciplinary action.

COPYRIGHTED MATERIAL

Copyrighted material will not be placed on any system connected to this district's computer network service without the author's written permission. The following will apply to copyrighted materials:

1. Only the owner(s) or persons specifically authorized may upload copyrighted material to the computer network service.

2. Users may download only that copyrighted material for which permission has been requested and granted, or that falls within the fair use exception to the copyright laws.

3. A user may redistribute a copyrighted program only with the express written permission of the owner or authorized person or as provided by the fair use exception.

ELECTRONIC MAIL

Electronic mail ("e-mail") is a private electronic message sent by or to a user in correspondence with another person having Internet mail access. The following provisions apply to e-mail:

1. Messages received by the computer network service are retained on the system until deleted by the recipient.

2. A canceled computer network service account will not retain its e-mail. Users must remove old messages in a timely fashion.

3. The system administrators may remove e-mail messages if not attended to regularly by the users.

4. E-mail may be viewed by others. There is no guarantee of confidentiality.

5. The system administrators will not intentionally inspect the contents of e-mail sent by one user to an identified addressee, or disclose such contents to anyone other than the sender, or an intended recipient, without the consent of the sender or an intended recipient, unless required to do so by law or this district's policies, or to investigate complaints regarding e-mail which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

6. This district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any e-mail transmitted on this district's computer network service.

THIRD-PARTY SUPPLIED INFORMATION

Opinions, advice, services, and all other information expressed by students, staff, information providers, service providers, or other third-party personnel on the computer network service provided by this district are those of the individual and do not represent the position of this district.

DISK USE

The system administrators reserve the right to set quotas for disk use on the computer system. Users exceeding their quota will be required to delete files to return to compliance. Users may request that their disk quota be increased by submitting a request stating the need for the quota increase. In determining whether to grant the request, the designated administrator will review the space available and the reason for the request. The decision of the administrator regarding disk use is final and not appealable. A user who remains in non-compliance of disk space quotas after seven (7) days of notification will have his or her files removed by a system administrator.

SECURITY

Security on any computer system is a high priority. All district users will meet the following requirements:

1. If a user feels that he or she can identify a security problem on the computer network service, the user will notify a school administrator. The user will <u>not</u> demonstrate the problem to others.

2. Users may not let others use their account and password nor will they leave their account open or unattended.

3. Users will change passwords regularly, using combinations of letters and numbers and will avoid using standard English words and names.

4. Users will immediately notify a school administrator if their password is no longer secure, or if they have reason to believe that someone has obtained unauthorized access to their account.

5. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the computer network service.

VANDALISM

Vandalism will result in disciplinary actions. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the computer network service, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

STUDENT DISCIPLINE

Violation of this policy may result in the following disciplinary actions:

1. A student may lose computer privileges/network access. The duration of loss will depend on the student's age and severity of the violation as determined by the system administrator. Students found to flagrantly or persistently violate this policy may lose all computer privileges/network service access for the remainder of the school year, or for the duration of school attendance.

2. A student may be removed from class, suspended, or expelled from school if he or she engages in conduct on the computer network service that constitute flagrant or persistent violations of this policy or could be considered illegal, as defined by federal and/or state law. Students committing illegal acts may be referred to the local law enforcement agency.

3. Each student is responsible for any damage he or she may cause to this district's computers or to the computer network service. The student must pay all costs incurred in restoring the computer or the network service to its previous working order.

4. If a class requires the use of a computer and/or the computer network service, a student who has lost computer privileges under this policy will be allowed to participate under direct teacher supervision unless he or she has been removed from the class.

STAFF DISCIPLINE

1. A staff member may lose computer privileges and/or network access. The duration of loss will depend on the severity of the violation as determined by the building administrator.

2. A staff member may be disciplined, up to and including termination from employment, if he or she engages in conduct on the computer network service that constitutes flagrant or persistent violations of this policy or could be considered illegal, as defined by federal and/or state law. Staff members committing illegal acts may be referred to the local law enforcement agency.

UPDATING USER ACCOUNT INFORMATION

The computer network service may occasionally require new registration and information from users to continue the service. Users must notify the designated administrator of any changes/deletions in user information (address, phone, name, etc.).

TERMINATION OF ACCOUNT

A user's access to, and use of, the computer network service may be terminated at any time by notifying a system administrator. An account that is inactive for more than thirty (30) days may be removed along with that user's files without notice given to the user.

An administrator reserves the right, at his or her sole discretion, to suspend or terminate users' access to and use of the computer network service upon any violation of this policy.

This district's administration, faculty and staff may request the system administrator to deny, revoke, or suspend specific user access.

♦ ♦ ♦ ♦ ♦ ♦ ♦

LEGAL REFERENCE:
17 USC Section 1001, et seq.
Children's Internet Protection Act, Sections 1703 to 1721, U.S.C. Section 254(h)(1)
Idaho Code Sections
6-210
18-2201
18-2202

ADOPTED: June 8, 2004

AMENDED: October 12, 2004

ATTACHMENT: Computer Network Service User Agreement

*Language in text set forth in italics is optional.

COMPUTER AND NETWORK SERVICE USER AGREEMENT

I understand and will abide by this district's policy titled "Computer and Network Service." Should I commit any violation of the policy, my access privileges may be revoked and school disciplinary and/or appropriate legal action may be taken.

User Signature: _____ Date: _____ / _____ / _____

Print Name: _____

PARENT OR GUARDIAN (If you are under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read this district's policy entitled "Computer and Network Service." I understand that this access is designed for educational purposes and this district has taken available precautions to eliminate controversial material. **However, I also recognize it is impossible for this district to restrict access to all controversial materials, and I will not hold it responsible for materials acquired on the computer network service.** Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian (please print): _____

Signature: _____ Date: _____ / _____ / _____

User's Full Name (please print): _____

School: _____ Grade: _____

Home Address: _____

Home Phone: _____ Work Phone: _____

I am a:

Student of this district and will graduate in _____

Certified staff member of this district, teaching _____

in grade _____ at _____

Non-certified staff user of this district working as a _____

Other user authorized by the district _____

