Iron County School District
“Reaching Higher”
September 28, 2017

Digital Teaching and Learning Master Plan

Curriculum * Instruction * Assessment * Space and Time
Infrastructure * Data and Privacy * Community Partnerships
Personalized Learning * Budget and Resources * Innovative Leadership
Iron County School District Board
Stephen Allan – President
Harold Haynie – Vice President
Michelle Jorgenson
Becki Bronson
Mary Ann Kemp

Digital Teaching and Learning Team
Shannon Dulaney - Superintendent
Steven Burton - Assistant Superintendent, Elementary Director
Rich Nielsen - Secondary Director
Kent Peterson - Business Administrator
Troy Lunt - Technology Director
Janette Stubbs - Professional Development
Cory Henwood - Digital Teaching and Learning Coordinator
Randy Yardley - Technology IT Manager
Dennis Heaton - Secondary Principal
Nathan Jenkins - Elementary Principal
Jean Truman - Media Coordinator/Technology Specialist
Ike Spencer - Secondary School Technology Specialist/Teacher
Tim Marriott - Secondary School Technology Specialist/Counselor
Keenan Hart - Elementary School Teacher/Technology Specialist
Tony Pellegrini - Southern Utah University Professor
Justin McArthur - Staheli West, Business Partner
Iron County School District Digital Teaching and Learning Master Plan

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Overview
“Investing in Learning for All” is a top priority in Iron County School District. We reach higher to ensure that learning takes place for all members of our school communities, including students and their families, educators, administrators, and support staff. We contribute to the success and productivity of high-functioning professional learning communities at every level of the district system, and hold high standards and expectations for student and educator success, through self-reflection and collective inquiry regarding best practices. We continually focus our efforts on student and educator learning to promote and realize increased student achievement, and commit to a high level of mutual support and trust among all members of the learning community at all levels of the district system. We manage the district’s resources in a manner that addresses the needs of the community, establishes community partnerships, and builds community support. We seek to recognize and celebrate the individual and collective efforts and achievements of the Iron County School District community. We believe that we can create a better tomorrow for all by empowering all to learn at high levels through systematic district and school-wide support.

As technologies, digital and information systems evolve, we must seek to stay current and prepare our students for college and careers. We must plant the seeds for success and a secure future. An education system that prepares its students for a secure future is a system in which students can expect higher performance of themselves and deeper engagement in academic, real world endeavors by accessing digital tools and resources available twenty-four hours a day, seven days a week (24/7) appropriate to individual choice, strengths, needs, and learning styles. It is a system in which students are involved in standards based, personalized learning directly linked to essential 21st century skills. Within this system, students know they will be prepared to thrive in a global workforce with changing economic implications.

In such a system, parents can expect not only to participate more directly in their children’s education, but also to improve their own knowledge as parents and citizens. Communication increases as parents have continuous access to learning resources and student information, such as standards-based achievement, attendance, and student self-management.

Educators within this system can expect to access and use student information and student-learning data on demand in order to better inform and individualize instruction. The use of digital tools and resources along with personalized professional development opportunities can transform the educators’ role in the educational process from instructor of knowledge to facilitator of learning. In addition, increased communication and collaboration among educators through professional learning communities will enhance vital collaboration between school, home, and the community for the ultimate goal of high levels of learning for all.

Community and school board members can expect effective and efficient use of fiscal and human resources through data-driven professional development and the establishment of systems in place to measure learning return on investment across the district. Increased communication and participation in the educational decision-making process is enhanced for these stakeholders through the use of anytime-anywhere digital tools and resources.

I. Iron District Readiness Assessment
See Appendix A for Full Future Readiness Assessment

Iron County School District completed a readiness assessment using Future Ready. The leadership team took the initial assessment, and a group of forty-five stakeholders completed the more detailed gear assessments to create a gap analysis. The leadership team scored a 5.9 out of 10 on the digital readiness scale, indicating that district leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and are working in partnership with key stakeholders to establish a common vision for the future.

**Curriculum, Instruction, and Assessment**

In the areas of curriculum, instruction, and assessment, the district showed several distinct gaps between district leadership views and those of key stakeholders. The areas of 21st century skills and deeper learning, personalized learning and collaborative, relevant and applied learning all had gaps of over three points. These gaps indicate that the district has not yet reviewed 21st century skills, deeper learning competencies, selected a set of skills that resonate with all stakeholders, or integrated those skills into all curricula. Support materials, information resources, professional development, and pilot programs have not been developed. In addition, there may not be a deep understanding of personalized learning for students or research performed on this topic. The possibilities that technologies and social media bring to advance such learning with students may not be understood, and leadership may not have recognized the key role that technology and social media will play in empowering students to personalize their own learning. Finally, in regards to collaborative, relevant, and applied learning, the district has not yet researched, documented, and communicated the value of authentic learning in K-12 education. A framework for rich, authentic work has not yet been developed, and they have not yet revised curriculum, instruction, and assessments to align with and support collaborative and authentic learning.

**Use of Space and Time**

The greatest gaps under the area of Use of Space and Time fall within the areas of flexible
anytime-anywhere learning and creating schedules and environments that are conducive to environments for personalized learning. Although the gap was relatively small in the area of competency-based learning, the overall rating was low. The leadership team feels that this is an area to look at, as well, in relation to our district vision of high levels of learning for all students. These gaps indicate that the district does not have the policies, infrastructure, and the digital learning tools and resources in place, to fully embrace flexible, anytime- anywhere learning. The district has not yet defined and adopted a pedagogical shift to personalized learning, anytime and anywhere, nor implemented an effective, personalized learning environment where learning is connected to an individual learner’s interests and experiences, and where learners have more control over the when, where, what, and how they are learning. Finally, to address the area of competency-based learning, the district has not yet integrated Competency-Based Learning (CBL) into its policy and practice. It has not created designs that provide flexible, paced learning with robust timely support, learner voice and choice, and measures to evaluate learner proficiency that align to self-paced learning.

Robust Infrastructure

The district technology department has spent the past two years investing in and supporting the development of the infrastructure throughout the district. The team feels confident in the robust network and the process in place for further development, including the plan in place for review and replacement. The technology team feels that some of this gap may occur because of lack of knowledge regarding the process, and that improving communication with all stakeholders is necessary as we move forward. Adequacy, quality, and availability of devices scored low among district leadership and participating stakeholders, and it is an area that should be addressed. The district is not fully staged for an efficient deployment of technology devices. Sustainable budgeting, multimodal training, and efficient technical support are areas that need added support. On a positive note, the gap indicated under the title of Adequate and Responsive Support showed that stakeholders feel better about the support provided than what the district team had indicated.

Data and Privacy

The district, as a whole, scored the highest in this area, both ratings showing seven out of ten. Gaps were minimal, except under the area of data-informed decision making. The district needs to conduct a critical review of the district strategic plan, school strategic plans, documented decision making processes (including district, school, and even school board), professional development offerings, and budgets. Through the district’s initiative to support the complete implementation of professional learning
communities and multi-tiered systems of support, the team feels that we continue to ensure that the district’s emphasis on data-driven decision-making is stressed and consistent. The gap resides in the area of data-informed decision making across documents and processes, revising as necessary to communicate the importance of using data to make key decisions and provide adequate resources (e.g., staffing, data systems, time, professional development) to support staff as they implement plans and make decisions. More support and professional development is needed in this area.

Community Partnerships
Several areas in this gear assessment fell below the halfway mark. The greatest gap occurred in the area of parental communication and engagement, but the lowest area, which was fairly close to agreement, fell in the area of global and cultural awareness. The district may have committed to the value that local and global partnerships bring to learning, but it does not formally communicate expectations internally to district and school administrators and other education professionals, nor does it establish structures that serve as a bridge to such partnerships, while building capacity to leverage such partnerships in the service of learning. While individual classroom teachers may be providing global and cultural experiences, the district does not systematically encourage, support, and monitor such experiences. Although we feel that we have a great network of communication systems in place through “Remind 101” and “School Messenger,” the district does not systematically ensure that the school’s digital learning environments used by students and teachers on a daily basis are parent-friendly and accessible (i.e., parents have secure access to many of the features their students are engaged in online), nor does the district ensure that parents have opportunities to contribute while in that environment. In addition, the district has not yet established policies on parental outreach that ensure that parents who do not have Internet access have alternative avenues for communication.

Personalized Professional Learning
As stated above, these results continue to show a need for the development of a 21st century skill set. The district has not yet fully developed a culture that encourages innovation in the use of 21st century skills. Part of the issue may be a lack of communication and emphasis on the research as to why 21st century skills are important and how these skills increase the relevancy, engagement, and deep learning by students. The district hasn't explicitly set clear, high expectations or provided opportunities...
for professional development with an understanding that all staff will become knowledgeable and competent with 21st century skills and that all staff will use such skills in their work in the district. An additional gap in the assessment includes a shared ownership and responsibility for professional growth, as well as providing diverse opportunities for professional learning through technology. Current district policies, practices, and culture do not encourage or support personalized professional learning among staff. As a result, administrators, teachers, and other education professionals are not taking ownership for their own professional learning. Embedded daily use of technology, professional learning networks PLNs, and social media is the exception, rather than the rule. Professional growth toward the targets set by the district, team, and individual is limited. The district is not yet providing the digital structures that encourage and empower educators to personalize their professional learning. As a result, they have not yet built the capacity of district leaders to personalize their own professional learning, in part through modeling the use of a range of technology tools. In addition, the district has not fully researched, developed, and offered a broad range of professional learning options that use technology and social media to provide authentic, personalized professional learning.

Budget and Resources

While there were not significant gaps in any of these areas, the team feels that it is important to address the gaps and lower scores in the area of alignment to district and school plans and measuring learning return on investment. Currently, the curriculum and instruction plans are not aligned or mapped to digital learning resources, outcomes and expenditures, and the district may not yet be able to track and/or demonstrate the academic return on investment for expenditures for digital learning. District experts could research and present evidence of student learning that could illustrate the relationship between student learning objectives and technology-enabled learning. More communication should take place between those dealing with student learning and those involved in the budget development. Priorities need to be developed and understood so they can be reflected in the budget.

Innovative Leadership

A shared, forward thinking vision for digital learning stands out from the comparison data as an area in which both the score is low as well as an indication of a significant gap between district leadership and stakeholders. The district should consider a vision that addresses what students need, to thrive in the 21st century based on current research and societal trends, as well as broadly and effectively communicating this vision internally with staff and/or externally with parents/community stakeholders. The district should also consider looking at current policies for high-expectations...
for evidence-based transformations to digital learning. These should include timelines for the progress they expect from district, school-based staff, and students to make toward the district vision for digital learning, and a complete set of metrics for collecting and analyzing indicators of progress toward the district vision for digital learning. This should also include an analysis as to how technology is being used in learning, teaching, leading, and assessment, with standards based on sound educational research. Finally, the district must develop coherent thinking toward policies that are aligned with the philosophy underpinning the vision for digital learning (e.g., student-centered pedagogy; focus on authentic, 21st century, deeper learning; personalized learning for students and education professionals; flexibility in the use of time to ensure learning needs of all students are met). To be successful, district leaders need to dedicate appropriate resources to data analysis, interpretation, and capacity building necessary for professional development leading to improvement in digital teaching and learning.

**Stakeholder Involvement**

Iron County School District completed a readiness assessment using the Future Ready format. The leadership team took the initial assessment, and a group of forty-five stakeholders completed the more detailed gear assessments to create a gap analysis. Following the creation of the gap analysis, a Digital Teaching and Learning Team was identified from a list of teachers, administrators, parents, SUU staff, and members of the business community. These stakeholders were highly involved in the planning process, and participated in determining the root causes and finding viable solutions to those problems. The full DTL team met for three full days over the summer to discuss root causes and consider solutions. The initial leadership team traveled to Austin, Texas to participate in the Future Ready conference, and receive additional ideas and support. Ten of the fourteen stakeholders participated in the state boot camp, and all stakeholders have provided feedback on the plan when completed, reviewing it several times. During the process and requested changes.

An analysis of the readiness assessment shows that the leadership team scored a 5.9 out of 10 on the digital readiness scale, indicating that district leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and are working in partnership with key stakeholders to establish a common vision that will carry us into the future.

**II. Inventory of the LEA’s Current Technology Resources, Including Software, and a Description of How a LEA Will Integrate Those Resources into the LEA’s Implementation of the Three Year Proposed Program**

**Part A. Inventory of LEA’s Current Technology Resources, Including Software**
Current Updates
The number of Chromebooks in ICSD has increased to 4,490 from the original number stated above. The following is an update to district facts,

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>9064</td>
</tr>
<tr>
<td>Number of Wireless Access Points Installed</td>
<td>456</td>
</tr>
<tr>
<td>Average Age of Access Points</td>
<td>2.2 years</td>
</tr>
<tr>
<td>Average Number of Access Points per Instructional Space</td>
<td>0.83</td>
</tr>
<tr>
<td>Average Number of Students per Access Point</td>
<td>20</td>
</tr>
</tbody>
</table>

Part B. Description of How the LEA Will Integrate Existing Resources into the Proposed Three Year Digital Teaching and Learning Program

Iron County School District has been moving progressively toward 1:1 devices in all of its schools. Most of that has been accomplished, however, through Trustland funding with input from
community councils, Title 1 funds, and successful fundraising efforts from local PTAs in non Title 1 schools. Many of the devices purchased have been Chromebook labs for grades 3 – 12 and iPads for grades K-2. Other hardware exists throughout the district in the form of various tablets purchased individually by classroom teachers through grants like the Iron District Foundation teacher grants. There exists a huge push for more technology in the hands of students, but without the training to facilitate the best use of that technology and the resources to manage the acquisition, tracking, maintenance, rotation, and retirement of these materials, ICSD falls short of providing both students and educators what they need to be successful in 21st century digital teaching and learning.

Iron County School District is committed to engaging in existing inventory efforts, and remains committed to get these technologies into the hands of students through the efforts discussed above, as well as additional monies acquired from the Utah Digital Teaching and Learning Grant awarded to teacher teams through Action Research Mini Grants. All of the current devices will be considered and integrated as the district focuses their efforts on professional development opportunities for teachers in order to provide them with the training and resources needed to integrate their existing technology and resources effectively into their classroom instruction. Teachers are innovative and often search out opportunities to use technology more effectively in their classrooms. Iron County School District is in need of someone at the district level to facilitate and focus these efforts to ensure the best use and management of the resources that already exist before seeking to acquire more.

Existing resources will be essential as the district moves toward providing students with access to digital tools and resources twenty-four hours a day, seven days a week appropriate to individual choice, strengths, needs, and learning styles. This type of learning environment cannot happen, and will not happen, without a push for additional devices and without the professional development teachers need to make it happen. All useable materials will be considered and targeted for that professional development and effective implementation across the board. In addition, moving forward, ICSD will continue to maintain an accurate inventory management system for both new and existing devices, and look into the use of the LeaRn platform to aid inventory efforts. The Tech department in the district is also committed to enhancing our current inventory management system to expand the level of detail, making it possible to find any technology device anytime, anywhere. This new system, now under development, will key or trigger the department when specific technology needs to be replaced. Right now we use a point system for identifying rotation, but this will make this more efficient so that technology can be cycled through regularly. ICSD is committed to participating in future inventory efforts with UETN as requested.
LEA Capacity and Goals

III. Statement of Purpose that Describes the Learning Objectives, Goals, Measurable Outcomes, and Metrics of Success an LEA Will Accomplish by Implementing the Program

Long Term Outcomes

ICSD will increase the percentage of student growth by 5% by the end of 2019 as measured by spring 2015-16 SAGE proficiency scores.

As an additional long-term outcome, ICSD expects to see improvements of college, career, and workforce readiness as measured by SAGE proficiency in all subgroups, as well as measures of improvement in 11th grade ACT scores, and improved levels of student self-direction and critical thinking based on a state set of items from SAGE that are determined to represent critical thinking.

Intermediate Outcomes

ICSD will review SAGE data at the mid-way point of (June 2018) for indicators of student growth of 2.5% as measured by spring 2015-16 SAGE proficiency scores.

ICSD will monitor SAGE proficiency scores at the mid-way point, as well as assess levels of improvement in the areas of student self-direction, critical thinking, and workforce readiness using SAGE item indicators.

Direct Outcomes

ICSD will perform a culture measure each year using the Future Ready Leadership and Gear Assessments. ICSD will seek to increase its readiness number at least two points from 5.9 to 7.9 by the end of 2019. The Digital Teaching and Learning Committee will review results from the assessments yearly and adjustments will be made as needed.

ICSD will begin to measure stages of implementation beginning spring 2017 and each year thereafter. After baseline data is collected using school and individual teacher surveys, and observations performed by principals and the Digital Teaching and Learning Specialist using the School Technology Assessment Readiness (STAR) Rubric (see page 43-44), the district will expect to see improvements of at least one level on average over three years with a goal of “Advanced” usage by 2020.

2017 Updated Outcomes:
https://docs.google.com/document/d/1DRsjIqdB_W2pwzH0vk8_U5cVVvCn5egF4pfq8n1ijcE/edit
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As part of the district’s mission, vision, and goals, educator teams throughout the district measure student learning outcomes weekly to determine the reteaching, intervention, and enrichment needs of each student. ICSD will continue to monitor student learning using the district’s Collaborative School Improvement (CSIP) tool, and based on stated high leverage learning objectives in relation to the use of technology, especially when LMS integrated systems are involved.

Finally, as a direct outcome measure, ICSD will continue to use the Utah Effective Teaching and Leadership Standards to measure teacher and leadership performance within the Iron County School District’s Educator Learning Cycle (see page 41) and submit effectiveness ratings to the state each year.

Statement of Purpose

The Digital Teaching and Learning Leadership team feel that any integration of technology must support, not take away from, the well-established mission, vision, values and goals set by the district. In addition, it must be used as a tool to expand the learning of every student and the capacity of every educator. It is the desire of Iron County School District that all classrooms are cognitively engaging, centered on student responsibility for learning, and have established environments that continually cultivate essential 21st century skills in preparation for college and career success. There must be a continual weaving of digital teaching and learning into what Iron County School District values and seeks to achieve.

The following core targets for improved student achievement, student learning, and college readiness are laid out in detail in the district’s digital teaching and learning plan and align with the vision and guiding principals of Utah’s master plan,

- Increase administrative support in the area of Digital Teaching and Learning by restructuring current district systems and investing in a digital teaching and learning specialist to facilitate the transition from more traditional learning to a student centered, digital learning model.
- Increase the amount of time and resources given to ongoing professional development for all educators regarding the effective integration of digital resources into the Utah Core Curriculum with a specific focus on the development of targeted workforce outcomes such as self-direction, critical thinking, communication, collaboration, creativity, etc.
- Increase the time students spend in self-directed, student centered, personalized learning environments, and provide continuous access to digital curriculum any time, anywhere through a student learning management system.
- Invest in teacher innovation and creativity by providing monies for action research mini-grants to be acquired and monitored for specific student achievement in relation to team student learning objectives.
- Invest in Internet safety by implementing a Mobile Device Management (MDM) system on all district owned mobile devices, and well as full implementation of a digital literacy and citizenship curriculum.
- Develop a system for monitoring implementation fidelity, student usage, and learning return on investment as digital tools are continually being integrated with existing curriculum and
resources.

**District Mission, Vision, Values, and Goals**

The following values will help make the mission and vision of ICSD a reality.

- We will hold high standards and expectations for student and educator success through self-reflection and collective inquiry regarding best practices.

- We will focus our efforts on student and educator learning to promote and realize increased student achievement as identified in the six foundational components of the above school improvement framework.

- We will commit to a high level of mutual support and trust among all members of the learning community at all levels of the district system.

- We will manage the district’s resources in a manner that addresses the needs of the community, establishes community partnerships, and builds community support.

- We will recognize and celebrate the individual and collective efforts and achievements of the Iron County School District community.

**District Vision for Digital Teaching and Learning as Aligned with Utah’s Master Plan**

To meet the needs of the students in Iron County School District, and prepare them for success in the 21st century, Iron County School District must weave the acquisition and use of technology into its current mission, vision, values and goals. In order to accomplish this, ICSD must incorporate the following digital teaching and learning values.

- We will devote significant time and resources to the adequate preparation of and ongoing professional development for all educators in digital teaching and learning.

- We will move teachers from “Early or Developing” to “Advanced and Targeted” users (Pearlman, 2003).

- We will be responsive to the needs of teachers by providing content-focused strategies and technology tools appropriate for each subject area and grade level through anywhere, anytime learning.

- We will use technology to change and improve the culture of public education, classroom instruction, student and parent engagement, and teaching and learning processes.

- We will support the Utah Core and provide systemic support for student engagement and classroom innovation.

- We will provide access (teacher, student and home) to quality digital curriculum, learning management support structures, collaboration systems, formative assessment systems, ongoing proven software, and instructional practices research.

- We will prepare students for college and careers, including an emphasis on higher-order problem solving across the curriculum.

- We will broaden STEM career path options for students.

- We will support the drive toward on-demand, 24/7 learning and the blended classroom.

- We will drive economic development by providing students with the skills and experiences they need to give Utah companies a quality workforce.
● We will move toward “66 percent by 2020” P.A.C.E. Goals.

Rational for Technology Integration

Students at all levels are beginning to demand rich media-based learning environments and teachers must be prepared and supported in these “disruptive” changes in order to stay one step ahead of students. Educators and students should be actively engaged in using technology as a tool. They should be collaboratively using technology tools to work with others and constructively using technology tools to connect new information to their prior knowledge. Jobs in the 21st century require the authentic use of technology tools to link learning activities to the world beyond the instructional setting. Activities using technology must be planned, progress monitored, and evaluated. Technology that is thoughtfully integrated into lesson plans can add depth to every part of the learning experience. This depth should be the foundation of decisions that districts make as they look to increasingly support both educators and students in these technology efforts within the schools.

The purpose of technology should be to support and challenge learners, all learners, in the education system: both students and educators. The use of technology should be integrative rather than isolative. Key to the implementation of critical elements of sustainable technology integration are the following: consideration of the importance of supporting staff in becoming familiar with the concepts of technology integration, encouragement and support of professional development on technology integration, engagement in reflection on the effectiveness of this integration in relation to teaching and learning, and measurement of the outcomes of this integration at all levels of the district system using methods such as action research. School administrators at both the district and school level as well as teacher leaders need to understand these processes and their importance in order to promote sustainable improvement in the use and integration of technology.

Root Causes and Core Components

The level of understanding needed to promote sustainable change and eventual improvement in the area of digital teaching and learning requires a deeper skill level, time for systematic planning, implementation, and monitoring, and adequate resources. If a district is serious about making these changes they must invest in trained personnel with the expertise and experience to be able to facilitate this level of change. With limited district staff, and each member of the administrative team taking on several roles throughout the district, adding the title of Digital Teaching and Learning Specialist to their plate would only perpetuate the problem not solve it. An immediate need of Iron County School District is the hiring of a trained, full time Digital Teaching and Learning Specialist to their plate would only perpetuate the problem not solve it. An immediate need of Iron County School District is the hiring of a trained, full time Digital Teaching and Learning Specialist to take on the responsibility of facilitating the components of the grant, and create a systematic plan for moving forward beyond the grant to see that all students are prepared for 21st century college and careers. This specialist will be immediately equipped with the tools and resources necessary to help facilitate this complex change in the district. He/she will be responsible to provide the ongoing professional development needed to ensure the effective use of technology in classrooms, and provide educators with the needed resources to focus on collaboration, curriculum planning, active engagement, and 21st century skills in a personalized anytime anywhere
learning environment.

Supporting the drive toward on-demand, 24/7 personalized learning using the blended classroom framework is a lofty goal. A change of this magnitude requires that teachers be given the skills, through ongoing professional development, but also the appropriate resources and incentives to move forward. As mentioned above, it is essential that the district hire a specialist to facilitate this type of educational and philosophical change and provide the professional development needed to reach that goal. It is also important that teachers be given the tools necessary to help support that type of learning within their classrooms. Small pockets of teachers within the district are using the Canvas (LMS) system to facilitate this type of learning, but it is not widespread. The cost of acquiring student licenses for a learning management system district wide has kept the district from moving forward in this area. The district would like to set aside monies through this grant for the purchase of student licenses for an online learning support system like Canvas for all of the secondary schools and provide the high-quality training necessary for all educators so that much of what they do will be online and easily accessible to students and parents 24/7. Although this may be more conducive to secondary schools, such tools are also becoming more accessible to elementary schools with additional features to support data gathering from common assessments. Therefore, our elementary schools will also have the option of purchasing these licenses on a school-by-school trial basis in hopes that their successes will inspire others to move in that direction.

In order to ensure effective use of technology within our schools, the Digital Teaching and Learning Leadership Team feel that teachers must continue to seek out new, innovative, and research based ideas for personalized learning within their classrooms. In order for that to happen, it is imperative that they have the support and resources available to them to be able to implement and test out their ideas. Currently, teachers are at the mercy of small individual school budgets that are already spread thin, personal grant writing, and/or PTA fundraisers to help them get the resources they need to implement their ideas. Because of the difficulty of acquiring funding, many teachers don’t try and simply do what they’ve always done. Beginning in year one of the plan and continuing into years two and three, educator teams will be given the opportunity to apply for mini digital teaching and learning grants. These grants will take the form of an in-the-field, job-embedded, team-based, action research project. Professional learning teams across the district will be able to submit a project for additional funding toward the acquisition of digital tools, software, or related digital resources (see grant template in Appendix J). These resources should support them and their students as they work to reach their team SMART goals related to their team-developed student learning objectives and professional growth goals. The projects will need to include a research-based instructional strategy, and/or the specific integration of 21st century skills that the team will focus on throughout the project and incorporate with the technology requested. Data and artifacts will be collected and evaluated in their professional learning communities throughout the year. At the completion of each project, teams will be encouraged to evaluate the results, and final data will be reported to the grant committee. Teams will also be required to participate in professional development activities, coaching, and attend two EdTech camps during the year to share their projects with others and facilitate additional exploration of digital teaching and learning throughout the district the following year. It is the intention of the district team to build leadership capacity in our teams and create excitement for innovation, teacher research, and sustained student
achievement as a result of these projects.

Technology support, robust infrastructure, and adequate funding are an integral part of the planning process at all levels. Sufficient technical support to provide anytime, anywhere digital tools and resources is critical to meeting the needs of the 21st century educational system. Budgeting and funding must be provided at a level that will ensure the effective implementation of the technology plan. Budgeting considerations will need to acknowledge total cost of ownership and sustainability requirements along with a system for equating learning return on investment for each purchase. ICSD will continue to move forward in building a robust infrastructure and provide adequate technology support. Inventory management, long term planning, technology support, and program evaluation is a piece that needs immediate focus in the district as well. A district system will be acquired or created and managed by the district’s Digital Teaching and Learning Specialist who will begin the development and implementation of a long-term plan for technology acquisition, professional development, data collection, fiscal accountability, and overall program evaluation.

Twenty-four seven Internet monitoring and student Internet safety is another critical issue that must be addressed. As part of the plan, but not part of requested grant money, each school will be required to purchase a Mobile Device Management (MDM) system for each purchased device to ensure that they are filtered anytime, anywhere, and that students are being monitored when using the devices even in the classroom to ensure real-time engagement. Internet filters, unfortunately, will never be enough unless our students are being taught the skills to manage their own behavior outside of a monitored environment. It is necessary in this digital world that a system provides students with the skills they need to be digitally literate and digitally responsible. The above-mentioned specialist will assist the district in acquiring and rolling out a comprehensive digital citizenship curriculum, in collecting and monitoring data from the MDM, and in collecting data from student surveys, given yearly, and related to their learning and experiences with the digital citizenship curriculum. Each of these data points will be analyzed and reported yearly to determine effectiveness and make improvements across the district in student self-management of the technology that they have access to at school.

**Additional Measurements of Success**

The direct outcome of these projects will play a major part in measuring the success of the district’s plan overall. Technology placed in classrooms should be evaluated for effectiveness in relation to set student learning outcomes. As part of the action research projects tied to these mini grants, teams will be directed to collect and report data using SAGE summative and common formative assessments, and one or more of the following data points: attendance reports, discipline referral reports, parent and student surveys, rubrics created for use with students artifacts, reports from standards-based grading systems, or other approved data. Data collected from the completed projects will be evaluated district-wide for yearly implementation effectiveness and appropriate adjustments will be made if needed. In addition, Iron County School District will implement data gathering rubrics (see pgs. 43-44) to measure stages of implementation across the district, and encourage the use of stakeholder input surveys that include students’ cognitive and social-emotional engagement in learning, as well as levels of preparation for college and career readiness for 21st century skills. Data collection, analytics and reporting related to digital teaching and learning will be a top priority of the new district specialist.
IV. Implementation Process Structured to Yield an LEA’s School Level Outcomes

Part A. Activities

To create a digital learning environment where students can be successful in a digital, global society, Iron County School District must harness the power of technology to ensure deeper learning for all students. We must empower teachers to use technology to support not supplant excellent teaching. We must continue to use evidence-based instructional strategies and data-driven decision-making through our well established collaborative teams to achieve our ultimate goal of helping every student emerge from our school system, college and career ready. In order to accomplish this goal we must first establish a solid leadership team that is active, enlightened, and sensitive to the individual needs of educators and learners. This team must stay informed of current technology and effective pedagogy in relation to technology use. Because of other responsibilities of the members of the district leadership team currently, it is essential that the first activity to be carried out by the team would be the acquisition and inclusion of a Digital Teaching and Learning Specialist that can facilitate this change and support both teachers and administrators in the change management process.

Much of the responsibility and facilitation of the components of the district’s digital teaching and learning plan will fall under the job description of the new Digital Teaching and Learning Specialist under the guidance of the Professional Development Coordinator and the district leadership and technology team. Money has been budgeted for the purchase of individual, updated technology for the specialist as well as a set of training computers, which will be purchased over a three-year period as part of a rotation of an existing training lab. The technology department will direct the purchase of this technology, and agree that it is needed in order to facilitate trainings on the various systems throughout the district. Additional monies will be set aside for training and specific professional development to build the knowledge base and capacity of the district’s specialist in order to provide adequate professional development and coaching to our school specialists and teams.

The specialist will begin by immediately implementing a digital literacy and citizenship curriculum throughout the district. It will then be essential to finalize the mini-grant template for educator teams, advertise the opportunity to educators, and organize the process of submission and review, begin ordering requested materials, and facilitate immediate professional development needs (see grant template in Appendix J). The specialist and grant committee will ensure that all action research mini grants are focused on using technology, 21st century skills, and/or personalized learning in innovative ways to achieve their teams’ student learning outcomes, ensure that they are aligned with state academic content and student academic achievement standards, and that they contain activities that promote student academic achievement and focus on closing achievement gaps.

The specialist will work with the district technology team in the development and monitoring of an
A digital teaching and learning grant committee will be formed in April to review and approve mini grant proposals, and award letters will be sent so that purchasing can take place over the summer months. This committee will be informed of quarterly data collected by teams as they perform action research in relation to their projects throughout the year, and review the data, determining the rate of success at the end of each grant cycle. The specialist will be responsible for collecting data and supporting these teams throughout the year.

The district’s Digital Teaching and Learning Specialist, with assistance from the Professional Development Coordinator, will coordinate professional development throughout the year based on the needs of individual teams and in relation to their team action research projects. In addition to the personalized professional development, the district will hold two EdTech Camps per year to facilitate the sharing of ideas, data collection, and personalized learning among teams, as well as encouraging others to try out their innovative ideas in future grants.

Data collection in relation to learning outcomes and student achievement will take place in the form of individual team action research projects and will be reported to the Digital Teaching and Learning Leadership Team at the end of each grant cycle by educator teams. Survey data collected in relation to professional development, as well as data gathered by rubrics measuring the stages of implementation across the district, will be compiled by the district specialist and reported to the leadership team. As part of the mini-grants, teams will be encouraged to use stakeholder input surveys that include students’ cognitive and social-emotional engagement in learning, and/or ratings concerning students’ feelings regarding their perceived level of preparation for college and career readiness in 21st century skills.

The district’s business administrator, as well as accounting department, will hold the responsibility for fiscal management of all funds in relation to the grant. All decision-making related to funds will go through the district’s Digital Teaching and Learning Leadership Team for approval. All policy changes and/or updates will be directed by the leadership team and will go to the school board for final approval. All public communications regarding the grant, award amounts, and Iron County School District’s short and long-term plan, as well as data and outcomes regarding technology, will be driven by the leadership team and facilitated by the professional development team. In addition, Iron County School District will provide overall implementation data to the Utah State Board of Education on an annual basis.

**Related Deliverables**

Iron County School District is committed to assisting teachers with the development of evidence based instructional activities that translate directly to meet the outcome measures aligned to SAGE
Listed at the top of John Hattie’s influences on achievement is student self-reporting of grades, student expectations, metacognitive strategies, and feedback. As part of our professional development for teachers, ICSD has provided several trainings on student data binders and achievement portfolios, metacognitive strategies, and quality feedback. Many teachers in the elementary setting as well as in the secondary setting have found ways and time to incorporate these data binders into their curriculum planning and student learning. Students have time daily and/or weekly to review their work, reflect on regular assessment scores, and set goals. In schools where this tool has been used with fidelity, SAGE scores have continued to increase. Many of the LMS systems offer a robust tool for the creation of data binders or achievement portfolios within a digital context. In this platform, students are able to collect exemplarily work, attach achievement graphs, set further goals, and show proficiency. These portfolios are transferable to other websites and programs upon graduation, which helps our students prepare for future college and careers. As part of the professional development offered when these platforms are rolled out, ICSD plans to train its teachers specifically on the creation of digital data binders or student achievement portfolios and will encourage them to utilize this tool in their curriculum planning to help students use this activity to think meta-cognitively about their learning, set goals, and learn from the feedback provided. ICSD feels that the creation of these binders will heighten the learning experience for all students and have a direct tie to district learning targets based on SAGE growth and standards-based, mastery learning.

### Part B. Timeline

<table>
<thead>
<tr>
<th>Date/Deadline</th>
<th>Activity</th>
<th>Roles &amp; Responsibilities</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 31, 2016</td>
<td>Hire Digital Teaching and Learning Specialist</td>
<td>Leadership Team</td>
<td>Local and National Advertising of Position</td>
</tr>
<tr>
<td>January – February 2017</td>
<td>Solidify template for digital teaching action research grants and advertise to educators</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Visit faculty meetings at each school site. Email and Website applications</td>
</tr>
<tr>
<td>April 30, 2017</td>
<td>Digital teaching action research grants due</td>
<td>ICSD educator teams</td>
<td>Email, and Website</td>
</tr>
<tr>
<td>May 1, 2017</td>
<td>Digital Teaching and Learning Leadership</td>
<td>Digital Teaching and Leadership Team</td>
<td>Communicate results on</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Responsible Party</td>
<td>Reporting Method</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 1 – 3, 2017</td>
<td>Committee to review grant proposals</td>
<td>Digital teaching and learning grant committee</td>
<td>Website, social media, news, &amp; radio</td>
</tr>
<tr>
<td>May 12, 2017</td>
<td>Grant award letters sent</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Awards published on website news, and radio</td>
</tr>
<tr>
<td>May 2017</td>
<td>Collect survey data on digital citizenship curriculum</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate to parents, PTAs, and community councils</td>
</tr>
<tr>
<td>June-July 2017</td>
<td>Purchasing of technology related to grants and student licenses for Canvas for the 2017-18 school year</td>
<td>Digital Teaching and Learning Specialist and technology team</td>
<td>Budgeting report to school board Communication to community councils, radio</td>
</tr>
<tr>
<td>July 2017</td>
<td>Complete Future Ready Assessment to progress monitor</td>
<td>Digital Teaching and Learning Team</td>
<td>Communicate report to the state and leadership team</td>
</tr>
<tr>
<td>August 2017</td>
<td>Distribute technology resources and facilitate initial professional development needs</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate through school leadership, social media, newspaper, radio</td>
</tr>
<tr>
<td>August 2017 – May 2018</td>
<td>Implement action research and collect data utilizing PLCs and CSIP</td>
<td>ICSD educator teams</td>
<td>Monthly team success highlights on social media</td>
</tr>
<tr>
<td>August 2017-May 2018</td>
<td>Regularly scheduled digital teaching and learning professional development</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Advertise on website, online resources, with principals</td>
</tr>
<tr>
<td>August 2017 – May 2018</td>
<td>Professional development related Coaching</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Regular survey results reported to DTL committee</td>
</tr>
<tr>
<td>September 3, 2017</td>
<td>Digital Teaching and Learning Leadership team meeting for</td>
<td>Digital Teaching and Leadership Team</td>
<td>Communicate results to newspaper, radio</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Responsible</td>
<td>Communication Details</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 2017,</td>
<td>Quarterly check up on action research data</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate to DTL committee</td>
</tr>
<tr>
<td>February 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 2017</td>
<td>Initial EdTech Camp</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Website, social media, spotlight in newspaper and radio</td>
</tr>
<tr>
<td>March 2018</td>
<td>Second EdTech Camp</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Website, social media, spotlight in newspaper and radio</td>
</tr>
<tr>
<td>March 27, 2018</td>
<td>Digital Teaching and Learning Leadership team meeting quarterly review</td>
<td>Digital Teaching and Leadership Team</td>
<td>Communicate results to newspaper, radio</td>
</tr>
<tr>
<td>April 2018</td>
<td>2017-18 Final Grant Data Collection</td>
<td>Digital Teaching and Learning ICSD educator teams</td>
<td>Communicate to grant committee</td>
</tr>
<tr>
<td>April 2018</td>
<td>2017-18 Grant reports to committee</td>
<td>Digital Teaching and Learning Grant Committee</td>
<td>Spotlight success to newspaper and radio</td>
</tr>
<tr>
<td>April 30, 2018</td>
<td>Year 2 Digital teaching action research grants due</td>
<td>ICSD educator teams</td>
<td>Advertise on Website, email</td>
</tr>
<tr>
<td>May 1, 2018</td>
<td>Digital Teaching and Learning Leadership team meeting quarterly review</td>
<td>Digital Teaching and Leadership Team</td>
<td>Communicate results to newspaper, radio</td>
</tr>
<tr>
<td>May 1 – 3, 2018</td>
<td>Committee to review Y2 grant proposals</td>
<td>Digital teaching and learning grant committee</td>
<td></td>
</tr>
<tr>
<td>May 12, 2018</td>
<td>Y2 Grant award letters sent</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Awards published on website and newspaper</td>
</tr>
<tr>
<td>May 2018</td>
<td>Collect survey data on digital citizenship curriculum</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate to parents, PTAs, and community councils</td>
</tr>
<tr>
<td>May 2018</td>
<td>Collect survey data on professional development</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate to DTL team</td>
</tr>
<tr>
<td>June 2018</td>
<td>Send intermediate</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate</td>
</tr>
<tr>
<td>Period</td>
<td>Activity</td>
<td>Responsible Parties</td>
<td>Result or Outcome</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June-July 2018</td>
<td>Data report to state</td>
<td>Learning Specialist</td>
<td>With DTL team, schools, community councils</td>
</tr>
<tr>
<td></td>
<td>Purchasing of technology related to grants and student licenses for Canvas for the 2018-19 school year</td>
<td>Digital Teaching and Learning Specialist and technology team</td>
<td>Budgeting report to school board</td>
</tr>
<tr>
<td>July 2018</td>
<td>Complete Future Ready assessment to progress monitor</td>
<td>Digital Teaching and Learning Team</td>
<td>Communicate to state and stakeholders</td>
</tr>
<tr>
<td>August 2018</td>
<td>Distribute technology resources and facilitate initial professional development needs</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate through website, news, radio, and community councils</td>
</tr>
<tr>
<td>August 2018 – May 2019</td>
<td>Implement action research and collect data utilizing PLCS and CSIP</td>
<td>ICSD educator teams</td>
<td>Communicate to DTL specialist</td>
</tr>
<tr>
<td>August 2018-May 2019</td>
<td>Regularly scheduled digital teaching and learning professional development</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Advertise on website, online resources</td>
</tr>
<tr>
<td>August 2018 – May 2019</td>
<td>Professional development related Coaching</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Regular survey results reported to DTL committee</td>
</tr>
<tr>
<td>November 2018, February 2019</td>
<td>Quarterly check up on action research data</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Communicate to DTL team</td>
</tr>
<tr>
<td>November 2018</td>
<td>Y2 EdTech Camp</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Website, social media, spotlight in newspaper and radio</td>
</tr>
<tr>
<td>March 2019</td>
<td>Y2 EdTech Camp</td>
<td>Digital Teaching and Learning Specialist</td>
<td>Website, social media, spotlight in newspaper and radio</td>
</tr>
<tr>
<td>April 2019</td>
<td>Evaluate grants and survey data based on data collected,</td>
<td>Digital Teaching and Learning Committee</td>
<td>Communicate results to DTL team, state, and</td>
</tr>
</tbody>
</table>
ICSD Digital Teaching and Learning Master Plan

<table>
<thead>
<tr>
<th>May 2019</th>
<th>Determine funding</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Future Ready Assessment</td>
<td>Digital Teaching and Learning Team</td>
<td>Communicate to DTL team and state reporting</td>
</tr>
</tbody>
</table>

| June 2019                | Compile Data from SAGE, surveys, and mini grants | Digital Teaching and Learning Specialist | Communicate to DTL team |

**Part C. Roles and Responsibilities**

As part of the long range plan for students in Iron County School District the following roles and responsibilities are laid out to continue our support of academic excellence for all students. All members of the Iron County School District’s professional learning community will:

**Teaching and Learning**

- Ensure that all learners have access to relevant technologies, tools, resources, and services for personalized learning 24/7.
- Ensure that learners use information and communication technologies to collaborate and construct knowledge to provide solutions to real-world problems.
- Ensure teachers use research-based instructional strategies in all subject areas to improve academic achievement.
- Provide learners with opportunities to communicate effectively in a variety of formats for diverse and global audiences.

**Educator Preparation and Development**

- Ensure that all newly acquired educators graduate from a quality education preparation program that models current technology in instructional practices.
- Ensure that all newly acquired educators graduate and/or receive proper preparation in knowing how to use technology effectively in the teaching and learning process.
- Ensure that educators receive the assistance needed to develop new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive, and customized.
- Ensure that the integration of technology is appropriate throughout the curriculum.

**Leadership, Administration, and Instructional Support**

- Ensure that all leaders develop, implement, budget for, and monitor a dynamic technology plan to meet the needs of a changing workforce and economy.
- Ensure that classroom environments are creative, innovative, flexible, and responsive to maximize teaching and learning, as well as community involvement and global interactions.
- Offer expanded curricular and instructional opportunities to students through online digital technology.
- Provide opportunities for personalized, sustained, relevant, and timely staff development in a variety of formats.
- Expect and plan appropriate technology use throughout the teaching and learning process.
- Use data effectively and appropriately in all decision making.
Infrastructure

- Ensure access to all learning technologies through ubiquitous broadband resources available 24/7 for all users.
- Ensure just-in-time technical assistance to support teaching and learning.
- Ensure that all data is secure and accurate.
- Ensure that all data systems are usable and accessible to the appropriate users.

Job Description of Digital Teaching and Learning Specialist

The digital teaching and learning specialist, to be hired as part of the plan, will be primarily responsible for

- Introducing, promoting, and monitoring the action research mini-grant projects
- Facilitating the implementation of a digital literacy and citizenship curriculum district wide.
- Providing high quality, personalized professional learning for educators, administrators, and staff in relation to digital teaching and learning with support from the district’s professional development coordinator.
- Provide teachers with the skills needed for adequate implementation, evaluation and appropriate use of technology.
- Assist teachers in curriculum planning and creating student learning activities integrated with digital teaching and learning resources.
- Promote the development and use of content-specific, innovative strategies for the delivery of curricula and instruction through online, digital technology, and a variety of distance learning technologies within the first year of the plan and continue indefinitely as needed.
- Develop an online Teacher Resource Center, over the course of three years that provides students, parents and educators with technology-based resources that support and enrich the state standards.
- Identify and promote best practices and innovative services in support of technology planning and use of technology to transform teaching and learning and showcase these practices at regional and state events as well as through examples on social media and related websites.
- Provide online access to research-based studies and best practices for use of technology to transform teaching and learning and enhance student achievement.
- Monitor educational technology implementation throughout the district using a School Technology and Readiness STaR rubric (see pages 43-44). Data obtained will be used to inform professional development at the school level.
- Provide specific and ongoing support through professional development and coaching for the Canvas and/or Schoology learning management systems.
- Arrange and provide opportunities for interested educators to connect with and/or visit other digitally innovative classrooms, schools, and districts for implementation ideas directly related to their projects or future project ideas. Monies will be set aside for travel and substitute expenses.
- Create online social media groups for teacher to connect, discuss, and share technology
related questions, challenges, and ideas.

**Part D. Communication Plan**

Communication is an essential element of any long-term plan and key to its success. It is essential that stakeholders within the district know the objectives, goals, and intended outcomes to achieve buy-in and sustain progress. Many educators see a need for and are even seeking ideas and support in relation to the technology they currently have. Others would like to implement their ideas, but they lack the technology to carry them out. It will be important right from the start for the district Digital Teaching and Learning Specialist to provide the needed support for district educators through professional development so that existing technology can be implemented effectively, and new ideas can be carried out effectively. In order for educators to become aware of the mini grant opportunities, and professional development options, an orientation meeting will be held in February to generate excitement and communicate the expectations, district plan and grant application process.

Ongoing communication within the district and surrounding community is also key to our success. Several visits with the local radio station have already taken place, and visits will continue on a regular basis. The district is in the process of redeveloping its webpage. The new version is scheduled to be online and in full operation during the spring of 2017. The webpage will feature the district’s digital teaching and learning plans and will communicate the learning outcomes, vision, goals, and implementation timeline of the plan. In addition, a separate page will be created for digital teaching and learning professional development, grant information, resources, and support.

As data is collected throughout the first year and beyond, it is important to communicate these results periodically to the leadership team, school board, and the community. The Digital Teaching and Learning Team will plan to meet on a quarterly basis to review data and receive updates on the progress of the grants, district professional development opportunities, and personalized learning opportunities for students. This type of communication will help district leaders and the district DTL specialist target problem areas for professional development purposes, and highlight teams that are being particularly innovative and having pockets of success for encouraging others and moving forward.

As technology is acquired and plans are put into place, Iron County School District will seek frequent opportunities to share the information with community councils, PTSAs, our local senator and representative, and surrounding school communities, through direct communication opportunities within our schools, as well as news, radio, school messenger, and through social media sites such as Facebook, Twitter and Instagram. Iron County School District will use these media sources for a monthly Digital Teaching and Learning Spotlight in which teams with action research projects will be highlighted, allowing the public and other educators to become aware of their projects, see their successes, and formulate ideas of their own. Periodic EdTech Camps are also a great venue for communicating ideas and supporting teachers as they explore, learn from each other, and investigate new ideas for implementation.

Communication will play a huge part in creating opportunities for community partnerships as part
of the district’s plan. Although the district has many partnerships in place, there are opportunities for expansion. It is the district’s intention to begin building a bank of interested community partners, as well as encouraging principals and school leadership teams to seek out community partners that could directly work with the schools in their neighborhoods. The district feels that this is an untapped resource that could bring a variety of opportunities to schools and students now and in the future.

Digital Curriculum - Instructional Tools

V. Description of High Quality Digital Instructional Materials with a Three Year Plan for How an LEA will ensure that Schools Use Software Programs With Fidelity

Personalized, anytime-anywhere learning is an essential element of the Iron County School District digital teaching and learning plan. In order to provide students with access to that type of learning and personalized coursework, teachers must have a robust tool available to house their classroom information, lesson guidelines, assignments, tests, etc. It is also important that this tool mirror the tools our students will use in higher education. The Canvas learning management system is the platform used by most universities and colleges in our area. Canvas is also a well-established company. The software is teacher and student friendly, it works on any device, features several learning strategies to engage learners, and has proven dependable. The district feels that this software allows teachers to customize content from multiple sources and create curriculum tailored to their specific content, standards, and individual learners for that anywhere, anytime learning. The professional development plan offered by the company extensively prepares teachers to use the platform in their classrooms right away. In addition, the system connects to our grading system, and because of its wide use in our area, support of the system will be adequate.

The plan will include the purchase of yearly licenses for the Canvas online classroom learning management system for all secondary students 6-12. Monies will be set aside for each elementary school to purchase licenses for Canvas for their upper grade students and/or purchase a PLC/assessment platform, Schoology or Mastery Connect. Mastery Connect and Schoology are tools that schools can use to generate common formative assessments and collect that data to use in professional learning communities to achieve team goals and standards-based objectives as well as meet district goals of 5% growth on SAGE by the 2018-19 school year. As Iron County School District moves toward a standards-based, concept mastery grading system in the future, we must provide our teachers with tools to assess mastery and drive individual learning toward mastering those skills.

During the first year of implementation, all secondary educators will be given the option to use Canvas as an online learning management system. Teachers using the system will be encouraged to
share their successes regularly and help other teachers come on board throughout the first year, with the goal that at least 75% of our secondary educators will be using the platform by the end of the 2018-19 school year. The district Digital Teaching and Learning Specialist will facilitate regular professional development after the initial training from Canvas over the three year period and will continue to post ideas for use and implementation indefinitely. Elementary schools will be given the choice to adopt a data and learning management platform as a school, initially, with the goal that at least 4 of the 9 schools will be using the platforms by the end of the 2018-19 school year.

Outside of grant funding, Iron County School District will begin requiring each school to purchase a Mobile Device Management System, like GoGuardian, for every device, to ensure that they are filtered anytime, anywhere, and that students are being monitored when using the devices, even in the classroom, to ensure real-time engagement. GoGuardian not only monitors student’s usage, but it also allows teachers to personally interact with students 24/7, if needed. Much of the data collected from this platform will take place in the technology department, with the data collected being used to inform professional development on effective technology use and monitoring within classrooms.

School and department team-based digital teaching and learning grants may also focus on the acquisition of specific digital tools relating to the needs and goals of individual student learning paths, grade level and content area learning targets, as well as meeting the district goal of 5% student growth on SAGE by the end of the 2018-19 school year. Monies will be set aside for the purchase of these requested materials or software beginning spring 2017 and continue through at least 2019. After acquiring the grant and specific requested materials, educators will be required to follow the usage requirements of the product (see grant template for specific guidelines and requirements in Appendix J). They will also be asked to monitor and report on the consistent opportunities students have to use these tools, and collect data in regards to evidence of the direct link to achieving their measurable student learning targets as a result of their action research project. The district’s Digital Teaching and Learning Specialist will monitor software usage and collected data on a quarterly basis in order to mitigate challenges and facilitate any needed professional development on the materials. Iron School District will also utilize the state-supported LearnPlatform to support overall program management of its DTL efforts, including monitoring utilization and educators’ experience with these and other technologies to inform continuous improvement in instruction, usage and student growth.

As grant funding is acquired through the mini grant process in year two and three, and through the implementation of district wide software, such as Naviance, Canvas, Schoology, or Mastery Connect beginning in year one, schools must think deeply about the instructional purpose of these digital materials. Too often, schools select and use digital materials for surface-level reasons, and do not sufficiently consider whether or not the product meets student needs or how it will complement intended offline instruction. As part of the mini grant kick off meeting, grant template, grant requirements, and professional development related to our student learning systems, ICSD will consider purchase of all digital instructional materials with the following questions in mind,

- **Alignment**
  - How closely related is this program/content to our curriculum and standards?
  - What specific student groups would benefit from this content? How might they...
benefit?
  o Can I assign content to students to align it to my scope and sequence? Or is the program adaptive?
  o How might we layer this content with other digital tools or providers?

- **Data**
  o Will the assessment data and feedback from this content provider help drive classroom instruction?

- **Instructional Purpose and Functionality, including**
  o Is the content best used for primarily instruction or primarily practice?
  o Do lesson incorporate checks for understandings or formative assessments?
  o What scaffolds are available to students if they get stuck?
  o Do students take a pretest and the program automatically assigns content to that student?
  o What happens if a student struggles while placed in automatically assigned content?
  o Will students find this content engaging? Why?

- **IT Compatibility –**
  o Is the content compatible on multiple devices (Dell tablets, laptops, desktops)?

- **Training Requirements –**
  o What are the professional development requirements?

In addition, these programs must be used with fidelity. School and school teams must set and follow set expectations around usage, such as how many minutes per week or month students should engage with the program. In order to mitigate challenges related to digital instructional materials, the district will monitor usage across the district, quarterly, and provide initial and ongoing professional development on each software program, looking to contract, whenever possible, with software providers that provide ongoing professional development in person, rather than one-time professional development via webinar. It is important that teachers not only understand the program features and functionality, but also understand how to use the data from the program to make instructional decisions, or how the tool can be used to personalize learning for students. This type of monitoring can’t be measured quantitatively, and therefore it is important that the district DTL specialist receive regular feedback from schools and school teams regarding usage, implementation and progress monitoring so that problems can be addressed as they arise.

**Accessibility**

The vision of improving digital teaching and learning in Iron County School District must include and be made available and accessible to all students within the school system. Currently 90% of the district’s special education classrooms have access to either a classroom mini computer lab, or a set of Chromebooks or ipads to use continually throughout the school day. The district’s Special Education Department has purchased licenses for software such as Naviance, a tool for personalized learning paths, Teach Town, a program to develop social skills, Dragon Dictation, for speech to text capabilities, and has recently purchased 150 licenses for Read & Write for Google, a tool to support predicted writing. The district’s Special Education Director is excited to incorporate a Learning Management System such as Canvas, Schoology, or Powerschool into the SPED program as part of the grant. A Learning Management System will allow for more personalized learning,
differentiated tasks, and alternate ways to show mastery for these students. The department is committed to helping these students succeed in a society that must perform digitally, and feel that these tools and trainings will only enhance what is already in place through the district’s multi-tiered systems of support.

VI. Detailed Three Year Plan for Student Engagement in Personalized Learning Including a Three Year Plan for Digital Citizenship Curricula and Implementation

Historically, the resources found within the walls of a school have limited a learner’s educational opportunities. Technology-enabled learning allows learners to tap resources and expertise anywhere in the world, starting with their own communities. Internet access and the available technology allows a student the opportunity to take classes online that may not be offered by a school that is lacking the budget to offer a specific or desired course. A school lacking the budget to hire a teacher for every course may now create online courses previously unavailable to students and offer them outside school hours to interested students. Schools without access to state of the art science facilities may now offer virtual, or simulated lab activities, to give students equal access to the experience of their peers with better available resources. Students of all ages have access through technology-enabled learning environments to publish their work to, and receive feedback from, global audiences regardless of where their school is located. These opportunities expand growth possibilities for all students, while affording historically disadvantaged students greater equity of access to high-quality learning materials, expertise, personalized learning, and tools, for planning for future education.

Iron County School District is committed to expanding the walls of education in a more global, personalized way. In order to meet the individual needs of our students and develop a plan for the selection of more personalized learning paths, ICSD has recently purchased Naviance, a college and career readiness tool for all eighth grades through twelfth grade students. This is a comprehensive digital solution to help the district, and individual schools align students’ strengths and interests to specific coursework and more personalized learning paths within the school system, as well as with their postsecondary goals. Students, parents, educators, and counselors now have consistent access to the tool and students’ comprehensive four-year plans. In eighth grade, students will take an interest and personality surveys. Counselors will merge their individual achievement data and then meet with the students individually to create a four-year personalized plan that will help them make the right decisions throughout their academic journey. Educator teams will use these plans as well as student achievement data from common formative, benchmark and summative assessments to assist with the development of their coursework and course learning targets.

In the elementary grades, students currently have access to software such as Waterford Early Learning, Imagine Learning, Lexia, and ALEX, which provides them with more of a personalized learning path in reading and math. The district hopes to continue the use of such software, and encourage educator teams to write mini grants that incorporate additional software into their teaching, as well as the incorporation of the student learning systems of either Canvas, Schoology,
or Mastery connect. Such software should assist teachers in the creation of a blended learning environment within their classroom where students have consistent opportunities to practice and show growth along a personalized learning path, where these digital tools are directly linked to measurable learning targets, and where educators can use the data provided by this software to measure individual growth and student achievement.

Blended learning occurs online and in person, augmenting and supporting teacher practice. This approach often allows students to have some control over time, place, path, or pace of learning. In many blended learning models, students spend some of their face-to-face time with the teacher in a large group, some face-to-face time with a teacher or tutor in a small group, and some time learning with and from peers. Blended learning often benefits from a reconfiguration of the physical learning space to facilitate learning activities, providing a variety of technology-enabled learning zones optimized for collaboration, informal learning, and individual-focused study.

In order to reach that goal, it is important to define personalized learning. Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content, and its sequencing, all may vary based on learner interest, personality, and individual learning needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and are often self-initiated. This definition is important to the plan because of its direct tie to the importance of professional learning communities. In order for personalized learning to be effective, it must be driven by data, with decisions made in professional learning teams. These teams must know their students and their learning objectives, and have the skills necessary to implement the use of technology in a way that will ensure the development of these skills in meaningful and relevant ways. They must collect data and use that data to optimize the needs of each learner. They must work together to develop instructional approaches and opportunities for students to be self-directed learners who are aware of the learning objectives, and help them become active participants in their own learning process. This type of learning will require the district to maintain a robust digital infrastructure, as well as offer quality, focused, and ongoing professional development for educators in order to help them maintain consistent opportunities for using their digital tools to help students select their personalized learning paths based on their needs and the team’s measurable student learning targets.

There are a variety of challenges for digital teaching and learning in this environment. The traditional model of schooling, with the teacher choosing what is to be learned and then serving as the source of knowledge as the student acts as the receiver of that knowledge, is not adequate for a 21st century, world-class education. Roles of teacher and learner must continue to evolve. The
teacher’s role as facilitator, mentor, and co-learner, provides this flexibility and exploration with learning. In the Digital Age, the sheer volume of information also means that students cannot be passive recipients of instruction. Rather, students must become active participants in the learning process. They need to know that wanting to learn more about a topic or subject than what is taught is a valuable part of learning. It is vitally important that students know how to acquire information, while ensuring their sources are credible and their educational journeys are safe. Additionally, it is important that students gain skills for collaboratively constructing, using, and communicating the knowledge they need for a chosen task, project, or other learning pursuit. Teaching and learning must focus on connecting to students’ lives and reflect on what research reveals about how people learn. Technology makes collaboration of diverse work and learning groups possible and provides access to rich resources and expertise previously unavailable. Indeed, these technologies enable us to envision learning and student productivity that extend far beyond the walls of the classroom and far beyond the rigidity of traditional school district boundaries.

In order to support a personalized learning environment where students know how to initiate personalized learning paths, find and use information efficiently and effectively, and are informed and safe digital citizens, Iron County School District, under the direction of the district’s Digital Teaching and Learning Specialist and technology team, will ensure the following activities over the next three-years and beyond

- Maintain a robust digital infrastructure.
- Provide quality, ongoing professional development and coaching to educator teams in relation to the PLC process.
- Provide professional development to interested teams on the blended learning model.
- Provide professional development for teachers to help their students understand what it means to be self-directed learners and promote “agency” in learning as an essential 21st century skill.
- Purchase a learning management system like Canvas for all students’ grades 6-12, and set aside monies for all elementary schools to purchase either Schoology or Mastery Connect.
- Continue to support teachers in their effective and organic use of the online student learning
systems of Canvas, Schoology, or Mastery Connect.

- Offer mini grant opportunities to educator teams in the form of action research projects that focus on blended learning models, personalized learning, and/or the development of 21st century skills.
- Promote and support the creation of individual student personalized learning paths through the Naviance college and career readiness tool for all 8-12 grade students, and use these plans to support student specific learning needs in relation to their learning targets.
- Promote and support individual school plans for personalized learning that articulate how students will have consistent opportunities to participate in digital learning activities that integrate such 21st century skills as critical thinking, communication, collaboration, and creativity, and are specific to measureable student learning targets.

Digital Literacy and Citizenship

As stated earlier, it is vitally important that students know how to acquire information, while ensuring their sources are credible and their educational journeys are safe. In an information rich world, a 21st century learner must know how to sift through information effectively and efficiently. They must be able to understand the process of navigation, and the unique grammar of searching on the Internet. They must be able to search through sources to determine validity, motivation, perspective, and accuracy. In short, they must learn to be educated consumers of information. These skills are essential for learners in the 21st century, and educators must not assume that students know how to navigate this information just because they are active users. As part of a comprehensive digital literacy plan, Iron County School District’s Digital Teaching and Learning Specialist and the Professional Development Coordinator will develop a sequential unit of digital literacy lessons for students in grades 4-12. This curriculum will be given to media specialists and computer technology specialists, in each school in the spring of 2017. It will be incorporated as part of their yearly instruction moving forward.

Internet safety is not something that can be overlooked in today’s digital world. A district may have adequate Internet filtering and tracking systems, but that will never be enough unless students are being taught the skills to manage their own behavior outside of a monitored environment. It is necessary that a system provide students with the skills they need to be digitally literate and digitally responsible. The district will continue to use resources from netsafeutah.org, but feel that more is needed. In preparation for the development of this plan, the leadership teams reviewed several resources and have found the commonsense.org curriculum to be fairly comprehensive and their resources are available for all grade levels K-12 in a systematic, developmentally appropriate and engaging format. Realizing that teachers are focused on getting through the curriculum that they have to teach already. Iron County School District will introduce and provided the needed professional development to media specialists throughout the district as well as our computer and information technology teachers at the secondary level. These teachers will implement the curriculum beginning in the spring of 2017 and continue on a yearly bases afterward. In addition to the professional development and implementation of the curriculum, ICDS will create a survey for teachers and students to complete following the program to gauge effectiveness and engagement in the program overall, and make adjustments as needs arise.
Realizing that many initiatives come and go in the education field, and recognizing the importance of doing what it takes to provide the needed resources, adequate training, and continued support for educators at all levels of expertise, Iron County School District feels that it is essential to invest in educator effectiveness and continued learning. Anytime a district initiates change in instruction or adds initiatives or programs, there must be a process in place to ensure success at all levels. According to Dr. Mary Lippitt, a system for change must consist of a clear vision, a procedure for providing stakeholders with the skills they need to implement the change and see it through, incentives and appropriate resources, and a clear action plan. If any of these components are missing the process can create confusion, anxiety, resistance, frustration, or the running in place effect instead of the desired change. ICSD is committed to seeing these changes in digital teaching and learning take place in a very systematic manner.
Iron County School District feels that a district wide initiative for immediate change is ineffective and will receive immediate pushback, as teachers are increasingly faced with change, and state, district, or curriculum mandates. In addition, educators throughout the district sit at various levels of understanding, comfort, and use of technology. The most effective type of change happens as stakeholders see the need for change, see the success of others, and feel supported in making change. Therefore, this plan will be rolled out in phases and will rely on innovators and quick starters throughout the district to take on new ideas, implement them, collect data, and then share their successes with others.

Quality professional development and organized management is key to the success of Iron County School District’s Digital Teaching and Learning plan. ICSD must build its leadership capacity in digital teaching and learning beginning with district leadership before moving to building administrators, educators, and support staff. In order to better facilitate this type of change, the DTL leadership team proposes management restructuring by adding a Digital Teaching and Learning Specialist to facilitate the components of the district’s Digital Teaching and Learning plan. With nearly 10,000 students and only 25 total administrators, it is necessary to devote an administrative position to this initiative. Without the proper skills needed through high-quality professional development, as well as the resources and systematic planning needed to facilitate and manage these changes, the district’s plan will not get off the ground.

Leadership training is also a priority. The Superintendent is key to this level of systematic change. ICSD’s Superintendent is committed to serving and assisting schools as they implement the shared vision and plans to be an active participant in the work, learning along with principals, teachers and staff, and leading change from the school level. The Superintendent and district staff, including the professional development department and district DTL specialist must develop relationships with their principals and become partners in change. They must seek to provide defined autonomy while expecting alignment to the district vision and goals. District office staff must also implement and parallel the suggested strategies into their work, and in turn expect principals to do the same as they expand their leadership capacity to teams individual teachers, staff and community members.

Currently, the district Technology director is in the process of going through both the Certified Education Technology Leader (CETL) training, as well as the Consortium for School Networking (CoSN) trainings. Several principals as well as our Technology Director attended ISTE in the past month and are participating in a monthly ISTE PLC. The new digital teaching and learning specialist hired by the district will also participate in these trainings and PLCs with the support of the Southwest Educational Development Center (SEDC). ICSD currently has one principal that has completed his Educational Technology Endorsement, and there are 15 teachers currently working toward their individual endorsements. Moving forward, beginning the year of 2017-18 all administrative staff will receive specialized training each month, on digital teaching and learning leadership, change management, as well as understanding and assessing the levels of implementation specifically related to the School Technology and Readiness (STAR) rubric (see page 43-44).

An essential element in moving forward with digital teaching and learning in Iron County School District will be continued support of district leadership, building administrators, educators, staff,
and support staff. It is imperative that the Digital Teaching and Learning Specialist, with the help of the district Technology Director and Professional Development Coordinator develop trainings for all district personnel, including district leadership, regarding the future of digital teaching and learning and its tie to student achievement and SAGE growth. As part of the plan, all district personnel will attend a DTL professional development at the beginning the 2017-18 school year. This training will encourage the development of a culture that encourages innovation and the development of a 21st century skill set, as well as tools for embedding the use of technology into their curriculum planning, student-learning activities, and PLCs. District personnel will be trained on the importance of how 21st century skills increase relevancy, engagement, and deep learning. An additional element must include the importance of developing a shared ownership and responsibility for continued professional growth among educators as well as a plan laid out by the district for providing diverse opportunities for personalized professional learning. Professional development will continue through the offering of a broad range of professional learning options that use technology and social media to provide authentic, personalized professional learning with a follow up DTL training for new educators yearly.

Professional development related to the learning management systems of Canvas, Schoology, or Mastery Connect will also take place before the 2017-18 school year for all secondary schools and for those elementary schools interested in the platform. The software providers will deliver this professional development with additional coaching as needed from the providers and/or the district’s DTL specialist. In addition, the district’s Digital Teaching and Learning Specialist will support teams with their curriculum planning and setting up specific student-learning activities as they integrate their existing and future resources with this new digital tool.

The discussed action research project mini grants will lay out the district’s vision and specific guidelines as they relate to the plan (i.e., the inclusion of 21st century skills, blended or personalized learning environments, content-specific strategies for integrating digital technology, etc.,). Those applying for the grant will develop an action plan for their research and lay out their specific professional development needs, how they will implement the new technology, including specific curriculum planning needs, and the integration of student learning activities, as well as, specific 21st century skills to be mastered (see SAGE assessment specifics on the grant template in Appendix J). The grant will put technology into the hands of those that are most ready for change as an incentive and provide them with the resources to make these changes. In addition, educator teams will need to show a specific tie between their integration of technology and student growth as measured by SAGE interim, benchmarks, and/or summative assessments, as well as other common formative assessments. The district will assist in skill development, data collection, and the monitoring of projects throughout the year. This allows for completely personalized, self-directed, job-embedded professional learning in relation to technology integration with student-learning activities, and curriculum planning. In addition, project participants will have several opportunities to collaborate, share ideas and successes, and assist others through school based sharing, social media, and district sponsored EdTech Camps throughout the year.

The ultimate goal of all professional development needs to be student achievement. Anytime something new is integrated into the curriculum it must point to student growth. By investing in our educators ICSD also invests in its students. Teachers must understand the direct correlation
between educator effectiveness and student achievement. If student summative test scores (SAGE) do not increase, if there is not growth, the professional development and technology integration was not effective. Thus, professional development will be monitored regularly with follow-up surveys using Guskey's five levels of professional learning survey (see assessment - measurable outcomes pgs. 43-44), and will be assessed based on the successes of individual action research mini grants. Yearly assessments will take place based on collected data to include SAGE interims, benchmarks, and final summative data. This specific correlation of data will continue to take place over the course of the grant and beyond.

The district's Digital Teaching and Learning Specialist, to be hired as part of the plan, will be primarily responsible for introducing, promoting, and monitoring these projects in addition to providing regular high-quality, personalized professional learning for educators, administrators, and staff in relation to digital teaching and learning with support from the district’s Professional Development Coordinator (see district standards on page 40). The DTL specialist will be sent to trainings as needed to build his or her knowledge base, on 21st century skills, blended learning models, curriculum planning and technology integration with student-learning activities, and encouraged to use existing resources such as UETN, the STEM action center, Edivate, and SEDC to assist with professional development needs. It will also be important to leverage the use of the professional development provided with the purchase of grant related digital instructional materials and student learning management software.

In order to ensure that the complex change process is adhered to and systematic, ICSDs personalized professional learning plan will:

- Provide teachers with DTL professional development to include the skills needed for adequate implementation, evaluation and appropriate use of current and grant related technology.
- Calculate return on investment by evaluating professional development, with technology integration and usage, with SAGE scores yearly, and after the three-year grant, to determine student growth and plan effectiveness.
- Assist all teachers in curriculum planning and creating student learning activities integrated with digital teaching and learning resources.
- Promote the development and use of content-specific, innovative strategies for the delivery of curricula and instruction through online, digital technology, and a variety of distance learning technologies within the first year of the plan and continue indefinitely as needed.
- Support new faculty in their effective use of educational technology, curriculum planning, and the integration of student-learning activities.
- Develop an online Teacher Resource Center, over the course of three years that provides students, parents and educators with technology-based resources that support and enrich the state standards.
- Identify and promote best practices and innovative services in support of technology and curriculum planning and use of technology to transform teaching and learning and showcase these practices at regional and state events as well as through examples on social media and related websites.
- Use the ISTE (Appendix B), UETS, and UEL standards to evaluate and promote effective leadership and teaching, and the integration of technology and resources to promote
ICSD Digital Teaching and Learning Master Plan

authentic problem solving and learning for all students and educators in the district. (UETS 7.4, 7.5) (UEL 2B, 2C, 3A)

● Provide access to research-based studies and best practices for use of technology to transform teaching and learning and enhance student achievement.

● Monitor educational technology implementation throughout the district using a School Technology and Readiness STaR rubric (see page 43-44). Data obtained will be used to inform professional development at the school level.

● Provide immediate and ongoing support through professional development given by the software provider, and coaching provided by the district specialist for the Canvas, Schoology or Mastery Connect learning management systems.

● Arrange and provide opportunities for interested educators to connect with and/or visit other digitally innovative classrooms, schools, and districts for implementation ideas directly related to their projects or future project ideas. Monies will be set aside for travel and substitute expenses.

● Create online social media groups for teachers to connect, discuss, and share technology related questions, challenges, and ideas.

Finally, as all change has its roadblocks and setbacks, it is imperative that Iron County School District remains flexible and responsive to specific and individual needs and professional development challenges as they arise. At times the district must also look to other districts and state agencies for support in order to mitigate and solve problems in a timely and effective manner. The state of Utah provides many resources and supports to districts and therefore is a valuable resource that cannot be overlooked. ICSD will continue to participate in and encourage others to participate in the professional learning and implementation support offered by USBE and UETN.

Assessment - Measurable Outcomes

VIII. Three Year Plan for how an LEA will Monitor Student and Teacher Usage of the Program Technology

Data based decision-making must drive student and professional learning in Iron County School District. Each component of the Digital Teaching and Learning Plan must be measured, discussed, evaluated, and if needed, adjusted for effectiveness regularly. The following outlines the measurement guidelines for each component of the plan:

A major part of the plan is the acquisition of a Digital Teaching and Learning Specialist to manage the components of the grant, monitor implementation, collect data, as well as provide the needed professional development to insure adequate progress and change management. The district specialist will monitor each of the items listed below, and the Digital Teaching and Learning team, which consists of a school board member, district leadership, school leadership, educators, school technology specialists, parents, and community members, will be reviewed quarterly for progress and effectiveness. This data will be analyzed for continuous improvement, and should have a direct tie to SAGE growth and district DTL goals. If improvements are not evident, the DTL team with the
guidance of the district’s DTL specialist will develop a plan and suggest specific strategies for process improvement to be implemented. It will be the responsibility of the DTL specialist to communicate the plan, follow up on its implementation, and report back to the committee. Because many of the specifics of the district’s Digital Teaching and Learning plan rely on the work of the district specialist, an assigned district director will monitor the performance of the district’s Digital Teaching and Learning Specialist, twice each year, unless additional monitoring is needed, using the Utah Educational Leadership Standards (UELS), and report evidence and ratings to the DTL committee and school board on a quarterly basis.

Professional Development
Iron County School District uses the following guidelines to ensure high-quality professional development,

- All learning experiences are designed for direct transfer to the classroom and student learning, and are supported through direct coaching.
- All learning experiences for both educators and students are based on current theories, research, and models of human learning. This includes the coordination, monitoring, and prioritizing of topics and resources.
- All learning experiences incorporate learning strategies that have an effect size of 0.50 or greater (Hattie, 2009) and should align with the Utah Effective Teaching Standards.
- All learning experiences rely on professional learning communities to create a support system for professional learning, teacher leadership capacity, instructional growth, and increased student learning.
- All learning experiences are data-driven. Data is collected using Guskey’s five levels of professional development evaluation and is used to track the effectiveness of the experience, and to assess impact on student learning.

The district currently uses a professional development survey based on the Thomas R. Guskey’s model of the five critical levels of professional development evaluation for all professional development provided. Data is collected and evaluated regularly. Each professional development attached to digital teaching and learning will be evaluated using this survey on both the school and district level. In addition to an evaluation of the effectiveness of the face to face learning
experiences, data will be collected on participation at these trainings, as well as participation and usage of the ongoing, online learning experiences created for anytime, anywhere professional learning, and visits to the Teaching and Learning Resources website. This data will be collected and reviewed immediately by the district specialist in order to make immediate adjustments, and quarterly by the Digital Teaching and Learning Team to examine compliance and effectiveness of the plan. The DTL leadership team will review the collected data and make continuous improvement plans in order to ensure that the professional development continues to align with the district and state professional development requirements and DTL improvement plan.

**Action Research Mini Grants**
A unique aspect of the action research mini grants is the ability to collect job-embedded data that relates directly to the project and the students involved. These grants will require educator teams to research best practices and develop a specific plan for curriculum planning, implementation of the technology with student activities, specific instructional strategies, and/or development of specific 21st century skills. This plan must include data collection, continued evaluation of that data to show growth and the effectiveness of the project, as well as a piece for reporting that data to the district specialist quarterly. Educator teams may choose to collect the type of data that best fits the project and the specific needs of the instructional strategy, technology, content, and/or specific student learning objectives. Examples of the type of data that could be collected include student performance on common formative assessments and/or summative assessments, attendance data, classroom observation data, behavior referrals, grade distribution, SAGE interim, benchmark, and/or summative data, ACT scores, parent and/or citizen involvement, student technology proficiency, and teacher and/or student satisfaction and engagement (see specifics on grant template in Appendix J).

Each grade level or content area team in Iron County School District currently uses a Collaborative School Improvement Platform (CSIP) for data collection on Student Learning Outcomes (SLOs), evidence based instructional strategies (EBIS), professional growth plans (PGPs), and stakeholder input. This platform is used weekly to collect data and inform the discussions of these teams. Student learning is the primary objective. This tool is a perfect location for the collection of data related to these action research projects. In addition, school and district leadership can monitor the site at all times. This provides the district specialist a direct window into the progress of each team anytime, anywhere. This is a valuable measurement tool in this process. Data collected at the school level will be reported to the district Digital Teaching and Learning Specialist quarterly. This data will be collected district wide for a quarterly report to the Digital Teaching and Learning Committee and for publication on related websites and social media, to assist and encourage additional teachers to submit a grant and begin incorporating digital learning opportunities into their classrooms in the coming year. The DTL leadership team will review the collected data and make continuous improvement plans in order to ensure that the team projects continue to align with the district’s DTL improvement plan.

**Student and Teacher Usage**
As stated above, much of the data collected with this plan will happen within educator teams as it relates to their individual projects. This will include student and teacher usage data, as needed,
depending on the resources acquired by the grants. Iron County School District will also require that each school develop a plan to require and track usage of the Canvas, Schoology, or Mastery Connect learning management system as it is implemented in their individual schools. This plan will also require that principals update the district’s inventory tracking list regularly. This will assist in the monitoring, support and continued rotation of devices and resources related to digital teaching and learning. ICSD will plan to take advantage of the state provided Lea(R)n platform during the 2016-17 school year to assist in inventory tracking and tracking of software usage requirements.

Finally, because individual schools and individual teachers are at varying levels of technology integration within the district, it is important that the district have a system to track the stages of technology readiness and implementation in order to develop a baseline, continue to monitor and chart growth, and seek for specific ways to assist these schools and teachers in continuous improvement. It is also important that the district regularly monitor where it falls along the continuum in relation to usage and the support it provides. Therefore, Iron County School District will use a School Technology Assessment and Readiness (STAR) rubric to measure stages of implementation across the district in the areas of curriculum and instruction, infrastructure and support, leadership, administration and instructional support, and professional development. Data will be collected and analyzed initially to establish a baseline and biyearly to establish patterns of growth and determine needed interventions and celebrations. In addition to the STAR rubric, the district’s Digital Teaching and Learning team will perform the Future Ready leadership and specific gear assessments yearly to track overall growth in all areas as a district. The DTL leadership team will review the collected data and make continuous improvement plans in order to ensure that student and teacher usage and overall district implementation of digital resources continue to align with the district’s improvement plan. ICSD will provide all implementation data from the items listed above to USBE on an annual basis.

### Curriculum and Instruction

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>Early (Starting) Technology</th>
<th>Developing Technology</th>
<th>Advanced (Prepared) Technology</th>
<th>Target Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>C11 Classroom Use</td>
<td>* Teachers occasionally use technology to supplement instruction and present teacher-centered lectures.</td>
<td>* Teachers use technology to drive instruction, improve productivity, and model technology skills.</td>
<td>* Teachers use technology as a collaborative tool in teacher-led and student-centered learning experiences to facilitate the development of students’ higher order thinking skills and to interact with content experts, peers, parents, and community.</td>
<td>* Teachers and students are immersed in a student-centered learning environment where technology is seamlessly integrated into the learning process and used to solve real world problems.</td>
</tr>
<tr>
<td>C12 Access to Digital Content</td>
<td>* Teachers have occasional access to digital resources for instruction.</td>
<td>* Teachers have regular access to digital resources in the classroom.</td>
<td>* Teachers have regular access to digital resources in various instructional settings (e.g., school, home, community).</td>
<td>* Teachers have on demand access to digital resources anytime/anywhere.</td>
</tr>
<tr>
<td>C13 Content Area Connections</td>
<td>* Teachers use technology for basic skills practice with IEPs or no connections with content objectives.</td>
<td>* Teachers use technology to support content objectives.</td>
<td>* Teachers integrate technology in subject areas.</td>
<td>* Teachers seamlessly apply technology across all subject areas to provide learning opportunities beyond the classroom.</td>
</tr>
<tr>
<td>C14 Technology Applications</td>
<td>* Teachers are aware of technology applications for grades K-12.</td>
<td>* Teachers have a general understanding of appropriate technology applications for their content areas.</td>
<td>* Teachers are knowledgeable of and consistently use appropriate technology applications for their content areas and grade levels.</td>
<td>* Teachers seamlessly integrate technology applications in collaborative, cross-curricular units of instruction.</td>
</tr>
<tr>
<td>C15 Student Mastery of Technology Applications</td>
<td>* Up to 25% of students have mastered technology applications.</td>
<td>* Between 26-50% of students have mastered technology applications.</td>
<td>* Between 51-65% of students have mastered technology applications.</td>
<td>* Between 66-100% of students have mastered technology applications.</td>
</tr>
<tr>
<td>C16 Web-Based Lessons</td>
<td>* Teachers use a few web-based activities with students.</td>
<td>* Teachers have customized several web-based lessons, which include online standards-based content, resources, and learning activities that support learning objectives.</td>
<td>* Teachers have created many web-based lessons, which include online standards-based content, resources, and learning activities that support learning objectives.</td>
<td>* Teachers have created and integrated web-based lessons which include online standards-based content, resources, and learning activities that support learning objectives throughout the curriculum.</td>
</tr>
</tbody>
</table>

### Infrastructure and Support
ICSD Digital Teaching and Learning Master Plan

<table>
<thead>
<tr>
<th>Infrastructure &amp; Technical Support</th>
<th>Early (Starting) Technology</th>
<th>Developing Technology</th>
<th>Advanced (Prepared) Technology</th>
<th>Target Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA1</td>
<td>Less than two (2) student computers available per classroom.</td>
<td>Two (2) to five (5) connected multimedia student computers available per classroom.</td>
<td>Six (6) or more connected multimedia student computers available per classroom.</td>
<td>1 to 1 access to multimedia computer for all students in the classroom when needed.</td>
</tr>
<tr>
<td>Students/Computer</td>
<td></td>
<td></td>
<td></td>
<td>Ability to take computers home.</td>
</tr>
<tr>
<td>IA2</td>
<td>No access to the Internet in the classroom.</td>
<td>Internet access to at least one computer in the classroom.</td>
<td>Direct Internet access with reasonable response time in the classroom.</td>
<td>Direct Internet connectivity in the classroom with adequate bandwidth to access e-learning technologies and resources for all students.</td>
</tr>
<tr>
<td>Access/Connectivity</td>
<td></td>
<td></td>
<td></td>
<td>Connieunct access at home and school.</td>
</tr>
<tr>
<td>IA3</td>
<td>Teachers have shared access to resources such as, but not limited to, digital cameras, PDFs, MP3 players, probes, interactive white boards, projection systems, scanners, classroom sets of graphing calculators.</td>
<td>Teachers have access to a designated computer and dedicated and assigned use of classroom-used technologies such as, but not limited to, digital cameras, PDFs, MP3 players, probes, interactive white boards, projection systems, scanners, classroom sets of graphing calculators.</td>
<td>Teachers have ready access to a designated computer and a fully equipped classroom to enhance student instruction. Technologies include those earlier, as well as the use of new and emerging technologies.</td>
<td></td>
</tr>
<tr>
<td>Classroom Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA4</td>
<td>When needed, the response time for technical support is greater than twenty-four (24) hours.</td>
<td>When needed, the response time for technical support is less than twenty-four (24) hours.</td>
<td>When needed, the response time for technical support is less than eight (8) hours.</td>
<td>When needed, the response time for technical support is less than four (4) hours.</td>
</tr>
<tr>
<td>Technical Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA5</td>
<td>Student and teachers have access to technologies such as pencil/crystal ball, and other shared resources outside the classroom.</td>
<td>Students and teachers have access to technologies such as pencil/crystal ball, multiple applications, and district servers.</td>
<td>Students and teachers have access to technologies such as pencil/crystal ball, multiple applications, and district-wide resources on the campus network.</td>
<td>All classrooms are connected to a robust LAN/WAN that allows access to multiple district-wide resources for teachers and students, including but not limited to, video streaming and desktop video conferencing.</td>
</tr>
<tr>
<td>LAN/WAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IA6</td>
<td>Students have no or limited access to online learning with rich media such as streaming video, podcasts, online, or animation, etc.</td>
<td>Students have scheduled access to online learning with rich media such as streaming video, podcasts, online, or animation, etc.</td>
<td>Students have anytime access to online learning with rich media such as streaming video, podcasts, online, or animation, and sufficient bandwidth to support online instruction.</td>
<td></td>
</tr>
<tr>
<td>Student Access to Distance Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership Administration and Instructional Support

<table>
<thead>
<tr>
<th>Leadership, Administration &amp; Instructional Support</th>
<th>Early (Starting) Technology</th>
<th>Developing Technology</th>
<th>Advanced (Prepared) Technology</th>
<th>Target Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA11</td>
<td>Leadership has the basic awareness of the potential of technology in education to lead to student achievement.</td>
<td>Leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement.</td>
<td>Leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement.</td>
<td>Leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement.</td>
</tr>
<tr>
<td>Leadership &amp; Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA12</td>
<td>Few technology goals and objectives are incorporated in the school district improvement plan.</td>
<td>Several technology goals and objectives are incorporated in the school district improvement plan.</td>
<td>Technology-rich school district plan sets annual technology benchmarks based on the technology applications standards.</td>
<td>Leadership team has a collaboration, technology-rich school district improvement plan grounded in research and aligned with district strategic plan focused on student achievement.</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA13</td>
<td>Teachers have limited opportunity for technology integration and planning or professional development.</td>
<td>Teachers have time for professional development on the integration of technology.</td>
<td>Teacher teams are provided time to create and participate in learning communities to prioritize, analyze, and support the use of technology to maximize teaching and learning.</td>
<td>Educational leaders and teacher teams facilitate and support the use of technology to enhance instructional methods.</td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA14</td>
<td>School leaders use technology for lesson planning and collaboration with teachers and parents</td>
<td>Technology is used for communication and collaboration among colleagues, staff, parents, students, and the community.</td>
<td>Current information tools and systems are used for communication, management of staffs and resources, performance assessment, and professional development.</td>
<td>Leadership team has a collaboration, technology-rich school district improvement plan focused on student achievement.</td>
</tr>
<tr>
<td>LA15</td>
<td>Limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the school district improvement plans.</td>
<td>Discretionary funds and other resources are allocated to advance implementation of core technology strategies to meet goals and objectives outlined in the school district improvement plans.</td>
<td>Discretionary funds and other resources are allocated to advance implementation of all the technology strategies to meet the goals and objectives outlined in the school district improvement plans.</td>
<td>Discretionary funds and other resources are allocated to advance implementation of all the technology strategies to meet the goals and objectives outlined in the school district improvement plans.</td>
</tr>
<tr>
<td>Sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA16</td>
<td>Planning team is in place to develop policies for ensuring student safety and appropriate use of computers</td>
<td>Policies for ensuring student safety and appropriate use of computers are in place</td>
<td>Policies are enforced for ensuring student safety and appropriate use of computers are in place</td>
<td>Policies for ensuring student safety and appropriate use of computers in accordance with the Children's Internet Protection Act (CIPA). While still enabling teachers and students access to a wide range of information and communication technologies (ASD, plans for parent, teacher, student information, filtering, virus/upgrade protection).</td>
</tr>
<tr>
<td>Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Development

42
ICSD Digital Teaching and Learning Master Plan

### Robust Technical Infrastructure

**IX. Three Year Plan for Infrastructure Acquisition and Process for Procurement and Distribution of the Goods and Services an LEA Intends to Use as Part of an LEA’s Implementation of the Program**

No current grant funds will be spent as part of the district’s three-year plan to upgrade the infrastructure. All networking materials are purchased through the district technology department and distributed to schools on a rotating basis. Purchasing of hardware, such as Chromebooks and ipads are the responsibility of individual schools. Ordering must go through the technology department and must follow the district requirements. All hardware arrives at the district office to be inventoried before being distributed to individual schools. Software is generally purchased by individual schools, and must follow district software guidelines and usage requirements.

### District Network Security

ICSD has begun implementation of Palo Alto Next Generation firewalls with an additional web-filtering component. User access and reporting will be tied to the district Active Directory. The ICSD design consists of a border firewall and an internal firewall to protect critical assets. In addition, district Xirrus wireless arrays will filter application level threats on the edge before transiting our internal network.

### Network Scaling

---

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Early (Starting) Technology</th>
<th>Developing Technology</th>
<th>Advanced (Prepared) Technology</th>
<th>Target Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD1</td>
<td>* Teachers have participated in professional development on basic technology literacy skills and district information systems. *</td>
<td>* Teachers have participated in professional development on integrating technology into content area activities for students as well as to streamline productivity and management tasks. *</td>
<td>* Teachers have participated in professional development on technology integration into the curriculum through the creation of new lessons and activities that promote higher order thinking skills and collaboration with experts, peers, and parents. *</td>
<td>* Teachers collaborate with other professionals in developing new learning environments to empower students to think critically to solve real-world problems and communicate with experts across business, industry and higher education. *</td>
</tr>
<tr>
<td>PD2</td>
<td>* Teachers participate in large group professional development sessions to acquire basic technology skills. *</td>
<td>* Teachers participate in large group professional development sessions focusing on increasing teacher productivity and building capacity to integrate technology effectively into content areas with follow-up that facilitates implementation. *</td>
<td>* Teachers participate in ongoing professional development, including training, observation/coaching, study groups, and mentoring. *</td>
<td>* Teachers participate in multiple professional development opportunities that support anytime, anywhere learning available through delivery systems including individually guided activities, inquiry-action research, and involvement in a developmental improvement process. *</td>
</tr>
<tr>
<td>PD3</td>
<td>Educators are aware of the certification for technology applications.</td>
<td>Most educators meet two (2) to three (3) technology application standards.</td>
<td>Most educators meet four (4) to five (5) of the technology application standards.</td>
<td>Most educators meet all six (6) of the technology application standards.</td>
</tr>
<tr>
<td>PD4</td>
<td>Teachers participate in less than nine (9) hours of technology professional development per year.</td>
<td>Teachers participate in nine (9) to eighteen (18) hours of technology professional development per year.</td>
<td>Teachers participate in nineteen (19) to twenty-nine (29) hours of technology professional development per year.</td>
<td>Teachers participate in thirty (30) or more hours of technology professional development per year.</td>
</tr>
<tr>
<td>PD5</td>
<td>Teachers understand technology basics and how to use teacher productivity tools.</td>
<td>Teachers adapt technology knowledge and skills for content area instruction.</td>
<td>Teachers use technology as a tool to enhance higher order thinking skills.</td>
<td>Teachers create new, interactive, collaborative, and customized learning environments.</td>
</tr>
<tr>
<td>PD6</td>
<td>Training on school technology policies and software is not provided to students.</td>
<td>Training on school technology policies and software is being planned for all schools.</td>
<td>Training on school technology policies and software is provided to students on a regular basis.</td>
<td>Training on school technology policies and software is provided to students multiple times a year.</td>
</tr>
</tbody>
</table>
ICSD Digital Teaching and Learning Master Plan

ICSD has spent a lot of time planning our next generation network and completing two phases of a three-year phase infrastructure upgrade plan. The main emphasis is to support growth over time and allow flexibility in network infrastructure.

**Wireless Networks**
Wireless technology will be carrying the bulk of the district’s data in the future. ICSD will continue to focus efforts on more powerful wireless platforms. ICSD has opted to provide 2 gigabits of wireless capacity to each classroom in the school. The key is to utilize multiple radios per classroom running the G, N and AC protocols over 5 Ghz channels. To date, this model has functioned exceptionally well.

**Site Cabling**
Each LAN closet is being retrofitted to have multiple 10Gb capable fiber optic connectivity to the Building head-end. Specifically, we are providing 5 runs of CAT6 cabling to each classroom to allow for the following infrastructure devices:

**ICSD Selected E-Rate Eligible Items**
Network Switches  
Network Routers  
Network Firewalls  
Wireless Access Points/Arrays  
Cabling, Ethernet  
Cabling, Fiber Optic  
Labor, Connectors, etc.

<table>
<thead>
<tr>
<th>Device</th>
<th>Runs</th>
<th>Speed</th>
<th>PoE+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wireless AP (2/4/8 Radios)</td>
<td>2</td>
<td>1 Gigabit</td>
<td>Yes</td>
</tr>
<tr>
<td>Projector/Short Throw/Similar</td>
<td>1</td>
<td>1 Gigabit</td>
<td>Yes*</td>
</tr>
<tr>
<td>AppleTV/Similar</td>
<td>1</td>
<td>1 Gigabit</td>
<td>No*</td>
</tr>
<tr>
<td>Spare</td>
<td>1</td>
<td>1 Gigabit</td>
<td></td>
</tr>
</tbody>
</table>

**Site Networking**
These devices will be connected to PoE+ Gigabit Edge switches using a 10Gb uplink, which will then be connected to 10 Gigabit core or layer 3 switches. The site CPE core switch or router links to the UEN site router will then be aggregated to match UEN connectivity to the district office. As the local site network utilization increases, UEN personnel will be able to determine if more bandwidth is required for each site which will scale it appropriately.

**Inventory Tracking**
ICSD performs inventory as equipment is purchased and installed. School staff and district technology staff tag each item as it arrives and place it in inventory. The district currently employs a manual inventory system, but will opt in to the Lea(R)n platform as part of the plan.


**Enrollment and NSLP Income Eligibility Data**

See Appendix I

**X. Technical Support for Implementation and Maintenance of the Program**

The Iron County School District Technology Department consists of three teams: (1) Student Data Systems, (2) Network and Security, and (3) IT and Desktop Management. Computer hardware is purchased, imaged, deployed, and tested by the IT and Desktop Management team. Computer networks – to include connectivity to the Internet and security of district and student devices – are implemented by the Network and Security team. The technology department is comprised of nine (9) technical resources. Twenty-one school-based technology specialists also support the district. These teachers receive a stipend to provide additional support and onsite assistance to their school.

The district uses a Trouble Ticket system to manage support issues. All district employees have access to this system through the district’s employee login page. When a technical problem arises, a teacher goes through a quick trouble shooting protocol. If that does not solve the problem, the teacher seeks support from the school based technology specialist. If that problem is yet to be resolved, the teacher or specialist immediately fills out a Trouble Ticket online. This allows them to submit a support request for any technical issue (high priority issues are generally resolved by telephone or through the onsite Technology Specialist within a few hours at most). The district measures the effectiveness of its technical support system by reports that come from the trouble ticket system. These reports measure the time it takes, the frequency the problems are occurring, and the gauging which issues are most frequent this information dives the training for school specialists. Each manager reviews the report daily. If needs are not being met, these issues are included in weekly meetings. The TT system was developed by SEDC and is used by the entire region.

The district has averaged approximately one (1) full-time technology resource for every one thousand students. It is anticipated that ICSD will add another technology resource once the student count reaches ten thousand students (currently 9074). This will provide an adequate scaling model to go with the growth the district is currently experiencing and the new programs being implemented. With the addition of a second professional development resource, teacher training will intensify and remain ongoing, with a certain amount of support being given directly through the professional development department.

Having trained Technology Specialists local to each school adds immediate, school based support and removes the frequency of issues that arise when tech department resources are involved in other district specific work. Tech Specialists are teachers trained to support other teachers. Their training covers a fair number of common problem areas, to include both hardware and software issues. By having technology training through ongoing professional development, the immediate resource of school-based technology specialists, and access to district technology support through the Trouble Ticket System, ICSD has and will continue to significantly reduce the teacher technical support burden.
Data and Privacy

XI. Proposed Security Policies, Including Security Audits, Student Data Privacy, and Remediation of Identified Lapses

No grant funds will be used to update or remediate lapses in district policies.

Part A. LEA Security Policies

Appendix C: ICSD Information Security Systems
Appendix D: ICSD K-5 Computer Acceptable Use Policy
Appendix E: ICSD 6-12 Computer Acceptable Use Policy
Appendix F: ICSD Employee Computer Acceptable Use Policy
Appendix G: Bullying, Cyber-bullying, Harassment, Hazing, and Retaliation

Part B. LEA Security Audit Plan

The Iron County School District Technology Department will perform security audits to ensure the effectiveness of existing cyber security and data privacy safeguards. They will review and verify the effectiveness of the District Information Systems Security Policy. They will also review and develop a solid plan concerning the school district’s ability to detect a cyber security breach and the planned response for a breach, student personal information accessibility and protection, technology use policies, and student and staff privacy, and security awareness training.

The School District Technology Department will:

- Perform monthly ongoing security scans to determine the continued reliability and security of network and IT infrastructure.
- Perform annual reviews of the Information Systems Security Policy to ensure compliance, and maintain its current up-to-date state.
- Participate in an audit by a third party, such as Brushfire Security, to conduct an external audit once every three years.
- Develop, purchase and/or implement a systems security training for all stakeholders, including yearly follow up trainings, to include password management, anti-phishing, accessing the internet safely, recognizing threats, reduce online internet profile, email, hacking what do they do, how do they think, how information is gathered, what people do with the information. UEN Partnership, BrushFire developed by UTEN, how to help teachers deal with students.

The purpose of security audits is to create a baseline and compare ICSD to the SANS 20 standards of security and report to the Superintendent the results of the audit. The audit also provides the technology department with the information needed to proceed with the next steps to be taken to improve security. ICSD will continue to participate in these yearly audits as provided through
It is critically important to identify deficiencies in the current security policies adopted by Iron County School District, and to immediately embark on a remediation action plan. Before the development of this plan, the technology department realized that the current district Acceptable Use Policies (AUPs) were insufficient, and began the process of updating to Responsible Use Policies (RUPs), which is substantially more comprehensive. The technology department is in the process of reviewing RUPs from other districts in effort to identify lapses in ICSD’s current policies. The current AUP does not address issues, such as cyber bullying, student devices and their appropriate use at school, social media, or how specific violations are determined and dealt with. The challenges with the development of these policies are that they need to be robust enough to hold up in the event of an investigation and keep the district from undo legal risk, yet meaningful enough that parents and educators will read through and understand their rights and obligations.

In addition, Iron County School District is only in the beginning phases of securing a policy for Information Security Systems and updating its Data and Privacy Policies. The policies contained in Appendix C and Appendix G for Information Security and Student Data Privacy are in their first draft form and have not been reviewed by the technology department, leadership team, or school board.

**Remediation Plan**

It is the intention of Iron County School District to have all security and data privacy policies updated and approved by the school board at the beginning of the 2017-2018 school year. In order to achieve this goal, ICSD should complete the following benchmarks

<table>
<thead>
<tr>
<th>Date/Deadline</th>
<th>Activity</th>
<th>Person/s Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 30, 2016</td>
<td>Review and update 1st draft of Information Security Policy and Student Data Privacy Policies</td>
<td>Technology Department</td>
</tr>
<tr>
<td>December 30, 2016</td>
<td>Review and update, if needed, 2nd draft of Information Security Policy and Student Data Privacy Policies</td>
<td>Digital Teaching and Learning Leadership Team</td>
</tr>
<tr>
<td>January 24, 2017</td>
<td>ICSD School Board review of Information Security Policy and Student Data Privacy Policies</td>
<td>Iron County School Board</td>
</tr>
<tr>
<td>February 28, 2017</td>
<td>Complete first draft of district’s Responsible Use Policy</td>
<td>Technology director</td>
</tr>
<tr>
<td>February 28, 2017</td>
<td>ICSD School Board vote on Information Security Policy and Student Data Privacy</td>
<td>ICSD School Board</td>
</tr>
</tbody>
</table>
Revised Policies

Iron County School District will plan to look at security and data policies for ongoing revision to determine if additions and revisions are necessary. If additions or revisions are needed before the review period, the technology department will propose the amendments to the Digital Teaching and Learning Team who will then recommend them to the School Board for review and ratification.

Budget and Resources

XII. Budget

Part A. Disclosure of LEA’s Current Technology Expenditures

<table>
<thead>
<tr>
<th>15-16 Technology Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant:</strong> Iron County School District</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>A. (100) Salaries</td>
</tr>
<tr>
<td>B. (200) Employee Benefits</td>
</tr>
<tr>
<td>C. (300) Purchased Professional &amp; Technical Services</td>
</tr>
<tr>
<td>D. (400) Purchased Property</td>
</tr>
</tbody>
</table>
### ICSD Digital Teaching and Learning Master Plan

<table>
<thead>
<tr>
<th>Service</th>
<th>E. (500) Other Purchased Service</th>
<th>19,924.80</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. (580) Travel</td>
<td></td>
<td>1836.07</td>
</tr>
<tr>
<td>G. (600) Supplies &amp; Materials</td>
<td>34,486.03</td>
<td>39,021.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12,139.90</td>
</tr>
<tr>
<td>H. (800) Other (Exclude Audit Costs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. TOTAL DIRECT COSTS (Lines A through H)</td>
<td>401,389.78</td>
<td>39,021.26</td>
</tr>
<tr>
<td>J. (800) Other (Audit Costs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Indirect Cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Property (includes equipment)(700)</td>
<td>137,082.08</td>
<td>188,068.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>227,184.86</td>
</tr>
<tr>
<td>M. TOTAL (Lines I through L)</td>
<td>538,471.86</td>
<td>227,089.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>239,324.76</td>
</tr>
</tbody>
</table>

### Part B. Budget for Grant Funding Year 1 – 3
Iron County School District proposes the following expenditures for the duration of the grant.

**Iron County School District Projected Expenditures**

<table>
<thead>
<tr>
<th>Projected Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant:</strong> Iron County School District</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>A. (100) Salaries</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>B. (200) Employee Benefits</td>
</tr>
<tr>
<td>C. (300) Purchased Professional &amp; Technical Services</td>
</tr>
<tr>
<td>D. (400) Purchased Property Service</td>
</tr>
<tr>
<td>E. (500) Other Purchased Service</td>
</tr>
<tr>
<td>F. (580) Travel</td>
</tr>
<tr>
<td>G. (600) Supplies &amp; Materials</td>
</tr>
<tr>
<td>H. (800) Other (Exclude Audit Costs)</td>
</tr>
</tbody>
</table>

I. TOTAL DIRECT COSTS (Lines A through H) | 64,359 | 207,198 | 208,999 | 480,556 |

J. (800) Other (Audit Costs) |   |   |   |   |

K. Indirect Cost |   |   |   |   |

L. Property (includes equipment) |   |   |   |   |
Salaries and Employee Benefits
It is essential to the success of this plan that Iron County School District hires a District Digital Teaching and Learning Specialist immediately upon funding availability. The specialist will implement and oversee many of the components of the plan. It is proposed that this position be filled as of January 1, 2017. This requires two-thirds of a teacher’s salary including benefits from the grant monies for the remainder of the 2016-17 school year. Hiring a district specialist will not cause an increase in FTEs for the district. Additional money is budgeted for the yearly salary and benefits for the following two years, and the district will develop a plan to continue the funding of this specialist upon completion of the grant.

In addition, $2000 will be set aside for substitutes needed as educators attend professional development opportunities within the district or visiting other classrooms, schools, and districts for technology trainings and learning experiences.

Purchased Property and Technical Services
In order to facilitate personalized anytime, anywhere learning, Iron County School District proposes that $38,275 be set aside for the purchase of yearly student licenses for Canvas student learning management system for grades 6-12. Based on the choice of the individual elementary schools, $28,990 will be set aside for the purchase of student licenses for either Canvas, Schoology, or Mastery Connect as a learning management system or common formative assessment and data management system. The district is also committed to the continued purchase of these licenses, and will develop a plan for continuing these upon the completion of the grant.

Not added to the grant, but as part of an individual school’s Trust Land funding, each school will be required to purchase the site licenses for GoGuardian, a Mobile Device Management System (MDM) for each Chromebook, at the cost of $8.00 each per year, to ensure safety and management of the device anytime and anywhere.

Supplies and Materials
A major part of the plan will be the proposed funding for action research mini grants requested by educator teams throughout the district. Iron County School District will set aside $36,715 in year one and two, and $38,516 for year three, to support these projects. Educator teams may request specific technology in hardware and/or software or specific professional development, based on the goals of their action research project and their student learning objectives (see grant template in Appendix J). The district will support these projects through continued professional development and onsite coaching. Teams will be required to monitor student achievement and engagement at least quarterly to ensure adequate return on investment.

Additional supplies in the form of hardware are listed in the budget to meet the district’s projected professional development needs. It will be important that the district’s Digital Teaching and Learning Specialist have the training and technology in order to support the educator teams with...
their needs. $5000 has been set aside initially for the purchase of a desktop computer, laptop, iPad, and a camera system for the district’s specialist to use as the responsibility of many of the aspects of this plan will fall under their job description. In addition, $10,000 has been set aside each year for the purchase of Apple laptop computers to replace an aging, existing lab. Ten laptops will be purchased each year and rotated on a three-year cycle. Many of the trainings that the district provides will not work on Chromebook type computers making a higher-grade training laptop lab necessary. In order for the district’s specialist to support teachers he/she will also need adequate training. $7000 has been set aside for travel and conference fees for initial training, and an additional $5000 has been set aside each year thereafter, for additional training and/or support related to the action research mini grants. Finally, an amount of $10,000 each year, for the span of two years, has been set aside for facilitating district-wide professional development. A major piece of this money will be set aside for the two EdTech camps per year. This money will be used to bring in needed professionals for trainings, provide lunch and snack breaks, and provide attendees with technology incentives that can be immediately used to further digital teaching and learning in their classrooms.

Iron County School District will continue to support schools in their quest for 1:1 technology in every school outside of what may be purchased through grant funding. Schools will be encouraged to use Trust Land money to further technology and the district will continue its support of updated and high quality technology for teachers and administrators throughout the district.

Part C. Possible Increase in Funding (10% Increase Plan)

Change isn’t easy, and as a result many people resist change and remain stagnant in what they feel most comfortable with. Mandating change generally proves ineffective, and regardless of the mandate, fails to cause change in the most resistant, often resulting in the waste of precious time and resources. Therefore, it is the intention of Iron County School District to roll out these changes in a systematic manner, rather than all at once. Educator teacher teams will be given the opportunity to apply for action research mini grants directly related to digital teaching and learning. It is estimated that applications for these grants will be relatively few during the first year of implementation. As part of the grant, participants will be required to share their ideas and success with others in professional development and in EdTech camps twice each year. As these teachers share ideas and see success in their implementation, it is hoped that the excitement will spread and more grant monies will be requested the following year. If a 10% increase in grant funding were to be made available, this money would go directly to the funding of additional grants putting technology and training into the hands of these teams.

Part D. Projection for Future Support Costs

This Iron County School District Digital Teaching and Learning Plan as laid out is a proposal that can extend indefinitely, allowing more and more educator teams to apply for grants and further implement these technologies to support their student achievement goals. If funding sources continue to be made available, it will also allow continued support in the areas of technology integration through professional development and continued support for personalized learning for
students as well as educators. It is projected that ICSD will need future support in the amount of $199,535 each year to sustain this project.

**Capturing and Re-purposing Savings**

The district is, and will continue to, explore how any cost savings that may be achieved by this program can be redirected back into the program’s budget. As this is a new program, and many of the budgeted items are new to the district, we will need to explore and collect further data. As a district we will begin to explore, record, and report to our stakeholders savings in the following areas,

- Savings due to the reduced cost of hardware such as Chromebooks over traditional laptops or desktops
- Savings due to the reduction in copies on copy machines across the district
- Savings due to the reduced cost of substitute teachers as a result of online professional learning
- Savings as a direct result of increased motivation of both students and teachers (attendance, reduced disciplinary action, failure and dropout rates, etc.,)
- Digital core curriculum savings

**Part E. Sustainability**

Iron County School District is committed to moving all students through their educational system with the skills needed to be competitive in college and careers in the 21st century. Without immediate grant funding, ICSD will continue to support schools in their aim for 1:1 technologies in every classroom. In addition, ICSD will work to reallocate funds within its budgets to continue to sustain the Digital Teaching and Learning Specialist position when grant monies expire. ICSD feels that this position is essential to supporting educators in their appropriate implementation of technology in their classroom. Based on the expected positive outcomes of fidelity of implementation and data collected throughout the three-year grant period, the ICSD leadership team feels that the licensing of the Canvas, Schoology, or Mastery Connect student learning systems should continue without interruption. In order to support the continuation of these licenses, ICSD will propose to the school board an increase in student fees at the secondary level from the current $35 to an estimated $50. At the elementary level, it will be necessary to pursue new funding, possibly in the form of additional grants. If needed ICSD will redirect cost savings from digital teaching and learning to support the maintenance and growth of the program.
STATEMENT OF ASSURANCES

Should an award of funds from the Digital Teaching and Learning Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the USBE that the authorized official will:

1. Upon request, provide the Utah State Board of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.

2. Conduct educational activities funded by this project in compliance with the following federal laws:
   a. Title VI of the Civil Rights Act of 1964
   b. Title IX of the Education Amendments of 1972
   c. Section 504 of the Rehabilitation Act of 1973
   d. Age Discrimination Act of 1975
   e. Americans with Disabilities Act of 1990
   f. Improving America’s Schools Act of 1994

3. Use grant funds to supplement and not supplant existing funds from all sources.
4. Take into account, during the development of programming, the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups.
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Utah State Board of Education.
6. The applicant will retain records of the program for five years and will allow access to those records for purposes of review and audit.
Appendix A: Future Ready Readiness Assessment
Link to Full Assessment
ICSD Digital Teaching and Learning Master Plan

Digital Learning Readiness Score 5.9 (of 10)

Technology now allows for personalized and digital learning for every student in the nation. The Future Ready Schools® District Pledge, according to the U.S. Department of Education, is designed to set us on a path to achieve our vision of preparing students for success in college, careers, and citizenship. This roadmap can only be accomplished through systematic and strategic change, as outlined in the graphic below.

With student learning at the center, a district must align each of the seven pillars, categories, or parts, to move toward advancement and successful digital learning.

1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

The chart below highlights the importance of each pillar and its impact on transformation, where districts can either implement and assess continually. The chart displays the district’s level of implementation for each pillar, allowing districts to be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning.

This confidential report indicates your district’s readiness to implement digital learning. The chart below provides an overview of your district’s progress to date as measured against the seven pillars in the Future Ready Schools Framework.

Digital Learning Readiness per Gear

This chart provides a snapshot of your district’s readiness ratings across the seven pillars in the Future Ready Framework. After your district works on its gears, you can continue to take the self-assessment again and see trends over time.
ICSD Digital Teaching and Learning Master Plan

Digital Learning:
Digital Learning is defined as the act of gathering, creating, organizing, and sharing of knowledge, through the use of digital technology. It involves all aspects of teaching and learning, with the goal of improving educational outcomes.

Your District’s Vision for Digital Learning

<table>
<thead>
<tr>
<th>Vision for Students</th>
<th>Inclusive in Your District’s Vision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching new learning</td>
<td>Y</td>
</tr>
<tr>
<td>Social emotional learning</td>
<td>Y</td>
</tr>
<tr>
<td>21st Century skills &amp; core knowledge</td>
<td>Y</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>Y</td>
</tr>
<tr>
<td>Critical thinking &amp; problem solving</td>
<td>Y</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Y</td>
</tr>
<tr>
<td>Appropriate use of technology</td>
<td>Y</td>
</tr>
</tbody>
</table>

Your District’s Use of Technology for Learning

<table>
<thead>
<tr>
<th>This technology is the name of your district’s way of educational technology</th>
<th>Available in Your District</th>
<th>In Your Planning Process</th>
<th>Not Yet a Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online courses</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Blended learning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Digital content (e.g., video, infographics, websites)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Instructional data (resources, templates, instructional videos)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Social media</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Personalized learning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Professional development (e.g., coaching, mentoring, professional learning)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Digital citizenship evaluation (e.g., digital badge, online portfolio)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Social media (e.g., social networking, online collaboration)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Student satisfaction/feedback</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Communication/interaction</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Virtual reality simulations</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Student engagement</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Leadership</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Online research</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
ICSD Digital Teaching and Learning Master Plan

Your Desired Digital Learning Environment

<table>
<thead>
<tr>
<th>Resource ( Desired Learning Environment )</th>
<th>Available in Your District</th>
<th>In Some District(s)</th>
<th>Not Yet a Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video conferencing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity tools</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning management</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication tools (i.e. text, slides)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative tools</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visualization tools</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategic Use of This Report

The information in this report will enable you to set an "in advance achievement" scale in the areas of leadership, school improvement, and systems. It provides a detailed view of the "How to" and "What to" approach, as well as a range of tools and resources available, to help you develop a strategic framework for digital learning. The following pages feature in-depth case studies and examples. Each chapter can be read in isolation, but integrating the reports will provide a comprehensive view of digital learning.

<table>
<thead>
<tr>
<th>Resource ( Desired Learning Environment )</th>
<th>Presentations</th>
<th>Video conferencing</th>
<th>Learning Management</th>
<th>Collaboration</th>
<th>Visualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video conferencing</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Management</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Visualization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

The views expressed have been developed based on the following themes:

- Leadership (L)
- Presentations (P)
- Video conferencing (V)
- Learning Management (LM)
- Collaboration (C)
- Visualization (V)

In each level, the next steps are based on the previous level, building on the previous level's achievements and experiences. This ensures a continuous improvement cycle, focusing on the core principles of digital learning.
### ISTE Standards

#### Students

<table>
<thead>
<tr>
<th>Appendix B: ISTE Standards</th>
</tr>
</thead>
</table>

1. **Creativity and innovation**
   - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
     - Apply existing knowledge to generate new ideas, products, or processes
     - Create original works as a means of personal or group expression
     - Use models and simulations to explore complex systems and issues
     - 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.
     - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
     - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
     - Develop cultural understanding and global awareness by engaging with learners of other cultures
     - 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.
     - Plan strategies to guide inquiry
     - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
     - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
     - 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.
     - Identify and define authentic problems and significant questions for investigation
     - Plan and manage activities to develop a solution or complete a project
     - Collect and analyze data to identify solutions and/or make informed decisions
     - 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

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“Connected learning. Connected world.”

iste.org/standards
Appendix C: Information Systems Security Policy

ICSD INFORMATION SYSTEMS SECURITY

The purpose of the Iron County School District Information Systems Security Policy is to create an environment within the Iron County School District that maintains system security, data integrity and privacy by preventing unauthorized access to data and by preventing misuse of, damage to, or loss of data. The Iron County School District will adhere to the policies identified in this document and use these standards in which to develop, implement, and maintain security. Technological advances and changes in the District requirements will necessitate periodic revisions; therefore, Iron County School District will review and update IT security plans at least annually or following any significant change to its business, computing, or telecommunications environment.

The Iron County School District’s increased use of the Internet for conducting official business has generated the following security concerns:
- Information Integrity
- Unauthorized deletion, modification or disclosure of information;
- Misuse - The use of information assets for other than authorized purposes by either internal or external users;
- Information Browsing - Unauthorized viewing of sensitive information by intruders or legitimate users;
- Penetration - Attacks by unauthorized persons or systems that may result in denial of service or significant increases in incident handling costs;
- Computer Viruses - Attacks using viral code that reproduces itself by modifying other programs, spreading across multiple programs, data files or devices on a system or through multiple systems in a network that may result in the destruction of data or the erosion of system performance;
- Fraud - Attempts to masquerade as a legitimate user to steal services or information, or to initiate transactions that result in financial loss or embarrassment to the organization;
- Component Failure - Failure due to design flaws or hardware/software faults can lead to denial of service or security compromises through the malfunction of a system component; and
- Unauthorized additions and/or changes to infrastructure components.

Because information technology security planning is primarily a risk management issue, this policy and its associated standards and guidelines focus on the creation of a shared and trusted environment, with particular attention to:
- Common approaches to end-user authentication;
- Consistent and adequate network, server, and data management;
- Appropriate uses of secure network connections; and
- Closing unauthorized pathways into the network.

The Iron County School District will take steps necessary to initiate an approach to:
- Ensure secure interactions between and among business partners, external parties, and school districts to utilize a common authentication process, security architecture, and point of entry;
- Prevent misuse of, damage to, or loss of District hardware and software facilities;
- Prevent unauthorized use or reproduction of copyrighted material by public entities.
- Ensure secure interactions between the Iron County School District and outside agencies and ensure that there is a shared and trusted environment.

The Iron County School District will:
- Operate in a manner consistent with the District Acceptable/Responsible Use Policy;
- Develop, implement, maintain, and test security processes, procedures, and practices to protect and safeguard voice, video, and data computing and telecommunications facilities (including telephones, hardware, software, and personnel) against security breaches;
- Train staff to follow security procedures and standards;
- Apply appropriate security measures when utilizing transactional Internet-based applications,
- Ensure and oversee compliance with this policy.
Security Policy Scope
For the purposes of this policy, security is defined as the ability to protect the integrity, availability, and confidentiality of information held by The Iron County School District, to protect its assets from unauthorized use or modification and from accidental or intentional damage or destruction. It includes the security of network facilities and off-site data storage; computing, telecommunications, and applications related services purchased from commercial concerns; and Internet-related applications and connectivity.

General Security Policy
It is the network security policy of the Iron County School District that:

1) The Iron County School District will operate in a manner consistent with the maintenance of a shared, trusted environment for the protection of sensitive data and business transactions. The District will use security protocols (including means of authentication and authorization) relied upon by others; and the integrity, reliability and predictability of the District WAN will be maintained.

2) The Iron County School District will establish its secure business applications within the guidelines of the UETN Network Infrastructure. This requires that all parties interact with agencies through a common security architecture and authentication process. The Iron County School District will maintain and operate the shared infrastructure necessary to support applications and data within a trusted environment.

3) Furthermore, the Iron County School District will operate its applications and networks within UETN's Network Infrastructure and will subscribe to the following principles of shared security: Follow security standards established for selecting appropriate assurance levels for specific application or data access and implement the protections and controls specified by the appropriate assurance levels; Recognize and support a standard means of authenticating external parties needing access to sensitive information and applications; Follow security standards established for securing servers and data associated with the secure application; and follow security standards established for creating secure sessions for application access.

4) The Iron County School District will address the effect of using the Internet to conduct transactions for business with other public entities, citizens, and businesses.

5) The Iron County School District will ensure staff is appropriately trained in Informational Technology (IT) security procedures. The District will make staff aware of the need for IT security and train them to perform the security procedures for which they are responsible.

6) The Iron County School District will review its IT security processes, procedures, and practices at least annually and make appropriate updates after any significant change to its business, computing, or telecommunications environment. Examples of these changes include modifications to physical facility, computer hardware or software, telecommunications hardware or software, telecommunications networks, application systems, organization, or budget. Practices will include appropriate mechanisms for receiving, documenting, and responding to security issues identified by third parties.

7) The Iron County School District will participate in IT Security Policy and Standards Compliance Audit once every three years. The audit will be performed by the Brushfire Security, independent of the Iron County School District. The Iron County School District IT security processes, procedures, and practices may contain information (confidential or private) about the District's business, communications, and computing operations or employees. Policy and procedures for distribution of any related documentation should consider sensitive information and related statutory exemptions for such information from public disclosure.

Maintenance of Policies, Standards, Guidelines and Recommendations
Technological advances and changes in the business requirements of the Iron County School District will necessitate periodic revisions to policies, standards, guidelines, and recommendations. The Iron County School District is responsible for routine maintenance of these to keep them current. Major policy changes will require the approval of the Technology Department and Superintendent of Schools.

Security Policy; Review, Schedule and Updates
Technological advances and changes in the business requirements will necessitate periodic revisions; therefore, the Iron County School District will review and update IT security plans at least annually or following any significant change to its business, computing, or telecommunications environment.

If the District purchases IT services from another organization, the District and the service provider will work together to make certain the IT security plan for the service provider fits within the District’s security plan. The District will obtain a copy of the service provider’s network security plan to determine if it complies with the District Security Plan. If two or more agencies participate with each other in operating an information service facility, the agencies will develop a joint IT security plan which meets their mutual needs.
The Iron County School District will promote security awareness by informing employees, associates, business partners, or others using its computers or networks about security policies and practices, what is expected of them, and how they are to handle the information.

**Technology Staff (ITS): Role and Responsibilities**
The Iron County School District Technology Staff is responsible for developing and maintaining the District’s Security Policy. The Technology Department will:
- Develop and maintain the Security Policy
- Research the IT industry for security related issues and determine how it affects the District IT infrastructure as a whole
- Participate in local and/or national security organizations for the purpose of sharing security information, pitfalls, warnings, etc.
- Work with State Auditor’s Office on Security Audits as necessary

The Iron County School District will designate an individual to serve as a contact concerning all security-related issues. This individual will:
- Develop and maintain District-specific security policies
- Ensure that the District is adhering to State of Utah Security Policy
- Research IT industry for security related issues and how it affects the District specifically
- Monitor security issues within the District’s IT resources
- Facilitate the State Auditor’s Office Security Audit

**Web Server; Connectivity, Security**
If the Iron County School District maintains and houses web servers that reside on the District network and is accessible from the Internet. The district is required to “harden” the server by making sure that all the current operating system patches are applied and kept up-to-date, removing any unnecessary server processes.

**E-mail; Functionality, Security, Limitations**
For the purpose of security and limiting Spam into the network, the Iron County School District shall require vendors of services to implement and maintain mail relays on the inside of the firewall. All mail must come through the mail relay and be “relayed” to the appropriate mail server.
1) No direct SMTP from the Internet. The District will utilize the mail relays for mail traveling in from the Internet.
2) No POP or IMAP from Internet to mail servers inside the network. The District will utilize a web interface (HTTP/HTTPS) to access this mail.
3) No POP or IMAP from the UETN network to private mail accounts on Internet. The District will utilize a web interface (HTTP/HTTPS port) to access this mail.
4) Users will be instructed to never open any email attachments on the network except via IronMail/Google email. Users will be instructed to use extreme caution when opening email attachments to ensure that the attachment is safe. Virus scanning is used on the district email system.

**Antivirus Software; Virus Prevention, Detection and Removal**
Iron County School District will:
1) Maintain real-time anti-virus software on the network including all servers and workstations.
2) Be diligent about keeping virus definition files up-to-date.
3) Once a device is infected with a virus, the offending machine should be removed from the network until such time the virus can be removed from the machine.
4) Ensure copies of virus-detection and eradication tools should be kept offline. Otherwise it is possible that the virus could modify the detection tools to prevent its own detection. The network administrator should actively scan/check for viruses online, but periodically use the off-line, trusted copies of the tools to scan the systems.

**Firewalls Requirements; Use, Functionality and Port Restriction**
The Iron County School District will maintain a firewall within the core of the network that provides one level of protection of the network from the connection to the Internet. Below are examples of what will not be permitted:
- No direct SMTP from the Internet. The District will utilize the UETN maintained mail relays for mail traveling from the Internet.
- No POP or IMAP from Internet to mail servers inside network. The District will utilize Web interface (HTTP/HTTPS) to access this mail.
- No POP or IMAP from UETN network to private mail accounts on Internet. The District will utilize a web interface (HTTP/HTTPS port) to access this mail.
ICSD Digital Teaching and Learning Master Plan

-No FTP access is allowed from Internet to a device on the district network. UETN will not restrict FTP out of the network to a device on the Internet provided that session/transfer is initiated from the UETN network.
-No LAN protocols mapped to and/or from devices on Internet (i.e. NetBios, NetBeui, NFS, etc.).
-No outbound port that has the potential of propagating industry-known viruses, worms, etc. will be allowed.

The exception to these port restrictions is when the district has a VPN implemented between them and a third party. In that scenario, all ports are available for use provided the traffic goes through the VPN.

At no time may a district permit a third party entity to connect directly to their local area network behind the IU’s firewall. This includes terminating third party circuits behind UETN’s firewalls and/or utilizing a PC remote control product (i.e. PC Anywhere).

Non-Educational/District-Business Related Network Traffic
Bandwidth has a high cost associated with its usage. The UETN network and District network were implemented and are maintained to allow state and district employees to utilize automated systems and tools to help facilitate their carrying out work responsibilities and duties and meeting the needs of those individuals they serve. The UETN and/or District network infrastructure must not be utilized for personal gain and/or entertainment. Unnecessary applications that pose potential security risks will not be permitted. These include, but are not limited to:
1) Instant Messaging protocols outbound from the District network to Internet will not be permitted.
2) Music/video/file sharing services and any other illegal software or services will not be permitted on District networks. There are legal ramifications that are tied to users who use these applications to share files.
3) Internet streaming of audio and/or video will not be permitted. Users are not to use the PASD network and computers to listen to the radio, watch movies, watch sporting events, etc.

Wireless Access Connectivity
The District will enable and configure encryption on all wireless devices. No installations of wireless devices, such as wireless access points, wireless printers, wireless network cards may be installed in the district by any person except a member of the IT Services Department. Proper configurations must be performed in order to protect the network.

Consideration for wireless connections will be based upon the need for the connection, as well as assuring security and integrity of the network. Wireless access will be denied for such reasons as, the room is already hard-wired for computers.

Internet Filtering
The District will use the School District/UETN Internet filtering servers located at the core to provide content filtering for the district. The District will utilize proxy servers for the purpose of tracking Internet usage. The District will be CIPA compliant.

Passwords; Guidelines, Protection of, Bad examples
Passwords are our personal identification keys that allow access to various IT resources on the District’s network. Passwords help ensure that only authorized individuals access a computer system, a network device, an application, a file, data, etc. Passwords also help to establish accountability for all transactions and changes made to those IT resources. The District enacts strict password policies in securing our segment of the State network infrastructure and our local network. The following guidelines are used when developing these password policies.

Choosing a Password:
Passwords must contain at least 5 nonblank characters. Passwords must contain a combination of letters and numbers. Passwords may not contain the user ID. Passwords may not include the personal information about the user that can be easily guessed: user name, spouse’s name, kid’s name, employee number, social security number, initials, pet’s name, birthdate, telephone number, city, etc.

Passwords may not include common words from an English dictionary or foreign-language dictionary. Hackers have tools that enable them to break any password found in a dictionary or that is a simple transformation of a dictionary word.

Passwords may not contain commonly used proper names, including the name of any fictional character or place.

Passwords may not contain any simple pattern of letters or numbers such as “qwertyxx” or “xyz123xx.”
Passwords should not be trivial, predictable, or obvious.

A complex password that cannot be broken is useless if you cannot remember it and have to write it down. For security to function, passwords must be memorized and not displayed for others to view.

**Protecting Passwords:**

Do not disclose your passwords to anyone except when there is an overriding operational necessity (i.e., support issue).

Do not leave passwords in a location accessible to others or secured in a location for which protection is less than that required for information that the password protects.

Use Secure Shell (SSH) to avoid sending your password in clear text over the network. Crackers can break into a network, set up a program called a Sniffer that listens to the network for passwords, and steal your password. Anytime you type your password to log in to another computer using telnet, ftp, rlogin, etc., your password can be stolen.

Passwords should be unique to users and users should never share passwords.

Passwords should be changed at least every school year and never reused.

Passwords should be changed if anyone else learns the password.

Never use default passwords. All passwords should be unique. This is especially important for administrator accounts with extended rights.

Passwords should be required on all user accounts.

Do not let support vendors have free reign of the District's IT resources. If a vendor needs access to some resource for support, give the vendor a password and then change it and lock them out when their support is complete.

Be diligent about removing user accounts for staff no longer employed by the Iron County School District.

Users should log out when leaving their computer, especially administrative users with extended rights.

Teachers and/or staff members may never allow another user (ex. Student) to use their computer while they are logged in to the network. Teachers and staff have more privileges than students, such as grade books, etc. and students should never have access to those rights.

Students may never use another student, teacher, or staff member's password nor may they use a computer that is already logged in as another user. If you suspect your password has been stolen or "cracked", notify the technology staff and change it immediately.

**Physical Access; Security Guidelines and Recommendations**

A majority of security violations, vandalism, and even accidental acts that lead to disruption of services can be attributed to deficiencies in physical security. The guidelines below should be considered in order to maintain adequate physical security for the Iron County School District.

- **Location**
  1) Locate computer equipment in inconspicuous places without signs, maps, and external references.
  2) Locate network equipment away from windows or any other place that allows easy access by outside individuals.
  3) Locate network equipment and computers in places that can be environmentally controlled.

- **Access**
  1) Rooms or closets that contain District Wide Area Network routers and servers must be locked at all times. This includes remote offices. The technology staff will be the only authorized party to enter these rooms.
  2) Wiring closets should be locked at all times, with technology staff only authorized to enter the closets.
  3) Switches are to be secured in a locked protected closet. While all switches are in rooms that can be locked, there are some switches in areas that are not in closets. The technology staff will be the only authorized party to enter these closets.
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4) A secure access system should be installed and maintained in the main server room.
5) All users must log off the network (Novell) when they walk away from the computer. NO computer connected to the network should ever be left unattended by the user who logged into the network. All users must log off the network and shut down the computer at the end of the day.
6) All classrooms, offices and meeting rooms, etc. that house computers must be locked and secured when the room is vacated.

Environmental and Electrical Measures
1) Computer facilities must have fire protection. All facilities must have strategically placed hand held fire extinguishers. Fire extinguishers must be inspected yearly by the Fire Department.
2) All facilities must deploy smoke and heat detectors.
3) Flammable or toxic materials must not be stored near computer equipment.
4) Electrical systems for critical computer equipment must include Uninterrupted Power Systems (UPS). Surge protectors should be considered for equipment sensitive to power fluctuations.
5) Adequate room temperature and humidity must be maintained to the specifications of the hardware vendor.

Miscellaneous Physical Security Measures
Backup and recovery materials (tapes, manuals, etc.) should be kept at a site that meets stringent physical security measures.

Website; Privacy Statement, Disclaimer
The following is the Privacy Statement for PASD websites. This policy addresses collection, use, security of, and access to information that may be obtained through your use of the website. Users of said website understand and agree that in addition to this District Website Privacy Statement, each website you visit may have a unique Privacy Statement.

This notice covers the following topics:
The Iron County School District has taken several steps to safeguard the integrity of its telecommunications and computing infrastructure, including but not limited to authentication, monitoring, auditing, and encryption. Security measures have been integrated into the design, implementation, and day-to-day practices of the entire portal operating environment. One of the key features is the use of SSL (Secure Socket Layer) for transmission of confidential information. This information should not be construed in any way as giving business, legal, or other advice, or warranting as fail proof, the security of information provided at www.pasd.us

Disclaimer
The PASD website could provide links to other web sites. These include links to web sites operated by other government agencies, nonprofit organizations, and private businesses. When a web user links to another site, the user is no longer on the PASD website and this Privacy Notice will not apply. When the web user links to another web site, the web user is subject to the privacy policy of that new site.

Iron County School District Website Contact Information
To access your Personally Identifiable Information the District collects, if any, or to request correction of factual errors in the web user's Personally Identifiable Information or should the web user need further information on our Privacy Policy, the user should contact the Technology Supervisor.

Network Security Administration Procedures, Security Incident Procedures, Reporting, Preserving Evidence, Legal Action
All security violations or suspected violations must be reported to the IT Services Department. The Department will then work with the principal or supervisor to ensure evidence is preserved and that it is reported correctly.

The Technology Department will then:
1) Respond quickly to ensure that traces, logs, etc. are intact and available. Processing will not be stopped immediately. No files will be restored immediately.
2) Communicate via the telephone. Some intruders may be able to monitor E-mail.
3) Make copies of files that the intruder may have altered or left.
4) Make sure the perpetrator is not directly contacted.
5) Identify a primary contact to handle evidence.
6) Contact the FBI and local Law Enforcement.
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It is the responsibility of all district employees and/or contractors to report suspected security violations as quickly as possible. Subsequent action, depending on the type of breach, can vary. Security breaches may be categorized as those pertaining to physical intrusions, electronic intrusions that include networks, servers, and workstations; incidents related to catastrophic disasters, and breaches as a result of deception and/or fraud. The ultimate goal, regardless of the category of incident, is the protection of district/state assets, containment of damage, and the restoration of service.

Network Security Administration Procedures
Normal logging processes should be enabled on all host and server systems.

Alarm and alert functions, as well as logging, of any firewalls and other network perimeter access control systems should be enabled.

Audit logs from the perimeter access control systems should be reviewed daily.

Audit logs for servers and hosts on the internal, protected network should be reviewed on a weekly basis.

Users should be trained to report any abnormalities in system performance to the Technology staff.
Users should notify the Technology Coordinator, Network Administrator and Superintendent of violations of the CIPA law. All users must abide by the CIPA as stated in the Acceptable Use Policy. Violations will be reported to the proper legal authorities. Everyone who knows of the violation must report it to proper enforcement authorities.

All trouble reports received by the Technology Department should be reviewed for symptoms that might indicate intrusive activity. Suspicious symptoms should be reported to the Network Administrator and Technology Coordinator.

Security Incident Reporting Directions
1) Keep a Written Log of pertinent information.
2) Notification of Incident: Inform the appropriate people. In the case of a criminal act, secure the computer and store it until the incident has been investigated and cleared.
3) Control of Information: Control all information. Release to Superintendent.
4) Follow up Analysis. All involved parties should meet and discuss the actions.
5) Procedures should be evaluated and modified.

Physical intrusion of secured areas
1) Notify the Building Principal and Superintendent
2) If warranted, notify the appropriate authorities.

Catastrophic Disasters of secured areas
1) Notify the Building Principal and Superintendent
2) If warranted, notify the appropriate authorities.

Electronic Intrusions
1) Notify the Technology Supervisor, Technology Specialist, and Superintendent of schools.
2) Any data captured that resulted in detecting the intrusion should be kept until the incident has been investigated and cleared.

Deception and Fraud
1) Notify the Superintendent.
2) If warranted, notify the appropriate authorities.

Hacking Incidents
Attempts to Gain Access to a System: Incidents of this type may include repeated login attempts, repeated ftp or telnet commands, and repeated dial back attempts.
1) Identify the problem.
2) Identify the source
   a) look at system log files and
   b) active network connections
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3) Make copies of all audit trail information:
   a) system log files,
   b) the root history file,
   c) utmp and wtmp files, etc.
4) Log all actions.
5) Notification
   a) Notify the Technology Coordinator, Network Administrator, and Superintendent.
   b) If warranted, notify the Department of Finance and Administration Law Enforcement, and/or local police department.
6) Complete follow-up report.

Active Hacker/Cracker Methods for incidents
The method used to handle a cracker/hacker incident should be determined by the level of understanding of the risks involved.
Method 1. Immediately lock the person out of the system and restore the system to a safe state.
Method 2. Allow the hacker/cracker to continue his probe/attack and attempt to gather information that will lead to an identification and possible criminal conviction.

1) Notify the Superintendent.
2) If warranted, notify the Department of Finance and Administration Law Enforcement, and/or local police department.

Gathering Evidence of Hacker/Cracker Incidents
1) Removal of Hacker/Cracker
2) Make a Snapshot of the system
3) Make copies of system log files,
4) Make copies of the root history files, etc.
5) Make a listing of all active network connections.
6) Log all actions.

Lock Out the Hacker
1) Kill all active process for the hacker/cracker
2) Remove any files or programs that he/she may have left on the system
3) Change passwords for any accounts that were accessed by the hacker/cracker.
4) Log all actions.

Restore the System
1) Restore the system to a normal stage.
2) Restore any data or files that the hacker/cracker may have modified.
3) Install patches or fixes to close any security vulnerabilities that the hacker/cracker may have exploited.
4) Document all actions in a logbook.

Report the Incident
1) Notify the Superintendent.
2) If warranted, notify the Department of Finance and Administration Law Enforcement, and/or local police department.

Follow up
1) After the investigation, a short report describing the incident and actions that were taken should be documented and distributed to the appropriate personnel.

Monitoring of Hacker/Cracker Activity
1) Make a Snapshot of the system.
2) Make copies of system log files.
3) Make copies of the root history files, etc.
4) Make a listing of all active network connections.
5) Record Monitoring information in a written log.

Software Procedures
1) Software owned or licensed by the Iron County School District may not be copied to alternate media, distributed by e-mail, transmitted electronically, or used in its original form on other than district owned computers without express permission from the Technology Department. In no case is the license agreement or copyright to be violated.

2) Software licensed to the Iron County School District is to be used for its intended purpose according to the license agreement. Employees are responsible for using software in a manner consistent with the licensing agreements of the manufacturer. License agreements are maintained by the Technology Department.

3) All software installed on PASD computers must be owned by the PASD.

4) All software purchased by the Iron County School District must be installed on District-owned equipment, and may not be taken offsite without permission from the technology department.

5) No district owned software may be installed on a computer not owned by the District unless the license agreement specifically allows it.

6) There must be a separate software license for each computer unless a site license is purchased. Users may not purchase one software program or CD and install it on additional computers, such as every computer in the room.

**Hardware Procedures**

1) All workstations, printers, add-in cards, memory modules, and other associated equipment are the property of the Iron County School District and should not be used for purposes other than business. No changes, modifications, or additions, or equipment removals may be done without written notification to the Technology Department and fixed asset manager. No information systems equipment should be removed from the district, with the exception of documented approval for equipment to be used for daily offsite work by a named, specific staff member.

2) In the event equipment is to be off premises for some time, the employee responsible for the equipment must file a written hand receipt with the IT department.

3) All computer and network electronics connected to the School District/UETN network must be owned by the School District/UETN and must be on the fixed asset inventory.

4) A standard platform is established for district computers and equipment.

5) Approved non-standard hardware is only to be used when the standard hardware is unavailable.

6) All hardware purchased by the Iron County School District must be installed on District-owned equipment.

7) In order for effective software and network functioning, modern up-to-date computers, servers, routers, switches, etc. must be provided by the District.

**Mobile Devices (Smartphones and tablets)**
The Iron County School District will establish procedures, which allow it to keep track of mobile devices used to access district information and the personnel who use them.

Users who have been assigned a mobile device, both for long and short durations, shall be responsible to promptly report lost or stolen devices. The loss or theft of a device must be reported to both IT Services and the employee’s immediate supervisor as soon as the loss or theft is identified. IT Services, via administration, shall contact law enforcement and the district’s insurance carrier when theft is suspected.

IT Services shall maintain record of all assigned devices. Devices which have been configured to access business information or electronic mail shall have the capability enabled to remotely erase and render the device unusable. If these devices support the feature, a pass code lock shall be enabled at all times and entered by the user for access. The pass code lock shall be active when the device is idle.

**Practices for Network Use:**

1) No materials are to be disseminated in any manner which are derogatory to any person or group, obscene, racist, sexist, harassing or offensive based on color, religion, creed, national origin, age or disability.

2) System identification codes and passwords are for the use of the specifically assigned user and are to be protected from abuse and/or use by unauthorized individuals.

3) All e-mail messages are automatically scanned for viruses using the virus detection software installed on all computer workstations. If you have made any configuration changes to your workstation, even with the approval of the Technology Department, it is your responsibility to ensure virus protection prior to opening/executing diskettes, e-mail attachments or executable e-mail messages.

4) Like all School District/UETN information systems resources, Internet access and e-mail are for work-related use. Access and sites visited can and will be monitored at the specific individual level.

5) Employees may not use School District/UETN information systems resources for soliciting, personal financial gain, partisan political activities, or further disseminating junk e-mail such as chain letters.

6) Information contained on the district’s network and workstations is strictly proprietary to the Iron County School District or State of Pennsylvania. All data stored on PASD computers and/or servers are the property of the Iron County School
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District. Copying or disseminating any of this information for any purpose other than district business is strictly prohibited. Access to this information must be considered confidential.

7) Users are expected to report violations of this policy which the user observes to the technology coordinator, network administrator or supervisor or, in the event that the violation involves the supervisor, the Superintendent. Likewise, if you are a witness to a violation you are required to cooperate in any investigation of the violation. All incidents and actions should be documented.

Consequences:
Any user who knowingly and willingly violates this policy is subject to discipline up to and including termination from employment, or expulsion from school, depending on the severity of the specific offense(s).

Furthermore, in the event of an illegal activity, the user will also be reported to the appropriate law enforcement authority. If you have any questions regarding this policy or any situation not specifically addressed in this policy, see your supervisor or the PASD Superintendent of Schools.

Revision of Security Policy:
This policy is subject to revision. The district will adequately post revisions, but it is the user’s responsibility to ensure that use of the computing and communication resources conforms

Appendix D: K-5 Student Acceptable Use Policy

ICSD K-5 Student Computer Acceptable Use Policy

The Iron County School District has access to the Internet, which is governed and supported by the Utah Education Network.

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information. Students who abuse acceptable use, which includes, but is not limited to, copyrighted or threatening or obscene material, pornography, gambling, and inappropriate language will be subject to disciplinary action. Information students send or receive via computer resources may be viewed by others with or without parental knowledge.

ACCEPTABLE USES

To qualify for electronic information resource services, students must be willing to abide by the rules of acceptable use. Please work with us in helping your elementary school age child understand and abide by these simple but important rules of appropriate use.

Acceptable use means that as a student you will promise to use the computer resources, such as the Internet, with respect and responsibility. These rules also apply to the use of personal devices taken to school. As a student you will also promise to abide by school rules, this acceptable use policy, and classroom rules that will be taught by your teachers and other school staff. You must understand that use of the computer resources is designed to support your education. If rules are broken, a student may lose his/her privilege in using the computer resources. Please note the following rules:

- **Be Polite and Show Respect:**
  1. When using the computer to write, send or to receive messages or information, always use appropriate school language and behavior.
  2. Show respect for others and self by not accessing or transmitting any immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, or otherwise inappropriate images or information, or receiving such information from others.
  3. Show respect for property by not attempting damage, destruction, defacement, or theft of any electronic equipment, or attempting to disrupt or interfere with the use of any computer or electronic information resource. The computer resources belong to the school district.
  4. Do not attempt to store any illegal, inappropriate, or obscene material on district-owned electronic equipment.

- **Be Honest and Obey the Rules:**
  1. When using the computer resources follow all posted rules and instructions given by your teacher. Use the computer resources for appropriate educational purposes only.
  2. Do not attempt any activity, which would violate any school, district or public laws.
3. Do not attempt to bypass state, district, or school security (e.g. bypassing proxies or hacking servers or workstations), or any attempt to access information other than your own.
4. Do not attempt any activity that would be a violation of copyright, trade secret or trade laws.
5. You must report inappropriate use of the computer or Internet to a teacher or the principal.

- **Keep Personal Things Private:**

It is advised that students not tell or show others any personal or family information over the Internet, such as: home address, phone numbers, passwords, or Social Security numbers. Do not log on or use another person’s account. Keep personal and electronic information private. **Do not share your password with anyone.**

**MONITORING**

The School District reserves the right to monitor and review any material on any machine at anytime in order for the District to determine any inappropriate use of network services. This includes personal devices such as cell phones, iPods, etc. If a school is concerned about the content on a personal device, the student must either unlock or provide the password to make that device and data accessible to the school administration and or law enforcement.

**DISCLAIMER OF ALL WARRANTIES**

Use of any information obtained via the Internet is at the user’s own risk. Neither Iron County School District nor any supporting Internet services will be responsible for any damages that any student suffers. The School District expressly disclaims any liability in connection with the loss of data due to viruses, backup device failure, service interruptions, or other unforeseen reasons. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service.

**SECURITY**

Iron County School District will implement security procedures on Internet access to protect against unacceptable use. Sharing of any usernames or passwords to anyone is not permissible and may result in the lost of account privileges. Computer users will be held accountable for any activity under their account. Any security problems will be reported immediately to the school/site administrator.

**INSTRUCTION**

Students shall be instructed in appropriate online behavior including online safety, interacting with other individuals on social networking websites and in chat rooms, and regarding cyber-bullying awareness and response. This instruction will be included in the curriculum for elementary keyboarding, middle school CTE (Career and Technical Education) introduction, and high school computer technology courses which are required for all students.

**ENCOUNTER OF CONTROVERSIAL MATERIAL**

Internet users may encounter material that is controversial which the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet to control access to all data which a user may discover. It is the user’s responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

**TERMS OF USE**

1. Only registered students of the School District qualify for Internet access under this policy.
2. Only the authorized users who have signed the user agreement shall have computer access. Users are ultimately responsible for all activity while using the Internet.
3. The school principal, vice-principal and/or responsible teacher may suspend or terminate any computer user’s access for any reason whatsoever.
4. All Internet or computer equipment access of a student is automatically terminated at the moment of withdrawal, or expulsion of the student from the School District.
5. All student Internet use must have teacher/staff supervision.
6. Students will assume all risk for personal devices taken to school. If a private device becomes lost, stolen or damaged, Iron County School District is not responsible for any costs to replace the device or to restore lost data.

**PENALTIES FOR IMPROPER USE**

Any user violating this policy or applicable state and federal laws may be restricted from Internet use or use of any or all computers (in addition to other disciplinary options). Such additional options may include suspension, expulsion and/or referral to legal authorities.

6-12 Student Computer Acceptable Use Policy

The Iron County School District has access to the Internet, which is governed and supported by the Utah Education Network.

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication between students, employees of Iron County School District, parents, and community members. The School District desires to provide electronic conferencing and global information resources via the World Wide Web, to students of the School District at no cost.

**ACCEPTABLE USES**

All Internet or computer equipment use shall be consistent with the purposes and goals of the School District. It is imperative that users of the Internet or computer equipment conduct themselves in a responsible, ethical, moral, and polite manner. All users must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy.

**IMPERMISSIBLE INTERNET, COMPUTER EQUIPMENT & PERSONAL DEVICE USES**

The following uses of the Internet, computer equipment & personal devices are prohibited:

1. Any violation of applicable school policy or public law by such use;
2. Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
3. Any attempt to bypass state, district, or school security (e.g. bypassing proxies or hacking servers or workstations) is forbidden;
4. Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, or otherwise inappropriate images or information, or receiving such information from others;
5. Any copying, photographing, digitally transferring, or distributing test questions from state or school tests is forbidden;
6. Cyber-bullying any School District employee or student from any device on campus or off campus is forbidden. Disruption of normal activities caused by cyber-bullying may result in disciplinary action;
7. Any commercial use, product advertisement, display of personal information, or promotion of political candidates;
8. Any violation of copyright, trade secret or trademark laws;
9. Any attempt to damage, disrupt or interfere with the use of any computer or electronic information resource;
10. Any attempt to access information beyond the users authorized access to any electronic information resource;
11. Any destruction, defacement, theft, or altering of school district equipment;
12. Any storing of illegal, inappropriate, or obscene material on district-owned electronic equipment;
13. Any capturing and storing images or video of students or employees except for approved instructional purposes;
14. Installing any district-owned academic or productivity software on personal devices;
15. Excessive non-school related computer use during school hours.

**PRIVILEGE**

The use of the Internet and computer equipment within the School District is a privilege. The information produced from Internet access or computer use shall be deemed the property of the School District. It is confidential information to the user unless it is transmitted to others with the user’s permission. Violation of this policy can result in the loss of computer access.
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MONITORING
The School District reserves the right to monitor and review any material on any machine at anytime in order for the District to determine any inappropriate use of network services. School administrators may confiscate personal devices if there is evidence of probable cause. If a student is suspected of violating this policy, as it pertains to personal devices, or if a student’s personal device has information to support the inappropriate actions of other(s), the student must provide all security PIN and password information necessary to unlock and provide access to data on the device to the school administration and or law enforcement.

DISCLAIMER OF ALL WARRANTIES
Iron County School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, non-deliveries, failure to deliver, mistaken deliveries, viruses, backup device failure, service interruptions, or other unforeseen reasons caused by the School District or the Internet server or by the users error or omissions. Use of any information obtained via the Internet is at the user’s own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

SECURITY
Iron County School District will implement security procedures on Internet access to protect against unacceptable use. Computer users are responsible for the security of their files and passwords. Sharing of any usernames or passwords is not permissible and may result in the lost of account privileges. Computer users will be held accountable for any activity under their account. Any security problems will be reported immediately to the school/site administrator.

INSTRUCTION
Students shall be instructed in appropriate online behavior including online safety, interacting with other individuals on social networking websites and in chat rooms, and regarding cyber-bullying awareness and response. This instruction will be included in the curriculum for elementary keyboarding, middle school CTE (Career and Technical Education) introduction, and high school computer technology courses which are required for all students.

ENCOUNTER OF CONTROVERSIAL MATERIAL
Internet users may encounter material that is controversial which the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet to control access to all data, which a user may discover. It is the user’s responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

TERMS OF USE

1. Only registered students of the School District qualify for Internet access under this policy.
2. Only the authorized users who have signed the user agreement shall have computer access. Users are ultimately responsible for all activity while using the Internet.
3. The school principal, vice-principal and/or responsible teacher may suspend or terminate any computer user's access for any reason whatsoever.
4. All Internet or computer equipment access of a student is automatically terminated at the moment of withdrawal, graduation, or expulsion of the student from the School District.
5. All student Internet use must have teacher/staff supervision.
6. Students will assume all risk for personal devices taken to school. If a private device becomes lost, stolen or damaged, Iron County School District is not responsible for any costs to replace the device or to restore lost data.
PENALTIES FOR IMPROPER USE

Any user violating this policy or applicable state and federal laws may be restricted from Internet use or use of any or all computers (in addition to other disciplinary options). Student electronic devices may be confiscated by school personnel and searched by law enforcement. Other additional options may include suspension, expulsion and/or referral to legal authorities.

Adopted June 21, 2016

Appendix E: 6-12 Student Computer Acceptable Use Policy

6-12 Student Computer Acceptable Use Policy

The Iron County School District has access to the Internet, which is governed and supported by the Utah Education Network. Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication between students, employees of Iron County School District, parents, and community members. The School District desires to provide electronic conferencing and global information resources via the World Wide Web, to students of the School District at no cost.

ACCEPTABLE USES

All Internet or computer equipment use shall be consistent with the purposes and goals of the School District. It is imperative that users of the Internet or computer equipment conduct themselves in a responsible, ethical, moral, and polite manner. All users must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy.

IMPERMISSIBLE INTERNET, COMPUTER EQUIPMENT & PERSONAL DEVICE USES

The following uses of the Internet, computer equipment & personal devices are prohibited:

1. Any violation of applicable school policy or public law by such use;
2. Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
3. Any attempt to bypass state, district, or school security (e.g. bypassing proxies or hacking servers or workstations) is forbidden;
4. Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, or otherwise inappropriate images or information, or receiving such information from others;
5. Any copying, photographing, digitally transferring, or distributing test questions from state or school tests is forbidden;
6. Cyber-bullying any School District employee or student from any device on campus or off campus is forbidden. Disruption of normal activities caused by cyber-bullying may result in disciplinary action;
7. Any commercial use, product advertisement, display of personal information, or promotion of political candidates;
8. Any violation of copyright, trade secret or trademark laws;
9. Any attempt to damage, disrupt or interfere with the use of any computer or electronic information resource;
10. Any attempt to access information beyond the users authorized access to any electronic information resource;
11. Any destruction, defacement, theft, or altering of school district equipment;
12. Any storing of illegal, inappropriate, or obscene material on district-owned electronic equipment;
13. Any capturing and storing images or video of students or employees except for approved instructional purposes;
14. Installing any district-owned academic or productivity software on personal devices;
15. Excessive non-school related computer use during school hours.

PRIVILEGE

The use of the Internet and computer equipment within the School District is a privilege. The information produced from Internet access or computer use shall be deemed the property of the School District. It is confidential information to the user unless it is transmitted to others with the user's permission. Violation of this policy can result in the loss of computer access
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privileges.

MONITORING

The School District reserves the right to monitor and review any material on any machine at anytime in order for the District to determine any inappropriate use of network services. School administrators may confiscate personal devices if there is evidence of probable cause. If a student is suspected of violating this policy, as it pertains to personal devices, or if a student’s personal device has information to support the inappropriate actions of other(s), the student must provide all security PIN and password information necessary to unlock and provide access to data on the device to the school administration and or law enforcement.

DISCLAIMER OF ALL WARRANTIES

Iron County School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, non-deliveries, failure to deliver, mistaken deliveries, viruses, backup device failure, service interruptions, or other unforeseen reasons caused by the School District or the Internet server or by the users error or omissions. Use of any information obtained via the Internet is at the user’s own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

SECURITY

Iron County School District will implement security procedures on Internet access to protect against unacceptable use. Computer users are responsible for the security of their files and passwords. Sharing of any usernames or passwords is not permissible and may result in the loss of account privileges. Computer users will be held accountable for any activity under their account. Any security problems will be reported immediately to the school/site administrator.

INSTRUCTION

Students shall be instructed in appropriate online behavior including online safety, interacting with other individuals on social networking websites and in chat rooms, and regarding cyber-bullying awareness and response. This instruction will be included in the curriculum for elementary keyboarding, middle school CTE (Career and Technical Education) introduction, and high school computer technology courses which are required for all students.

ENCOUNTER OF CONTROVERSIAL MATERIAL

Internet users may encounter material that is controversial which the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet to control access to all data which a user may discover. It is the user’s responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

TERMS OF USE

1. Only registered students of the School District qualify for Internet access under this policy.
2. Only the authorized users who have signed the user agreement shall have computer access. Users are ultimately responsible for all activity while using the Internet.
3. The school principal, vice-principal and/or responsible teacher may suspend or terminate any computer user’s access for any reason whatsoever.
4. All Internet or computer equipment access of a student is automatically terminated at the moment of withdrawal, graduation, or expulsion of the student from the School District.
5. All student Internet use must have teacher/staff supervision.
6. Students will assume all risk for personal devices taken to school. If a private device becomes lost, stolen or damaged, Iron County School District is not responsible for any costs to replace the device or to restore lost data.
ICSD Digital Teaching and Learning Master Plan

PENALTIES FOR IMPROPER USE

Any user violating this policy or applicable state and federal laws may be restricted from Internet use or use of any or all computers (in addition to other disciplinary options). Student electronic devices may by confiscated by school personnel and searched by law enforcement. Other additional options may include suspension, expulsion and/or referral to legal authorities.

Adopted June 21, 2016

Appendix F: ICSD Employee Computer Acceptable Use Policy

Employee Computer Acceptable Use Policy

Policy Code:
ECAE-1
Adoption Date:
Tuesday, June 21st, 2016

Every Iron County School District employee will be required to sign this acceptable use policy.

The Iron County School District has access to the Internet, which is governed and supported by the Utah Education Network.

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication between students, employees of Iron County School District, parents, and community members. The School District desires to provide electronic mail services, electronic conferencing, and global information resources via the World Wide Web, to employees of the School District at no cost.

ACCEPTABLE USES

All Internet or computer equipment use shall be consistent with the purposes, goals, and policies of the School District. It is imperative that users of the Internet or computer equipment, personal or School District owned, conduct themselves in a responsible, ethical, moral, and polite manner. All participants must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy.

IMPERMISSIBLE INTERNET, COMPUTER EQUIPMENT & PERSONAL DEVICE USES

The following uses of Iron County School District Internet & computer equipment & personal devices are prohibited, but not limited to:

1. Any violation of applicable school or district policy or public law by such use;
2. Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
3. Any attempt to bypass state, district, or school security using private networks such as ad-hoc, vpn or mobile hotspots (e.g. bypassing filters, proxies, or hacking servers or workstations) is forbidden;
4. Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, or otherwise inappropriate images or information, or receiving such information from others;
5. Any commercial use, product advertisement, display of private information, or promotion of political candidates or parties;
6. Any violation of copyright, trade secret or trademark laws;
7. Any attempt to damage, disrupt or interfere with the use of any computer electronic information resource;
8. Any attempt to access information beyond the users authorized access to any electronic information resource;
9. Any destruction, defacement, theft, or altering of school district equipment;
10. Any storing or accessing of illegal, inappropriate, or obscene material on personal or School District owned electronic equipment;
11. Permitting any student access to another student’s login credentials, electronic grade books or other confidential information;
12. Any capturing and storing images or video of students or employees except when approval is given for specific instructional purposes;
13. Installing any district-owned academic or productivity software on personal devices;
14. Excessive non-work related computer or Internet use during work hours.

PRIVILEGE

The use of the Internet and computer equipment within the School District is a privilege. The information produced from Internet access or computer use shall be deemed the property of the School District. This is confidential information to the user unless it is transmitted to others with the user’s permission. Violation of this policy can result in the loss of computer access privileges.

MONITORING

The School District reserves the right to monitor and review any material on any school or personal device at any time in order for the School District to determine any inappropriate use of network services. If an employee is suspected of violating this policy, as it pertains to personal devices, or if an employee’s personal device has information to support the inappropriate actions of other(s), the employee must provide all security PIN and password information necessary to unlock and provide access to data on the device (incidents that involve law enforcement would require the same). The School District also reserves the right to monitor and review Internet access logs.

DISCLAIMER OF ALL WARRANTIES

The School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, failure to deliver data, mistaken deliveries, viruses, backup device failure, or service interruptions caused by the School District or the Internet provider or by the users error or omissions. Use of any information obtained via the Internet is at the user’s own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

VIDEO SURVEILLANCE

Iron County School District uses video surveillance systems for the safety and security of its buildings, assets, staff, students, and visitors. Employees who work with video surveillance on a regular basis or for a specific instance, must follow School District policy as contained in “Video Surveillance Policy” (ECC) to protect the privacy of student and staff.

SECURITY

Iron County School District will implement security procedures on Internet access to protect against unacceptable use. Employees are responsible for the security of their computer equipment, files and passwords. Employees with access to student records may not use, release, or share these records except as authorized by federal, state, or local laws. Employees are responsible for any accounts they may have. Sharing of any usernames or passwords is not permissible and may result in the loss of account privileges. Employees will be held accountable for any activity under their user account. This includes any employee who obtains another employee’s credentials and accesses that account without authorization. Any security violations by students or teachers must be reported to school/site administrators. Iron County School District technology department personnel who are tasked with managing the district network, firewalls, filters, monitors, and other security systems will be exempt from this AUP at times (and only at those times) when implementation, upgrades, and testing of these security services become necessary.

ENCOUNTER OF CONTROVERSIAL MATERIAL

Internet users may encounter material that is controversial which the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet to control access to all data that a user may discover. It is the user's
The Iron School District strictly prohibits any act of bullying, cyber-bullying, harassment, or hazing on any school property or in conjunction with any school activity or function. Bullying, cyber-bullying, harassment, and hazing includes, but is not limited to:

- Intentionally or knowingly committing an act that endangers the physical health or safety of a school employee or student.
- Any act that will harm, embarrass, or threaten an individual.
- Using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will harm, embarrass, or threaten an individual.
- Any repeated communication, to another individual, in an objectively demeaning or disparaging manner.
- Any act that contributes to a hostile learning or work environment for an individual.
- Intentionally or knowingly committing an act that endangers the physical health or safety of a school employee or student for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event.

Additionally, all definitions and procedures included in state law 53A-11a-301 and Utah State School Board Policy R2777-613 will be followed by the Iron County School District.

Retaliation against anyone reporting or proactively involved in stopping bullying, or a related offence, or making a false allegation of
bullying or a related offence, is prohibited.

**Reporting:** Each school shall publish in their handbook, or other readily available format, the names of school employees to whom bullying, and related offences, should be reported. These individuals will be responsible for investigating and responding to reports of bullying. Additionally, each school shall establish a procedure for involving parents, counselors or other appropriate individuals in resolving the bullying or hazing issue.

**Actions Required:** Verified violations of this policy shall result in consequences or penalties that may include, but are not limited to:

- Student suspension from school or removal from a team or organization
- Student suspension or expulsion or lesser disciplinary action
- Employee reassignment, suspension, or termination for cause or lesser disciplinary action
- Other action against student or employee as appropriate
- Parental notification will occur in all incidents of bullying, cyber-bullying, hazing, harassment or retaliation

**Actions must also include:**

- Procedures for protecting the victim from further bullying, cyber-bullying, hazing, harassment or retaliation
- Prompt reporting to law enforcement all acts of bullying related offences that constitute suspected criminal activities
- Procedures for protecting due process rights
- Formal disciplinary action may not be based solely on an anonymous report of bullying, cyber-bullying, hazing, harassment or retaliation

**Training:** All school employees shall be trained regarding the prevention, identification, and response to bullying, cyber-bullying, hazing, harassment, and retaliation. All students, school employees and volunteers involved in extracurricular activities shall participate in bullying and hazing prevention training.

Adopted: November 19, 2013

**Appendix H: Data Privacy Policies and Procedures**

**Data Privacy and Security**

**Release of Student Information (FERPA - Family Educational Rights & Privacy Act)**

**Policy Code:**

JO

**Adoption Date:**

Tuesday, April 24th, 2012

**Review Date:**

Tuesday, October 28th, 2014

**RELEASE OF STUDENT INFORMATION**

**(FERPA - Family Educational Rights & Privacy Act)**

School officials may release information from a student’s records only to:

1. The parent or legal guardian. By law, both parents whether married, separated, or divorced, have access to student records. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.
2. State and local officials to whom such information is specifically required to be reported or disclosed by state statute.
3. Appropriate persons, who, in an emergency, must have such information in order to protect the health and safety of the student or other persons.

**ACCESS BY OTHER PERSONS**

In order for information contained in educational records to be released to any individuals, agencies, or organizations other
than those listed above, written consent must be obtained from the student's parent or legal guardian. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released. Such information shall also be released in compliance with a judicial order or subpoena provided that the school makes a reasonable effort to notify the parent or legal guardian of the order or subpoena in advance of compliance.

Schools may disclose student directory information without parental consent, as long as an "opt out" opportunity has been provided to parents. Directory information is defined as and includes: a students' name, address, telephone listing, enrollment status (grade and school), email address, and photograph (either electronically, as on a school web page, or hard copy publication, as in a newspaper or yearbook).

ENSURING STUDENT DATA PRIVACY

Districts in Utah have developed consortium-wide policies that ensure the privacy and security of student data.

The Iron County School District (ICSD) policy (work in progress) will include rigorous protections necessary to ensure that schools and contractors:

- Only have access to personally identifiable student information when authorized by a state agency to use that data for specified purposes; and
- Implement stringent policies and procedures to ensure the security of data and limit access to student data to only those employees who require it to conduct activities authorized by states.

Key principals of the policy (underway)

- ICSD retains responsibility for and control over our data. Neither schools nor contractors will share student data with any outside entity, including the federal government.
- ICSD must give permission to contractors in order for them to access any personally identifiable information — and only for specific purposes defined by states.
- The policies and requirements apply not just to district or state contractors but all out-of-state contractors.

Just as they did with their old testing programs and assessment vendors, schools and district will provide limited access to student data to assessment vendors who are supporting test administration, scoring and reporting of results.

The Data Privacy and Security Policy guides how the district will conduct business with the contractors delivering the assessments in 2016-17 and beyond. The policy will be incorporated into contracts with future contractors to ensure full compliance with the states' requirements. (See vendor agreement to follow this section.)

VENDOR AGREEMENT: STUDENT DATA PRIVACY

RESTRICION ON USE OF CONFIDENTIAL INFORMATION AGREEMENT

This Restriction on Use of Confidential Information Agreement ("Agreement") is made and entered into by and between:

______________________________________ ("Vendor")

and

IRON COUNTY SCHOOL DISTRICT ("School District").

RECITALS
ICSD Digital Teaching and Learning Master Plan

**Purpose:** Vendor is to provide software and services to School District. The purpose and value of Vendor solution is to enable School District access School District Student Data (“Data”) for the intended purpose of evaluating students' [College and Career Readiness and other student pathway opportunities and course management].

**Process:** The process performed is for School District to upload [“Push” Data from PowerSchool School District application to vendor] software solutions (Vendor application). Data will be presented through Vendor dashboards, reports, and other capacities to School District administration, teachers, advisors, and students, to appeal to students' career and long-term goals and interests.

**Provision:** The purpose of this Agreement is to receive assurance from Vendor that Data, when uploaded to and is stored on Vendor application, is kept private and all measures are taken to ensure Data is maintained in a highly secured environment, by eliminating (or greatly reduce) the opportunity for inside or outside data security threats. By entering into this Agreement, assuming all privacy and security requirements are adhered to as outlined in this agreement and Vendor is compliant with all terms and conditions as set forth below, School District approves Vendor to import and store Vendor application with Data:

**AGREEMENT**

The parties hereby agree as follows:

1. Any and all student and employee records, files, documents, materials, and information of any kind and in any format (e.g., print, electronic data, computer media, video or audio, etc.) is deemed confidential and shall not be released or disclosed in any form or manner unless authorized by the School District in writing. In addition, all information, the release of which is prohibited by state or federal law, rule, or regulation, including, but not limited to, the Family Educational Rights and Privacy Act (“FERPA”) and the Government Records Management Act (“GRAMA”), which is obtained by Vendor from a School District department, school, employee, student, or in the performance of this Agreement constitutes "Confidential Information."

2. The Confidential Information is provided by the School District to Vendor exclusively for use in conjunction with accomplishing legitimate business purposes. Vendor agrees to hold the Confidential Information in strictest confidence. Vendor shall not at any time or in any manner, either directly or indirectly, sell, assign, transfer, divulge, disclose, or disseminate the Confidential Information to any other person or entity. Vendor shall not use or disclose Confidential Information received from or on behalf of the School District or any of its employees or students except as permitted or required by this Agreement, or otherwise as agreed in writing by the School District.

3. Vendor agrees that it will protect the Confidential Information it receives in accordance with commercially acceptable standards and no less rigorously than it protects its own Confidential Information. Specifically, Vendor shall implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronically maintained or transmitted Confidential Information. Any data that is transmitted to/from the School District will be secure. Any electronic data stored by Vendor must be secure and backed-up with a tested data recovery strategy in place as approved by the School District.

4. Within thirty (30) days of termination, cancellation, expiration, or other conclusion of the business relationship between Vendor and the School District, Vendor shall return to the School District, or if return is not feasible, destroy and not retain any copies of the Confidential Information that is in possession of Vendor and certify in writing that all copies of the Confidential Information in its possession have been destroyed.

5. The obligations of this Agreement shall not apply to any information which: (a) is already in the public domain through no breach of this Agreement; (b) was lawfully in Vendor’s possession prior to receipt from a School District department, school, employee, student, or in the performance of this Agreement; or (c) is received by Vendor independently from a person or entity free to lawfully disclose such information other than a School District department, school, employee, or student.

6. Vendor warrants and represents that it shall, at all times, comply with the terms of this Agreement and with FERPA, GRAMA, and other applicable state and federal laws, rules, and regulations, and applicable School District policies, and further agrees not to disclose to any person or entity for any purpose whatsoever any of the Confidential Information as that term is defined by this Agreement.
7. In consideration of receiving the Confidential Information, Vendor shall hold harmless and indemnify the School District and its departments, schools, employees, and agents from and against any and all losses, damages, injuries, claims, demands, and expenses (including, but not limited to, attorneys' fees and court costs) arising from Vendor's violation of this Agreement.

8. This Agreement may not be modified except by the written consent of the School District.

"VENDOR"

__________________________
A (Utah) ____________

By:__________________________________

____________________, ___________________, ___________________ _____________

STATE OF UTAH )
COUNTY OF UTAH )

On the ___ day of ________, 20___, personally appeared before me, a Notary Public in and for the State of Utah, __________, who being duly sworn did say that he/she is the ________ of __________, and that the within and foregoing instrument was signed in behalf of said corporation, and said ___________ duly acknowledged to me that said corporation executed the same.

___________________________________
NOTARY PUBLIC

STATE OF UTAH )
COUNTY OF UTAH )

On the ___ day of ________, 20___, personally appeared before me, a Notary Public in and for the State of Utah, __________, who being duly sworn did say that he/she is the ________ of __________, and that the within and foregoing instrument was signed in behalf of said school district, and said ___________ duly acknowledged to me that said school district executed the same.

___________________________________
NOTARY PUBLIC

STATE LAW: STUDENT DATA PRIVACY

(To Be Referenced)

A. Board Members
(1) The District Security Officer will develop and maintain resource materials for LEAs to train employees, aides, and volunteers of an LEA regarding confidentiality of personally identifiable student information and student performance data, as defined in FERPA.
(2) The ICSD Security Officer shall make the materials available to each LEA.

B. LEA Responsibilities:
(1) An LEA is responsible for the collection, maintenance, and transmission of student data.
(2) An LEA shall establish policies and provide appropriate training for employees regarding the confidentiality of student performance data and personally identifiable student information.
(3) An LEA shall provide the policies described in R277-487-3B(2) to parents of students affected by the policies, as well as post the policies for the public on the LEA’s website.
(4) An LEA shall ensure that school enrollment verification data, student performance data, and personally identifiable student information are collected, maintained, and transmitted:
   (a) in a secure manner; and
   (b) consistent with sound data collection and storage procedures, established by the LEA.
(5) An LEA may contract with a third party provider to collect, maintain, and have access to school enrollment verification data or other student data if:
   (a) the third party provider meets the definition of a school official under 34 CFR 99.31 (a)(1)(i)(B);
   (b) the contract between the LEA and the third party provider includes a provision that the data is the property of the LEA; and
   (c) the LEA monitors and maintains control of the data.
(6) If an LEA contracts with a third party provider to collect and have access to the LEA’s data as described in R277-487-3B(5), the LEA shall notify a student and the student’s parent or guardian in writing that the student’s data is collected and maintained by the third party provider.
(7) As required in Section 53A-13-301, an LEA shall notify the parent or guardian of a student if there is a release of the student’s personally identifiable student data due to a security breach.

C. Public Education Employee and Volunteer Responsibilities:
(1) All public education employees, aides, and volunteers in public schools shall become familiar with federal, state, and local laws regarding the confidentiality of student performance data and personally identifiable student information.
(2) All public education employees, aides, and volunteers shall maintain appropriate confidentiality pursuant to federal, state, local laws, and LEA policies created in accordance with this section, with regard to student performance data and personally identifiable student information.
(3) An employee, aide, or volunteer may not share, disclose, or disseminate passwords for electronic maintenance of:
   (a) student performance data; or
   (b) personally identifiable student information.
(4) A public education employee licensed under Section 53A-6-104 may access or use student information and records if the public education employee accesses the student information or records consistent with R277-515, Utah Educator Standards.
(5) A public education employee may be disciplined in accordance with licensing discipline procedures if the public education employee violates this R277-487.
## Appendix I: Enrollment and NSLP Income Eligibility

### UTREx Clearinghouse Report - School Summary
Numbers in (SOL) differ by 10% or more from prior year

### 13 IRON DISTRICT

#### LEA Totals

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Count</th>
<th>Prior Year Count</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>676</td>
<td>656</td>
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<tr>
<td>Grade 1</td>
<td>729</td>
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<td>Grade 2</td>
<td>679</td>
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<td>Grade 3</td>
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<td>Grade 4</td>
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<td>Grade 12</td>
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<tr>
<td>Regular Total</td>
<td>9073</td>
<td>8987</td>
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### Enrollment Count

<table>
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<tr>
<th>Category</th>
<th>Count</th>
<th>Prior Year Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Demographics as of Oct 1, 2016

#### Overall

- **Ethnicity / Race**
  - Hispanic/Latino: 840 (824)
  - American Indian: 514 (513)
  - Asian: 139 (142)
  - African American/Black: 130 (132)
  - Pacific Islander: 80 (80)
  - White: 4630 (4684)

#### Gender

- Female: 4431 (4443)

#### Free Lunch

- Eligible for Free: 3046 (3012)
- Eligible for Reduced Price: 545 (567)
- “Disadvantaged” Total: 3590 (3579)

#### Special Education

- Time A: 513 (513)
- Time B: 369 (369)
- Time C: 179 (179)

#### Limited English Proficient

- Limited English Proficient: 242 (242)

#### Limited Eligible

- Reduced Services: 3 (3)
- Total: 245 (245)
- Native Language Spanish: 436 (468)

#### Limited Trained in Spanish

- Total: 436 (468)
- Other Title: 83 (83)

### Inmates

- Inmates: 13

---

86
<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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</table>

**Early Graduates**

<table>
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<th>Kindergarten Types</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
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</tr>
<tr>
<td>CK</td>
<td>10</td>
</tr>
<tr>
<td>EN</td>
<td>10</td>
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<td>10</td>
<td>10</td>
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<td>11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
</tr>
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</table>

**Possible graduation rate data please see the Partial Data Year Graduation Estimates Report**

**Reading at Grade Level - Grades 3-5**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
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<td>201</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>200</td>
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<td>202</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>201</td>
<td>202</td>
</tr>
</tbody>
</table>

**Charter School Economically Disadvantaged Students By District of Residence**

<table>
<thead>
<tr>
<th>Charter LEA Of Residence</th>
<th>Total Count</th>
<th>ED Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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## Iron County School District

### Student Eligibility Report

As of 10/30/2015

<table>
<thead>
<tr>
<th>Buildings</th>
<th>Total</th>
<th>Free</th>
<th>A</th>
<th>%</th>
<th>Reduced</th>
<th>A</th>
<th>%</th>
<th>Free + Reduced</th>
<th>A</th>
<th>%</th>
<th>Full</th>
<th>A</th>
<th>%</th>
<th>Eligibility by Application Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpent View High School</td>
<td>1794</td>
<td>859</td>
<td>47.7%</td>
<td>118</td>
<td>10.5%</td>
<td>410</td>
<td>46%</td>
<td>1089</td>
<td>59%</td>
<td>272</td>
<td>15.1%</td>
<td>108</td>
<td>63%</td>
<td>Direct Certified</td>
</tr>
<tr>
<td>Carpent View Middle School</td>
<td>900</td>
<td>323</td>
<td>35.9%</td>
<td>125</td>
<td>14%</td>
<td>446</td>
<td>49%</td>
<td>615</td>
<td>68%</td>
<td>278</td>
<td>16%</td>
<td>102</td>
<td>58%</td>
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**Note: Totals may vary due to Mid-Year Eligibility Changes**

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Appendix J: ICSD Action Research Mini Grant Template and Sample Project

**Iron County School District**

**Digital Teaching and Learning**

**Action Research Mini Grant**

**2017-2018 Application**

**Purpose:** To provide educators in Iron County School District with digital resources to enhance and support their student learning objectives and prepare students for college and careers in the 21st century.
The Digital Teaching and Learning Committee is looking to fund projects up to the amount of $5000. Projects that will be considered for approval must meet the following criteria:

- Incorporates a digital tool or resource with your curriculum planning and specific student learning activities tied to student achievement related to your team’s SLO/GVCs
- Incorporates an evidence based instructional strategy
- Addresses one or more of the following:
  - 21st century skill/s
  - Blended learning model
  - Personalized anytime, anywhere learning

Please fill out the application and share, fax, or email a copy to (DTL Specialist) at (email/phone)

Applicants will be given a maximum of ten minutes to present their project to the Digital Teaching and Learning Committee for consideration. Please bring 4 copies of your proposal to the committee meeting.

**Action Research Proposal**

“Teacher research can serve as a form of teacher leadership and a source of influence for school improvement. Inquiry, particularly inquiry in collaborative contexts, or inquiry communities can create new opportunities for teachers to learn and lead efforts to improve their schools and student achievement. Moreover, evidence suggests that the products of teacher research – the knowledge, the findings of inquiry can provide an impetus and direction for improvement planning and organizational changes at the school level.” (Conley and Marks, 2002)

**Project Summary**

**School:**
**Team members:**
**Grade level/content area:**

**Project Title:**
**Total cost of Project:**
**Amount Requested:**
**Number of Students Impacted:**

**Purpose Statement:** (Include; a problem or root cause statement, student learning objective or GVC to be addressed, an evidence based instructional strategy, how the digital resource will be included in achieving student growth, and the incorporation of either a specific 21st century skill/s, or blended or personalized anytime, anywhere learning models.)

**Guiding Question/s to be Answered:**

**Project Measureable Outcome** (SMART Goal):

**Data to be Collected, Analyzed, and Interpreted:** (Include *CSIP as a data collection tool. Include a pre and posttest, SAGE Summative, ACT scores, and/or benchmark assessments. Consider a
minimum of two of the following data collection options, common formative assessments, student artifacts, rubrics, usage data, attendance, student engagement surveys, behavior referrals, classroom observations, standards based grading, technology proficiency, parent, citizen or community involvement, teacher/student satisfaction, or other approved data sources.)

**Related Research:** (Include Effect Sizes if available)

**Estimated Timeline and Project Details:** (Include specific curriculum planning and student learning-activities to be integrated with digital technology tools and resources your are requesting)

**Resources and Support Needed:** (Include requested technology, project expenditures, budget, and professional development needs)

**Project Reflection and Reporting**
Educator teams will be asked to report data quarterly to (district DTL specialist) and submit a final report of project outcomes, to include an interpretation and reflection of gathered data, to the Digital Teaching and Learning Committee upon completion of the project.

* CSIP - Iron County School District’s Collaborative School Improvement Platform
[csip.irondistrict.org](http://csip.irondistrict.org)

Sample Action Research Project

**Project Summary**

**School:** Pines Elementary School  
**Team members:** Jane Smith, Ken Bird, Brittany Sanders  
**Grade level/content area:** Fourth Grade Science and Writing

**Project Title:** Podcasting our Learning

**Total cost of Project:** $2043  
**Amount Requested:** $2043  
**Number of Students Impacted:** 95  
**Purpose Statement:** (Include; a problem or root cause statement, student learning objective or GVC to be addressed, an evidence based instructional strategy, how the digital resource will be included in achieving student growth, and the incorporation of either a specific 21st century skill/s, or blended or personalized anytime, anywhere learning models.)
In the past two years the students at Pines Elementary have scored below the district average in both writing and science. We feel that we follow the core and have provided them with many hands on experiences related to these core concepts. We follow the district reading and writing program as well, but we feel that our students need more authentic learning experiences and opportunities to express what they know for a real-world audience. Our guaranteed and viable curriculum for our students in writing this year states that, “Students will be able to produce clear and coherent informative/explanatory writing in which the development and organization are appropriate to task, purpose, and audience.”

We are interested in exploring how technology enhances student learning especially in inquiry-based science classrooms. We want to see what effect technology has on students in terms of their thinking processes and overall achievement. Because technology is becoming more prevalent in classrooms today, in students’ lives, and in the community and job force, we are excited to explore the integration of technology, writing, and science by having our students create and publish podcasts based on their developed understanding of fourth grade core science concepts.

As a school we are working on the evidence based instructional strategy of feedback (Hattie, 2009). Feedback is essential to the support and development of student writing. We will use a teacher feedback rubric based on the informative/explanatory section of the Utah core (W4.2), as well as a peer feedback model throughout the project to support the above-mentioned GVC.

We feel that there are several 21st century skills that we need to focus on to assist our students in the completion of these podcasts. Students will be working together in collaborative teams throughout the project. We plan to use a speaking and listening protocol as they work together in teams and we will be using the skills of creativity, communication, and problem solving in the development of every podcast.

Guiding Question/s to be Answered:

- Is there a significant increase in students’ understanding of a science topic after using writing to inform and explain a topic and by publishing these understandings to an authentic audience through a podcast?

Project Measureable Outcome (SMART Goal):

Fourth graders at Pines Elementary will increase their proficiency scores in science SAGE by 3% based on 2015-16 spring data as a result of the creation of at least three science podcasts throughout the year.

Fourth graders at Pines Elementary will increase their SAGE proficiency scores in writing by 3% based on 2015-16 spring data as a result of the creation of at least three science podcasts throughout the year.

Data to be Collected, Analyzed, and Interpreted: (Include *CSIP as a data collection tool. Include a pre and posttest, SAGE Summative, ACT scores, or benchmark assessments. Consider a minimum of two of the following data collection options, common formative assessments, student artifacts,
rubrics, usage data, attendance, student engagement surveys, behavior referrals, classroom observations, standards based grading, technology proficiency, parent, citizen or community involvement, teacher/student satisfaction, or other approved data sources.)

- 2015-16 SAGE data
- 2017-18 SAGE data
- Science pre and post assessments per unit
- Student writing artifacts/rubrics.
- Pre and Post Student engagement survey

Related Research: (Include Effect Sizes if available)
- Visible Learning for Teachers by John Hattie (Feedback Effect size = 0.75)
- International Society for Technology in Education
- ISTE Standards
- A Situated Perspective on a Collaborative Model for Integrating Technology into Teaching by Franklin, Cheryl A. and Sessoms, Deidre B.
- Pedagogical Approaches for Technology-Integrated Science Teaching by Hennessay, S., Wishart, J., Whitelock, D., Deaney, R., Brawn, R., LaVelie, L., McFarlene, A., Ruthven, W.
- Science and Technology: A Great Combination by Dorthy Valcarcal Craig
- Best Practices in Writing Instruction by Graham, S., MacArthur, C.A., Fitzgerald, J.

Estimated Timeline and Project Details:

August 2017 – Collect baseline data from SAGE
August 2017, April 2018 - Collect science pre and post assessment data
August – September 2017 – Teach inquiry based science unit, and informative/explanatory writing
October 2017 –
- Teachers model podcast script information/explanatory writing process
- Students work in collaborative teams to create their script based on knowledge of previously taught concepts.
- Teachers model the process of filming, editing, and publishing their podcast
- Students create podcasts, evaluate using rubrics, edit, and publish
- Posttest on science concept
November 2017 – Analyze and report data in PLC and on CSIP
November 2017, April 2018 – Repeat process of pre assessing, teaching new science units, creating podcasts and giving and analyzing post assessments
May, June 2018 – Collect Data and report to DTL committee

Resources and Support Needed: (Include project expenditures, and professional development needs)
- Resources
  - 6 classroom iPad minis for recording and publishing podcasts $249 x 6 = $1494
ICSD Digital Teaching and Learning Master Plan

- 6 – iPad cases $25.00 x 6 = $150
- 1 – Swivel Camera $399

Total Cost $2043

Professional Development Needs
- Creating and publishing podcasts
- Appropriate Feedback Models

Project Reflection and Reporting
Educator teams will be asked to report data quarterly to (district DTL specialist) and submit a final report of project outcomes, to include an interpretation and reflection of gathered data, to the Digital Teaching and Learning Committee upon completion of the project.
ICSD Digital Teaching and Learning Master Plan

Bibliography


