

Final Task Force Recommendations

One-to-One Governance and Instructional Integration

- Recommend Idaho districts craft and articulate a vision for how technology will support effective instruction and increase student achievement.
- Recommend all schools provide parent trainings (face to face, online or written format) multiple times throughout the year and that parental attendance is required at one training before the mobile device is allowed to be taken to the student's home.
 - While the Technology Task Force encourages parental use of school-issued devices, it is important to make it clear that:
 - The mobile computing device is intended to support the academic growth of Idaho students
 - Parental involvement in student learning through technology is strongly encouraged
 - Use of school-issued technology outside of this purpose (i.e. personal gain, activities unrelated to student learning) is prohibited
- Recommend students be permitted to take devices home after attendance at a parent training. If districts do not allow students to take devices home, then the district is responsible for ensuring the devices are properly charged. It is also recommended that a nominal insurance fee be charged (\$25-\$75) for students and families interested in taking devices home from school. Fee collections can then be used for districts to self-insure, insure through a third party or to cover the cost of device repair / replacement for malicious damage or loss.
- Recommend state-issued mobile computing devices may be taken out of Idaho at the discretion of the local district. The Technology Task Force strongly recommends local districts set policies that keep them informed when a student wishes to take the device out of Idaho for either a brief or extended period. The local district is responsible for the devices deployed to its students and is charged with balancing student access to the device and appropriate oversight.
- Recommend all Idaho schools be required to establish an Acceptable Use Policy that includes the responsibility of the user when the device is used outside the school environment. All users should be made aware of the local school Acceptable Use Policy; it is recommended that the policy be posted on the school or district web site. A signed Acceptable Use Policy must be submitted prior for devices to be taken home. Local districts are responsible for the devices once deployed.
- Recommend all Idaho schools be required to include network usage and internet filtering in their Acceptable Use Policy, that the policy be crafted at the local level, and that it emphasize protecting bandwidth and usage for students and staff. All (students, staff, parents, vendors, etc...) who wish to access district provided networks (including WiFi) must agree to and sign the district's Acceptable Use Policy.
- Recommend district decision makers discuss the challenge of incorporating and monitoring student-owned computers into the school one-to-one program with classroom teachers.
- Recommend districts interested in supplementing the hardware and/or software of the state-issued mobile computing device are solely responsible for the initial, and ongoing cost, compatibility, upkeep, maintenance and disposal of supplemental items.
- Recommend that district policy pertaining to parental consent (i.e. media and library content) include digital content.
- Recommend districts expand their existing intellectual property rights policy to include work created through technology and imbed in student handbook.

- Recommend districts build policy related to teacher code of conduct around the Code of Ethics for Idaho Professional Educators for certificated staff and incorporate the appropriate use of technology.
- Recommend all use of school-issued electronic devices shall not be considered private. Designated district staff shall be authorized to monitor all activity at any time to ensure appropriate use. All monitoring shall comply with local, state and federal laws.
- Recommend at no time does the device become the personal property of students or staff; however, districts are encouraged to allow students to place individualized items on the device, which are limited to music, pictures and other items that do not hinder the network or device functionality. The district should clarify that it is not liable for copyright infringement or loss of data related to individual content placed on the device.
- Recommend a strong emphasis on preventing cyberbullying as Section 18-917A, Idaho Code prohibits this activity.
- Recommend the incorporation of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyberbullying, in classroom discussions about digital citizenship, responsible online behavior and consequences.
- Recommend districts/schools establish local councils, including parents and students, to inform technology integration into the learning environment.
- Recommend districts/schools develop policies and practices which include language on digital citizenship and link to CommonSenseMedia.org.
- Recommend districts/schools include reference to digital citizenship in the student handbook.
- Recommend responsibility of the mobile computing devices resides at the local level, similar to any resource local districts purchase with state funds. The State Department of Education plans to purchase devices after a four-year lease cycle at which point districts will be given the opportunity to purchase the devices from the state at a rate similar to what the state paid. Once purchased by the district, re-deployment, re-sale or disposal of technology equipment, after a four-year life cycle, is at the discretion of the district.
- Recommend devices are deployed to all students in grades 9-12 among districts representing 1/3 of high school students in the state. Readiness to benefit components may include: Schoolnet pilots, a plan to digitally integrate curriculum, sustainability and resources to make one-to-one successful and the ability / interest in leveraging local resources to expand the impact.
- Recommend that device deployment, assignment and tracking systems be included in the Request for Proposal (RFP).
- Recommend the SDE review how other states and school districts meet online credit requirements absent a one-to-one ratio of mobile computing devices to students and make recommendation to the legislature to assure the proper alignment of resources and requirements.

Classroom Technology Integration

- Recommend development of a comprehensive plan clearly explaining and linking the various components of Students Come First and the timeline for its implementation, including the key assumptions necessary for success as well as the most probable risks that could diminish success. This plan will specifically link these elements of Students Come First: 1) one-to-one computing devices, 2) installation of wireless across the state, 3) classroom integration of technology, 4) online learning, 5) longitudinal data system, 6) SchoolNet, 7) Common Core State

Standards, 8) Response to Intervention, 9) teacher/administrator evaluation, and 10) student assessment.

- Recommend adoption of the International Society for Technology in Education (ISTE) definition for the integration of technology in the classroom:

“Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum outcome, not the technology.”
- Recommend release of a Request for Information (RFI) for professional development for classroom technology integration. The RFI will include professional learning strands that promote the following:
 - a. the effective use of technology by students, staff and parents and,
 - b. the integration of technology into public school curricula and instructional methods.
- Recommend classroom technology integration money is distributed according to a formula grant based on an applicant’s ADA in the first reporting period. Districts will receive \$32 per student for the full year, but the payments are disbursed in two parts. The timeline for the disbursement is as follows:
 - By September 30, 2011: 50 percent of the funds will be distributed to school districts and charter schools based on estimated first reporting period average daily attendance.
 - October 2011: The State Department of Education (SDE) will host informational webinars to help districts with technology integration plans.
 - November 2011: The SDE will provide regional workshops to assist districts in developing their technology integration plans.
 - January 6, 2012: Districts’ technology integration reports must be submitted.
 - By March 31, 2012: 50 percent of the funds will be distributed to school districts and charter schools based on actual first reporting period average daily attendance.
 - In future years, the funds for classroom technology be distributed in an 85 % Fall/ 15% Spring allocation format.
- Recommend more time for professional development be built into the school calendar through change in Section 33-512(1)(c), Idaho Code to reflect an increase from “up to 22 hours” changed to “up to 72 hours”:

33-512(1)(c) When approved by a local school board, annual instructional hour requirements stated in paragraph (a) may be reduced as follows:

 - (i) *up to a total of up to ~~twenty-two hours (22)~~ seventy-two (72) hours to accommodate staff development activities conducted on such days as the local school board deems appropriate*
- Recommend that a definition for Professional Development referenced in 33-512(1)(c) be developed and adopted by the State Board of Education.
- Recommend development of an additional funding category in the salary-based apportionment that supports IT professionals in the effective integration of technology into teaching and learning.
- Recommend developing a strong training and support system for IT and instructional integration professionals as part of the professional development plan.

- Recommend development of a multi-year comprehensive professional development plan that encompasses all initiatives and professional development efforts, not just technology.
 - Recommend districts identify teacher's professional development needs from teacher input and tailor the design of the professional development to meet those needs.
 - Recommend identifying and using standards for professional learning that will be reflected in professional development plans.
 - Recommend development of a system to provide for and support instructional coaches.
 - Recommend building an evaluation and outcome measurement component to the professional development plan that links to student achievement and college- and career-readiness.
 - Recommend the development of training on integration of technology in the classroom that supports the implementation of Common Core State Standards and Idaho Content Standards.
 - Recommend development of a mechanism to allow school districts to apply for a portion of professional development funds to develop local training.
 - Recommend that professional development and student skill development (Idaho Content Standards for Information and Communication Technology) follow the standards that have been adopted by the State Board of Education and are based on the ISTE NETS Standards.
- Recommend the Legislature consider increasing funding for professional development.
- Recommend Idaho colleges of education work to ensure pre-service training includes classroom technology integration.

Platform, Specifications, and Procurement

- Recommend procuring the same laptop device statewide.
- Recommend a managed service providing not only the one-to-one device but the resources to successfully implement and manage all facets of the technology integration.
- Recommend that teachers and students utilize the same device. The districts may provide devices to counselors, librarians, technology directors, building principals and vice principals at their discretion.
- Recommend deployment to a full high school rather than by grade level, including 9th grade feeder schools.
- Recommend, if possible, the wireless procurement Request for Proposal (RFP) be combined with the mobile computing device/management RFP.

Online Learning Implementation

- Recommend implementation of fractional ADA for online courses and dual-enrolled students be based on credits earned.
- Recommend leaving the cost of summer online courses up to the school district or parents of non-at-risk children (the state pays for alternative summer school for at-risk children).
- Recommend an Request for Information (RFI) for statewide contracts for online courses, with the following provisions:
 - a. Districts will still have the option to choose their own provider.
 - b. Will enable smaller districts to gain access to courses at the same lower, fractional ADA rate of larger districts.

- c. Willing to sign multiple statewide contracts with any provider that can provide a quality course that meets state standards at a competitive price.
 - d. Parents can enroll their students through a statewide, online clearinghouse of approved courses.
 - e. The clearinghouse would include detailed information about the course, including instructional samples and past student and parent evaluations of the course and instructor, enabling parents to make informed decisions about their child's education.
 - f. Consider paying part of the contracted amount to providers up front, and the balance based on measures of student success.
 - g. Consider incorporating some or all of the elements of quality online instruction developed by iNACOL.
- Recommend the State Department of Education work with the Division of Purchasing to develop an RFP for statewide contracts for online courses.
 - Recommend the State Department of Education work with districts to develop and implement an online portal for parents to register students for online courses. Portal would include information on each online course, the provider, instructor, quality and performance metrics and parent and student customer ratings.
 - Recommend the State Department of Education create a task force to look at funding formulas and differences between funding for online and brick-and-mortar programs.
 - Recommend the State Department of Education consider making a portion of the payment to online course providers contingent on the successful completion of the course by the student.
 - Recommend the State Department of Education review non-online dual enrollment options between Idaho school districts that could be excluded from fractional ADA.
 - Recommend review of fractional ADA for any course in which expenses are not incurred at the home school district.