



**TO:** Matt Spathas, Midori Wong  
**FROM:** Barbara Allen, CITO and Darrell Stewart, Intel  
**DATE:** March 18, 2014  
**RE:** i21NOW! Digital Policies and Tools Subcommittee Recommendations

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Our educational community much recognize the unique skills and knowledge that today's students need to learn and apply effectively to be productive and competitive in an increasingly global and digital world. Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn and explore, improving higher-order thinking skills. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities. Competing globally in this new flat world will require a generation of passionate, globally aware and connected lifelong learners. Schools need to infuse relevance, innovation and collaboration to engage, empower and prepare students for the 21st Century.

Underpinning principles and values for our work:

SDUSD will ensure equity and access for all district students by providing effective digital tools and resources with individual devices providing 24/7 connectivity both in and out of school.

### **Digital Tools**

Guiding statement: Whatever the device may be, the focus must be on enabling students to demonstrate a variety of literacy and numeracy skills. The device functionality must not limit student ability to demonstrate knowledge in flexible, meaningful ways that reflect academic rigor and creativity. Whatever technology is deployed, adequate support must be provided.

This subcommittee recommends the district consider:

- Standardize on a limited number of form factors and platforms to keep support and management costs to a minimum with continuity.
- Group different form factors based on grade ranges and in support of desired instructional needs and learning outcomes for students.
- Where possible, allow for periodic access to different platforms and form factors through specialized classrooms or shared carts to support quality, differentiated educational experiences. ie. Yearbook class.
- Consider a managed blended district-supplied devices and student-owned device model. Students purchase or lease choices from current district device standard at the time. Support in this blended environment must be well thought out and publicly articulated. One model could be that students are allowed to purchase the same device that is being supplied at a particular grade level or grade level span.
- Ensure that classroom and device management is part of the decision-making process.

- The devices need to be able to use and access resources that are cloud-based as well as content and applications that may run locally on the device when there is limited or no internet connectivity.
- Develop a plan to move from a classroom-based technology deployment to a school-to-home, 24/7 ubiquitous model.
- Review best practices both in and outside the district.
- Create a process to determine school “readiness” for a school-to-home program for technology integration.
- Review the legal implications for all of the above recommendations that accurately reflects Free and Appropriate Public Education (FAPE) and the Williams Act.

### **Digital Policies**

This subcommittee recommends that the district review district policies and procedures to ensure they are consistent with a Digital Delivery model and a device being issued to each child. These include, but are not limited to:

- Acceptable Use Policies (AUPs) for Students, Staff, and Parents/Guardians.
- Shift from Acceptable Use Policy (AUP) to Responsible Use Policy, including emphasis on Digital Citizenship.
- Establish requirements for educating students, staff and parents/guardians about responsible use and a consistent accountability system.
- Determine requirements for the selection/procurement of instructional materials that are compatible with Digital Delivery model.
- Implement licensing review procedures that consider the total cost of ownership for a particular program including both initial investment and sustainability.
- Enforce “Privacy Policies” for student and staff information stored locally and in the cloud.
- Educate sites and departments about Children’s Internet Protection Act (CIPA) requirements.
- Allow for flexibility in accessing normally blocked content when a school or group can demonstrate the ability to monitor the appropriate use and be accountable to ensure that the district remains CIPA compliant.
- Move toward open / safe access to collaboration tools and digital content.
- Implement hiring policies that support staff expertise in a global digital environments, inspiring digital age professional models for working, collaborating and decision making