Technology is changing in the world at an ever-increasing pace, and the need for BUSD to include this changing technology in its vision is paramount. We can no longer predict with any degree of accuracy the body of knowledge that will be required of our students in their college or careers; traditional approaches to teaching and learning, therefore, must change. In this new world, research tells us students will need to be flexible and adaptable, able to work collaboratively in groups, think critically and assimilate new information in new contexts to create meaning, and to effectively communicate in multiple ways using multiple mediums.

With this in mind, we need to be able to make connections to the outside world, place collaboration and exploration beyond the walls of the classrooms, district, and even our state. The work our students engage in needs to be focused on an inquiry-based model where students are presented with real-world problems and encouraged to explore beyond the standards-based classroom. This type of teaching and learning requires a paradigm shift here at Bassett USD.

The Digital Learning Initiative (DLI) Committee was created to collaborate and create a district plan for the implementation of technology in the classroom to meet the demands of digital learning and to support the LCAP goals.

The group developed the following guiding question and this document is our recommendation for Bassett USD:

"How can the DLI committee prepare a comprehensive, coherent, innovative, sustainable, and fiscally responsible Digital Learning Plan that will help the District reach its instructional goals for 21st century learning and prepare students for college and career environments?"

The committee agreed that "comprehensive, coherent, innovative, sustainable, and fiscally responsible Digital Learning Plan" meant the creation of various processes and procedures in the following areas; Teaching and Learning, Assessments, Leadership, Professional Development, budget, logistics, and operation. These processes and procedures will continue to guide the District for years to come. The
section of the guiding question that reads "help the district reach its instructional goals for 21st century learning and prepare students for college and career environments" reflects our LCAP goals.

**Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giuliana Morales</td>
<td>Teacher Specialist</td>
<td>Educational Services</td>
</tr>
<tr>
<td>Thomas Covington</td>
<td>Teacher Specialist</td>
<td>Superintendent’s Office</td>
</tr>
<tr>
<td>Michael Jephcott</td>
<td>Teacher Specialist</td>
<td>Superintendent’s Office</td>
</tr>
<tr>
<td>Dave Albay-Yenney</td>
<td>Teacher On Special Assignment</td>
<td>Information and Educational Technology</td>
</tr>
<tr>
<td>Joseph Carrillo</td>
<td>Database Processing Analyst II</td>
<td>Information and Educational Technology</td>
</tr>
<tr>
<td>Jesse Sukla</td>
<td>Technology Applications Specialist</td>
<td>Information and Educational Technology</td>
</tr>
<tr>
<td>Monika Arora</td>
<td>Director</td>
<td>Fiscal Services</td>
</tr>
<tr>
<td>Rakhee Comar</td>
<td>Director</td>
<td>Special Education</td>
</tr>
<tr>
<td>Gabriel Fernandez</td>
<td>Interim Director and Principal</td>
<td>Students Services and Nueva Vista High</td>
</tr>
<tr>
<td>Diana Kinnart, Ed.D.</td>
<td>Interim Executive Director</td>
<td>Educational Services</td>
</tr>
<tr>
<td>Gabriel Rivera</td>
<td>Director and DLI Chair</td>
<td>Information and Educational Technology</td>
</tr>
</tbody>
</table>

**Committee Stakeholder Groups**

<table>
<thead>
<tr>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Support Staff</td>
</tr>
<tr>
<td>Administration</td>
<td>Union Executive Boards</td>
</tr>
<tr>
<td></td>
<td>Board of Education</td>
</tr>
</tbody>
</table>

During our sessions, the committee identified curriculum and instruction initiatives addressed in the LCAP. The initiatives helped to spotlight student expectation for technology skills. The Long Beach Unified School District K12 Technology Scope and Sequence document, [http://www.lbschools.net/Departments/Curriculum/Technology/curriculum_docs.cfm](http://www.lbschools.net/Departments/Curriculum/Technology/curriculum_docs.cfm), provided a valuable reference to technology skills based on California State Standards. Using these criteria, the DLI committee has included a recommendation for grade level device-to-student ratios and technology operating system platforms in this proposal.

Committee Stakeholder Groups were engaged in the process through various methods. The methods were:

- Survey
- Focus Group
- Open Forum
- Presentation with feedback
Learning, Teaching, and Assessments

The District adopted Microsoft Office 365 in 2015, affording students and teachers a common productivity platform that enhances and supports opportunities for collaboration and creativity at a very low cost. All teachers have been issued mobile devices, affording them the opportunity to work anywhere and anytime.

The future ready, 21st Century classroom is one in which students have on demand access to an Internet-connected mobile device in a way that is as universal as using pencil and paper.

Regardless of whether students take their devices home or leave them overnight at school, each student needs a device at all times during the course of the day to build inquiry-based work, collaborate, create, and communicate on a regular basis.

The DLI committee identified the three possible device models that are suitable for Bassett USD.

The following is a definition of each model:

- **Take Home Model** – Device is assigned to a student and the student is responsible for bringing it to school daily.
- **Cart Model** – Device is assigned to a student but the device stays in a classroom charging locker or cart.
- **Hybrid Model** – Device is assigned to a student and can be checked out for a period of time, according to need.

The following are our grade level recommendations for student-to-device ratios and device model:

- Grades TK-2 - Not 1:1 Shared device - Cart model
- Grades 3-4 – 1:1 – Cart Model
- Grade 5 – 1:1 - Hybrid Model
- Grades 6-12 - 1:1 – Take Home Model

**Future of Textbooks**

With the ready availability of digital textbooks, Bassett USD is provided with an opportunity to help shift the paradigm of teaching and learning. With changing pedagogy and a need for cost savings, Bassett USD will need to address this transition in the next few years. The United States Department of Education Office of Technology supports districts seeking to use free and excellent resources. #GoOpen initiative and resources can help to minimize textbook purchases wherever possible.

Open Educational Resources (OER) help with the pedagogical shift to an inquiry-based, collaborative teaching practice. Bassett USD could shift the cost of expensive textbook purchasing to investing in the collaboration and development of PBL and inquiry aligned lessons for each subject and grade level. This student-centered and future-ready vision will help shift our district pedagogy and achieve our vision of college and career ready graduates expediently.
Economically, this redistribution of costs make sense. High school textbooks and consumable workbooks for students can typically cost $200 each, with a teacher’s edition being around $300 per book. Considering that each student would need as many as five physical textbooks, a class copy that stays at school, and student work consumables or binder paper, the savings can usually support the device refresh budget.

Internet Based Assessments – State and District

Good data is necessary to improve instruction, and good instruction starts with assessments. Assessments are given to students throughout the year. In most situations, teachers schedule time in traditional computer labs. This causes an unavoidable loss of instructional time due to transition to and from the computer lab, as well as, time spent settling in to the computer lab and then back in to the classroom. A device for each child will help considerably reduce this loss of instruction time. Additionally, a per student device will help to shorten the testing cycles, specifically State testing. This would also help to avoid test fatigue that can happen over weeks-long testing cycles. Moreover, this will increase the amount of time students are learning, compared to testing.

CAASPP - SBAC, IAB, CAST, CAA

The California Assessment of Student Performance and Progress, or CAASPP, which has replaced the Standardized Testing and Reporting, or STAR Program, is the new state academic assessment program. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. The CAASPP includes computer-adaptive tests in English–Language Arts, Mathematics, and Science. The tests are online and require students from grades three to eight and eleven to participate. This State testing platform has allowed the State to conduct paperless practice tests throughout the year and actual annual testing during April and May.

District Assessments

Bassett Unified School District provides student core and supplemental learning tools online, such as, StudySync, Lexia, Accelerated Reader, Front Row Ed, and many others. These systems include formative and summative assessments to help monitor the progress of students. Additionally, teachers have access to Illuminate Data and Assessment (DnA) to create assessments for students. DnA provides teachers with one place to seamlessly build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. With Illuminate DnA, teachers have access to a singular ecosystem of continuous feedback to dramatically improve student performance.

Digital Citizenship

An essential part of our DLI needs to be Digital Citizenship training. Digital Citizenship addresses the behavior and proper usage of technology both inside and outside of the classroom. Being a good digital citizen is more than knowing your way around technology, it is about connecting and collaborating in ways students and teachers never thought possible. The digital citizenship program the district adopted
addresses real challenges that teachers and students will face, and will help them navigate through areas like cyberbullying, internet safety, and other digital dilemmas.

In preparation for this DLI, the district has undertaken a Digital Certification path, with each site and the District becoming Common Sense Certified. This recognition demonstrates our community district's commitment to teach students to use their devices in enriching and responsible ways. Common Sense Districts efficiently and effectively integrate digital citizenship districtwide. Recognized districts meet criteria that help them keep valuable federal support for technology programs and create positive experiences for their school communities. More information about the Certification program and the process of becoming a Common Sense District can be found at, www.commonsense.org/education/recognition. See Common Sense Digital Citizenship Certification requirements.

Software and Supplemental Technology

The District has established suggested criteria to assist in the purchase and use of software and supplemental technologies. The criteria will ensure that student data and privacy is protected. Additionally, the criteria will help to make decision-making and implementation of technologies more successful. The following are the District software and supplemental technologies criteria:

- Usage reports that allow analyses of student progress
- Standards based alignment, when appropriate
- Ability to differentiate/adapt to student learning level, when appropriate
- Single Sign On with automated rostering preferred
- Student Privacy Pledge or a contractual commitment to keep student data secure
- Provisions for personal development plan for teachers and administrators, when appropriate
- Alignment with LCAP and site plan goals

Request of new software and supplemental technologies will be assessed against the list above and reviewed by a group of representatives from site and district. The group will assess how to best implement this process.

Leadership and Professional Development

To move the vision forward and continue the focus on new pedagogies and classroom practices, ongoing professional development for both teachers and site administrators is vital. Articulating a vision for 21st Century teaching and learning is a new and exciting challenge that requires consistent leadership and various opportunities for professional development. Moving from a traditionally teacher-centered, information-based classroom to a student-centered, inquiry-based pedagogy is a huge paradigm shift for many in education. For many professionals in education, this paradigm shift is contrary to their experience as students, their training in college and/or credential programs, and their work over the past decades in schools. However, these shifts in the thinking and application of
technology is essential, because our students are entering a workforce that is infinitely different than the one that existed a decade ago. The primary difference in today’s market and our future learning is access to information.

Our students live in an information rich world and consistent professional development for our staff is vital to the successful learning of our students. The strategy of that professional development should reflect the strategy of the 21st Century classroom. Student-centered classrooms demand teacher and principal-centered professional development. A teacher and principal-centered professional development program must be built around inquiry and driven by the goals and visions of the District. Professional development should be ongoing and individualized to fully engage teachers and principals who are already experimenting with new ways of designing their learning and to address the needs of those who have little or no comfort with technology, the Internet, or 21st Century pedagogies.

A professional development program that includes skill enhancement in the use of Office 365 and other software applications; pedagogical work building digitized inquiry-based lessons; collaboration by expanding the classroom outside the traditional walls of the classroom, school, or district; and teachers and principals developing their own professional learning networks in virtual professional learning communities, requires a different mindset than outdated approaches to professional development.

**Office 365 Professional Development**

Bassett Unified began planning for this 1:1 initiative over three years ago by making sure that the faculty and staff were ready for a new online and blended learning environment. We adopted the Office 365 suite of programs in 2015 and began training on them almost immediately. The Technology Integration Training program implemented a plan that would have all BUSD teachers trained in Office365 in three years. This program consisted of hosting specific and guided trainings for Microsoft in the Classroom called Teacher Academy: Office365 ([https://educationblog.microsoft.com/2017/07/mie-teacher-academy-free-this-summer-us/](https://educationblog.microsoft.com/2017/07/mie-teacher-academy-free-this-summer-us/)). These free trainings are essential in providing the learning needed so our educators can be able to leverage the increased use of technology in the classroom.

To date, 70% of BUSD teachers have been trained under this program. We are continuing to reach out to the remaining educators to get that training to 100% of our teachers and staff. We are leveraging our two Microsoft Innovative Expert trainers in our district to continue this learning. This can be done using our currently allocated professional development days. Once all the teachers have gone through the Teacher Academy, they can start more targeted trainings on classroom tools they will be using every day, like Microsoft OneNote and Microsoft Teams. We will use a "Trainer of Trainer" model to maximize our efficacy and create experts at each site, with a low teacher to trainer ratio. We will be using OneNote Classroom for much of our day-to-day teaching and learning.

The OneNote training plan we have in place ensures that all teachers will be OneNote Certified in grades 3-12. This will allow for digital delivery of lesson plans to maximize our use of technology for our Digital Learning Initiative, creating a sustainable and need-based service model.

This teacher training is paired with student training in the classroom. When teachers start using Office365, they need to see the maximum potential of classroom use, and this will only come when students are also aware of the versatility and power of the tools they have access to.
Infrastructure and Technology

The district provides data and communication services to students and staff by giving users access to our network infrastructure. All classrooms have a dual radio wireless access point as well as local data drops to ensure students and teachers can connect to any resource they might need to get to on site, the district office, or the Internet. Office staff usually use data drops to connect the network but WIFI access is available. All sites connect to the district office through a 1Gb fiber connection provided by Crown Castle Fiber.

The center of the infrastructure is at the district office, where there are domain controllers, DHCP (Dynamic Host Configuration Servers), DNS (Dynamic Name Servers), Wireless LAN (local area network) Controllers, VOIP Telephone system, and Firewalls (provides Internet access, antivirus, Intrusion protection, and web filtering). Access to the Internet is via a 10Gb LACOE fiber link.

Site Level Support

As the number and usage of devices increases, the demand for support will increase. Likewise, as teachers embrace the regular, on-demand use by students of their devices in the classrooms, the need for expertise in various applications will increase. This burden cannot be absorbed by the teacher or the Technology Department alone. Utilizing students to provide a low level of support for issues such as: difficulty with logging in, questions about how to use an application, saving to the OneDrive, etc.,
provides excellent learning opportunities for students. The concept of student technical support can be
developed with the support of the District’s technology department, teacher specialists, and site
administration support. These opportunities can be available using District-proven models, such as, a
student-based Genius Bar or with classroom-based programs, such as, Generation Yes
(https://www.genyes.org/).

The Technology Department will continue to provide technology support for all stakeholders following
the structure of an approved Services Level Agreement (SLA). The SLA will provide all users a structured
expectation of support. The SLA can be found at https://www.bassettusd.org/technology.

Internet outside of the District

One in four U.S. households are without Internet access, according to the Census Bureau. Connecting to
the Internet in our district walls has become essential to learning and communicating. As we move
further into Digital Learning, it will become a greater need for our students and families to connect to
the Internet outside of District hours. Understanding that Internet connectivity can be a financial
challenge for our Bassett community we have developed a plan to address this concern.

Currently, many of our school sites provide additional library hours before and after school for students
to use technology. Additionally, the district will partner with EveryoneOn, https://everyoneon.org.
EveryoneOn is a national nonprofit that creates social and economic opportunity by connecting

Furthermore, the District will partner with local businesses to provide free access to students and family
at their business location. A list of participating businesses will be provided to students who are assigned
a take-home device.

Web Content Filtering

The safety of our students is a high priority for Bassett Unified School District. Measures are taken every
day to ensure that our students are safe in the classrooms and on our school sites. Our approach to
safety in a virtual world is no different. The District will continue to participate in the Common Sense
Digital Citizenship program and help our students understand the responsibility and appropriate
behavior expected when using technology or using the Internet.

Additionally, the District must maintain compliance with the Children’s Internet Protection Act:

“The Children’s Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns
about children’s access to obscene or harmful content over the Internet. CIPA imposes certain
requirements on schools or libraries that receive discounts for Internet access or internal connections
through the E-rate program – a program that makes certain communications services and products more
affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and
provided updates to those rules in 2011.” - https://www.fcc.gov/consumers/guides/childrens-internet-
protection-act

Bassett Unified School District participates in the E-rate program and provide CIPA compliant web
filtering for all District devices. This filtering must extend to all District-issued devices, regardless of the
location of use. In other words, Bassett will provide web filtering for Bassett devices that are taken
home by students. This is accomplished using specialized software installed on take-home laptops.
Today, technology is the doorway through which students access information, create, and communicate about their learning. It is an expensive doorway, one that must be incorporated into conversations at all levels in terms of pedagogy and resources. Adding this digital learning plan into the LCAP brings the conversation about technology into the conversations about learning.

Technology tools and reliable devices have become as important to the classroom as water to the District. In good and bad financial times, the district has an obligation to continue paying the water bill. Providing learning tools for our students has become no different. As efficiency in water use, has become a focus for everyone to help streamline cost and avoid waste, so does efficiency with learning devices in the classroom. With an average yearly expenditure of $400,000 since 2013 for student and teacher devices, the need for a focused and thoroughly assembled Digital Learning Initiative plan is more clear than ever.

Typically, switches and servers can be refreshed on a five to 10 year cycle, but student mobile devices need to be refreshed at least every four years. Adding these cycles to the budget on an annual basis assures that resources will be available when needed. The following table is an estimated annual cost to refresh student devices.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd (4yr)</td>
<td>279</td>
<td>Windows 10</td>
<td>$327</td>
<td>$91,233</td>
</tr>
<tr>
<td>6th (4yr)</td>
<td>240</td>
<td>Windows 10</td>
<td>$327</td>
<td>$78,480</td>
</tr>
<tr>
<td>10th (4yr)</td>
<td>247</td>
<td>Windows 10</td>
<td>$327</td>
<td>$80,769</td>
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<tr>
<td>Total</td>
<td>766</td>
<td>Estimated Annual Equipment Cost</td>
<td>$250,482.00</td>
<td></td>
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</table>

Notes
- S&H and tax not included in these estimates
- Estimated Costs to be reviewed every January
- Estimated enrollment for incoming grade levels using CA Data Quest 2017-18 school year

Each year, incoming 3rd, 6th, and 10th grade students will receive new laptops. The district will maintain a make and model standard for all students. As those students progress in grade level, the devices assigned to them during their 3rd, 6th, and 10th grade will follow. For students who receive devices during 3rd and 10th grade, their devices will be collected at the end of their 5th and 12th grade year. The collected devices will be refurbished and used in K-2 for an additional year. All laptop groups will be e-wasted at the end of the fourth year. The District will pursue e-waste buyback programs to help supplement repair costs.
The refresh method is depicted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</tbody>
</table>

Square Blue 1 shows the life cycle of the first year of implementation. This refresh method can be expanded out to show a sustainable and fiscally responsible model, the chart is expanded to show our e-wasting schedule, and how the cycle continues for at least three more cycles.

Teacher laptops will be replaced using a similar approach and devices will be refreshed every four years. Teacher device refresh will be divided into four waves using the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</tbody>
</table>

Note: Color and number represent a full cycle. Examples: Blue 1 will be e-waste at the end of year 4. Blue 9 will be e-waste at the end of year 8.
## Wave Cost

<table>
<thead>
<tr>
<th>Wave Cost</th>
<th>ONE $70,000</th>
<th>TWO $51,800</th>
<th>THREE $49,000</th>
<th>FOUR $56,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Count</td>
<td>50</td>
<td>37</td>
<td>35</td>
<td>40</td>
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</table>

## E-WASTE

<table>
<thead>
<tr>
<th>Sites</th>
<th>BHS/NVHS</th>
<th>TMS\EWA-Secondary</th>
<th>EWA\VWE</th>
<th>DJE\SKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>2</td>
<td></td>
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<tr>
<td>Year 3</td>
<td>3</td>
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<tr>
<td>Year 4</td>
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<tr>
<td>Year 5</td>
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<tr>
<td>Year 6</td>
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<td>Year 7</td>
<td>7</td>
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<td>Year 8</td>
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<td>Year 9</td>
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<td>Year 10</td>
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<td>Year 11</td>
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<td>Year 12</td>
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<td>Year 15</td>
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</tr>
<tr>
<td>Year 16</td>
<td></td>
<td>16</td>
<td>12</td>
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</table>

### Notes:
- Estimated costs per wave does not include S&H or taxes.
- Numbers in table represent replacement year in a 16-year cycle.
- Average estimated cost per year to refresh teacher computers is $45,000.00.

Approximate total first year implementation for K-12 teacher and student devices including shipping, sales tax, recycling fees is $350,000. The district would expect to pay this amount yearly and ongoing. Cost is subject to increase or decrease due to manufacturer model life cycles, student enrollment, and staffing counts. These variables will be considered yearly during the annual DLI January meeting.
Logistics and Operation

The Digital Learning Plan will be reviewed annually in November, January, and May.

November Meeting Agenda:

- Debrief Summer Distribution of Devices
- Assess access to Digital Curriculum
- Confirm surveys and focus group meeting questions

January Meeting Agenda:

- Review stakeholder feedback
- Assess device make and model
- Develop budget for upcoming year using projected enrollment, staffing, and equipment pricing

May Meeting Agenda

- Discuss summer distribution plan

Inventory and Checkout Process

Inventory procedures will be followed when distributing devices to students and classrooms. Devices will be checked out to students, similar to the textbook procedures, using the Hayes inventory system.

Family Responsibility

As take-home devices become standard in education, school districts must become proactive in supporting students and families with the proper care of district-issued devices. The District will make every effort to help students learn the proper care and use of their devices with demonstrations, handouts, and reinforcement of expectations.

Students must keep devices in good working condition and promptly notify a teacher or District official of any defect, damage, or malfunction. Students must exercise care when handling, transporting, and using the Devices. Care of Devices distributed by the District is the responsibility of the student and parent/guardian to whom it is assigned. The device is the property of Bassett Unified School District and must be returned at the end of the academic school year or, if applicable, when the student withdraws from any school. Parents or guardians of minor students shall be liable to the District for the replacement of any District-issued device or accessory that is not returned when due. If the District-issued device or accessories are lost or stolen, students should report this immediately to the school security or administration. Information from California Education Code (EC) regarding damage to student-issued instructional materials can be found at the following link, https://www.cde.ca.gov/ci/cr/cf/instmatliable.asp.

The district will require families and students to fill out and submit an Electronic Device Agreement when issuing a device to a student. We are committed to making this transition as painless as possible to
families and will be providing insurance information for families interested in purchasing an insurance plan for damage, loss, or theft of devices.

**Loaner Program**

Each site will receive additional student and teacher laptops. These laptops will be checked out to students when students forget their device or if their device is under repair or replacement. The teacher laptops will be used for substitute teachers and if a teacher’s device is forgotten, lost, stolen, or under repair.

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**Appendix**

**First Year Plan Implementation**

First year implementation will require removing end-of-life equipment. End-of-life equipment are devices and peripherals no longer supported by the manufacturer and are considered obsolete by Bassett USD. The District has identified device models at the end-of-life mark. These devices must be collected and removed from inventory and e-wasted or sold.

**E-waste (Obsolete and End of Life Computers)**

The typical life span for a mobile computer is three years. Components tend to break, vendors stop supporting the model with drivers and hardware (end of life), the operating system support is halted, the unit starts to become slow and glitchy, and could become a liability if the software is out of date. These conditions make it easier for the computer to get a virus or malware putting all the computers on the network in jeopardy. The district will need to collect and replace the older computers yearly to ensure that every user (student, teacher, and staff) is able to learn, educate, and work without having any technology related issues.

**Repurpose Older Equipment**

Existing computers will need to be reimaged and updated yearly to ensure that the operating systems and applications have the latest features and hotfixes. This is to help make sure that computers last longer and that the user experience is optimized. In some cases, computers may need to be redistributed so that we can meet the Digital Learning Initiative of one computer per student. Known good equipment will be repurposed systematically to all grade levels, except 3rd, 6th, and 10th grade until full implementation.

**Preparing New Computers**

New computers will be ordered in March and should arrive at the district by early May. The units will need to be imaged with an updated Windows 10 operating system, added to our mobile device management system, and configured with district settings. The setup process will take about four weeks to complete approximately 900 units.
Timeline

- January – Review first draft of Digital Learning Plan and include feedback from stakeholder groups.
- February – Submit final draft to Cabinet and present plan to Board of Education.
- March – Finalize quotes for equipment and begin orders. Submit all new forms to the Board for approval.
- April – Provide messaging to teachers, staff, and parents. Provide Training for use of the Hayes inventory system. Negotiate insurance plans with vendors.
- May - Include District forms and insurance in enrollment packets, gather all obsolete equipment. Receive and begin preparing new devices.
- June- Continue preparing new devices, dispose or prepare to sell obsolete equipment, repurpose existing good equipment.
- July – Continue repurposing of good equipment and prepare all inventory changes.
- August – Distribute new equipment during registration week. Conduct parent meetings.
- September – Address all manufacturer warranty issues.
- October – Adjust technical support to meet new needs of students.
- November – Reconvene the DLI committee to begin adjustments to plan.