

To: Neenah Joint School District Board of Education
From: Dr. Mary B. Pfeiffer, District Administrator *MBP*
Date: May 8, 2012
RE: 2012-13 Budget Framework

**Revised Neenah Joint School District Budget Framework Presentation
Reflects Expenditure Adjustments and Revenue Enhancements for the 2012-2013
School Year**

Introduction

The Administration is requesting that the Board of Education authorize them to proceed with the development of the 2012-13 budget by incorporating the individual components as presented in the following report.

This budget concept was developed with the understanding that

- 1) the Board of Education will levy a property tax to the maximum allowed by the state revenue limit formula and
- 2) district enrollment remains stable.

The Administration is recommending that a portion of General Fund balance be used to finance a number of major maintenance projects (See Appendix B for Maintenance Plan) ~~as well as to "make whole" employees designated to Group C of the post-employment benefit plan.~~ It is anticipated that the use of fund balance, for these projects only, will get the District close to a balanced budget. As budget development continues throughout the summer months, and costs/revenues become more certain, the Administration is confident that the District will have a revenue limit compliant budget by September.

Historical Perspective

Shortly after being hired, I was provided an increased awareness of the budget status, including both current and future concerns. Not unlike other districts in Wisconsin and for that matter, in our nation, our District was and continues to be faced with financial challenges.

In September of 2009, a plan to address budget shortfalls was provided to the Board of Education and was unanimously supported. The process developed was a collaborative effort on the part of staff, community members, and administration. Since that time, we have continued to be engaged with community and staff representatives through the Budget Advisory Committee that was formed in 2010.

In the summer of 2010, we contracted with Baker Tilly, a company that reviewed several areas of our operating budget. Ultimately, they provided an outline for us to use as we developed the 2010-2011 and 2011-2012 budgets.

This year, the Budget Advisory Committee engaged in a process similar to the one that took place in 2009. We increased the number of people involved on the committee and included additional community and staff members. The committee members were provided information that included the feedback from all stakeholders in 2009. They were also provided with a copy of the Baker Tilly study to review. Throughout this budget process, staff members spoke freely and were empowered to ask questions, but they were also encouraged to look for solutions. Appendix A reveals their prioritization of budget reductions and revenue enhancements as well as items for future consideration.

In conjunction with this group meeting, the Central Office staff has had several meetings to review, discuss, and finalize this 2012-13 “budget blueprint” to the Board of Education. It remains clear that the District has many needs and our priorities are reflected in this recommendation.

Significant Considerations

Many of the budget adjustments recommended in this proposal are recurring, meaning budget adjustments that can be sustained year after year. An example of this is employee insurance contributions. In this budget proposal, we are recommending a change to our insurance plan in which a “base plan” would be identified as the HDHP/HSA option with an opportunity for our employees to “buy up” to another plan by paying the difference in the premium in addition to the 12.6 % premium costs. This change would provide relief to the budget not only for this year, but in future years as well.

There are several recommendations, however, that would, or could, affect the budget for one year only. In our proposal, we are recommending a decrease in the learning materials budget from \$541,600 to \$286,000, a difference of \$255,600. If we wanted to return learning material expenses to \$541,600 in 2013-2014, it would be necessary to reallocate money. That means additional savings would have to be found in other areas, either with an expenditure reduction or a revenue enhancement.

Several items have not yet been considered and are not reflected in this proposal. They are as follows:

- *Forecasting Variables.* The District’s Business Office continues to monitor and stay current with local, state, and national economic trends. We receive continual financial updates from the State of Wisconsin and the Department of Public Instruction. The District is also keenly aware that decisions made in Washington D.C. and Madison, WI can have a significant impact on District finances. Sometimes these decisions are made quickly giving the District

little time to plan or react. There are even some economic variables contained in the District's budget that are determined retroactively.

Having said all that, our forecasts are not infallible. The fact is that our budget forecasts will change over time. A good portion of our forecasting is based on past practice, historical perspective, and developing trends.

- *Structural Deficit.* As state law currently exists, school districts are limited as to the amount of money that they can spend each year. In 2012-13, the maximum allowable increase in spending will be \$100 per pupil or approximately 1.1%. The difference between what is needed by the Neenah Joint School District to maintain its existing programs and staff, and what the state is allowing the District to spend has created a significant "structural deficit." The Neenah Joint School District will resolve its anticipated 2012-13 budget deficit partly through the use of General Fund balance and one-time cost savings created from the implementation of Act 10. However, since the use of fund balance is limited, future District spending will be significantly constrained by the small allowable increases in spending allowed by the state. Needless to say, our short term forecasts indicate that the District will experience a structural deficit exponentially increasing from \$1,200,000 in 2013-14 if current revenue limit trends continue.
- *Traditional Staffing Process.* The Board of Education has received the Administration's staffing requests for the 2012-13 school year. In our proposal we are recommending an additional allocation of 4.8 FTE. Further adjustments in staff levels may result from unanticipated enrollment changes, course requests, and other factors. It is understood that this process may lead to an increase or decrease in the final staff levels.
- *Food Service Transition.* Our food service program has been a point of conversation for the past several years. The program has regularly needed a taxpayer subsidy to operate—primarily due to significant District labor costs. Bids have been requested from food service management companies (FSMC) to operate an efficient, effective, and nutritious food service program for the District. The FSMC will now be responsible for all food costs and essentially all labor costs charged to the program. As a result of this change, the Administration anticipates a significant reduction in operating costs for the Food Service program in 2012-13, requiring no subsidy from the General Fund, and starting to build a viable, self-supporting program for years to come.

A Look Ahead

At this point, we have not yet developed any long range budget forecasts for 2013-14 and beyond. The variables, both locally and at the state level, are too uncertain to generate any credible or reliable data. Needless to say, we anticipate that school districts will continue to operate in an environment where many variables will have to be considered.

The 2012-13 school budget could be considered a "transitional" budget. The full impact of recent state legislation will be integrated into the budget and now the Board and Administration will need to define a new "normal" - the proper blend of salaries, benefits, technology, maintenance, and a host of other necessary expenditures.

Several factors will have an impact on the 2012-13 budget and continue to impact future years' budgets:

- Issues in Madison -- The 2012-13 budget is the second year of the state's biennial budget. At this point, trying to project or predict what will happen at the state level after 2012-13, relative to school financing, may be challenging.
- District enrollment -- The District's student enrollment decreased by 61 FTE from September, 2010 to September, 2011. Was this an aberration or the beginning of a trend? Student enrollment has a significant impact on the amount of revenues that a district can and will receive. Open enrollment may also have an impact on district finances.
- Political issues in Washington, D.C. – Although federal funds account for only 5-6% of the District's revenues, early indications suggest as much as a 9% reduction in some federal programs as early as 2012-13. This will be monitored throughout the summer.
- Neenah Joint School District Post Employment program – Adjustments to the program are reflected in the 2012-13 budget and will impact future budgets.

Recommended 2012-2013 Budget

<i>Costs</i>	
Additional staffing cost for 4.8 teaching positions. We are anticipating an increase at the secondary level for the 2012-2013 school year. This figure includes reduced class sizes (20 or less) at the kindergarten and first-grade levels (District average of 20).	\$288,000
We know that the increase for insurance benefits for support staff from 7-1-2012 to 12-31-2012 will be 4.2% or \$130,000. Beginning in January of 2013 we are estimating an increase of 5% for all staff from 01-01-2013 to 06-30-2013 or \$235,000.	\$365,000
Estimated wage increase for staff. The wage increase amount is something that we will negotiate with our faculty (certified) and determined by the Board for administrator and exempt staff. We will have conversations concerning our support staff as we are unsure when they will vote to certify.	\$723,000
Estimated performance pay increase for staff. Currently, there is a committee working on developing a "pay-for-performance" model for our District. In the absence of committee work completion, this would be a placeholder in the budget.	\$723,000
Post employment benefit contribution. In the development and change of our post employment benefits as recommended in our employee handbooks, a contribution of \$1,790,510 will be made in the 2012-2013 budget. Ultimately, this will save millions of dollars in the future.	\$0
Recommended increase in base salary for teachers to \$40,500. Those currently earning less than this amount would have an increase in salary in order to equal the new base pay rate.	\$126,000
Additional District WRS contribution. The amount of WRS contribution will increase .1%. This estimated amount will be realized effective January 1, 2013.	\$45,000
Unemployment compensation. We are anticipating an increase in this area for next year.	\$25,000
Administrator mileage adjustment. This is an adjustment based upon the recommendation in the administrator handbook.	\$12,300
Increase of one additional holiday for support staff. This is a reflection of what is being recommended in the support staff handbook.	\$16,500
Employee vandalism fund. This increase is being recommended as part of establishing comparables in all employee handbooks.	\$6,000
Technology budget (Appendix C). We are anticipating an increase in this area in the amount of \$617,409 that will bring the total to \$1,271,087 for the 2012-2013 school year.	\$653,678
Street assessments from the City of Neenah. We will be assessed an amount for the work that the City of Neenah completed i.e. curb and gutter improvements.	\$30,000
Major maintenance. We are recommending that the amount we allocate for the 2012-2013 budget increase for major maintenance from \$576,000 to \$1,485,000. This amount includes the Shattuck lab the Board previously approved in order to offer Physical Science at the middle school.	\$874,000
	* \$3,887,478.00

<i>Revenue Enhancements/Benefit Changes/Reductions</i>	
Increased staff contribution. Similar to the changes made in the summer of 2011 for the administrators, exempt staff, and faculty, the same increases are recommended to take place for the support staff. The amount reflects an increase in the premium contribution to 12.6% (300,000) and the Wisconsin Retirement System contribution to 5.9% (\$305,000).	-\$605,000
Offer the High Deductible Health Plan (HDHP)/Health Savings Account (HSA) as the standard option for all staff paying 12.6% toward their insurance premium. Staff members would have an option to buy up to other Point of Service (POS) plans offered by the District including Network and United Health. The amount reflected in this report would be for the time period of January 1, 2013 – June 30, 2013. The 2013-2014 budget would reflect an additional \$930,000 for the first half of the school year. This savings is assuming that the District contribution to an employees' HSA will remain the same (\$2,000-family, \$1,000-single)	-\$930,000
Health insurance open enrollment. We are assuming that the same number of people will choose to decline our health insurance in exchange for the \$2,000 incentive we have offered them. We also anticipate additional employees participating in the 2012-2013 school year.	-\$250,000
Two fewer work days for educational assistants. This was something discussed in our 2009 budget review. We are recommending that this be included in the 2012-2013 budget.	-\$27,000
Decrease of one administrator. Last year we transitioned to the semester at the high school and the Board of Education supported an additional administrator for one year. We are recommending that one administrative position be decreased.	-\$105,000
Learning and assessment materials. The 2011-2012 budget reflected a budget of \$541,600 for learning and assessment costs. For the 2012-2013 budget, we are recommending that the budget decrease by \$255,600. In the 2011-2012 budget, a great deal was consumed with the transition to the semester schedule that included a science lab update at the high school.	-\$255,600
Utility cost decrease. Natural gas costs are at historically low prices. The District will look to realize future benefits from these low prices by considering alternative options in the purchasing and transportation of this commodity.	-\$100,000
For 2012-13, the state created a new categorical aid program for one year only. This aid will be paid only if a district certifies the maximum amount allowed to be levied in the fall of 2012.	-\$317,000
Use of Fund 10 toward maintenance projects. This budget framework is rather ambitious and we believe it will be necessary to use Fund Balance for the maintenance projects recommended. It is further recommended that if there is an surplus in the 2011-2012 budget that a portion of it be used toward the identified maintenance projects and that the difference be deducted from this recommended amount.	-\$630,236
Use of Fund 10 for post-employment benefit contribution.	-\$0
(Over)/Under Revenue Limit	(\$3,219,836.00)

Summary

The recommended proposal for the 2012-2013 draft of the budget includes a carryover of unused levy authority in the amount of \$500,000 from the 2011-2012 budget, increasing the revenue limit by \$667,642. Using the information provided, we are projecting a balanced budget entering into next year's budget. We are certain that there will be changes and adjustments throughout the course of the summer and into the next school year.

The recommendation is presented to you requesting your approval of this document as the framework upon which we develop the 2012-2013 budget. It is important to acknowledge that this is our best work at present and things may change depending upon the factors listed in this document. What is being presented to you is our best thinking and one that suggests a fiscally responsible and manageable budget.

We recommend that the Board of Education authorize the administration to proceed with the development of the first draft of the 2012-13 budget by including the previously identified expenditure and revenue adjustments. Further, the administration anticipates that an amount from the General Fund balance will be needed to support overall expenditures.

**Budget Advisory Committee
Discussion Feedback**

Appendix A

Suggestions for Immediate Recommendation	Additional Revenue/Cost Reduction	Recommendation to the Board of Education (April 24, 2012)
Establish a system that purchase orders will be electronic	In process; creates efficiencies and convenience; minimal savings in paper costs, postage, and labor \$5,000	This will be incorporated into the 2012-2013 budget.
Review current food service program – currently in the red – charge all costs to the program, seek other bids	Under review- labor costs will decrease after June 30, 2012 \$75,000 -\$125,000 (Act 10 provisions -WRS contribution, health care contribution, etc)	This will be a part of the formal proposal to the Board of Education on February 24, 2012.
Evaluate the District retirement program – both insurance and the cash stipend	Evaluation in process - Currently, close to \$5,000,000 spent annually on retirees	The District is currently working with a benefits consultant to address this issue.
Eliminate purchase of textbooks or delay them due to the technology	\$150,000-\$500,000 spent annually on "new textbook" adoption aka "learning materials"; funds may need to be "re-purposed" towards classroom technology applications	This will be a part of the formal proposal to the Board of Education on April 24, 2012. Reallocation to the technology budget is likely.
RFP process – send out bids in order to create greater competitiveness	Done routinely in major categories such as health insurance, pupil transportation, property & liability insurance, major maintenance projects (roofs, parking lots), paper products, technology, etc	This is something that is currently being done in our District. Although this will not be a part of the formal discussion, we will continue to consider this option in our process.
Decrease an administrator at Neenah High School	A reduction of one administrator scheduled for 2012-13 \$105,000	This will be a part of the formal proposal to the Board of Education on April 24, 2012.
Energy savings – green energy projects, bring in a consultant to review our buildings and provide a plan related to energy savings, i.e. windows and boilers, wind turbines, solar, cell towers, etc. Grant possibilities may exist.	NJSD Facilities Engineer is in process of engaging consultants to provide energy savings overview	Several maintenance projects will be presented to the Board of Education and recommended as a part of the 2012-2013 budget. We will continue to find ways to promote energy savings District-wide.

Budget Advisory Committee
Discussion Feedback

Appendix A

Suggestions for Further Study in the Near Future	Additional Revenue/Cost Reduction	Recommendation to the Board of Education (April 10, 2012)
Create enrichment summer courses K-12, offer for credit options in the summer, offer on-line classes	Generate additional FTE under current state formula rules equals more aid; more revenue limit.	This will remain a point of conversation as summer school courses are developed.
Restructuring and or sale of property – i.e., consider selling vacant land, District Office building, Washington and possibly Roosevelt, open Washington for District Office staff and possibly build a larger elementary school*, elementary restructuring	Depending on site/facility, relocation or construction costs may apply - \$135,000-\$1,500,000 one time revenue from sale of property Source: Baker-Tilly page 86 * denotes referendum item	As discussed in our meeting, the sale of property at this time will likely not be wise. We will continue to evaluate this option in the future.
Charter School – exploration, high school (increase student enrollment, feel smaller), world languages, classical music, etc.	Within an existing building. School within a school. Enrollment of 125. Additional staff costs would be offset by additional open enrollment students @\$6,948/student \$30,779 + DPI grants (?) Source: Baker-Tilly page 42	The charter school concept is one that has consumed several conversations. We are currently evaluating possibilities for our District.
Analyze open enrollment	\$6,948 equal aid per student; approx 60 more students leave district than come to district in 2011-12. Revenue may depend on District's ability to accommodate additional students. Source: Baker-Tilly page 39	Members of this committee recommended that we survey families in order to better understand their reason for enrolling out of our District.
Pay more for activities – families contributing more for their students to participate. Could provide scholarship opportunities for those who cannot afford to pay.	Increase Activity Participation fees 40% from \$50 to \$70 @NHS; \$30 to \$42 at Middle; will create additional revenue of \$35,000 Variation of Baker-Tilly suggestion page 99	This will remain as part of an ongoing conversation. There was concern expressed in our meeting about the challenge for some families if the price increased.

Budget Advisory Committee
Discussion Feedback

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Suggestions for Further Study in the Near Future	Additional Revenue/Cost Reduction	
Implement 4-year-old kindergarten	Use Day care site and District teacher- Generate additional students to offset additional costs. First two years require district subsidy; then starts paying for itself. Ultimately adds \$500,000 - \$600,000 in additional spending authority-financed by taxpayers. Source: Baker-Tilly page 30, Model II	This item was one of unanimous support among committee members. It is something we have reviewed with the realization that our taxpayers will be impacted. We will continue having this conversation.
Consider advertising on the new web site and sports fields	Philosophical issues and resolve possible City ordinance issues, potential Board of Ed discussion - \$5,000-30,000 annually (depending on extent of advertising)	Discussions are currently underway and will continue to take place.
Analyze need for school psychologists and counselors. Too many counselors? Do we need psychologists?	Average salary/benefit of one psychologist= \$84,394 (.5 reduction 2011-12) Average salary and benefit of one guidance counselor= \$89,819 (previous reduction)	The committee suggested further review of this item in the future.
DI days – consider having four full days instead of 8 half days. Save transportation/food service costs.	\$7,000 transportation costs saved per day; \$3,500 additional food revenue (net) added per day. May extend school year(?); minimum calendar days	The committee offered the following suggestions concerning this item: 1. Survey the faculty to learn what they think, 2. Communicate what/how the days are being used for staff professional learning, 3. Opportunity for Teachers Teaching Teachers (TTT), 4. Workshop model - opportunity to learn, practice, and review.
Collection of fees from all families – make sure everyone pays	\$9,000-\$12,000 in uncollected student fees and fines each year	Each year some student fees are not collected. Although there are systems in place to provide reminders as well as payment plans, several fees go uncollected. We will have a conversation related to addressing this issue.

**Budget Advisory Committee
Discussion Feedback**

Appendix A

Suggestions Recommended Not to Investigate at This Time	Additional Revenue/Cost Reduction	
Collaborate with City of Neenah – purchasing, services, etc.	Technology, salt purchase, snow plowing, office supplies; issues with compatability, storage, priority	This is currently being done in the District. Continued opportunities to partner with the City will take place.
Establish a 4-day school week – this could be in the form of increased time per day in current 9-month structure or consider extending calendar	Significant savings include pupil transportation costs \$150,000 and utility costs \$70,000 Assumption: longer days during current school year calendar	The committee did not support advancing this option.
Consolidate Neenah and Menasha School Districts	Reduce overhead and administrative costs; takes willing partner; coordinate philosophies and curriculum; economies of scale	The committee did not support advancing this option.
Volunteer coordinator – find someone to volunteer or pay someone part-time to coordinate efforts of volunteerism.	Cost of position (0-\$20,000) would be offset or surpassed by anticipated savings in finding volunteers for some existing "paid" positions	Although supported by the committee, it may take time for this to evolve.
Consider providing only cold lunches to students. This may lower costs of preparation as well as staff costs.	In essence, eliminate participation in National School Lunch program. Currently, would save \$25,000-\$75,000 in taxpayer subsidy to Food Service Fund. After June 30, 2012, no savings would result as Food Service Fund is expected to be self-supporting	The committee did not support advancing this option.
Reduce Board of Education members from 9 to 7	\$6,000 annual salary for two Board members. Miscellaneous one-time legal costs will be incurred (voter approval) Source: Baker-Tilly page 104	The committee did not support advancing this option.

**Budget Advisory Committee
Discussion Feedback**

Appendix A

Suggestions Recommended Not to Investigate at This Time	Additional Revenue/Cost Reduction	
Keep land and put up windmills	Two wind turbines cost \$150,000 (less rebates); could generate 1% of District's power needs; reduce electric costs by \$7,500 - Source Kaukauna School District	The committee did not support advancing this option.
Use furlough system (1 or 2 days without pay) as an option to save money instead of reducing pay/benefits for employees.	One day cost of salary and benefits for all staff \$180,000	The committee did not support advancing this option.
Literacy Coordinator – is this position warranted?	\$80,854 annual salary and benefits	The committee did not support advancing this option.
Use "Scrip" program (grocery slip savings) as a source of revenue	Revenue will depend upon the number of people involved and the % of earnings/businesses, potential costs for coordinator, competition with Market Day	The committee did not support advancing this option.
Offer classes at the middle school (choice) similar to those at the high school. This would better meet individual student needs and possibly reduce costs.	Not likely to save costs unless we restrict students taking classes	This will be a part of our ongoing conversations related to the middle school curriculum.
Aligned with charter schools, create a premier special education site for the valley. This could be an identifier for Neenah as a Destination District.	Additional revenues driven by additional open enrollment FTE's or other District sponsored FTE. \$10,000-60,000 Variables: Cost of Students' needs Source: Baker-Tilly page 64	The committee was in support of advancing charter schools, but not necessarily specific to special education.

Old Priority	New Priority	Project Year	Plan Year	Building	Project Description	Schedule	Estimated Cost	Comments
26	1	2012-2013	1	SHATTUCK	REPLACE ROOF #14 (1991) - SOUTH OF OJ GYM	ROOF	\$ 100,000	Roof currently leaks onto locker room floor
1	2	2012-2013	1	NHS CONANT	ABATE CONANT BOILER ROOM	ABATEMENT	\$ 45,000	Could be done before 6/30/11
2	3	2012-2013	1	NHS CONANT	REPLACE CONANT BOILER SYSTEM	BOILER	\$ 310,000	Large energy savings - boiler is original and beyond its design life
3	4	2012-2013	1	NHS CONANT	REPLACE CONANT HOT WATER HEATER	PLUMBING	\$ 45,000	Large energy savings - heater is original and beyond its design life
25	5	2012-2013	1	SHATTUCK	REPLACE WEST WING STAIRWELL WINDOWS	WINDOWS	\$ 40,000	Window panes are currently falling out of frames; this is a safety and energy conservation issue - windows are original - 1953
	6	2012-2013	1	TULLAR	REPAIR ROOF OVER COMPUTER LAB	ROOF	\$ 100,000	Plastic stapled to ceiling of computer lab to collect rain
5	7	2012-2013	1	NHS	RECONSTRUCT LOT A & B	SITE	\$ 280,000	Parking lot is 15 years old and has not been maintained - typical life for this situation would be 8-10 years
	8	2012-2013	1	SHATTUCK	CONVERT SCIENCE LABS TO PHYSICAL SCIENCE	BUILDING	\$ 150,000	Curriculum need
	9	2012-2013	1	Wilson	REPLACE MAIN HALLWAY FLOOR	BUILDING	\$ 25,000	Quarry tile continues to buckle and patches do not match current floor. Will be an ongoing problem if floor is not replaced.
4	10	2012-2013	1	NHS	REPAIR SECTION D HVAC PIPING	HVAC	\$ 50,000	Preventative maintenance - pipes are getting thin
	11	2012-2013	1	ADMINISTRATION	REPLACE EAST AND WEST WINDOWS	WINDOWS	\$ 90,000	Original windows - 1907
	12	2012-2013	1	LAKEVIEW	CRACK-FILL AND SEAL SW PARKING LOT	SITE	\$ 10,000	Could be done before 6/30/11 - PM
	13	2012-2013	1	ADMINISTRATION	REPLACE LOWER ROOF	ROOF	\$ 20,000	Could be done before 6/30/11 - Preventative
9	14	2012-2013	1	NHS	RESURFACE TENNIS COURTS	SITE	\$ 35,000	Well beyond 5-year maintenance recommendation
	15	2012-2013	1	NHS	REPLACE POOL FILTER SYSTEM	BUILDING	\$ 50,000	Could be done before 6/30/11 - Preventative
	16	2012-2013	1	NHS	REPLACE POOL SCOREBOARD AND TIMING SYSTEM	BUILDING	\$ 30,000	Current systems are failing and parts are hard to find
	17	2012-2013	1	SHATTUCK	NEW WALK-IN COOLER AT SHATTUCK	BUILDING	\$ 30,000	Current storage is inadequate
61	18	2012-2013	1	DISTRICT-WIDE	REPLACE WINDOW BLINDS	FURNITURE	\$ 30,000	Yearly replacement
7	19	2012-2013	1	DISTRICT-WIDE	LUNCH TABLE REPLACEMENT	FURNITURE	\$ 45,000	Yearly replacement - about 45 tables

Year 1 TOTAL \$ 1,485,000

41	20	2013-2014	2	COOLIDGE	RECONSTRUCT ENTRY DRIVE	SITE	\$ 25,000	Most-used pavement at the building - in bad shape
63	21	2013-2014	2	COOLIDGE	RECONSTRUCT NE LOT	SITE	\$ 55,000	Extensive garbage truck damage
8	22	2013-2014	2	DISTRICT-WIDE	BLEACHER REPAIRS	BUILDING	\$ 30,000	Yearly preventative maintenance and repair
15	23	2013-2014	2	NHS CONANT	RESIDE CONANT	BUILDING	\$ 120,000	Stone façade currently crumbling
76	24	2013-2014	2	SHATTUCK	REPLACE CAFETERIA CARPET WITH TILE (ABATE ASBESTOS TILE)	ABATEMENT	\$ 50,000	Carpet in a cafeteria is not a good idea / in bad shape
18	25	2013-2014	2	LAKEVIEW	WALLS IN LIBRARY, NEW HVAC, A/C IN COMPUTER LAB	BUILDING	\$ 200,000	Currently using bookshelves as walls in an "open concept" classroom/computer lab
19	26	2013-2014	2	HORACE MANN	ABATE BOILER ROOM	ABATEMENT	\$ 55,000	Precursor to boiler replacement
20	27	2013-2014	2	HORACE MANN	REPLACE BOILER SYSTEM	BOILER	\$ 300,000	Switch to hot water system = energy savings
24	28	2013-2014	2	NHS	REPAIR SECTION D HVAC PIPING	HVAC	\$ 50,000	Preventative maintenance - pipes are getting thin
11	29	2013-2014	2	HORACE MANN	REPLACE PA SYSTEM	BUILDING	\$ 9,000	piecemeal system, volume not adequate, not enough coverage throughout building - could be incorporated into VoIP project through IT department
23	30	2013-2014	2	DISTRICT-WIDE	REPLACE 11-FOOT MOWER	EQUIPMENT	\$ 80,000	Spent about \$9,000.00 in maintenance in 2011 on current mower
13	31	2013-2014	2	ADMINISTRATION	REPLACE NORTH AND SOUTH WINDOWS	WINDOWS	\$ 90,000	Original windows - 1907
	32	2013-2014	2	SHATTUCK	REPLACE WEST WING BRIDGE WINDOWS	WINDOWS	\$ 115,000	Windows currently leak during rain events and are original to the addition - 1953
7	33	2013-2014	2	DISTRICT-WIDE	LUNCH TABLE REPLACEMENT	FURNITURE	\$ 45,000	Yearly replacement - about 45 tables
61	34	2013-2014	2	DISTRICT-WIDE	REPLACE WINDOW BLINDS	FURNITURE	\$ 30,000	Yearly replacement

Year 2 TOTAL \$ 1,254,000

FIVE YEAR FACILITY MAINTENANCE PLAN

APPENDIX B

4/11/2012

Old Priority	New Priority	Project Year	Plan Year	Building	Project Description	Schedule	Estimated Cost	Comments
6	35	2014-2015	3	NHS	REPLACE ROOF F	ROOF	\$ 144,000	Same as Roof C (replaced summer of 2011) - which was found to be in OK condition
72	36	2014-2015	3	SHATTUCK	REPLACE WEST WING CLASSROOM WINDOWS	WINDOWS	\$ 220,000	Original windows - 1953
38	37	2014-2015	3	SHATTUCK	REPAIR NORTH STEPS	SITE	\$ 55,000	Handrails falling out, steps crumbling
34	38	2014-2015	3	ROOSEVELT	REPAIR FRONT STEPS	SITE	\$ 12,000	
40	39	2014-2015	3	TULLAR	REPLACE SOUTH STEPS	SITE	\$ 10,000	
16	40	2014-2015	3	SPRING ROAD	REPLACE WALK NORTH ENTRY	SITE	\$ 5,000	
71	41	2014-2015	3	NHS	RESURFACE RUNNING TRACK	SITE	\$ 100,000	Track was last patched in 2004, original surface from 1996
32	42	2014-2015	3	HORACE MANN	REPAIR RUNNING TRACK	SITE	\$ 20,000	
22	43	2014-2015	3	NHS	REPLACE POOL BLEACHER BOARDS	BUILDING	\$ 20,000	Preventative maintenance and repair
39	44	2014-2015	3	SHATTUCK	SEAL COAT WEST LOT	SITE	\$ 8,000	Preventative maintenance
55	45	2014-2015	3	HOOVER	REPLACE BOILER SYSTEM	BOILER	\$ 200,000	Switch to hot water system = energy savings
31	46	2014-2015	3	CLAYTON	CARPET COMPUTER LAB	BUILDING	\$ 3,500	
33	47	2014-2015	3	NHS	REPLACE FIELDHOUSE LIGHTS	BUILDING	\$ 60,000	
36	48	2014-2015	3	SHATTUCK	ABATE EAST WING FLOOR TILE	ABATEMENT	\$ 70,000	
21	49	2014-2015	3	DISTRICT-WIDE	LUNCH TABLE REPLACEMENT	FURNITURE	\$ 45,000	Yearly replacement - about 45 tables
42	50	2014-2015	3	DISTRICT-WIDE	REPLACE WINDOW BLINDS	FURNITURE	\$ 30,000	Yearly replacement
14	51	2014-2015	3	NHS	REPAIR SECTION D HVAC PIPING	HVAC	\$ 50,000	Preventative maintenance - pipes are getting thin

Year 3 TOTAL \$ 1,052,500

29	52	2015-2016	4	NHS	REPLACE ROOF E	ROOF	\$ 346,500	
30	53	2015-2016	4	HORACE MANN	REPLACE ROOF #3	ROOF	\$ 93,100	
77	54	2016-2017	5	TAFT	REPLACE BOILER SYSTEM	BOILER	\$ 200,000	
67	55	2015-2016	4	LAKEVIEW	REPLACE WINDOWS	WINDOWS	\$ 300,000	
66	56	2015-2016	4	LAKEVIEW	ABATE FLOOR TILE - SECOND FLOOR	ABATEMENT	\$ 90,000	
52	57	2015-2016	4	CLAYTON	ABATE FLOOR & CEILING TILE	ABATEMENT	\$ 30,000	
53	58	2015-2016	4	COOLIDGE	ABATE FLOOR TILE	ABATEMENT	\$ 80,000	
56	59	2015-2016	4	LAKEVIEW	ABATE FLOOR TILE - FIRST FLOOR	ABATEMENT	\$ 25,000	
65	60	2015-2016	4	HORACE MANN	ABATE FLOOR TILE	ABATEMENT	\$ 150,000	
28	61	2015-2016	4	DISTRICT-WIDE	LUNCH TABLE REPLACEMENT	FURNITURE	\$ 45,000	Yearly replacement - about 45 tables
78	62	2015-2016	4	DISTRICT-WIDE	REPLACE WINDOW BLINDS	FURNITURE	\$ 30,000	Yearly replacement

Year 4 TOTAL \$ 1,189,600

60	63	2016-2017	5	WILSON	REPLACE ROOF #2	ROOF	\$ 22,320	
45	64	2016-2017	5	HORACE MANN	RECONSTRUCT SOUTH DRIVE	SITE	\$ 30,000	Settling around utilities, garbage truck damage
57	65	2016-2017	5	NHS	OVERLAY LOTS C, D & F	SITE	\$ 150,000	
69	66	2016-2017	5	NHS	REPLACE BOILER SYSTEM	BOILER	\$ 325,000	
70	67	2016-2017	5	NHS	REPLACE HOT WATER HEATER	PLUMBING	\$ 49,000	
49	68	2016-2017	5	WILSON	ABATE FLOOR TILE	ABATEMENT	\$ 75,000	
46	69	2016-2017	5	NHS	RECOVER EXTERIOR FIELDHOUSE BEAMS	BUILDING	\$ 30,000	
43	70	2016-2017	5	ROOSEVELT	REPLACE HALL TILE BY CAFETERIA	BUILDING	\$ 5,000	
47	71	2016-2017	5	NHS PICKARD	REPLACE STAGE CURTAIN	BUILDING	\$ 43,000	
58	72	2016-2017	5	SHATTUCK	REPLACE CENTRAL SECTION LIGHTS	BUILDING	\$ 30,000	
54	73	2016-2017	5	DISTRICT-WIDE	LUNCH TABLE REPLACEMENT	FURNITURE	\$ 45,000	Yearly replacement - about 45 tables
	74	2016-2017	5	DISTRICT-WIDE	REPLACE WINDOW BLINDS	FURNITURE	\$ 30,000	Yearly replacement
51	75	2016-2017	5	DISTRICT-WIDE	REPLACE 6-FOOT MOWER	EQUIPMENT	\$ 29,000	
27	76	2016-2017	5	DISTRICT-WIDE	REPLACE 16-FOOT MOWER	EQUIPMENT	\$ 95,000	
	77	2016-2017	5	SHATTUCK	ABATE ASBESTOS IN AIR HANDLER ROOM	ABATEMENT	\$ 30,000	
74	78	2016-2017	5	SPRING ROAD	REPLACE 1926 ADDITION WINDOWS	WINDOWS	\$ 40,000	
75	79	2016-2017	5	TAFT	ABATE FLOOR TILE - LIBRARY	ABATEMENT	\$ 55,000	

Year 5 TOTAL \$ 1,283,320



Old Priority	New Priority	Project Year	Plan Year	Building	Project Description	Schedule	Estimated Cost	Comments
				HOOVER	REPLACE WINDOW IN ROOM 15			
				LAKEVIEW	CITY WATER			Long term goal - will be situational
				LAKEVIEW	ECONOMIZER FOR NW "BIG ROOM"			
				LAKEVIEW	UNIVENT IN ROOM 3			
		WO		LAKEVIEW	SW CORNER GRADING			Sloped towards building
				LAKEVIEW	IMPROVE AIR FLOW ON SECOND FLOOR			New windows will remedy this problem
		WO		LAKEVIEW	CAFETERIA PIPE - INSULATE OR ENCLOSE			
		WO		LAKEVIEW	SUMP PUMP FOR CAFETERIA COMPRESSOR			
				ROOSEVELT	WATER DURING CERTAIN RAINS NEAR SERVER ROOM			Not recently - need to keep checking
		WO		ROOSEVELT	INSULATE UNDERNEATH EAST CLASSROOMS			Temperature control issue - rooms getting very hot when boilers are on due to boiler location directly underneath classrooms - DW modified controls in a effort to remedy issue - continue monitoring
				SPRING ROAD	REPLACE SOUTH AND WEST WINDOWS			
				SPRING ROAD	COURTYARD DRAIN BEING OVERWHELMED			
				SPRING ROAD	NORTH SIDE CONCRETE DRIVE FOR FOOD TRUCK DELIVERY			Food service logistics
		WO		SPRING ROAD	GET CITY/VILLAGE TO PLOW CUL DE SAC			Talk to city
		WO		SPRING ROAD	REPLACE / REPAIR WEST WINDOW - RUSTED AND ROTTED			
		WO		SPRING ROAD	WORK WITH WISDOT TO REPAIR BORDER FENCE ALONG HIGHWAY ROW			Talk to WisDOT
				TAFT	REPAIR LIBRARY ROOF LEAK			
				TAFT	ABATE FLOOR TILE - WORK ROOM			
		WO		TULLAR	REPLACE WINDOW A/C UNITS IN MAIN OFFICE			
		WO		TULLAR	CAULK AROUND ALL WINDOWS			
				TULLAR	MORE TIME FOR BSG (0.5-1.0 HOURS PER DAY)			
		WO		WILSON	REPLACE NORTHWEST DOORWAY			
		WO		WILSON	STORM SEWER NEAR SOUTHWEST CORNER OF BUILDING NOT DRAINING			Work with city to get pipe cleaned
		WO		WILSON	REPLACE SOUTH DOORS BY KINDERGARTEN			
				WILSON	REPLACE SOUTH WINDOWS			
				WILSON	UPGRADE PHONE SYSTEM			VoIP Project
59	76			WASHINGTON	DUPLIX BOILER SYSTEM		\$ 50,000	
44	77			SPRING ROAD	RESTORE COURTYARD		\$ 15,000	PTO possibility? ? ?
	194			HORACE MANN	MAIN OFFICE FAN IS VERY NOISEY			
	195			HOOVER	CONCRETE DUMPSTER PAD			
	196			HOOVER	PAINT WOOD LOCKERS			PTO possibility? ? ?
	197			HOOVER	RENOVATE BATHROOMS			
68	198			LAKEVIEW	REMODEL SOUTH WING		\$ 350,000	
62	199	2019-2020		DISTRICT-WIDE	REPLACE FOOD SERVICE TRUCK		\$ 110,000	
	200			TULLAR	BIGGER MAIN OFFICE			
12		WO		TULLAR	REPAIR KITCHEN WALL		\$ 25,000	
73				SHATTUCK	REPLACE EAST WING WINDOWS		\$ 250,000	
		2017-2018		SHATTUCK	REPLACE AUDITORIUM AIR HANDLER			
		WO		HOOVER	PREVENT ROOF ACCESS VIA ELECTRICAL TRANSFORMER			
		WO		HOOVER	ADDITIONAL PEA GRAVEL IN PLAYGROUND			
		WO		HOOVER	FIX 4" EXPOSED CLEANOUT VALVE			
		WO		HORACE MANN	REPAIR CONCRETE SIDEWALK - NE CORNER			
		WO		HORACE MANN	REPAIR CONCRETE SIDEWALK - GYM ENTRANCE			
		WO		LAKEVIEW	REPAIR GYM FLOOR			
		WO		SHATTUCK	REPLACE NORTH DOORWAY - EAST WING			
		WO		SPRING ROAD	PAINT WINDOW FRAMES AND SOUTH OVERHANG			
		WO		SPRING ROAD	MUDJACK NORTH SIDEWALK			
		WO		SPRING ROAD	NORTH EAST CORNER OF PARKING LOT DOES NOT DRAIN			
		WO		WILSON	ADD GRATES TO RADIATOR OPENINGS NEAR FLOOR IN GYM			
		WO		WILSON	IMPROVE AIRFLOW IN BATHROOM NEAR MAIN ENTRANCE			
		WO		CLAYTON	REPAIR GYM FLOOR			

Old Priority	New Priority	Project Year	Plan Year	Building	Project Description	Schedule	Estimated Cost	Comments
		WO		CLAYTON	NEW CARPETING			
		WO		CLAYTON	TRIM TREES IN GARDEN			
		WO		COOLIDGE	NORTH FACE SOFFIT REPAIR			
		WO		COOLIDGE	REPAIR ARCHITECTURAL BEAMS ON SOUTH FACE			
		PTO		COOLIDGE	REMOVE FLAG STONE AT FRONT ENTRY			
		WO		COOLIDGE	NORTHEAST CORNER - REMEDY DRAINAGE / ICING / EROSION ISSUES			
		WO		HORACE MANN	LEAKING VENT IN CAFETERIA			
		WO		HORACE MANN	BEEES-IN-ROOM 218			

Year 1 TOTAL
\$ 1,485,000

Year 2 TOTAL
\$ 1,254,000

Year 3 TOTAL
\$ 1,052,500

Year 4 TOTAL
\$ 1,189,600

Year 5 TOTAL
\$ 1,283,320

APPENDIX C

Neenah Joint
School District

The Digital Conversion Plan, Part II

Submitted by:

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Duerwaechter

Directory of Instructional Technology, Diane W. Doersch

Brought before Neenah Joint School District Board of Education April 24, 2012.

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Abstract

The Neenah Joint School District (NJSD) Board of Education approved the original Digital Conversion Plan August 16, 2011. That Digital Conversion Plan addressed the historical perspective of tasks completed before the Digital Conversion Plan was introduced. It included the curricular connections between the Student Success Framework and Technology. It included a very tentative 5-year plan for NJSD's digital conversion, provided a schema for the purchase and integration of digital devices and its related budget and supportive finances. The Digital Conversion Plan also encompassed a district learning plan continuum as well as items to consider for the evaluation of the Digital Conversion Plan.

What you will see on the following pages will be the continuation of the Digital Conversion Plan, called Digital Conversion Part II (DCII) for the year 2012-2013.

The section entitled Background Information will reflect the current reality within our school system regarding one-to-one (1:1) devices, one-to-two (1:2) devices, and how they fit in with our overall inventory.

The Goals and Objectives of this document will include concise information on our continued learning goals that are powered by technology as well as our recommendation for purchases for the 2012-2013 school year.

Curriculum integration will be highlighted in a section that illustrates how devices are currently used in the content areas.

The Assessment portion of this report will outline the many ways our DCII program will be evaluated to meet learning goals and help support the program as we advance the program forward.

Professional Development will outline in detail our plans for training staff to prepare them for DCII.

The Personnel section will define the hierarchy and organization of people required to implement the next stage of our plan.

Physical Resources will provide valuable insight to the resources we have or need in order to make DCII successful.

Software resources will outline possible purchases to help support our move to digital resources.

Committee Structure and Procedures outlines the outlying groups who work to support our technological initiative.

This document will provide assurances and a budget narrative. It will end with the Appendices which include the Levels of Technology Innovation as well as survey data from teachers, parents, and students who have worked within an iPad environment this current school year.

Background Information

In August of 2011, the NJSD Board of Education approved the purchase of 502 iPads and device cases, 13 iPad carts, and data projector adapters. The current iPad and peripheral distribution is as follows:

School or Group	Grade	Inventory	Distribution Model
Horace Mann	6 th Grade	240	1:2
Hoover	5 th Grade	90	1:1
Roosevelt/Alliance	4/5, 5 Grades	60	1:1
Teachers	HM, HO/RO/AL 5 th , Technology Mentors K-12	105	1:1
Reserve Inventory*	N/A	22	N/A
Total		502	

**Devices available for teacher or classroom checkout*

Teachers at Horace Mann, Hoover, and Roosevelt/Alliance received their iPads in October. During that time their task was to familiarize themselves with the iPad, to learn how to use apps, how to download free apps, and to begin to think about how the iPad can be used in the classroom. By Mid-November, all schools had progressed to instructing their courses using the iPad as student learning devices.

Professional development surrounding the iPads has taken place in many forms. Some teachers preferred to forge ahead independently, while other schools developed and supported formal professional development staff meetings. Neenah Joint School District has offered courses for iPad beginners regarding learning about the basics of the iPad then moving on to other ways to incorporate iPads into the curricular areas through sessions called, "iPad for Beginners" or "Bloom's Taxonomy with iPad apps" during professional learning days. Technology mentors also took part in a project-based learning workshop surrounding the iPads and lesson design.

Currently, through device exposure and mindful lesson integration, the iPads are used daily in all classrooms where they are available.

Goals and Objectives

Last year's Digital Conversion Plan included a pilot of iPads in a 1:1 environment in Hoover and Roosevelt's 5th grade and Alliance Charter School at grades 4/5. We are recommending an expansion of this program to all other 5th grade classrooms in Neenah Joint School District. This will involve the purchase of 1 cart of iPads for each 5th grade classroom, or the addition of 340 new iPads to our existing fleet of 135 iPads for 5th graders. This will also involve the purchase of approximately 23 new lockable iPad carts.

Our DCII goals include the expansion of the iPad program to the next sequential grades. As 5th grade students advance from a 1:1 environment at Hoover, Roosevelt, and Alliance to the next grade level, it is not our desire to have our students "power down" and have less exposure to technology in the following year. The goal is to provide the same or a greater amount of access than they had experienced in the past. Therefore, the goal for Horace Mann Middle School will be to move it from a 1:2 model to a 1:1 ratio, with every student having their own school district issued iPad. Teacher and student

experiences from the 2011-2012 school year in moving files from the iPad to other places (emailing files or exporting work) without full control of the device proved to be very problematic. (See teacher responses to survey questions in Appendix B) In moving forward, the 1:1 model serves as the most conducive to learning. We will need to purchase 268 additional iPads and 9 carts to provide 1:1 at Horace Mann Middle School.

Consequently, as 6th grade students from Horace Mann's 1:2 model move to Shattuck's 7th grade structure, it would be optimal to provide 7th graders with a 1:1 model for a true and authentic learning experience. Neenah Joint School District will need to purchase 442 iPads and 15 carts to provide an iPad for every 7th grade student.

Because of the progress of third party software developers, it has now become possible for students to use the devices as true personal learning devices. The purpose of transitioning to a 1:1 environment would be to allow authentication of the student devices to a network so that they can exchange files. This, in the past, was not possible in a 1:2 model because students would have to hand in devices at the end of the class periods and were not able to use the same device in the next class. Any files they created or wanted to store were stored on a device that another student used in the following class period. This often resulted in lost or misplaced files, which inhibited the progress of learning projects. Neenah Joint School District has extensively researched this problem and has found a newly-developed cloud-based system that can allow students to move files easily and seamlessly from one device to another, hand in files to the teacher without having to print them, and navigate between folders for different classes. This file sharing system is in the process of being piloted at our elementary schools and in two middle school courses so that we can catch any potential glitches with the product. We plan to move to that cloud based storage system K-12 so that it would allow for students to save files and hand in files to a place that could be accessed by students through iPads, laptops, or desktops either at school or at home.

While there are three multipurpose computer labs at Shattuck and one cart of 30 laptops, it will also be important to begin to transition 8th grade students to the use of portable devices. We are proposing that we purchase 4 carts of 30 iPads each for 8th grade to be shared among 8th grade classes. This is in preparation for advancing to a 1:1 plan for 8th grade in 2013-2014.

In this plan we intend to purchase iPads for all teachers at Shattuck as well as all teachers of 5th grade. This adds up to approximately 125 iPads.

In order to stay fiscally responsible, we realize there is a time when families must begin to take over the responsibility of providing portable computing devices for their students. It is at the 8th grade and high school level where we will move to educate students and families about our public wifi network at Shattuck Middle School and Neenah High School so that they can begin to consider appropriate computing purchases for their student. We know that some families may have financial constraints that do not allow them to purchase a computing device for their student. That is why it is also desirable to begin equipping Neenah High School with more portable devices for the following 2012-2013 school year with the vision of having portable devices available to students in classrooms when they are needed. We propose that we purchase two carts of 30 MacBook laptops (total 60 MacBooks) and two carts of 30 iPads for Neenah High School (total 60 iPads). The 2013-2014 school year will see more portable devices being introduced to NHS so that they are available to students who do not own a device of their own at that time.

We are also recommending that each of our elementary schools receive a mobile cart of 30 MacBook laptops at the beginning of the 2012-2013 school year. We are evolving to skills-based/computer-based assessments, such as Yearly Progress Pro, which needs to be taken three times per year by every student in grades 1-5. Up to this point, students have had to take the assessments using the desktop computers in the computer lab. As a consequence, we are finding that our labs are very difficult for classroom teachers to schedule for true curriculum integration that enhances what goes on in the classroom. By providing a mobile cart of laptops to each school, teachers would have the option of either using the computer lab or the laptops from the cart in their classroom, thus providing more instructional options for curricular work or testing.

Our current infrastructure continues to be most conducive to supporting Apple products. We do not need to purchase antivirus software for the Mac platform, we have an existing student login system that provides authentication and accountability for students, and all current operating systems have been standardized and licensed. The iPads have been proven to have battery lives that last through the duration of a day for a student, they are more portable than laptops, they include a video and still camera and microphone for a video studio in a box, and they can be online wherever a network is available.

We are also currently managing a Bring Your Own Device (BYOD) network at Neenah High School, at our middle schools and at some elementary schools. This capability enables students with technology of their own to bring their portable devices to school whether it be a laptop, netbook, tablet technology, or a smart phone, and use it on our public network at school. Login is similar to using a library or hotel network in that the user has to agree to terms of use then is able to access the network. This network is a different network from the NJSD network to which all school district owned devices are paired, but with our new "cloud based" system of document storage, documents will be easier for students to access from any device and any network.

The recommendations above represent our best thinking regarding meeting the needs of our learners for the 2012-2013 school year.

Curriculum

Neenah Joint School District continues to strive to power learning by technology. The NJSD works hard to help students reach the NETs within their curricular areas as defined by the International Society for Technology in Education.

Those NETs include the following:

1. Creativity and Innovation

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

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

2. Communication and Collaboration

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

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

3. Research and Information Fluency

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

- A. Plan strategies to guide inquiry
- B. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- D. Process data and report result

4. Critical Thinking, Problem Solving, and Decision Making

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

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

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 Concept

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

It is a goal of NJSD to provide concentrated professional development to all 5th grade teachers and our teachers at Shattuck Middle School to equip them with experiences and background knowledge to prepare them for teaching with iPads in their classrooms. We will also provide general professional development to all district staff to help them gain skills in technology and curricular integration of the technology.

International Society for Technology in Education Standards for Teachers:

1. Facilitate and Inspire Student Learning and Creativity

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

- A. promote, support, and model creative and innovative thinking and inventiveness.
- B. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- C. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- D. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

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

- A. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

- B. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- C. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- D. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

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

- A. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- B. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- C. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
- D. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

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

- A. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- B. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- C. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- D. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

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

- A. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- B. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- C. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

- D. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Teachers who have taught with iPads in the classroom have stated that the devices cause them to teach in a different way. They have reported that the iPads provide more opportunities for student differentiation of assignments. Teachers have noted that they continue to teach content in traditional ways and new ways, but the students are the ones who are able to combine the content with the creativity tools of the iPad to gather information, organize information, and share the work they have created with others in order to teach, persuade, or clarify.

Teachers are saying these things about how the iPads have impacted their teaching:

- I find I am using technology much more. The apps provide additional practice, the students have instant access to the internet to find information, they can look things up when need be, they can interact with each other without talking, Edmodo makes grading easier because it grades some things for you, students can e-mail you assignments which makes for less paper work, etc.
- It allows my presentations to have a more timely due date because students always have access to the technology. This would be the case no matter which technology was adopted for 1 to 1.
- With more access to technology, I am able to have students doing more research and more projects.
- In reading we use Edmodo to share books with one another. The kids love to share reviews in Edmodo and read and respond to one another.
- We use Word of the Week to review our Word Builder words.
- Kids love practicing spelling electronically using hangman or the Spelling app.
- It is really easy to access Dictionary.com without reserving the lab.
It is a great way to record a running record of students reading to determine the errors student make, which informs instruction.
- increased students feedback on questions.
- increased motivation of students.
- increased visual learners' comprehension.
- i-movie has opened a variety of modalities with my students.
- I can e-mail families their child's articulation results within the same day (great community relations.)
- Motivates my non-verbal students to communicate.
- The positive changes I have made to myself, and the students I serve, has improved 10 fold. I feel I am a stronger educator with this tool.
- I try to use them every day. It has allowed me to give projects and allow so many different ways for students to do assignments. I have also used it to show books during reading, and I sometimes use apps. I mostly use them to have kids create projects.
- It obviously gives me more options to engage in learning and interacting with one another.
- Provides me with another teaching tool to help differentiate student learning.
- I always think about how the iPad will enhance what I teach. We have also used it in a number of situations when we least expected it.
- I would say that the iPad has helped form my instruction, rather than changed the way I teach. To explain, using polls or quizzes in Edmodo gives me immediate feedback about what questions students don't understand; I can than immediately address those questions that are stumping the majority of the students, or can form small groups to address the confusion. (I know,

though, that Edmodo is accessible not just on the iPad, but on computers as well, since it is a website.)

- I am able to study student's oral reading to target needs. Internet content is more readily available.
- Students are able to communicate with me through the use of Edmodo.
- Responses to journal writing is more immediate.
- It is easier for students to share their ideas with each other and develop a learning community.
- When I plan any lesson now, I think about the ways I can incorporate more technology into our existing curriculum. I have added Interactive resources/APPs such as the periodic table and vision testing. This has created more personal learning opportunities as well as more time efficient. For example, all 30 students tested both of their eyes while sitting in class and were done in 15 minutes. (vs. individual testing which took well over an hour). The extra time gained allowed for other activities to take place. Doing the activities within the classroom does not tie up labs or require computer use. Students used keynote to design Peabody vocabulary lessons to teach the class. Not only did they need to understand their vocabulary word, they needed to figure out what visuals would represent it, as well as learn the Keynote APP. I find kids are using Keynote even more than Powerpoint now.
- Most lessons have a technology element incorporated
- I am trying to utilize it for students to collaborate with each other using Edmodo.
- I am communicating with students via e-mail about corrections to work.
- I have used some apps that allow students to experiment and practice science skills before creating a model.
- I have enjoyed using eClicker as entrance and exit assessments. It has allowed me to let the kids work at a more independent pace, using the iPad as a resource within the classroom.
- It allows sharing of work through presentation tools. iMovie, Showme
- The iPads have allowed me a greater access to current and very high-interest content on the internet (the web is loaded with great SS sites!).
- Also, it just adds a whole load of "tools" to the teacher's toolbox!

Assessment

Close monitoring and evaluation will be essential to the success of the 1:1 digital conversion. It is our plan to assess each of the following areas in the fall and spring of each year to measure program effectiveness. Information and data will be presented to the Board of Education as necessary.

- Monitor learning walk software regarding student centered technology activities
- Wayfind Assessment cumulative district teacher scores
- Utilization rate of online digital technology resources
- Perception data (staff, students, parents) measured through surveys
- Student achievement scores measuring proficiency levels in literacy and math
- Attendance rates
- Truancy rates
- Discipline referrals

Our initial digital conversion plan noted some facets in which we would continue to gather data to measure the use and effectiveness of our technology investments. Here is what we have found so far:

- Using Power Walkthrough, we now have baseline data developed that can act as “year one” for subsequent data collection points.
 - Teacher Directed Learning Tools describes learning tools the teacher implements in class. The categories and the percentage in which they were cited being used include:
 - Brainstorming/Idea Mapping Software – 2%
 - Clickers (student response systems) – 0%
 - Collaborating Application (examples: Edmodo, WikiSpaces) – 3%
 - Display tool – 29%
 - Interactive Whiteboard – 7%
 - Mobile devices – 1%
 - Multimedia (showing) – 9%
 - Multimedia (watching) – 3%
 - Spreadsheet – 0%
 - Virtual manipulative – 2%
 - Web based research – 25%
 - We have modified Power Walkthrough to help us reflect the Levels of Technology Innovation (LoTi) levels of teaching and learning going on in the classroom. Please see Appendix A for an explanation of each LoTi. Currently, through our observations in the 2012-2013 school year we have observed LoTi learning at:
 - Level 0 – 47%
 - Level 1 and 2 – 37%
 - Level 3 and 4 – 15%
 - Levels 5 and 6 – 1%
- Our WayFind teacher computer assessment scores have gone from an average of 2010-2011 average of 366 (345 is global norm) to 373 (363 is global norm).

- Here are the utilization rates of online resources over the past years:

Online Resource	2009-2010 09-1 to 06-08	2010-2011 09-1 to 06-08	2011-2012
Discovery Education	3,650	53,989	16,965 <i>Data from 09-1-2011 to 03-29-2012</i>
BrainPop	n/a	n/a	6,022
WorldBook Online	11,203	7,609	4,642
Encyclopedia Brittanica	n/a	3,996	4,809
Netrekker	130,408	78,769	35,983
TumbleBooks	n/a	7,495	6,594

- Since the inclusion of iPads in grades 5 at Hoover and Roosevelt/Alliance and at grade 6 at Horace Mann, we have collected perception data from online surveys for students/teachers/and parents involved in the iPad program: (You can find the full data on surveys in Appendix B of this report.)

- Student (481 Responses):
 - 47% found the iPads to be very helpful to their learning in class.
 - 55% stated that it is easy for them to learn how to use the iPads.
 - 41% said that it is easy to type on the iPad in larger assignments.
 - 57% felt that they would like to use their iPads in their other classes besides their core classes.
 - 81% felt that they would rather use eBooks versus regular paper-printed books.
- Teachers (23 Responses):
 - 87% agree or strongly agree that the iPads have helped them change the way they teach.
 - 100% agree or strongly agree that iPads engage students in their learning.
 - 79% of agree or strongly agree that iPads allow for more teacher creativity in assignment creation.
 - 78% of agree or strongly agree that iPads allow collaboration from teacher to teacher and teacher to student.
 - Please see Appendix B for a sample of the written responses by teachers.
- Parents (130 Responses):
 - 77% agree or strongly agree that the iPads change the way their child feels about school.
 - 90% agree or strongly agree that the iPads are appropriate tools for their students to use in school.
 - 79% agree or strongly agree that the iPads allow their child to be more creative with school assignments.
 - 92% agree or strongly agree that the iPads prepare their students for using technology in the future.
 - 46% of the parents said they would be willing to contribute \$5/month or \$45 per year toward their students' use of iPads.

At the completion of the 2011-2012 school year we will compile yearly data on:

- Student achievement scores measuring proficiency levels in literacy and math
- Attendance rates
- Truancy rates
- Discipline referrals

Professional Development

Neenah Joint School District has established a solid professional development model. The technology mentor structure has been in place for one year as well as its combination of technology mentors and monthly professional learning half days. (See digital conversion plan August 2011 for details on the structure.)

With the integration of new devices at every school's 5th grade level, Shattuck Middle School and the continuation of the use of devices at Roosevelt, Hoover, and Horace Mann, and the thought of future integration of digital devices into other grade levels, it will be important to work to design professional development that meets the needs of learners who have many different needs and levels of competency.

Horace Mann currently has 8 carts of 30 iPads. During summer 2012, we will use those iPads to loan to new iPad teachers over the summer so they can begin their work on lesson planning with iPad integration. At Shattuck, the last day of school, June 7th, will be devoted to iPad distribution and an overview of how to use the iPad. Focused training on the iPad will be available to Shattuck teachers, 5th grade teachers and to any other teacher in the district on a voluntary basis during selected times in the summer. We strongly encourage teachers to take advantage of this training.

Other courses we will offer over the 2012 summer include:

1. Using the Google Apps Suite
2. Computer Basics
3. iPad2 Discover
4. Picture This! - iMovie
5. Wikispaces for beginners
6. Wikispaces for power-users
7. iPhoto Basics
8. Pages - Back to the basics
9. Using Prezi in the classroom
10. Discovery Education, Advanced
11. Discovery Education, Beginner
12. ePub - Creating texts for iPads
13. Using Edmodo to increase student achievement and parent communication
14. Using Pages in the classroom
15. How to store and receive documents from the cloud using eBackpack

All, but two of these courses, will be taught by classroom teachers of Neenah Joint School District. Teachers will be able to take the course at no charge to them or may take the course for 1 Marian University graduate credit. We are also considering the possibility of inviting teachers from other school districts to participate in some of the classes if the courses do not fill with Neenah teachers. We will charge \$25/day or \$100 per course to audit the class or offer the course with credit for \$250.

We also know that our parent population will need to be aware of the changes moving forth in our schools system regarding technology. There will be numerous parent meetings held during the back-to-school weeks to provide an overview to the complete digital conversion program to our general public as well as a focus on our 5th grade and middle school for iPad information and 8th grade and high school families regarding specific details and expectations for the digital conversion as well as the use of our public wifi network as it impacts their students.

Personnel

Currently we have one district computer specialist, two technicians at Neenah High School, two technicians at our middle level, and two technicians at our elementary level. In addition, we have one administrative assistant of our department who manages our district instructional media center (IMC) and one student information system (SIS) database manager. As projected thus far, there would be no additional permanent full time technicians hired to assist in maintaining the additional new inventory. As we move to become more efficient within our infrastructure (as noted in the next section entitled Physical Resources), we are removing some routine tasks from our technicians' workloads as we add more devices to our fleet.

Physical Resources

In order to build efficiency into our infrastructure, we have created long term plans that will help us become more sustainable as well. This step builds off our previous years' initiatives and is part of our long-term vision of data management and sustainability. Because of the addition of new iPads to our fleet and the forward planning needed for data use and management, we propose to continue building on our previously laid infrastructure to create a scalable model that grows with the needs of our district. An explanation of items associated with our new purchases is itemized within the list below. A spreadsheet of the entire technology budget can be found on page 20 of this document.

- Begin a full printer/multifunction printer-copier (MFC) replacement cycle in every NJSD school and the administrative offices. This means completely reconfiguring our district's printer distribution by eliminating some printers, creating regional printing stations, and determining which device is most cost efficient – a printer or an MFC – in those regions. Budget item #5 reflects the projected cost of \$130,000 to address our plans thus far. The figure includes the purchase of new printers, with a life expectancy of 5-7 years, and the entry into 4 year contracts to lease MFCs at a fixed cost. In the past, individual schools had experienced fluctuating toner costs which made it difficult for budgetary planning. In our plan for efficiency, the money designated for toner at the building level will be reallocated to monthly district lease payments which covers the cost of toner, maintenance, and device use.
- Currently, all student and staff data is housed on our NJSD servers. With the large amounts of data in our district, it is becoming difficult to manage the hardware on which the files are saved. We are recommending that we transition student data storage to a web-based system hosted by a third party company. This company would help with back-end organization of files that need to be handed out to students by teachers as well as the hand in procedure for students to hand assignments in to teachers electronically. It includes modules that allow for synchronization between our student information system (SIS) so that when a student is added or deleted in Infinite Campus, the change will also be reflected in our student data storage system. All files would be accessible to students and teachers at home as well as at school. The system also allows for student portfolios so samples of student work can be saved from year to year to show an individual's growth in learning. Budget item #16 is our maintenance contract line item. We will increase the sum of the contracts by \$18,150 to reflect the addition of eBackpack. Other additions to this line item include our WISCNet membership, firewall maintenance contract, and Lightspeed maintenance contract. This will increase the total maintenance contract line item to \$160,286.
- With the expiration of our current Internet service provider (ISP) contract, on June 30, 2012, we will begin to transition to a new ISP. It is our plan to increase our Internet access from 100MB/second to 1 GB/second. As we increase the number of devices, it is also vital to increase our incoming and outgoing Internet bandwidth. We are currently in negotiations with county and city entities to gain access to an existing network that is connected to our statewide educational Internet network. Budget item #11 reflects the cost of \$21,000 for yearly payment to our new ISP. There are still some unknown variables in that we will be using part of an existing network, called FoxNet, which runs through the heart of the Fox River Valley. Since we have no prior investment in the construction and development of this network, which developed approximately 10 years ago, we may be charged a yearly fee to use the network.

Currently the technology offices of Winnebago County are reviewing our district's needs and will be making a decision as to how we will proceed in joining FoxNet.

- Our current ISP provides a firewall within its service. As we transition to a new ISP, this firewall is not included in the cost. It will be necessary to purchase a hardware device that allows us to move 1 GB of data from our ISP to our school district network. Budget item # 12 reflects the cost of \$31,560 per year for the acquisition of a firewall on a three-year on a lease. The firewall should never have to be replaced due to increased bandwidth needs. Its hardware life span should be about 8 years.
- Our current ISP provides a filtering system. As transition to a new ISP, we will have to purchase our own filtering system. Our new filtering system will allow us to do things that we have not been able to do in the past such as provide tiered filtering. This means that we could allow one set of accesses to teachers and a different set of accesses to students. Moving to a tiered filtering system will allow for us to manage our network more closely as well as assure that we are providing appropriate content to each grade level in our school district. The cost of purchasing this hardware is reflected in budget item #13 at the cost of \$20,000.
- With the increase in our fleet of mobile devices as well as the inventory of student-owned devices they are bringing to school, it is essential that we install more wireless access points (WAPs) in our schools. Our 2012-2013 efforts will concentrate on outfitting all elementary school 5th grade areas, Horace Mann Middle School, and Shattuck Middle School for the possibility of 31 devices running in each classroom simultaneously. We are also phasing out old WAPs and replacing them with managed devices that will allow for more coverage and uniformity in our district. Budget item #10 illustrates the approximate cost of WAPs at \$60,000 for the upcoming school year.
- We are proposing the purchase of additional portable devices:

School/Grade	New Purchase	Description	Total	3 Year Lease	One Time Cost
Elementary	240 MacBooks	Provide each school with a mobile cart of 30 MacBooks	\$159,840		X
5 th	340 iPads	1:1 in every 5 th grade classroom	\$47,147	X	
6 th	268 iPads	1:1 at 6 th grade	\$37,163	X	
7 th	442 iPads	1:1 at 7 th grade	\$61,291	X	
8 th	120 iPads	4 carts of iPads for 8 th Grade	\$16,640	X	
Neenah High	60 MacBooks	Provides 2 mobile carts of 30 MacBooks	\$39,960		X
Neenah High	60 iPads	Provides 2 mobile carts of 30 iPads	\$8,320	X	
Teachers	125 iPads	Shattuck and 5 th grade teachers	\$17,333	X	
Additional Carts	53	Storage for MacBooks and iPads	\$45,933	X	
iPad Cases	1,355	Cases for new iPads	\$32,520		X
Reserve	60	Not purchasing extended warranty in case of damage, reserve stock will act as replacements	\$8,320		
Total			\$474,467		

- In summary, the new purchases equal 1,775 devices on a three-year lease. Budget item #2 includes the devices, carts and iPad cover costs, for a total of \$766,991 for the 2012-2013. This figure also includes the cost of previous leases we are paying to Apple financing for teacher laptops and computer desktops purchased in 2010-2011 and the 502 iPads, carts, and covers purchased for the 2011-2012 school year.

After all modifications have been made to the technology budget, we are proposing we move forward with our digital conversion plan as well as maintain existing technology expenses which includes payments on current leases. The final total for the 2012-2013 proposed technology budget is **\$1,271,087.**

Software Resources

Software resources can be categorized into two areas: the learning resources needed by students and teachers to learn and the “infrastructure” types of software that assist with the backside of management and automation. This list includes new software purchases.

- Software for learning includes: Curriculum-specific Apps for iPads, iMovie, Pages, and Keynote Apps for general iPad use on teacher and student iPads. We will also purchase a browser app which gives us more filtering capabilities. We will purchase and install Splashtop and Splashtop Remote for teachers’ laptops and iPads.
- Software for management includes: eBackpack, software for managing our new firewall and content filter.

This is not a fully inclusive list at this point. Additional Apps or software may need to be purchased to use our technology devices to their fullest curricular capability.

Committee Structure and Procedures

Currently we have a K-12 Technology Committee in place. The committee is comprised of teachers from each of our schools and represents teachers K-12. A sub-group of the committee contains the technology mentors. These are teachers who have stepped up to take on the leadership role in training staff members in technology at their building. The group meets once per month to discuss the latest district updates as well as to address the technology needs of teachers and students in the district.

The central office team as well as the K-12 administrators will also provide input and feedback to the whole technology process as it relates to learning as well as technology management.

Assurances

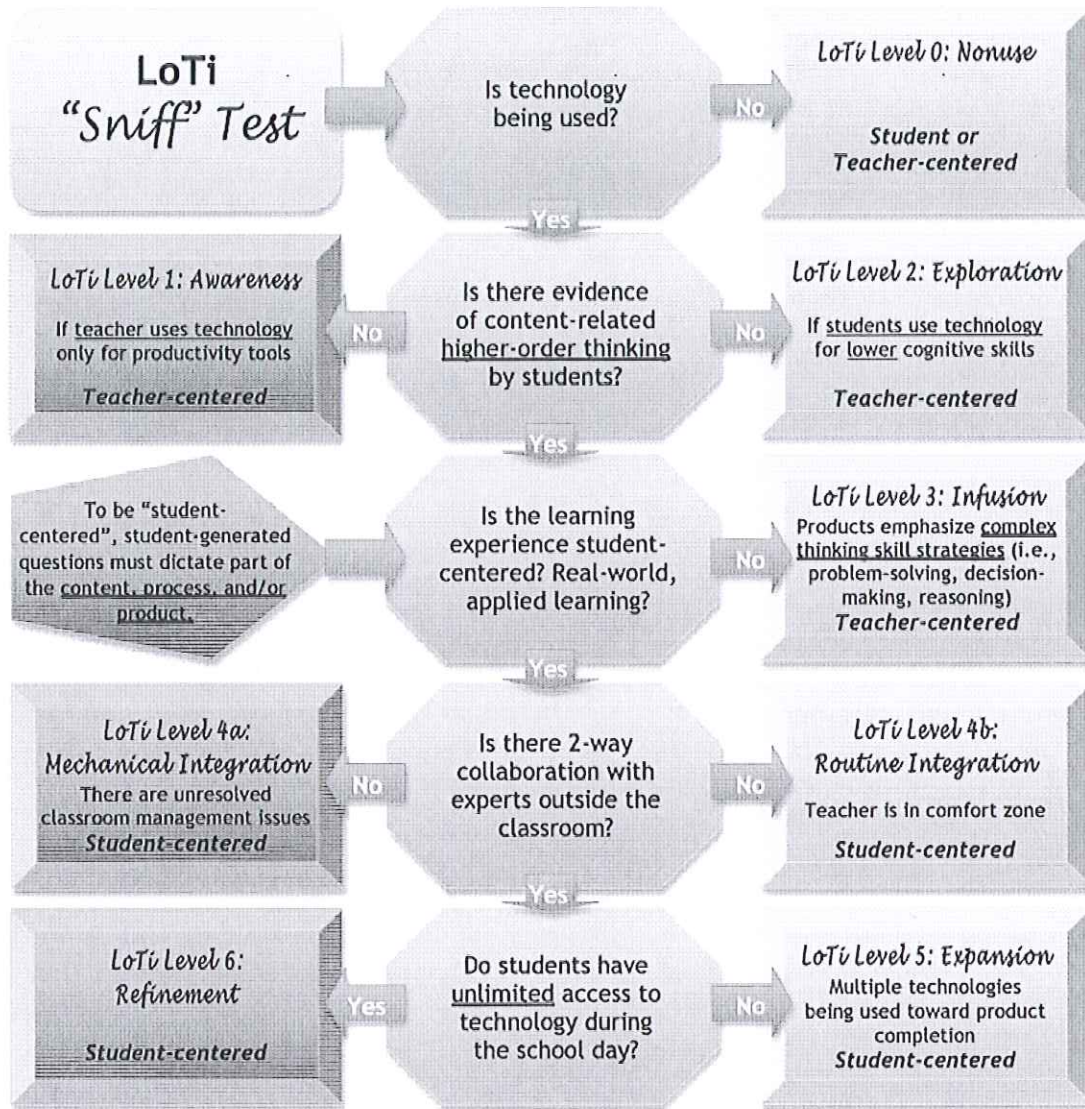
The following assurances will need to be in place before our DCII plan can commence:

- An agreement with Winnebago County and the City of Oshkosh regarding the use of part of their networks to access University of Wisconsin – Oshkosh and WiscNet.
- The passing of the technology 2012-2013 budget.
- Agreements with all vendors involved for the July 2012 delivery of hardware or services.

Budget

1	Proposed Technology Budget	2010-2011	2011-2012	2012-2013
2	New Device Lease Payments	\$198,578	\$302,966	\$526,351
3	Computer Purchases/One Time Costs	\$0	\$0	\$240,640
4	Projectors (8 year cycle)	\$0	\$100,000	\$25,000
5	Printers (5 year cycle)	\$0	\$0	\$100,000
6	Neo2s (Keyboarding)	\$37,154	\$0	\$0
7	Document Cameras/Future Technology	\$0	\$30,000	\$30,000
8	Server Replacement	\$10,000	\$10,000	\$10,000
9	Switch Support/Replacement	\$61,800	\$0	\$45,000
10	Wireless Access Points	\$100,000	\$0	\$60,000
11	Internet Service Provider (ISP)	\$26,940	\$26,940	\$21,000
12	Firewall	\$0	\$0	\$31,560
13	VPN	\$23,843	\$0	\$20,000
14	Updating AV Equipment	\$3,000	\$3,000	\$3,000
15	Software	\$17,260	\$15,000	\$20,000
16	Annual Fees for Maintenance Contracts	\$152,285	\$135,000	\$160,286
17	Disposal of Old Equipment	\$500	\$500	\$0
18	Computer and AV Repairs	\$7,000	\$5,000	\$5,000
19	Minor Equipment	\$16,500	\$16,500	\$16,500
20	District Supplies	\$4,750	\$4,750	\$5,000
21	Professional Services	\$3,750	\$3,750	\$3,750
22	Cabling/Electric	\$10,000	\$4,000	\$5,000
23	Web Page Design/Maintenance	\$15,000	\$15,000	\$15,000
24	Digger's Hotline/Locate Company	\$6,000	\$6,000	\$6,000
25	Fiber Maintenance	\$15,000	\$15,000	\$15,000
26	Fiber Pole Fees	\$7,000	\$7,000	\$7,000
27	Common School Funds	\$0	-\$50,000	-\$100,000
28	Projected Budget	\$716,360	\$650,406	\$1,271,087
29				

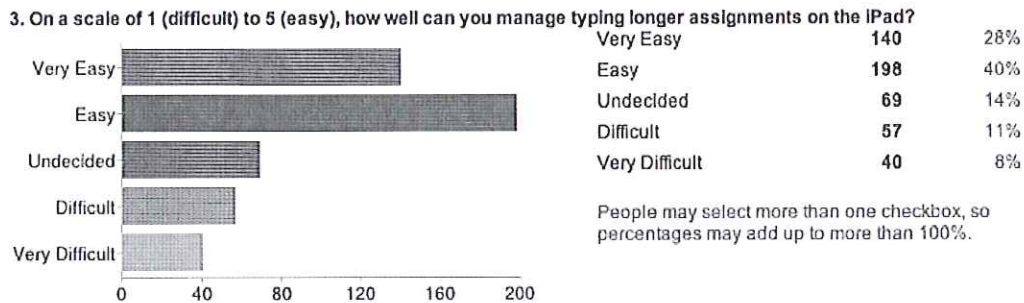
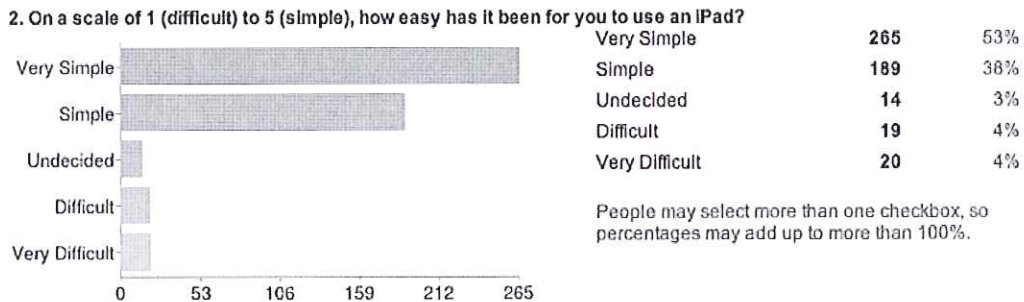
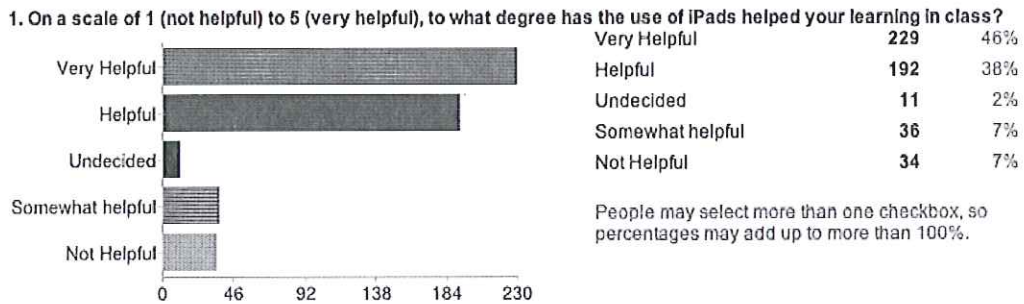
Appendix A: Levels of Technology Innovation



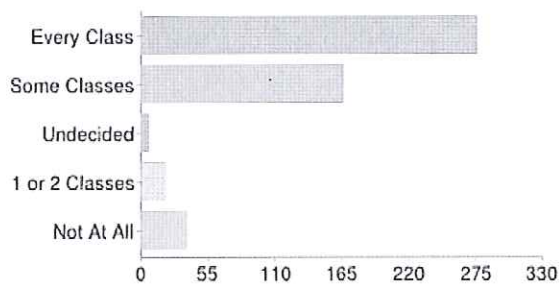
Student Survey Results

502 responses

Summary [See complete responses](#)



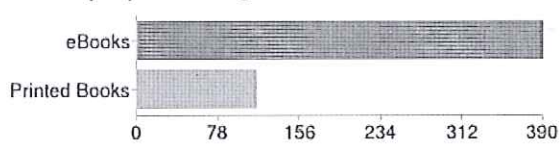
4. On a scale of 1 (not at all) to 5 (every class), to what degree would you want to use iPads in other classes?



Every Class	276	55%
Some Classes	166	33%
Undecided	6	1%
1 or 2 Classes	20	4%
Not At All	38	8%

People may select more than one checkbox, so percentages may add up to more than 100%.

5. Would you prefer having textbooks as eBooks on the iPad or a printed book?



eBooks	390	78%
Printed Books	114	23%

People may select more than one checkbox, so percentages may add up to more than 100%.

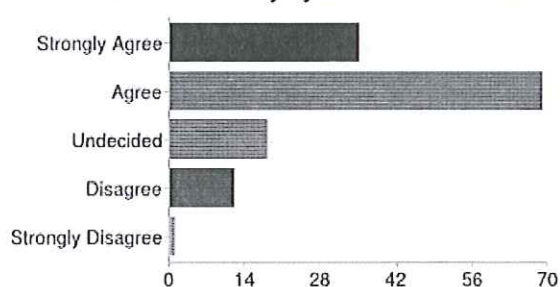
Parent Survey Results

135

responses

Summary [See complete responses](#)

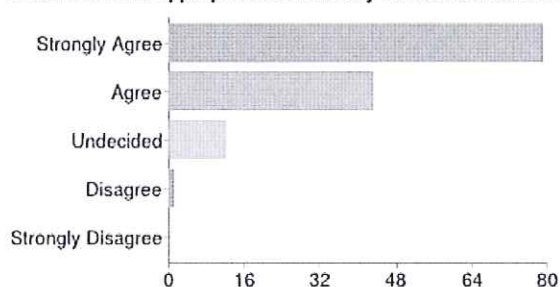
1. The iPad influences the way my child feels about school.



Strongly Agree	35	26%
Agree	69	51%
Undecided	18	13%
Disagree	12	9%
Strongly Disagree	1	1%

People may select more than one checkbox, so percentages may add up to more than 100%.

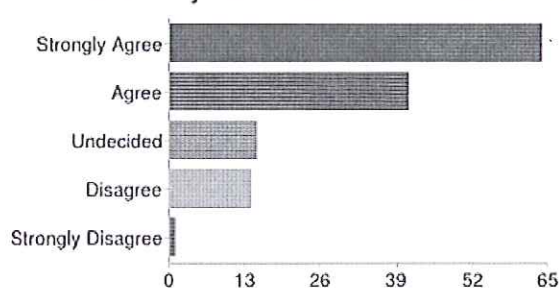
2. The iPads are appropriate tools for my student to use in school.



Strongly Agree	79	59%
Agree	43	32%
Undecided	12	9%
Disagree	1	1%
Strongly Disagree	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

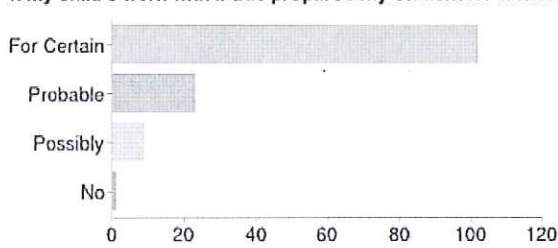
3. The iPad allows my child to be more creative with school assignments.



Strongly Agree	64	47%
Agree	41	30%
Undecided	15	11%
Disagree	14	10%
Strongly Disagree	1	1%

People may select more than one checkbox, so percentages may add up to more than 100%.

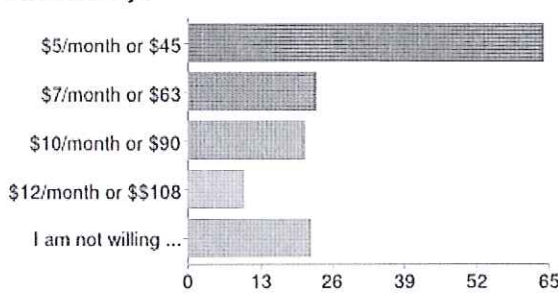
4. My child's work with iPads prepares my student for working with technology in the future.



For Certain	102	76%
Probable	23	17%
Possibly	9	7%
No	1	1%

People may select more than one checkbox, so percentages may add up to more than 100%.

5. The District estimates that iPads will cost an additional \$50-\$75 per child to cover insurance and the cost of the device. How much would you be willing to pay as a fee for your student to use a dedicated, personalized iPad during the school day?



\$5/month or \$45	64	47%
\$7/month or \$63	23	17%
\$10/month or \$90	21	16%
\$12/month or \$108	10	7%
I am not willing to pay.	22	16%

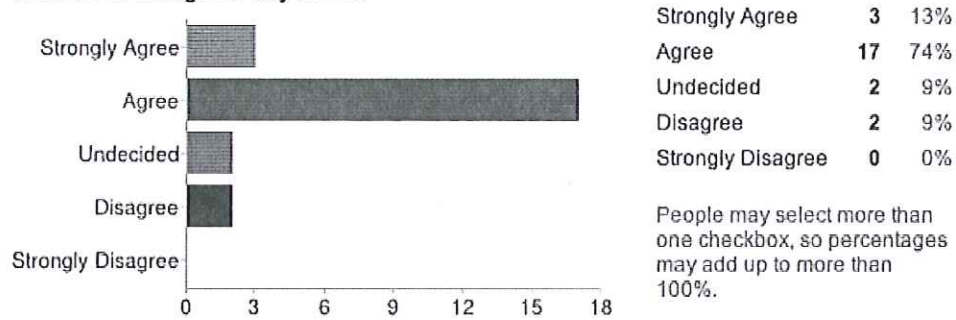
People may select more than one checkbox, so percentages may add up to more than 100%.

Teacher Survey Results

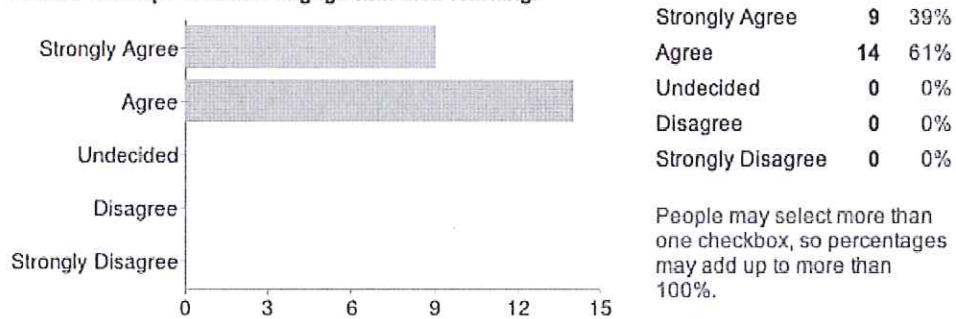
23 responses

Summary [See complete responses](#)

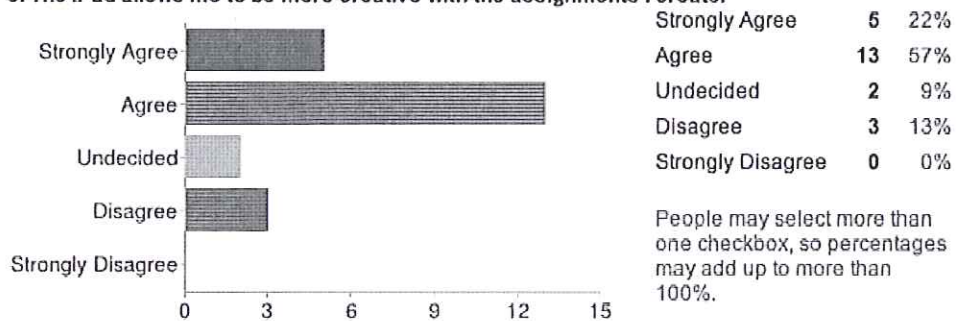
1. The iPads change the way I teach



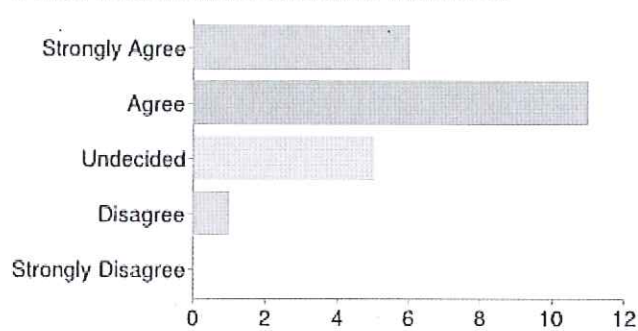
2. The iPad helps students engage with their learning.



3. The iPad allows me to be more creative with the assignments I create.



4. The iPad allows me to collaborate with others.



Strongly Agree	6	26%
Agree	11	48%
Undecided	5	22%
Disagree	1	4%
Strongly Disagree	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

5. How has the iPad changed the way you teach?

Due to my curriculum obligations with computers, I have not had the chance to use the iPads on a very regular basis. When I did use them, it took awhile to develop an understanding of what type of applications to use and how the student's work could be saved and shared when necessary. Because much of what I teach is process based, it is most important for me to help understand how to use the device, not just use an application. Therefore, it has taken me extra time to learn and understand the most efficient way of using the devices and maximizing student's performance. I find I am using techn ...

6. What do you see as learning benefits to students because of the iPads?

In the 1 to 2 environment we had, the most efficient use of the iPads would be using them to learn and practice simple, repeated tasks. 'Playing games' or apps that have a purpose can be entertaining and educational. However, asking them to do some of the same things they do on the desktop models is more of a challenge. There are often many more steps on the iPad than using the desktop. Eventually, if and when we go 1 to 1, I can see saving projects on the devices, accessing them, and then sharing them with others. 1. Students are much more engaged...they are absorbed in their task. 2. Stude ...

7. Are there limits to the iPads?

Yes, very much so. We will need to look at this point carefully. I don't think our district (any district) would be able to afford both a iPad and a laptop for each student, but there are times when the laptop is the best device to use. Anytime there is a lot of typing, or when using multiple applications to develop a project, it is difficult to use the iPads. 1. Many students do not have computer access at home, so if they do an assignment or a project on the IPAD, it has to be completed at school. 2. Typing for some students is difficult...the keyboard is harder to use, the automatic word ...

8. Are you seeing deficiencies in students when they use iPads?

Oh boy. The temptation to play and not accomplish the task at hand can be insurmountable for students. I also think that they will need to be able to 'find' notes or files in an efficient manner, so that will need to be considered as we have them use their devices throughout the whole year. Students are losing their ability to be patient and listen when this powerful device is in their hands, but they have to listen to directions before they use it. 1. Students' edmodo responses has allowed me to see if students are struggling in certain areas, have any misconceptions, etc. 2. In the beginn ...

9. Do you have suggestions for iPad deployment?

Although it may be a pain to manage, it might be best to introduce the devices at a 1 to 2 plan so that both teachers and students learn the capabilities and the limits of the device. With a rollout like this, we are forced to think about how we can transition from an older method of teaching to the new. There will be students in classes who have them, and perhaps some who don't. What does a teacher do when they are put in that situation? How can you teach to both of those scenarios? It may also help develop the relationship needed for those who are going to need help and those who can provi ...

10. In your opinion, what device is best for student learning?

K-6 iPads 7-12 laptops Either one would be great, although I do think the size of the Ipad makes it convenient and easier to manage...you can see what the students are doing much more easily, it doesn't take up as much desk space, etc. I also think the "newness" of the Ipad and the touch screen makes it more "attractive" to the kids. Ideally, I would like to see us use BOTH computers and iPads. They are different tools that are both important and both have their place in education. I'd love a combination of the two tools. If I had to choose one device, I would choose a netbook or laptop to ...

11. Any other comments or suggestions?

The IPADS have been great! I love having them and can't imagine teaching without them anymore. I really hope I have a class set again next year! It would be nice to have some training on some of the apps, since some are confusing but could still be of great benefit. Again, a hand-in/hand-out folder on the ipads would be awesome! I don't want you to think I don't support one-to-one computing or iPads — because I do! As a parent, I've seen the iPad be a wonderful tool for my kids. I just have a quite a few wonderings left in my mind. I don't like the idea of phasing out computers all t ...

Full responses to all survey questions can be made available upon request.