Technology for Learning Plan: The Next Phase
Fairfield Community Schools        Fall 2016
prepared by Superintendent Steve Thalheimer
endorsed by Board of School Trustees August 25, 2016

Introduction: In order for Fairfield Community Schools to teach students skills and literacies for the 21st century, FCS must provide the requisite technology for students to practice and master these proficiencies. For FCS to promote critical thinking, problem solving, research, reading, and writing skills, students need access to sources of information and tools of productivity. Furthermore, teachers need to more fully integrate technology into their instruction and their learning situations. This has required the district to move beyond stationary labs in each building to broaden the opportunities for students to use technology for learning and to demonstrate that learning. With more and more digital resources critical to learning and with the demands of on-line assessments, Fairfield has moved beyond “the minimum” and now needs to make technology as integral to learning as it will be to students’ lives.

Rationale Connected to Statement of Excellence: The district’s guiding Statement of Excellence and correlate belief statements support this move on multiple fronts.

“Maximum performance is achieved through maximum effort with maximum opportunity.”

We believe:
A. all students can learn
   ➢ Today’s students have been reared with access to technology and it is part of their learning styles.
   ➢ Technology provides many inroads to meeting the needs of diverse learners.

B. student achievement is increased through quality instruction monitored, modified, and measured frequently
   ➢ Students need tools to produce authentic and engaging artifacts of student learning. Limited computer lab access currently stifles the products of learning that teachers can expect.
   ➢ State accountability assessments are moving more and more to on-line systems, thus monopolizing computer lab space and restricting use by non-tested subjects.

C. student and staff accountability is an important component to individual and organizational growth
   ➢ Connected to B above, scheduling of computer space between testing and instruction forces us to make a choice when it should not be an “either-or” situation.
   ➢ Teachers cannot fairly be expected to integrate technology or infuse 21st century skills when there is not enough technology to teach those skills.
   ➢ With professional development and coaching in the use of technology, it is a fair expectation that technology integration happen with students on a daily basis.

D. student engagement and achievement are promoted through a positive school climate and quality facilities
Utilizing technology for learning will only engage students more since many of them are used to technology in other aspects of their lives.

Students and staff deserve the quality and quantity of tools they need to teach and learn.

**E. students are positively influenced by the modeling of high expectations by everyone in the school community**

- Teachers can become users and modelers of technology while also learning with and from students.

**F. student success is increased by an authentic partnership between the school, home, and community**

- Learning will become more rooted in discovery, problem solving, and research when students and teachers work in partnership.
- Increasing the amount of technology for learning will respond to calls from many families that we provide these tools. Attentiveness to the cultural needs of some of our families, however, must also be evident and dialogue conducted to find that best fit for families not seeking a disruptive engagement with technology.
- Partnerships with businesses and community engagement require we have tools for students that mirror the tools available to them for relevant, real-life learning.

**G. students' changing needs are met by continuous school improvement.**

- More tools and resources for learning will be available to individualize instruction. We can offer courses that target students based on high ability, remedial needs, and/or interest.
- The willingness to increase the amount of technology demonstrates the district’s eagerness to adapt and improve as a district.

**Timeline:** The timeline that follows is a tentative timeline serving as our guide for the “best case scenario.” There is a track for the elementary buildings and the junior-senior high school with these tracks depending on several factors. These include:

- consistent enrollment
- funding from the state remaining at comparable levels with impact of property tax caps and the circuit breaker minimized for FCS
- other Capital Project Fund priorities not requiring reallocation of CPF dollars
- continued ability to manage some of this transition through textbook fees
- determining the best source of funding, whether that be a bond, lease payments from CPF, or outright purchase through CPF (or combination thereof)
- ability of technology support staff to manage rollout of additional technology, and when necessary, CPF to support the hiring of additional staff

Each phase of this timeline will be coordinated with building administrators, the technology director, and the business manager. The board will be apprised of steps in the process and will be approached for approval for capital expenditures over $20,000 per policy.
### 2013-2014 School Year

**Fairfield Jr-Sr High School**
- Rollout of laptop labs to all English teachers, one laptop lab for use by foreign language, and replace two mobile labs for school-wide use

**Elementary Schools**
- Replace mobile labs in each elementary school and conduct needs assessment for other types of devices to be used by building

### 2014-2015 School Year

**Fairfield Jr-Sr High School**
- Use social studies adoption year to discuss the transition to digital curriculum and the implementation of laptop labs in social studies classrooms in 2015.

**Elementary Schools**
- Rollout 6 units/labs of devices across 3 schools; use social studies adoption year to look at resources to teach social studies outside of a textbook

### 2015-2016 School Year

**Fairfield Jr-Sr High School**
- Use math adoption year to discuss the transition to digital curriculum and the implementation of laptop labs in math classrooms in 2016.

**Elementary Schools**
- Rollout 6 units/labs of devices across 3 schools; use math adoption year to look at resources to teach problem solving and engineering skills beyond the textbook
2016-2017 School Year

Fairfield Jr-Sr High School
✓ Use science adoption year to discuss the transition to inquiry based and/or digital curriculum at FJHS and the implementation of laptop labs in science classrooms in 2016.
✓ Use desire for web based curriculum for cosmetology to pilot 1:1 for student use.

Fall: transition from a text-based program to inquiry-based program SEPUP in grades 7 & 8 at FJSHS and in grades 6-8 at Millersburg Elementary-Middle School; work with the ETHOS Center to pilot materials and explore inquiry; school and district technology committees will work on assessing professional development needs

Elementary Schools
✓ Rollout 6 units/labs of devices across 3 schools; analyze the match of current science kits with science standards and adjust kit adoption as necessary

Fall: Plan to place the 6 units across the three buildings (if not placed last spring); technology director and district tech support paraprofessional update/extend professional development for staff; STEM Coordinator will conduct conversations about fitness of kits for science standards

January: with new budget year, look to secure financing for 6 more units across the three buildings (one at grades K-3 for a total of 4 to share across those grades at each building and one at grades 4-6 for a total of 4 to share across those grades at each building)
2017-2018 School Year

**Fairfield Jr-Sr High School**

- Transition to 1:1 with student laptops for entire building.

Based on rollout by departments the building would have:

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<thead>
<tr>
<th>Subject</th>
<th>Carts of 30</th>
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<tbody>
<tr>
<td>English</td>
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<td>For. Lang.</td>
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<tr>
<td>Soc. Studies</td>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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<td>Science extra</td>
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<tr>
<td>Cosmetology</td>
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</tr>
<tr>
<td>Schoolwide</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 30 X 30 = 900

With 900 laptops, FJSHS would be ready for 1:1 implementation.