IONIA PUBLIC SCHOOLS

Educational Technology Plan
2023 - 2028

IONIA PUBLIC SCHOOLS

Mission Statement of Ionia Public Schools

A community dedicated to the pursuit of excellence

Ionia Public Schools District Profile

Ionia Public Schools (IPS) is a K-12 district located in Ionia, Michigan. The District of Ionia Public Schools services the city of Ionia, Easton, Ronald, and Ionia Township as well as the villages Lyons and Muir. A rural community midway between Grand Rapids and Lansing, IPS boasts 2862 students, hallmarked by its large Class B high school and model secondary program. College and career readiness, advanced placement courses, technical education, and college credit classes are all available on site at the Ionia Educational Center. In addition to its K-12 program IPS also operates an alternative high school. IPS also operates programs for students with special needs, including learning disabilities, autism, cognitive and emotional impairments, deafness, blindness and other physical impairments.

The staff at IPS includes more than 162 teachers and specialists, 40 paraprofessionals, 12 counselors/social workers, and 18 administrators. The team also includes 14 secretaries, 24 cooks, 26 bus drivers/mechanics, 10 maintenance/custodial employees, and many parent/grandparent volunteers.

Ionia Public Schools offers choice lunch and free universal breakfast meals daily at all buildings. Transportation serves 1,650 students in its 115 square mile territory covering 3,225 miles daily. Community support and involvement have been critical to the continued facility and technology improvement of Ionia Public Schools. All buildings are in excellent, energy-efficient condition.

Plan Start date: July 1, 2023 **Plan End Date: June 30, 2028**

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School Buildings

Ionia Education Center
Ionia High School
M.C.C., Y.M.C.A., Bulldogs Beginnings Program
250 East Tuttle Road, Ionia, MI 48846

Ionia Middle School
438 Union Street, Ionia, MI 48846

Boyce Elementary School
3550 N. State Street, Ionia, MI 48846

Emerson Elementary School
645 Hackett Street, Ionia, MI 48846

Jefferson Elementary School
420 N. Jefferson Street, Ionia, MI 48846

Rather Elementary School
380 E. Tuttle Road, Ionia, MI 48846

Twin Rivers Elementary School
435 Lou Lemke Lane, Muir, MI 48860

Douglas R. Welch High School
250 East Tuttle Road, Ionia, MI 48846

Transportation/Maintenance
364 East Tuttle Road, Ionia, MI 48846

Tech Committee Members	Position
Ben Gurk	Superintendent
Wayne Piercefield III	Associate Superintendent
Adrienne Barna	Associate Superintendent
Tim Blackmer	Director of Technology
Dayna Ellis	IPS Board Member
Alicia Thorlund	Curriculum Director/Douglas R. Welch High School Principal/Bulldog Beginnings
Karen Flynn	IPS Technology Integration Specialist
Peter Dykstra	IPS Technology Systems Analyst
Paige Patrick	IPS Student Information Systems Specialist
Christina Frost	Twin Rivers Literary Specialist
Paul Frost	Twin Rivers Elementary Principal
Briana Hartman	Boyce Elementary Teacher
Dexter Hansen	Ionia High School Teacher
Delbert Pike	Ionia Middle School Teacher
Craig Bowen	Ionia High School Principal
Megan Dahms	Ionia High School Teacher
Leila McDonald	Jefferson Elementary Principal
Amanda Barna	Emerson Elementary Teacher
Carolynn Shattuck	Emerson Elementary Teacher
Tracey Branch	Ionia High School Teacher
Jena Schafer	Twin Rivers Elementary Teacher
Jordan Conklin	Rather Elementary Teacher
Stephanie Morrison	Rather Elementary Teacher/Parent IHS Student
Kristy Nash	Jefferson Elementary Teacher/Parent Rather & IMS Students
Kristen Gifford	Emerson Elementary Teacher
Henry Castle	Ionia High School Student
Tessa Nash	Ionia Middle School Student
Sadie Wilson	Ionia High School Student

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ACCEPTABLE USE POLICY STUDENT and STAFF

The complete text of the policy can be viewed at the Ionia Public Schools Website: www. ioniaschools.org

Staff Acceptable Use Policy Student Acceptable Use Policy

MISSION & VISION STATEMENT

The Mission Statement:
A community dedicated to the pursuit of excellence

The Vision Statement;
"The Ionia Public Schools and its community are committed to cooperatively creating an inspirational and safe learning environment for all students."

The district believes that all students can and will learn through the instruction of teachers who embody professional development to deliver rigorous content through creative means and current technology.

In keeping with our district mission statement, the development of technological literacy is a district priority, including curriculum integration, staff development, and an ongoing financial commitment to keep the district technologically current.

How the technology plan ties in with the district mission and school improvement plan:

Integrating emerging technologies to improve learning for all students is a goal of all building and District School Improvement planning in Ionia Public Schools. This goal is based on an assessment of teacher, student, and community needs.

STRATEGIC PLAN

SHARED VISION

INCREASE STUDENT ACHIEVEMENT

- Expand outdoor education, STEAM, and diverse enrichment opportunities including career & life skills
- Commitment to consistency, fidelity, and financial support of programs and curriculum through teams, committees, and high quality PD
- Focus on Lower Elementary through supports and class size reduction
- Build positive relationships to increase student engagement, attendance, and perseverance
- Increase leadership opportunities for staff, students, and community members

RECRUIT & RETAIN HIGH QUALITY STAFF

- Provide effective, individualized PD opportunities and supports for teachers and support staff
- Competitive compensation, wages, and benefits; explore creative schedules
- Explore alternative teacher attendance incentives and increase substitute trainings and recruitment; increase student
- teachers, and strengthen college partnerships
- Plan for future support of teachers in regards to curriculum, replenishment, instructional support, and improved mentor programs, and for opportunities to complete work associated with new curriculum

STRENGTHEN SOCIAL-EMOTIONAL RESILIENCE

- Implement District-wide SEL curriculum & PD, sensory pathways, and District social workers; increased opportunities for 1-on- 1 student counseling
- Inspire & teach life-long positive physical health habits
- Utilize & strengthen MTSS & tiered interventions
- Strengthen partnerships with community resources and comprehensively communicate supports, including parent SEL opportunities

STRENGTHEN COMMUNITY RELATIONSHIPS

- Implement a positive engaging marketing plan
- Maximize use of IPS facilities by increasing opportunities for parent involvement and community events
- Increase business partnerships, and mentorships from community/business owners

IMPROVE & MAXIMIZE INFRASTRUCTURE

- Facilities committee to address long & short term infrastructure needs, and consider a bond/bond extension
- Improve safety & security, update buildings, modernize classrooms, environmental upgrades, by maximizing sinking
- Funds and financial resources in a transparent manner
- Research grade-level buildings

Developing a technology plan that addresses all of the areas of an organization's overall strategic plan can help ensure that technology is being used effectively to support the organization's goals and objectives. The methodology used by the IPS Technology committee to develop a comprehensive technology plan includes but is not limited to the following.

1. **Understanding and incorporating our district strategic plan:** Before developing a technology plan, it is important to understand the organization's overall strategic plan. This may involve reviewing the mission statement, goals, and objectives of the organization, as well as any relevant policies or guidelines.
2. **Conduct a needs assessment:** Once the strategic plan has been reviewed, a needs assessment will be conducted to identify the technology needs of the organization. This may involve surveying staff, analyzing data, and reviewing existing technology resources to identify areas where technology can be used to support the organization's goals.
3. **Identify technology solutions:** Based on the needs assessment, a list of technology solutions should be identified that can be used to address the organization's goals and objectives. This may include hardware, software, and other technology resources.
4. **Prioritize technology solutions**: Once a list of technology solutions has been identified, they should be prioritized based on their potential impact on the organization's goals and objectives, as well as their feasibility and cost.
5. **Develop an implementation plan**: An implementation plan should be developed that outlines how the technology solutions will be implemented, including timelines, resources needed, and key stakeholders. The plan should also include a budget and a process for monitoring and evaluating the effectiveness of the technology solutions.
6. **Ensure ongoing support:** Finally, it is important to ensure ongoing support for the technology plan. This may involve providing training and professional development for staff, as well as ensuring that there is a process in place for maintaining and updating technology resources as needed.

In summary, developing a technology plan that addresses all of the areas of Ionia Public School's overall strategic plan involves understanding the organization's goals and objectives, conducting a needs assessment, identifying and prioritizing technology solutions, developing an implementation plan, and ensuring ongoing support. By taking a comprehensive approach to technology planning, Ionia Public Schools can ensure that technology is being used effectively to support the mission and goals.

Technology Solutions & Strategic Plan

INCREASE STUDENT ACHIEVEMENT

Increasing student achievement is a key goal for any school or education system. Here are some strategies that can be implemented to achieve this goal:

1. Provide high-quality instruction: Provide high-quality instruction that is aligned with state and national standards and uses evidence-based practices that have been shown to be effective.
2. Personalize learning: Personalize learning by using technology and data to assess students' individual strengths and needs and to provide tailored instruction that meets their learning styles and pace.

3. Support teacher development: Support teacher development by providing high-quality professional development that helps teachers stay up-to-date with the latest research-based practices and strategies.
4. Foster a positive school culture: Foster a positive school culture that supports student learning and engagement. This can include creating a safe and supportive environment, promoting positive relationships between students and staff, and celebrating student success.
5. Use data to inform decision-making: Use data to inform decision-making at the classroom, school, and district level. This can include using formative assessments to track student progress and adjust instruction, as well as using data to identify areas of need and allocate resources.
6. Provide early intervention: Provide early intervention for students who are struggling academically or socially. This can include targeted small group instruction, counseling and other support services, and interventions to address specific skill deficits.
7. Engage families and communities: Engage families and communities in the education process by providing regular communication, involving them in school activities, and providing opportunities for them to support their child's learning.

By implementing these strategies, schools and education systems can increase student achievement and help students reach their full potential.

- **Expand outdoor education, STEAM, and diverse enrichment opportunities including career & life skills**

  Expanding outdoor education, STEAM, and diverse enrichment opportunities can provide students with valuable experiences that support their academic, social, and emotional development. Here are some strategies that can be implemented to achieve this goal:

1. Provide opportunities for hands-on, experiential learning: This can include field trips, outdoor education experiences, and STEAM labs that allow students to explore real-world applications of academic concepts.
2. Create partnerships with local businesses and community organizations: This can include partnerships with businesses in STEAM-related fields, community organizations that provide mentoring or career training opportunities, and nonprofits that offer enrichment programs.
3. Incorporate career and life skills into the curriculum: This can include opportunities for students to explore career interests, learn about financial literacy, and develop leadership and communication skills.
4. Offer diverse enrichment opportunities: This can include opportunities for students to participate in arts and cultural programs, athletic activities, and clubs that promote student interests and hobbies.
5. Provide support for students with diverse needs: This can include opportunities for students with disabilities to participate in outdoor education and STEAM programs, and support services to help students with social and emotional challenges succeed in enrichment programs.
6. Create a culture of lifelong learning: This can include promoting a growth mindset and emphasizing the importance of ongoing learning and skill development throughout a student's life.

By implementing these technology tools, schools and education systems can provide students with valuable experiences that support their academic, social, and emotional development and help them to succeed in school and beyond.

- **Commitment to consistency, fidelity, and financial support of programs and curriculum through teams, committees, and high quality PD**
  Consistency, fidelity, and financial support of programs and curriculum are essential for achieving academic success in any educational setting. Here are some strategies that can be implemented to achieve this goal:

1. Establish clear goals and objectives for programs and curriculum: This can help to ensure that programs and curriculum are aligned with state and national standards and that they meet the needs of students.
2. Provide ongoing professional development: This can include training for teachers and staff on the implementation of new programs and curriculum, as well as ongoing support to help them stay up-to-date with the latest research and best practices.
3. Create teams and committees to support implementation: This can include creating teams and committees that are responsible for overseeing the implementation of programs and curriculum, monitoring progress, and making adjustments as needed.
4. Provide financial support for programs and curriculum: This can include providing funding for materials, supplies, and technology needed to support program implementation.
5. Monitor program fidelity: This can include conducting regular evaluations of programs and curriculum to ensure that they are being implemented with fidelity and that they are meeting the needs of students.
6. Provide data-driven decision making: This can include using data to make informed decisions about program and curriculum adjustments, as well as to monitor student progress and identify areas of need.

By implementing these strategies, schools and education systems can ensure that programs and curriculum are implemented with consistency and fidelity, and that they are supported by ongoing professional development, team and committee support, and financial resources. This can lead to improved student achievement and success.

- **Focus on Lower Elementary through supports and class size reduction**
  Support and class size reduction can be effectively achieved using technology in lower elementary classrooms. Here are the strategies that can be implemented to achieve this goal:

1. Use technology to provide individualized support: Digital tools can be used to create personalized learning paths for students and provide targeted instruction and feedback based on their unique learning needs.
2. Use technology to provide immediate feedback: Digital tools such as adaptive learning software, games, and quizzes can provide immediate feedback to students, helping them to stay engaged and motivated.
3. Use technology to provide collaborative learning opportunities: Digital tools such as video conferencing and online discussion forums can facilitate peer-to-peer learning and collaboration, even in a remote learning environment.

4. Use technology to reduce class size: Digital tools can be used to create smaller learning groups or to provide one-on-one instruction to students, allowing teachers to provide more personalized attention and support.
5. Use technology to provide access to additional resources: Digital resources such as online libraries, digital textbooks, and educational videos can provide students with access to a wider range of resources and learning materials.

By implementing these strategies, schools and education systems can effectively support lower elementary students and reduce class sizes using technology. This can lead to improved student outcomes and better prepare students for future academic success.

- **Support intervention with engagement and smaller groups**
  There are various ways classroom technology can support intervention with engagement and smaller groups.

1. Adaptive Learning Programs: Adaptive learning programs use technology to adapt the instruction to meet the unique learning needs of each student. These programs can be used to provide targeted interventions to small groups of students, helping them to catch up to their peers in specific subjects.
2. Virtual Learning Platforms: Virtual learning platforms can be used to create small-group sessions with students who need extra help or who are struggling in a particular subject. These platforms can provide opportunities for students to work together on assignments, receive feedback, and collaborate with their peers and teachers.
3. Collaborative Whiteboards: Collaborative whiteboards allow students to work together in real-time on a shared digital surface. This technology can be used to support small-group interventions in which students work together to solve problems or complete tasks.
4. Video Conferencing: Video conferencing tools can be used to connect students with tutors or mentors who can provide extra support or instruction outside of regular class time. This technology can also be used to provide remote interventions for students who are unable to attend class in person.

   By leveraging classroom technology in these ways, teachers can provide targeted support and interventions to small groups of students, helping them to stay engaged, catch up on subjects they may be struggling with, and ultimately achieve academic success

- **Build positive relationships to increase student engagement, attendance, and perseverance**
  Building positive relationships is essential for increasing student engagement, attendance, and perseverance. Strategies that can be implemented using tools like YouTube, Google classroom, mobile apps, and social-emotional learning.

1. Use mobile apps to communicate with families: Our district will use our mobile apps to send regular updates to families about important events, announcements, and student progress. This can help to build positive relationships with families and keep them informed about what is happening at the school.
2. Use social-emotional learning to promote positive relationships: Social-emotional learning programs can be used to teach students important skills such as empathy, communication, and problem-solving. These skills can help to build positive relationships and increase student engagement and perseverance.

3. Use YouTube to create engaging videos: Teachers and school staff can use YouTube to create videos that promote positive relationships and highlight important events and activities. These videos can be used to connect with students and families, showcase student work, and provide information about school programs and services.
4. Use Google classroom to foster collaboration: Teachers can use Google classroom to create virtual classrooms where students can work together on projects and assignments. This can help to foster positive relationships and a sense of community, even in a remote learning

By implementing these strategies using tools like YouTube, Google classroom, mobile apps, and social-emotional learning, schools and education systems can build positive relationships with students and families, promote engagement and attendance, and increase student perseverance. This can lead to improved academic outcomes and better prepare students for success in their future academic and professional endeavors.

- **Increase leadership opportunities for staff, students, and community members**

  Increasing leadership opportunities for staff, students, and community members is essential for creating a culture of collaboration and empowerment in schools. Strategies that can be implemented to achieve this goal:

1. Provide leadership training for staff: Teachers and staff can be provided with leadership training to develop their skills and abilities to become effective leaders. This can help them to take on leadership roles within the school community and contribute to its overall success.
2. Offer student leadership programs: Schools can offer student leadership programs that provide opportunities for students to develop their leadership skills and take on leadership roles within the school community. These programs can include activities such as student government, peer mentoring, and service projects.
3. Engage community members in school leadership: Community members can be invited to participate in school leadership through programs such as a parent-teacher organization (PTO). The PTO can work closely with school leadership to develop programs and initiatives that benefit the school community.
4. Offer communication technology classes: Schools can offer communication technology classes to provide students with the skills they need to effectively communicate and collaborate with others in a digital environment.
5. Host family involvement/activity nights: Schools can host family involvement/activity nights where families can come together to participate in activities and learn more about the school and its programs. These events can help to build positive relationships with families and increase their engagement in the school community.

By implementing these strategies, schools and education systems can increase leadership opportunities for staff, students, and community members. This can help to create a culture of collaboration, empowerment, and engagement, leading to improved student outcomes and better prepare students for success in their future academic and professional endeavors.

RECRUIT AND RETAIN HIGH QUALITY STAFF

Recruiting and retaining high quality staff can be a challenge, but there are several strategies that can be employed to increase your chances of success. Here are some steps we can take:

1. Develop a strong employer brand: Your company's reputation and culture can have a significant impact on whether talented employees are attracted to and remain with your organization. Promote your organization as a great place to work by highlighting your company's unique culture, mission, and values.
2. Use multiple recruiting channels: Consider using job boards, social media, employee referrals, and recruiting events to increase your pool of potential candidates.

3. Provide opportunities for growth and development: Employees want to feel like they are growing and advancing in their careers. Offer opportunities for training, education, and career development.
4. Foster a positive work environment: Provide state of the art learning environments that include audio enhancement, flat panel display technology and flexible room configurations for our students and staff.

5. Listen and act on feedback: Listen to your employees' feedback, and act on it when appropriate. Address any concerns, suggestions or criticisms with an open mind and a willingness to change when needed.

By taking these steps, you can attract and retain high-quality employees who are engaged, motivated, and committed to the success of your organization.

- **Provide effective, individualized PD opportunities and supports for teachers and support staff**

  Providing effective, individualized technology professional development (PD) opportunities and supports for teachers and support staff is essential for ensuring that they are equipped with the skills and knowledge needed to effectively integrate technology into their teaching and support roles. Strategies that can be implemented to achieve this goal:

1. Conduct a technology needs assessment: Before designing a technology PD program, it is important to conduct a needs assessment to identify the specific areas of technology that teachers and support staff need to develop. This can be done through surveys, interviews, or focus groups.
2. Design individualized PD plans: Based on the needs assessment, individualized technology PD plans can be designed for teachers and support staff. These plans should be tailored to the specific needs and goals of each individual and should include a combination of in-person training, online resources, and ongoing coaching and support.
3. Offer ongoing coaching and support: Effective technology PD programs should include ongoing coaching and support to help teachers and support staff apply what they have learned in their classrooms and support roles. This can be done through regular check-ins, observation and feedback, and peer mentoring.
4. Use a variety of delivery methods: To meet the diverse needs of teachers and support staff, technology PD programs should use a variety of delivery methods, including in-person training, online resources, webinars, and self-paced modules.
5. Provide access to technology tools and resources: In addition to training and support, it is important to provide teachers and support staff with access to the technology tools and resources they need to effectively integrate technology into their work

By implementing these strategies, IPS can provide effective, individualized technology PD opportunities and supports for teachers and support staff. This can help to improve the use of technology in the classroom and support roles, leading to better student outcomes and increased job satisfaction for teachers and support staff.

- **Competitive compensation, wages and benefits; explore creative schedules**

  Offering competitive compensation, wages, and benefits is important for attracting and retaining high-quality teachers. Additionally, exploring creative schedules that can provide a better work-life balance for teachers can also be beneficial.
  Providing modern classrooms and upgraded teacher devices can also help to create a positive work environment for teachers and improve their ability to effectively deliver instruction. Here are some specific strategies for implementing these initiatives:

1. Competitive compensation, wages, and benefits: School districts can explore options for increasing compensation and benefits packages for teachers. This can include offering competitive salaries, health and retirement benefits, and other incentives.
2. Creative schedules: School districts can explore options for creative schedules, such as job sharing, flexible work hours, and telecommuting. These types of schedules can help teachers to achieve a better work-life balance and reduce stress.
3. Modern classrooms: Upgrading classroom technology and infrastructure, including audio and visual equipment, interactive whiteboards, and high-speed internet, can create a more engaging and effective learning environment for students. This can also improve teacher productivity and job satisfaction.
4. Upgraded teacher devices: Providing teachers with updated devices, such as laptops or tablets, can help to streamline lesson planning and grading, as well as improve communication and collaboration with students and colleagues.

By implementing these strategies, schools and education systems can create a more supportive and positive work environment for teachers, which can lead to improved teacher retention and student achievement.

- **Explore alternative teacher attendance incentives and increase substitute trainings and recruitment; increase student teachers, and strengthen college partnerships**

  1. Sub logins and technology device checkout.
  2. Social media for postings/opportunities

- **Plan for future support of teachers in regards to curriculum, replenishment, instructional support, and improved mentor programs, and for opportunities to complete work associated with new curriculum**

  A technology replenishment schedule is an important aspect of maintaining and improving the technology infrastructure in a school or education system. Here are a few reasons why a technology replenishment schedule is important:

1. Keeping technology up-to-date: Technology is constantly evolving, and it is important to keep up with the latest developments in order to provide the best possible learning experience for students. A technology replenishment schedule ensures that devices and software are regularly updated and replaced as needed.
2. Reducing maintenance costs: As technology ages, it becomes more expensive to maintain and repair. By replacing devices and software on a regular schedule, schools and education systems can reduce maintenance costs and avoid the need for expensive repairs.
3. Improving efficiency: Newer technology is often more efficient and faster than older technology, which can help to improve the overall efficiency of a school or education system. This can include faster network speeds, more reliable devices, and better software performance.
4. Enhancing security: As technology advances, so do the security threats that schools and education systems face. A technology replenishment schedule can help ensure that devices and software are updated with the latest security features and protocols, helping to protect against cyber threats.

In summary, a technology replenishment schedule is essential for keeping up with the latest technology developments, reducing maintenance costs, improving efficiency, and enhancing security. By regularly updating and replacing technology, schools and education systems can provide the best possible learning experience for students while keeping costs under control.

Action Plan: Equipment/Infrastructure Recommendations	Proposed IPS Device Replenishment and Classroom Upgrade Schedule					
Specific Objective: Maintain the technology infrastructure to support emerging and existing technologies.						
Step #	Devices to replenish	Assigned to:	Start Date:	Due Date:	Notes:	Est. Budget
1)	Student Chromebooks	Technology	4/25/2023	8/14/2023	629 Chromebooks	$178,749.22
		Technology	4/25/2024	8/14/2024	994 Chromebooks	$282,296.00
		Technology	4/25/2025	8/14/2025	90 Chromebooks	$25,560.00
2)	Staff Computers	Technology	6/18/2023	8/14/2023	264 Workstations	$336,864.00
3)	Teacher Laptops	Technology	6/10/2024	8/14/2024	180 Laptops	$117,000
4)	Classroom Audio Visual Systems	Technology	8/1/2023	8/1/2023	160 Classrooms	$2,640,000 approx $926.00 per student over 3 years.

- **Online curriculum access**
  Providing an updated curriculum online can offer a wide range of benefits for students and educators alike. Here are some potential benefits of using an updated curriculum online:

1. Accessibility: By providing an online curriculum, students can access course materials and assignments from any location, as long as they have an internet connection. This can be particularly helpful for students who are absent from school or who are unable to attend classes in person.
2. Flexibility: Online curricula can be more flexible than traditional paper-based curricula, as students can access and complete assignments at their own pace, according to their own schedules. This can be especially valuable for students who are juggling multiple responsibilities or who require more individualized learning.
3. Customization: Online curricula can be customized to meet the unique needs of each student, allowing educators to create courses that are tailored to individual learning styles, interests, and abilities.
4. Collaboration: Online curricula can provide opportunities for collaboration between students and teachers, as well as between students themselves. Students can engage in online discussions, group projects, and other collaborative activities that allow them to learn from one another and share their ideas.
5. Innovation: By providing an updated curriculum online, schools and education systems can stay up-to-date with the latest technology and educational tools. This can help to enhance student engagement and improve learning outcomes.
6. Cost-effectiveness: Online curricula can be more cost-effective than traditional paper-based curricula, as they require fewer physical resources and can be easily updated and modified as needed.

Overall, providing an updated curriculum online can offer a wide range of benefits for students and educators, including increased accessibility, flexibility, customization, collaboration, innovation, and cost-effectiveness. By taking advantage of the latest technology and educational tools, schools and education systems can help to enhance student learning outcomes and improve teacher effectiveness.

- **Curriculum audit**
  Auditing online tools for usage and effectiveness is important for several reasons:

1. Ensuring effective use: An audit can help to ensure that online tools are being used effectively by teachers and students. By monitoring usage, school administrators can identify areas where additional training or support may be needed to help educators make the most of the available technology.
2. Cost-effectiveness: Auditing online tools can also help to identify whether schools are investing in the most cost-effective technology. By identifying tools that are not being used effectively, schools can cut unnecessary expenses and redirect resources to more valuable technology investments.
3. Meeting learning goals: An audit can help schools to ensure that online tools are being used to meet learning goals. By assessing the effectiveness of online tools in supporting student learning, educators can make data-informed decisions about how to use technology to best support their students.
4. Continuous improvement: By regularly auditing online tools, schools can continue to improve their use of technology to support student learning. Educators can identify areas where additional training or support is needed, as well as areas where new or different technology investments may be necessary to meet the changing needs of their students.

5. Meeting compliance requirements: Schools may be required to meet certain compliance requirements related to the use of technology in education. An audit can help schools to identify areas where they may be falling short of these requirements and take steps to address any issues.

In summary, auditing online tools for usage and effectiveness is an important process that can help schools to ensure effective use of technology, identify cost-effective technology investments, meet learning goals, continuously improve their use of technology, and meet compliance requirements. By regularly monitoring online tools, school administrators can make data-informed decisions about how to use technology to best support student learning

STRENGTHEN SOCIAL-EMOTIONAL RESILIENCE

- **Implement District-wide SEL curriculum & PD, sensory pathways, and District social workers; increased opportunities for 1-on-1 student counseling**
  1. Online access for SEL curriculum
  2. Aware monitoring system detection for self-harm, grief activity, etc.

- **Inspire & teach life-long positive physical health habits**
  1. Go Noodle
  2. Relaxation SEL breaks (K-12)

- **Utilize & strengthen MTSS & tiered interventions**
  1. SWIS
  2. Student Data Reports
  3. Skyward: Blue Envelope documentation process
  4. Increase engagement at all tiers

- **Strengthen partnerships with community resources and comprehensively communicate supports, including parent SEL opportunities**
  1. Communication
     - mobile app, Facebook, YouTube, parent email groups
     - Resources to help parents help their kids with social media and cyber safety for families

STRENGTHEN COMMUNITY RELATIONSHIPS

- **Implement a positive engaging marketing plan**

1. YouTube
2. Twitter
3. Facebook
4. Highlight the community

- **Maximize use of IPS facilities by increasing opportunities for parent involvement and community events**

1. Upgrade Watt Auditorium
2. Showcase of tech upgrades to parents and community
3. Added TVs in commons area to live stream events in the gym
4. Additional technology services for outdoor athletic complexes

- **Increase business partnerships, and mentorships from community/business owners**

1. Tech partnerships in the community
2. Tech based career days
3. Student Tech Program

IMPROVE AND MAXIMIZE INFRASTRUCTURE

- **Facilities committee to address long & short term infrastructure needs, and consider a bond/bond extension**

1. Tech committee to provide vision and researched based planning

- **Improve safety & security, update buildings, modernize classrooms, environmental upgrades, by maximizing sinking funds and financial resources in a transparent manner**

1. Secure buildings
2. Modernize classrooms
3. Computerized building controls and monitoring
4. State of the art video camera system
5. Smartboot door barricade system

- **Research grade-level buildings**

1. Research and choose appropriate technology for all buildings and grade levels

NEEDS ASSESSMENT

Links for ISTE Standards:

ISTE Standards Administrators

ISTE Standards Teachers

ISTE Standards Students

Bluum Advisory Services:

Framework for Digitally Responsive Educational Organizations

Discovery Report & Survey Summary

For: Ionia Public Schools
Date: May 2023

bluum™

Introduction

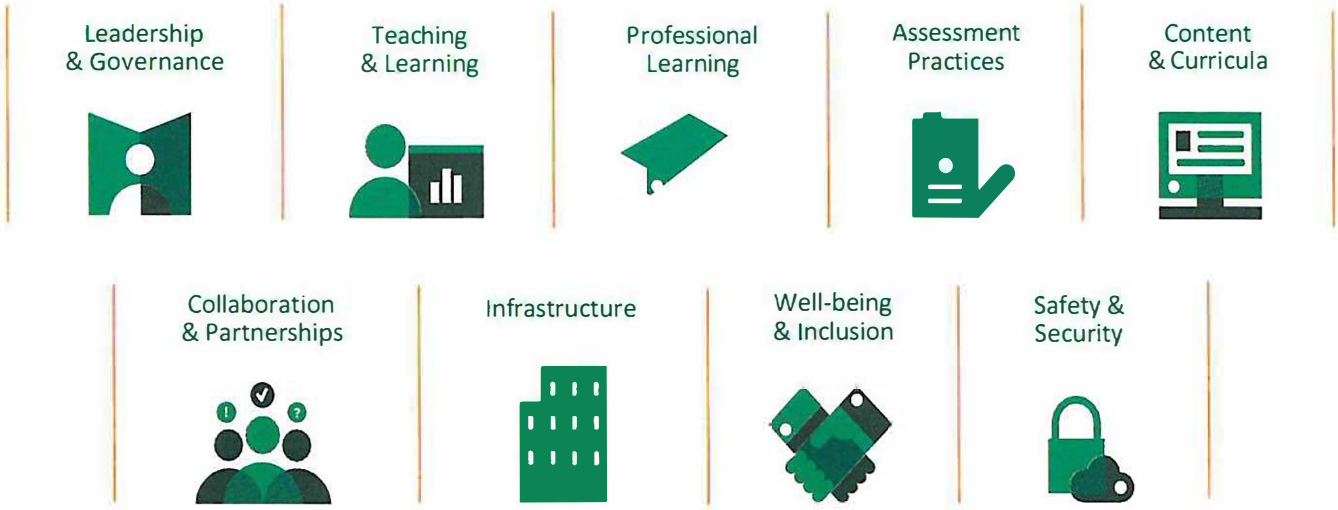
Purpose:
Facilitate the self-reflection on the digital responsiveness of an education organization and on the progress in integrating and effectively using digital learning technologies.

Context:
Digital learning technologies are widely regarded by educational organizations as an enabler of their core mission and vision for quality education. From this perspective, the progressive integration and effective use of digital technologies can have the character of an educational innovation, and this implies a process of planning changes along three basic dimensions: pedagogical, technological and organizational.

Goals of this report:
Continue the work of transforming the Ionia Public Schools for the digital age and identifying key information to support pedagogical innovation at all levels.

Rationale:
The Framework for Digitally Responsive Educational Organizations provides districts with an understanding of the organizational culture and ecosystems that can leverage the power of stakeholder insights and build capacity for impacting learners through the purposeful implementation of technology. Through organizational alignment, strategic planning and professional development, organizations can foster change and adaptation in teaching, learning and leadership.

The Framework for Digitally Responsive Educational Organizations



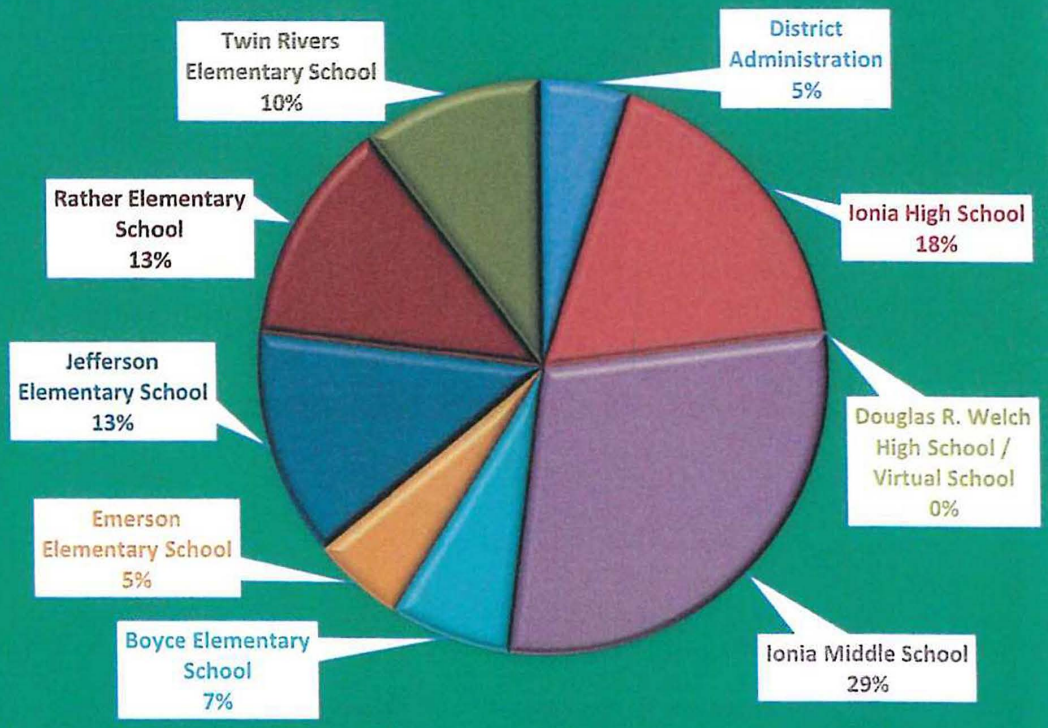
The survey instrument for the Framework has a series of indicators for each component listed above. Participants responded to each indicator using a Likert Scale of Strongly Agree, Agree, Disagree, or Strongly Disagree. On the following pages you will find a description of each component of the Framework, your organization's score based on the participants' responses, and a summary of the responses. Appendix A has the full breakdown of the responses for each indicator. Further, the Bluum Framework is aligned to the ISTE Standards. These standards are indicated for the areas of strength and opportunities for growth. This ensures that the information gathered provides the alignment for driving change in your organization.

Bluum's Strategic Planning Methodology leverages findings from the published paper: *Promoting Effective Digital-Age Learning: A European Framework for Digitally-Competent Educational Organizations* (http://europa.eu/!dV98uF) by the European Commission's Joint Research Centre. © European Union, 2015

Executive Summary

The Discovery Report was developed in alignment with the Ionia Public Schools Strategic Plan and Mission, and in consultation with district and school personnel via a focus group and survey, as well as research and best practices for digitally responsive educational organizations. There were 117 respondents to the survey. The chart below shows the percentage of respondents by location. One-hundred four (104) (89%) of the respondents were teachers and 13 respondents (13%) were leaders.

Survey Respondents by Location



The goal of the Report is to identify areas of strength in the school's work to transform the learning process through seamless technology integration, and to identify opportunities for growth to continue to support all learners by providing the necessary resources and guidance.

The Discovery Report is organized into four major focus areas. The four focus areas are interdependent:

1. Executive Summary
2. Technology Overview
3. Summary of Digitally Responsive Components
4. Summary of Findings

Mission:

A community dedicated to the pursuit of excellence.

Ionia Public Schools 2023 Strategic Plan goals and objectives related to technology and learning:

Recruit & Retain High Quality Staff

- Provide effective, individualized PD opportunities and supports for teachers and support staff.
- Plan for future support of teachers in regard to curriculum, replenishment, instructional support, and improved mentor programs, and for opportunities to complete work associated with new curriculum.

Improve & Maximize Infrastructure

- Improve safety & security, update buildings, modernize classrooms, environmental upgrades, by maximizing sinking funds and financial resources in a transparent manner

Technology Overview

During the technology audit, the participants indicated that the key drivers for completing the tech technology audit are:

- Prepare for tech plan development
- Assess impact of technology plan
- Reflect on progress of technology plan implementation
- Increase purchasing efficiency
- Plan for future budget
- Allocate future budget and justify classroom modernization

Most of the respondents in the survey indicated access to the following technologies in the classrooms:

- Teacher desktop computer and / or teacher laptop computer.
- Google Workspace used for communication, learning management, videoconferencing.
- 1:1 device program with chromebooks and tablets
- Projector (78% of respondents)
- Document camera (66% of respondents)

In addition, some respondents indicated that they also had a charging cart / station (61%) , a voice amplification system (15%), and / or an interactive whiteboard / flat panel (8%) in the classroom.

Most survey participants (73%) reported a consistent process for handling broken devices in need of repair, and that technology repairs or issues are addressed quickly and predictably. Further, 48% of respondents indicated that they strongly agree / agree with the indicator "Devices are stable and performs predictably," while 52% indicated they disagree / strongly disagree with the indicator. In addition, 71% of the respondents indicated they agree / strongly agree with the indicator "Internet / Broadband is stable and performs predictably," and 29% indicated they disagree / strongly disagree. The participants in the focus group indicated that the network is reliable with adequate wireless access and security. The focus group participants indicated that there is a lack of audio enhancement.

In interviews with district technology staff members, they indicated they were working with a district-wide technology leadership team to create a strategic technology plan and engage in conversations with faculty and staff about technology needs. During the focus group meeting with the technology leadership team, the team members identified that their goals are to address the district's strategic plan and identify the role of technology in each area. In addition, they indicated that their goals are for teachers to be comfortable with the technology to use it daily to amplify students' voices and enhance instruction. Further, they indicated that they would like to use the technology to meet the needs of diverse learners, and have access to updated AV options (like an interactive flat panel) that include screencasting and mobility (i.e. interactive flat panels on mobile carts). In addition to technologies, the spaces need to be configured with modular and configurable furniture that allows for both collaborative and flexible seating. The team members recognized that it may not be a "one size fits all solution," and there may be a need to differentiate devices and configurations based on grade level, content area, and students' needs. Survey respondents also indicated that would like to have an interactive whiteboard / Smartboard and collaborative learning furniture.

Technology Overview

The responsiveness score for teaching and learning is 64%. This indicates moderately effective Teaching and Learning Practices by staff and students that demonstrate the competence to use the technologies to support their learning goals, but not fully leveraging the technologies to maximize student engagement. Targeted professional learning opportunities can support the understanding of the risks associated with digital environments and of responsible use and behaviors that may include:

- Engaging and empowering learning experiences;
- Learning the skills necessary to become successful global citizens;
- Enhancing differentiation using technology;
- Using instructional technology as an accelerator for student learning;
- Using technology meaningfully;
- Creating transformational, equitable, technology-rich environments to support a vision for personalized learning.

Classroom walk-throughs or instructional rounds can be used to observe and document how teachers are leveraging technology for student engagement, and how students are using technology to support their own learning.

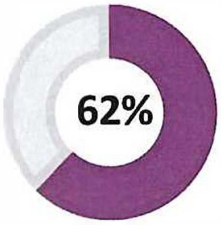
Leadership & Governance Practices

Description: Leadership & Governance Practices refers to the role of leadership in the organization-wide integration and effective use of digital technologies in respect of its teaching/learning mission and activities. The organization's strategic planning process should encompass digital learning technologies, and these in turn should be a cornerstone of a well-defined and well-communicated long-term educational vision. This vision should be visibly supported through leadership and governance and articulated in short- and medium-term strategic plans

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Leadership & Governance.

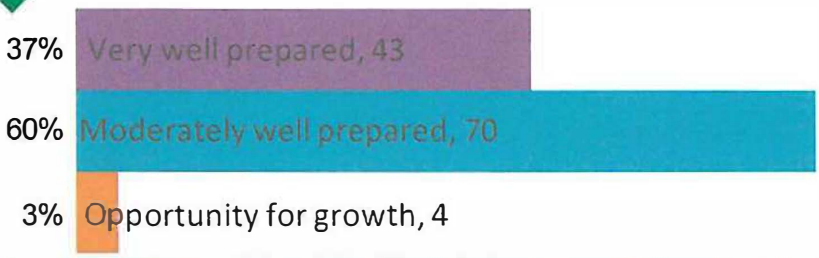
In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the nine indicators.

LEADERSHIP & GOVERNANCE



Scoring Range
70-100: Very well prepared
50-69: Moderately well prepared
00-49: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.



Total Submissions: 117

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ The District's strategic plan encompasses digital-age learning. → Technology planning expands upon existing resources while addressing potential barriers. → Internal stakeholders have a degree of autonomy.	3.1 a, b 3.2 a, b, c, d, e 3.3a, b, c, d 3.4b, d 3.5d	2.1 a 2.2 a, b, c

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Modernizing existing educational opportunities and offering new opportunities are prioritized equally. → The implementation plan is both understood and committed to. → Management responsibility is clearly assigned.	3.1b 3.2a, b, c, d, e 3.3a, c, e	2.2a, b 2.4c 2.5 b 2.6 b 2.7 a, b, c

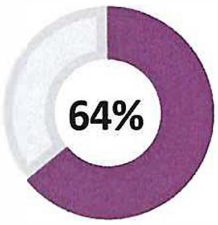
Teaching & Learning Practices

Description: Digital-age learning requires students to engage in creativity, communication, collaboration, and critical thinking in a 24-7 internet-connected and digitally linked world for personal development and growth. Effective Teaching and Learning Practices in digitally-responsive educational organizations are evident when students and staff use innovative practices for learning by using digital learning technologies in diverse settings. In addition, staff and students demonstrate the competence to leverage the technologies to support their learning goals; while being mindful of the risks associated with digital environments and an understanding of responsible use and behaviors.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Teaching & Learning.

In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the thirteen indicators.

TEACHING & LEARNING



Scoring Range
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00-49: Opportunity for growth

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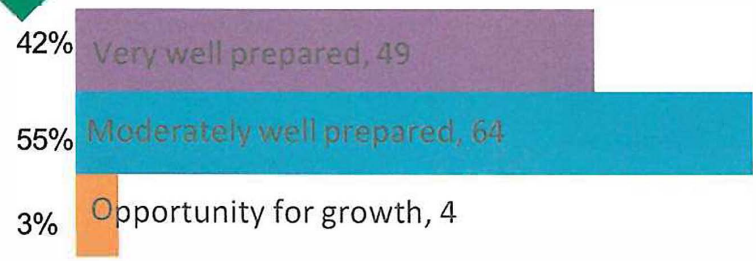


Total Submissions: 117

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Teachers act as mentors, facilitators of learning, and as role models for lifelong learning and personal professional growth. → Creativity is promoted and encouraged. → Social and emotional learning skills are developed.	3.1b, c, d 3.3c, d 3.5a, d	2.2c 2.3a 2.4d 2.6d

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Students' digital competence is assessed. → Physical learning spaces optimize the affordances of digital-age learning.	3.1b, c, d 3.3d, e 3.4b 3.5a	2.2b, c 2.4c 2.6b 2.7b

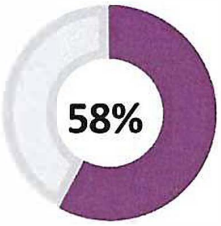
Professional Learning

Description: The organization facilitates and invests in the continuous, comprehensive and customized professional learning for its staff at all levels in order to develop and integrate new modes of teaching and learning that harness digital learning technologies to achieve more comprehensive learning outcomes. The organization expects staff to fully avail of such learning opportunities. The learning organizations focuses particularly on building capabilities in digital pedagogy among staff who are directly engaged with students and those involved in academic/school leadership, managerial or curriculum roles.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Professional Learning.

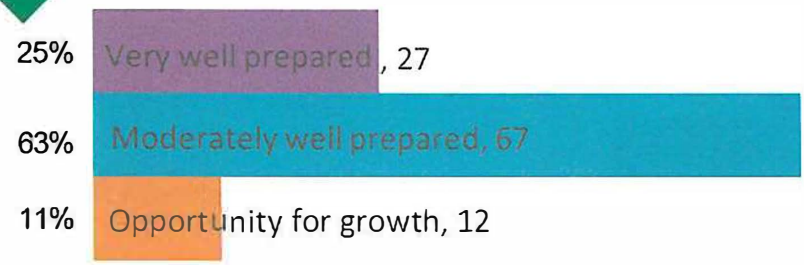
In addition, the mode for this component was 2; indicating that respondents primarily selected "disagree" for the five indicators.

PROFESSIONAL LEARNING



Scoring Range
70-100: Very well prepared
50-69: Moderately well prepared
00-49: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.



Total Submissions: 106

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ There are professional learning opportunities available for staff at all levels.	3.3a 3.5a, b, d	2.1a, b, c

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Professional learning is aligned with individual and organizational needs. → There is a wide range of approaches for providing continuous professional learning. → Teachers / leaders engage in professional learning to connect technology tools for all learners → Professional development focusses on building digital literacy skills with instructional practices and new pedagogies.	3.3a, b, c 3.5 b, c, d	2.1a, b, c

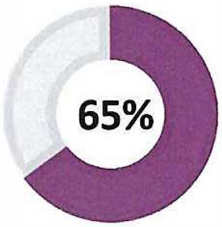
Assessment Practices

Description: This component of framework, Assessment Practices, refers to the role that digital learning technologies play in supporting an integrated approach to assessment giving all stakeholders timely and meaningful information on students' experiences and achievements. Assessment includes measures that learning organizations may consider in order to progressively shift the balance from traditional assessment towards a more comprehensive repertoire of practices, including student-centered, personalized, authentic, integrated and meaningful assessment practices that are used to inform planning and decision-making.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Assessment Practices.

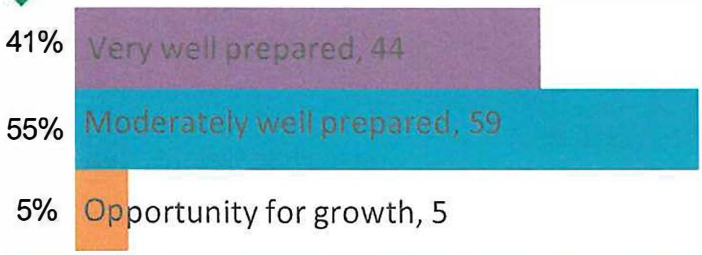
In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the seven indicators.

ASSESSMENT



Scoring Range
70-100: Very well prepared
50-69: Moderately well prepared
00-49: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.



Total Submissions: 108

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Formative assessments address skills, knowledge, and competency. → Rich, personalized and meaningful feedback is encouraged and expected.	3.3d, e	2.7b

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Digital learning technologies are used to diversify summative assessment practices → Learning analytics are given strategic consideration. → Learning analytics inform curriculum design and quality management.	3.1c 3.2c 3.3c, d, e	2.7a, b, c

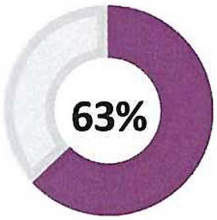
Content & Curricula

Description: Content and Curricula considers how frequently curricula are reviewed or interpreted to take advantage of the potential of digital learning technologies and digital content to modernize teaching, learning and assessment practices and improve the scope of learning outcomes. Innovation in curriculum leverages the potential of digital learning technologies to engage students in authentic context. Classroom teachers have access to multi-modal content or options they can use to differentiate the format of the content. Students have access to tools that support them as content creators.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Content & Curricula.

In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the seven indicators.

CONTENT & CURRICULA



Scoring Range
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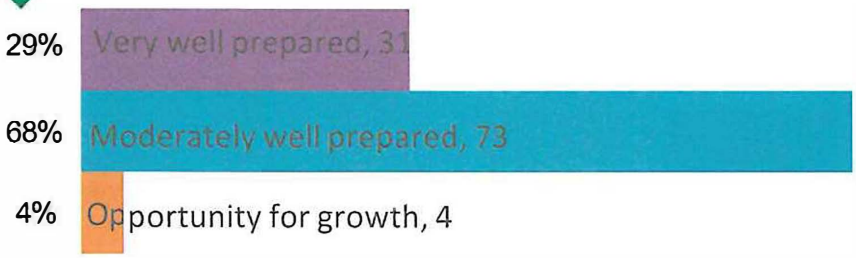
50-69: Moderately well prepared
00-49: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.



Total Submissions: 108

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Intellectual property and copyright are respected. → Digital learning technologies are used to provide students with greater learning opportunities. → Innovation in curriculum leverages the potential of digital learning technologies to engage students in authentic activities.	3.1 b 3.2 a 3.3 c, d	2.3c 2.4c 2.5b

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Curricula are periodically reviewed with the aim of integrating digital learning technologies. → Students' digital competence is developed across the curriculum.	3.1c, d 3.2c 3.5a, d	2.2c 2.3b

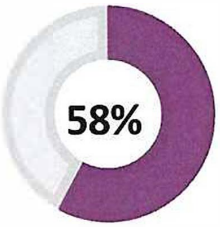
Collaboration & Partnerships

Description: In digitally responsive education organizations, there is a supportive culture of collaboration and communication and that ensures processes and policies are in place to enable staff and students to engage with internal and external stakeholders, share experiences and learn effectively within and beyond the organizational boundaries. Digital-age learning relies extensively on multidimensional communication (both traditional and social media, LMS, active and update-to-date website) , networking and sharing with the internal and external knowledge ecosystem. The organization offers the necessary tools, infrastructure and support systems to develop a culture of connected learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive; and give teachers and students access to communities of interest that support their interests.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Collaboration & Partnerships.

In addition, the mode for this component was 2; indicating that respondents primarily selected "disagree" for the five indicators .

COLLABORATION & PARTNERSHIPS



Scoring Range
70-100: Very well prepared
50-69: Moderately well prepared
00-49: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.

Total Submissions: 107

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Knowledge exchange is recognized as relevant professional learning outcomes.	3.5b, d	2.1b 2.4b

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Students are encouraged to engage with relevant social / professional networks and communities of interest. → Internal collaboration regarding best practice is regularly scheduled for vertical articulation and cross-disciplinary teams. → Staff and students are encouraged to take part in partnerships with external organizations.	3.1b 3.4d 3.5b	2.1b 2.4c

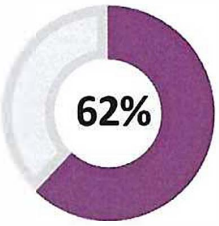
Well-being & Inclusion

Description: The component Well-being and Inclusion focuses on all aspects of social-emotional as well as academic well-being, and inclusion related to socioeconomic and racial diversity for students and staff. The conversations around inclusive, equitable access focus first on students and how resources are used to provide every student with access to a high-quality learning experience through technology. The district has set a vision for inclusion and equity that is grounded in the student experience and leverages technology as a resources to facilitate students' access to the devices, software, internet, supports and skills necessary to fully participate in their education as learners and creators based on their unique needs, strengths, interests, and identities.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Well-being & Inclusion

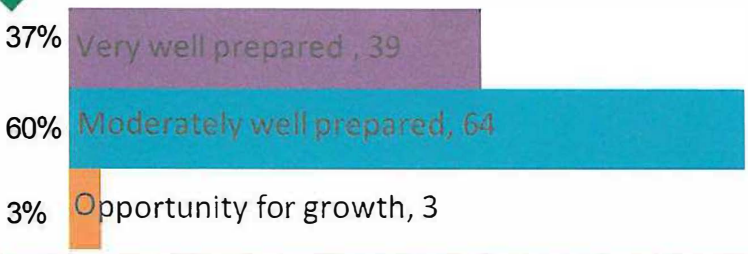
In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the eight indicators .

WELL-BEING & INCLUSION



Scoring Range
70-100: Very well prepared
50-69: Moderately well prepared
00-49: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.



Total Submissions: 106

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Assistive technologies are appropriate digital content are used to address the special needs of students. → Students have access to devices that are sufficient to their specific developmental, academic, and/or creative needs. → Academic and behavioral interventions are provided for all students as part of a multi-tiered system of supports.	3.1b 3.3d	2.2b 2.5a

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Teachers / leaders engage in professional learning to connect technology tools for all learners. → Professional learning focuses on building digital literacy skills with instructional practices and new pedagogies.	3.3a, b, c, d 3.5b, c, d	2..1a, c

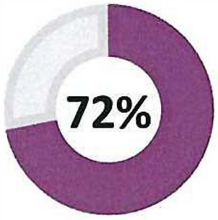
Safety & Security

Description: Safety and Security refers to the planning, tools and resources the district uses for physical security, data privacy, and network / cyber security. The district develops policies, practices, and procedures that include guidance for key protective measures to ensure the district's physical and digital resources are secure. This includes compliance with state and federal regulations, development of cyber governance management controls, alignments to a cyber-security framework, and rubrics / internal controls to monitor and scaffold progress.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are very well prepared in the area of Safety & Security. This was the highest scoring component in the Framework.

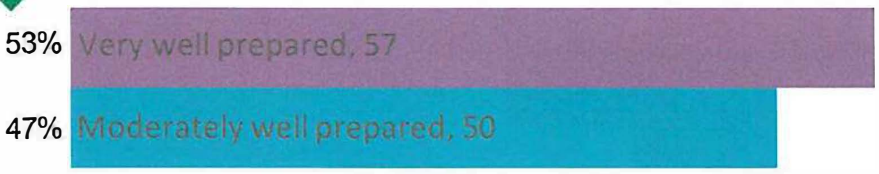
In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the four indicators.

SAFETY & SECURITY



Scoring Range
70-100: Very well prepared
40-69: Moderately well prepared
00-39: Opportunity for growth

Below is a graph depicting the aggregate responses to the indicators for this component of the Framework.



0% Opportunity for growth, 0

Total Submissions: 107

Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Measures are in place for the protection of physical safety. → Measures are in place to protect data privacy, and for the safe use of digital learning technologies. → Staff are trained on best practices for protection personally identifiable information about students and staff. → Staff are trained on best practices related to cybersecurity.	3.1d 3.4a, c	NA

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
NA	NA	NA

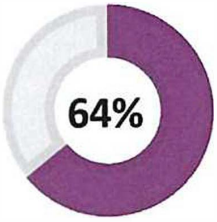
Infrastructure

Description: This element of framework refers to the crucial role of infrastructure in enabling and facilitating innovative practices and in extending the boundaries of learning spaces (physical and virtual) in a way that encompasses some or all of the multiple dimensions of openness and flexibility (any individual/group learning anywhere, anytime, using any device, with mentoring provided by anyone). Whole-organization approaches to the innovative design, adaptation and/or reorganization of virtual and physical learning spaces reflect the organization's vision to modernize practices for achieving more comprehensive learning outcomes. Underpinning such developments is the backbone of digital services, which must be reliable, secure and scalable.

Your Organization:
Based on the responses to the Digital Responsiveness Survey, your organization received the capacity score as shown in the gauge to the right. This calculation is based on the number of responses from all participants in the survey. Overall, this score means that the Ionia Public Schools are moderately well prepared in the area of Infrastructure.

In addition, the mode for this component was 3; indicating that respondents primarily selected "agree" for the thirteen indicators.

INFRASTRUCTURE



Scoring Range
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00-49: Opportunity for growth

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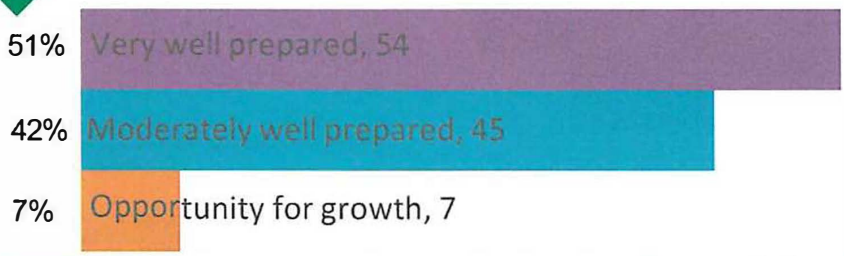


Total Submissions: 106

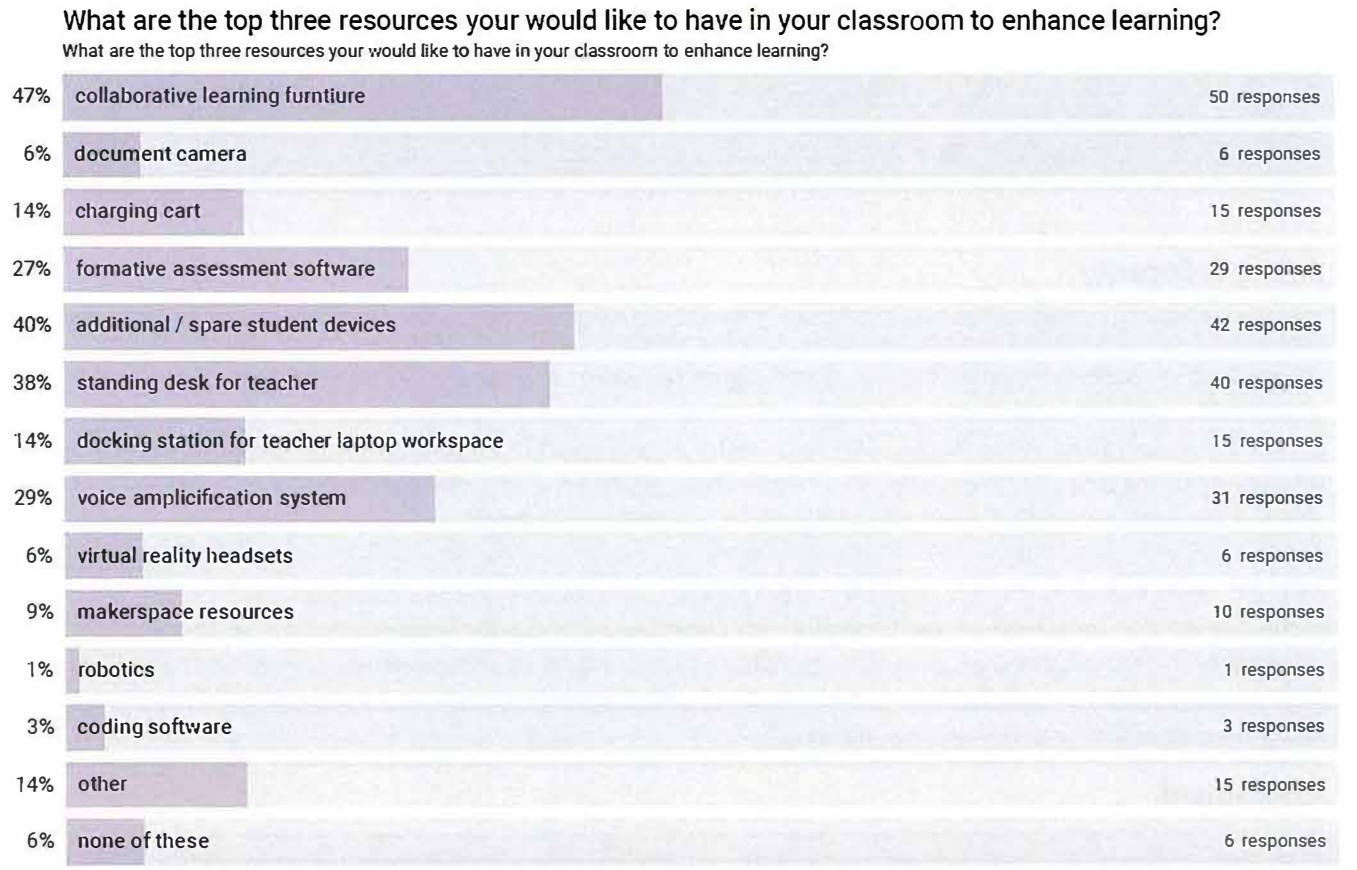
Areas of Strength		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ The process for requesting support or repairs for technology issues is clearly identified. → Technology repairs or issues are addressed quickly and predictably. → Students have access to devices that are sufficient to their specific developmental, academic, and/or creative needs. → Internet / Broadband is stable and performs predictably.	3.1b 3.2c 3.4a, b	2.2b

Opportunities for Growth		
Indicators	ISTE Standards	
	Education Leaders	Educators
→ Existing technology meets our current needs. → Existing technology will likely meet our future needs. → Technology is stable and performs predictably.	3.4a, b	NA

Infrastructure

NOTES:

There is a full breakdown of the digital resources (hardware, software, content) teachers are using in the classroom in Appendix A. Below you will find a chart with the top three resources respondents would like to have in the classroom to enhance learning:



Summary of Findings: Areas of Strength

The Ionia Public Schools are well positioned to support the technological needs of the districts' stakeholders in all areas. Technology offers a tremendous opportunity to support educational environments for students, teachers, and administrators. Every stakeholder can benefit from technology's unique ability to streamline work and enrich outcomes. Leveraging technology in a way that achieves these goals requires strong leadership and a clearly communicated vision. Effective leaders understand organizational and instructional needs and challenges. These leaders create an inspiring vision of the future, motivate and inspire stakeholders to engage with that vision, and coach the team in the delivery of the vision. Based on the results of the data gathered through surveys, interviews, focus group, and document analysis, the following charts summarize three areas of strength that earned the highest feedback from stakeholders as well as three opportunities for growth.

Safety & Security

The district has developed policies, practices, and procedures that include guidance for key protective measures to ensure the district's physical and digital resources are secure. Staff feel physically safe in the schools. The district should continue to invest in new technology so that it can be integrated into existing systems and upgraded in the future. Further, continue to support the communication structures currently in place ensuring two-way communication technology, website, and district apps that can be easily accessed and used by all relevant personnel and community members.

Similarly, staff feel well-trained to protect data privacy, and for the safe use of digital learning technologies, and in the use of best practices for cybersecurity. The staff members have a strong understanding that curated data must be handled to ensure that all personally identifiable information is protected. In addition, the district has implemented multi-factor authentication and regularly runs phishing campaigns for ongoing cybersecurity training.

Assessment

The role that digital learning technologies play in supporting an integrated approach to assessment relies on giving all stakeholders timely and meaningful information on students' experiences and achievements. This includes measures that the learning community may consider in order to progressively shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire will include student-centered, personalized, authentic, integrated and meaningful assessment practices that can also consider knowledge, skills and competences developed in formal, informal and non-formal settings.

The use of digital learning technologies potentially makes available vast amounts of data about learning processes. The learning community should use learning analytics for collection, analysis and reporting of data about students and learning contexts for improving learning outcomes and for curriculum or program planning and decision-making. Thus, consider implementing analytics to optimize individual and group learning outcomes and organizational performance.

Summary of Findings: Areas of Strength

Infrastructure
The digital infrastructure is planned and managed. The organization has in place the necessary expertise and processes to ensure the effective identification, selection and organization-wide deployment digital learning technologies appropriate to its scale and needs. Front facing services support the needs of staff and students. The core ICT backbone and services (networks, portals, Wi-Fi, cloud) are omnipresent, and the network and Internet /bandwidth connection support district access needs without performance degradation. Wireless access is available and reliable in all instructional spaces and common areas. Technical and user support is planned and integrated in digital infrastructure to ensure reliable performance, maintenance and interoperability and to provide students and staff with seamless access to the digital technologies, content and services they require. Effective procurement planning is evident, with defined replacement cycles for all technologies. In addition, procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations.

Summary of Findings: Opportunities for Growth

Professional Learning

Focus on a model for highly effective technology integration and innovation for professional learning (i.e. SAMR, TPACK). Continue to develop differentiated professional learning offerings for technology integration, and responsive learning environments, and align it with the technology plan, professional learning plan and budget.

- Work with staff to help assess their own technology use and responsive learning strategies based on the adopted model.
- In all PL offerings, help staff plan technology integration and classroom configurations that focus on the elements of the adopted model.
- Focus on the needs of Special Education and English-Language Learners as their needs may differ.

Professional learning needs to be targeted, ongoing learning that regularly occurs in schools, independently as well as with colleagues in both small and large group settings.

- Student learning data in addition to instructional staff needs and interests are the primary drivers of professional learning.
- Dedicated time should be scheduled for all staff to process, apply, reflect and refine professional learning related to new initiatives.

Ultimately, implement PL aligned with the district's priorities and ISTE Standards for Educators and Educator Leaders to include technology integration and innovation goals as part of goals for the year, utilizing the technology integration and innovation model, and including the needs of Special Education students as well as English-Language Learners.

Collaboration & Partnerships

Faculty and staff report that there are limited opportunities for internal collaboration through vertical integration or cross-curricular teams. Staff practice collaborating with one another in both vertical and horizontal teams, while providing opportunities for students to positively contribute to multiple communities and assume responsibility for a range of contributions are essential in preparing thriving adults and life-long learners.

To maximize results and minimize the potential for the fragmentation of skill development across the K-12 spectrum:

- Schedule time for teachers to frequently share lessons and activities about digital learning in their regular professional learning communities, guiding their work with research-based framework (e.g., Marzano, DuFour, Senge, Hord, etc.)
- Provide digital learning-focused professional development that includes ongoing support through peer observation, assessment, coaching, professional learning communities, and mentoring.

Students' experiences and opportunities are dependent upon their teachers' self-motivation, confidence, and skills to effectively integrate technology in the classroom is supported by:

- integrating purposeful technology use into daily teaching,
- learning through targeted professional learning,
- collecting and using student data to drive learning, and
- implementing research-based practices and strategies.

Summary of Findings: Opportunities for Growth

Professional Learning

Updated Classroom Technologies

Updated classroom technologies needs to support flexibility, accessibility, and mobility. Teachers and leaders need to stay abreast of educational research on implementing contemporary methods around the effective use of technology through practices and pedagogy to drive impactful learning. This includes encouraging the exploration and evaluation of current and new technologies and methodologies, as well as organizational systems relevant for supporting the improvement of student learning outcomes by equipping the digitally responsive learning environments with the appropriate tool and resources.

Contemporary classrooms are designed to leverage digital tools in concert with the physical classroom design to facilitate high-quality interactions. The physical design of the classroom needs to support choice with flexible seating and student collaboration with configurable furniture and collaboration software. In addition to configurable furniture, classroom technologies should be mobile to support multiple configurations based on student learning needs. One example is the use of lightweight carts to mount IFPS so they can be relocated in the classroom to support whole group and small group instruction.

The district has a robust wireless network already in the schools, along with devices for students and teachers. Classrooms need to be equipped with technologies that support all students to maximize access to appropriate learning resources, engagement with content, and collaboration with students, teachers, and expert sources of information. Technologies that support this environment include movable displays with built-in screen-mirroring technology to make them interactive and enable content sharing, audio enhancement solutions to ensure students can hear at any location in the classroom, and collaborative software to share resources and learning artifacts.

To launch a new initiative with updated classroom technologies, engage a teacher leadership team to embrace and share key strategies, including conducting rapid research and evidence collecting as needed; leveraging innovation cycles; designing, developing and testing prototypes and innovations; developing distributed leadership; enabling champions of innovations; and embedding teacher learning in design. To support this work:

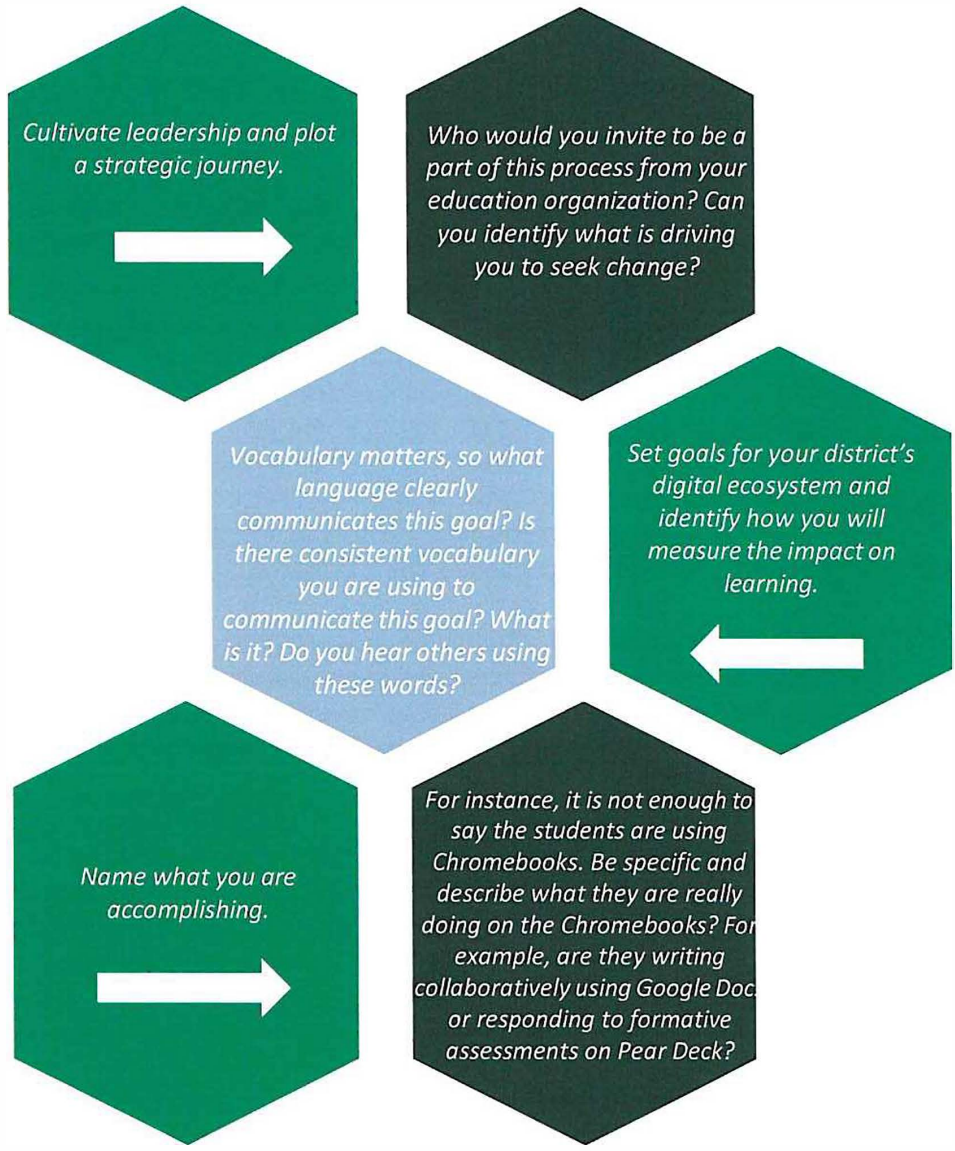
- Provide targeted professional learning to support teachers and provide an understanding of how to maximize flexible seating, configurable furniture, and digital resources for student engagement.
- Identify what is working in the learning environment and explore how new approaches might be designed, adjusted and implemented to meet the needs of its contexts and its learners.
- Collect data and survey teachers and students on how their skills, capabilities and mindsets have changed as a result of engagement in digitally responsive learning environments.

Action Steps

In a technology planning process, it is essential to engage the stakeholders of the learning community in dialogue and examine a district's digital ecosystem, including its impacts on student learning outcomes. Each step in the technology-planning process strategically uses dialogue to build a systematic approach from a loose core of facts and interested stakeholders. As the group goes through the process, a living design emerges in which the technology planning gets done as part of the stakeholders' daily routines.

When starting with a small and committed stakeholder group, the success of any key education initiative lies in the capacity of its leaders and in those who are implementing it. When it comes to researching needs, purchasing resources, and deploying a technology plan, both teachers and administrators must lead the way, marking the path for others to follow. Everyone has a role to play in digital transformations and ed-tech overhauls.

Through strategic dialogue, the stakeholders engage in a process of discovery to identify what is driving the school or district to seek change, the potentials to which the members aspire, and how to move toward those potentials with actionable steps. In the discovery process, the stakeholders identify a common belief system, customs, community values and a shared understanding of their learning community and its technology needs.



Bluum Advisory Services:
Framework for Digitally Responsive Educational Organizations
Survey Summary

APPENDIX A: Itemized Survey Results

bluum™

Population report - All Q

Digital Framework Assessment

Account: Ionia Public Schools Date: Feb 10, 2023 — May 10, 2023

Submissions: 118

Framework for Digital Competency.

100%	I accept	118 responses
0%	I decline	0 responses

Total population: 118
Population asked: 118

I am a

88%	Teacher	104 responses
12%	Leader	14 responses

Total population: 118
Population asked: 118

The name of my school is

5%	District Administration	6 responses
19%	Ionia High School	22 responses
0%	Douglas R. Welch High School / Virtual School	0 responses
29%	Ionia Middle School	34 responses
7%	Boyce Elementary School	8 responses
5%	Emerson Elementary School	6 responses
13%	Jefferson Elementary School	15 responses
13%	Rather Elementary School	15 responses
10%	Twin Rivers Elementary School	12 responses

Total population: 118
Population asked: 118

Integration of digital-age learning is part of the overall mission, vision and strategy: The potential of digital learning technologies is clearly identified.

The potential of digital learning technologies is clearly identified

Total population: 118
Population asked: 118

Integration of digital-age learning is part of the overall mission, vision and strategy: The benefits of digital learning technologies are communicated.

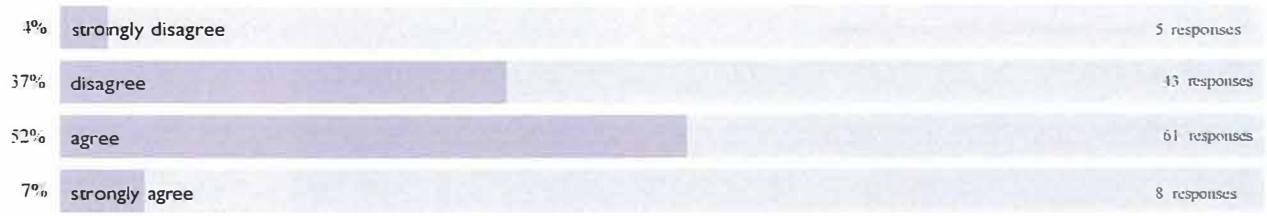
The benefits of digital learning technologies are communicated.

Integration of digital-age learning is part of the overall mission, vision and strategy: The District's strategic plan encompasses digital-age learning.

The District's strategic plan encompasses digital-age learning

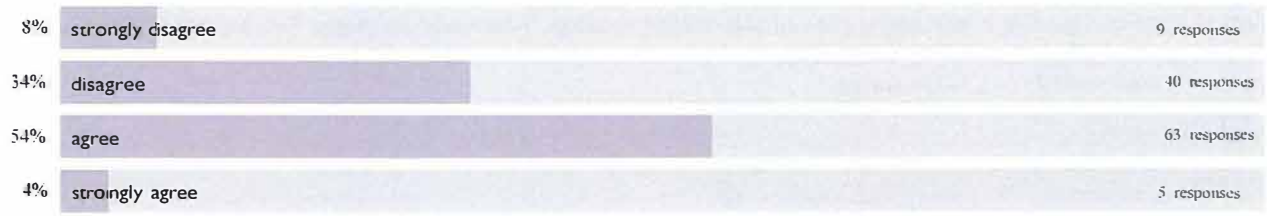
Strategy for digital-age learning is supported by an implementation plan: Technology planning expands upon existing resources while addressing potential barriers.

Technology planning expands upon existing resources while addressing potential barriers



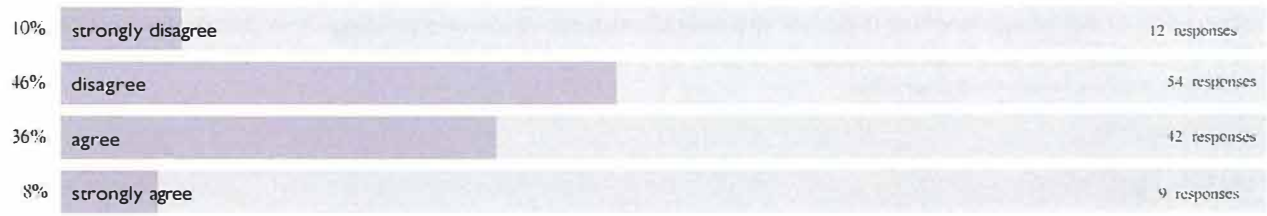
Strategy for digital-age learning is supported by an implementation plan: Internal stakeholders have a degree of autonomy.

Internal stakeholders have a degree of autonomy.



Strategy for digital-age learning is supported by an implementation plan: Modernizing existing educational opportunities and offering new opportunities are prioritized equally.

Modernizing existing educational opportunities and offering new opportunities are prioritized equally

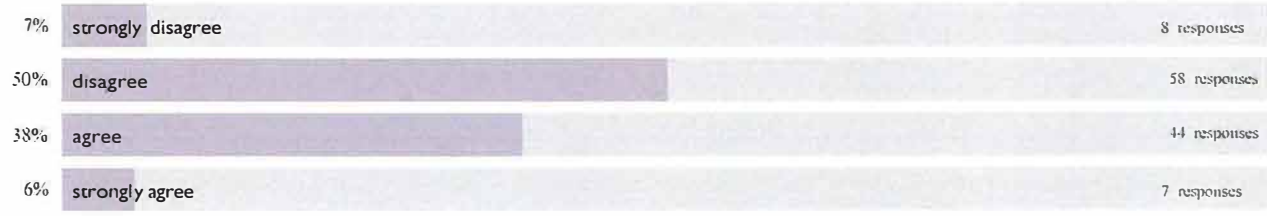


A Management and Governance Model is in place: The implementation plan is both understood and committed to.

The implementation plan is both understood and committed to.

A Management and Governance Model is in place: Management responsibility is clearly assigned.

Management responsibility is clearly assigned

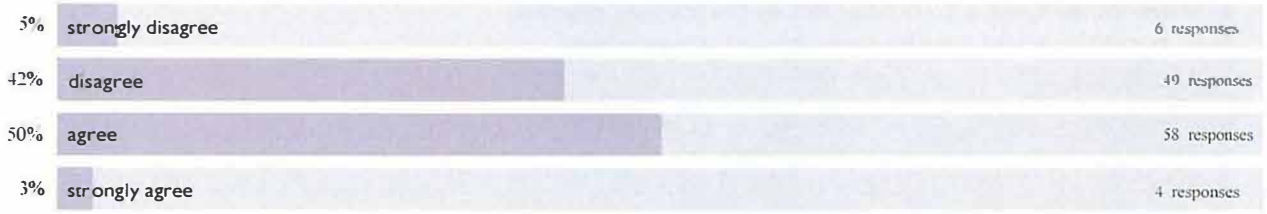


A Management and Governance Model is in place: Resources are aligned with budgets and staffing.

Resources are aligned with budgets and staffing.

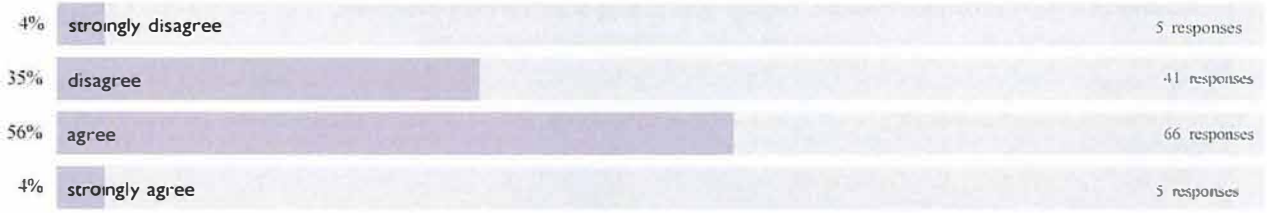
Digital competence is promoted, benchmarked and assessed: Staff and students are digitally-competent.

Staff and students are digitally-competent.



Digital competence is promoted, benchmarked and assessed: Responsible behaviour, safety, and risks of online enviroments is included in instruction.

Responsible behaviour, safety, and risks of online enviroments is included in instruction.

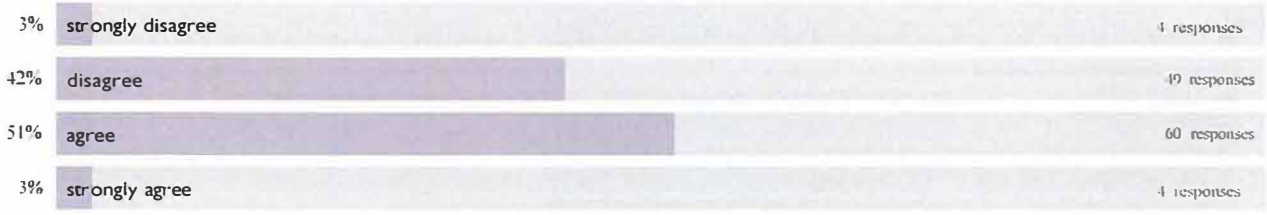


Digital competence is promoted, benchmarked and assessed: Students' digital competence is assessed.

Students' digital competence is assessed.

A rethinking of roles and pedagogical approaches takes place: Staff are partners in change.

Staff are partners in change

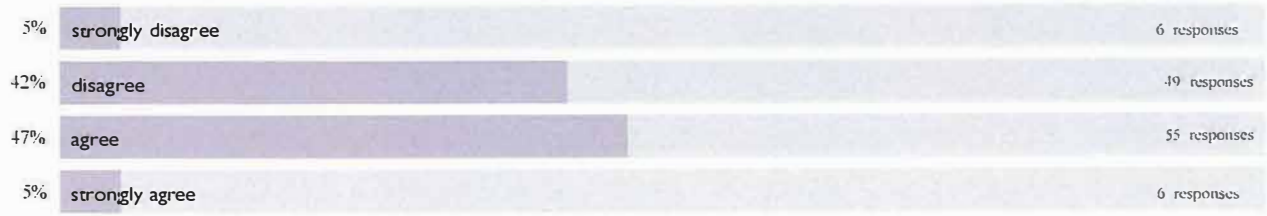


A rethinking of roles and pedagogical approaches takes place: Teachers act as mentors, facilitators of learning, and as role models for lifelong learning and personal professional growth.

Teachers act as mentors, facilitators of learning, and as role models for lifelong learning and personal professional growth

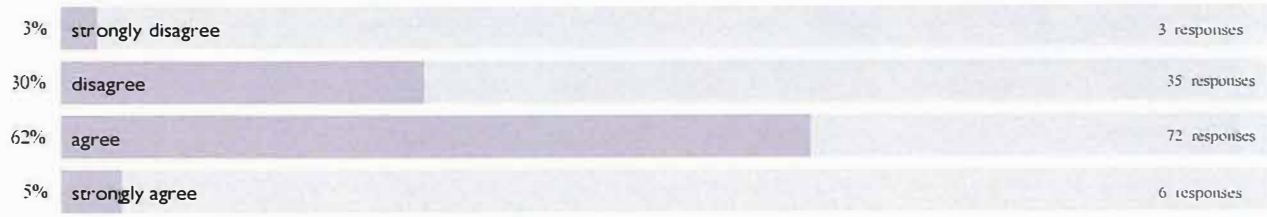
A rethinking of roles and pedagogical approaches takes place: Students are encouraged to act as self-directed learners and are co-designers of the learning process.

Students are encouraged to act as self-directed learners and are co-designers of the learning process



A rethinking of roles and pedagogical approaches takes place: Teaching methods integrate instructional technologies which promote flexible, engaging teaching and learning practices.

Teaching methods integrate instructional technologies which promote flexible, engaging teaching and learning practices.

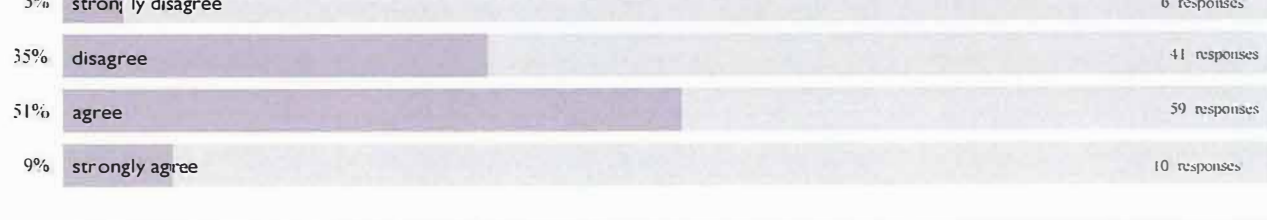


A rethinking of roles and pedagogical approaches takes place: Personalized learning is developed by leveraging instructional technologies.

Personalized learning is developed by leveraging instructional technologies

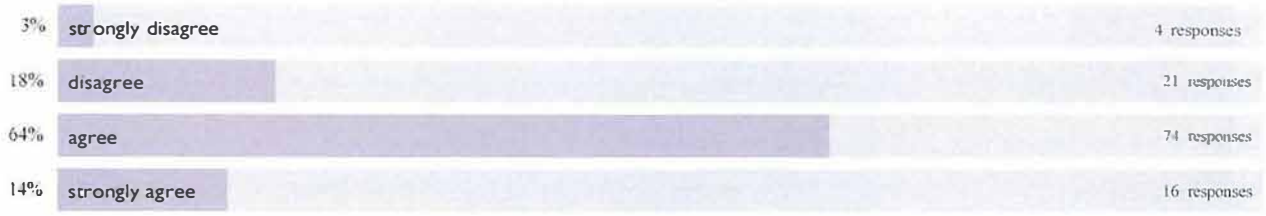
A rethinking of roles and pedagogical approaches takes place: Creativity is promoted and encouraged.

Creativity is promoted and encouraged.



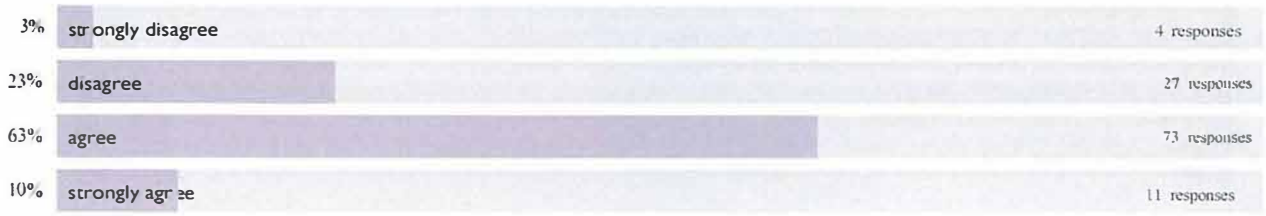
A rethinking of roles and pedagogical approaches takes place: Collaboration and group work is expected.

Collaboration and group work is expected



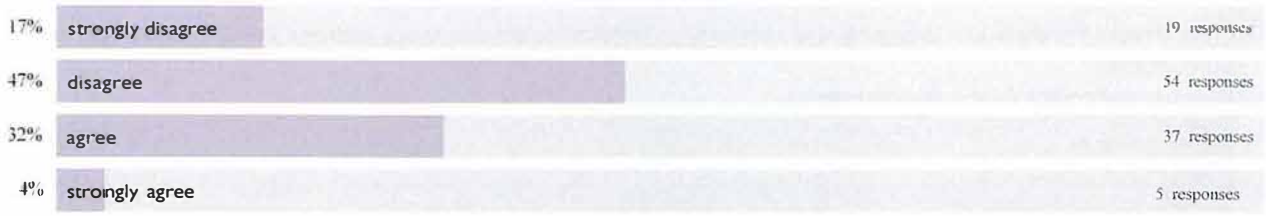
A rethinking of roles and pedagogical approaches takes place: Social and emotional learning skills are developed.

Social and emotional learning skills are developed.



Physical & Virtual Learning Spaces are designed for digital age learning: Physical learning spaces optimize the affordances of digital-age learning.

Physical learning spaces optimize the affordances of digital-age learning



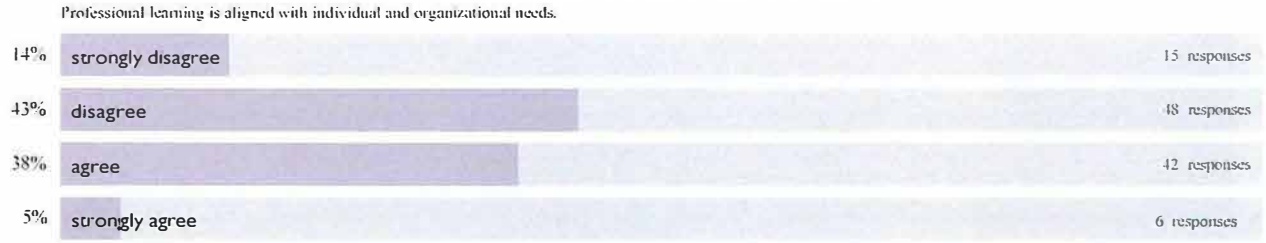
Physical & Virtual Learning Spaces are designed for digital age learning: Virtual learning spaces are optimized so that the staff/student experience complements the face-to-face settings.

Virtual learning spaces are optimized so that the staff/student experience complements the face-to-face settings.

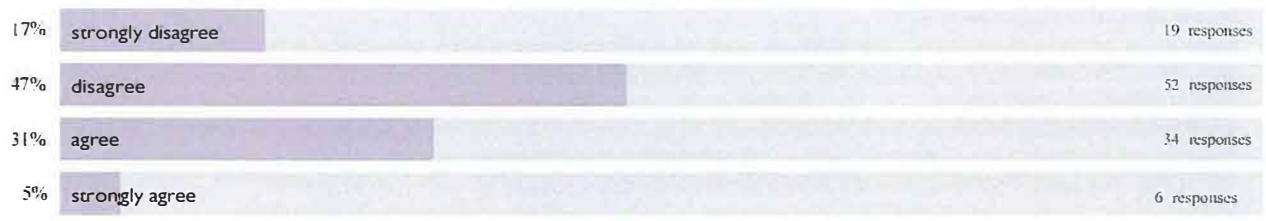
There are professional learning opportunities available for staff at all levels.

There are professional learning opportunities available for staff at all levels.

Professional learning is aligned with individual and organizational needs.



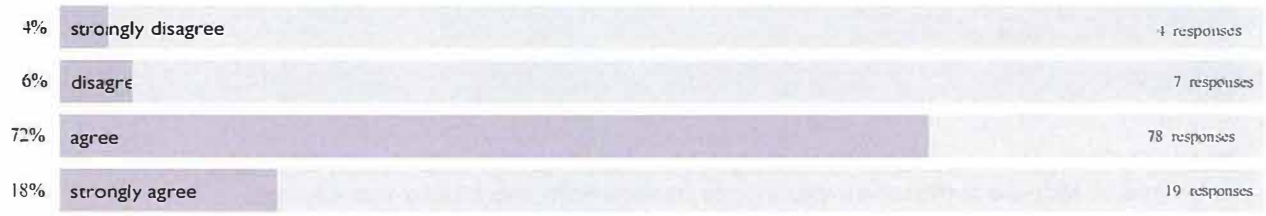
There is a wide range of approaches for providing continuous professional learning.



What do you wish you better understood about integration of technology in your classroom?

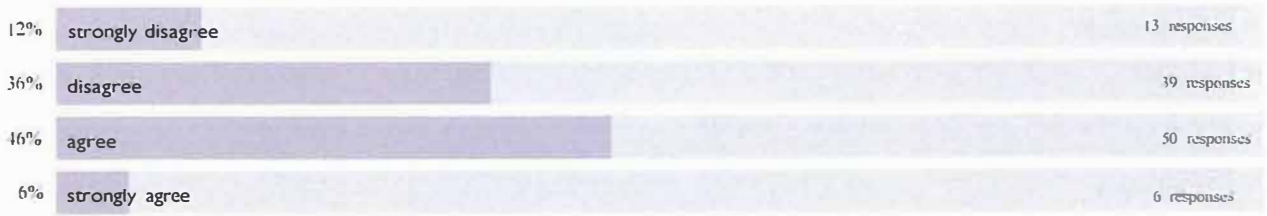
See all responses at the end of this document.

Assessment Formats are engaging and motivating: Formative assessments address skills, knowledge, and competency.



Assessment Formats are engaging and motivating: Digital learning technologies are used to diversify summative assessment practices.

Digital learning technologies are used to diversify summative assessment practices



Assessment Formats are engaging and motivating: Self- and peer- assessment are promoted.

Self- and peer- assessment are promoted.

Assessment Formats are engaging and motivating: Rich, personalized and meaningful feedback is encouraged and expected.

Rich, personalized and meaningful feedback is encouraged and expected.

Learning Design is Informed by Analytics: Learning analytics are given strategic consideration.

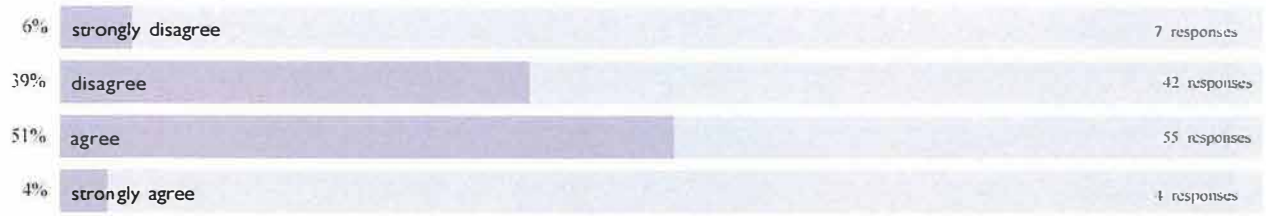
Learning analytics are given strategic consideration

Learning Design is Informed by Analytics: Learning is supported through learning analytics.

Learning is supported through learning analytics.

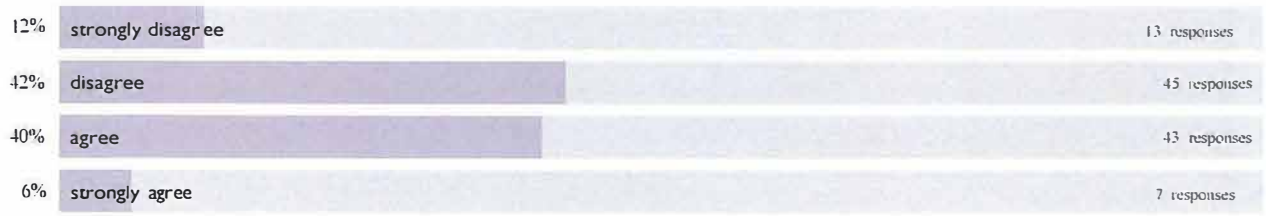
Learning Design is Informed by Analytics: Learning analytics inform curriculum design and quality management.

Learning analytics inform curriculum design and quality management



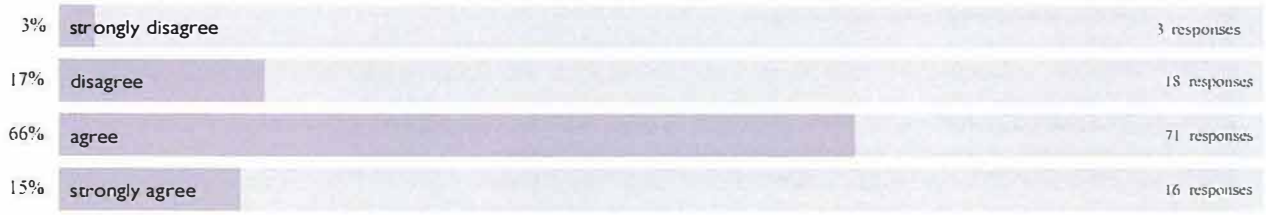
Digital content is widely promoted and used: Staff and students are creators of content.

Staff and students are creators of content.



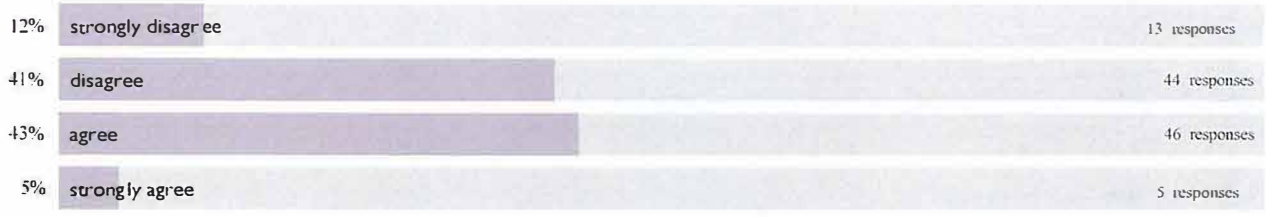
Digital content is widely promoted and used: Intellectual property and copyright are respected.

Intellectual property and copyright are respected



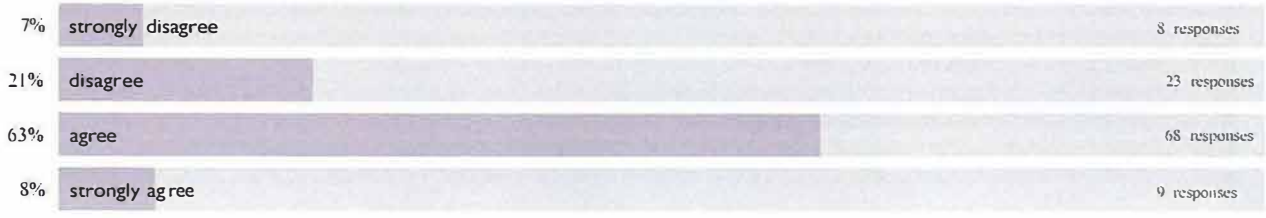
Curricula are redesigned or re-interpreted to reflect the pedagogical possibilities afforded by digital technologies: Subject-based learning is reimagined to create more integrated approaches.

Subject-based learning is reimagined to create more integrated approaches



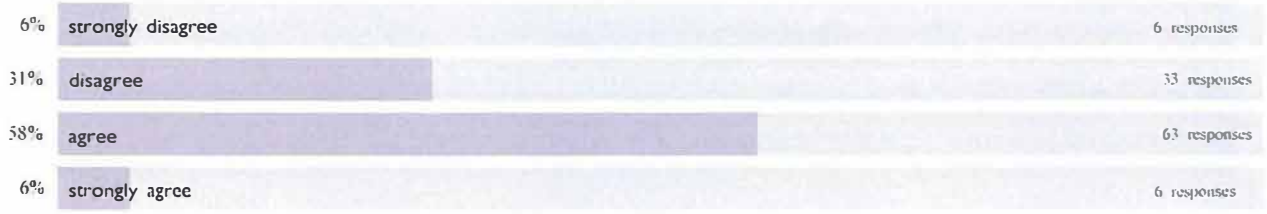
Curricula are redesigned or re-interpreted to reflect the pedagogical possibilities afforded by digital technologies: Digital learning technologies are used to provide students with greater learning opportunities.

Digital learning technologies are used to provide students with greater learning opportunities.



Curricula are redesigned or re-interpreted to reflect the pedagogical possibilities afforded by digital technologies: Innovation in curriculum leverages the potential of digital learning technologiess to engage students in authentic contexts.

Innovation in curriculum leverages the potential of digital learning technologiess to engage students in authentic contexts.

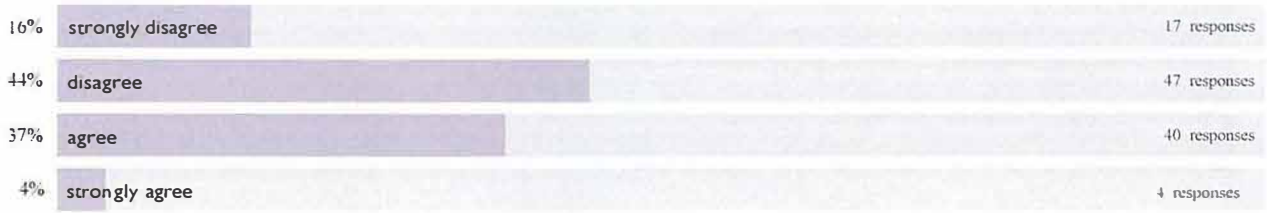


Curricula are redesigned or re-interpreted to reflect the pedagogical possibilities afforded by digital technologies: Curricula are periodically reviewed with the aim of integrating digital learning technologies.

Curricula are periodically reviewed with the aim of integrating digital learning technologies

Curricula are redesigned or re-interpreted to reflect the pedagogical possibilities afforded by digital technologies: Students' digital competence is developed across the curriculum.

Students' digital competence is developed across the curriculum.

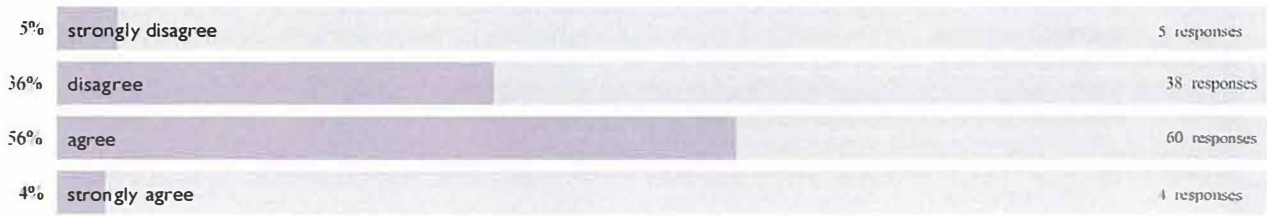


Networking, sharing & collaboration are promoted: Staff share expertise and content through networked collaboration.

Staff share expertise and content through networked collaboration.

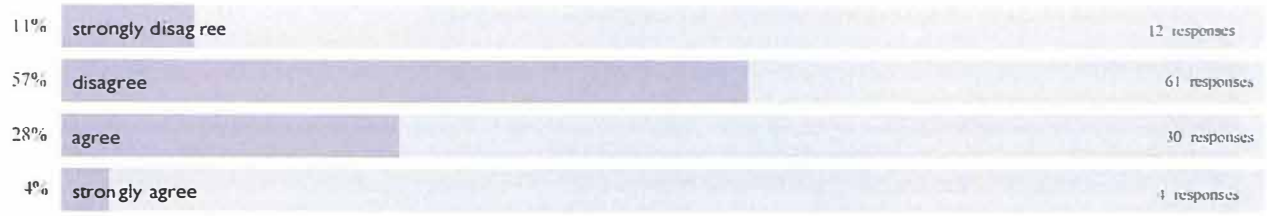
Networking, sharing & collaboration are promoted: Knowledge exchange is recognized as relevant professional learning outcomes.

Knowledge exchange is recognized as professionally relevant learning outcomes



Networking, sharing & collaboration are promoted: Students are encouraged to engage with relevant social/professional networks and communities of interest.

Students are encouraged to engage with relevant social/professional networks and communities of interest

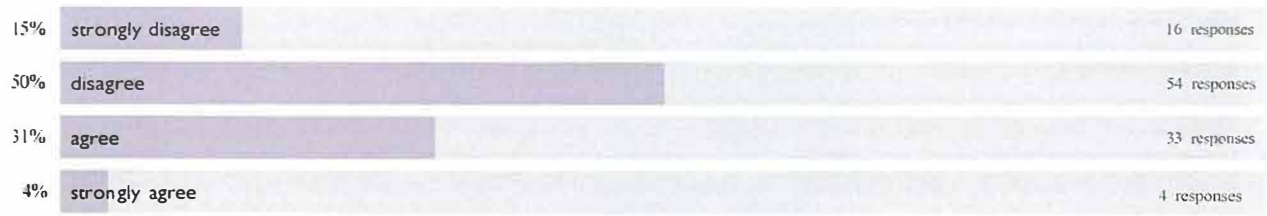


Networking, sharing & collaboration are promoted: Internal collaboration regarding best practice is regularly scheduled for vertical articulation and cross-disciplinary teams.

Internal collaboration regarding best practice is regularly scheduled for vertical articulation and cross-disciplinary teams.

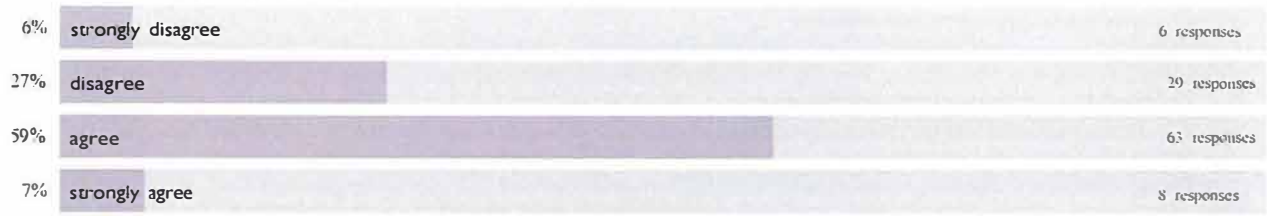
Partnerships are developed: Staff and students are encouraged to take part in partnerships with external organizations.

Staff and students are encouraged to take part in partnerships with external organizations.



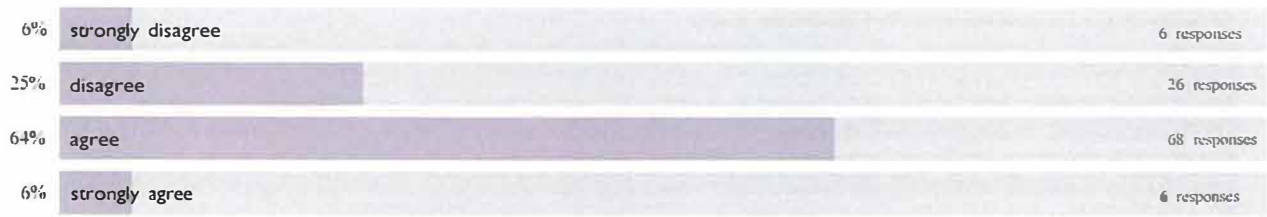
Vision, Policies & Practice: Assistive technologies and appropriate digital content are used to address the special needs of students.

Assistive technologies and appropriate digital content are used to address the special needs of students.



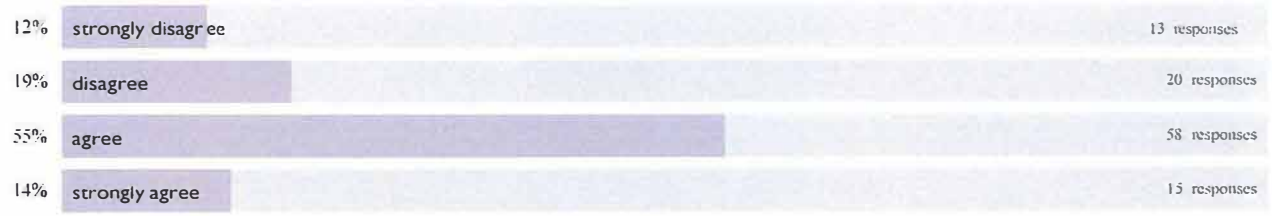
Vision, Policies & Practice: Students have access to devices that are sufficient to their specific developmental, academic, and/or creative needs.

Students have access to devices that are sufficient to their specific developmental, academic, and/or creative needs



Vision, Policies & Practice: Academic and behavioral interventions are provided for all students as part of a multi-tiered system of supports.

Academic and behavioral interventions are provided for all students as part of a multi-tiered system of supports



Vision, Policies & Practice: A screening tool is used to assess students' wellness.

A screening tool is used to assess students' wellness

Vision, Policies & Practice: Students and teachers have access to devices in and outside of school, and the ability to connect their devices to high-speed internet.

Students and teachers have access to devices in and outside of school, and the ability to connect their devices to high-speed internet.

Physical Safety: Programmatic and communicative efforts seek to alleviate anxiety/stress/fear of the staff with regard to social, emotional, and mental wellbeing.

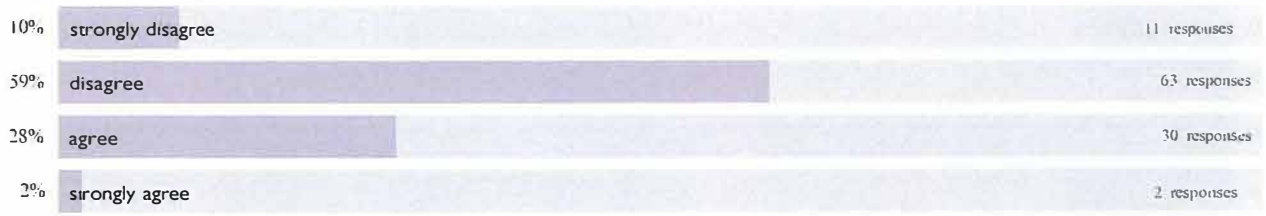
Programmatic and communicative efforts seek to alleviate anxiety/stress/fear of the staff with regard to social, emotional, and mental wellbeing.

Vision, Policies & Practice: Teachers / leaders engage in professional learning to connect technology tools for all learners.

Teachers / leaders engage in professional learning to connect technology tools for all learners

Vision, Policies & Practice: Professional development focuses on building digital literacy skills with instructional practices and new pedagogies.

Professional learning focuses on building digital literacy skills with instructional practices and new pedagogies



Physical Safety: Measures are in place for the protection of physical safety.

Measures are in place for the protection of physical safety

Data Privacy & Security: Staff are trained on best practices for protecting personally identifiable information about students and staff.

Staff are trained on best practices for protecting personally identifiable information about students and staff.

Data Privacy & Security: Measures are in place to protect data privacy, and for the safe use of digital learning technologies.

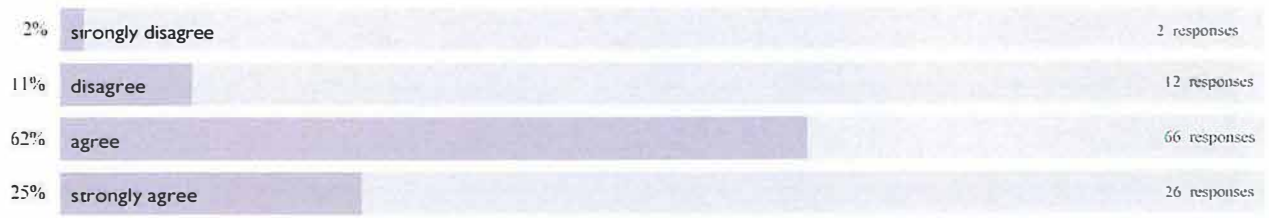
Measures are in place to protect data privacy, and for the safe use of digital learning technologies

Cybersecurity: Staff are trained on best practices related to cybersecurity.

Staff are trained on best practices related to cybersecurity.

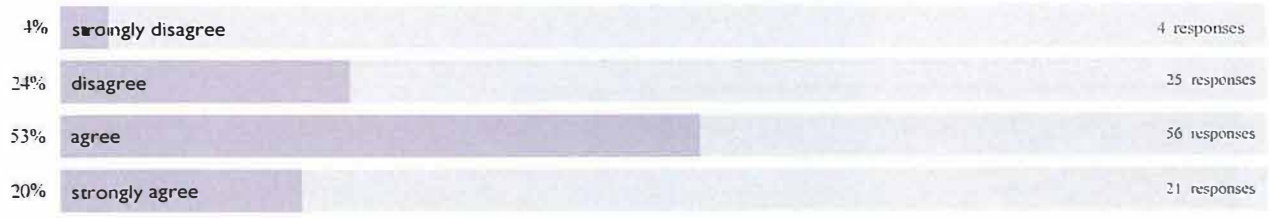
The process for requesting support or repairs for technology issues is clearly identified.

The process for requesting support or repairs for technology issues is clearly identified



Technology repairs or issues are addressed quickly and predictably.

Technology repairs or issues are addressed quickly and predictably.



Existing technology meets our current needs.

Existing technology meets our current needs.

Existing technology will likely meet our future needs.

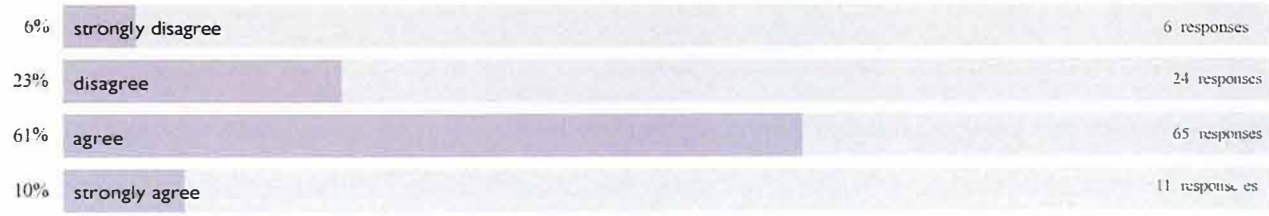
Existing technology will likely meet our future needs.

Devices are stable and perform predictably.

Devices are stable and perform predictably

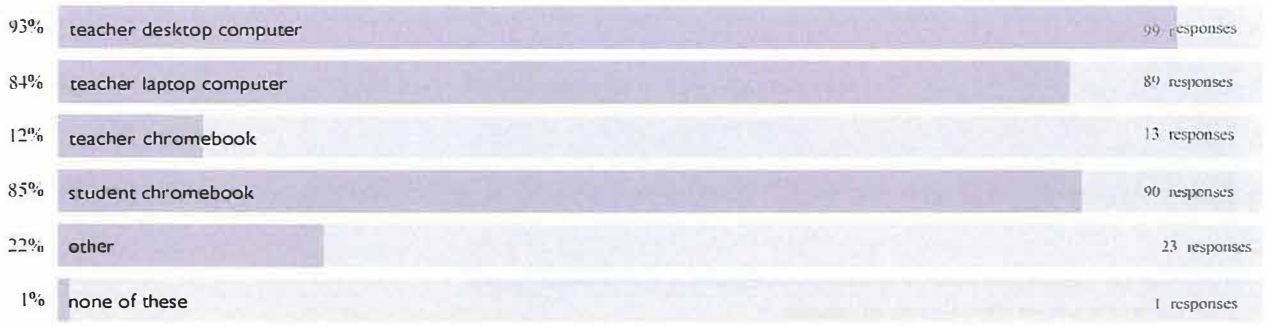
Internet / Broadband is stable and performs predictably.

Internet / Broadband is stable and performs predictably



Which of the following devices are available for you and students to use in your classroom?

Which of the following devices are available for you and students to use in your classroom?

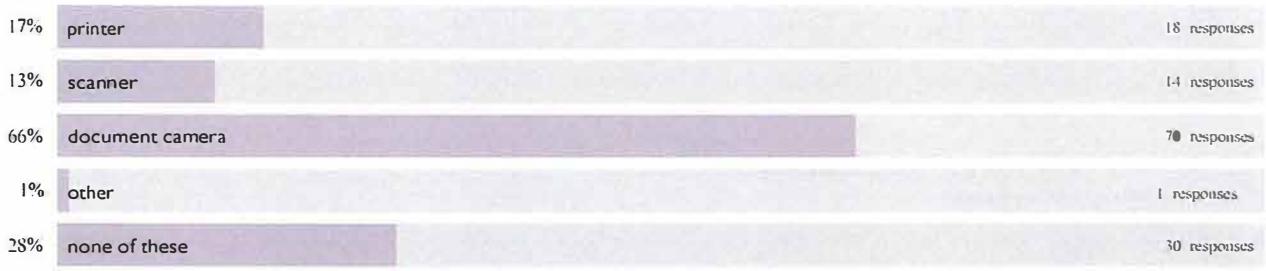


Which of the following classroom technologies are available for you and students to use in your classroom?

Which of the following classroom technologies are available for you and students to use in your classroom?

Which of the following peripherals are available for you and students to use in your classroom?

Which of the following peripherals are available for you and students to use in your classroom?



Which other technologies are available for you and students to use in your classroom?

Which other technologies are available for you and students to use in your classroom?

Unasked (90)
n/a (4 responses)
None (3 responses)
Elmo (2 responses)
iPad (2 responses)
na (2 responses)
An Elmo
Apple tv but no device to project from in working order (iPad) nor do I know how to use it.
Graphing Calculators ELMO
iPad & apple tv
iPad and iPad pencil and Apple Tv projection.

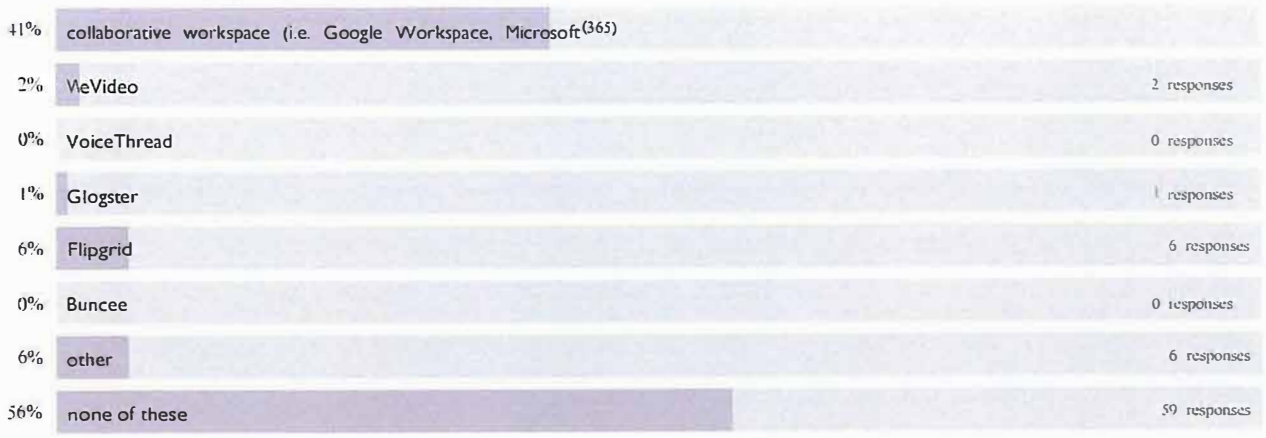
Which of the following student engagement softwares do you use regularly in your classroom?

Which of the following student engagement softwares do you use regularly in your classroom?

0%	Breakout EDU	0 responses
22%	Edpuzzle	23 responses
8%	Gimkit	8 responses
9%	Pear Deck	10 responses
10%	Jamboard	11 responses
3%	Kami	3 responses
4%	Padlet	4 responses
21%	Quizlet	22 responses
7%	Screencatify	7 responses
1%	Soundtrap	1 responses
25%	other	26 responses
50%	none of these	53 responses

Which of the following digital content softwares do you use regularly in your classroom?

Which of the following digital creation softwares do you use regularly in your classroom?



Which of the following digital content softwares do you use regularly in your classroom?

Which of the following digital content softwares do you use regularly in your classroom?

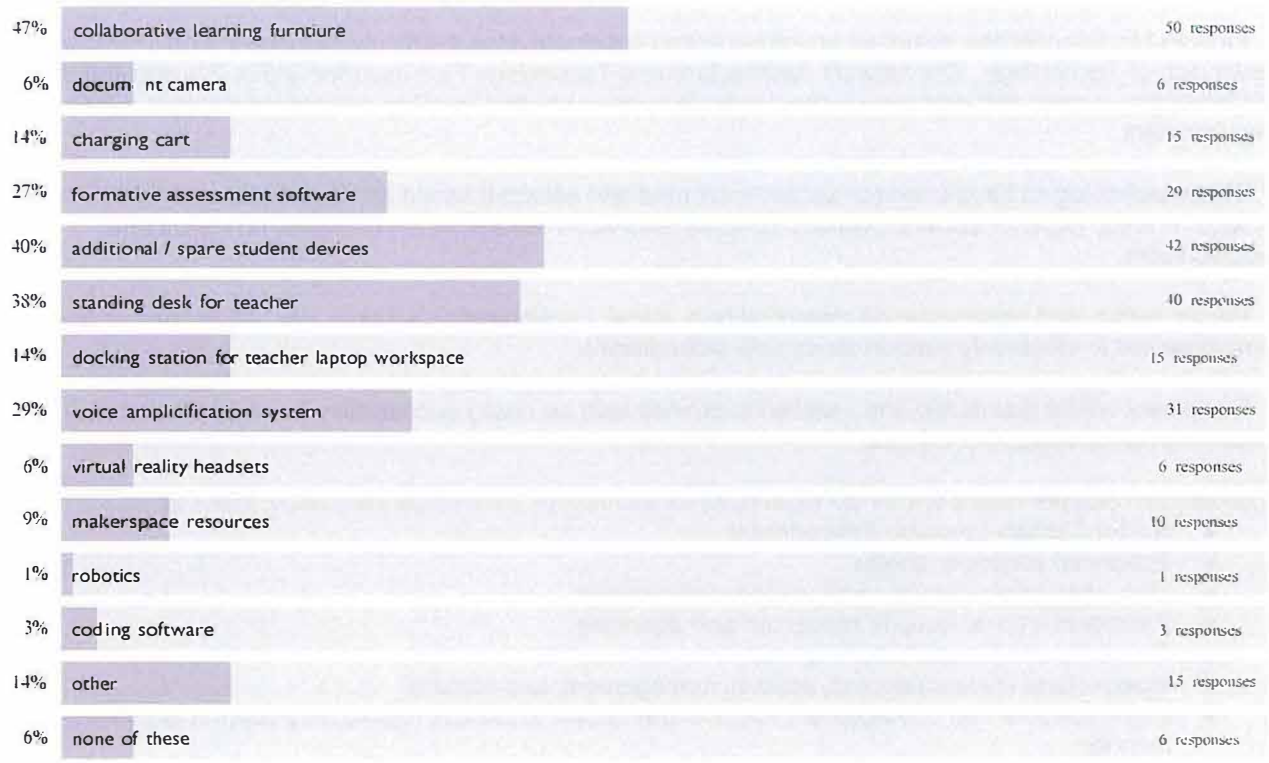
Which other softwares do you use regularly in your classroom?

Which other softwares do you use regularly in your classroom?

Unasked (76)
IXL (3 responses)
na (3 responses)
Blooket (2 responses)
n/a (2 responses)
n
99 math
ABC Mouse, Lalilo, Mystery Science
Adobe suite products
Blooket, Kahoot
Delta Math, Desmos,

What are the top three resources you would like to have in your classroom to enhance learning?

What are the top three resources you would like to have in your classroom to enhance learning?



INFRASTRUCTURE OVERVIEW

Ionia Public Schools has designed an infrastructure which provides the flexibility to incorporate the continued evolution of Technology. The network Architecture and Technology Plan included within this document incorporates current and emerging technologies to support student learning and achievement in a safe environment.

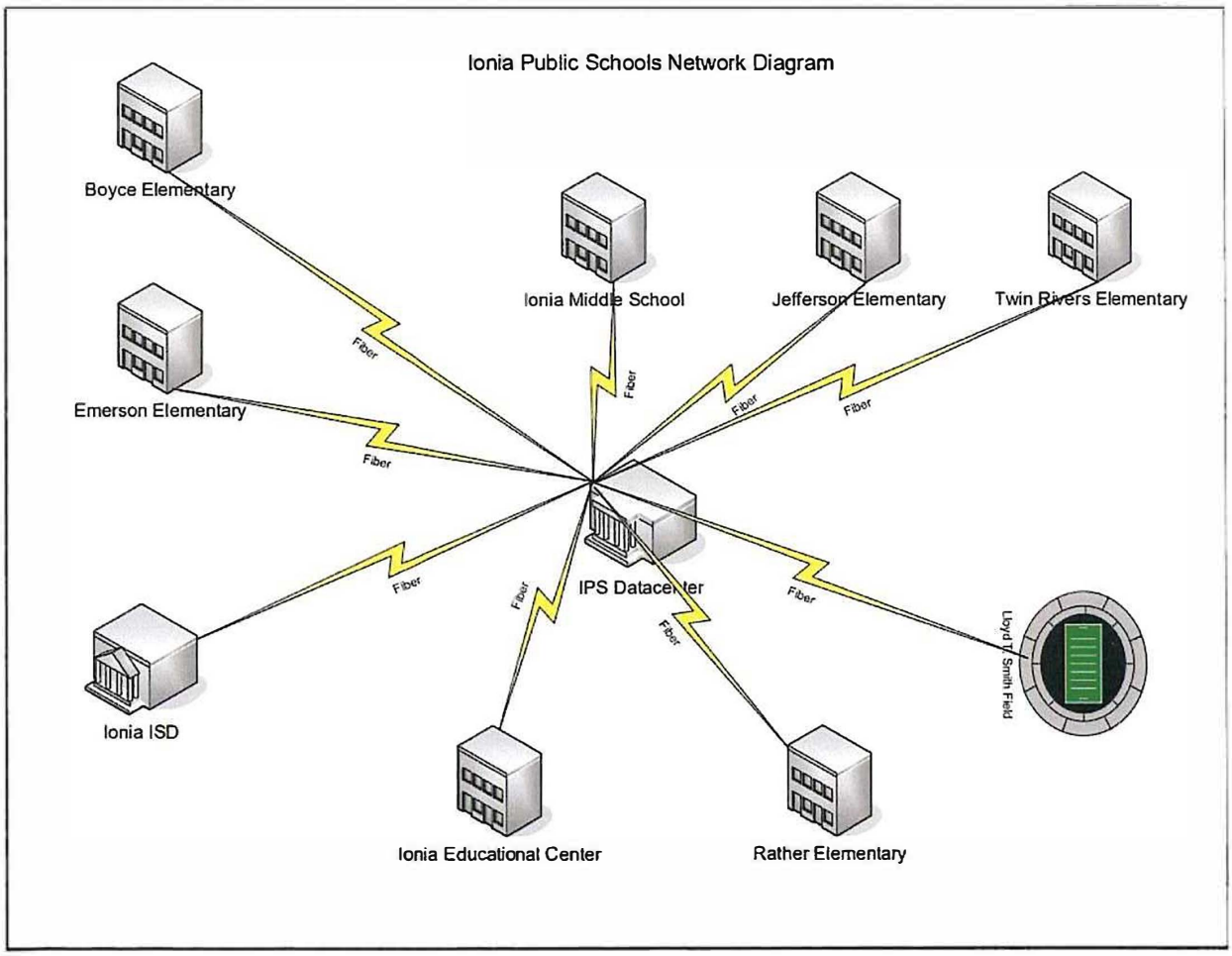
These technologies have been (or will be) evaluated and selected based on these principles:
LANS, WANS, WLANS, communications systems, and video resources will be based on needs and expectations.

Power, wiring, and environmental protection (e.g. surge, heat/humidity, security, etc.) have been or are being implemented to effectively support these new technologies.

Equipment will be distributed and installed to provide safe and easy accessibility for students and staff, including handicapped individuals.

Student and teacher needs will be the focal point for technology acquisition and should include:

- A 21st Century Learning Environment
- Enhanced curricular choice
- High speed data/communication/video interchange
- Electronic links to outside resources and agencies
- Online forums for students/teachers
- Internet (and intranet) access, account management, and security
- Organizational and management systems developed to provide high-quality support in a timely manner.



PARENTAL COMMUNICATIONS & PUBLIC RELATIONS

Ionia Public Schools activity seeks and enlists parent and community involvement in the implementation of technology planning and initiatives. This is done through a variety of methods. School buildings, Community Relations, and district departments use a variety of electronic means to communicate to students, parents, staff, and community stakeholders. These include email, The District Facebook Page, The District Web Page and print literature as well as postings and documents on the district Website. These communications keep parents informed of legislative topics impacting schools, building and district events, student opportunities and accomplishments, and invite participation in district workgroups and committees.

COMMUNICATION VEHICLES WITH PARENTS AND COMMUNITY

Local Newspaper and Radio broadcasts/articles and media releases

District, school, and EXCEL newsletter

Special communication to the home (e.g. letters, Skyward Family Access for grades/attendance)

Conferences, Open House, Parent meetings and workshops

Personalized phone calls

Voice-mail, e-mail

District and School Web pages

Involvement on district and building planning committees (e.g. School Improvement, Technology, Curriculum Council, etc.)

Bb Communications

IPS Mobile APP

Our staff and students are involved (by Committee representation) in planning new technology and its integration into the curriculum. They also help plan related professional development activities and new course offerings (in technology) for students.

The District has invited parents to utilize several opportunities to use and review new technology. These include:

Open Board Meeting presentations

Special building Open House spotlighting technology

Software and hardware showcases

Summary

Upgrading classrooms to the latest technology offers several benefits for both students and teachers. Here's a summary of why it can be advantageous and why we are recommending the board pursue a plan of phased classroom modernization over the next few years.

1. Enhanced Learning Opportunities: Upgrading classroom technology provides students with access to a wide range of digital tools and resources, such as interactive whiteboards, educational software, multimedia content, and online collaboration platforms. These tools can enhance the learning experience by making it more engaging, interactive, and tailored to individual student needs.
2. Improved Information Access: The latest classroom technology enables students to access vast amounts of information and knowledge instantly. With internet connectivity and devices like computers or tablets, students can conduct research, explore diverse perspectives, and stay up-to-date with current information, fostering critical thinking and independent learning skills.
3. Increased Collaboration and Communication: Modern classroom technology facilitates collaborative learning environments. Students can work together on group projects, share ideas, and communicate with peers and teachers easily through digital platforms, fostering teamwork, communication skills, and global connections.
4. Personalized Learning: Upgraded technology can support personalized learning approaches by providing adaptive software, learning management systems, and data analytics. These tools can track individual progress, identify areas for improvement, and deliver customized content, enabling students to learn at their own pace and style.
5. Engagement and Motivation: Incorporating the latest technology in classrooms can make learning more enjoyable and interactive. Gamification elements, multimedia content, and interactive simulations can increase student engagement, motivation, and overall participation in the learning process.
6. Preparation for the Future: By using up-to-date technology in classrooms, students gain familiarity with tools and skills that are relevant in today's digital age. It prepares them for future academic pursuits and professional endeavors, equipping them with essential digital literacy, problem-solving, and technological proficiency.

In summary, upgrading classrooms to the latest technology empowers students with enhanced learning opportunities, improved access to information, collaboration capabilities, personalized learning experiences, increased engagement, and prepares them for future success. These benefits contribute to a more effective and enriched educational environment for both students and teachers.

The recommendation of the committee is to spend approximately $309 per student for 3 years for the moderization of all IPS classrooms.

IONIA PUBLIC SCHOOLS

ARTIFICIAL INTELLIGENCE (AI) ADOPTION & INTEGRATION GUIDELINES

MAY 2025

Introduction

The Technology Leadership Team of the Ionia Public Schools convened in February of 2025 to begin a discovery process to define guidelines for the adoption and integration of Artificial Intelligence for the school district. The purpose of this process is to ensure the successful implementation of AI-driven tools and practices through careful planning and strategic alignment with the school district's educational goals, values, and priorities.

Given the challenging nature of this work for schools over the next few years as AI technology matures and education applications rapidly evolve, the Leadership Team identified the following objectives:

1. Ensuring ethical use of generative artificial intelligence,
2. Protecting student data,
3. Promoting digital literacy,
4. Providing guidance for integrating AI tools in a way that benefits both teaching and learning, and
5. Providing professional learning for all staff.

A Framework for Incorporating AI in an Education System

The Planning Guide for AI: A Framework for School Districts (see Appendix A) developed by the Virtual Learning Alliance in collaboration with Michigan Virtual University, served as foundation for the discovery process. In addition, it the Guide is a companion to the AI Integration Framework for School District (rubric) crafted by Michigan Virtual. The eight domains identified below provide the basis for the guidelines that will guide the level of AI integration and adoption that aligns with the mission, vision and aspiration of Ionia Public Schools:

- Leadership and Vision
- Policy, Ethical, & Legal Considerations
- Instructional Framework
- Learning Assessment
- Professional Learning
- Student Use
- Business & Technology Operations
- Outreach

The district is in the investigating stage of the eight domains for AI integration as the Technology Leadership Team begins the discovery process and determines the guidelines for adoption and use of AI:

Leadership & Vision

- The district leadership has a clear vision for integrating AI technologies that align with its overall strategic goals and educational objectives.
- The district leadership understands the potential benefits and challenges of AI implementation in education.
- There is a dedicated team or individual responsible for overseeing AI initiatives within the district.

- The district has communicated its vision for AI integration to all stakeholders, including educators, administrators, parents, and students.
- The district leadership actively seeks opportunities to stay informed about AI advancements and their implications for education.

Policy, Ethical, & Legal Consideration

- The district has established clear policies and guidelines for the ethical use of AI technologies in schools.
- Educators and staff members are knowledgeable about their responsibilities regarding student data privacy and protection in the context of AI implementation.
- The district ensures compliance with relevant legal and regulatory frameworks governing AI use in education.
- There is ongoing monitoring and evaluation of AI technologies to address and mitigate potential biases, ethical concerns, and legal risks.
- The district has robust data governance practices in place to ensure the responsible and secure use of AI-generated data.

Instructional Framework

- The district has an instructional framework that incorporates AI technologies to support teaching and learning in ways that promote student-centered learning, critical thinking, and problem-solving skills.
- Educators are provided with training and resources to effectively integrate AI tools into their instructional practices.
- AI technologies are used as a supportive tool to enhance instruction rather than a replacement for human interaction.
- The instructional framework incorporates AI technologies to connect classroom learning with real-world applications and future career opportunities.
- Interdisciplinary connections and collaborative learning opportunities are encouraged through the integration of AI technologies to promote teamwork and peer-to-peer interaction.

Measuring Student Learning & Assessments

- The district uses AI technologies to gather and analyze data on student performance and progress.
- AI tools and algorithms are used to provide personalized feedback and recommendations to students.
- The district employs a variety of assessment methods, including AI-generated assessments, to capture student learning outcomes.
- Educators are trained in interpreting and using AI-generated data to inform instruction and interventions.
- The district ensures that assessments and data collection through AI technologies align with established standards and ethical considerations and do not perpetuate biases and inequities.

Professional Learning

- Educators receive ongoing professional development opportunities to enhance their knowledge and skills in AI technologies.
- The district provides support and resources for educators to experiment, explore and integrate AI tools into their instructional practices.
- Professional development includes training on ethical considerations and responsible use of AI in education, including how to teach AI ethics to students.
- Educators have opportunities to collaborate and share best practices related to AI integration.
- The district supports educators in conducting action research or innovative projects related to AI in the classroom.

Student Use

- Students have access to AI technologies and resources to support their learning and exploration.
- Students are taught about the responsible and ethical use of AI technologies.
- The district promotes opportunities for students to develop AI-related skills, such as coding, data analysis, and algorithmic thinking.
- AI technologies are used to provide personalized learning experiences tailored to individual student needs.
- Students are encouraged to actively engage with AI technologies, fostering creativity, critical thinking, and problem-solving skills.

Business & Technology Operations

- The district explores the use of AI technologies to streamline business functions and improve operational efficiencies.
- AI tools are utilized to analyze and make data-driven decisions regarding resource allocation and budgeting.
- The district has systems in place to ensure the security and privacy of sensitive administrative data when using AI technologies.
- The district uses AI technologies to identify and mitigate risks in various operational areas, such as safety, maintenance, and transportation.
- AI tools help optimize resource utilization, such as energy consumption, scheduling, and facility management.

Outreach

- The district is transparent when communicating with stakeholders about the purpose, benefits, and risks associated with AI integration.
- There is ongoing communication with parents and guardians regarding the use of AI technologies in their children's education.
- The district actively engages with the local community to promote understanding and acceptance of AI in education.
- Clear communication channels are established to address concerns and questions related to AI implementation.
- The district provides resources and awareness sessions to educate parents about AI technologies, empowering them to make informed decisions.

Data Collection

To inform the development of guidelines for the adoption and integration of AI tools in the district's education system, a comprehensive data gathering process was conducted. This included administering surveys to both students and faculty/staff to capture a broad range of perspectives, experiences, and concerns regarding the use of AI in educational settings. In addition to survey responses, a focus group was held with key stakeholders to explore emerging themes in greater depth and to better understand the specific needs and expectations within the school community. The district also reviewed existing frameworks for AI adoption in education to ensure that the guidelines align with recognized best practices and ethical standards. Together, these efforts provided a robust foundation for evidence-based development.

1. Focus Group: A focus group was held on February 24, 2025, to discuss the process for creating guidelines for AI adoption and integration. During the focus group, stakeholders identified several key challenges that the district may face in implementing AI. These included concerns about the authenticity of student work, the risk of academic dishonesty, and maintaining academic integrity as students increasingly rely on AI tools. Participants emphasized the need for the proactive development of guidelines and comprehensive professional development (PD) for staff to ensure ethical and effective AI use. Issues such as AI's bias, inaccuracy, and opaque algorithms were also flagged, along with the need to reconsider traditional student assessments and tasks to reflect a new learning environment. Participants noted that institutional responses often lag behind technological change, stressing the importance of staying ahead of trends.

   In terms of teaching and learning, the group agreed that AI has the potential to significantly transform classroom practices. It was seen as an opportunity to shift away from rote instruction toward promoting critical thinking, creativity, and individualized learning. Teachers may evolve into facilitators, using AI to enhance lesson planning and free up time for student engagement. However, this shift will require new approaches to evaluating student understanding and redefining learning goals.

   Overall, the group recognized AI as a powerful tool that—if implemented thoughtfully—could enhance efficiency and innovation in education. They urged the district to establish clear guidelines, address cybersecurity and misuse risks, and ensure students are taught to use AI responsibly. While some current uses (e.g., ChatGPT, Grammarly, Magic School) are already evident in both teaching and student work, there is a shared desire to support AI integration in a way that upholds educational values and equity.

2. Faculty/Staff Survey (see Appendix B): A total of 79 faculty and staff members from the districts' schools participated in the survey. Respondents represented a diverse group of roles, including administrators and teachers across all grade levels and subject areas.

Responses showed a wide range of familiarity with AI. While some staff reported feeling well-informed (ratings of 4–5), many acknowledged limited knowledge (ratings of 1–2). Most participants said they gained information about AI through online searches, social media, and informal conversations with colleagues or family members. The most commonly expressed emotions about AI were curiosity and fear, with a few expressing frustration or distrust.

Most respondents are not currently using AI in their teaching, though a small number have begun integrating tools like ChatGPT, Google Gemini, or Microsoft Co-Pilot. Views on AI's potential to support teaching varied, with opinions ranging from skepticism to cautious optimism.

Staff identified several promising applications for AI, such as acting as a virtual assistant, personalizing student learning, and streamlining assessment by providing timely feedback. However, significant concerns were also noted. The most pressing was the risk of academic dishonesty, followed by concerns about misinformation, loss of human connection, and an overreliance on AI systems.

A few respondents offered additional reflections, voicing apprehensions about the replacement of human roles and the quality or accuracy of AI-generated content. These insights underscore the importance of thoughtful implementation, professional development, and clear guidelines for AI use in schools.

3. Student Survey (see Appendix C): A total of 480 students from the high schools and middle school participated in a district-wide survey exploring their perspectives on AI in education. Respondents represented a variety of grade levels, providing a diverse snapshot of student experiences and attitudes.

   Students reported moderate familiarity with AI, with most rating their knowledge around a 3 or 4 on a 5-point scale. Attitudes toward AI were mixed—while many students expressed enthusiasm and support (ratings of 4–5), others conveyed uncertainty or caution (ratings of 2–3). The majority indicated they would use AI tools for schoolwork if permitted, and most believed that AI could positively impact learning, citing benefits such as enhanced engagement, personalized instruction, and increased efficiency.

   However, concerns were also evident. Students expressed worry about receiving incorrect information from AI, uncertainty about appropriate usage guidelines, and the risk of becoming overly dependent on AI rather than developing critical thinking skills.

   Outside the classroom, students are already interacting with AI tools such as ChatGPT, Grammarly, and Canva, primarily for writing and creative tasks. Within schoolwork, they

showed the strongest interest in using AI for research, tutoring, test preparation, and writing support—while math-related applications were less favored.

Students primarily learn about AI through independent exploration, online sources like YouTube and Google, and conversations with peers. Their interest in learning more about AI was strong, suggesting that intentional instruction on AI tools, ethics, and critical thinking could be a valuable addition to the curriculum.

4. Summary of Frameworks for AI Adoption in Education:
   As educational institutions explore the adoption and integration of artificial intelligence, several frameworks have emerged to guide ethical, effective, and strategic implementation. These frameworks help schools align AI use with instructional goals, equity, privacy, and responsible innovation.
   - Michigan Virtual AI Integration Framework for School Districts - Developed by Michigan Virtual and aligned with national best practices, this framework provides locally grounded guidance tailored to the unique needs of Michigan's K–12 education system, and includes practical tools such as reflection rubrics, sample policies, and planning templates to help district leaders assess readiness and map strategic actions.
   - Planning Guide for AI: A Framework for School Districts (CoSN & Council of the Great City Schools) - This K-12-focused guide provides a practical roadmap for district leaders across four key areas: Leadership and Vision, Teaching and Learning, Professional Development, and Data & Infrastructure. It emphasizes equity, transparency, and community engagement, offering checklists, sample policies, and readiness assessments to help districts develop sustainable AI strategies.
   - NIST Artificial Intelligence Risk Management Framework (NIST AI RMF 1.0) - Developed by the National Institute of Standards and Technology, this framework outlines a risk-based approach to AI, promoting trustworthy development and use. It includes core functions-Map, Measure, Manage, and Govern-that educational organizations can adapt to assess and mitigate AI-related risks such as bias, privacy violations, and system failures.
   - EdSAFE AI Alliance Framework - This education-specific framework focuses on Safety, Accountability, Fairness, and Efficacy in AI tools used in learning environments. It promotes responsible product design and evaluation, encouraging schools and vendors to co-create ethical and effective AI systems. EdSAFE supports alignment with student-centered values, digital citizenship, and safeguarding learner agency.
   - OECD Framework for AI in Education - The Organisation for Economic Co-operation and Development (OECD) outlines high-level policy guidance for the use of AI in education systems globally. It emphasizes inclusive access, robust data

governance, and teacher empowerment, offering principles that support equitable and transparent AI integration.

- UNESCO's AI and Education: Guidance for Policy-makers - UNESCO's guidance advocates for a human-centered approach to AI, addressing digital divides and the ethical use of data. It calls for national and institutional policies that foster teacher capacity, protect student rights, and ensure AI contributes positively to educational quality and innovation.

A school district's selection of an AI framework should reflect its strategic goals, values, community context, and capacity for implementation. Michigan districts, in particular, are well-positioned to adopt the Michigan Virtual AI Integration Framework, as it aligns with state initiatives and provides actionable, locally relevant tools for thoughtful and responsible AI integration as it:

- aligns directly with Michigan Department of Education (MDE) priorities and regional policy contexts.
- reflects the experiences of Michigan educators and students, making it culturally and operationally relevant.
- includes considerations for complying with state-level education technology standards and funding opportunities.
- supports local decision-making with adaptable resources and community engagement strategies.

Ionia Public Schools Responsible Use Guidelines for Generative AI Tools for Students	
1. Introduction	These guidelines outline the Ionia Public Schools' (IPS) expectations for the use of generative AI tools by students. Generative AI tools are computer programs that can generate text, images, and other content from a given prompt. These tools are becoming increasingly common and have the potential to be used for educational purposes. However, it is important to be aware of the potential risks and to use generative AI responsibly.
2. Scope	These guidelines apply to all students who use generative AI tools on IPS property or through IPS's network.
3. Definitions	• Generative AI tool: A computer program that can generate text, images, and other content from a given prompt. • Responsible use: Using generative AI tools in a way that is ethical, legal, and respectful of others.
4. Permitted Uses	Generative AI tools may be used for educational purposes, such as: • Aiding Creativity: Students can use generative AI to generate text, images, and other creative content. • Collaboration: Generative AI can be used to collaborate with students on projects, brainstorm ideas, and provide feedback. • Communication: AI can help students with real-time translation, language learning, and other communication tasks. • Content Creation and Enhancement: AI can help students create personalized study materials, summaries, and presentations. • Tutoring: AI can provide one-on-one tutoring and support, which can be especially helpful for students who need additional help. • Personalized Learning: AI can be used to tailor instruction to each student's individual needs.
5. Prohibited Uses	Generative AI tools **may NOT** be used for the following purposes: • Bullying/harassment: Students should not use generative AI to create content that is harmful or threatening to others. • Plagiarism: Students should not use generative AI to generate content that they plan to submit as their own work. • Cheating: Students should not use generative AI to obtain unauthorized access to information or to complete assignments without doing the work themselves.
6. Responsibilities of Students	Students are responsible for using generative AI tools in a responsible manner. This includes: • Citing Sources: Students must always cite the source of any content generated by a generative AI tool.

Ionia Public Schools Responsible Use Guidelines for Generative AI Tools for Students	
	• Avoiding Plagiarism: Students must not use generative AI to generate content that they plan to submit as their own work. • Being Respectful: Students must use generative AI tools in a respectful manner and not create content that is harmful or threatening to others.
7. Consequences	Violations of these guidelines may result in disciplinary action, up to and including suspension or expulsion.
8. Review	These guidelines will be reviewed on an annual basis and updated as needed.
9. Special Considerations	• Equitable Access: All students shall be given equivalent opportunities to utilize and benefit from generative AI resources in the classroom, regardless of background or ability. • Human Oversight: Generative AI tools shall be employed under the supervision of educators who will guide students in their ethical and responsible use. • Transparency and Communication: There shall be clear communication with students, their guardians, and staff regarding the specific purposes and limitations of generative AI tools used in the classroom. • Review Process: A systematic process shall be established to regularly evaluate the efficacy and appropriateness of generative AI tools used in the district. • Commitment to Ongoing Instruction: The district shall provide digital literacy and fluency instruction for students to ensure their competence in using generative AI tools effectively and responsibly to support their learning.

Ionia Public Schools Responsible Use Guidelines for Generative AI Tools for Faculty & Staff	
1. Introduction	These guidelines outline the Ionia Public Schools' (IPS) expectations for the use of generative AI tools by staff. Generative AI tools are computer programs that can generate text, images, and other content from a given prompt. These tools are becoming increasingly common and have the potential to be used for educational purposes. However, it is important to be aware of the potential risks and to use generative AI responsibly.
2. Scope	These guidelines apply to all faculty and staff who use generative AI tools on IPS property or through IPS's network.
3. Definitions	• Generative AI tool: A computer program that can generate text, images, and other content from a given prompt. • Responsible use: Using generative AI tools in a way that is ethical, legal, and respectful of others.
4. Permitted Uses	Generative AI tools may be used for educational purposes, such as: • Aiding Creativity: Faculty and staff can use generative AI to generate text, images, and other creative content. • Collaboration: Generative AI can be used to collaborate with faculty and staff on projects, brainstorm ideas, and provide feedback. • Communication: AI can help faculty and staff with real-time translation, language learning, and other communication tasks. • Content Creation and Enhancement: AI can help faculty and staff create personalized study materials, summaries, and presentations. • Tutoring: AI can provide one-on-one tutoring and support. • Personalized Learning: AI can be used by faculty and staff to tailor instruction to each student's individual needs.
5. Prohibited Uses	Generative AI tools **may NOT** be used for the following purposes: • Bullying/harassment: Faculty and staff should not use generative AI to create content that is harmful or threatening to others. • Plagiarism: Faculty and staff should not use generative AI to generate content that they plan to submit as their own work. • Cheating: Faculty and staff should not use generative AI to obtain unauthorized access to information. • Commercial Use: Generative AI tools should not be used for commercial purposes, such as creating content for advertising or marketing.
6. Responsibilities of Staff	Staff are responsible for modeling responsible use of generative AI tools and for teaching students about the ethical and responsible use of these tools. This includes:

Ionia Public Schools Responsible Use Guidelines for Generative AI Tools for Faculty & Staff	
	• Providing Instruction: Staff should provide students with instruction on the ethical and responsible use of generative AI tools. • Monitoring Use: Staff should monitor student use of generative AI tools to ensure that they are being used in a responsible manner.
7. Consequences	Violations of these guidelines may result in disciplinary action, up to and including suspension or expulsion.
8. Review	These guidelines will be reviewed on an annual basis and updated as needed.
9. Special Considerations	• Equitable Access: All students shall be given equivalent opportunities to utilize and benefit from generative AI resources in the classroom, regardless of background or ability. • Human Oversight: Generative AI tools shall be employed under the supervision of educators who will guide students in their ethical and responsible use. • Transparency and Communication: There shall be clear communication with students, their guardians, and staff regarding the specific purposes and limitations of generative AI tools used in the classroom. • Review Process: A systematic process shall be established to regularly evaluate the efficacy and appropriateness of generative AI tools used in the district. • Commitment to Ongoing Training: The district shall provide continued professional development opportunities for educators to ensure their competence in using generative AI tools effectively and responsibly in their teaching practices.

AI Adoption & Integration Planning Process for Ionia Public Schools

Phase 1: Establish a Shared Vision and Governance Structure

1.1. Assemble the Technology Leadership Team

- Include educators, administrators, IT leaders, curriculum directors, student representatives, and community stakeholders.
- Ensure representation from all levels (elementary, middle, high school) and across roles.

1.2. Identify the Objectives Related to AI Adoption and Integration

- Define the purpose of AI adoption in alignment with district goals.
- Emphasize equity, innovation, safety, and responsible use.

1.3. Select a Guiding Framework

- Use the Michigan Virtual AI Integration Framework as the primary model.
- Supplement with national standards (e.g., NIST AI RMF, CoSN Planning Guide, EdSAFE AI Framework).

1.4. Define Governance, Policy & Guidelines Structures (see Appendix D)

- Create or update policies for ethical use, data privacy, transparency, and academic integrity.
- Include acceptable use policies for staff and students, with specific guidance on generative AI.

Phase 2: Assess Readiness and Build Capacity

2.1. Conduct Readiness Assessments

- Use the Michigan Virtual Framework's rubrics to assess readiness in leadership, professional learning, teaching, and infrastructure.
- Collect input from staff, students, and families.

2.2. Identify AI Use Cases

- Prioritize opportunities that align with district goals (e.g., lesson planning, tutoring, personalized learning, administrative efficiency).

2.3. Invest in Professional Learning

- Offer differentiated training on AI basics, instructional integration, and ethical implications.

- Include hands-on workshops and resources for navigating tools like ChatGPT, MagicSchool, and CoPilot and / or other tools as identified, adopted and / or integrated by the school district.

Phase 3: Pilot and Implement AI Tools

3.1. Launch Controlled Pilots (see Appendices E and F)

- Begin with small-scale pilots in classrooms, departments, or operational units.
- Monitor impact, equity, and effectiveness using feedback loops.

3.2. Ensure Transparency and Communication

- Clearly communicate the goals, tools, and guardrails to families, students, and staff.
- Host forums or webinars for stakeholder engagement.

3.3. Support Implementation with Coaching and Resources

- Assign instructional technology coaches or lead teachers to support AI integration.
- Provide ongoing resources for troubleshooting and innovation.

Phase 4: Monitor, Evaluate, and Scale

4.1. Establish Evaluation Metrics

- Track indicators such as student engagement, instructional time savings, academic integrity incidents, and educator feedback.
- Assess AI impact on student learning outcomes.

4.2. Revise and Refine Policies Based on Findings

- Use data to adjust usage guidelines, privacy protections, and professional development offerings.

4.3. Scale Successful Practices

- Expand access to effective AI tools and strategies districtwide.
- Highlight successes and innovations across buildings to foster shared learning.

Phase 5: Sustain Innovation and Stay Agile

5.1. Build an AI Culture of Continuous Learning

- Establish AI as a key part of digital citizenship and digital literacy curricula.
- Encourage student inquiry, staff and faculty innovation and investigation, and ethical exploration of AI.

5.2. Maintain Community Partnerships and State Alignment

- Engage with Michigan Virtual, local ISDs, higher education, and edtech partners to stay current.

5.3. Review the Guidelines Annually

- Update the guidelines each year based on new research, tool advancements, and district needs.

APPENDIX A

PLANNING GUIDE FOR AI: A FRAMEWORK FOR SCHOOL DISTRICTS

MICHIGANVIRTUAL™

Artificial Intelligence (AI) Integration Framework for School Districts

	Investigating	Implementing	Innovating
Leadership & Vision	District leadership is beginning to understand the potential uses of AI to assist with teaching, learning, and operations; however, they have not endorsed the widespread use of AI tools or developed a plan.	The district leadership has created a plan, along with an implementation team, to incorporate AI into various aspects of teaching, learning, and operations. The plan aligns with their strategic priorities and includes a baseline risk assessment.	Leaders at all levels understand the district's overall vision and harness AI to enhance operational efficiencies and maximize student learning outcomes while leveraging the distinct human talents of educators and staff.
Policy, Ethical, & Legal Considerations	The district is in the early stages of examining the policy, ethical, and legal considerations associated with using AI to support teaching, learning, and operations, including the potential risks and appropriate access for all student populations.	The district is establishing policies, reviewing ethical guidelines, and strengthening a legal framework to address the challenges associated with AI technologies, including student privacy, data protection, and responsible AI practices. There is consideration of how AI can be used to support all student populations, aiming to address equity gaps.	The district has adopted Board-approved policies, robust ethical guidelines, and a strong legal framework, demonstrating a commitment to accountability, data privacy, compliance, and continuous improvement in AI. The district has a plan to evaluate the impact of AI, including efforts to narrow educational equity gaps.
Instructional Framework	Educators are independently exploring the potential of AI-powered tools to enhance their productivity; however, little effort is being directed to change instructional practices.	Educators are beginning to use AI tools to scale personalized learning activities. The tools enable teachers to develop and deliver tailored instructional activities and resources that meet the unique needs and preferences of students.	The district's instructional framework enables educators and students to use AI to accelerate personalized learning, foster learner ownership, leverage intelligent tutoring services, enable data-driven decision-making, or assist with teaching and educator administrative tasks.
Learning Assessments	Educators are beginning to explore how AI tools can enhance formative measures in quizzes, tests, projects, and performance-based assessments.	Educators use AI tools and technologies to create assessments aligned with personalized learning goals measuring higher-order thinking skills and competencies.	Educators and students use AI to holistically assess learning experiences and outcomes, including creativity, critical thinking, inventive problem-solving, and the application of knowledge in real-world situations.
Professional Learning	The district is in the early stages of developing a plan for professional development opportunities focused on AI tools and resources, leading educators to take the initiative to seek training independently.	Educators have access to a variety of professional development opportunities to support the adoption and integration of AI-based teaching tools and approaches aligned with the district's vision for student learning. Educators have the necessary expertise to teach AI ethics to students.	Educators have developed a strong understanding of AI, including ethical considerations, and have incorporated its use into reimagining learning pedagogies and assessment strategies. They are using AI systems and tools that generate personalized professional development solutions.
Student Use	Students are being introduced to the basic concepts of AI and its potential applications in a handful of classes. They are developing an awareness of ethical considerations related to AI use but have a limited understanding of responsible practice.	Students engage with AI technologies in a variety of classes, demonstrating growing competence. They have explored the ethical implications of AI and have begun to collaborate on projects emphasizing the responsible and ethical application of AI tools. Evidence of student use/ proficiency is limited.	Most students utilize AI to support their learning goals, critically assessing AI's societal impact, including biases, privacy concerns, and fairness issues, while making informed judgments about the authenticity and origin of content. Evidence of use/proficiency is well documented.
Business & Technology Operations	The district is beginning to explore the use of AI to automate routine administrative tasks. A review of the technology ecosystem needed to support AI integration district-wide is being scheduled.	The district integrates AI to enhance business operations and create efficiencies. Updates to the technology ecosystem needed to support AI integration are planned or already completed.	The district uses AI to optimize most business functions. The district has a robust technology ecosystem and staff to support AI integration.
Outreach	Communication with staff, parents, and community stakeholders regarding the use of AI to support teaching, learning, and business operations is limited.	The district prioritizes regular interactions with students, parents, staff, and other stakeholders to gauge community readiness, provide awareness training, address concerns, and foster a collaborative environment.	The district's communication plan engages all stakeholders in the use of AI. Two-way interactions with staff, community partners, and experts help gauge the community's comfort level with AI, while also exploring new opportunities.

NOTE: *The purpose of this rubric is to outline key planning considerations for the use of AI in school districts. Michigan Virtual developed this framework to assist educational leaders in assessing their preparedness as they create plans to leverage AI for teaching, learning, and operational functions. Leaders are encouraged to identify practical ways to measure and evaluate progress with their AI plans. We anticipate updating this framework on a regular basis. This framework and other resources on AI may be found at* ***michiganvirtual.org/resources/ai/***

APPENDIX B

FACULTY & STAFF SURVEY RESULTS

IONIA PUBLIC SCHOOLS

AI Survey for Faculty & Staff

Summary Report

March 2025

Summary of Findings

1. Respondent Overview

- Total Responses: 79
- Schools Represented: Various schools, including Ionia High School, Rather Elementary School, and Emerson Elementary School.
- Roles: A mix of administrators, elementary, middle, and high school teachers across different subject areas.

2. AI Awareness and Attitude

- Knowledge of AI (Scale 1-5): Responses varied, with some feeling well-informed (4-5 ratings) and others indicating limited understanding (1-2 ratings).
- Sources of AI Knowledge: Most respondents learn about AI through Internet searches, social media, and discussions with colleagues or family.
- Feelings About AI: The most common emotions associated with AI were curiosity and fear, with some expressing frustration or distrust.

3. AI Usage in Education

- Do Faculty and Staff Use AI? The majority do not currently use AI in their educational roles, though some have started integrating it.
- Belief in AI's Potential for Teaching Challenges: Opinions are divided, with some agreeing that AI can help, while others remain skeptical (ratings range from 1 to 5).

4. Perceived Benefits of AI

- In Teaching: AI could assist by acting as a virtual assistant and helping manage teachers' time more efficiently.
- In Learning: AI is seen as a way to personalize lessons and make them more interactive and engaging.
- In Student Evaluation: AI could provide constant feedback and reduce grading errors.

5. Concerns About AI in Education

- Most Common Concern: Academic dishonesty and students using AI to complete assignments dishonestly.
- Other Concerns: Lack of trust in AI, misinformation, and AI replacing human interaction.

6. Use of Generative AI Tools

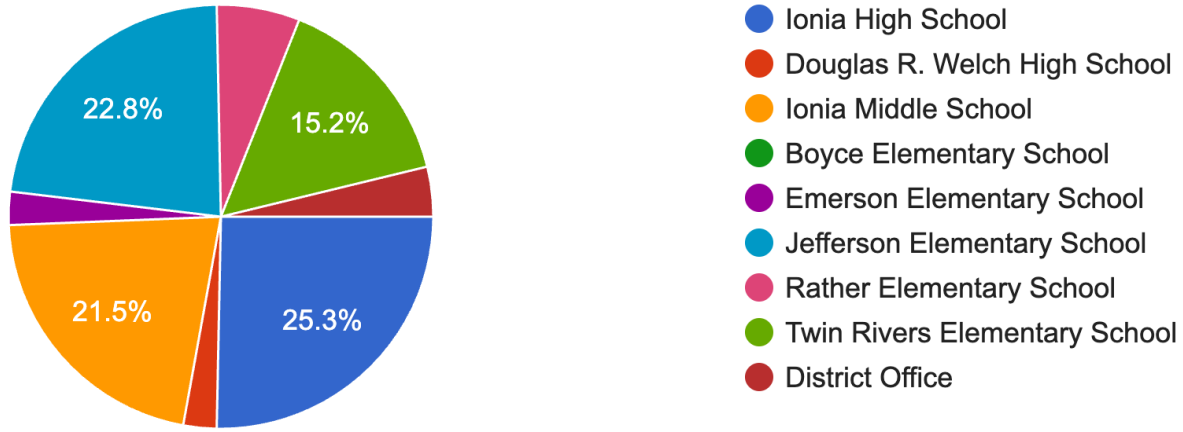
- Some faculty and staff have used tools like ChatGPT, Google Gemini, and Microsoft Co-Pilot, while many reported not using any AI tools.

7. Additional Comments

- A few respondents shared concerns about AI replacing human roles and the potential for misinformation in AI-generated content.

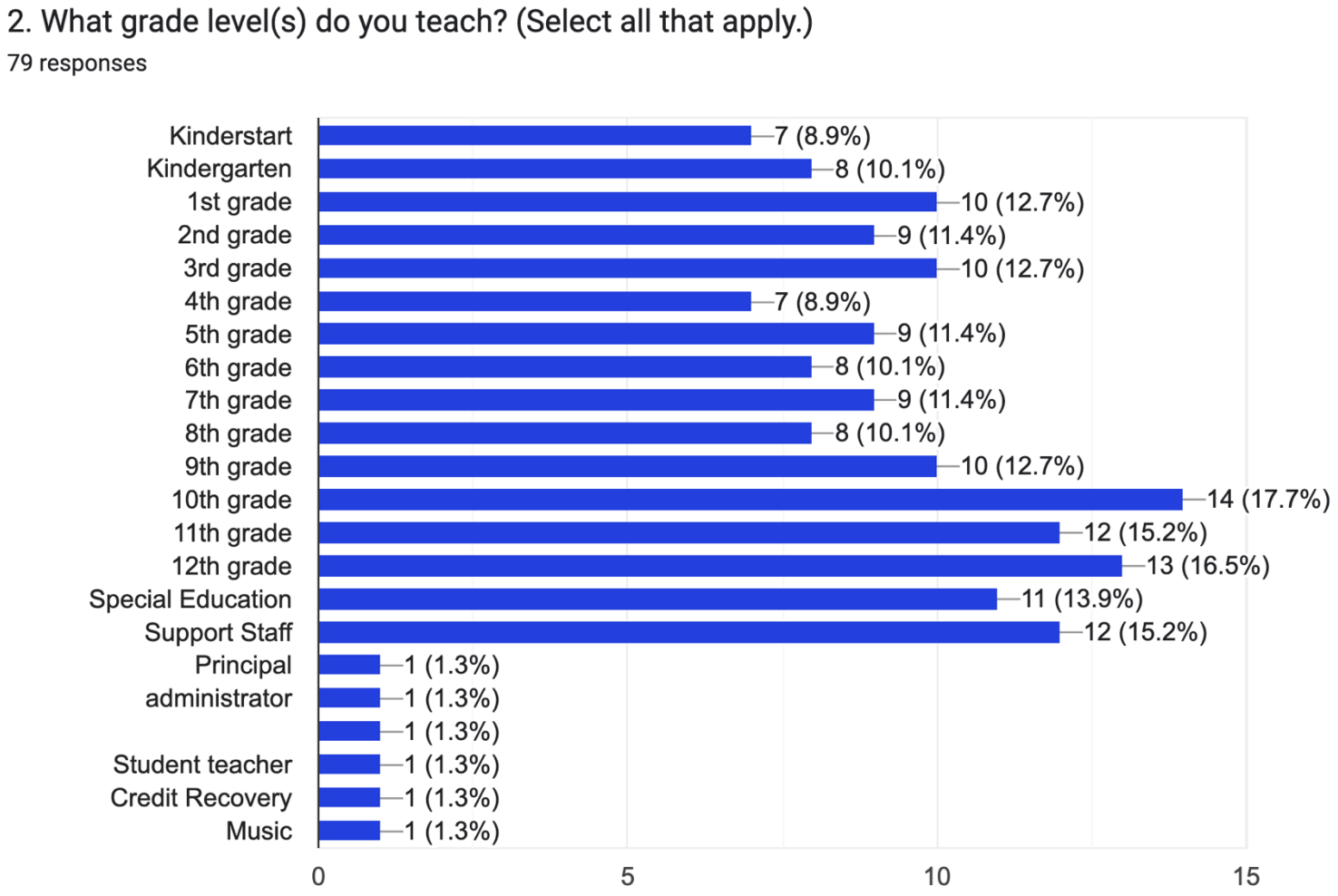
1. The name of my school is

79 responses



Staff location

The responses indicate that faculty and staff from multiple schools participated in the survey, with the highest number of responses coming from Ionia High School (20 responses), followed by Jefferson Elementary School (18 responses) and Ionia Middle School (17 responses). Other schools, such as Twin Rivers Elementary (12 responses) and Rather Elementary (5 responses), also had representation. This distribution suggests that the survey gathered insights from a diverse range of educators across different grade levels and school types within the district.

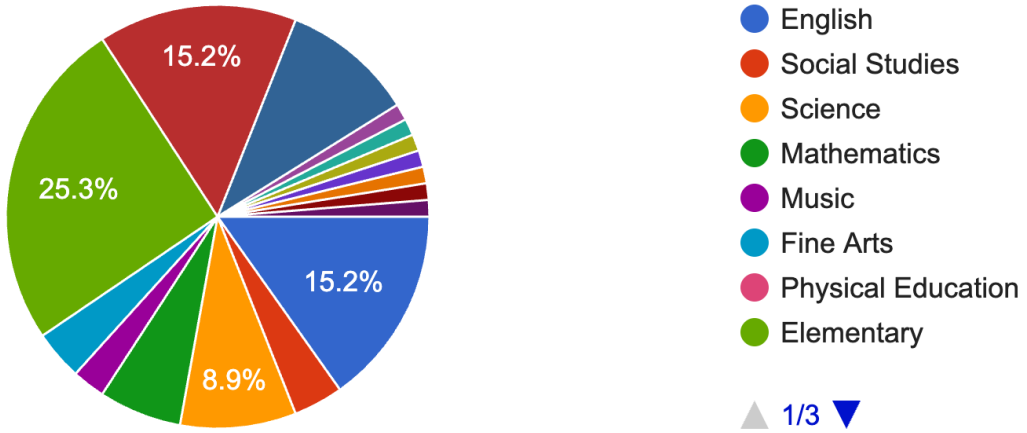


Grade Level Overview

The responses indicate that faculty and staff teach across a wide range of grade levels and roles. Notably, Support Staff and Special Education teachers each make up a significant portion of the responses (8 each). Additionally, several educators teach high school grades (9th-12th, 6 responses), while others work in specific grade levels, such as 6th grade (5 responses) and 2nd grade (4 responses). This distribution suggests that the survey includes a diverse group of educators, spanning general education, special education, and support roles.

3. What is your primary content area or role?

79 responses

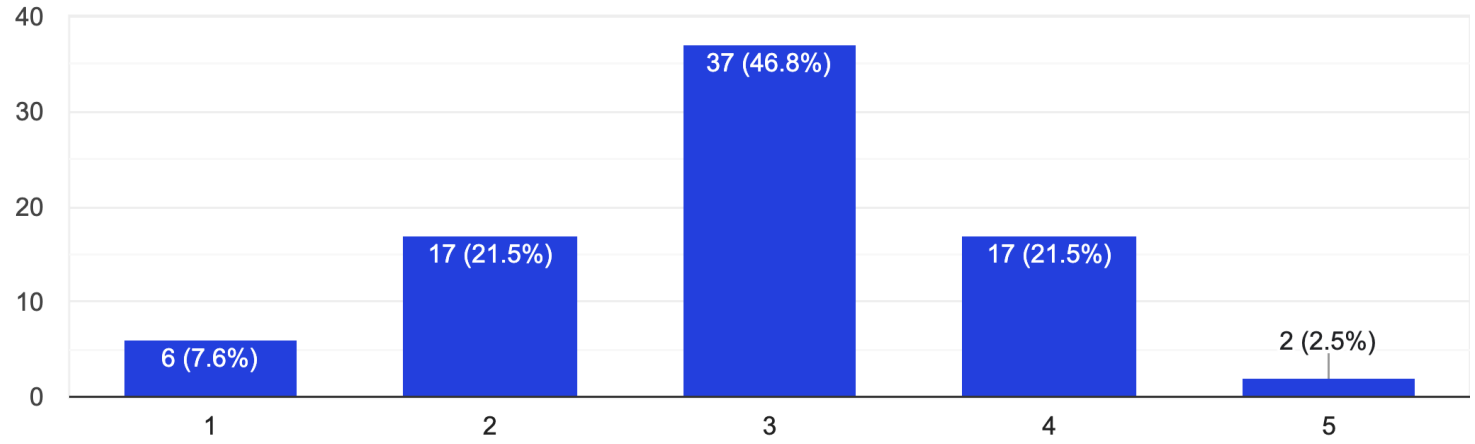


Primary Content Area or Role

The responses indicate a diverse range of roles among faculty and staff. The largest group consists of elementary educators (20 responses), followed by English teachers (12) and Special Education teachers (12). Additionally, 8 respondents work in administration, while 7 specialize in science. This distribution suggests that the survey captured perspectives from both general and specialized educators, as well as school administrators.

4. On a scale of 1 to 5, how informed do you think you are about the concept of artificial intelligence? (1=not informed at all, 5=extremely informed).

79 responses

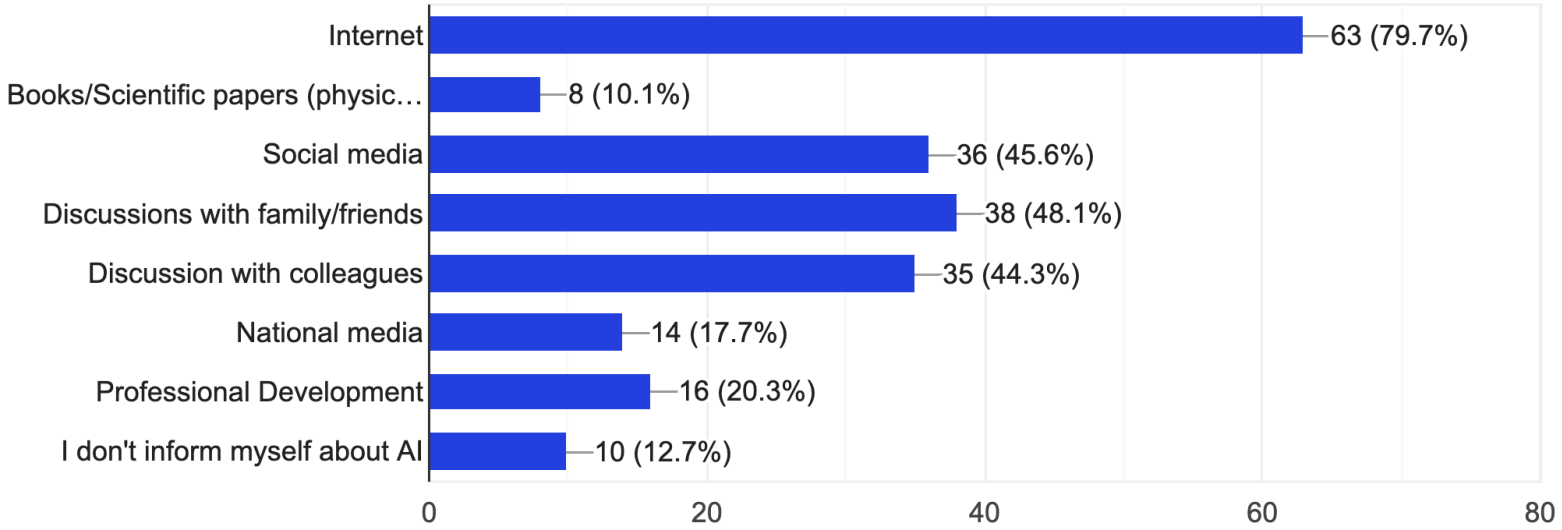


AI Knowledge Level Distribution

The responses indicate that most faculty and staff have a moderate understanding of AI, with 37 respondents rating their knowledge at level 3 on a scale of 1 to 5. A significant number (17 respondents each) rated their knowledge at level 2 and level 4, showing a mix of somewhat informed and fairly knowledgeable educators. However, 6 respondents indicated little to no understanding (level 1), while only 2 considered themselves highly informed (level 5). This suggests that while many educators have some awareness of AI, few feel highly knowledgeable, highlighting a potential need for further training or resources.

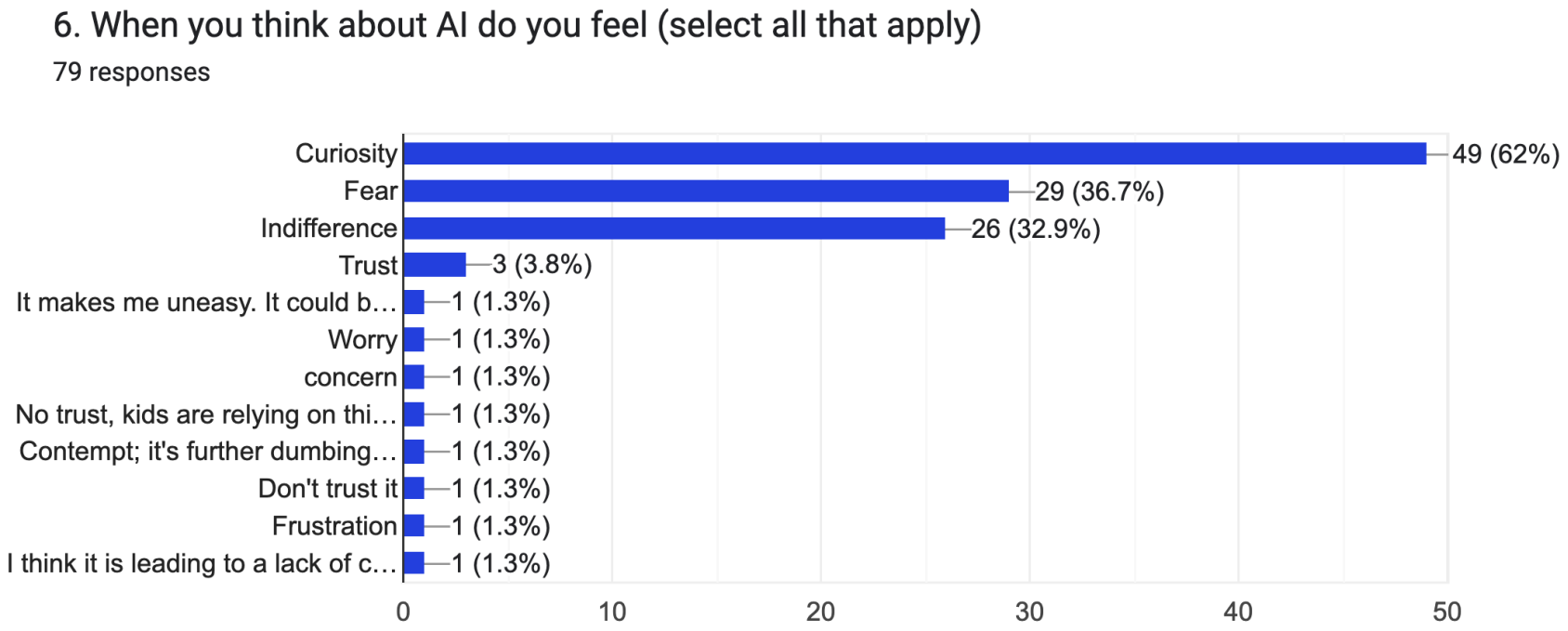
5. What sources do you use to learn about the concept of artificial intelligence? (Select all that apply.)

79 responses



AI Learning Sources

The responses indicate that faculty and staff use various sources to learn about AI, with the internet being the most commonly cited resource. Many respondents mentioned social media and discussions with family, friends, or colleagues as additional sources. However, a notable number (8 respondents) stated that they do not actively seek information about AI. This suggests that while some educators are proactively learning about AI, others may need more structured opportunities or encouragement to engage with AI-related topics.

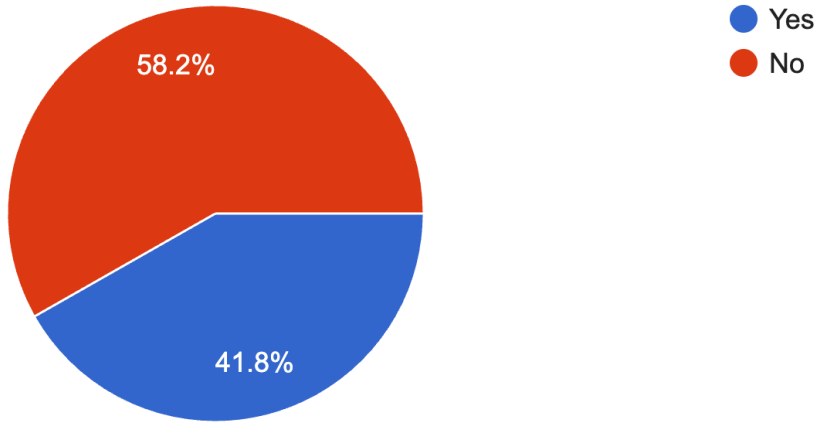


Faculty and Staff Sentiment About AI

The responses indicate a mix of curiosity, fear, and indifference toward AI among faculty and staff. The most common response was curiosity (18 responses), suggesting that many educators are interested in AI. However, 17 respondents expressed both curiosity and fear, indicating a level of caution or concern. Indifference was also a notable response (16 responses), showing that some educators do not feel strongly about AI. Additionally, 8 respondents selected fear alone, reflecting apprehension about AI's role in education.

7. Do you currently use AI tools in your educational profession?

79 responses

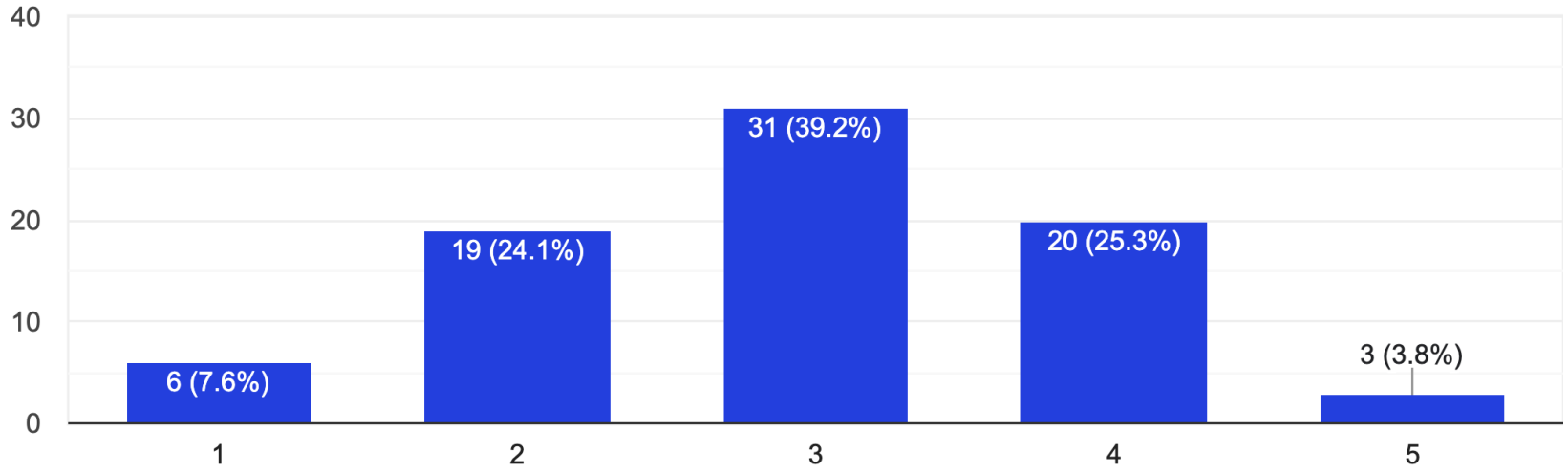


Current Use of AI Tools

58.2% of the respondents indicated that they currently use AI tools as an education professional, while 41.8% indicate that they do not.

8. On a scale of 1 to 5, indicate the extent to which you agree with the following statement: "I believe that AI can help address challenges in my teaching." (1=Strongly disagree, 5=Strongly agree)

79 responses



Belief in AI Helping Teaching Challenges

The responses indicate mixed opinions on AI's potential to address teaching challenges. The largest group (31 respondents) selected 3, suggesting a neutral stance on AI's effectiveness. A significant number (20 respondents) expressed moderate agreement (4), indicating they see potential benefits, while only 3 strongly agreed (5). On the other hand, 19 respondents selected 2, and 6 strongly disagreed (1), showing skepticism or concern about AI's role in teaching. Overall, while some educators believe AI could be helpful, many remain uncertain or hesitant about its impact.

9. What do you think is the main advantage that AI would have in the teaching process?

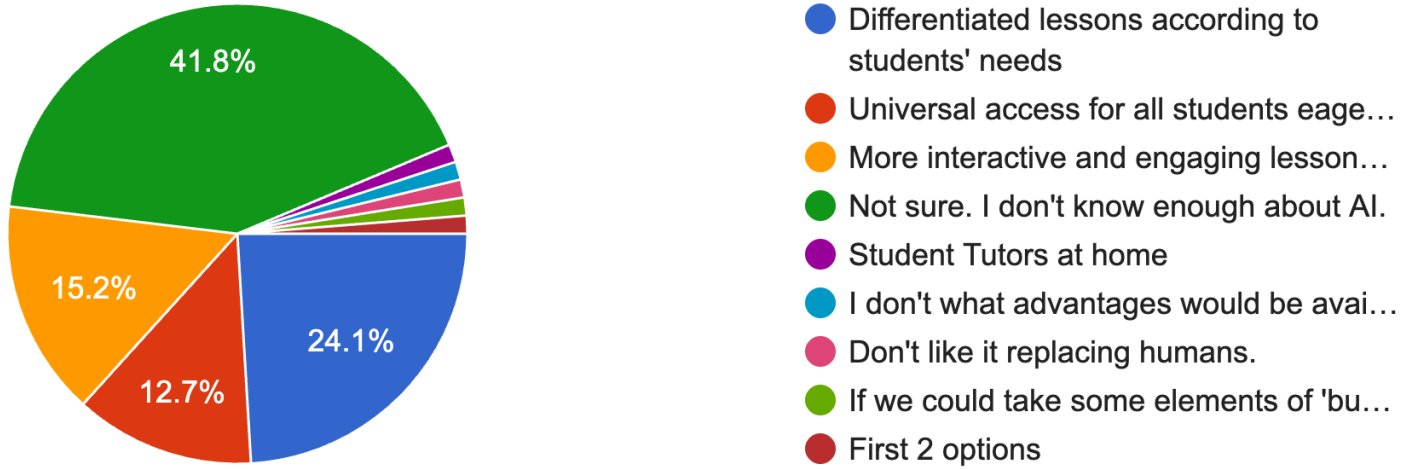
79 responses

Main Advantages of AI in Teaching

The responses indicate diverse opinions on AI's advantages in teaching. The most common response (26 respondents) was uncertainty, with many stating they don't know enough about AI to determine its benefits. Among those who see advantages, 25 respondents believe AI can help manage teachers' time more efficiently, making administrative and instructional tasks easier. Additionally, 12 respondents highlighted AI's ability to make lessons more interactive and engaging, while 9 mentioned the role of AI as a virtual assistant for teachers. However, one respondent expressed distrust in AI, fearing it could replace human teachers. Overall, while some educators recognize AI's potential to enhance efficiency and engagement, many remain unsure about its benefits..

10. What do you think is the main advantage that AI would have in the learning process?

79 responses

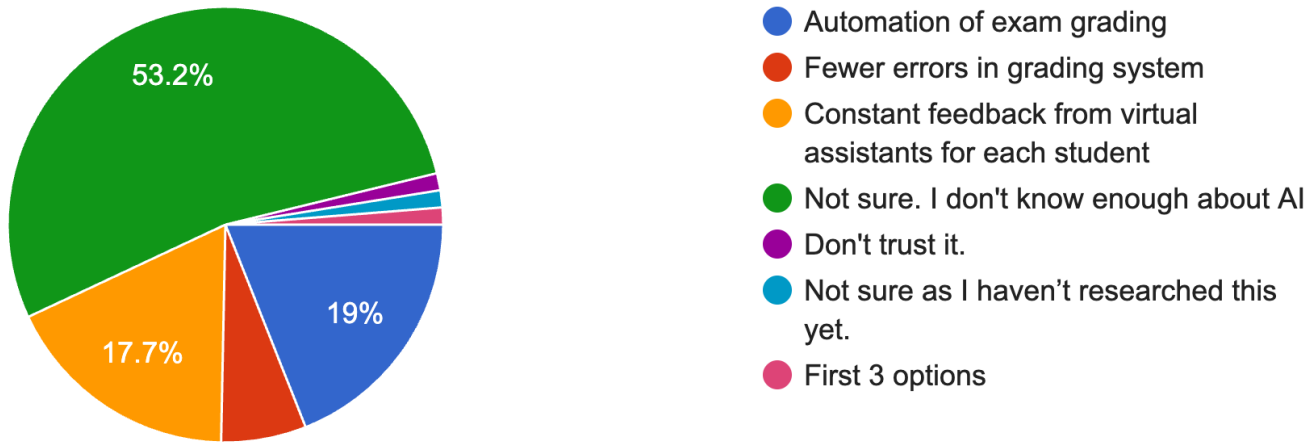


Main Advantages of AI in Teaching

The responses indicate varied perspectives on AI's role in the learning process, with many educators uncertain about its benefits. The most common response (33 respondents) was "Not sure, I don't know enough about AI," suggesting a lack of familiarity with its potential impact. Among those who identified advantages, 19 respondents highlighted AI's ability to provide differentiated lessons tailored to students' needs, making learning more personalized. Additionally, 12 respondents noted AI's potential to create more interactive and engaging lessons, while 10 mentioned its role in providing universal access to learning resources. However, one respondent expressed concern about AI replacing human teachers. Overall, while some educators see AI as a tool for personalization and engagement, many remain unsure about its role in education.

11. What do you think is the main advantage that AI would have in the student evaluation process?

79 responses



Main Advantages of AI in Student Evaluation

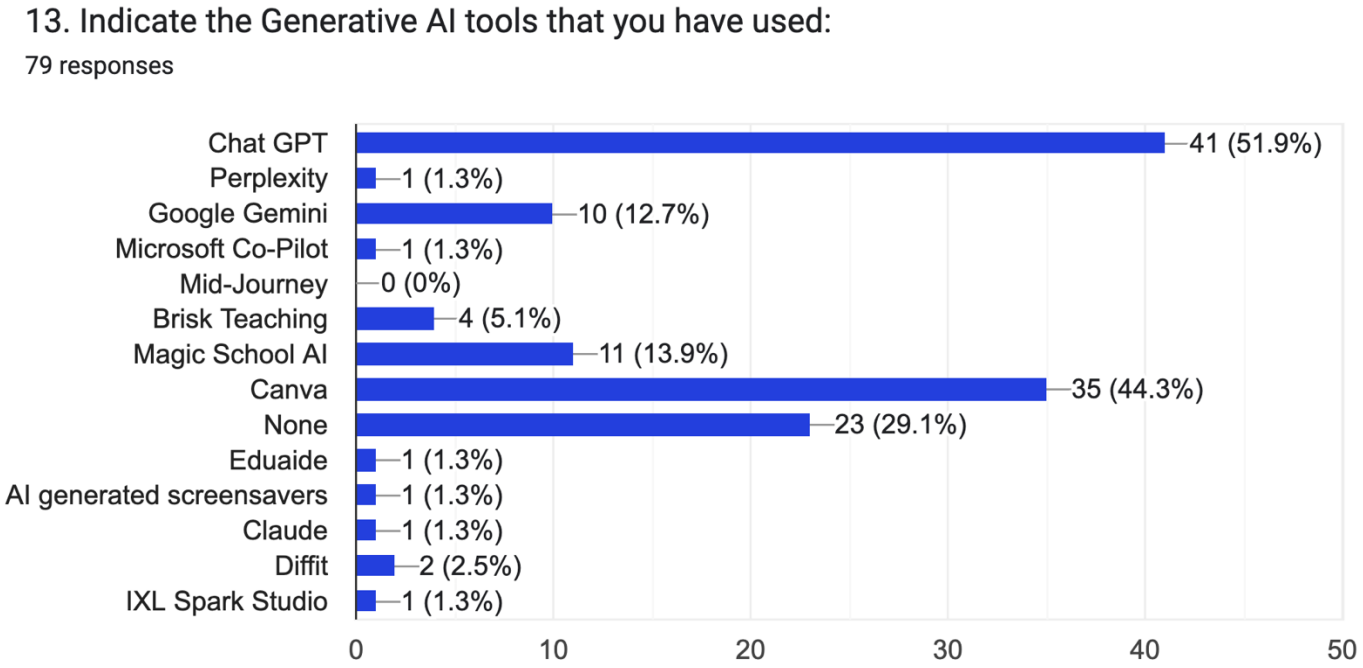
The responses indicate that many educators are unsure about AI's role in student evaluation, with 42 respondents stating they don't know enough about AI to determine its advantages. Among those who identified potential benefits, 15 respondents pointed to automation of exam grading, suggesting that AI could streamline assessment tasks. Additionally, 14 respondents highlighted AI's ability to provide constant feedback to students, which could improve learning outcomes. Five respondents mentioned AI's potential to reduce grading errors, enhancing accuracy in evaluations. However, one respondent expressed distrust in AI, indicating skepticism about its reliability in student assessment. Overall, while some educators recognize AI's potential for grading automation and feedback, a significant portion remains uncertain about its role in student evaluation.

12. What do you think is the main disadvantage that AI would have in the educational process?

79 responses

Main Disadvantages of AI in Education

The responses indicate that academic dishonesty is the primary concern regarding AI in education, with 44 respondents highlighting the increased risk of students using AI to cheat. Another major concern, cited by 10 respondents, is that AI could reduce interactions between students and teachers, potentially impacting the quality of education. Additionally, 8 respondents expressed worries about internet addiction, suggesting that AI might encourage excessive screen time. Other concerns included the use of AI tools to complete assignments unfairly (7 respondents) and potential loss of information due to system failures (2 respondents). Overall, while AI has potential benefits, many educators are concerned about its impact on integrity, student engagement, and reliance on technology.



Generative AI Tools Used

The responses indicate that many faculty and staff have not used generative AI tools, with 23 respondents stating they have not used any AI tools. Among those who have, ChatGPT and Canva are the most used tools, with 14 respondents using both together and 9 respondents using ChatGPT alone. Additionally, 7 respondents reported using Canva exclusively, while a smaller group (4 respondents) has experience with multiple AI tools, including ChatGPT, Google Gemini, and Canva. Overall, while some educators are actively exploring AI tools, a significant portion has yet to engage with generative AI in their professional roles.

14. Is there anything else you want to share about AI and schoolwork?

The responses indicate a variety of perspectives on AI in education, though only a few faculty and staff provided additional comments. Some respondents expressed concerns about AI's reliability, noting that misinformation is a major issue. Others emphasized the importance of maintaining human interaction in education, fearing that AI might replace traditional teaching methods. A few respondents suggested embracing AI's potential while ensuring responsible use, advocating for educators to lead AI integration in schools. Additionally, some comments highlighted ongoing struggles with academic honesty, emphasizing the need for genuine student work despite AI's capabilities.

Overall, while opinions vary, many educators acknowledge both the opportunities and risks associated with AI in education.

APPENDIX C

STUDENT SURVEY RESULTS

IONIA PUBLIC SCHOOLS

AI Survey for Students

Summary Report

March 2025

Summary of Findings

1. Respondent Overview

- Total Responses: 480
- Schools Represented: Multiple schools, including Ionia High School and Douglas R. Welch High School.
- Grade Levels: A mix of students across different grades.

2. AI Awareness and Attitude

- Knowledge of AI (Scale 1-5): Responses varied, but many students rated their knowledge at a moderate level (3-4).
- General Feeling About AI (Scale 1-5): Mixed responses, with some students supportive (4-5) and others unsure or cautious (2-3).

3. AI Usage for Schoolwork

- Would students use AI If allowed? Majority responded Yes, though some hesitations were noted.
- Do students believe AI can help learning? Most students rated 4-5, showing optimism about AI's educational benefits.
- Would students like to learn more about AI? Many indicated interest (3-5 rating), suggesting demand for AI education.

4. Perceived Benefits of AI in Education

Students believe AI can help in:

- Making learning more interactive and engaging
- Personalizing lessons to fit different learning styles
- Improving efficiency in learning and studying

5. Concerns About AI in School

Biggest concerns include:

- AI providing incorrect information
- Confusion about when and how AI use is allowed
- Over-reliance on AI instead of thinking critically

6. AI Usage Outside School

- Many students reported using AI tools like ChatGPT, Grammarly, and Canva outside of school

7. Preferred Use Cases for AI in Schoolwork

- Popular AI Uses: Research, tutoring, test preparation, and writing assistance.
- Less Preferred Uses: Math problem-solving.

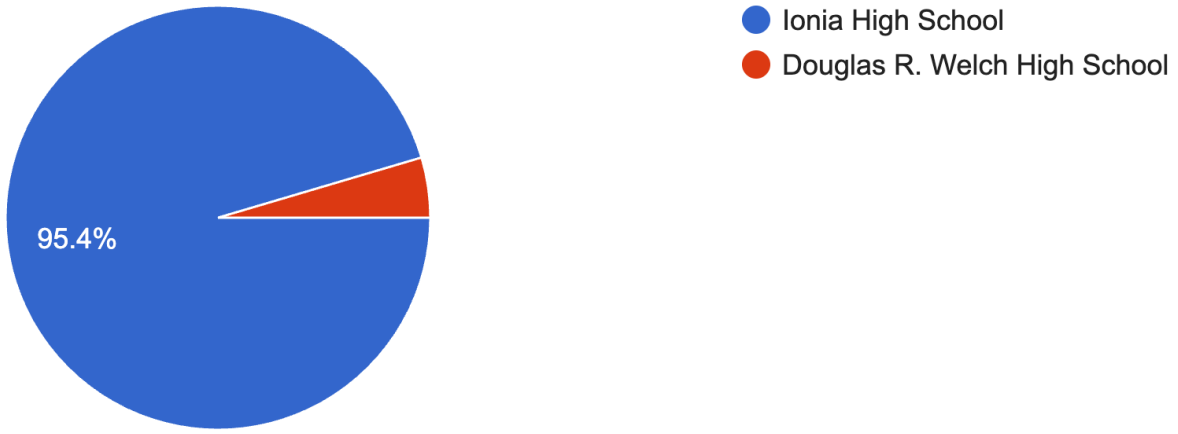
8. Learning Sources for AI

Students primarily learn about AI from:

- Internet (YouTube, Google, etc.)
- Peers and friends
- Independent exploration

1. What school do you go to?

480 responses

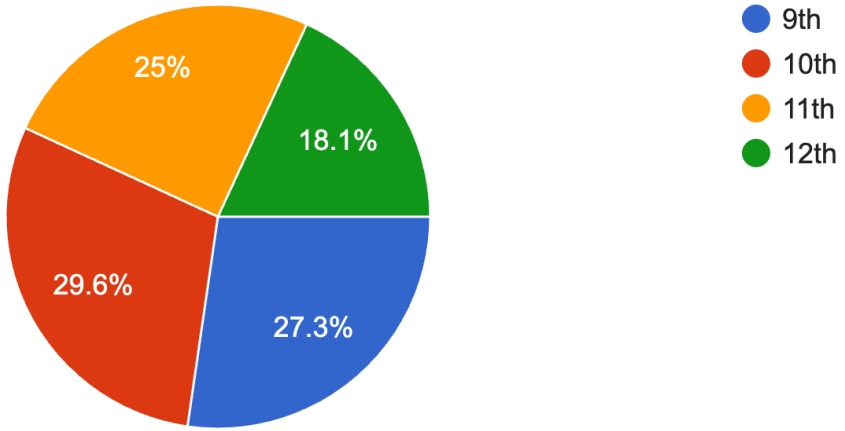


Student location

The students from Ionia High School represent 95.4% of the responses, and the other 4.6 were from Douglas R. Welch High School.

2. What grade are you in?

480 responses

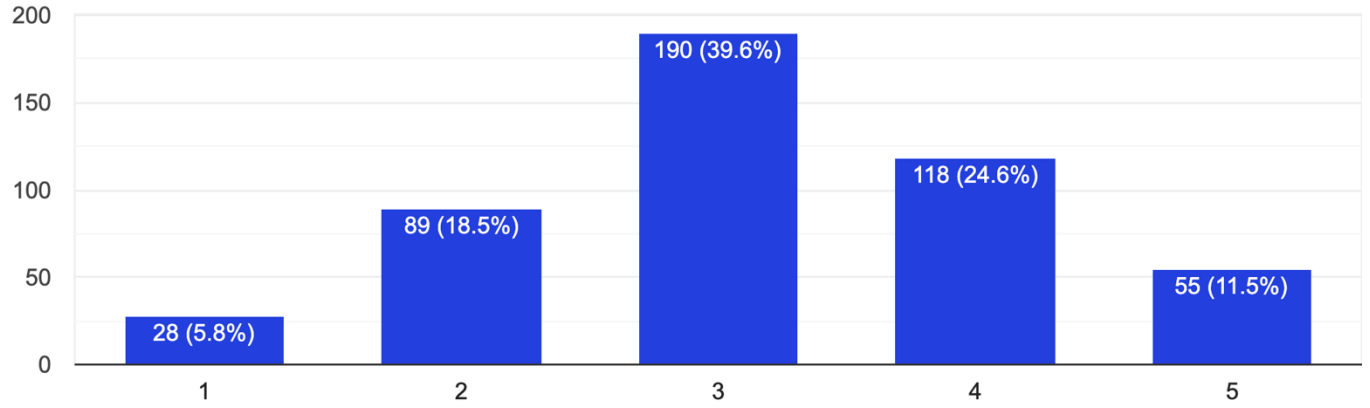


Grade distribution

- 27.3% - 9th grade
- 29.6% - 10th grade
- 25.0% - 11th grade
- 18.1% - 12th grade

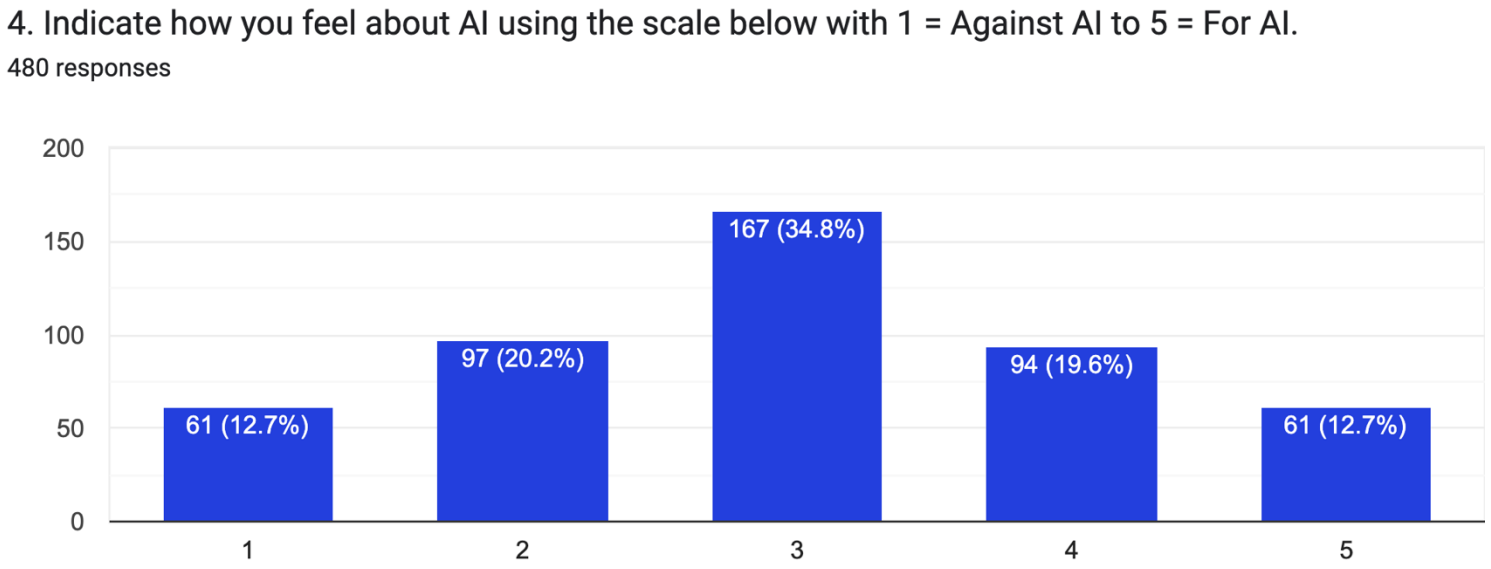
3. Indicate how much you know about Artificial Intelligence (AI) using the scale below with 1 = I don't know anything, to 5 = I know a lot.

480 responses



AI Knowledge Level Distribution

The responses indicate a wide range of AI knowledge among students. The majority rated their understanding at a moderate level (3), with 190 students (about 40%) selecting this option. A significant number of students reported some knowledge (4), with 118 responses, while 55 students rated themselves highly (5), indicating strong familiarity with AI. On the lower end, 89 students selected (2), and 28 students (1) admitted to having little or no knowledge of AI. This suggests that while most students have some awareness of AI, relatively few consider themselves experts.

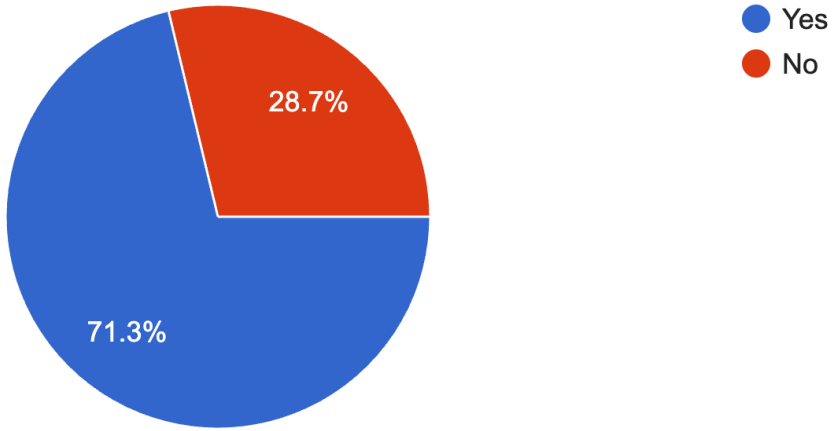


AI Sentiment Distribution

The responses indicate mixed feelings about AI among students. The majority fall in the neutral range (3), with 167 students selecting this option. A significant number of students have somewhat positive views (4), with 94 responses, while 61 students rated themselves as strongly in favor of AI (5). On the other hand, 97 students expressed mild opposition (2), and 61 students were strongly against AI (1). This suggests that while many students are open to AI, a considerable portion remains skeptical or cautious about its use.

5. Would you use AI tools for schoolwork if the handbook allowed?

480 responses

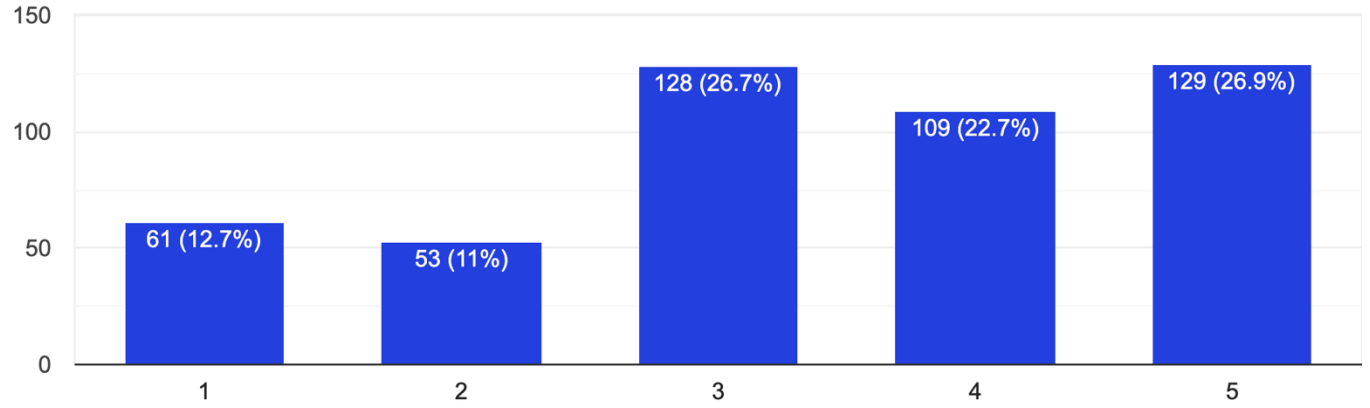


Use of AI Based on Handbook

71.3% of the students indicated they would use AI tools for schoolwork if the handbook allowed, while 28.7% indicated they would not.

6. Do you think AI can help you learn better? Use the scale below to answer with 1 = No, I don't think so, to 5 = Yes, definitely.

480 responses



AI Effectiveness in Learning

The responses show a generally positive outlook on AI's potential to help with learning. The most common responses were 5 (129 students) and 3 (128 students), suggesting that many students see AI as beneficial, though some remain neutral. Additionally, 109 students rated AI's effectiveness as 4, reinforcing the idea that AI is viewed as a helpful tool. However, there is still some skepticism, with 53 students selecting 2 and 61 students choosing 1, indicating that a portion of students do not believe AI will improve their learning experience.

7. How do you think AI can help students learn the most? (Select one.)

480 responses

AI Learning Benefits Distribution

The responses suggest that students see personalized learning as the most significant benefit of AI, with a majority selecting options related to AI making lessons more tailored to individual needs (165 and 96 responses, respectively). Additionally, 102 students believe AI improves efficiency in learning, while 36 students think AI makes learning more fun and interactive. Notably, only one student expressed concern that AI diminishes creativity, indicating that most students view AI as a helpful tool rather than a hindrance to creativity.

8. What do you think could be the biggest problem with AI in school? (Select one.)

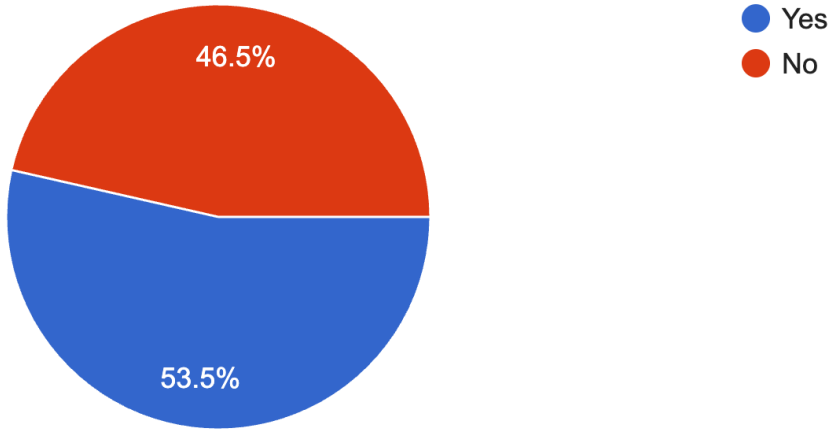
480 responses

AI Challenges in Schools

The most common concern among students regarding AI in schools is the risk of AI providing incorrect information, with 198 responses highlighting this issue. Another major concern is confusion about when and how AI is allowed for school use, with 110 students selecting this option. Some students also worry about spending too much time online (48 responses) and reduced interaction with teachers (41 responses). Only 3 students mentioned cheating as a major concern, suggesting that most students are more focused on AI's accuracy and appropriate use rather than its potential for academic dishonesty.

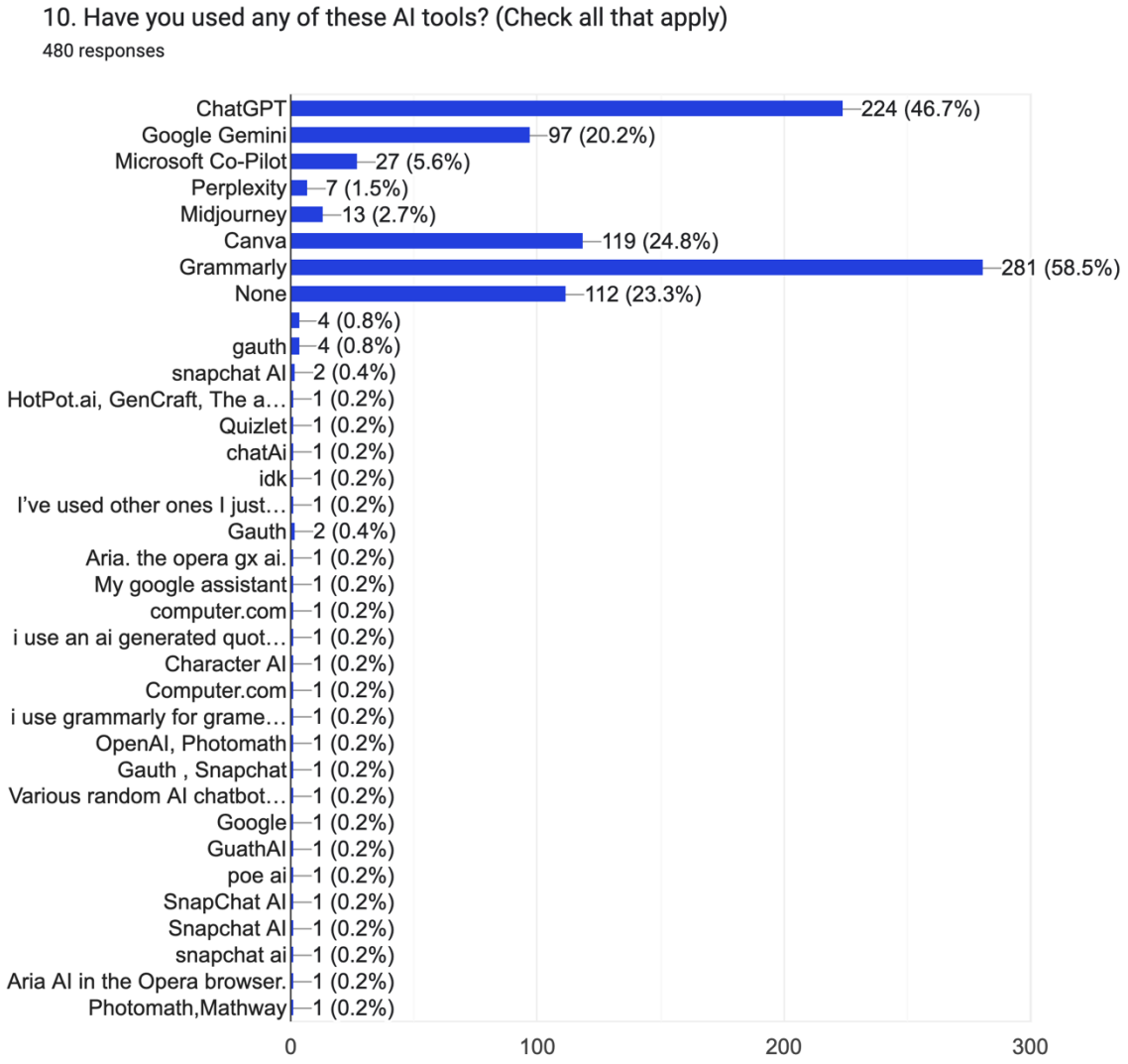
9. Do you use AI tools outside of school?

480 responses



Student use of AI outside of School

53.5% of the students responded that they use AI tools outside of school, while 46.5% responded that they do not.

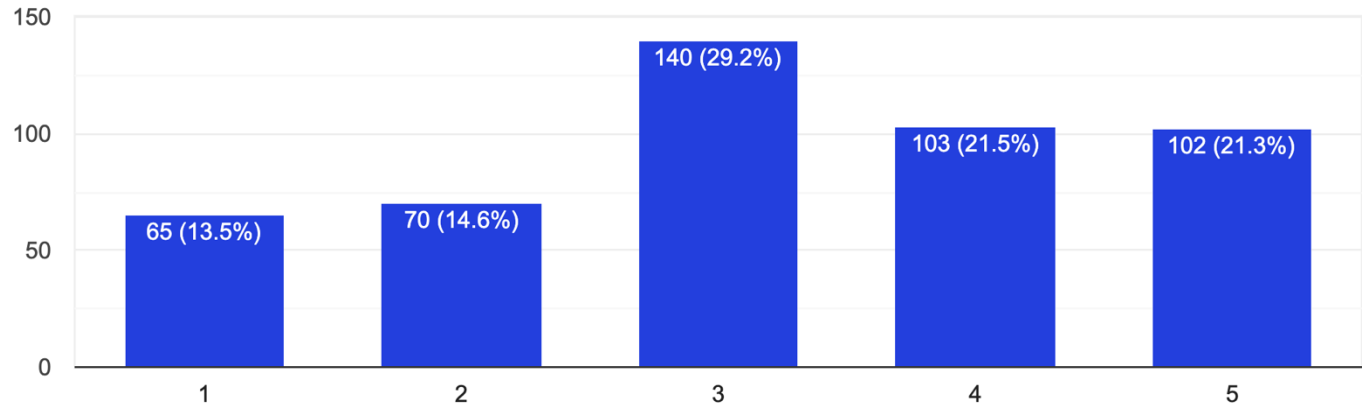


Most Used AI Tools

The responses indicate that many students have experience using AI tools, but a significant portion (108 students) reported using none. Among those who do use AI, Grammarly is the most popular tool (72 responses), followed by ChatGPT, either alone (38 responses) or in combination with Grammarly (50 responses). Some students also reported using a mix of AI tools, such as ChatGPT, Canva, and Grammarly (36 responses). This suggests that students primarily use AI for writing and editing assistance, with fewer students exploring a wider range of AI applications.

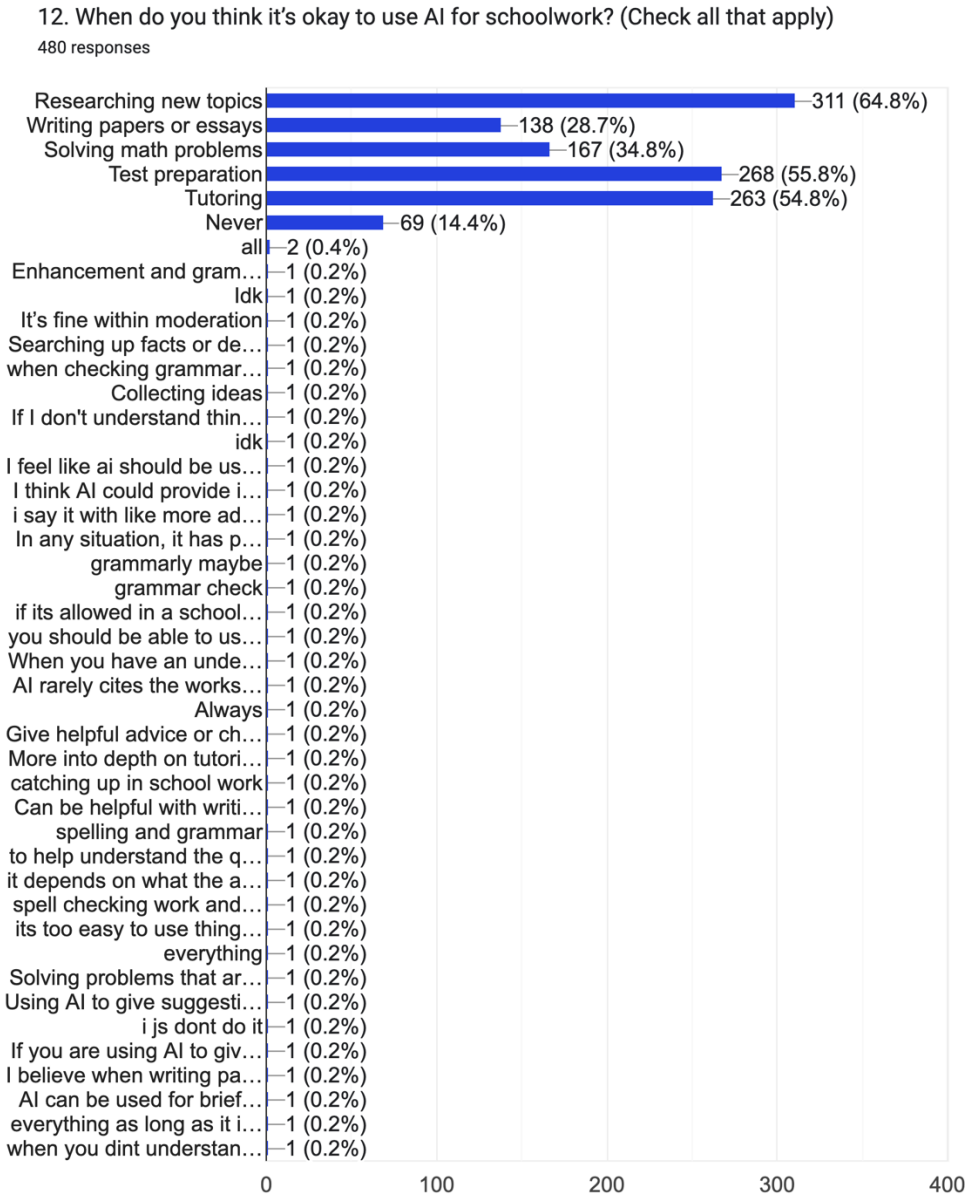
11. Do you think AI can make learning more fun and interesting? Use the scale below to answer with 1 = No, I don't think so, to 5 = Yes, definitely.

480 responses



AI and Learning Engagement

The responses indicate mixed opinions on whether AI can make learning more fun and interesting. The most common response was 3 (140 students), suggesting that many students are neutral on this topic. However, a significant number of students were optimistic, with 103 selecting 4 and 102 choosing 5, indicating that they believe AI can enhance engagement in learning. On the other hand, 70 students selected 2, and 65 chose 1, showing that some students do not see AI as a way to make learning more enjoyable. Overall, the responses suggest a lean toward positive sentiment, though some skepticism remains.

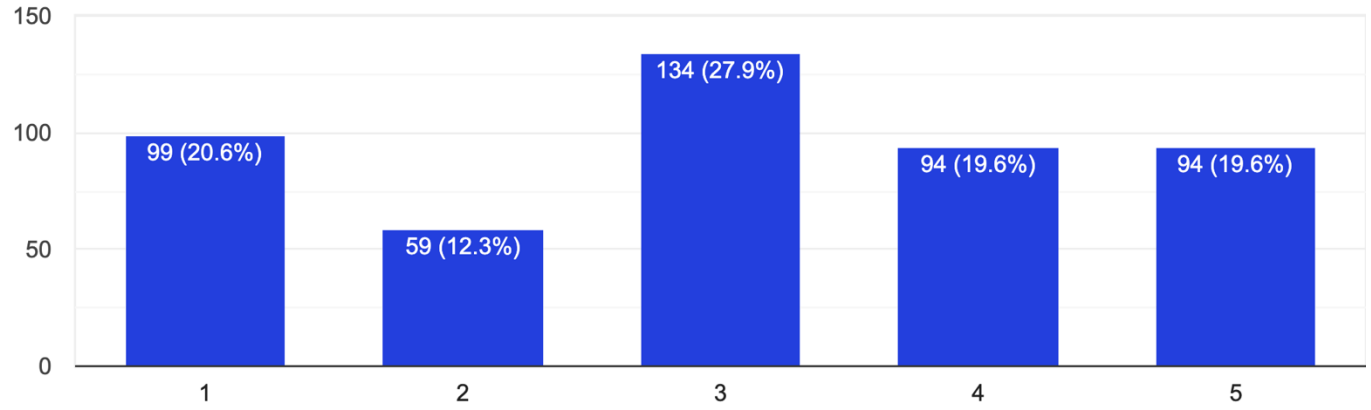


Acceptable AI Use in Schoolwork

The responses indicate varied opinions on when AI should be used for schoolwork. The most common response (69 students) suggests that AI is acceptable for research, writing papers, and essays. However, a significant number of students (64 responses) believe that AI should never be used for schoolwork, highlighting concerns about its appropriateness. Other popular responses include using AI for research, test preparation, and tutoring (60 responses) and researching new topics (26 responses). This suggests that while many students see AI as a valuable tool for academic tasks, a considerable portion remains cautious or opposed to its use in school.

14. Would you like to learn more about how to use AI for schoolwork? Use the scale below to answer with 1 = No, I don't think so, to 5 = Yes, definitely.

480 responses



Comfort Level with AI in Schoolwork

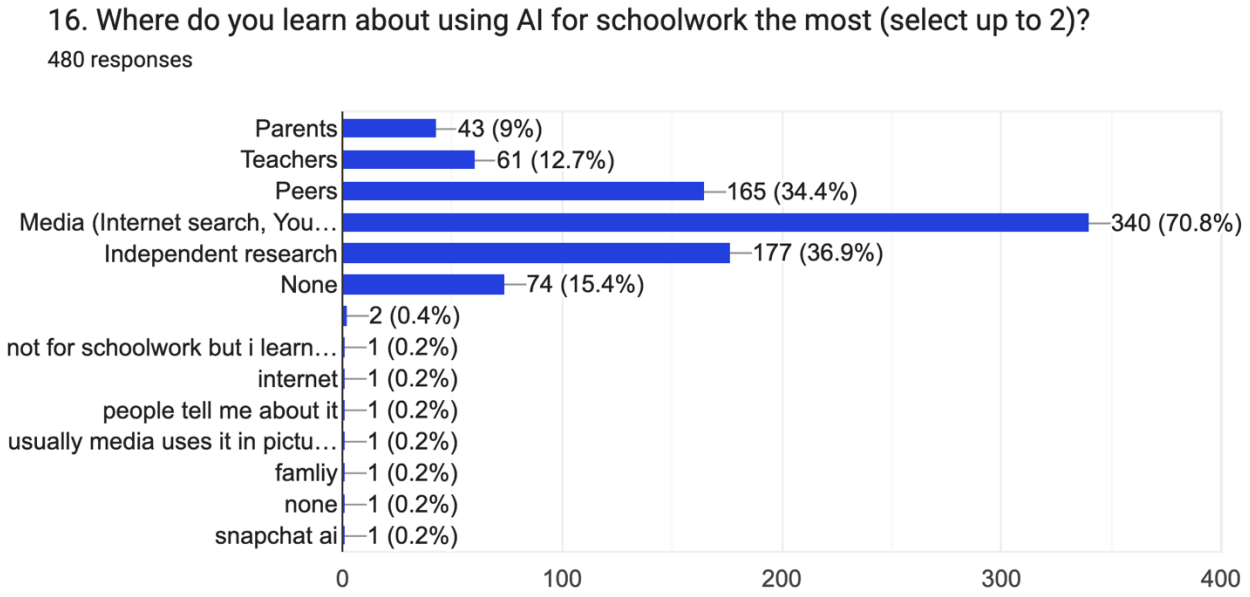
The responses show a generally positive attitude toward using AI for schoolwork if allowed. The most common responses were 5 (128 students) and 3 (125 students), indicating that while many students feel very comfortable using AI, a significant portion remains neutral. Additionally, 110 students selected 4, reinforcing a favorable outlook on AI in schoolwork. However, some students expressed discomfort, with 50 selecting 2 and 67 choosing 1, showing that a portion of students would still feel uneasy about AI use even if it were permitted. Overall, the data suggests that most students are open to using AI, though some reservations remain.

15. What would help you use AI better with schoolwork?

The predominant idea from the responses to question #15, “What would help students use AI better for schoolwork?” was uncertainty or lack of clear expectations, with many students responding "I don't know" or "Nothing." This suggests that students may need more structured guidance or education on how AI can be effectively integrated into their schoolwork.

Top AI Support Needs

	Response	Count
1	idk	34
2	nothing	15
3	I don’t know	5
4	Idk	5
5	Nothing	3
6	im not sure	
7	no	3
8	Math	2
9	math	2
10	i wont use it	2



Source of information about AI

The predominant idea from the responses question #16, “Where do you learn about using AI for schoolwork the most (select up to 2)? was that most students learn about using AI for schoolwork through media sources (Internet searches, YouTube, etc.) and peers. Independent exploration is also a common method.

17. Is there anything else you want to share about AI and schoolwork?

The predominant idea from the responses in to question #17, “Is there anything else you want to share about AI and schoolwork?” was that most students had **no additional comments** about AI and schoolwork, as indicated by responses such as "No" and "Nope." Analyzing the sentiment of the responses indicates that 56 of the responses were positive, 291 were neutral, and 21 were negative.

Some of the outliers, were:

If you implement AI into schoolwork, I can promise you that our schools reading and math efficiency will tank. Students will not be able to think and process information without the use of AI. By allowing AI to be used you will be stunting your students -who deserve proper education - for good. You will be effectively giving students an easy way out of school. AI is not just terrible for the user in such a case, it is also terrible for the environment, as AI produces metric tons of carbon dioxide every day. Although I'm a senior and this won't affect me after I leave, I am begging that you keep AI out of school, please.

i think that its bad for school work because it is literally just cheating but it might be okay to use in real life.

the only good use for AI is to make games (Like as in it is a feature not a tool used to make) it should not be used for school work AT ALL

AI can help others learn in the way they want to learn it instead of everyone following the same formulas. It will show different opportunities.

Absolutely! I think AI can be a real game-changer for schoolwork, especially when it comes to organizing tasks and boosting productivity. For instance, AI-powered tools can help with brainstorming, organizing essays, and even tutoring on tricky subjects. The ability to get quick feedback on writing or understanding difficult concepts can make studying so much more efficient. That said, I also think it's important to approach AI with balance. While it can be a huge help, it’s still key to stay engaged with the learning process. Using AI to enhance understanding and manage workload is great, but critical thinking and creativity are things that we can't rely on AI for. So, I guess my take is: it’s a powerful tool, but the human touch still needs to be at the heart of our learning! - ChatGPT ;)

It's very helpful and forward thinking. We need to put everything online already anyway, why should we use physical things when it's all there already.

My dads boss encourages him to use Ai and that is the real world.

AI sometimes explains better than the teacher does, and you can also ask for useful advice.

It is kind of like an online tutor and is very helpful if you're using it right and not just copying the answer down.

Additional AI and Schoolwork Feedback

	Response	Count
1	idk	34
2	nothing	15
3	I don’t know	5
4	Idk	5
5	Nothing	3
6	im not sure	
7	no	3
8	Math	2
9	math	2
10	i wont use it	2

APPENDIX D

IONIA PUBLIC SCHOOLS POLICY 7540.09 – ARTIFICIAL INTELLIGENCE ("AI")

IONIA PUBLIC SCHOOLS

Book	Policy Manual
Section	7000 Property
Title	ARTIFICIAL INTELLIGENCE ("AI")
Code	po7540.09
Status	Active
Adopted	December 16, 2024

7540.09 - **ARTIFICIAL INTELLIGENCE ("AI")**

The Board of Education recognizes the positive impact that artificial intelligence ("AI") technology may have in the District's educational program and operations. The Superintendent is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to, the following: Policy 2264 - Nondiscrimination on the Basis of Sex in Education Programs or Activities; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 5136 - Personal Communication Devices; Policy 5500 – Student Conduct; Policy 7540.03 – Student Technology Acceptable Use and Safety; Policy 7540.04 – Staff Technology Acceptable Use and Safety; Policy 8330 – Student Records; Policy 8350 - Confidentiality; and Policy 8351 - Security Breach of Confidential Databases.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Administration will refer any illegal acts to law enforcement.

Cross References

po5500 - STUDENT CONDUCT

po7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

po7540.04 - STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY

APPENDIX E

AI TOOL VETTING CHECKLIST FOR SCHOOL DISTRICTS

AI Tool Vetting Checklist for School Districts

I. Purpose & Educational Alignment

☐ Clearly defined educational purpose (instructional, assessment, admin, support)
☐ Aligns with district curriculum, instructional goals, or student support services
☐ Enhances—not replaces—teacher/student engagement
☐ Supports diverse learners and differentiated instruction
☐ Offers documented use cases or evidence of effectiveness in K–12 settings

II. Student Safety, Privacy & Compliance

☐ Compliant with FERPA, COPPA, and applicable state laws (e.g., Ed Law 2-d in NY)
☐ Transparent data practices—clearly explains what data is collected and how it's used
☐ Does not sell or share student data with third parties
☐ Provides data deletion, export, and audit capabilities
☐ Accessible and inclusive for all students (meets WCAG/ADA standards)

III. Transparency & Trustworthiness

☐ Discloses how the AI model works (i.e., what data it was trained on, how it generates responses)
☐ Provides explanations of results or output decisions (if applicable)
☐ Acknowledges limitations or potential inaccuracies in outputs
☐ Allows human oversight or moderation of AI-generated content
☐ Includes documentation on how bias is mitigated in the tool's design

IV. Academic Integrity & Misuse Safeguards

☐ Built-in tools for detecting AI misuse (e.g., AI-generated text in student work)
☐ Guidance available for preventing plagiarism or inappropriate use
☐ Offers controls for usage monitoring by teachers or administrators
☐ Includes content moderation features (if students generate responses)

V. Usability & Support

☐ Easy for educators and students to use (no advanced technical skill required)
☐ Integrates with existing district tools or LMS platforms
☐ Offers professional development or training materials for staff
☐ Provides responsive customer or technical support
☐ Includes clear documentation or user guides

VI. Equity, Bias, and Fairness

☐ Designed to avoid reinforcing stereotypes or biased outputs
☐ Tested across diverse student populations and use cases

☐ Promotes equitable access and outcomes for all students
☐ Complies with district's equity and anti-discrimination policies

VII. Cost, Licensing & Sustainability

☐ Transparent pricing and licensing model (free, freemium, paid tiers)
☐ No hidden fees or aggressive upselling
☐ Terms of Service are reviewed and approved by legal or procurement staff
☐ Vendor demonstrates sustainability and long-term commitment to education

VIII. Approval & Decision-Making

☐ Reviewed by the AI leadership team or technology committee
☐ Piloted in a limited-use case and evaluated with staff input
☐ Approved by the district’s technology coordinator or superintendent designee

Optional: Tool Review Summary

☐ Tool Name: _____
☐ Purpose: _____
☐ Reviewed By: _____
☐ Date Reviewed: _____
☐ Final Decision: ☐ Approved ☐ Not Approved ☐ Needs Further Review
☐ Notes: _____

APPENDIX F

AI RISK ASSESSMENT MATRIX FOR K–12 SCHOOL DISTRICTS

AI Risk Assessment Matrix for K–12 School Districts

This Risk Assessment Matrix is aligned to the NIST Artificial Intelligence Risk Management Framework (AI RMF) and is designed to help K–12 school districts identify, assess, and manage risks associated with the adoption and integration of AI tools. It categorizes risks by function—Map, Measure, Manage, and Govern—and assigns levels of likelihood and potential impact to help prioritize mitigation efforts.

Risk Category	Description	Likelihood	Impact	NIST RMF Function	Recommended Mitigation
Bias in AI Outputs	AI tools may reflect or amplify biases in training data, leading to inequitable outcomes.	Medium	High	Map	Vet tools for equity, require vendors to provide bias documentation.
Academic Integrity Violations	Students may use AI to plagiarize or bypass authentic learning tasks.	High	High	Manage	Redesign assessments, provide academic integrity guidance.
Misinformation & Inaccuracy	AI-generated content may include factual errors or hallucinations.	High	Medium	Measure	Train staff/students on verifying AI outputs.
Data Privacy & FERPA Compliance	Student data may be collected or stored inappropriately by AI tools.	Medium	High	Govern	Use vetted tools, review vendor data policies, update AUP.
Overreliance on AI	Staff or students may become overly dependent on AI, reducing critical thinking.	Medium	Medium	Manage	Balance AI use with instruction that fosters critical thinking.
Tool Misuse or Inappropriate Content	AI may produce or expose students to inappropriate responses or material.	Low	High	Manage	Enable content moderation, set age-appropriate parameters.
Lack of Staff Training	Teachers may not have the knowledge to implement AI effectively or ethically.	High	Medium	Govern	Provide ongoing PD and coaching.
Vendor Lock-In or Tool Abandonment	Vendors may discontinue tools or limit functionality behind paywalls.	Medium	Medium	Map	Select tools with transparent

					roadmaps and exit strategies.
Inadequate Policy or Governance	Lack of clear guidelines may lead to inconsistent or unsafe AI use.	High	High	Govern	Establish and review AI policies regularly.