



TECHNOLOGY PLAN

Flagstaff Unified School District
2024-2029





SUMMARY

The Flagstaff Unified School District (FUSD) Technology Plan for 2024-2029 aims to transform education by leveraging advanced technology to empower students and educators. The plan focuses on:

- Bridging the digital divide through equitable access to technology
- Equipping teachers with tools to design authentic, intentional, and engaging learning experiences
- Personalized learning and Universal Design for Learning (UDL) principles through the district's 1:1 iPad program
- Fostering critical thinking, creativity, and responsible digital citizenship in alignment with Arizona Technology Standards
- Prioritizing professional development for effective technology integration
- Strategic funding to sustain district technology initiatives

The plan emphasizes productive screen time by focusing on activities that actively engage students in learning, such as research, problem-solving, creating original works, and collaboration. Teachers are provided with tools and professional development opportunities to manage and utilize educational technology to support student-centered instruction and personalized learning experiences.

FUSD aims to stay at the forefront of emerging technologies by responsibly integrating artificial intelligence. The plan includes robust infrastructure investments in connectivity, hardware, and cybersecurity. Leadership empowers students, equips educators, and bridges the three digital divides outlined by the US Department of Education's 2024 National Education Technology Plan. Through a collaborative culture and strong community engagement, FUSD strives to create an inclusive digital learning environment that prepares students to thrive in an increasingly complex, digital world.



A VISION OF WILD SUCCESS

Imagine a Flagstaff Unified School District classroom where technology seamlessly integrates with teaching and learning and fosters an environment of engagement and discovery. Students enthusiastically collaborate on interactive digital projects and showcase their understanding and creativity. Teachers expertly guide these explorations by utilizing real-time data to personalize instruction, ensuring every student succeeds. Technology amplifies the joy of learning.

Aligning with the FUSD Profile of a Learner, this classroom nurtures critical thinkers and empathetic collaborators prepared for success beyond school. Students use digital tools to communicate, solve problems, and engage with global perspectives, mirroring the Profile's emphasis on critical competencies. Technology is not used simply as a substitute for traditional teaching techniques but as a catalyst for developing learners who can apply their skills in real-world situations, embodying the essence of the FUSD graduate—innovative, informed, and inclusive individuals ready for success today and into the future.

ESSENTIAL RESOURCES

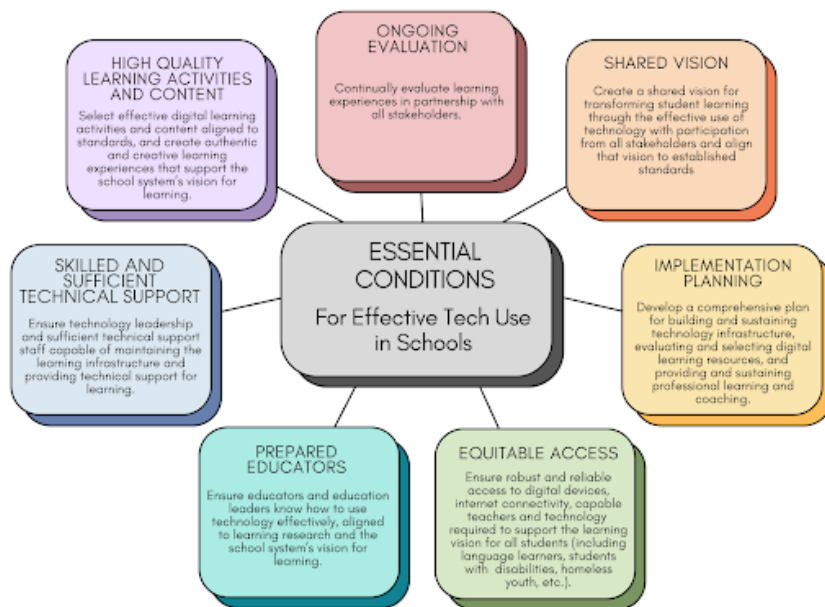
National Education Technology Plan--

Future Ready Learning: Reimagining the Role of Technology in Education

The National Education Technology Plan (NETP 2024) sets a national vision and plan for learning enabled by technology through building on the work of leading education researchers; district, school, and higher education leaders; classroom teachers; developers; entrepreneurs; and nonprofit organizations. The principles and examples provided in this document align to the Activities to Support the Effective Use of Technology (Title IV) Part A of the ESEA, as amended by ESSA.

The 2024 National Educational Technology Plan (NETP) calls on state, system, and building leaders to proactively address three of them:

- The **digital access divide** that separates students and educators from equitable access to high-speed internet, powerful devices, and quality digital content;
- The **digital use divide** that impacts whether students engage in powerful learning opportunities where they actively use technology to explore, create, and engage in critical analysis of academic content and knowledge; and
- The **digital design divide** that prevents educators from designing the potential, transformative learning experiences enabled by technology.



ISTE (International Society for Technology In Education)–Essential Conditions

The Essential Conditions are seven critical elements necessary for effectively leveraging technology to support learning. They offer educators and school leaders a research-backed framework to guide implementation of the ISTE Standards, technology planning and systemwide change.

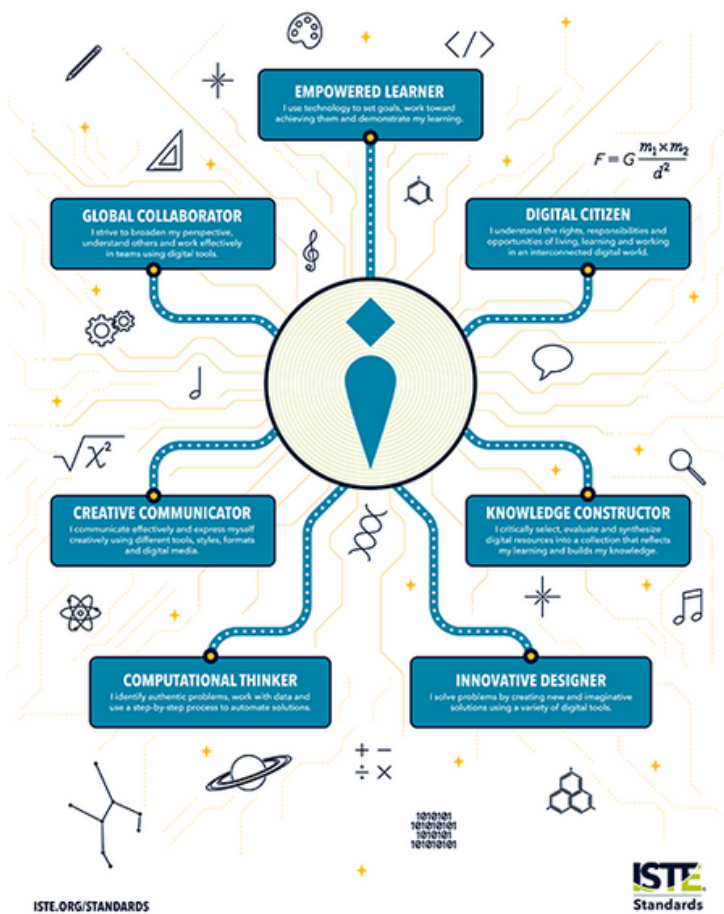
<https://iste.org/essential-conditions-for-effective-tech-use-in-schools>

CoSN's 2024 Driving K-12 Innovation Report

CoSN's Driving K-12 Innovation initiative proudly convenes an international Advisory Board of approximately 140+ education and technology experts to select the most important Hurdles (challenges), Accelerators (mega-trends), and Tech Enablers (tools) Driving K-12 Innovation for the year ahead.

LEARNING ENVIRONMENT

I AM A DIGITAL AGE LEARNER ISTE STANDARDS FOR STUDENTS



"When we talk about 21st century pedagogy, we have to consider many things—the objectives of education, the curriculum, how assessment strategies work, the kind of technology infrastructure involved, and how leadership and policy facilitate attaining education goals."

- Chris Dede, Harvard University

"Today's students must be prepared to thrive in a constantly evolving technological landscape."

- International Society for Technology in Education

"Technology can be a powerful tool to help transform learning. It has the potential to empower students to expand their learning beyond the confines of the traditional classroom, support self-directed learning, help educators tailor learning experiences to individual student needs, and support students with disabilities. Technology also has the potential to allow students and educators to collaborate with peers and experts worldwide, engage with immersive learning simulations, and express their learning creatively. Furthermore, it has the potential to collect student performance and engagement data, providing insight into student progress and allowing educators to deploy targeted support."

- National Educational Technology Plan. US Department of Education, 2024

CURRENT STATUS OF TECHNOLOGY LEARNING ENVIRONMENTS WITHIN FUSD

Technology has emerged as a transformative force in the rapidly changing educational system, reshaping traditional teaching methods and opening up new avenues for learning in K-12 settings. With its capacity to enhance engagement, personalize instruction, and foster critical thinking skills, technology has become an indispensable tool for educators seeking to cultivate the next generation of learners. According to AdvanceED's Effective Learning Environments Observation Tool, an ideal digital learning environment is one in which students use technology to gather, evaluate, and use information for learning, conduct research, solve problems, create original works for learning, and communicate and work collaboratively.

The Flagstaff Unified School District, through its Theory of Action for Technology Integration, is committed to a culture of innovation that includes preparing students and staff to thrive in an evolving technological landscape. This is being accomplished through:

- Alignment of instructional practices and content curriculum with the current AZ Technology Standards
- Promotion of a shared vision of teaching, learning, leadership and infrastructure.
- Encouraging students and educators to think critically, create, communicate, collaborate, and demonstrate digital citizenship using technology.
- The strengthening of approaches to evaluating our effective use of technology.
- Establishing professional learning opportunities and coaching to support district initiatives.
- Equitable, robust, and reliable access to devices, connectivity, and platforms;
- Evaluating and selecting evidence-based digital learning resources.
- Technology leadership and support to maintain the infrastructure essential for teaching and learning.

Through the above actions, FUSD will leverage technology in all content areas to provide effective learning environments that are driven by individual learning needs so that students leave FUSD as empowered learners with the skills and competencies (critical thinking, empathy, initiative, and literacy) necessary for success in college, career, and life, as outlined in the FUSD Profile of a Learner.

The FUSD Profile of a Learner describes providing all students with a high-quality education through diverse pathways to foster success in college, career, citizenship, and life. By developing critical skills and competencies, FUSD graduates can be successful lifelong learners and contribute to a rapidly changing and complex world. Critical thinking, empathy, initiative, literacy, and resilience allow graduates to be global citizens - looking beyond themselves as learners who appreciate various points of view while using information effectively to impact their communities and world positively.

Effective technology integration in education requires a purposeful approach that prioritizes its role as a tool to support student learning rather than merely adopting it for the sake of technology itself. By aligning technological resources with specific learning objectives and pedagogical goals, educators can harness its potential to enhance student engagement, facilitate deeper understanding, and promote meaningful connections across various subjects and disciplines. The FUSD Technology Theory of Action, Profile of a Learner, and approach to technology integration are supported by the work of Liz Kolb, specifically the Triple E Framework.

In her book *Learning First, Technology Second* (2020), Liz Kolb introduces readers to the Triple E Framework, developed by Kolb, to serve as a framework that places the learning goal first, with the technology featured as a tool to best meet the identified learning goal. Kolb shares that the instructional strategies used in conjunction with technology are a fundamental component of effective learning with technology. Kolb explains, "Research is clear that the type of tool selected is not nearly as significant as the instructional strategies a teacher creates when using a tool (Okojie et al., 2026; Montrieux et al., 2015)"

Triple E Framework

Extend Learning	Does the technology create opportunities for students to learn outside of their typical school day? Does the technology create a bridge between school learning and everyday life experiences? Does the technology allow students to build skills , that they can use in their everyday lives?	Instructional Strategies
		Turn & Talk Co-Use Gradual Release
Enhance Learning	Does the technology tool aid students in developing or demonstrating a more sophisticated understanding of the content? Does the technology create scaffolds to make it easier to understand concepts or ideas? Does the technology create paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools ?	Interactive Modeling I do, We do, You do Predicting Questioning Share-aloud
Engage Learning	Does the technology allow students to focus on the task of the assignment or activity with less distraction? Does the technology motivate students to start the learning process? Does the technology cause a shift in the behavior of the students, where they move from passive to active social learners (co-use or co-engagement) ?	Think, Pair and Share Guided Practice Software Tour Switcheroo Visible Thinking Routines Monitoring

As technology advances, its importance and value in K-12 education are poised to deepen. It offers limitless opportunities to inspire curiosity, creativity, and lifelong learning among students. When integrated thoughtfully and intentionally, technology is a powerful catalyst for student-centered learning, enriching educational experiences and preparing learners for success in an increasingly digital world.

Educational Technology Standards

Arizona adopted new [Educational Technology Standards in 2021](#). The standards are closely based on the 2016 ISTE Standards for Students which were developed by educators around the world.

FUSD's Learning, Technology, & Innovation Department members contributed to the AZ Educators group and collaborated with the Arizona Department of Education in developing the standards.

Arizona's Educational Technology Standards illustrate what students should know and be able to do in a digital world. They integrate with all academic standards to create multi-modal pathways for all learners, while building technological literacy, media literacy, and digital citizenship. Arizona last adopted its Educational Technology Standards in 2009. This document contained performance objectives, which acted as a checklist for learning discrete skills. As technology has advanced, so have educational technology standards, which now need to be more robust and rigorous to reflect technology's increased role in the learning and lives of students. This is illustrated in Arizona's new, more robust Educational Technology Standards.

- (Arizona Educational Technology Standards January 2022)

1. **Empowered Learner** - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Digital Citizen** - Students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
3. **Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
4. **Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. **Computational Thinker** - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. **Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. **Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

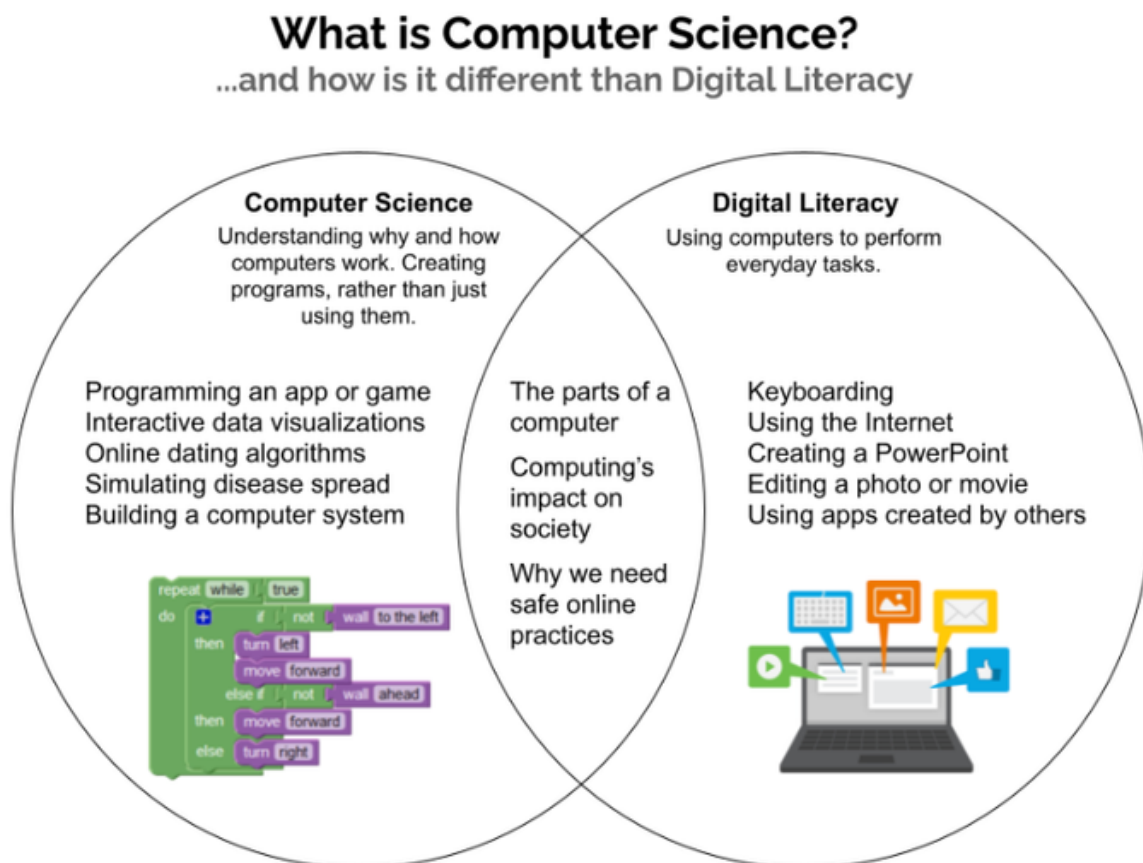
FUSD Elementary Standards Report for grades 1 through 5 includes marks for technology proficiency in meeting the Arizona Technology Standards.

The Learning, Technology & Innovation department provides support for instructional staff to develop understanding and implementation of the Arizona Educational Technology Standards by:

- Developing & facilitating professional learning opportunities (site & district-based)
- Presenting and facilitating conversation at various FUSD leadership meetings
- Attendance at school site PLC Meetings
- Coaching from LTI team members
- Developing a example lesson repository created by FUSD teachers for FUSD teacher
- Building capacity and understanding with Technology Peer Coaches and Elementary iPad Cohort members
- Creating AZ Ed Tech Standards documents to hight relevant resources and practices
- LTI team member participating in AZ Ed Tech Leaders group through ADE
- LTI team members participating attending Technology Town Hall Participation through ADE
- Evaluation of technology systems and resources in alignment to standards

The Arizona Computer Science Standards are integrated in a variety of areas within Flagstaff Unified School District School. Some examples include but not limited to, coding, robotics, makerspaces, and engineering. FUSD proudly celebrates and supports the nationally recognized elementary, middle school, and high school robotics teams.

The LTI Department is committed to ensuring teachers have access to resources that support Digital Literacy best practice and connect what skills may need to be explicitly taught vs. integrated within lessons connected to the Educational Technology & Computer Science lessons.



Sources: K-12 CS Framework, NCAA CS Rubric, Civil Rights Database

Professional Development

Technology will never replace great teachers, but in the hands of great teachers, it can be transformational.

– George Couros

Both district technology and non-technology-related initiatives continue to drive professional development offerings in both content and frequency. Survey data and staff requests for specific training also guide topic offerings.

Professional learning opportunities are offered in a variety of formats to ensure all staff have access to best practices in technology integration to support and guide student learning. Professional learning is offered in a variety of formats including but not limited to:

- In-person
- Asynchronous
- Book studies
- Technology Playgrounds
- Conferences
- Up-to date technology website
- Teaching guides and templates
- Lesson examples & inspiration
- Video resources
- Canvas Courses
- On-going job embedded
- Cohort learning
- Coaching

Technology professional learning is designed to meet adult learners along a broad spectrum of understanding. Foundational skills such as understanding resources available, how to use district issued Mac laptops, Apple TVs and iPads & cyber security awareness is provided to ensure staff understand the features available within the devices to effectively and safely utilize district technologies. This includes professional development offerings on specific systems in FUSD used by teachers such as grade book, Canvas Learning Management System, Nearpod, Apple Apps for Learning & [Everyone Can Create Curriculum](#), Google G-Suite, and other districtwide resources. More than 100 FUSD teachers have completed learning earning [Apple Teacher Recognition](#). Every teacher at Thomas Elementary School is Apple recognized as an Apple Teacher with a goal to maintain all staff recognition. Professional development offerings and technology integration strategies align with [ISTE Standards for Educators](#). FUSD.

FUSD's established Technology Peer Coaching program trains coaches to assist collaborating teachers with lesson improvement and rigorous and relevant technology integration. The program is an application based opportunity to develop and support teacher leaders at all school sites. With a balance of training in coaching and technology best practices, the FUSD Technology Peer Coach program builds teacher capacity in a job-embedded leadership role guided and supported by the LTI department.

The iPad Cohort professional learning program is designed to provide a job-embedded, on-going learning opportunity to teachers. Participants are identified by site-leadership as strong instructional leaders, who are willing to learn & share their learning with peers. They are committed to growing and enhancing instructional practices in their school community. Participants attend quarterly professional learning sessions led by the LTI department, engaging in a book study & spending time learning edtech best practices with time to then create lesson plans. The LTI department coaches teachers in the cohort in between quarterly professional learning sessions. The lessons created are added to the district repository to provide lesson ideas and inspiration for other FUSD staff.

Members of the Learning, Technology & Innovation department along with a number of FUSD teachers are committed to their individual professional learning and growth and are recognized with various training accreditation & certifications such as:

- Apple Coaching
- Apple Professional Learning Specialists
- ISTE International Conference Presenters
- Presenters at local, state & National conferences
- AzTEA Making IT Happen Awards
- Frontline Systems Certifications
- Nearpod Certification

FUSD has established personalized learning opportunities for students supported by staff who:

- Lead beyond the library
- Design and plans for collaborative spaces
- Advocate for student privacy
- Ensure equitable digital access
- Facilitate professional learning
- Empower students as creators

Access to Digital Learning Resources

All instructional staff in FUSD are provided with a Mac laptop, an updated iPad, a Classroom mounted projector, and an Apple TV in order to support an ecosystem for a seamless ability to use the provided technology to deliver instruction. FUSD is a 1 to 1 school district in grades K-12 with every student being provided with a current iPad to support their learning through the integration of technology. These universal digital learning environments support equitable opportunities for all students to learn.

A number of digital resources are used within FUSD focused on supporting and improving student learning. Some of the vetted and proven digital resources implemented across all grades and schools within FUSD include Nearpod and Canvas. With a focus on differentiated instruction and personalized learning experiences, technology empowers educators to address the unique needs and learning styles of individual students, fostering a more inclusive and equitable educational environment. As such FUSD is committed to encouraging the use of various accessibility options in Nearpod, Canvas, and the iPads.

We have established a Canvas Requirements & Skills for Staff document that challenges all staff to publish a Canvas course inclusive of a minimal content deemed essential for students and families as an effective companion to in person teaching. This document incorporates the UDL Guidelines (CAST) to ensure that the learning management system is used in a manner that best supports learner variability.

Although professional learning is provided in a variety of formats around using digital learning resources effectively to move student learning forward, Apple's iPad native creativity apps are prioritized in the professional learning provided for staff and students within FUSD. The reason for this lies in the fact that allowing students to demonstrate their learning in a creative and student centered manner promotes inquiry, risk-taking, communication, and problem-solving, all essential skills for employability and success today and for many tomorrows.

In the establishment of the Learning, Technology & Innovation division of the Technology Department several Education System Administrators were incorporated in order to better collaborate with educational technology staff to ensure that the education systems used to support student learning are functioning properly. The System Administrators assist in improving the systems themselves, providing support for use of the systems, and establishing reliable operation of systems used to support FUSD's educational goals and activities.

The Flagstaff Unified School District's Digital Resource Committee continuously reviews and documents digital content considered for student use based on a number of criteria, including privacy policies, Terms of Service, curricular connection, functionality, accessibility, and COPPA and FERPA compliance . This committee maintains an updated list of approved and reviewed digital resources for both staff and families/community member access, in alignment with language included in the Student Responsible Use Policy, that is signed by both students and a parent or guardian annually.

Student Centered Personalized Learning

Leveraging 1:1 iPads, students are empowered to take ownership of their learning journey and pursue individualized goals and interests. With access to quality digital resources, interactive apps, and multimedia content, students can personalize their learning experiences to suit their unique needs, learning styles, and interests. Whether through differentiated instruction, self-paced learning modules, or collaborative projects, 1:1 iPads support personalized learning that fosters student agency, creativity, and growth.

Access and Equity: Flagstaff Unified School District is committed to providing equitable access to technology for all students, ensuring that each learner has the tools necessary to succeed in a digital age. Through our 1:1 iPad initiative, students have access to personalized learning resources, regardless of their socioeconomic background or geographic location within our district. We recognize that access to technology is fundamental to closing the digital divide and empowering every student to thrive academically and beyond.

Digital Citizenship: In conjunction with 1:1 iPads, our school district places a strong emphasis on fostering responsible digital citizenship among our students. Through comprehensive digital literacy education, students will develop the skills and knowledge needed to navigate the online world safely, ethically, and responsibly. By promoting critical thinking, respectful online behavior, and awareness of digital footprints, we aim to empower our students to become responsible digital citizens who contribute positively to the digital community.

Universal Design for Learning (UDL): With the versatility of 1:1 iPads, teachers can provide multiple means of representation, expression, and engagement to accommodate diverse learning needs and preferences. By embracing UDL, we aim to create inclusive learning environments where every student leverage features on their iPads to access content, demonstrate understanding, and engage with learning in ways that work best for them.

Students as Creators: With access to a diverse range of apps, tools & multimedia resources, students can be creators, empowered to creatively communicate & demonstrate their understanding. Students are encouraged to not just consume content and instead use iPad tools and resources to actively participate in their learning.

Instruction and Learning: Student-centered learning provides students with more autonomy and responsibility for their learning by actively engaging them in the learning process. Instruction is focused on facilitating student-centered learning by using and managing appropriate educational technology and processes that support student-centered learning approaches, such as universal design for learning that includes students with disabilities and English language learners, competency-based learning, project-based learning, work-based learning, and personalized learning.

Assessment

Flagstaff Unified School District currently uses digital assessments for statewide, classroom generated formative and summative assessments, K-8 district benchmarking, and Civics. Through the use of AASA, AZSci, ACT, ACT Aspire state data, schools can see how students compare with state and national standards. AIMSWeb+ district data shows student progression in learning for grades K-8 over the course of the school year. Pre-ACT district data is used to assist high schools in instructional planning and career counseling. Finally, classroom assessments are used to provide parental feedback on student real time learning and to develop future learning opportunities.

In the future:

- Statewide assessment data will be integrated more into Professional Learning Communities, instructional support and interventions through the use of data protocols.
- District benchmarking assessments will be combined with state level data to identify students for additional targeted supports.
- Pre-ACT data will be used by high schools to identify students for high school support.
- Assessment data will be an integral part of school needs assessments and strategic goal generation.
- Parents and students will have access to historical student data for their enrolled students in FUSD.

Universal Design for Learning

FUSD is committed to supporting and implementing Universal Design for Learning (UDL) within all classrooms. Technology supports the application of UDL principles allowing for design of curriculum that provides all students with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for creating learning goals, methods, materials, and assessments to reach all students. Grounded in research of learner differences and effective instructional settings, UDL principles call for varied and flexible ways to:

- Present or access information, concepts, and ideas (the "what" of learning),
- Plan and execute learning tasks (the "how" of learning), and
- Get engaged—and stay engaged—in learning (the "why" of learning)

Assistive Technology

Assistive technology devices and services are an integral part of the FUSD Exceptional Student Services. FUSD supports a full-time assistive technology professional to support assistive technology professional development, coaching, and service delivery. Assistive technology devices include any "item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device." [20 USCS §1401(1)(2)34 C.F.R. 300.5]. Whereas assistive technology services directly assist a student with a disability in the selection, acquisition, or use of an assistive technology device [20 USCS §1401(1)(2)34 C.F.R. 300.6].

An assistive technology device is defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Assistive technology may enhance learning, working, communication, and activities of daily living.

Assistive technology is often categorized into light-tech or high-tech tools. Light-tech tools such as pencil grips, graph paper, picture schedules, magnifiers, or manipulatives may be considered assistive technology. High tech tools may include an iPad or other tablet or technology tool with specialized applications available to support reading, writing, math, communication, vision, or hearing. Assistive technology is a broad term used to encompass any item which may increase, maintain, or improve the functional capabilities of a child with a disability.

Delivering Online Curriculum Northern Arizona Distance Learning (NADL)

The Northern Arizona Distance Learning Program acquired Arizona Online Instruction (AOI) approval in Spring 2014. It became the 16th FUSD school in July 2016. FUSD expanded the grade levels offered through NADL to 5th to 12th in the 2020-21 school year. Since July 2020, 344+ students have enrolled in classes. The school population consists of students who prefer the homeschool environment, those with social challenges, expecting teens or teen parents, students on probation or recovering from substance abuse, and students with various health issues. High School students are also eligible to participate in a dual enrollment status, which allows them to take classes in person at their home school and classes with the online program.

Historically, Mesa Public Schools has served as the primary curriculum provider for NADL. Mesa Distance Learning offers over 100 online courses ranging from basic core classes such as Algebra, Biology, Government, and Economics to Computer Coding, Personal Development, Financial Concepts for Teens, and Drugs in Society. Mesa is always adding courses. Recent additions include Contemporary Mathematics, Outside School Sports, and Anatomy and Physiology. Plans for program expansion continue and are advancing rapidly as we consistently work to meet our student population's academic and social/emotional needs during these dynamic and challenging times.

FUSD commits to the continued success, growth, and development of Northern Arizona Distance Learning School, evaluating various online platforms to ensure we provide robust learning opportunities for our students.

GOALS FOR TECHNOLOGY LEARNING ENVIRONMENTS WITHIN FUSD

- Explore the usage of ebooks and services such as Sora and Libby to provide accessible ebook resources.
- Develop expectations and accountability standards for the use of Canvas as a companion to in-person instruction in grades K-12.
- Collaborate more intentionally with administrators in developing common understanding and language when observing technology use in the classroom and evaluating the effectiveness of integrating technology.
- Cultivate authentic digital learning experiences for all students.
- Increase digital citizenship education/opportunities for students, staff and families.
- Improve systems and processes through a strong systems administrator team.
- Evaluate and implement modern classroom technology equipment access to all FUSD learning spaces in new and existing FUSD buildings.
- Establish dedicated innovative educational technology support positions at each school site.
- Continue refreshment of dated classroom, staff, and student technology.
- Ensure that provided technology is used to its fullest potential in support of UDL.
- Invest strategically in digital resources for now and into the future.
- Promote visions of learning spaces aligned with research.
- Continue to establish Personalized Learning Opportunities for students and staff leveraging district technology.
- Differentiate and offer personalized learning opportunities for staff leveraging district technology.
- Encourage & support leadership in embracing ISTE Standards: Education Leadership Standards.
- Connect professional learning & teaching practices to ISTE Standards: For Educators
- Support Arizona State Standards implementation by providing all students with the opportunity to engage with digital tools and curriculum.
- Adapt and scale effective innovation practices.
- Transition from front-of-the-classroom technologies (such as document cameras) for single-student/teacher interaction to personalized learning environments and interactivity for all students through individual 1:1 mobile devices.
- Normalize the analysis of data collected about student learning and the opportunity to leverage data to inform instructional decision making.
- Promote real-world challenges and project-based learning using a wide variety of digital learning devices and resources to show competency with complex concepts and content.
- Encourage the use of Apple's creativity apps on the iPad to develop opportunities for students to demonstrate their learning through creative projects.
- Continue the development of professional learning opportunities, in a variety of modalities, based on needs.
- Change attitudes about demonstrating student learning to include student choice and technology.
- Increase number of instructional staff earning Apple Teacher Recognition

DATA PRIVACY AND SECURITY

CURRENT STATUS OF DATA PRIVACY AND SECURITY WITHIN FUSD

Cybersecurity Training

Ensuring Cybersecurity & Safety Online was identified as a hurdle or barrier in educational technology in CoSN's (Consortium for School Networking) Driving K12 Innovation Report. As such, FUSD has invested in robust security training resources for staff.

Cyber Security Awareness Training is required for all staff to complete quarterly each year. Emphasis is placed on recognizing and adequately handling spam, phishing, spear phishing, malware, and social engineering attempts. The training suite includes simulated phishing and spear phishing attacks to familiarize staff with these types of attacks and gauge their understanding of proper cyber security techniques as outlined in the training. Based on phishing simulation results, additional targeted training is assigned and required to be completed by staff.

Internal Student Data Storage

The Education Technology Consortium (ETC) provides comprehensive application hosting services for the Synergy Education Platform as part of a service agreement, ensuring robust security measures and optimal performance. The arrangement includes:

- Deploying necessary servers.
- Maintaining SSL security.
- Exclusive and encrypted SQL server access.
- Secure data transfer through authenticated means.

Hosted at Northern Arizona University, the system benefits from secured access, continuous monitoring, and redundancy to prevent unauthorized access and guarantee data integrity. The ETC is responsible for regular updates, patches, and backups, with data restoration capabilities to minimize potential data loss opportunities. Special measures for cyber security events include temporary system access suspension to protect the system's integrity, with coordination for prompt recovery efforts.

Digital Learning Resource Vetting Process

As the amount of digital resources purchased in FUSD has increased significantly in recent years, the FUSD Technology Department established the FUSD Digital Learning Resource Committee (DLRC) in the Spring of 2022 to support the organization and review of current Digital Learning Resources, procedures in resource management, vetting, and purchasing. The committee includes representatives from district administration, school administration, and various department members. The vision for the DLRC is to develop and uphold a process of vetting digital resources for alignment with district strategy, ensuring safe and secure access, and safeguarding student data. The committee will be ambassadors for inclusive and meaningful learning, equitable access, and best technological practices for students, teachers, staff, and the community.

In Fall 2022, FUSD joined a statewide group of schools working with the Arizona Department of Education and 1EdTech to vet software, apps, and resources to ensure compliance with Arizona House Bill 2161, FERPA (Family Educational Rights Privacy Act), COPPA (Children's Online Privacy Protection Act), and other state and federal regulations.

1EdTech is the world's leading member-based non-profit community partnership of educational providers, state/national departments of education, and educational technology suppliers. The rubric used to vet apps and digital resources addresses data collection, security, third-party data sharing, and advertising. The 1EdTech team revisits apps and digital resources whenever terms and conditions and privacy policies are updated so that they can provide the most up-to-date information to members of the consortium.

Rating	Description
★ PREFERRED	District-adopted Widely available for student use
✓ APPROVED	Available and/or built-in tools Meets criteria from vetting process
☑ APPROVED LIMITED	Available for specific use May be subscription/paid tool Approved for some grade levels, school sites, and/or students
⚠ UNDER REVIEW	App will be reviewed by Digital Learning Resource Committee
✗ DENIED	Not available for use due to concerns from vetting process

Flagstaff Unified School District App Ratings in TrustEd Apps Dashboard

Use and Selection of Tools that Utilize Artificial Intelligence (AI)

“Embrace new technology ideologies but purposefully integrate [them] once foundational security and data privacy concerns have been met”

- Ben Bayle, DeKalb CUSD428, Illinois, United States - CoSN Driving K12 Innovation Report

FUSD is committed to providing access to innovative, emerging technologies while ensuring that resources are secure and that any concerns surrounding data and private information are thoroughly evaluated. Regarding the use of Artificial Intelligence (AI), resources are reviewed and vetted using a similar process to that used for other digital learning resources.

An “AI Guidance for Flagstaff Unified School District Educators, Students, and Families” document has been designed to educate and provide relevant information regarding the use of AI for educational purposes. This dynamic document is intended to be fluid and includes recommendations and other up-to-date practices that should be considered when using AI for instructional purposes.

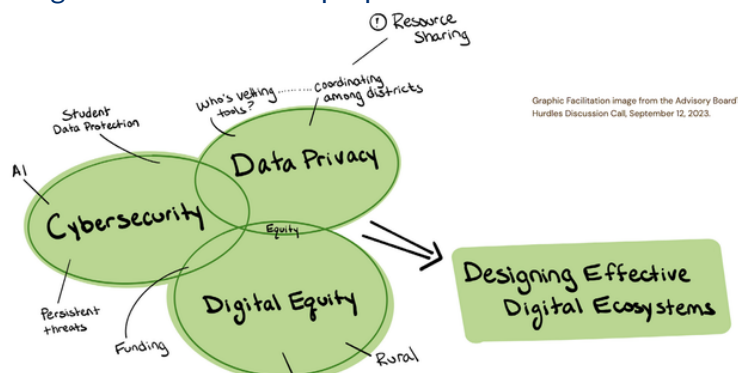


Image from: 2024 CoSN Driving K12 Innovation Report

Anonymous Alerts

FUSD provides access to Anonymous Alerts®, a communications tool that allows students or parents to easily report urgent information to school officials anonymously across all of our school campuses. The system encourages students, parents, and the community to confidentially report bullying, cyberbullying, and other sensitive topics to our administration.

The mobile app and Web-based reporting system provide secure one-way or two-way encrypted messages, increasing the flow of critical information to school officials. Message topics for submission may include bullying, cyberbullying, family difficulties, self-harm/cutting, drug and alcohol abuse, student depression, sexual harassment, gang-related issues, or strange/abnormal student behavior.

The district has no way of identifying the persons using the Anonymous Alerts system, giving our students the peace of mind to report any situations without fear of retaliation.

Digital Safety

The National Educational Technology Plan (NETP) 2024 identifies Digital Health, Safety, & Citizenship as a key component of the Digital Access Divide. “Digital Health, Safety, and Citizenship refers to the ability of individuals to maintain a healthy and empowered relationship with technology and the digital world while using technology appropriately, responsibly, and safely. It encompasses digital literacy, defined as ‘the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology.’ Knowledge and skill inequities in this area can negatively impact student ability to navigate and use digital tools effectively, potentially impacting their readiness for the workforce and post-graduation success. Digital health, safety, and citizenship skills empower students to use technology meaningfully and safely.”

FUSD promotes education and awareness of digital safety by striving to protect staff and students from online risks and ensuring that appropriate safeguards are in place while using digital resources.

Key elements of digital safety include:

- **Privacy:** Students should understand how to protect their personal information online and the importance of doing so. They should understand the risks of sharing sensitive information online, such as their full name, address, phone number, or financial information. Districts should also be transparent with students and families about activity monitoring on school system-owned devices and communicate the context and justification behind monitoring systems. As mentioned previously, emerging artificial intelligence technologies can pose privacy concerns as large language models feed on the information shared with them and should only be utilized in education systems when data privacy and anonymity can be assured and verified.
- **Cybersecurity:** Students should understand the risks of malware, phishing, hacking, and other cyber threats. Examples of good cyber hygiene include:
 - Teaching students how to create secure passphrases for online accounts (and not to share them with others).
 - Knowing how to recognize phishing emails and suspicious links and what to do when encountering them.
 - Being aware of social engineering techniques and thinking critically before sharing information with others.
 - Not downloading files from unknown sources.
 - Keeping personal devices updated with security patches.

- **Cyberbullying:** Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. It can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation.
- **Online Harassment:** Online harassment and abuse include various harmful and sometimes illegal behaviors perpetrated through technology. Online harassment and abuse take many forms, including the non-consensual distribution of intimate digital images; cyberstalking; sextortion; doxing; malicious deep fakes; gendered disinformation; rape and death threats; the online recruitment and exploitation of victims of sex trafficking; and various forms of technology-facilitated intimate partner abuse.

Federal and State Laws and Regulations

Compliance and adherence to federal and state laws is a priority in FUSD. Decisions regarding technology purchases, use of digital learning resources/apps/websites, and storage of staff and student information are made with considerations of FERPA, COPPA, CIPA, and additional Arizona laws. In addition to protecting student privacy and confidentiality, compliance with these laws ensures that students are safe to explore secure, age appropriate educational content. See additional information below.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds from the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Children's Online Privacy Protection Act (COPPA)

The primary goal of COPPA is to place parents in control over what information is collected from their young children online. COPPA was designed to protect children under age 13 while accounting for the dynamic nature of the Internet. The Rule applies to operators of commercial websites and online services (including mobile apps) directed to children under 13 that collect, use, or disclose personal information from children, and operators of general audience websites or online services with actual knowledge that they are collecting, using, or disclosing personal information from children under 13. The Rule also applies to websites or online services that have actual knowledge that they are collecting personal information directly from users of another website or online service directed to children.

Children's Internet Protection Act (CIPA)

CIPA was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program.

GOALS FOR DATA PRIVACY AND SECURITY WITHIN FUSD

- Expand Digital Safety & Digital Citizenship education and awareness among FUSD students and staff, including protecting personal information and data.
- Continue to place high importance on Data Privacy Compliance by ensuring all data handling and storage practices comply with relevant laws and regulations, such as FERPA (Family Educational Rights and Privacy Act) in the U.S.
- Establish protocols to protect student, teacher, and staff data, including sensitive medical records, names, and ID numbers.
- Build resilience against cyber threats by implementing backup systems, disaster recovery plans, and other resilience measures.
- Develop detailed emergency plans, including procedures for data breaches and cyberattacks.
- Conduct regular audits and assessments to identify potential vulnerabilities and areas for improvement in the district's cybersecurity practices.
- Implement protective measures to ensure the security of the school's network and devices.
- Ensure that vendors trusted with sensitive data have extensive cybersecurity measures in place.
- Select products and tools that comply with FUSD's data privacy, security, and compatibility standards.
- Continue to provide technology leadership and support to maintain the infrastructure essential for teaching and learning (as stated in the Technology Theory of Action).

LEADERSHIP

CURRENT STATUS OF LEADERSHIP

In an era when technology's role in education is ever-expanding, Flagstaff Unified School District (FUSD) is committed to leadership that not only embraces but drives this evolution. Our leadership philosophy is centered on the belief that effective technology integration can fundamentally elevate every student's educational journey. It is the backbone of our efforts to bridge educational gaps and ensure our strategies impact every facet of learning and teaching.

Aligned with our district's Theory of Action plans on "Technology Integration" and "Universal Design for Learning," we are dedicated to breaking down the barriers that divide us digitally, as highlighted in the 2024 National Educational Technology Plan. This includes preparing for future advancements like artificial intelligence (AI) and ensuring all community members benefit from initiatives such as the 1:1 iPad program and our "AI Guidelines for FUSD Staff, Students, and Families."

Through the FUSD Technology Plan 2024-2029, our vision is to champion leadership that breeds a culture rich in innovation, accessibility, and educational excellence. We aim to shape students who are not only academically proficient but are also critical thinkers and sensitive global citizens adept at navigating a digitally complex world.

Aligning Technology for our Vision of Education Excellence

The 2024-2029 FUSD Technology Plan catalyzes innovation to drive our district's educational Theories of Action. By seamlessly integrating technology, we will:

1. Empower Students: Transform students from tech consumers to creative, critical users who leverage technology to learn, explore, and grow.
2. Equip Educators: Provide teachers with the tools and knowledge to design engaging, technology-rich learning experiences that cater to diverse needs.
3. Bridge the Digital Divide: Ensure every student has equitable access to technology that supports their unique learning journey, digital well-being, and responsible citizenship.

Our plan goes beyond devices and connectivity. It's about using technology purposefully to amplify learning, professional growth, and community engagement. Together, we will harness the power of technology to nurture the boundless potential of every student in FUSD

Navigating Emerging Technologies

Flagstaff Unified School District is committed to staying at the forefront of educational technology, carefully exploring and integrating emerging technologies, including artificial intelligence (AI), to enhance learning and teaching experiences. We recognize that innovation presents both opportunities and challenges, and we have proactively developed an "AI Guidance for Staff, Students, and Families" to ensure responsible and ethical use of AI within our district.

This guidance document takes inspiration from the District's Profile of a Learner in steering AI use to:

- Encourage creativity and innovation
- Develop critical thinking skills
- Create a learning environment where technology supports and enhances the educational journey

Through strategic planning and implementation of these advanced tools, we aim to equip our students with the skills and knowledge necessary to succeed in a future where they can lead confidently, empathically, and comprehensively understand the digital landscape.

Sustainable Technology Funding

The state does not specifically fund technology. As such, the district must utilize combinations of different state-provided and voter-approved funds to maintain the current 1:1 device initiative, ensure robust infrastructure, and account for the increasing cost of technology hardware, software, and licensing.

FUSD utilizes the following funding sources for its technology expenses:

- **Voter-Approved Bond Monies**
 - Staff & Student devices, classroom equipment, new construction, and district audio/video equipment.
- **Unrestricted Capital**
 - Software licenses, hardware, infrastructure
- **E-Rate**
 - Up to 80% reimbursement for internet and network services and infrastructure
- **Maintenance & Operations Fund**
 - Department salaries, benefits, and supplies

GOALS FOR LEADERSHIP AND STRATEGIC INITIATIVES

- **Modeling and Promoting Technology Use:** Administrators will lead by example, integrating and showcasing effective technology use in their work, encouraging a culture of digital innovation and experimentation.
- **Professional Development and Continuous Learning:** Commit to regular participation in technology-focused professional development for administrators, ensuring they are skilled in leading technological change and in the use of tools themselves.
- **Communication and Evaluation:** Establish clear communication regarding technology integration expectations and incorporate technology competencies into teacher evaluations and classroom observations to provide consistent feedback.
- **Collaborative Culture:** Promote collaboration through the district's Professional Learning Communities (PLCs) to embed technology across all subjects, ensuring technology use extends beyond classrooms and into students' lives.
- **Digital Citizenship and Safety Education:** To keep pace with technological advancements and associated risks, prioritize the education of students and staff on digital citizenship, cybersecurity, and digital safety.
- **Inclusion in Recruitment and Staff Evaluations:** Integrate technology skills and competencies into the criteria for new hires and ongoing evaluations of faculty and staff, aligning with the district's philosophy on technology use.
- **Increased Quality Professional Development:** Boost participation in relevant, high-quality professional development to ensure technology integration enhances and extends learning goals.
- **Participation in Tech Initiatives:** Ensure regular, active administrator participation in technology professional development and district tech initiatives to foster a leadership culture knowledgeable in the latest educational technologies.
- **Incorporation of Standards in Curriculum:** To elevate the learning experience and ensure increased awareness and inclusion of state and ISTE technology standards in curriculum design, instructional planning, assessment, and grading.
- **Engagement in the Greater Educational Community:** Stay engaged with other school districts, organizations, and government entities to help guide decision making, stay ready for evolving technologies, and serve as a thought leader in the educational technology space.

SYSTEMS ADMINISTRATION

CURRENT STATUS OF SYSTEMS ADMINISTRATION

Technology in education is becoming more complex every year. From constantly changing state reporting guidelines to intricate integrations between business systems and instructional systems to evolving security requirements, the district relies on the knowledge and expertise of its System and Network Administrators to ensure smoothly functioning systems.

Student Information System (SIS) & State Reporting

Arizona school districts gain most of their funding based on the student data the districts report to the state. This complex reporting system must be constantly monitored and audited. State reporting requirements change often, and our staff must stay abreast of current guidelines.

The district's student data is housed in our Student Information System (SIS), Synergy. The Educational Technology Consortium (ETC) hosts our servers. Our SIS is the system of records for most student data in the district. The system integrates with all major systems that intake student data, such as our Learning Management System, Identity Management System, Google, Microsoft, etc. The SIS houses student demographics, classes, grades, programs (SPED, EL, Free & Reduced Lunch, etc), attendance, assessment results, and all other information related to students and parents. Ensuring accurate data is one of the department and district's highest priorities.

Business Systems

FUSD utilizes many business-related systems for the district's non-instructional operation. These systems require detailed workflows, data governance, and high uptime.

As of 2024, the following platforms are used:

- School ERP Pro (HR, Payroll, Business, Procurement, Employee Portal)
- Time Clock Plus (hourly time & attendance)
- Frontline (Absence management, job applications, employee document management, professional development tracking)
- Intouch (parent payments)
- Nutrikids (food service)
- Transfinder (transportation)
- Here Comes the Bus (transportation)
- FMX (work order management)

While the day-to-day responsibilities of these systems are often housed in other departments, the Technology department must offer technical and data governance support for them.

Instructional Systems

As earlier portions of this plan outline, our students need access to meaningful technology systems that enhance, extend, and engage their learning. To achieve this, we must have high-functioning instructional systems. Some systems that students engage with are:

- Canvas (Learning Management System)
- Clever (Student Identity Management)
- StudentVUE (grades and teacher/student communication)
- Destiny (library platform)

In addition, the technology department must support countless educational resources and ensure integration with our SIS. The Digital Learning Resource Committee vets instructional resources to protect student data and ensure the appropriateness of student use.

Infrastructure Systems

The many district infrastructure systems require high availability and performance to meet the needs of a busy school year. We must also support very secure authentication systems to ensure the protection of our network and data.

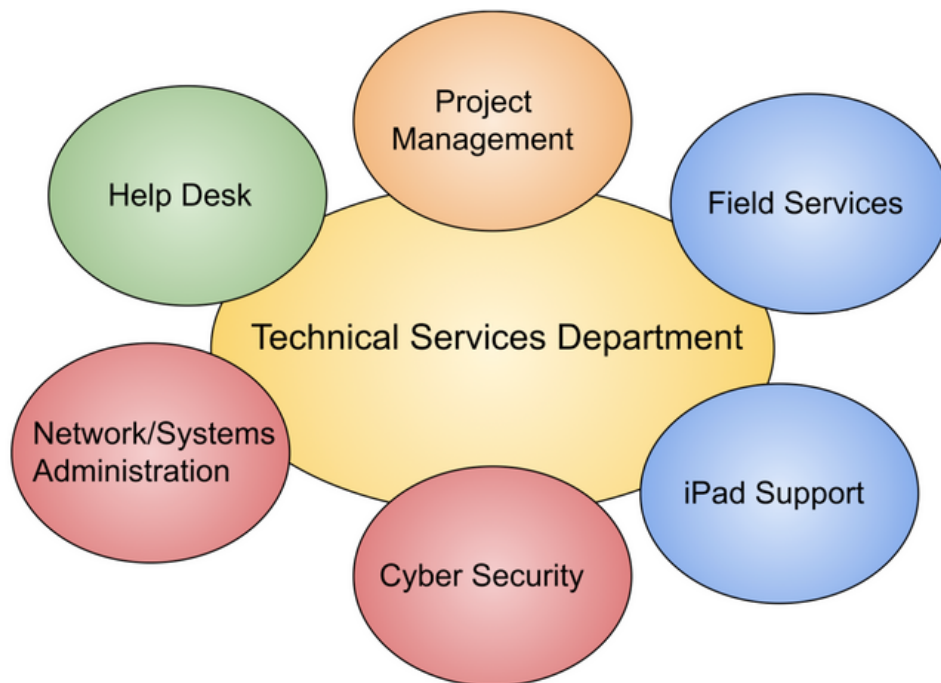
For security reasons, we avoid listing the individual systems in this plan. Some services they offer, though:

- Network (wired and wireless)
- Desk phones
- Security cameras
- Web filtering
- Multi factor authentication
- Identity management
- Email
- Cloud-based applications
- Device management
- Network monitoring and management
- Paging, bells, and classroom audio

GOALS FOR SYSTEMS ADMINISTRATION

- Implement low-overhead, lean project management such as Kanban.
- Offer continual training for system administrators to keep up with the ever-changing systems landscape.
- Establish detailed documentation for every system.
- Ensure every system has a lead system administrator and at least one backup who is cross-trained in the system.
- Provide support for other departments that interact with the district's various systems.
- Design and implement a data governance process for all vital systems
- Keep up to date with security vulnerabilities and patches for critical systems.
- Audit workflows and systems to analyze effectiveness
- Assist other departments and schools in creating Business Continuity Plans to ensure seamless operations during system failures or outages.
- Regularly revise the district's Incident Response Plan and annexes that apply to technology.

TECHNICAL SERVICES



CURRENT STATUS OF TECHNICAL SERVICES

The Technical Services department supports new requests and provides day-to-day technology support for schools, staff, teachers, and students.

The Help Desk provides technology phone support during school hours.
(7:30 AM - 4:30 PM).

The Field Services team provides support for staff/department devices (desktops/laptops), classroom computer labs, classroom audio systems, projectors, flat-screen monitors, and Apple TVs.

The Technical Services department provides technology support to the CTE programs at CHS and FHS. The CTE teachers are incorporating advanced technology and STEM into their curriculum.

The iPad team supports schools, staff, students, and teachers. They manage approximately 12,000 iPads and ensure schools have a sufficient quantity for students. They also process approximately 500 iPads a year that need repair.

The Network/System Admin team supports and manages multiple platforms, systems and applications.

- District and School Networks (wired and wireless)
- Network monitoring and management
- Internet
- Cybersecurity
- Phone System
- Datacenter
- Backup and Recovery
- Security cameras
- Web filtering

- Multi factor authentication
- Identity management
- Email
- Cloud-based applications
- Device management (Apple and Windows devices)
- Timeclock plus
- Overhead Paging/bell System

Cybersecurity

- Monitor and mitigate cyber threats.
- Maintain and optimize cyber security systems.
- Cyber Awareness training is provided to all staff on a quarterly basis.

Project Management

- Provide Project Management for small, medium and large technology related projects.
- Projects include construction, infrastructure upgrades, technology refresh and move/add/changes to technology at schools..

GOALS FOR TECHNICAL SERVICES

- Increase training and professional development of staff to stay abreast of rapidly changing technological developments
- Create detailed documentation of all processes
- Cross-train between positions to ensure coverage for all areas to account for employee leave and increased need.
- Continue to evaluate and improve the workflows in the FMX ticketing system
- Create a weekly process to check on stalled FMX tickets and communicate clearly with ticket originators
- Expand the Systems Administration lean project management framework to other parts of Tech Services

INFRASTRUCTURE

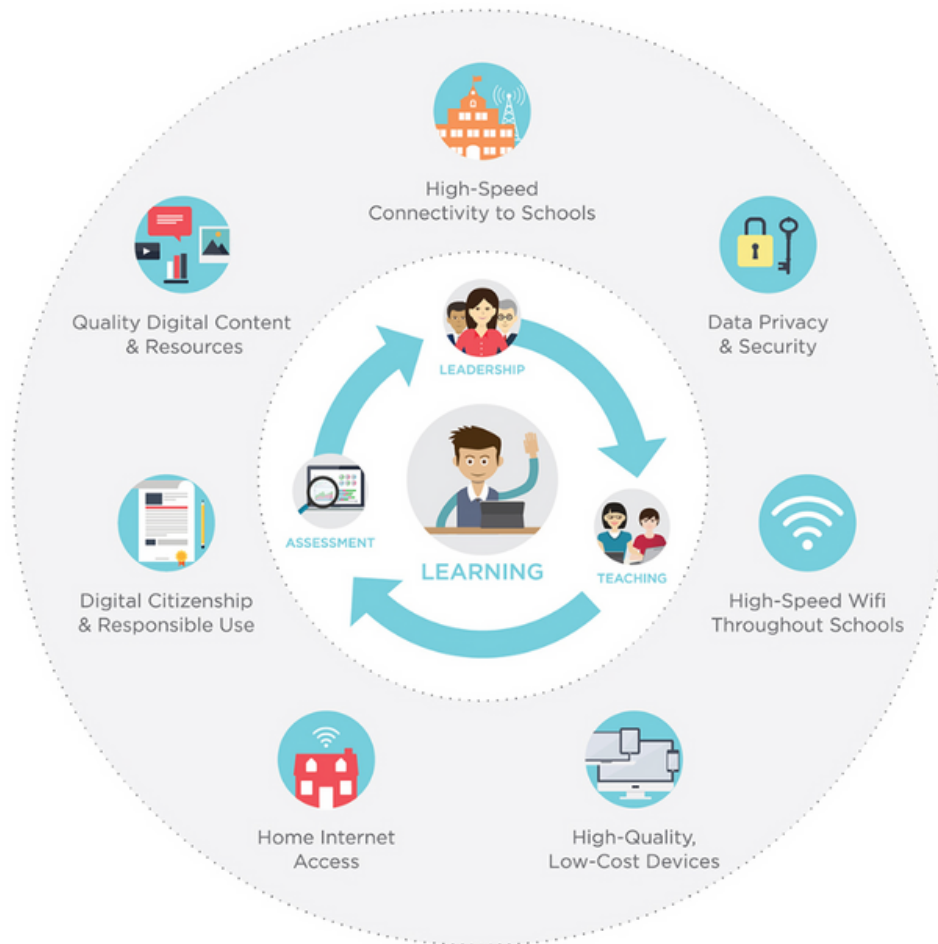


Image from National Educational Technology Plan, 2017

CURRENT STATE OF INFRASTRUCTURE

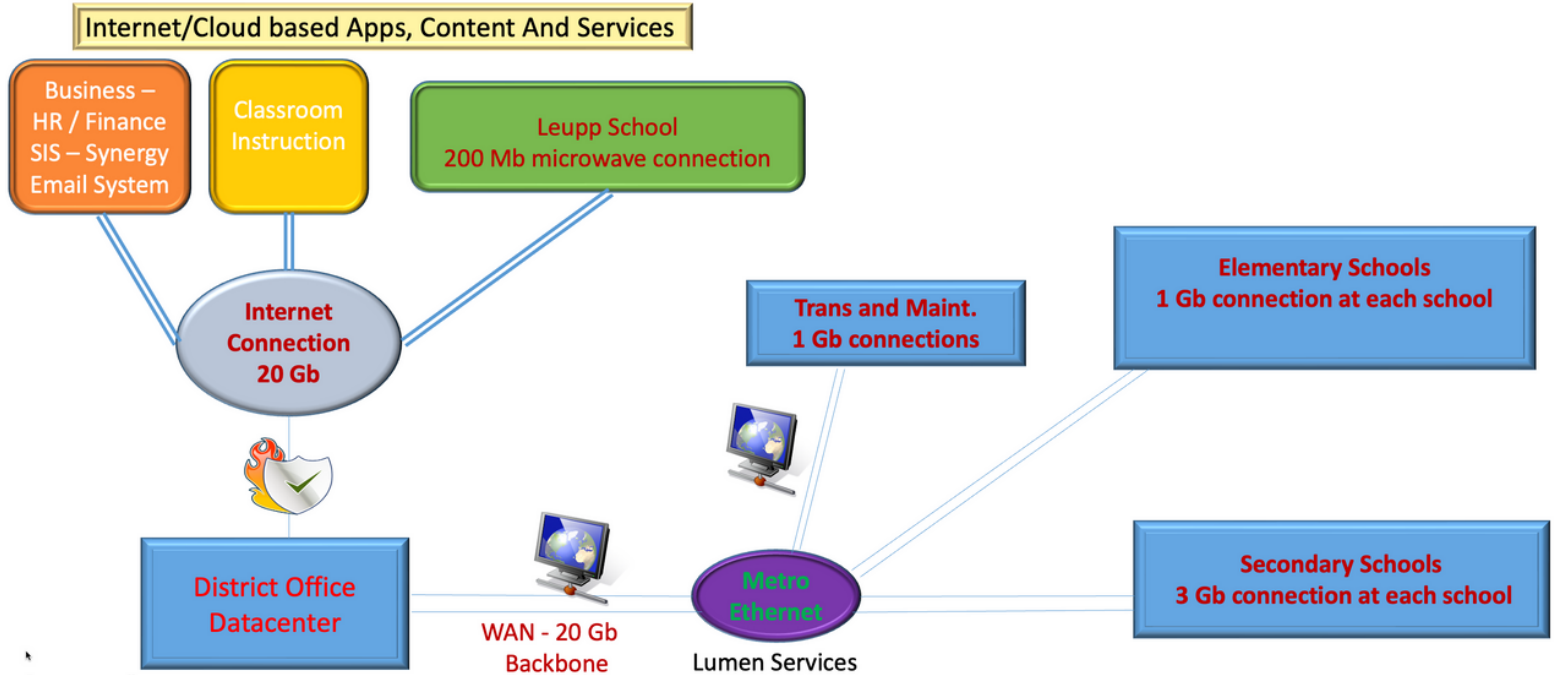
Having a strong and reliable technology infrastructure is more important than ever. It's the foundation that supports all our digital learning initiatives. FUSD understands how crucial it is to invest in an infrastructure that can handle the growing needs of modern education. We plan to strategically upgrade and expand our network, hardware, and software to create a smooth, secure, and always-available technology environment. This will empower our students, teachers, and staff to succeed in an increasingly digital world.

Network and Wireless Infrastructure

The school district utilizes Metro Optical Ethernet (MOE) to support the wide area network that provides internet connectivity to 15 of the district's 16 schools. The one remaining school, Leupp Public School on the Navajo reservation, is connected via microwave. The district's internet connection is a 20 Gbps connection and is shared by all of the schools and sites.

Wireless network access is available to teachers, students and staff at all district schools and sites. School wireless networks have been refreshed with a combination of district and Erate funds. Middle and high schools wireless refresh was completed in 2015-2016. Elementary wireless refresh was completed in 2018. Middle and high school wireless refresh project scheduled to kick off in SY 24-25.

Flagstaff Unified School District Internet /Wide Area Network 2024



Access to Technology & Technology Replacement Cycle

- The district has implemented a 1:1 model, which puts an iPad in the hands of every student. The target replacement cycle is every 4 years for secondary students and 5 years for elementary students.
 - Secondary last refresh: SY 23-24
 - Secondary estimated next refresh: SY 27-28
 - Elementary last refresh: SY 20-21
 - Elementary next refresh: SY 25-26
- All teachers and administrators in the district are issued a laptop and an iPad. The refresh cycle is targeted at every 5 years.
 - Last staff refresh: SY 22-23
 - Next staff refresh: SY 27-28
- All of the classrooms have a projector and Apple TV. We expect the lifecycle of this equipment to be about 7 to 10 years. The next refresh has not been planned. Projectors get replaced as needed.
- Voice amplification systems are installed in elementary classrooms with a limited number of systems available in middle school classrooms.
 - Planned upgrades for elementary voice amplification, classroom multimedia audio, paging, and bells scheduled for SY 24-25.
 - Secondary upgrades are not scheduled at this time.

Device/Infrastructure Component	Details
Workstations Mobile Devices Software End-User Support	18,000 in combined desktops, laptops, & mobile devices
Printers Audio/Video & Projectors	500 printers 600 projectors 600 Apple TV's Variety of additional devices
Network/WAN/LAN/VoIP	18 sites
Device Cyber Security	Security Software & Web Filtering for all laptops, desktops, & mobile devices
Staff and Student account management	Identity Management Systems
Building/Badge Access controls	Manage Server/App
Student Information System/AzEDS	1 districtwide database, hosted by third-party
Finance, HR Systems	1,800 accounts

GOALS FOR INFRASTRUCTURE

- **Connectivity**
 - Continually monitor the district and schools internet connections to accommodate any increase in bandwidth that may be needed
 - Continue to utilize E-Rate for discounted internet services
 - Providing hotspots to students without internet access at home, reducing the equity gap
 - Work with community partners such as the city and county to plan future fiber and connectivity needs
- **Hardware**
 - Refresh Elementary 1:1 student devices to provide individual access for instructional resources and assessments
 - Voice Amplification system upgrades in elementary classrooms
 - Upgrades to end-of-life infrastructure technologies at Elementary and Secondary schools, such as switches, APs, routers, data center components, and voice systems
 - Network audit to ensure that routers, switches, and firewalls are capable of handling increased internet bandwidth requirements
 - Investigate a managed printing platform for 1:1 devices (iPads)

- **Safety**
 - Upgrade Overhead paging at Elementary and Secondary schools
- **Software**
 - Continuing the usage of learning management systems to manage course content
 - Ongoing support and usage of online education tools, such as Nearpod, and online communication platforms such as Microsoft Teams
 - Continue Student Software Integration with Clever for Single Sign-On in 1:1 devices (iPads) and Apps
- **Cyber Security**
 - Cyber Security Awareness training provided for all staff
 - Maintain and upgrade Cyber Security tools used at FUSD
 - Take advantage of grants and state programs to decrease the cost of cyber security tools
- **Staffing**
 - Technology support positions at each school; focusing on the support of 1:1 devices, classroom technology and acting as a communication liaison between the user and the school or additional support
- **Construction**
 - Support the technology needs of current and upcoming construction projects including:
 - Marshall Elementary School
 - Kinsey Elementary School
 - Transportation Building

AI was used to generate ideas and improve readability for some elements within this plan.