

# School Board of Nassau County

## School Board Meeting Agenda Item Request

Please complete this form in order to add any item to the School Board Meeting Agenda.

Meeting Date: 1/26/17

### ITEM TYPE:

☐ Recognition / Award    ☐ Presentation    ☐ Discussion Item    ☒ Consent Item

### ACTION

#### TYPE:

Informational    ☒ Take Action    ☐ Recognition    ☐ Tabled Item

If this is a tabled item, on what date was the item tabled?

### AGENDA STATEMENT:

Request approval of the Digital Classrooms Plan

### ISSUE:

As required by s. 1011.62(12)(b), Florida Statutes (F.S.) each District School Board shall submit to the department a Digital Classrooms Plan (DCP) that has been adopted by the district school board. Districts are required by s. 1011.62(12)(b), F.S. to use the format prescribed by the department. The district plan shall meet the unique needs of students, schools and personnel in the district. A DCP allocation has been established to assist districts in this effort under s. 1011.62(12)(c), F.S.

### ALTERNATIVES:

### RECOMMENDATIONS:

Approve the Digital Classrooms Plan

### RATIONALE:

Upon approval of the district DCP by the school board, it will be submitted to FLDOE for approval and distribution of the DCP allocation.

### IMPACT STATEMENT:

The DCP allocation is \$682,492.

### DATA SOURCE:

FLDOE, Bureau of Education Technology, Digital Classrooms Plan (DCP) and Allocation

### SUBMITTED BY:

Dr. Kathy Burns, Superintendent  
Kari Burgess-Watkins, Director of Instructional Technology  
John Wilson, Director of Technology Services  
Kristi Simpkins, Director of Elementary Education  
Dr. Cynthia Grooms, Director of Secondary Education  
Pauline Gregory, Director of Exceptional Student Education  
Brent Lemond, Director of Career and Adult Education  
Diane Romon, Program Manager for Assessment  
Susan Farmer, Executive Director of Business Services  
Joyce Menz, Director of Professional Development  
Dr. Edward Turvey, Assistant Superintendent

### ITEM:

Date Received:

Date of Meeting: 1/26/17

## DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s. 1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

### **Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW**

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

- I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.;
  - Development of partnerships with community, business and industry; and
  - Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

The District Core Values are:

1. All people have intrinsic worth
2. All people are responsible for their actions
3. Effective relationships are developed and maintained through mutual respect, trust, and communication
4. The higher the expectations, the higher the performance

5. Everyone can learn and life-long learning is essential for individuals and communities to thrive
6. The role of the family is critical in the moral development of an individual
7. Strength of character is essential to making quality life choices
8. The community is strengthened when the potential of each person is developed

The effective use of educational technology impacts student performance by enabling students to access and analyze information, solve problems, collaborate with others, and effectively communicate their thoughts and ideas, thereby emerging as self-directed, self-motivated lifelong learners, productive members of the workforce, and contributing citizens.

The district must adapt and be responsive to technological changes. Changes may occur from within the system or be caused by outside influences, but systemic adaptations to change that are both progressive and proactive must occur if our students and teachers are to be successful. The role of the teacher, within this changing environment, requires the teacher to become proficient in utilizing and integrating technology to assist in guiding student achievement.

We will strive to create a technological environment that allows all learners the opportunity to expand their knowledge and skills. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

Our goal is to create an environment that integrates technology as a part of the educational experience, and enables all students to be digital learners with skills to access digital tools and resources for the full integration of the Florida Standards.

#### I.1 District Team Profile

<b>Title/Role:</b>	<b>Name:</b>	<b>Email:</b>	<b>Phone:</b>
Superintendent	Dr. Kathy Burns	Kathy.burns@nassau.k12.fl.us	(904) 491-9901
Director of Instructional Technology and Information Services	Kari Burgess-Watkins	kari.burgess@nassau.k12.fl.us	(904) 491-9941
Director of Technology Services	John Wilson	john.wilson@nassau.k12.fl.us	(904) 491-9934
Director of Elementary Education	Kristi Simpkins	kristi.simpkins@nassau.k12.fl.us	(904) 491-9885
Director of Secondary Education	Dr. Cynthia Grooms	cynthia.grooms@nassau.k12.fl.us	(904) 491-9944
Director of Exceptional Student Education	Pauline Gregory	pauline.gregory@nassau.k12.fl.us	(904) 491-9880
Director of Career and Adult Education	Brent Lemond	brent.lemond@nassau.k12.fl.us	(904)548-4474

Program Manager for Assessment and Accountability	Diane Romon	diane.romon@nassau.k12.fl.us	(904) 491-9873
Executive Director of Business Services	Susan Farmer	susan.farmer@nassau.k12.fl.us	(904) 491-9861
Director of Professional Development	Joyce Menz	joyce.menz@nassau.k12.fl.us	(904) 491-9888
Assistant Superintendent	Dr. Edward Turvey	edward.turvey@nassau.k12.fl.us	(904) 491-9904

## I.2 Planning Process

Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The process of writing the Digital Classroom Plan was a collaborative team effort. The committee began meeting at the beginning of the year to develop a plan for identifying, evaluating, and implementing technology-related needs. Discussions involved infrastructure, devices, software applications, online assessments, instruction, data, professional development, and classroom technology. Committee members were responsible for gathering information from a variety of sources including the School Advisory Council Plans, School Climate Surveys results, as well as faculty meeting and department minutes.

## I.3 Technology Integration Matrix (TIM)

Summarize the process used to train, implement and measure classrooms using the TIM.

The district recognizes the value of the TIM framework for defining and evaluating technology integration in the classroom. The district is in the beginning phase of training, implementing, and measuring classrooms using the TIM. The district administered the Technology Uses and Perception Survey (TUPS) to teachers for the first time in May of 2015 in order to determine readiness and professional development needs. The district plans to administer the survey again this year.

The district will align the teacher evaluation framework with TIM indicators. District and school level administrators will continue professional development to support the district's full implementation of the TIM model.

#### I.4 Multi-Tiered System of Supports (MTSS)

By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

The Nassau County School District has existing instructional programs and technology resources in place to track and monitor student progress as it relates to the MTSS/RtI requirements. Progress monitoring sources include: Lexia, i-Ready, Read 180, Star Reading, Star Math, Achieve 3000, and the Focus student database. School and district leadership teams monitor student data throughout the school year and look for trends and patterns that indicate the need for intervention. The Focus parent portal provides attendance, academic performance, and school information for students to parents. These systems provide crucial data for district and school level data meetings in order to make informed decisions relating to MTSS.

#### I.5 District Policy

The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

**These policy types are suggestions, please complete as they are available or add additional if necessary.**

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Student data safety, security, and privacy are of utmost importance to the district. The district's Administrative Rules provide guidance regarding student data. The Student AUP includes guidelines for student safety, security, and privacy. The district's Network and Instructional	Administrative Rules- 5.79 Student Records <a href="http://goo.gl/xaP0fY">http://goo.gl/xaP0fY</a>  Student AUP <a href="http://goo.gl/iH11Xg">http://goo.gl/iH11Xg</a>	August 2016

	Technology Policies and Procedures also address protection of confidential data. The district has an Information Security Incident Response Plan.		
District teacher evaluation components relating to technology (if applicable)	The district uses the Marzano Evaluation Framework which includes elements that are rated for the teacher's use of available instructional technology to enhance students' understanding of content in a lesson or unit.		2011-2012
BYOD (Bring Your Own Device) Policy	N/A		
Policy for refresh of devices (student and teachers)	Student and teacher devices are on a 5-year refresh cycle.		October 2001
Acceptable/Responsible Use policy (student, teachers, admin)	The district has an Employee AUP and a Student AUP. The Employee AUP addresses network use, email, websites, copyright, security, privacy, liability, vandalism, and penalties. The Student AUP addresses similar guidelines, filtering software, and responsible computing.	Student AUP <a href="http://goo.gl/iH11Xg">http://goo.gl/iH11Xg</a>	August 2016

Master Inservice Plan (MIP) technology components	The district has an approved Master Inservice Plan that incorporates multiple staff development components for the application of instructional technology, up to 60 hours per component.		2015-2016
Other/Open Response	N/A		

## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

#### ■ Highest Student Achievement

Student Performance Outcomes:

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at <http://schoolgrades.fldoe.org>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.A.1.	ELA Student Achievement	63 %	64 %	05/2017
II.A.2.	Math Student Achievement	65 %	66 %	05/2017
II.A.3.5	Science Student Achievement – 5 <sup>th</sup> Grade	70 %	71 %	05/2017
II.A.3.8	Science Student Achievement – 8 <sup>th</sup> Grade	60 %	61 %	05/2017
II.A.4.	Science Student Achievement – Biology	73 %	74 %	05/2017
II.A.5.	ELA Learning Gains	54 %	55 %	05/2017
II.A.6.	Math Learning Gains	58 %	59 %	05/2017
II.A.7.	ELA Learning Gains of the Low 25%	44 %	45 %	05/2017
II.A.8.	Math Learning Gains of the Low 25%	47 %	48 %	05/2017
II.A.9.	Overall, 4-year Graduation Rate	91 %	92 %	05/2017
II.A.10.	Acceleration Success Rate	52 %	53 %	05/2017



## ■ Quality Efficient Services

### Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

<b>A. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2016</b>	<b>Target For 2016-2017 School Year</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	2.74:1	1.3:1	1:1	05/2017	.04:1
II.B.2.	Count of student instructional desktop computers meeting specifications	2,576	1,500	1,000	06/2017	-500
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1,422	1,642	1,642	06/2017	0
II.B.4.	Count of student web-thin client computers meeting specifications	100	4,164	12,575	06/2017	8,411
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100 %	100 %	100 %	01/2017	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100 %	100 %	100 %	01/2017	0
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	12/2016	N

<b>B. Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Actual</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>	
II.B.10. (D)	District Internet connection	600 mbps	1 gbps	10 gbps	2017	
II.B.11. (D)	Individual school connection to the District network	100 mbps – 1 gbps	100 mbps – 1 gbps	1 gbps	2017	
II.B.12. (D)	Wireless access in non-instructional areas	40%	40%	100%	2019	

\* Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

## ■ **Skilled Workforce and Economic Development**

### Professional Development:

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: <http://fcit.usf.edu/matrix/matrix.php>. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

<b>B. Professional Development Needs Analysis (Required)</b>		<b>Baseline (established in 2016)</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 21% Adoption: 21% Adaptation: 28% Infusion: 28% Transform: 2%	Entry: 10% Adoption: 15% Adaptation: 30% Infusion: 35% Transform: 10%	6/2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 21% Adoption: 21% Adaptation: 28% Infusion: 28% Transform: 2%	Entry: 10% Adoption: 15% Adaptation: 30% Infusion: 35% Transform: 10%	6/2018

<b>C. Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.3. (D)	Teachers consistently use technology to create collaborative learning environments	42%	50%	6/2018
II.C.4. (D)	Teachers consistently use G Suite in instruction	25%	50%	6/2018

■ **Seamless Articulation and Maximum Access**

**Digital Tools:**

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

<b>C. Digital Tools Needs Analysis Students (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of students with access to this type of tool</b>	<b>Target % of students with access to this type of tool by 2017-2018</b>	<b>Baseline % of students who use this type of tool on a regular basis</b>	<b>Target % of students who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	62 %	75 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	0 %	0 %	0 %	0 %
II.D.3. (S)	A system that supports student access to individualized instruction.	100 %	100 %	85 %	90 %

<b>D. Digital Tools Needs Analysis Teachers (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of teachers with access to this type of tool</b>	<b>Target % of teachers with access to this type of tool by 2017-2018</b>	<b>Baseline % of teachers who use this type of tool on a regular basis</b>	<b>Target % of teachers who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100%	50 %	55 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 %	100 %	35 %	40 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 %	100 %	60 %	65 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	50 %	55 %
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	100 %	100 %	100 %
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 %	100 %	100 %	100 %

<b>D. Digital Tools Needs Analysis Parents (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of parents with access to this type of tool</b>	<b>Target % of parents with access to this type of tool by 2017-2018</b>	<b>Baseline % of parents who use this type of tool on a regular basis</b>	<b>Target % of parents who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100 %	100 %	25 %	50 %

<b>D. Digital Tools Needs Analysis Instructional Materials (Required)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	50 %	60 %
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60 %	65 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	75 %	80 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	60 %	65 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	80 %	85 %
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	0 %	50 %

<b>D. Digital Tools Needs Analysis Instructional Materials (District Provided)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.7. (IM)	CAPE Digital Tools Certifications	55% Pass rate	60%
II.D.8. (IM)			
II.D.9. (IM)			

■ **Quality Efficient Services**

**Online Assessment Readiness:**

Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

<b>D. Online Assessments Needs Analysis (Required)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	4,373	7,794	(01/17)
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100 %	100 %	(01/17)

<b>D. Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

## STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

EXAMPLES
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- Highest Student Achievement: All schools will meet AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

- The district will use researched-based digital teaching, learning, and progress monitoring in order to fully implement the Florida Standards and ensure all students meet the state expectations.
- The district will continue to maintain and improve the network infrastructure to ensure all students have an effective teaching, learning, and assessment environment.
- All teachers will have opportunities for professional development to develop skills for effectively implementing technology in the classroom.
- All students will have access to a device and digital tools.



### STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

EXAMPLES			
Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"><li>• Purchase Instructional Materials in digital format</li></ul>	50% of purchases in 2016-17
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	<ul style="list-style-type: none"><li>• Fully implement system across nine components</li><li>• Integrate instructional materials into system</li></ul>	2016 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	<ul style="list-style-type: none"><li>• Bandwidth amount</li><li>• Wireless access for all classrooms</li></ul>	2016-2020

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	The district will use researched-based digital teaching, learning, and progress monitoring in order to fully implement the Florida Standards and ensure all students meet the state expectations.	<ul style="list-style-type: none"><li>• Purchase digital teaching and learning tools</li></ul>	2015 and Ongoing

Quality Efficient Services	The district will continue to maintain and improve the network infrastructure to ensure all students have an effective teaching, learning, and assessment environment.	<ul style="list-style-type: none"> <li>• Increase bandwidth</li> <li>• Purchase network hardware</li> </ul>	2015 and Ongoing
Skilled Workforce and Economic Development	All teachers will have opportunities for professional development to develop skills for effectively implementing technology in the classroom.	<ul style="list-style-type: none"> <li>• Provide professional development opportunities</li> </ul>	2015 and Ongoing
Maximum Access	All students will have access to a device and digital tools.	<ul style="list-style-type: none"> <li>• Purchase devices</li> </ul>	2015 and Ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

The DCP and the DCP Allocation must include five key components as required by s. 1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- Sum of Deliverables across component areas will be included.
- Additional line for charter school allocations.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

### A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

EXAMPLES			
A. Student Performance Outcomes		Baseline	Target
III.A.X	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.X	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.1.	ELA Student Achievement	63 %	64 %
III.A.2.	Math Student Achievement	65 %	66 %
III.A.3.	Science Student Achievement	68 %	69 %
III.A.4.	Social Studies Achievement	73 %	74 %
III.A.5.			

## **B) Digital Learning and Technology Infrastructure**

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

<b>EXAMPLES</b>					
<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2017	\$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2017	\$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.					
III.B.2.					
III.B.3.					
III.B.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>B. Infrastructure Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
Bandwidth Upgrade	District General Budget, E-rate	\$319,460.32	01/2107
Student Devices	District Capital Projects	\$1,922,160.68	06/2018

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>B. Infrastructure Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.B.1.		
III.B.2.		
III.B.3.		
III.B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s. 1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

## C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership “look-fors” on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district’s MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES					
C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2017	\$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2017	\$X	Sandy Shores High School	II.C.2.

<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Teacher training (Google Classroom, Renaissance Learning, BrainPop, Algebra Nation, Kahn Academy, MathXL, Read 180, Achieve 3000, Focus, i-Ready, Digital Textbook Resources)	July 2017	\$ 136,397.30	District	II.A.1- II.A.10  II.C.1 II.C.2 II.D.1(T) II.D.3 (T) II.D.6 (T)
III.C.2.	Digital Classroom Support Specialist	June 2016	\$94,253	District	II.C.1 II.D.1 (T) – II.D.6 (T)
III.C.3.	Digital Tools Training	August 2016	\$4,265	Middle Schools	II.D.7 (IM)
III.C.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>C. Professional Development Implementation</b>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>C. Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Classroom walkthroughs with look-for indicators determined by district and school leadership.	Observation of successful integration. Usage and data reports to monitor student performance. Regularly revisit data, strategies, and effect.



III.C.2.	Provide, create, and deliver digital learning training and support.	100% of school-based Technology Coaches receive professional development.
III.C.3.	Sign in sheets.	60% of students passing.
III.C.4.		

## D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fldoe.org/workforce/fcpea/default.asp>. Devices that meet or exceed minimum requirements and protocols established by the FDOE may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. Digital Tools Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2016	\$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2015-16	\$X	Sandy Shores High School	II.D.1 (D)

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Instructional and Progress Monitoring Software for Core Academic and Digital Skills (Discovery Education Techbook, Renaissance Learning, iReady, Achieve 3000)	August 2016	\$ 441,006.70	District	II.A.1- II.A.10  II.D.1 (S) II.D.3 (S)
III.D.2.	Digital Tools Certification	June 2017	\$6,570	Middle Schools	II.D.7(D)
III.D.3.					
III.D.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>D. Digital Tools Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>EXAMPLES</b>		
<b>D. Digital Tools Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.D.X.	Integrate instructional materials into district platform (LMS) and roster students; monitoring student access and usage	All (100%) applicable staff and students have access to and utilize the instructional materials; materials are available to parents and at least 50% of parents regularly access the materials
III.D.X.	Software usage and monitoring of students attending	70% of students will earn a CAPE digital tools certification

<b>D. Digital Tools Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.D.1.	Software reports and classroom walkthroughs with look-for indicators determined by district and school leadership.	Observation of successful integration. Usage and data reports to monitor student performance. Regularly revisit data, strategies, and effect.
III.D.2.	Students tested at all 4 middle schools.	60% of students passing.
III.D.3.		

## E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. Online Assessment Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2017	\$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2017	\$X	Sandy Shores High School	II.E.1 and II.E.2

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.					
III.E.2.					
III.E.3.					
III.E.4					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>E. Online Assessment Implementation</b>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		

## DIGITAL CLASSROOMS PLAN (DCP) BUDGET DELIVERABLE WORKSHEET

**A) Name of District:**

## Nassau

**B) District Number:**

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45

(1)	(2)	(3)	(4)	(5)
<b>Deliverable Number</b>	<b>Deliverable Description</b>	<b>Quantity</b>	<b>Unit Price</b>	<b>TOTAL AMOUNT</b>
III.C.1	Teacher Training (Instructional Software)	1	\$136,397.30	\$ 136,397.30
III.C.2	Digital Classroom Support Specialist	1	\$94,253.00	\$ 94,253.00
III.C.3	Digital Tools Training	1	\$4,265.00	\$ 4,265.00
III.D.1	Instructional and Progress Monitoring Software	1	\$441,006.70	\$ 441,006.70
III.D.2	Digital Tools Certification	1	\$6,570.00	\$ 6,570.00
	Charter School Total Allocation			
<b>D) TOTAL</b>				<b>\$ 682,492.00</b>

## DOE USE ONLY (Program)

allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.  
Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:**

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**Signature:**

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**Title:**

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**Date:**

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## DOE USE ONLY

allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing  
the methodology used and the conclusions reached.

**Printed Name:**

-----

**Signature:**

-----

**Title:**

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**Date:**

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# SCHOOL DISTRICT OF NASSAU COUNTY

## JOB DESCRIPTION

### DIGITAL CLASSROOM SUPPORT SPECIALIST

#### QUALIFICATIONS:

1. A bachelor's degree or higher in a technology or education related field.
2. A minimum combination of three years of successful experience in education and professional development or technology leadership.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of recent scientifically based instructional strategies. Knowledge of hardware and software operations as well as the ability to demonstrate the appropriate use and practical applications of technology. Demonstrated knowledge in troubleshooting procedures. Experienced in the development of training materials. Ability to work well with others, individually, and in group settings. Ability to express facts and ideas clearly and concisely, both orally and in writing. Ability to prioritize tasks.

#### REPORTS TO:

Office of Instructional Technology and Information Services

#### JOB GOAL

To provide school based support and professional development to improve the delivery of instructional strategies with integrated technology in order to provide a more effective educational program for students.

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES:

- (1) Provide technology training and support to educators to allow for direct and immediate implementation.
- (2) Develop documentation and professional development materials.
- (3) Develop and maintain knowledge of troubleshooting instructional software and hardware issues.
- (4) Develop and maintain a broad working knowledge of instructional software, hardware, and peripherals.
- (5) Evaluate instructional technology for compatibility, cost effectiveness, and functionality.
- (6) Work closely with district and school staff to support school initiatives and processes.
- (7) Prioritize and schedule work accordingly with the department's initiatives.
- (8) Attend training sessions, conferences and workshops as assigned to keep abreast of current practices, technologies, programs, and issues.
- (9) Assist in the planning and development of short and long range plans.
- (10) Act in a professional and ethical manner and adhere to all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- (11) Perform other tasks consistent with the goals and objectives of this position.

#### PHYSICAL REQUIREMENTS:

Light/Medium Work: Exerting up to 40 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.



## **DIGITAL CLASSROOM SUPPORT SPECIALIST (CONTINUED)**

### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.  
Length of the work year and hours of employment shall be those established by the District.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

\* Essential Performance Responsibilities

				IF DIFFERENT # devices being reported available for '16-17 assessment s that will not impact instruction.			
School	School Name	Max Student per Grade	# devices reported on CBT '15-16		# Devices Needed	Estimated Cost per school (\$229/device)	
45	450031 FERNANDINA BEACH MIDDLE SCHOOL	220.41	416	662	-	\$	-
45	450071 SOUTHSIDE ELEMENTARY SCHOOL	-	-		-	\$	-
45	450081 EMMA LOVE HARDEE ELEMENTARY	218.00	304	564	-	\$	-
45	450102 YULEE ELEMENTARY SCHOOL	290.49	310	624	-	\$	-
45	450121 CALLAHAN ELEMENTARY SCHOOL	-	-		-	\$	-
45	450131 CALLAHAN MIDDLE SCHOOL	268.15	458	759	-	\$	-
45	450151 HILLIARD MIDDLE-SENIOR HIGH	119.92	370	930	-	\$	-
45	450181 BRYCEVILLE ELEMENTARY SCHOOL	39.50	54	240	-	\$	-
45	450191 WEST NASSAU COUNTY HIGH SCHOOL	286.27	617	665	-	\$	-
45	450221 YULEE MIDDLE SCHOOL	321.57	446	926	-	\$	-
45	450231 YULEE HIGH SCHOOL	334.02	501	783	-	\$	-
45	450241 HILLIARD ELEMENTARY SCHOOL	121.15	236	600	-	\$	-
45	450261 CALLAHAN INTERMEDIATE SCHOOL	200.64	441	540	-	\$	-
45	450271 YULEE PRIMARY SCHOOL	-	-		-	\$	-
45	450291 FERNANDINA BEACH HIGH SCHOOL	242.19	220	501	-	\$	-
		2,662.31	4,373		-	\$	-

**TO:** Commissioner Stewart, Florida Department of Education

**FROM:** Dr. Kathy K. Burns


**DATE:** 1/30/2017

**SUBJECT:** **2016-17 Digital Classrooms Plan – District Superintendent Certification Form**

Districts shall complete all sections of this form and return it along with the district's Digital Classrooms Plan and any required attachments.


**Certification One: DCP approval**

Pursuant to S. 1011.62(12) the superintendent must confirm approval of the Digital Classrooms Plan by the district school board.

<u>Nassau</u> School District has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools and personnel of the district.		
	<u>Dr. Kathy K. Burns</u>	<u>1/30/17</u>
Signature	Name	Date

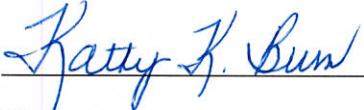
**Certification Two: Devices Statement**

Pursuant to S. 1011.62(12)(g), DCP allocation spending must place devices as a priority. The superintendent must provide verification of the district's use of DCP allocation funding to address any device gap while maintaining devices for instructional purposes. This information will be utilized for reporting purposes.

<u>Nassau</u> School District has completed the device worksheet and verifies the district has or will purchase sufficient devices to allow each school to administer the Florida Standards Assessments to an entire grade at the same time.		
	<u>Dr. Kathy K. Burns</u>	<u>1/30/17</u>
Signature	Name	Date


### **Certification Three: Expenditure Spending for Reporting Purposes**

Each superintendent must provide verification of the district's use of DCP allocation funding and planned expenditures by completing the DCP Budget Allocation Spending form. This information will be utilized for reporting purposes.

<u>Nassau</u> School District accurately completed the DCP Budget Allocation Spending form.		
<u></u>	<u>Dr. Kathy K. Burns</u>	<u>1/30/17</u>
Signature	Name	Date


### **Certification Four: DCP Security Assessment Completion**

The superintendent confirms completion and submission of the DCP security assessment.

<u>Nassau</u> School District has completed and submitted the Florida DCP security assessment as required in the DCP template II.B.8.		
<u></u>	<u>Dr. Kathy K. Burns</u>	<u>1/30/17</u>
Signature	Name	Date

### Certification Five: Instructional Materials

Chapter No. 2015-232, L.O.F. Specific Appropriation 90, provides flexibility in the use of up to \$165 million of instructional materials funds for the purchase of electronic devices and technology equipment and infrastructure. In order to distribute these funds as required by law, districts are required to certify that they have met all of their instructional content/material needs and if they intend to use any funding for technology for the 2016-2017 school year. Please select the choice below that is applicable to your district.

<u>  X  </u> N/A	Not Requesting to Utilize Funds for Technology. No electronic devices and technology equipment or infrastructure is intended to be purchased with the instructional materials funds.	
<u>      </u> Yes	<ol style="list-style-type: none"><li>1. Based on the separate Instructional Materials funds allocated to _____ School District, we intend to utilize a portion of our Instructional Materials allocation for use in the designated areas.<ol style="list-style-type: none"><li>a. Devices: (provide list and expenditures)</li><li>b. Technology Equipment &amp; Infrastructure: (provide list and expenditures)</li></ol></li><li>2. _____ School District certifies that the technology items purchased using the Instructional Materials funding are aligned to the adopted statewide benchmarks and standards as provided by the FLDOE.</li><li>3. _____ School District certifies that the technology items purchased using the Instructional Materials funding are properly aligned with the recommended requirements as provided by the FLDOE specifications guidelines.</li></ol>	
 Signature	<u>Dr. Kathy K. Burns</u> Name	<u>1/30/17</u> Date

### Certification Six: Access Assurances

The superintendent provides confirmation of access to teachers, administrators, students and parents.

Nassau County School district has provided teachers, administrators, students and parents access to:

1. Instructional materials in digital or electronic format, as defined in Section 1006.29, Florida Statutes (F.S).
2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to s. 1003.4203 and s.1008.44, F.S.
3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess and monitor student performance data.

Kathy K. Burns  
Signature

Dr. Kathy K. Burns  
Name

1/30/17  
Date




## Certification Seven: Charter School DCP Receipt

Each superintendent must provide formal verification of the receipt of each eligible charter school DCP. A streamlined charter DCP template has been provided on the department's website. Please list all eligible charter schools and indicate receipt of a plan, plan pending status, and/or charter is choosing to opt out of the DCP allocation.

If more space is required, please add rows as necessary

Nassau School district superintendent has verified receipt of the Digital Classrooms Plan of the following charter schools in the district:

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
N/A				

  
Signature

Dr. Kathy K. Burns

Name

1/30/17  
Date

Reference Legend for Charter School DCP Submission	
<b>1 - Date Charter Plan Received by District</b>	District will certify the receipt of each charter school plan prior to the release of funds. Entering a date in this column indicates a plan has been received and funding can be released for this school.
<b>2 - Date Charter Plan verified pending</b>	If the district has verified that a charter school intends to submit a plan, however no plan has yet to be received, enter the associated date in this column.
<b>3 - Date Charter opted out of DCP</b>	If the district has verified that a charter school does NOT intend to submit a plan and is forfeiting their FTE share of the district DCP allocation, enter the associated date in this column.