

James M. Faulkner Elementary School



Technology Plan

2015 - 2016

2016 - 2017

2017 - 2018

**Stoddard School District
SAU 24**

Plan Date Effective: July 1, 2015

School Board Approval: _____, 2016

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Introduction

Technology Committee Members

Cynthia Lake, School Board Member
Greg Reinert, SAU 24 Director of Technology
Martha LeMahieu, Principal
Michael Kelley, Parent
Sarah Hope, Classroom Teacher

Demographic Information

The Town of Stoddard (pop. 1,124¹) is located in Cheshire County (pop. 76,610²). This rural school district consists of one school with 80 students in grades K-5, as of October 1, 2015. For grades K-12, James M. Faulkner Elementary School (“JFES”) belongs to School Administrative Unit 24, with administrative offices in Henniker. The towns of Henniker and Weare also belong to SAU 24. For grades 6-12, Stoddard School District tuitions its students to School Administrative Unit 29, with administrative offices in Keene. JFES has an approved status according to state requirements for elementary schools. The curriculum is continually updated to provide an education for JFES students that is aligned with the Common Core and state standards. JFES is staffed by one full-time teaching principal, four classroom teachers, one special educator, and twelve support staff. Included in this number are teachers for physical education, music, art, health, library, speech pathology, and occupational therapy. JFES has an ongoing relationship with New England College, Keene State College and Antioch New England. This partnership benefits both educational environments with regard to course development, workshops, placement of methods students, and practical experience for student teachers.

Mission Statement

James Faulkner Elementary School, in partnership with the citizens of Stoddard will foster self-motivated lifelong learners who are responsibly conscious, respectfully active members in our diverse global society.

Technology Vision

JFES is committed to providing developmentally appropriate integration of technology for all students to prepare them for digital citizenship in our ever changing technological world.

¹ New Hampshire Employment Security 2014 Census Report <http://www.nhes.nh.gov/elmi/products/cp/profiles-pdf/stoddard.pdf>

² County of Cheshire New Hampshire 2013 Census Report <http://co.cheshire.nh.us/>

JFES School Goals – 2015-2020

Curriculum and Instruction

- Implement and sustain continuity of curriculum for each core subject area across all grade levels to ensure all students are receiving instruction aligned to the Common Core Standards by 2020.
- Fully implement a systematic RTI process for Math/Reading/Behavior aligned with the SAU 24 RTI framework by June 2017.

Assessment and Data

- Teachers will use assessment data (AIMSWEB, NWEA, SBAC, and Common Assessments) to drive instruction which will increase student performance and academic growth every year. All students will make progress.

Develop and implement a K-5 standards-based report card by June 2017.

- Develop and utilize a system that tracks student performance data and intervention methods across multiple years that is accessible to teaching staff to inform decision making and instructional practices by June 2020.

Professional Development

- Provide professional development opportunities to all staff that support current curriculum (EDM, Lucy Calkins Writing) being taught and school wide initiatives (RC, Google classroom) to ensure continuity and best teaching practices across the grade levels by June 2020.
- Support Paraprofessional staff in acquiring their Para II certification by June 2020.

Personnel

- Develop a mentor program for new full-time and part-time staff that aligns with the Sau 24 mentor model by June 2020.
- Propose and advocate for part-time Unified Arts positions to be taught and instructed by teachers certified in that discipline by June 2018.

Culture and Climate

- Develop a process that allows for part-time staff to meet on a consistent basis to be informed and contribute to dialogue on school wide goals and initiatives and participate in our PLC conversations by June 2020

Facilities and Operations

- By June 2020, JFES will have adequate space to fulfill and address the projected student enrollment and the current students' educational, behavioral, and technology needs for 21st century learning.
- JFES will provide a safe and clean environment to support learning.

Community Support and Involvement

- Continue to collaborate and work with community partners (Davis Library, Historical Society, Fire Department, and Conservation Committee) to support our students' education by June 2020.

- By June 2020, organize and host quarterly school events to inform community stakeholders on school specific topics (Common Core Standards, Smarter Balanced Assessment, and Everyday Math).

Technology Goals

1. Achieve a ratio of 1:1 computing devices to students through a variety of means including, wearable devices, computers and tablets.
2. Integrate the use of technology and digital content into the core curriculum and align with *National Educational Technology Standards*, *New Hampshire Common Core State Standards*, and *Standards for the 21st Century Learner* in order to advance technology literacy and to facilitate content learning of all students.
3. Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum.
4. Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Stoddard community, other schools in SAU 24, the state, and the global community.
5. Evaluate the effectiveness of the action steps in this plan.

ACTION PLAN

Action Plan 1 - Access to Technology Resources				
GOAL: Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, wearable devices, computers and tablets.				
Objective	Action Steps	Year 1	Year 2	Year 3
Ensure access to appropriate devices and technology tools to facilitate day-to-day tasks, standardized testing and the use of digital content	Maintain a pool of equipment for classroom instruction and testing (NWEA, Smarter Balanced, etc.)	X	X	X
	Maintain the SonicWALL Internet firewall and Internet content filter to ensure appropriate access to the Internet	X	X	X
	Design and implement a contingency plan for students who don't have access to digital content at home	X	X	X
	Investigate non-traditional devices from staff members who use devices other than the traditional desktop computer to determine the effectiveness of the devices	X	X	
	Maintain a loaner collection of computing devices in the library to be signed out by staff members. They will also serve as replacement computers in the event of a catastrophic failure	X	X	X
	Maintain classroom-assigned devices as necessary to support the curriculum	X	X	X
	Investigate new and emerging technologies	X	X	X
	Replace computing devices that are 5 years old or no longer meet the NH DOE definition of a modern computer	X	X	X

Action Plan 1 - Access to Technology Resources (continued)				
Objective	Action Steps	Year 1	Year 2	Year 3
To provide network infrastructure and software to meet the technology needs of the school community.	Assess printing needs and printer locations – Adjust as required	X	X	X
	Implement and maintain school’s high speed network connection	X	X	X
	Maintain online library catalog system and look up system, upgrade as needed	X	X	X
	Identify any remaining locations that need interactive whiteboards and install them	X	X	X
	Maintain current educational and administrative software and upgrade as needed	X	X	X
	Maintain the interactive whiteboards already in place and upgrade as needed	X	X	X
	Maintain firewall/Internet filter and a server backup system and upgrade as needed	X	X	X
	Maintain wireless network access in all areas of the school building and upgrade as needed	X	X	X
	Use data from the NH School Building Technology Survey (www.nheon.org/net) and other sources to evaluate access to technology resources	X	X	X
	Design and administer new surveys for staff, students and parents to measure access to technology resources	X	X	X
	Review current practices annually using a variety of data sources (observation, surveys, help desk, etc.); discontinue or add items as appropriate to support the integration of technology	X	X	X

Action Plan 1 - Access to Technology Resources (continued)				
Objective	Action Steps	Year 1	Year 2	Year 3
To provide consistent and timely technical and curriculum support	Investigate the need for a permanent part-time technology integrator			X
	Include technology funding in the district budget process	X	X	X
To secure appropriate funding from a variety of sources	Research and use the most fiscally responsible methods for acquiring technology resources	X	X	X
	Research grants available	X	X	X
	Maintain community involvement in the funding process through our technology committee	X	X	X
	Utilize statewide regional consortiums such as NHSTE, NCES and NHSLMA	X	X	X
	Efficiently coordinate the use of funds from Title II, Title II-D, Title V, REAP Grant, IDEA-B Grant and other sources	X	X	X

Action Plan 2 - ICT Literacy

Goal: Integrate the use of technology and digital content into the core curriculum and align with *National Educational Technology Standards, New Hampshire Common Core State Standards, and Standards for the 21st Century Learner* in order to advance technology literacy and to facilitate content learning of all students.

Objective	Action Steps	Year 1	Year 2	Year 3
To provide technology integration to ensure attainment of all instructional goals as outlined in Ed 306.42 standards (a)(1) to (a)(5)	Evaluate our technology integration and make changes as needed to enhance integration into all subjects and to keep abreast of innovative strategies	X	X	X
	Collect data on technology integration and use this information to design and deliver professional development opportunities for continued growth	X	X	X
To provide technology integration services to ensure attainment of all instructional goals as outlined in Ed 306.42 standards (a)(1) to (a)(5).	Provide appropriate staffing to support technology integration	X	X	X
	Investigate use of distance learning technologies including, but not limited to, video-conferencing, live video streaming, virtual field trips and Virtual Learning Academy Charter School	X	X	X
To maintain current and develop innovative strategies that incorporate technology consistent with state standards of Ed 306.22 (see Appendix B)	Evaluate effectiveness of distance learning on student achievement through monitoring student progress	X	X	X

Action Plan 2 - ICT Literacy (continued)				
Objective	Action Steps	Year 1	Year 2	Year 3
To maintain an integrated curriculum for grades K-5 that develops and utilizes technology skills	Educate students on safe, legal, and ethical uses of technology	X	X	X
	Review and revise technology curriculum to align with National Educational Technology Standards, New Hampshire Curriculum Frameworks, and Standards for the 21 st Century Learner	X	X	X
To develop strategies for purchasing and integrating software and online resources into the curriculum	Develop and implement a procedure for requesting and approving the purchase of digital content	X	X	X
	Develop and implement an evaluation procedure for digital content and renew content subscriptions as warranted	X	X	X
To ensure successful and effective uses of technology	Provide sufficient keyboarding instruction at appropriate grade levels to align with common core standards	X	X	X
	Design and administer new surveys for staff, students and parents to measure access to technology resources	X	X	X
	Use Common Core grade level checklist to assess technology proficiency	X	X	X
	Use data from student assessments to inform instruction	X	X	X

Action Plan 3 - Professional Development

GOAL: Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum

Objective	Action Steps	Year 1	Year 1	Year 1
	Set a school goal annually that addresses the priorities of this plan in order to guide professional development activities	X	X	X
	Survey educators regarding their technology integration. Use this information to design new professional development opportunities.	X	X	X
	Survey students regarding technology integration in all subjects	X	X	X
	Collect data from a variety of sources, such as students, the technology integration specialist, librarian, and technology coordinator to assure appropriate levels of technology integration	X	X	X
	Create, administer, and analyze data from surveys and other tools to inform staff instruction	X	X	X

Action Plan 3 - Professional Development (continued)				
Objective	Action Steps	Year 1	Year 2	Year 3
To provide ongoing, sustained technology-related professional development for all educators	Use results of self-assessments, surveys, teacher evaluations and student surveys to inform staff instruction	X	X	X
	Ensure that professional staff will set technology integration goals and complete an annual self-reflection on their technology integration and its impact on student learning to identify areas for professional growth	X	X	X
	Provide targeted instruction on best practices in new and emerging technologies	X	X	X
	Provide district sponsored job-embedded professional development opportunities and workshops that are aligned with the SAU 24 Professional Development Master Plan	X	X	X
	Encourage educators to attend an educational technology conference that meets a school goal	X	X	X
	Provide incentives for all educators to attend district sponsored professional development opportunities	X	X	X
	Train all educators in administering and interpreting common assessments to support improved student performance in targeted skills	X	X	X
	Train educators in creating technology-based common assessments to prepare students for Smarter Balanced testing	X	X	X

Action Plan 3 - Professional Development (continued)				
Objective	Action Steps	Year 1	Year 2	Year 3
To increase the use of technology integration for effective instruction	Continue to provide classroom educators with support for integrating technology (Technology Integration Specialist)	X	X	X
	Continue to provide classroom educators with support for integrating assistive technology	X	X	X
	Maintain support in using all installed hardware and software	X	X	X
	Provide current technology tools for instructional use	X	X	X
	Provide training and support in the use of interactive whiteboards and their peripherals	X	X	X
	Provide training in the use of current and emerging technologies and web-based tools	X	X	X

Action Plan 4 - Community Collaboration

GOAL: Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Stoddard community, other schools in SAU 24, the state, and the global community

Objective	Action Steps	Year 1	Year 2	Year 3
To increase community awareness of effective use of technology in the school and at home	Incorporate technology use and integration during school-sponsored events	X	X	X
	Utilize the SAU Community Outreach Coordinator and press releases to publicize technology integration (Part of the five-year strategic plan)	X	X	X
	Develop and maintain the school website to incorporate emerging tools and technologies	X	X	X
	Encourage teachers to highlight technology integration in communications with parents	X	X	X
To promote parental/community involvement and increase communication	Survey parents on access to technology at home	X	X	X
	Inform parents of their children's username and passwords for Google Apps for Education	X	X	X
	Provide information for parents on our restricted-access Google Apps for Education and how the system is being used by their children	X	X	X
	Continue to analyze the data from parents to determine the best communication strategies	X	X	X
	Investigate and implement posting assignments and grades online using our student information system			X
	Work with the PTO and other community organizations to inform and educate parents about online safety	X	X	X
	Provide parents with information about how to interpret formal assessment results and ways in which we use the data to inform instruction	X	X	X
	Provide information and training for parents in the use of our student information systems			X

BUDGET

This budget was developed to support the four technology goals and their associated action steps. It is divided into five areas, all of which need to be supported to successfully implement the technology plan: hardware, software, infrastructure, professional development, and staffing.

Goal	Description	2015-2016	2016-2017	2017-2018
Upgrade existing Internet	Internet access	\$3,800		
Increase internet speed 5x	Fiber internet upgrade (50Mbps)		\$8,900	\$8,900
	Computer Repair and Maintenance	\$2,000	\$2,000	\$2,000
	Computer Supplies	\$1,000	\$2,000	\$1,000
	Computer Software	\$4,316	\$12,852	\$2,000
	Computer Equipment	\$4,000	\$4,300	\$2,000
	Computer DUEs and Fees			
Increase cellular signal	Femtocell / Cellular amplifier		\$1,000	
	Training			\$5,000
Achieve 1:1 for 5th grade	Computing Devices		\$7,500	
Achieve 1:1 for 3rd/4th grade	Computing Devices			\$7,500
Achieve 1:1 for K-2nd grade	Computing Devices			
	Charging station			\$1,000
	Whiteboard replacement		\$2,000	

Evaluation Procedures

A technology committee* will be assembled each year and will be chaired by the technology coordinator. Other members of this team will include at least one administrator, the technology integration specialist, and other educators from a variety of disciplines. This group will meet annually to implement this technology plan.

Each year members of the technology committee will use the forms on the following pages (pages 17-25) to evaluate the technology plan. As part of the evaluation we will assess the effectiveness of each action step by considering the following:

- Is the objective still valid?
- Is this action step helping us make progress toward our objective?
- Do we need to make changes to this action step?
- Are new technologies or opportunities available that could help us reach this objective?
- Is this action step still needed, or should we discontinue it in favor of something else?

The technology committee will prepare a report to the school board after each annual evaluation.

*The technology committee is a school board committee that meets annually to discuss implementation of the technology plan and other technology issues.

Evaluation 1 - Access to Technology Resources				
GOAL: Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, wearable devices, computers and tablets.				
Objective	Action Steps	2015/16	2016/17	2017/18
Ensure access to appropriate devices and technology tools to facilitate day-to-day tasks, standardized testing and the use of digital content	Maintain a pool of equipment for classroom instruction and testing (NWEA, Smarter Balanced, etc.)			
	Maintain the SonicWALL Internet firewall and Internet content filter to ensure appropriate access to the Internet			
	Design and implement a contingency plan for students who don't have access to digital content at home			
	Investigate non-traditional devices from staff members who use devices other than the traditional desktop computer to determine the effectiveness of the devices			
	Maintain a loaner collection of computing devices in the library to be signed out by staff members. They will also serve as replacement computers in the event of a catastrophic failure			
	Maintain classroom-assigned devices as necessary to support the curriculum			
	Investigate new and emerging technologies			
	Replace computing devices that are 5 years old or no longer meet the NH DOE definition of a modern computer			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 1 - Access to Technology Resources (continued)

GOAL: Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, wearable devices, computers and tablets.

Objective	Action Steps	2015/16	2016/17	2017/18
To provide network infrastructure and software to meet the technology needs of the school community.	Assess printing needs and printer locations – Adjust as required			
	Implement and maintain school’s high speed network connection			
	Maintain online library catalog system and look up system, upgrade as needed			
	Identify any remaining locations that need interactive whiteboards and install them			
	Maintain current educational and administrative software and upgrade as needed			
	Maintain the interactive whiteboards already in place and upgrade as needed			
	Maintain firewall/Internet filter and a server backup system and upgrade as needed			
	Maintain wireless network access in all areas of the school building and upgrade as needed			
	Use data from the NH School Building Technology Survey (www.nheon.org/net) and other sources to evaluate access to technology resources			
	Design and administer new surveys for staff, students and parents to measure access to technology resources			
	Review current practices annually using a variety of data sources (observation, surveys, help desk, etc.); discontinue or add items as appropriate to support the integration of technology			

Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued

Evaluation 1 - Access to Technology Resources (continued)				
Objective	Action Steps	2015/16	2016/17	2017/18
To provide consistent and timely technical and curriculum support	Investigate the need for a permanent part-time technology integrator			
	Include technology funding in the district budget process			
To secure appropriate funding from a variety of sources	Research and use the most fiscally responsible methods for acquiring technology resources			
	Research grants available			
	Maintain community involvement in the funding process through our technology committee			
	Utilize statewide regional consortiums such as NHSTE, NCES and NHSLMA			
	Efficiently coordinate the use of funds from Title II, Title II-D, Title V, REAP Grant, IDEA-B Grant and other sources			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 2 - ICT Literacy

Goal: Integrate the use of technology and digital content into the core curriculum and align with *National Educational Technology Standards, New Hampshire Common Core State Standards, and Standards for the 21st Century Learner* in order to advance technology literacy and to facilitate content learning of all students.

Objective	Action Steps	2015/16	2016/17	2017/18
To provide technology integration to ensure attainment of all instructional goals as outlined in Ed 306.42 standards (a)(1) to (a)(5)	Evaluate our technology integration and make changes as needed to enhance integration into all subjects and to keep abreast of innovative strategies			
	Collect data on technology integration and use this information to design and deliver professional development opportunities for continued growth			
	Provide appropriate staffing to support technology integration			
To maintain current and develop innovative strategies that incorporate technology consistent with state standards of Ed 306.22 (see Appendix B)	Investigate use of distance learning technologies including, but not limited to, video-conferencing, live video streaming, virtual field trips and Virtual Learning Academy Charter School			
	Evaluate effectiveness of distance learning on student achievement through monitoring student progress			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 2 - ICT Literacy (continued)				
Objective	Action Steps	2015/16	2016/17	2017/18
To maintain an integrated curriculum for grades K-5 that develops and utilizes technology skills	Educate students on safe, legal, and ethical uses of technology			
	Review and revise technology curriculum to align with National Educational Technology Standards, New Hampshire Curriculum Frameworks, and Standards for the 21 st Century Learner			
To develop strategies for purchasing and integrating software and online resources into the curriculum	Develop and implement a procedure for requesting and approving the purchase of digital content			
	Develop and implement an evaluation procedure for digital content and renew content subscriptions as warranted			
To ensure successful and effective uses of technology To maintain an integrated curriculum for grades K-5 that develops and utilizes technology skills To develop strategies for purchasing and integrating software and online resources into the curriculum	Provide sufficient keyboarding instruction at appropriate grade levels to align with common core standards			
	Design and administer new surveys for staff, students and parents to measure access to technology resources			
	Use Common Core grade level checklist to asses technology proficiency			
	Use data from student assessments to inform instruction			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 3 - Professional Development

GOAL: Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum

Objective	Action Steps	2015/16	2016/17	2017/18
To determine professional development needs of educators	Set a school goal annually that addresses the priorities of this plan in order to guide professional development activities			
	Survey educators regarding their technology integration. Use this information to design new professional development opportunities.			
	Survey students regarding technology integration in all subjects			
	Collect data from a variety of sources, such as students, the technology integration specialist, librarian, and technology coordinator to assure appropriate levels of technology integration			
	Create, administer, and analyze data from surveys and other tools to inform staff instruction			
	Set a school goal annually that addresses the priorities of this plan in order to guide professional development activities			
	Survey educators regarding their technology integration. Use this information to design new professional development opportunities.			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 3 - Professional Development (continued)				
Objective	Action Steps	2015/16	2016/17	2017/18
To provide ongoing, sustained technology-related professional development for all educators	Use results of self-assessments, surveys, teacher evaluations and student surveys to inform staff instruction			
	Ensure that professional staff will set technology integration goals and complete an annual self-reflection on their technology integration and its impact on student learning to identify areas for professional growth			
	Provide targeted instruction on best practices in new and emerging technologies			
	Provide district sponsored job-embedded professional development opportunities and workshops that are aligned with the SAU 24 Professional Development Master Plan			
	Encourage educators to attend an educational technology conference that meets a school goal			
	Provide incentives for all educators to attend district sponsored professional development opportunities			
	Train all educators in administering and interpreting common assessments to support improved student performance in targeted skills			
	Train educators in creating technology-based common assessments to prepare students for Smarter Balanced testing			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 3 - Professional Development (continued)				
Objective	Action Steps	2015/16	2016/17	2017/18
To increase the use of technology integration for effective instruction	Continue to provide classroom educators with support for integrating technology (Technology Integration Specialist)			
	Continue to provide classroom educators with support for integrating assistive technology			
	Maintain support in using all installed hardware and software			
	Provide current technology tools for instructional use			
	Provide training and support in the use of interactive whiteboards and their peripherals			
	Provide training in the use of current and emerging technologies and web-based tools			
	Continue to provide classroom educators with support for integrating technology (Technology Integration Specialist)			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Evaluation 4 - Community Collaboration

GOAL: Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Stoddard community, other schools in SAU 24, the state, and the global community

Objective	Action Steps	2015/16	2016/17	2017/18
To increase community awareness of effective use of technology in the school and at home	Incorporate technology use and integration during school-sponsored events			
	Utilize the SAU Community Outreach Coordinator and press releases to publicize technology integration (Part of the five-year strategic plan)			
	Develop and maintain the school website to incorporate emerging tools and technologies			
	Encourage teachers to highlight technology integration in communications with parents			
To promote parental/community involvement and increase communication	Survey parents on access to technology at home			
	Inform parents of their children’s username and passwords for Google Apps for Education			
	Provide information for parents on our restricted-access Google Apps for Education and how the system is being used by their children			
	Continue to analyze the data from parents to determine the best communication strategies			
	Investigate and implement posting assignments and grades online using our student information system			
	Work with the PTO and other community organizations to inform and educate parents about online safety			
	Provide parents with information about how to interpret formal assessment results and ways in which we use the data to inform instruction			
	Provide information and training for parents in the use of our student information systems			
	Survey parents on access to technology at home			
	Inform parents of their children’s username and passwords for Google Apps for Education			
Evaluation Key: N=not addressed; I=in progress; C=complete; M=maintained; D=discontinued				

Policies & Procedures

- Acceptable Use of Electronic Network & Internet Resources Policy
- Pupil Safety and Violence Prevention – Bullying
- School Safe Practices
- Data Management
- Records Retention
- Cyber-Bullying **Error! Bookmark not defined.**

STODDARD SCHOOL DISTRICT

Acceptable Use of Electronic Network & Internet Resources Policy**Purpose of This Document**

This policy outlines efficient, safe, ethical and legal use of network and Internet resources within the School Administrative Unit 24 (SAU 24). This policy applies to users of electronic information resources located or accessed on any SAU 24 network. SAU 24 provides a network to facilitate communication and sharing.

Qualifying for Use

The privilege and responsibility of using our network and Internet resources is based on the concept of a qualified and informed user. Access to and use of these resources entails a great responsibility. Inappropriate use will result in disciplinary action, which may include suspension or revocation of privileges. A current copy of this agreement must be signed by all system users (staff, students and a parent, if the student is under 18 years of age) and must be on file in order to use any SAU24 network.

Internet Access and Safety Policy**Technology Protection Measure:**

The SAU 24 uses both Internet filtering and security software to filter materials that are profane, obscene, unlawful, discriminatory, violent, or hateful as required by federal guidelines of the Children's Internet Protection Act (CIPA). It is recognized that neither is infallible, and we rely on the responsible use of the Internet by our students and staff. Students are frequently monitored by teachers and staff when using computers.

Internet Safety Policy

The emerging Web 2.0 technologies such as email, blogs, social networking, and wikis have transformed how the world communicates and learns. These exciting and innovative communications often have educational value and cannot be completely filtered. SAU 24 educates its staff and students about appropriate online behavior, including cyber bullying, and interacting with individuals. To insure safety and promote reliable Internet use, all users must adhere to the following code of conduct when accessing online resources.

Code of Conduct

Security within the SAU 24 network is a maximum priority. Network users are expected to behave appropriately and respectfully and agree to the following parameters and conditions:

Procedures and Proper Usage**Users:**

- a. Shall not evade, change or exceed resource quotas or disk usage.
- b. Shall not eat or drink in the immediate vicinity of any computer or network asset.
- c. Shall register all personal computers and devices with the Technology Department before using them on any SAU 24 network.
- d. Shall not set up or participate in Internet or LAN-based proxy or sharing applications.
- e. Must notify staff about security problems, unacceptable Internet sites or inappropriate communication.
- f. Shall not install/upload software to SAU 24 computers or store software on network servers without authorization from the technology department.
- g. Shall recognize that Network Logs vary depending on the server and are kept for no more than 45 days.
- h. Are responsible for making back-up copies of their critical documents.
- i. Shall refrain from cyberbullying.
- j. Shall not reveal personal information on the Internet or plan to meet people contacted through the Internet unless part of a classroom activity.
- k. Shall not access or create profane, obscene, unlawful, discriminatory, violent, or hateful material.

IJNDB

1. SAU 24 network resources will not be used for personal gain (e.g. - such as, but not limited to printing, personal photos, eBay, Craig's list, second jobs...)

- m. Shall not share their usernames/passwords with any individual.
- n. Shall not willfully attempt to bypass content filters.

Privacy

- a. Users will not share their account information or leave their accounts open.
- b. All files and communications are subject to inspection (i.e. no right to privacy.)
- c. Network data storage areas are to be treated as school property.
- d. Software may be used to remotely control and monitor computers while in use.
- e. Parents/guardians have the right to review the contents of their child's files and communications.
- f. All users must respect the privacy of other network users and the confidentiality of user and network passwords.

Copyright and Plagiarism

- a. Violation of copyright and/or software agreement is considered a violation of this policy.
- b. Explicitly copyrighted materials will often have conditions describing how they may or may not be used, users shall abide by these.
- c. Plagiarism is expressly forbidden. (Plagiarism is the claiming of another person's work as your own.)
- d. Proper citations will be used when citing electronic information.

District Web Site

- a. Web pages display school activities and projects and may include photos, student names and work with parent/guardian permission.
- b. Web pages are considered public documents and comply with Federal School District Guidelines.
- c. Web pages shall not encourage the use of tobacco, alcohol, or controlled substances or otherwise promote any other activity prohibited by district policy, state or federal laws.

Vandalism

- a. Vandalism is defined as any malicious attempt to damage or disrupt the physical computers, software, network systems or data of other users.
- b. Vandalism will result in disciplinary action, which may include suspension of computer services and possible referral to legal authorities and/or restitution.
- c. Individuals may be held financially responsible for damages *including*, but not limited to:
 - Attempts to move, remove, or damage software, hardware, or files.
 - Attempts to hack into any network or computer environment.
 - Physical damage to a computer while it is assigned or checked out to them.

Email/Direct Communication

- a. Network users will abide by netiquette in their electronic communication.
- b. Email accounts are maintained and/or archived in accordance with applicable policies.

Research & Reference

With the information that abounds on the Internet, it is important for our students and staff to recognize authoritative and respected sources of information. To this end, students and staff will give preference to:

- a. Subscription resources that have been reviewed by educators.
- b. Teacher reviewed and evaluated sites and materials.
- c. Information from educational, government and non-profit websites (.edu, .gov, .org).

Violations of the Acceptable Use Policy

The SAU 24 places a high value on the appropriate and responsible use of its network and Internet resources. A violation of this policy will result in the following consequences:

Student Users

First Infraction: removal from the computer network for one week (five school days).

Second Infraction: removal from the computer network for one calendar month (i.e.: from the 14th of September to the 14th of October).

Third Infraction: removal from the computer network for ninety (90) school days.

All infractions of the policy will be disclosed to parents in writing. Infractions of this policy may result in further disciplinary action based on the rules of the Student Code of Conduct. Some infractions may require reporting to law enforcement. *School administrators reserve the right to modify the consequences outlined above if deemed appropriate.*

Faculty/Staff Users

Infractions set forth in this agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.

Inappropriate behavior in violation of state and federal statutes will be subject to prosecution by those authorities.

Legal References:

RSA 194:3-d, School District Computer Networks
Children's Internet Protection Act (CIPA)

See also JICE, EHAA, JICDD, JIC, KDC, EGA

STODDARD SCHOOL DISTRICT

Pupil Safety and Violence Prevention – Bullying

See also JBAA, JIC, JICD, IHBA

I. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. **Cyberbullying.** Cyberbullying means any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. **Electronic Devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. **Electronic Communication.** Electronic Communication includes, but is not limited to, electronic mail messages; instant messages; text messages; electronically transmitted image or audio files; internet postings made to websites, including social media sites and blogs; and postings made to intranet sites or blogs.

5. **School Property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

6. **Perpetrator.** Perpetrator means a pupil who engages in bullying or cyberbullying.

7. **Victim.** Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

8. **Parent.** Parent means parent or legal guardian.

9. **Designated Volunteer.** Designated Volunteer means any volunteer who comes in direct contact with pupils on a regularly scheduled basis, or meets with pupils one-on-one, or any other volunteer so designated by the Board or Principal (or his/her designee).

II. Statement Prohibiting Bullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A pupil found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

Reprisal or Retaliation

The District will discipline and take appropriate action against any pupil who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a pupil who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any pupil found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that pupil from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging pupil class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether such pupil or school-aged person is a pupil within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district shall impose disciplinary measures against any pupil who commits an act of bullying, falsely accuses another pupil of bullying, or who retaliates against any pupil or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the Board directs the administration and school district staff to develop and implement alternatives to traditional discipline, including, but not limited to, early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website posting, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Pupils

All pupils will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (pupil handbook, mailing, hard copy, website posting, etc.)

Pupils will participate in an annual education program which sets out expectations for pupil behavior and emphasizes an understanding of harassment, intimidation, and bullying of pupils, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Pupils shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate pupil anti-bullying training and education into the district's curriculum.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, website posting, etc.). Parents will be informed of the program and the means for pupils to report bullying acts toward them or other pupils. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other pupils;
4. Cooperate fully with school personnel in identifying and resolving

incidents. Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy.

Pupil Reporting

1. Any pupil who believes he or she has been the victim of bullying should report the alleged act immediately to the Principal or the designee. If the pupil is more comfortable reporting the alleged act to a person other than the Principal or the designee, the pupil may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or designated volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behaviors they witness that appear to constitute bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Reporting Requirements (RSA 193-F:4, II(g))

A) External Reports

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying.

B) Internal Reporting

The Principal or designee shall report any substantiated bullying incident to the Superintendent in writing. The Principal or designee shall retain a copy of the report. The Superintendent shall maintain such reports in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a pupil who has been reported as a victim of bullying and to the parents of a pupil who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the pupil privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act.
2. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

The principal or designee shall develop a response to remediate any substantiated incident of bullying, including imposing discipline, if appropriate, to reduce the risk of future incidents and, where deemed appropriate, to offer assistance to the victim or perpetrator. When indicated the principal or designee shall recommend a strategy for protecting all pupils from retaliation of any kind.

Consequences and appropriate remedial actions for a pupil who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the pupils involved in person of his/her findings and the result of the investigation.
2. Within two school days of completing an investigation, the Principal will notify the parents of the alleged victim and alleged perpetrator via telephone or email of the results of the investigation. The Principal will also send a follow-up letter to the parents within 24 hours of notifying them of the results of the investigation.
3. In accordance with the Family Educational Rights and Privacy Act and other law concerning pupil privacy, the District will not disclose educational records of pupils including the discipline and remedial action assigned to those pupils and the parents of other pupils involved in a bullying incident.

XV. Appeal

For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Pupil Harassment

RSA 193:13, Ed. 317

Adopted: 8/12/2013

STODDARD SCHOOL DISTRICT

School Safe Practices

The Stoddard School Board is committed to promoting school safety. To that end, administration is directed to have procedures in place that reflect safe practices.

Procedures will address students and school personnel:

- On school buses
- On school grounds
- During authorized school activities
- Within the school building
- During school sponsored activities
- When using on-line resources

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(d), Promoting School Safety

Adopted: 1/4/2016

STODDARD SCHOOL DISTRICT

Data Management

The Superintendent is hereby designated the custodian of all records, minutes, documents, writings, letters, memoranda, or other written, typed, copied, or developed materials possessed, assembled, or maintained by this District.

All requests for public information are to be forwarded to the Superintendent immediately upon receipt. The Superintendent shall thereupon make a determination as to whether or not the information requested is public in nature. If public, the Superintendent shall provide the information in a timely manner which does not disrupt the operation of the schools.

In accordance with RSA 91-A:4, if the Superintendent finds the information to be public in nature, he or she shall direct that it be reproduced on the premises. The party requesting the information is to be charged the cost of reproduction and any other expenses entailed in locating and retrieving the information. If the information is actively in use or otherwise unavailable, the party requesting the information will be notified immediately upon its becoming available. If the Superintendent finds the information not to be public in nature, he or she shall so inform the requesting party and shall for no reason release such information.

If the Superintendent is unable to ascertain whether or not the information requested is public in nature, he or she is hereby authorized to request, on behalf of the Board, an opinion from the Board's attorney as to the nature of the information. Such opinion requests will be made within ten (10) days of the original request for the information. The Superintendent shall notify the person requesting such information that an opinion is being requested of the attorney and shall notify such person immediately upon receipt of an answer from the attorney.

Legal References:

RSA 91-A:4, Minutes and Records Available for Public Inspection

NH Code of Administrative Rules - Section Ed. 306.04(a)(4), Records Retention

See also EHB

Adopted: 1/4/2016

STODDARD SCHOOL DISTRICT

Records Retention

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations.

Legal References:

RSA 189:29-a, Records Retention and Disposition

NH Code of Administrative Rules, Section Ed. 306.04 (a)(4), Records Retention

See also EH

Adopted: 1/4/2016

STODDARD SCHOOL DISTRICT**Cyber-Bullying**

See also JIA, JIC

PURPOSE:

The Board recognizes that there are growing occurrences of "cyber-bullying" by students occurring in school and off-campus that interfere with or disrupts the school's mission to provide a safe, constructive environment that promotes learning and individual growth for every student. Any form of cyber-bullying by a student that interferes with or disrupts the school's mission or any school sponsored activities is prohibited and will not be tolerated.

DEFINITION:

Cyber-bullying includes, but is not limited to, using electronic communications or postings to insult, taunt, harass, defame, intimidate, threaten, stalk, or terrorize another person. Such electronic communications or postings include, but are not limited to, e-mail messages, instant messages, text messages, electronically transmitted images, and web site postings, including postings to social networking websites and "blogs".

The School District recognizes that this definition may not be all-inclusive. Therefore, the School District reserves the right to impose discipline for actions that may fall outside this definition but are still within the general purposes of this policy.

GROUND FOR DISCIPLINARY ACTION:

The School District may impose disciplinary measures against a person who is found to have engaged in such behavior, provided the cyber-bullying and/or internet threat:

- a. Violates any school district rules or regulations;
- b. Threatens violence against staff members or student;
- c. Threatens vandalism to school property; or
- d. Demonstrates that the student knew or should have known would have a substantial detrimental impact on another person's ability to participate in or provide educational or other programmatic offerings of the school.

SCOPE OF DISCIPLINARY ACTION:

A student whose behavior is found to be in violation of this policy will be subject to discipline, up to or including expulsion. When warranted, violations of this policy will be reported to law enforcement authorities.

Any discipline imposed by virtue of this policy will be in accordance and consistent with the applicable School District policy regarding discipline.

IMPLEMENTATION

The School Board instructs the School District to include procedures that will address this policy in the student handbook.

Adopted 4/9/2012

APPENDIX A

Ed 306.42 Information and Communication Technologies Program.

(a) The local school board shall require an integrated approach to the use of 21st century tools, including, but not limited to digital technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:

a. Reading;

b. Mathematics;

c. English and language arts;

d. Science;

e. Social studies, including civics, government, economics, history, and geography;

f. Arts; and

g. World languages;

(3) Use 21st century tools to develop cognitive proficiency in:

a. Literacy;

b. Numeracy;

c. Problem solving;

e. Decision making; and

f. Spatial / visual literacy;

(4) Use 21st century tools to develop technical proficiency at a foundational knowledge level in:

a. Hardware;

b. Software applications;

c. Networks; and

d. Elements of digital technology; and

(5) Create digital portfolios which:

a. Address the following components:

1. Basic operations and concepts;
2. Social, ethical, and human issues;
3. Technology productivity tools;
4. Technology communications tools;
5. Technology research tools; and
6. Technology problem solving and decision-making tools;

b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and

c. Include, at a minimum, such digital artifacts as:

1. Standardized tests;
2. Observation;
3. Student work; and
4. Comments describing a student's reflection on his/her work.

(b) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.

(c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:

- (1) Use of common productivity and web based software;
- (2) Use of a variety of multimedia software and equipment;
- (3) Configuring computers and basic network configurations; and
- (4) Applying programming concepts used in software development.

APPENDIX B

Ed 306.22 Distance Education.

(a) In this section, “distance education” means correspondence, video-based, internet-based, and online courses.

(b) If a district chooses to offer distance education, the provisions of (c) - (f) below shall apply.

(c) The local school board shall be responsible for:

(1) The approval, coordination, and supervision of distance education courses offered for instructional purposes or high school credit, or both, in the district; and

(2) Granting student credit for completion of distance education courses.

(d) School districts may cooperate to share delivery of distance education courses.

(e) The local school board shall adopt policies relative to all distance education courses offered by the school district to require that:

(1) The courses comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video;

(2) Credit courses require students to meet similar academic standards as required by the school for students enrolled in credit courses offered by the school;

(3) Only students approved by the school principal or designee shall be eligible to receive credit for distance education courses; and

(4) Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program.

(f) The local school board shall adopt policies relative to all distance education courses offered by the school district relative to:

(1) The number of students a teacher may be required to supervise;

(2) Monitoring of student progress, grading of assignments, and testing;

(3) Security of individual student records, provided that no individual student records obtained through participation in distance education courses shall be used for any purposes other than those that support the instruction of the individual student; and

(4) Gathering and disseminating of district-level aggregated data obtained through participation in distance education courses.

APPENDIX C

James M. Faulkner Elementary School

TECHNOLOGY PROFICIENCIES

Shaded proficiencies are Mandatory Proficiencies (M)
Non-shaded proficiencies are Recommended Proficiencies (R)

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Basic Operations	SBAC test taking skills	Turn on a computer	I	R	M	M	M	M
	SBAC test taking skills	Use pointing device such as a mouse to manipulate shapes, icons/click on urls, radio buttons, check boxes; use scroll bar	I	R	M	M	M	M
	SBAC test taking skills	Use desktop icons, windows and menus to open applications and documents	I	R	M	M	M	M
	SBAC test taking skills	File management- saving documents	O	I	R	M	M	M
	SBAC test taking skills	Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser)		I	R	M	M	M
	W6	Keyboarding: Use proper posture and ergonomics, locate and use letter and number keys with left and right hand placement, gain speed and proficiency	I (one finger typing)	R (two finger typing)	M (5 wpm)	M (10 wpm)	M (15 wpm)	M (20 wpm)

I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level

Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Word Processing	W5, W6, W10	Use word processing to write, edit, print and save	I	R	M	M	M	M
	W5, W6, W10	Use menu / tool bar functions (e.g. font, size, style, line spacing, margins) to format and print a document		I	R	M	M	M
	W5, W6, W10	Highlight text, copy and paste		O	I	R	M	M
	W5, W6, W10	Copy and paste images, insert and resize a graphic		I	R	M	M	M
	L4	Proofread and edit writing using age appropriate resources (e.g. dictionary, spell checker, thesaurus)		O	I	R	M	M
I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level								
Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence								

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Spreadsheet (Tables, Charts and Graphs)	MD, SBAC testing skills	understand spreadsheets are a tool to record, organize and graph information				I	R	M
	SBAC testing skills	Identify and explain terms related to spreadsheets (e.g. cell, column, row, value, labels, chart, graph)			O	I	R	M
	MD, SBAC testing skills	Enter and edit data and perform calculations using formulas			O	I	R	M
	MD, SBAC testing skills	Use math symbols (e.g. +add, - subtract, *multiply, /divide)				I	R	M
	RI7	Use spreadsheets to make predictions, solve problems and draw conclusions				I	R	M

I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level

Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Multimedia	W6	Create, edit and format text		I	M	M	M	M
	W6	Create a series of slides and organize them to present research or convey an idea			I	R	M	M
	W6, SL5	Copy and paste or import graphics; change size and orientation			O	I	R	M
	W6, SL5	Use drawing tools to create and edit work			I	R	M	M
	W6, RL7, SBAC testing skills	Watch online video and use play, pause, rewind and forward buttons while taking notes	I	R	M	M	M	M
I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level								
Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence								

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Acceptable Use, Copyright and Plagiarism	Digital Citizenship	Explain and demonstrate compliance with Acceptable Use Policy	I	R	M	M	M	M
	Digital Citizenship	Explain responsible use of technology and digital information; describe consequences of inappropriate use	I	R	M	M	M	M
	Digital Citizenship	Explain Fair Use Guidelines for copyright material and give credit to creators		I	R	M	M	M
	Digital Citizenship	Demonstrate safe email practices		I	R	M	M	M
	Digital Citizenship	Identify cyberbullying and describe strategies to deal with situations	I	R	M	M	M	M
	Digital Citizenship	Recognize and describe potential risks and dangers associated with online communication		I	R	M	M	M
I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level								
Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence								

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Research and Gathering Information	R15, R17	Locate, collect, organize content from media collection for specific purposes, citing sources	I	R	M	M	M	M
	R15, R18	Perform basic searches on databases (e.g. library card catalog, encyclopedia)			I	R	M	M
	R15, R19	Evaluate teacher-selected or self-selected Internet resources in terms of usefulness		I	R	M	M	M
	R17	Use content specific technology tools (e.g. sensors, measuring devices, simulations) to collect data			O	I	R	M
	R16, R17, R19	Use Web 2.0 tools (e.g. online discussions, blogs, wikis) to gather and share information			O	I	R	M
	RL7	Identify and analyze the purpose of a media message (to inform, persuade and entertain)	I	R	M	M	M	M
I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level								
Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence								

Digital Literacy Categories	Alignment to CCSS / SBAC	Skills	K	1	2	3	4	5
Communication and Collaboration	W6	Work collaboratively online with other students under teacher supervision			I	R	M	M
	W6, W10	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas		I	R	M	M	M
	W6, W10, SL2, SL5	Create projects that use text and various forms of graphics, audio, and video (with proper citations) to communicate ideas			I	R	M	M
	W6, W10, SL3	Use teacher developed guidelines to evaluate multimedia presentation for organization, content, design, presentation and appropriateness of citations			O	I	R	M
	W6, W10, SL1	Use district approved Web 2.0 tools for communication and collaboration			I	R	M	M

I: Introduced R: Reinforced M: Mastered (able to teach others) O: Optional for Grade Level

Adapted from Long Beach Unified School District Common Core State Standards K-12 Technology Skills Scope and Sequence

APPENDIX D

Long-Term Technology Equipment Replacement Budget Philosophy

This long-term budget philosophy demonstrates a way to equalize the amount of money spent each year on technology equipment..

APPENDIX E

JFES

Essential Outcomes for Information Technology

Name: _____

Date: _____, 20____

Google Drive

Skill	Yes
I can make folders in Drive.	
I can change the color of the folder in Drive.	
I can share a document in Drive.	
I can share a folder in Drive.	
I can trash a document in Drive.	
I can upload an existing document to Drive.	
I can name and rename a document.	
I can download a document as a PDF.	
I can print a document.	
I can insert an image into a document.	
I can change the font in a document.	
I can change the size of the font in a document.	
I can bold the text in a document.	
I can underline text in a document.	
I can insert a comment in a document.	
I can share a document.	
I can change who has access to view or edit a document.	
I can access the help menu in Docs.	

Google Sheets

Skill	Yes
I can name and rename a sheet.	
I can download a sheet as a PDF.	
I can print a sheet or multiple sheets.	
I can insert rows or columns in Sheets.	
I can add a sheet.	
I can duplicate a sheet.	
I can rename a sheet.	
I can add a basic function to a sheet.	
I can insert a comment into a sheet.	
I can share a sheet.	
I can change who has access in a sheet.	
I can adjust a column width in Sheets.	
I can highlight sections in Sheets.	
I can insert a chart to a new page in Sheets.	
I can hide or unhide a sheet.	
I can hide or unhide a column in Sheets.	
I can access the help menu in Sheets.	

Google Slides (Presentation)

Skills	Yes
I can name or rename a slide presentation.	
I can download a slide as a PDF.	
I can name and rename a Slide.	
I can print a slide or group of Slides.	
I can choose a theme or change a theme in Slides.	
I can import slides from a PowerPoint or other media into Slides.	
I can email slides as attachments.	
I can change the orientation of a slide.	
I can put Slides into Presentation Mode.	
I can add a video to a slide.	
I can insert a comment into a slide.	
I can add a slide to an existing presentation.	
I can delete a slide from a presentation.	
I can add speaker notes.	
I can share a slide presentation.	
I can add a text box to a slide.	
I can add or delete transitions.	
I can add hyperlinks to a slide.	
I can access the help menu in slides.	

Google Forms

Skill	Yes
I can name or rename a form.	
I can choose a theme for a form.	
I can change the question type in Forms.	
I can edit questions in forms.	
I can view the summary of responses.	
I can send the form to an email.	
I can embed the form in a website.	
I can find the URL of the form.	
I can view the live form.	
I can explain what a form could be used for.	

Google Email

Skill	Yes
I can compose and send an email.	
I can reply to an email.	
I can tell the difference between replying to a group and an individual.	
I can tell the difference between cc and bcc.	
I can forward an email.	
I can send attachments.	
I can open and download attachments.	
I can find an email by name.	
I can add signatures.	
I can create a new label.	

I can add contacts and groups.	
I can change the theme or design.	
I can go into mail settings to change defaults.	
I can use the chat feature.	
I can delete spam.	

Google Sites

Skill	Yes
I can create a site.	
I can choose a theme.	
I can name a site.	
I can show where to find the url to the site.	
I can change share settings.	
I can insert an image.	
I can add a document from my drive.	
I can change the layout of a page.	
I can edit a page.	
I can add a page.	
I can add attachments.	
I can edit the site layout.	
I can adjust the site for mobile use.	
I can delete a site.	
I can link words to documents and other pages within the site.	
I can access the help menu in sites.	

Google Calendar

Skill	Yes
I can create a new calendar.	
I can share a calendar.	
I can turn the calendar on and off.	
I can change the color.	
I can create an event.	
I can edit an event.	
I can add reminders.	
I can repeat events.	
I can invite guests to events.	
I can add attachments to events.	
I can add tasks.	
I can delete an event.	
I can change the name.	

Basic Computer Skills

Skill	Yes
I can plug in all components of a computer and connect it to the network.	
I can start and shut down a device properly.	
I can select necessary commands using menus in the menu bar.	
I can use the trash bin appropriately.	
I can change the computer volume.	
I can use more than one application at a time and move smoothly between them.	

I can hide/minimize and recall applications, documents, and windows.	
I can use basic troubleshooting techniques to determine if the problem is with the network, internet, printer, individual computer, etc.	
I can turn mirror imaging on to show the display on the board.	
I can minimize and maximize a window.	
I can scroll within a document.	
I can use social media or other digital means to collaborate with others.	
I can use keyboard shortcuts for frequently used commands.	
I can find a program on the computer that is not in the dock.	
I can add or remove items from the dock.	
I can use a scanner.	
I can transfer photos from a digital camera to my computer and share them with others	
I can tell the difference between file extensions.	
I can download a file from the internet.	
I can tell the difference between command shift 3 and command shift 4.	
I can use technology to identify reasons for test score performance disparities among students.	
I can save to different locations.	
I can determine the most suitable technology for projects.	
I can explore and know where to find online resources (EBSCO, WorldBook, Discovery Channel) provided by the school.	
I can judge the credibility of online resources.	
I can cite sources appropriately.	

Printers

Skill	Yes
I can turn the printer on and off.	
I can load paper.	
I can clear a paper jam.	
I can use print preview.	
I can switch between portrait and landscape printing.	
I can print multiple copies.	
I can turn on or off two side printing.	
I can switch printers when printing a document.	
I can access printing queue and remove or restart print jobs.	

Technology Usage

Skill	Yes
How often do you use technology in your classroom for instruction.	
How often do you attend after school or before school workshops with using technology?	
How many technology workshops or conferences have you attended in the past year?	
Have you collaborated with the Technology Integration Specialist in the past year?	

Internet Skills

Skills	Yes
I can manage multiple browser tabs.	
I can use more than one tab to go between websites.	
I can open a browser and enter a URL.	
I can use the back and refresh buttons.	
I can bookmark or Favorite a website for later use.	
I can access email from a browser when away from school.	
I can use a variety of online resources to design and deliver content in my area of study.	
I can download material from the internet and find it on the computer.	
I can demonstrate advanced search strategies.	
I can inform others about creative commons.	
I can download and install plug-ins when necessary.	
I can update my software when necessary.	
I can use email and other tools effectively for communication with others.	
I can open a link in a new window.	
I can save images to the computer from the internet.	
I can use online databases linked to the school's website.	
I can bypass the Internet Filter when encountering a blocked website.	
I can demonstrate an understanding of US copyright law and how it applies to schools.	
I can copy and paste a URL to send in an e-mail or save.	
I can search results using advanced search forms or Boolean language.	

I can use critical evaluation techniques to verify the validity of information found online.	
I can check the internet history on a computer.	
I can change the default homepage.	

Digital Cameras, Images and Music

Skills	Yes
I can take digital pictures	
I can connect my camera and transfer photos to my computer.	
I can manage and organize photos on a computer.	
I can convert, resize and edit photos.	
I can download music.	
I can tell the difference between file types (ie. wma, mp3)	
I can manage or organize music.	
I can explain file sharing and copyright infringement issues.	

Promethean/Interactive Whiteboard

Skill	Yes
I can connect a computer to a Promethean/Interactive whiteboard	
I can turn the board off after use.	
I can turn the projector off after use.	
I can clean the projector filter.	
I can calibrate the board.	
I can mirror my computer to the projector.	

I can change the screen setting size to fit the board.	
I can troubleshoot when sound and picture doesn't work.	
I can set up clickers as an assessment tool.	
I can annotate over desktop.	
I can access Promethean Planet online.	
I can tell the difference between the pen and cursor in the selection tool.	
I can change the color of the writing.	
I can change the size (thickness) of the writing.	
I can choose the highlighter and change the size and color of it.	
I can undo a last action.	
I can tell what the spray bottle tool does.	
I can delete an item from a page to the trash bin.	
I can save a flipchart.	
I can change the size of an object.	
I can duplicate an object.	
I can use the translucency slider to see through an image.	
I can group objects together.	
I can change the order of the images by making objects go behind or in front of another object.	
I can find the browser's menu.	
I can reorder pages in my flipchart.	
I can add text to the document using the text tool.	
I can find and use the on screen keyboard.	

I can convert handwriting to text or hand drawn shapes to objects.	
I can access the Resource Library.	
I can tell the difference between my Resources and Shared Resources.	
I can access the Grid Designer to help build a flipchart.	
I can access the shape tool to design flipcharts.	
I can change the color of a shape.	
I can edit the toolbar.	
I can turn the revealer tool on and off.	
I can turn the spotlight tool on and off.	
I can use the camera tool to take a snapshot.	
I can access the math tools.	
I can put images into and rearrange images to different layers.	
I can insert a new page into my flipchart.	
I can lock an object.	
I can make a link to another resource like a PDF, PowerPoint or URL.	
I can tell the difference between design mode and presentation mode.	
I can access the magic ink tool and use it appropriately.	
I can access the Action Browser and add an action to an object.	
I can change the name of an object.	
I can access and use the Property Browser to change an object's appearance.	

PowerSchool

Skills	Yes
I can take daily attendance.	
I can access demographic information.	
I can create assignments and enter scores/grades.	
I can set up categories.	
I can set up assignments.	
I can re-order assignments and students.	
I can set up final grades.	
I can create individual student progress reports.	
I can enter parent notes and comments on individual grades.	
I can enter information for progress reports and private notes.	
I can differentiate between parent notes and private notes.	
I can enter effort grades in appropriate column.	
I can build a personal comment bank.	

Social Networking

Skill	Yes
I can state some of the common social networking tools that student use.	
I can determine if a social site is age appropriate.	
I can change the settings and edit options on sites like Twitter and Instagram.	
I can upload content onto sites like Twitter and Instagram.	

Legal, Ethical and Social Issues

Skills	Yes
I can model proper computer usage etiquette.	
I can obtain working knowledge of, and follow, copyright laws and Fair Use Guidelines.	
I can incorporate technology etiquette into classroom instruction.	
I can find and understand the Acceptable Use Policy.	
I can inform students of the school's Acceptable Use Policy.	
I can enforce computer usage regulations.	
I can discuss with students the importance of password and account security.	
I can arrange classroom layout to monitor safe technology use.	
I can explain safe and responsible use of email, chat and texting.	
I can cite electronic sources correctly.	
I can evaluate a websites validity as a source of information.	
I can encourage students to ask questions and explore technology.	

Communication

Skills	Yes
I can utilize email for communication.	
I can utilize text messaging for communication.	
I can utilize a phone (landline or mobile) for communication.	
I can read, post and reply to email and text messages in a timely manner.	
I can respond to voice mail in a timely manner.	
I can determine the correct tool to use for communication.	
I can use Google Drive and other online tools to communicate.	
I can develop a website or other tool for communication.	

Assessment

Skill	Yes
I can use assessment tools to determine skills necessary for student advancement.	
I can effectively use a web-based grading systems. (PowerSchool)	
I can produce charts, graphs and other formats to share and present data.	
I can make comparisons and set goals using technology tools.	
I can reflect appropriately on my own professional development.	

Assistive Technology

Skill	Yes
I can understand student needs and determine which assistive technology tool to use.	
I can identify issues related to technology in school, community and home and develop a plan to solve.	
I can identify devices that help meet the needs of different students.	

Technology Integration

Skill	Yes
I can use technology tools to write my lesson plans or develop projects for my job.	
I can use technology tools to produce handouts, PDF's or worksheets necessary for my job.	
I can compare and contrast technology to determine the most suitable type.	
I can facilitate the use of a wide array of technologies in the classroom or work space.	
I can develop a website, wiki or other tool with resources and information to share with others.	
I can facilitate student or professional use of online tools (blogs, wikis, message boards) to gather and share information collaboratively.	
I can work with the school Education Technology Specialist or other faculty member to determine appropriate technology tools to use.	
I can explore online resources provided by the school.	
I can collaborate with other colleagues outside my school using digital tools.	
I can establish bookmarks of appropriate web sites.	
I can utilize established Webquests and other lessons.	
I can create rubrics to evaluate understanding.	
I can evaluate the effectiveness of technology in the school and classroom setting.	
I can identify, evaluate and apply emerging technologies into my teaching and learning.	
I can use technology to challenge others to develop higher order thinking skills.	
I can plan and implement collaborative projects with other classrooms in and outside my school setting.	
I can create a digital newsletter or form of communication.	
I can create a digital resume.	
I can identify areas for improvement with regards to technology.	

I can find technology professional development.	
I can understand and acknowledge the importance of lifelong digital learning.	
I can determine which digital tool is appropriate for the use in the classroom.	
I can use technology tools to create assessments.	
I can view electronic presentations for instructional use.	
I can create activities with assessments or electronic quizzes for students to complete.	
I can have students design electronic presentations with teacher/staff assistance.	