

Educational Technology Plan 2013-2016

Spartanburg County School District Five

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**I verify that all above components for the Spartanburg County
School District Five Technology Plan have been addressed.**

Director of Technology: Mr. Sam P. Vezina

Director of Technology Signature: _____

Director of Instructional Technology: Mrs. Amanda T. Dobson

Director of Instructional Technology Signature: _____

Superintendent's Name: Dr. Scott Turner

Superintendent's Signature: _____

I. Executive Summary

Since the development and implementation of the first Spartanburg County School District Five Educational Technology Plan in 1996, School District Five has made great strides toward the original goal of providing technology for improving the instructional program and administrative services. In 2001, the plan was rewritten to address technology integration into the curriculum, and the next plan in 2003 brought the district in line with South Carolina's technology plan.

All classrooms and offices have access to educational resources that, in the past, were only available to universities and large corporations. Students, teachers and administrators can access vast libraries of information online, utilize software to attain instructional objectives at each grade level, and communicate around the world with the click of a mouse.

To aid teachers in the instructional use of this new technology, professional development opportunities have been provided yearly. These opportunities have included graduate credit and recertification courses, workshops, and conferences. Faculty and staff members also have access to technology periodicals, online journals and instructional websites.

A technology department has been established to provide the services necessary to facilitate the use of technology in the district. These services include, but are not limited to, planning, purchasing, training, and maintenance.

All district workstations are connected to the district network. This feature provides access to administrative software, print and file services, and electronic communication. Training is provided to assist the administrative staff in the efficient and effective use of the available electronic technologies.

As technology continually changes and improves as society finds new and better ways to accomplish tasks, the school district must do so as well. This creates the need to have an ongoing plan that focuses on keeping abreast of new developments as they occur and analyzing those developments in terms of the instructional and administrative needs of the district. Future planning must focus on how technology can aid the district as it strives to implement its mission and attain its organizational goals.

Technology Dimension 1 is the Learners and Their Environment. Spartanburg County School District Five will use research-proven strategies to provide an environment conducive to our students achieving technological literacy by the end of the eighth grade and to use technology for real life applications in grades 9 thru 12.

Technology Dimension 2 is Professional Capacity. Spartanburg County School District Five will provide on-going staff development and professional development

opportunities so that technology proficiency of all staff will increase. Our goal is that all teachers will effectively use instructional technology in the classroom on a daily basis.

Technology Dimension 3 is Instructional Capacity. Spartanburg County School District Five will maintain a student-centered environment that supports student achievement by using current research-based technologies in instructional settings.

Technology Dimension 4 is Community Connection. Spartanburg County School District Five will create partnerships within the business and family community to help increase student achievement.

Technology Dimension 5 is Support Capacity. Spartanburg County School District Five will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Technology Plan Members:

Sam P. Vezina, Director of Business & Technology
Amanda T. Dobson, Director of Instructional Technology
Kevin Everton, Network Administrator

Technology trainers to be added

II. Background Information

Mission Statement:

The mission of District Five Schools of Spartanbug County is to provide every student quality educational experiences in a safe, nurturing, and engaging environment, enabling each individual to succeed in life and function as a productive citizen.

District Profile

Number of Schools	12
Student Enrollment	7936
Free and Reduced Lunch Eligibility	55%

District E-rate Discount	70%
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Overview:

This plan was developed using input from the stakeholders and end users of technology in Spartanburg County School District Five. Surveys from teachers about technology needs were distributed and reviewed by the technology plan team. By having both technical and end user input we are able to truly access the needs of the district and make sure that solutions are both effective in the ultimate goal of educating students as well as being viable for implementation both technically and fiscally.

For the next school year, we are looking at the following expenditures and upgrades:

- *intelligent adaptive software for children in math and reading
- *additional SIF agent integration with software
- *deployment of additional student devices
- *replacing all classroom pc’s with mobile device
- *replacing interactive white boards and projectors that are in need to repair
- *mobile data management system for mobiles devices
- *learning management software for all students
- *upgrade security system and cameras
- *Office 365 licenses for all students

III Current State of Technology – Assessment and Needs

Current Technology in the district:

- District Five schools currently have around 3,600 Windows 7 workstations. Around 500 computers in the fleet are Windows 7 Laptops used by instructional teachers. District Five also owns over 500 iPads and 30 Chromebooks.
- Each school is equipped with a physical server. The VMware 5.0 is used on all servers. Each server hosts a Windows Domain Controller and a Windows file server. The file server is used for instructional purposes by students, teachers and administrators. Instructional software is loaded on the file server for easy network access. The file server is also used as a print server for all network printers at each school.
- The District Office is home to the core district router and the head-in for the internet. The district was recently upgraded to a 500 Meg internet circuit. The district office is also home to a multitude of application used by each school. For example: Powerschool, Destiny, United Streaming, Testview, etc.
- All the schools within District Five have at or above an 80% wireless coverage. Aerohive access points are dispersed throughout the district and enable staff and guests to use the network resources from mobile devices.

- Three schools in District Five (Florence Chapel, Berry Shoals, and Byrnes High School) utilize VoIP telephone systems. All other sites use digital phone systems.
- Nine schools (all but Lyman, DR Hill and Abner Creek) are running gigabit switched networks. Switches at all nine sites have been upgraded and provide gigabit speed to the end user. Lyman, DR Hill and Abner Creek are currently are still running 100 Meg network. All schools are linked together via Metro-Ethernet circuit at speeds of 250 megabits per second.

District Needs Assessment

Spartanburg County School District Five has always prided itself on using technology to advance student achievement in the classroom. This year is no different than others as we continue to upgrade systems and software. We have purchased Mathia as a way to introduce math students in the middle grades to common core standards. We also have Kurzweil for each student. This software allows a child the opportunity to have any information on a computer read to them at their own pace. Students are also enrolled in an enterprise system of Accelerated Reader, permitting them to practice their reading and comprehension skills at early grades. We also have Study Island, which is now aligned to NWEA. This website gives student in our district a prescriptive plan of action to meet their academic goals.

We offer a District Five virtual school and offer expanded credit recovery program through Aventa K-12 curriculum.

We are in the first year of implementing Project Lead the Way Bio-Med curriculum at our high school. We are in the infant stages of possibly converting our current engineering program over to Project Lead the Way as well. This curriculum is project based and lets students interact with more technology.

Each school has at least two computer labs with 25 workstations, and all of our schools boast wireless service to all students. Each student is allowed to bring their own device to school, providing them internet access through a secure district login.

Each grade level, beginning at K5, will MAP test a minimum of twice of each year. Projections of growth for each student are available to the teacher at the NWEA site using the Dynamic Reporting component. With Dynamic Reporting, a student goal worksheet is produced with current RIT band correlations and goal setting information for growth within the subject area. It also highlights the individual student Lexile Level and will produce individual reading lists for each student.

Enrich is another piece of software used by staff in order to make data driven decisions. Enrich is a web-based software program that provides standardized test results to teachers and school administrators on every test that we offer and administer within our school district. The information allows teachers to customize instruction and provides a tool to automate the generation of academic plans for

students. Student data is updated nightly on this system. This software also allows for reports to be run on any set of criteria, as well as query based results that can be manipulated with MS Excel. These pieces of integrated software have empowered our teachers to make many data driven decisions on instruction within their classroom.

Some of the additional technology pieces that have been integrated into our schools are School Check-In Systems, digital report cards for kindergarten and first grade students, and SynerVoice calling systems for parental contacts and emergency notification.

In addition, we are converting more of our software pieces to SIF based. The transition was a smooth one because the ability to provide training to the many end users. Powerschool has provided a great method for parents to become more involved with student education because the student web portal that allows parents to view attendance and grades of their children.

The district increased its visibility with the community by launching a new web site for its district in fall 2013 as well as upgrading each schools website. The websites are more consistent from school to school and provide very important information for the district community.

IV Technology Plan

In order for students to compete in a society increasingly reliant on technology, they must be technologically proficient. The staff must be empowered with technological tools and skills that enable them to provide educational opportunities. Spartanburg School District Five will provide all students, teachers, and administrators with the tools, training, and support necessary to utilize technology to enhance learning, increase productivity, access information, and effectively communicate with others.

Technology Goals

In order to attain our vision, the following goals have been developed.

1. Technology will be integrated into all classroom curriculums.
2. The present internal and external communication systems will be continually upgraded and maintained.
3. Students will utilize technology as a lifelong learning tool.
4. Faculty, staff and administrators will use technology to complete tasks in an efficient and effective manner.
5. An up-to-date network infrastructure that supports technologies needed to meet district instructional goals and provide administrative services will be accessible to all district students and employees.
6. Computer hardware will be provided that will provide students, teachers, and administrators the ability to achieve the district's technology objectives.

7. Technology professional development activities will be provided to meets the needs of district employees.
8. A continuous support system will be provided for district technology users including, but not limited to, hardware maintenance, materials/supplies, and software use.
9. An on-going process will be established for technology planning and evaluation.
10. Teachers will be technology proficient based on district technology goals and adopted teacher standards.

Action Plan:

Technology Dimension 1: Learners and Their Environment

Overall goal for this dimension

Students in Spartanburg School District Five will be technology literate by the end of the eighth grade and will use real life applications in grades 9 – 12.

Current uses of technology to achieve this goal

- Study Island software
- Computer labs
- Type to Learn (4)
- Access to online educational software
- Various individual Software Programs (accelerated reader, etc)
- LCD Projectors (create a better learning environment for students)
- Ipads for speech and special education
- “Bring Your Own Device” BYOD Policy
- Title I schools are currently working on a one-to-one classroom environment

Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
1.1 The students in Spartanburg County School District Five will demonstrate technology skills and be computer literate by the end of the eighth grade.	See Student Technology Standards Grades K thru 8 adopted by Spartanburg School District Five based on the ISTE National Standards. These are included at the end of the document. Attachment 4
1.2 The students in Spartanburg County School District Five grades 9 – 12 will	Curriculum for middle and high school will include the use of Microsoft Office Suite

effectively use software relative to the outside workforce.	and Google Docs.
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Funding Considerations for District and Schools

The above mentioned resources in the district snapshot came from a combination of the district allocation, CATE funds, and capital improvement funds.

Evaluation of Objectives

Objectives will be met when all students leaving the eighth grade can meet the technology standards of Spartanburg School District 5 as well as the state competencies for Keyboarding, Business Computer Applications, and Computer Technology.

Additional goal for this dimension

Provide a safe learning environment for students and teachers

Implementation Action Steps for District and Schools

Spartanburg School District Five prides itself on providing a safe working and learning environment for its employees and students. Technology is used to facilitate this by using surveillance cameras and DVR’s in all of our schools, providing phones and intercom systems in each of the classrooms of our schools, and providing cell phones for administrators and bus drivers of our district. In addition, we have a electronic school Check-In Systems at the majority of our sites have an emergency call system for the entire district. Training on digital citizenship as well as bullying is given to the students at the beginning of each school year.

Technology Dimension 2: Professional Capacity

Overall Goal for this dimension

The goal of Spartanburg County School District Five is to have 100% of our second year teacher’s technology proficient by the end of that school year.

Objectives	Strategies
<p>1.1 Teachers in our school district will be technology proficient and use technology in the classroom to enhance student achievement.</p>	<p>Technology staff development is offered during planning periods and also after school as scheduled by administrators. We will offer technology workshops and recertification classes to our faculty and staff free of charge upon request and also through scheduled professional development. Teachers also include technology in their Goals-Based Evaluations. We also offer one-on-one help to any teacher who requests it.</p>

Implementation Action Steps for District and Schools

With each software package purchased, we train the staff and teachers as well as pay the software companies for their training. Again, any teacher requesting individual help is assisted one on one by our Director of Instructional Technology or an assigned district trainer. Workshops are offered on integrating technology into the curriculum. With our new Study Island RIT lessons and MAP testing, teachers have seamless integration of the technology into their classroom curriculum. Our teachers welcome this aid to reinforce and remediate the standards.

Funding Considerations for District and Schools

The yearly budget for staff development is \$4,250. In addition, we utilize district teachers to teach workshops.

Evaluation of Objectives

Each year the number of teachers becoming proficient in technology and using technology to accommodate student learning will increase. Technology proficiency is determined in-house by our school supervisors with the help of our computer technicians. Each school is involved in professional development and based on the completed assignments from the training, the teacher is given proficiency.

Technology Dimension 3: Instructional Capacity

Snapshot of Current Instructional Capacity:

The district currently has around 3,600 computers and an enrollment of 7936 students. Each school has a minimum of two computer labs with 25 computers. All classrooms are equipped with at least two computers. We have an instructional lab

attendant in each school to help the teacher with the software and to assist students in the lab. Study Island is in our elementary and middle schools, while Aventa is used in our high schools. Both are used to enhance the instruction of standards as well as to remediate. Most all classrooms contain an LCD projector or a large monitor mounted for presentations. Approximately 50% of our elementary classrooms have some type of interactive technology. Each school has access to numerous pieces of instructional software designed to enhance the classroom experience.

During the summer of 2013, each teacher was given a laptop to better facilitate instruction. We will be adding Carnegie Math next school year to further facilitate instruction in Mathematics. Wireless infrastructure is now covering each school in our district to aide with the “Bring Your Own Device” policy that was implemented in the summer of 2013. The district will continue to look at providing devices to the students to have an ultimate goal of 1:1.

The overall goal for this dimension is to increase the accessibility of labs for all instructional aspects and to make sure our teachers are knowledgeable in using and teaching technology.

Objectives	Strategies & Implementation
Teachers will be trained continuously in curriculum based software.	<p>Study Island staff development will continue, based on our contract with the company.</p> <p>MAPS interpretation staff development will be offered on a regular basis.</p>
Instructional software will be purchased for teachers who request software for use in their classrooms.	Licenses are purchased on a school level and class level basis at this time.
Wireless infrastructure will be installed at schools as funding is approved.	Wireless infrastructure will assist in better access to technology and research methods.

Funding Considerations for District and Schools

As funding allows, refurbishment of classroom computers will be replaced by purchasing sets of laptops/tablets for classes. This will encourage more hands on use of technology for our students. Other funds to be used to provide labs for the schools are formula grants, K-12 Technology Partnerships and the district and school budgets.

Evaluation of Objectives

Study Island continues to help guide instruction based on MAP RIT bands. This software helps teachers to determine which standards a student is weak in and provides individualized lessons to boost performance. Aventa will continue to be used at our high school. The computer lab scheduling records are evidence of the increase in lab use.

A district wide software inventory will be a record of increased purchases of instructional software in our district.

Technology Dimension 4: Community Connections

Overall Goal for This Dimension

The goal for this dimension is to increase the community connections and use of our facilities for outside community purposes

Snapshot of Current Technology Use in District

Report to the Community, a once a year publication, includes a technology update, It is distributed to all the employees as well as key communicators and available to the community at large. It can also be found at <http://www.spart5.net> .

The *D5 News*, a district electronic newsletter, is published weekly. Included are faculty and student events, awards and updates. All employees in the district receive an issue as well as others interested in joining the mailing list.

Our district website was updated to make it more user friendly to our parents and community. All of our schools have web pages and all faculty and staff have access to e-mail.

At all of our schools, we have implemented the parent portal of PowerSchool. This provides parents with an individual log in to check the discipline and attendance of their student. This also links parents to our grades – giving an updated glimpse into current grade averages.

Each school has business partnerships.

Each school has a School Improvement Council made up of parents, business partners and staff.

Objectives	. Strategies and Implementation Action
To increase the community connection in our district.	Continue to keep the web pages updated and communicate with parents through

	letters and e-mail.
	Continue to communicate with the Spartanburg Herald Journal to improve public relations.
	Continue with School Improvement Councils.
	Continue with School-to-Work Advisory boards.
	Continue to open our facilities for approved community activities.
	Continue with our "Annual Report to the Community" and the "D5 News" publications.
	Continue to form business partnerships.
	Continue the volunteer programs in the schools.
	Continue to apply for the "Red Carpet Award"
	Continue to use input from families and community members to increase their awareness of what is happening in the school district.

Funding Consideration

Meetings are paid for by the local school and district budgets.

Evaluation of Objectives

To evaluate the programs, minutes and membership lists are reviewed. Our membership on committees and volunteer program attendance will be an evaluation of the increase in community connections. The hits on the web pages, as well as resources requested, continues to increase. The use of e-mail between parents and teachers continue to increase and attendance for school activities continues to grow.

Technology Dimension 5: Support Capacity

Technology Staff

Sam P. Vezina	Director of Technology
Amanda T. Dobson	Director of Instructional Technology
Kevin Everton	Network Administrator
Sarah Cleveland	PowerSchool Coordinator
Sungmi Phan	Computer Technician
Lori Vinson	Computer Technician
Homer Ellis	Computer Technician
Aaron Bohmer	Computer Technician
Clint Johnson	Computer Technician
Roxann Owens	Computer Technician
Jerry Paul	Computer Technician
Geannie Gilpin	Computer Technician
TBA	Computer Technician

Overall Goal for This Dimension:

The overall goal for this dimension is to have all equipment running and teachers knowledgeable on how to use the equipment.

Snapshot of Current Support Capacity

We have 12 schools in our district. We no longer have a set schedule for service to schools, but rather a daily response through our ticketing system. At times, the network administrator and director of instructional technology may have to assist. Most service can be performed using remote desktop software.

C. Objectives	D. Strategies and Implementation Strategies
To have all equipment functioning properly	Technicians respond to all notices received in the ticketing system.
Maintain the equipment or refresh equipment on a regular basis.	<p>Purchase the parts needed to keep the equipment maintained.</p> <p>Offer training to technical staff to keep them knowledgeable with the changes in technology and equipment.</p> <p>Refresh equipment on a three to four year cycle so that teachers and staff will be using current technology.</p>
Provide the district with qualified support staff	Offer Professional Development to the technical staff.
Provide the faculty and staff with software training on a regular basis.	<p>Director of Instructional Technology will continually offer workshops and training classes on software, as well as purchase staff development from software companies.</p> <p>Offer classes and workshops free of charge to faculty and staff.</p>

Funding Considerations for District and Schools

A budget of \$4,250 a year is allocated for Staff Development to teachers and technical support.

Evaluation of Objectives

The number of work orders and response time is a method of evaluating if we have enough support staff. We randomly offer an evaluation of the support the schools are receiving.

Staff Training /Professional Development Strategy:

As stated several times above the district offers various training opportunities throughout the school year. These trainings are offered by in house employees as well as outside trainers. We are in the process of hiring six part time trainers that work at the schools to offer training on various software packages used in our district. Each school has an on site lab manager that can offer assistance on site.

Amanda Dobson coordinates the training within the district. Training is imperative when any new software or hardware is implemented in the district. We typically implement a “train the trainer” model for this type of training and have found it to be effective way of quickly training end users on new technologies. Staff development classes are offered throughout the year with incentives ranging from graduate credits and certifications to comp time on workdays. WebEx courses are used in order to reduce travel costs associated with offsite training which opens more opportunities for training.

The district will continue to implement training and staff development opportunities for the staff. These training sessions will not only ensure the proper use of the technology but will assist them in using the technologies in effective way of teaching their students.

V Timeline

District Five, like many other school districts, is facing budget constraints. We are a growing school district having grown 300 students in the last 2 years. The current goal of our district is to be able to maintain the current technologies that are in place. This will progress throughout the fiscal year. One thing that the district will be doing is to continue to look for new technology solutions that can provide a better learning experience for the students of this district.

We will continuously evaluate our funding and look at possible new solutions such as additional interactive boards in classrooms, and computer refurbishments.

Training and staff development will continue throughout the year as long as funding is available for travel and tuition costs. In house training will still be available in the district.

Priority will be put on maintaining current technologies in the district and this will be ongoing throughout the fiscal year. In addition, grant opportunities will be explored to help fund costs of additional training and technology needs.

Professional development will shift focus on instructing our teachers on ways of integrating technology in the classroom. Once our BYOD policy has a year under the belt, we expect students will have better access to technology through the use of their own devices. The district is also aware of the needs to supply devices to students who choose not to bring or do not have access to these devices. The district has and will continue to evaluate tablets and laptops to purchase for students to use in the classrooms.

VI Budget Summary

The current Technology budget is as follows (Note: this is not a finalized budget and has not been approved by our Board of Trustees):

Purchased Services: \$192,000.00
Software Technology: \$17,425.00
Technology Equipment: \$705,656.00
Technology Training: \$4,250.00

VII Evaluation

This plan will be evaluated on a quarterly basis. The original members of the team will review the plan in order to assess the completion of goals and reevaluate new goals for the district as technology advancements are discovered. The team will then update the plan as necessary.

In order to effectively evaluate the goals, staff surveys will be taken to provide feedback from the end users. Student achievement will be measured using evaluations from lab managers to ensure students are capable of using technology in an effective way.

Teacher Technology Proficiency

Prior to recertification, a teacher must demonstrate that he/she is technology proficient based on our standards for teachers in Spartanburg School District Five. These standards are listed for you in the attached document.

In early spring, each teacher in our district will participate in the Tech Assessment provided to us by the State Department of Education. Amanda Dobson, upon all teacher completion, will use the data compiled from the test results to begin to form a comprehensive training schedule for the next school year. Principals at each school level are required to sign off on technology proficiency for their school personnel.

Spartanburg School District Five Staff Technology Standards

System Operation Skills

- a. Start up and shut down computer system and peripherals
- b. Identify and use icons, windows, menus and shortcuts on the desktop
- c. Select and start an application and create a document
- d. Name, save, retrieve, and revise a document
- e. Use printing options
- f. Insert and eject floppy disk and CD-ROM
- g. Use the mouse right and left click buttons
- h. Copy document from hard disk to floppy disk and vice versa
- i. Create and name/rename subdirectories/folders
- j. Save, open, place documents inside subdirectories/folders
- k. Save, open, place documents inside subdirectories/folders
- l. Open and work with more than one application at a time
- m. Start and shut down the computer

Basic Hardware

- a. Setup computer system and connect peripheral devices
- b. Protect and care for floppy disks
- c. Clean computer components and printer
- d. Make backup copies of key applications and documents
- e. Use self-help resources to diagnose and correct common hardware/printing problems

Word processing/desktop publishing

- a. Enter, edit, cut, copy, paste, and move a block of text
- b. Save and Save As, open and print documents
- c. Change text format and style, set margin, line spacing, tabs
- d. Check spelling, grammar, word usage
- e. Create a header or footer
- f. Insert date, time, page number
- g. Create numbered or bulleted lists
- h. Insert clip art into document

Internet Browser

- a. Use a file server
- b. Start the browser to access “home page”
- c. Type a specific URL on the address line and go to a specific web site.
- d. Add a URL to a “favorites” or “Bookmarks” list
- e. Access a “search engine” (i.e., Yahoo, Google etc.) and find sites related to a specific topic
- f. Explain terms such as local area network, wide area network, access rights, security passwords, file server, acceptable use policy

Telecommunications

- a. Connect to the Internet or an on-line service
- b. Use Electronic Mail (compose, send, retrieve, read, respond)
- c. Access and use resources on Internet and World Wide Web
- d. Upload a text file and send as electronic mail
- e. Use specialized e-mail lists relevant to professional information needs
- f. Create and use group addresses for electronic mail
- g. Read, save, print, reply to, forward electronic mail

Presentation/Multimedia

- a. Create a presentation using a template, wizard, or from scratch
- b. Produce electronic slides/overheads
- c. Add and format text, backgrounds, graphics and pictures to a slide
- d. Use the slide sorter view to arrange slides
- e. Run a presentation for an audience
- f. Set up and operate a monitor/TV
- g. Connect a video output device (e.g., LCD panel or projector) to computer for large screen display

Instructional Applications

- a. Coordinate use of hardware, software and peripheral devices within the classroom
- b. Teach, support, and supervise student use of technology
- c. Integrate technology resources into lessons and learning activities
- d. Integrate local information resources into lessons and learning activities
- e. Integrate Internet resources into lessons and learning activities
- f. Actively encourage and provide for appropriate student use of all technology resources

Attachment 3

Internet Safety/Acceptable Use Policy

District Network

Users will have access to servers connected through Local Area Networks (LAN) at the individual schools and a Wide Area Network (WAN) which connects schools to the district office. The system will provide for file storage and sharing, access to programs and applications, and access to printing services.

E-mail

E-mail will allow employees and students to communicate with people from throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.

Internet Access

Users will be provided access to Internet resources, including, but not limited to web sites, online media, and Distance Learning resources such as video and audio conferencing. Access to these Internet resources may be restricted as deemed necessary.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

Monitoring and filtering software

The District will acquire software designed to block access to certain sites. Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

Access to the System

The District's Acceptable Use Policy will govern all use of the District system. Student use of the system will also be governed by the school's disciplinary code. Employee use will also be governed by District policy.

World Wide Web

After the Acceptable Use Policy has been signed, District employees and students will have access to the Web through the district's networked computers. Parents may specifically request that their child (ren) not be provided such access by notifying the District in writing.

Classroom accounts

Elementary age students will be granted e-mail access only through a classroom account. Elementary students may be provided with an individual account under special circumstances at the request of their teacher and with the approval of their parent. An agreement will only be required for an individual account, which must be signed by the student and his/her parent. Parents may specifically request that their child not be provided access through the classroom account by notifying the District in writing (or whatever procedure the district uses for other permissions).

Individual e-mail accounts for students

Secondary students may be provided with individual e-mail accounts. An agreement will be required for an individual e-mail account. This agreement must be signed by the student and his/her parent.

Individual e-mail accounts for district employees

District employees will be provided with an individual network account, which will include e-mail. A signed employee agreement will be required for access to the system.

Guest accounts

Guests may receive an individual account with the approval of a district administrator if there is a specific, district-related purpose requiring such access. Use of the system by a guest must be specifically limited to the district-related purpose. An agreement will be required and parental signature will be required if the guest is a minor.

Parental notification and responsibility

The district will notify the parents about the district network and the policies governing its use. Parents must sign an agreement to allow their student to have an individual account. Parents may request alternative activities for their child (ren) that do not require Internet access.

Parents have the right at any time to investigate the contents of their child's e-mail files. Parents have the right to request the termination of their child's individual account at any time.

The District Acceptable Use Policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents to specify to their child (ren) what material is and is not acceptable for their child (ren) to access through the district system.

The district will provide students and parents with guidelines for student safety while using the Internet. The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. The superintendent or his/her designee will develop a program to educate students on these issues.

National Technology Standards

Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

There are many levels in which these goals can be accomplished. They provide common direction for basic experiences with technology. They also account for varying levels of difficulty and complexity expected at different grade levels. For example, a goal such as: create documents using word processing skills and publishing programs, would have a first grader finishing a simple sentence and perhaps adding a publishing program graphic, while a high school senior might be writing a lengthy, complex report with self-designed graphics. The goal would remain the same, however, the product would look different depending on the level and the ability of the individual student.

Attachment 4

Student Technology Standards

Kindergarten - Grade 2

Basic Operations and Concepts

Technology Standard:

1. Students will demonstrate a sound understanding of the nature and operation of technology systems.
2. Students are proficient in the use of technology.

Objective	Performance Indicators	Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Students will use input/output computer devices properly. 	Use a mouse to properly select and input information into a computer.	Select an object	Select an object	Select an object
		Left, double click	Left, double click	Left, double click
	Use a keyboard to type in basic information into a computer.	Letters, numbers, enter	Shift, tab	Proper home keys fingering
	Save work to a floppy diskette.	Teacher assisted	Independent	Independent
<ul style="list-style-type: none"> • Students will start up, use, and shut down a computer properly. 	Use the teacher directed method for logging on to a computer.	Type in log in name, press enter	Type in log in name, press enter	Type in log in name, press enter
	Use the teacher	Teacher assisted	Independent	Independent

	directed method for logging out of a computer.			
	Open and close a computer application properly.	Letters, numbers, enter	Letters, numbers, enter	Letters, numbers, enter
	Follow the teacher's directions to turn off any associated computer device as directed. (ie. monitor, printer)	Teacher assisted	Teacher assisted	Independent
<ul style="list-style-type: none"> Students will care for technology equipment and use it safely. 	Keep liquids away from the computer area.	Independent	Independent	Independent
	Keep magnets away from the computer area.	Independent	Independent	Independent
	Handle diskettes and CD's properly.	Independent	Independent	Independent
	Notify the teacher if the computer is not operating properly.	Independent	Independent	Independent
<ul style="list-style-type: none"> Students will 	Use appropriate	K - 2 List	K - 2 List	K - 2 List

communicate about technology using developmentally appropriate and accurate terminology.	terminology when referring to computer hardware.	(Appendix C)	(Appendix C)	(Appendix C)
	Use appropriate terminology when referring to computer operations.	K - 2 List (Appendix C)	K - 2 List (Appendix C)	K - 2 List (Appendix C)

Information Acquisition

Technology Standard:

1. Students will use technology to locate, evaluate, and collect information from a variety of sources.
2. Students will use technology tools to process data and report results.
3. Students will evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Objective	Performance Indicators	Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none"> Students will access and retrieve electronic information. 	Locate information using search strategies such as key words.	Category search with help	Category search with help	Category search
	Locate information using electronic encyclopedias.	Location of a subject with help	Location of a subject with help	Location of a subject
	Locate information using network information systems. (example: <i>DISCUS</i>)	Teacher-led use of <i>DISCUS</i>	Teacher-led use of <i>DISCUS</i>	Student search of <i>DISCUS</i> with help
<ul style="list-style-type: none"> Students will 	Use technology	Use assorted	Use	Use

use information to support learning in all content areas.	resources to solve problems, answer questions, and illustrate thoughts, ideas, and stories.	grade appropriate software	assorted grade appropriate software	assorted grade appropriate software
	Learn to evaluate the source of information to determine its validity.	Teacher led discussion	Teacher led discussion	Teacher led discussion
		Comparison of information from two or more sources	Comparison of information from two or more sources	Comparison of information from two or more sources
		Finding information in two or more e-sources is a class	Finding information in two or more e-sources as a class	Finding information in two or more e-sources with a partner

Productivity Tools

Technology Standard:

1. Students will use technology tools to enhance learning, increase productivity, and promote creativity.
2. Students will use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
3. Students will use technology resources for solving problems and making informed decisions.
4. Students will employ technology in the development of strategies for solving problems in the real world.

Objective	Performance Indicators	Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none"> • Students will use software to learn new 	Utilize appropriate drill and practice software to aid in the	Edmark	Edmark	Edmark

concepts.	acquisition of new skills and concepts.			
	Utilize software to develop comprehension skills.	Edmark	Edmark Reader Rabbit Accelerated Reader	Reader Rabbit Accelerated Reader
<ul style="list-style-type: none"> Students will select and use appropriate technology to enhance their productivity. 	Develop word-processing skills to improve written communication.	Student Writing Center	Student Writing Center	Student Writing Center
	Develop basic keyboarding skills.	KidsKeys	KidsKeys	UltraKeys
	Create pictures using software graphics.	Student Writing Center	Student Writing Center	Student Writing Center

Note: The software packages are suggested for attaining the listed objectives. Other appropriate software packages are available that can be used to meet the stated objective.

Communications

Technology Standard:

1. Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
2. Students will use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Objective	Performance Indicators	Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none"> Students will use technology to communicate 	Create documents using word	Identify letters, numbers,	Shift/Caps, backspace, delete,	Shift/Caps, backspace, delete,

effectively and creatively.	processing skills and simple publishing programs for problem solving, communication, and illustration of thoughts, ideas, and stories.	space, and enter on a keyboard	arrow keys	arrow keys
	Create graphics that illustrate an idea.	Insert graphic with help	Insert graphic	Insert graphic
	Create tables, graphs and charts that visually communicate information.	As a class	As a class	As a class
<ul style="list-style-type: none"> Students will communicate through networks and telecommunication. 	Create email messages that are properly formatted and communicate an idea or thought in a brief manner.	As a class	As a class	As a class
	Communicate over a telephone in a clear concise manner.	Speaking clearly	Speaking clearly	Speaking clearly
	Speak clearly when talking into a microphone.	Speaking clearly	Speaking clearly	Speaking clearly

Social, Ethical, and Human Issues

Technology Standard:

1. Students will understand the ethical, cultural, and societal issues related to technology.
2. Students will practice responsible use of technology systems, information, and software.
3. Students will develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Objective	Performance Indicators	Kindergarten	1st Grade	2nd Grade
<ul style="list-style-type: none"> • Students will demonstrate positive social and ethical behaviors when using technology. 	Students will know, understand, and follow the district's Network Code of Conduct.	Explain the Network Code of Conduct	Explain the Network Code of Conduct	Explain the Network Code of Conduct
	Practice responsible use of technology systems and software.	Care of disk and CD's	Care of disk and CD's	Care of disk and CD's
		Computer, mouse, and keyboard care	Computer, mouse, and keyboard care	Computer, mouse, and keyboard care
Work cooperatively and collaboratively with others when using technology in the classroom.	Small group activity using a computer	Small group activity using a computer	Class project with contributions from several groups	
<ul style="list-style-type: none"> • Students will be introduced to career opportunities found in the area of 	Students will be able to discuss different career choices available.	Technology careers included when discussing adult jobs	Technology careers included when discussing adult jobs	Technology careers included when discussing adult jobs

technology.				
<ul style="list-style-type: none"> Students will use technology in collaborative situations. 	Students will work cooperatively in the creation of a project that requires the use of technology.	Work with a partner	Work with a partner	Work with a partner

Student Technology Standards

Grade 3 – Grade 5

Basic Operations and Concepts

Technology Standard:

- Students will demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

Objective	Performance Indicators	3 rd Grade	4 th Grade	5 th Grade
<ul style="list-style-type: none"> Students will use input/output computer devices properly. 	Use a mouse to properly select and input information into a computer.	Independent	Independent	Independent
	Use a keyboard to type in basic information into a computer.	Proper home keys fingering	Proper home keys fingering	Proper home keys fingering
	Save work to a floppy diskette.	Independent	Independent	Independent
	Send a document to a printer.	Independent	Independent	Independent
<ul style="list-style-type: none"> Students will 	Use the teacher	Type in log	Type in log	Type in log

start up, use, and shut down a computer properly.	directed method for logging on to a computer.	in name, press enter	in name, press enter	in name, press enter
	Use the teacher directed method for logging out of a computer.	Independent	Independent	Independent
	Open and close a computer application properly.	Independent	Independent	Independent
	Follow the teacher's directions to turn off any associated computer device as directed. (ie. monitor, printer)	Independent	Independent	Independent
<ul style="list-style-type: none"> Students will care for technology equipment and use it safely. 	Keep liquids away from the computer area.	Independent	Independent	Independent
	Keep magnets away from the computer area.	Independent	Independent	Independent
	Handle diskettes and CD's properly.	Independent	Independent	Independent
	Notify the teacher if the computer is not operating properly.	Independent	Independent	Independent
<ul style="list-style-type: none"> Students will communicate about technology using developmentally 	Use appropriate terminology when referring to computer hardware.	Grade 3 - 5 List (Appendix C)	Grade 3 - 5 List (Appendix C)	Grade 3 - 5 List (Appendix C)

appropriate and accurate terminology.	Use appropriate terminology when referring to computer operations.	Grade 3 - 5 List (Appendix C)	Grade 3 - 5 List (Appendix C)	Grade 3 - 5 List (Appendix C)
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Information Acquisition

Technology Standard:

1. Students will use technology to locate, evaluate, and collect information from a variety of sources.
2. Students will use technology tools to process data and report results.
3. Students will evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Objective	Performance Indicators	3 rd Grade	4 th Grade	5 th Grade
<ul style="list-style-type: none"> Students will access and retrieve electronic information. 	Locate information using search strategies such as key words.	Category, keyword, and topic	Category, keyword, and topic	Begin to use Boolean searches
	Locate information using electronic encyclopedias.	Locate by subject	Locate by subject, keyword and cross-reference	Locate by subject, keyword and cross-reference
	Locate information using network information systems. (example: <i>DISCUS</i>)	Student search of <i>DISCUS</i> with help	Student search of <i>DISCUS</i>	Student search of <i>DISCUS</i>
<ul style="list-style-type: none"> Students will use information to support learning in all 	Use technology resources to solve problems, answer	Use assorted grade appropriate software	Use assorted grade appropriate software	Use assorted grade appropriate software

content areas.	questions, and illustrate thoughts, ideas, and stories.			
	Learn to evaluate the source of information to determine its validity.	Teacher led discussion	Teacher led discussion	Teacher led discussion
	Learn to verify the validity of information by using multiple sources.	Comparison of information from two or more sources	Comparison of information from two or more sources	Comparison of information from two or more sources
	Learn to use a variety of sources.	Finding information in two or more e-sources with a partner	Finding information in two or more e-sources	Finding information in two or more e-sources

Productivity Tools

Technology Standard:

1. Students will use technology tools to enhance learning, increase productivity, and promote creativity.
2. Students will use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
3. Students will use technology resources for solving problems and making informed decisions.
4. Students will employ technology in the development of strategies for solving problems in the real world.

Objective	Performance	3 rd Grade	4 th Grade	5 th Grade
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	Indicators			
<ul style="list-style-type: none"> Students will use software to learn new concepts. 	Utilize appropriate drill and practice software to aid in the acquisition of new skills and concepts.	Cornerstone Edmark	Cornerstone	Cornerstone
	Utilize software to develop comprehension skills.	Reader Rabbit Accelerated Reader	Accelerated Reader	Accelerated Reader
<ul style="list-style-type: none"> Students will select and use appropriate technology to enhance their productivity. 	Develop word-processing skills to improve written communication.	Student Writing Center	Student Writing Center	Student Writing Center
	Develop basic keyboarding skills.	UltraKeys	UltraKeys	UltraKeys
	Create pictures using software graphics.	MS Paint	MS Paint	MS Paint
	Utilize computer features to proofread and correct documents.	Delete, backspace, arrow keys, highlight	Delete, backspace, arrow keys, highlight, spell check	Delete, backspace, arrow keys, highlight, cut & paste, spell check
<ul style="list-style-type: none"> Students will communicate visually, graphically, and artistically through multi-media. 	Develop a multimedia presentation on a specific topic.	Create 1 slide as a part of a class presentation	2-3 slide presentation	4-5 slide presentation with sound effects
	Develop a fact sheet, newsletter or brochure on a specific topic.	1 page (group project) with text and graphics	1 page (with a partner) with text and graphics	1 page (independent) with text and graphics

Note: The software packages are suggested for attaining the listed objectives. Other appropriate software packages that are available can be used to meet the stated objective.

Communications

Technology Standard:

1. Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
2. Students will use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Objective	Performance Indicators	3 rd Grade	4 th Grade	5 th Grade
<ul style="list-style-type: none"> • Students will use technology to communicate effectively and creatively. 	Create documents using word processing skills and simple publishing programs for problem solving, communication, and illustration of thoughts, ideas, and stories.	Format text	Tabs, line spacing, paragraph format	Page setup, text alignment
	Create graphics that illustrate an idea.	Insert graphic	MS Paint	MS Paint
	Create tables, graphs and charts that visually communicate information.	As a class	As a class	As a class
<ul style="list-style-type: none"> • Students will communicate through networks and telecommunication. 	Create email messages that are properly formatted and communicate an idea or thought in a brief manner.	As a class	Independent	Independent
	Communicate over a telephone in a clear, concise manner.	Speaks clearly	Speaks clearly	Speaks clearly
	Speak clearly when talking into a	Speaks clearly	Speaks clearly	Speaks clearly

	microphone.			
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Social, Ethical, and Human Issues

Technology Standard:

1. Students will understand the ethical, cultural, and societal issues related to technology.
2. Students will practice responsible use of technology systems, information, and software.
3. Students will develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Objective	Performance Indicators	3 rd Grade	4 th Grade	5 th Grade
<ul style="list-style-type: none"> Students will demonstrate positive social and ethical behaviors when using technology. 	Students will know, understand, and follow the district's Network Code of Conduct.	Explain the Network Code of Conduct	Explain the Network Code of Conduct	Explain the Network Code of Conduct
	Practice responsible use of technology systems and software.	Care of disk and CD's	Care of disk and CD's	Care of disk and CD's
		Computer, mouse, and keyboard care	Computer, mouse, and keyboard care	Computer, mouse, and keyboard care
	Work cooperatively and collaboratively with others when using technology in the classroom.	Class project with contributions from several groups.	Group projects	Group projects
	Understand and obey copyright laws	Teacher led discussion	Teacher led discussion	Teacher led discussion
<ul style="list-style-type: none"> Students will be introduced to career opportunities found in the area 	Students will be able to discuss different career choices available.	Technology careers included when discussing adult jobs	Technology careers included when discussing adult jobs	Technology careers included when discussing adult jobs

of technology.				
<ul style="list-style-type: none"> Students will use technology in collaborative situations. 	Students will work cooperatively in the creation of a project that requires the use of technology.	Work with a partner	Work with multiple partners	Work with multiple partners