Kansas state department of Education

Information Technology
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6/21/2010

Randy Rivers

D0205 - Bluestem

Dear Randy

Congratulations! Your Technology Plan has been reviewed and approved! This Technology Plan certification is valid for three years starting on **7/1/2010** and expiring **6/30/2013**.

It is important that you have a current, certified Technology Plan on file with our office to remain eligible for e-rate and other Federal technology funds, including Title IID Formula Funds for Technology. However, to ensure E-rate compliance, it is recommended that Technology Plans be updated on an annual basis. Revisions can be made to your plan by editing your approved document as new technology-related initiatives (and new e-rate services) become applicable in your district.

Therefore, districts will need to resubmit their Technology Plan to our office every three years for approval. **Your new submittal date will be 12/15/2012.** To access your most recently approved Technology Plan for revision or to submit a new Technology Plan, please access the Technology Plan Portal online through the Authenticated Applications login.

Of course, please feel free to contact me at 785-296-1204 or mstanley@ksde.org if I can be of further assistance as we continue to strive for technology excellence in schools!

Sincerely,

Melinda Stanley

Melinda Stanley,
State Education Technology Coordinator
Dept. of Education

Board Approved District Policies Section

1. Does your district have Appropriate Use Policies that addresses copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community that is re-evaluated and updated yearly?

Yes.

2. Does your district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes, see policies 6080 & 8040

3. Does your district maintain a concise, complete technology inventory, including software and hardware, and where the items are located or can be accessed?

Yes, the technology coordinator completed inventory during the 2009-10 school term

4. Has your district installed, and do you maintain and regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which bars access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal grant programs?

Yes.

5. Does your district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes.

6. Does your district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

Yes.

7. Question 7 has now been deleted from the questionnaire.

8. In addition to providing staff development for teachers, administrators, librarians, and paraprofessionals, what provisions have you made to provide staff development for other members of your schools' staff-such as: office personnel and other non-certified staff who may need technology skills to fulfill their duties?

The technology coordinator will survey office personnel about technology/software training needs. The technology coordinator, the assistant, and the TIE team will provide one-on-one training and workshops throughout the year. In addition, technology workshops provided by the service center or outside agencies (such as Nex Tech) will be accessible to staff as needed. It is usual for software vendors who upgrade our student information system and our financial software package to provide the necessary inservice to those employees who use the software.

Committee Membership

Jennifer Leeker .....Technology/Parent/Community Member
Rosa Cox .....Technology/Community Member
Todd Leed..... Technology Coordinator
Maria Starkel .....Elementary/Community Member
Connie Bevan .....Elementary/Community Member

Joel Lovesee ..... Administrator/ Middle School / Parent
Randy Rivers .....Administrator/Community Member

Note: Committee members represent grade levels or major curricular areas and are both parents and local community members. Selection of an individual is usually indicative of a willingness to promote technology education and/or a demonstration of involvement in classroom technology.

Technology Needs Assessment

Technology acquisition needs within the district are assessed by two major methods. The first involves utilizing input from staff members who are encouraged to submit requests for software, hardware and special projects to the technology coordinator or administration. These requests are evaluated, funding sources are explored, feasibility is considered, and student impact issues are discussed. This method has worked well—as teachers who take the initiative to submit requests are usually motivated and more likely to insure the success of a project in which they have ownership. Many times, projects are requested by groups who elect a lead teacher willing to work directly with the technology coordinator to define the necessary hardware and software for the project. This procedure allows teachers to have direct input on the project parameters and takes advantage of instructors' expertise in their respective areas. Grant proposals are sometime made for hardware and software that will improve the teacher's ability to model the use of more advanced technologies. Students also will then have some opportunities to utilize those same technologies. A recent example of this is our use of Promethean technology. From a grant of one unit, the use by our high school faculty has expanded to four units. The second method of technology acquisition in our district that usually involves larger purchases includes discussions between the technology coordinator and the administration. In this method, the technology usually involves building or district-wide impact. Examples include enhancements to the district-wide network, placement of computers in a particular building, replacement of 'outdated' computers in a given building, or implementation of a major new technology. In these cases, expertise and funding are critical issues, and instructor input may have limited value.

District Mission Statement

The mission of the schools of Bluestem USD #205 is to provide a curriculum and environment which will enable all students to master clearly-defined educational goals, in order that each student is prepared for responsible citizenship in an ever-changing society.

Technology Vision Statement

The technology vision of Bluestem USD #205 is to graduate students who are proficient and ethical in their application of technologies to 21st Century skills and problems.

Alignment to Vision

USD 205 is committed to the infusion of technology into education, thereby assisting teachers in facilitating the educational process and students in becoming lifelong learners. We believe that those who continue to learn become more productive citizens, better employers and employees, and they may enhance the quality of their lives. Instructional technology use begins in the elementary grades, with a concentrated effort to integrate technology into the curriculum. Technology resources are used to enhance classroom activities by serving as tools for writing, reading, problem solving, decision-making, and creative expression. This plan's purpose is to organize, define, and focus efforts to develop our technology education program thereby leading the District into the future.

Goals and Objectives

GOAL 1: Students and staff will demonstrate integration of basic technology into effective teaching / learning activities.

OBJECTIVES:

- Assign work that requires use of appropriate technology hardware and software in the classroom.
- Encourage creative applications of technology to teaching / learning systems.

GOAL 2: Students and staff will have access to current technology.

OBJECTIVES:

- Provide current hardware and software to students and staff.
- Provide students and staff access to reliable, responsive Internet resources.
- Provide students staff hardware and software application to enable them to effectively participate in all required assessments which allows teachers, parents, and administrators to monitor and report student performance.

GOAL 3: Students and staff will be provided with technical training and support that support the refreshed NETS Standards (see addendums).

OBJECTIVES:

- Provide staff development to allow effective use of the Internet for instruction, preparation, and research.
- Provide staff with grade management software and training to allow monitoring of student progress.
- Provide students & staff with training to enable creative and innovative technology use and curriculum integration.

GOAL 4: Develop the Media Centers as an instructional resource for the District.

OBJECTIVES:

- Promote media center use while continuing to upgrade media center technology.
- Establish a unified program of available services between all media centers in the District.
- Maintain an inventory of current versions of software, training, and resource materials.

GOAL 5: Build a "blended learning" infrastructure for the school district.

OBJECTIVES:

- Research effective blended learning systems around the country.
- Research and implement an online learning management system that includes supporting collaboration and communication tools.
- Seek collaborative efforts with other districts to provide interactive distance learning options for district staff and students.

Technology Use Assessment

The technology committee will monitor the effective use of technology throughout the district. Use of the technology in the district is under constant review by the technology committee and the administration. Surveys (like TAGLIT) given to the staff, students, and community will help in the assessment. Daily interaction with students and staff is an informal method of gathering necessary information to determine technology use throughout the district.

Curriculum Integration & Enhancement

The following are District technology outcomes for each school. These outcomes are a primary source of technology integration into the general curriculum.

Elementary Objectives

Kindergarten Objectives:

The student will be able to:

1. Verbally identify the keyboard, screen, mouse, touchpad and mouse button.
2. Demonstrate the correct use of the computer mouse, touchpad and mouse button.
3. Demonstrate the appropriate use of passwords and network use.

First Grade Objectives:

The student will be able to:

1. Correctly type simple sentence with a period at the end of the sentence and a capital letter at the beginning of the sentence.
2. Use computer icons to operate appropriate programs with guidance.
3. Use a variety of media and technology resources for directed and independent learning activities.

Second Grade Objectives:

The student will be able to:

1. Describe or list ways technology has changed the way people lived and worked throughout history.
2. Type, edit and print simple sentences.
3. Change size and style of font.

Third Grade Objectives:

The student will be able to:

1. Correctly identify home row keys.
2. Demonstrate proper fingering on home row keys.
3. Understand that people use technology to create new items and that the creator may own the rights to these items.
4. Demonstrate a basic understanding of the Internet including such terms as addresses, favorites, back button and browser.

Fourth Grade Objectives:

The student will be able to:

1. Demonstrate the correct posture and hand position for the "home row" keys on the computer keyboard.
2. Demonstrate the ability to identify the correct location for each of the letter keys on the keyboard.
3. Explore and compare common uses of technology in daily life, and the advantages and disadvantages those uses provide.
4. Research a topic and gather information using electronic resources, with teacher guidance.

Fifth Grade Objectives:

The student will be able to:

1. Identify the basic parts of a computer.
2. Demonstrate the ability to identify the correct location for each of the letter and number keys on the keyboard.
3. Identify and use basic features of a word processing program correctly.
4. Discuss and understand the AUP policies (Acceptable Use Policies) regarding use of school- based technology.
5. Research a topic and gather information, with guidance, from the Internet using a student-oriented search engine.

Sixth Grade Objectives:

The student will be able to:

1. Work in a group to produce an information product using more than one source including at least one electronic information source.
2. Key information in correctly using proper keyboarding techniques.
3. Identify basic parts of a spreadsheet and enter information accurately.
4. Demonstrate the ability to operate various types of software with some teacher intervention.
5. Discuss basic issues related to responsible use of technology and describe personal consequences of inappropriate use.

Middle School Objectives

Seventh Grade Objectives:

The student will be able to:

1. Demonstrate the function of each part of the keyboard.
2. Name, save, and retrieve files to/from various locations.
3. Demonstrate knowledge of ethical considerations, computer crimes, and licensing agreements.
4. Demonstrate proficiency in basic text formatting.
5. Demonstrate proper usage of text entry features.
6. Demonstrate proper editing features.
7. Editing and correcting documents, records and files.
8. Create a presentation.
9. Add textual information.
10. Add visual elements to a slide.
11. Customize a slide presentation.
12. Create a graphic organizer in appropriate applications.
13. Add textual information as text objects with drawing tools.
14. Add visual elements as objects in appropriate applications.

Eighth Grade Objectives:

The student will be able to:

1. Demonstrate the function of each part of the keyboard.
2. Name, save, and retrieve files to/from various locations.
3. Demonstrate knowledge of ethical considerations, computer crimes, and licensing agreements.
4. Troubleshoot a word processing problem by obtaining assistance from help screens and manuals.
5. Demonstrate proficiency in the use of a dictionary.
6. Demonstrate ability to use spell check, thesaurus, and grammar check.
7. Demonstrate document processing: key letters in personal, block, modified block, etc.
8. Demonstrate special key features.
9. Key special reports: manuscripts, bibliography/references page, memos, outlines, resumes, etc.
10. Demonstrate proficiency in basic text formatting.
11. Demonstrate proper usage of text entry and editing features.
12. Demonstrate ability to do line and page formatting, justification, center page, numbering, etc.
13. Demonstrate the ability to edit and correcting documents, records, and files.
14. Create and execute macros.
15. Apply principles of graphic layout and designs.
16. Create a presentation and add textual information.
17. Customize a presentation and present presentation.
18. Demonstrate calculation functions.
19. Distinguish between and operation spreadsheet program.
20. Create and print charts.
21. Enhance the appearance of charts.
22. Access data from online resources.
23. Distinguish between operating database software.
24. Use database application development tools to create information systems.
25. Demonstrate the basic techniques of operating database software.

High School Objectives:

At Bluestem High School, all ninth-grade students review all computing skills that have been learned and developed during K-8. This coursework, which includes the Kansas Board of Regents basic skills and also additional skills, is taken during their first semester of attendance at the high school. These skills serve as the basic technology skill level that all students are required to attain.

Beyond this coursework in computer skills and technology use, many additional skills are introduced and practiced throughout the curriculum. Each curriculum area will utilize technology in different ways, sometimes much like other areas and sometimes in a unique manner. This is especially the case with the technology use in the career and technical programs. All of these programs use a significant amount of technology within the program, but the hardware and software as well as the skills to fully utilize the technology are somewhat specialized. In general these skills are reviewed on a regular basis. In particular, technology use is a specific part of each.

The following is the high school program we are working toward:

Technology used by students and staff at the secondary level will be integrated into classroom projects and practices. Successfully implementing and integrating technology into the classroom demands significant amounts of individual and organizational effort as well as district financial commitment. Effective technology-based staff development will be necessary. The positive impacts of educational technologies will not be realized until they have been fully implemented, integrated, and used in the school.

Technology will offer new ways to engage students in learning with alternatives and options for accessing meaningful information and presenting it in useful formats. Students at the secondary level will have access to technology-based classrooms that will:

- provide an avenue for students to create, collaborate and communicate their technology-based

projects.
- offer presentation equipment, recognizing the communication/presentation component of their work.
- reflect current standards to make effective connections to realistic career-oriented situations, expectations, and opportunities.
- provide our teachers the opportunity to demonstrate and model the latest in cutting-edge technologies.
- connect to existing local-area and wide-area networks, demonstrating and utilizing those features and benefits within the classroom.

Students at the secondary level will have access to technology in the mathematics classroom that will provide them with different avenues of thought and learning. The most effective technology-enhanced math classrooms utilize technology for student and staff presentations, as well as mathematical analysis. Technology is changing the way we view what is important to teach in math. Math can be taught using many different strategies. Teachers of mathematics who integrate technology into their curriculum employ a vital strategy of empowering students to use math effectively by:

- teaching math across the curriculum.
- using technology as a tool to support both practice and problem solving.
- accommodating developmental learning stages and learning styles.
- teaching computation as a means of problem solving.

With the integration of technology, students have additional opportunities to:

- actively participate in the learning of math.
- utilize a variety of strategies to bring meaning to math and to organize their learning.
- use math as a strategy to develop thinking.
- use technology as a tool to support both problem solving and computation.

Students at the secondary level will have access to technology in the science classroom that will provide them with an opportunity to enrich their learning experience. Technology offers the ability to demonstrate computer-driven simulations in lab settings that would otherwise be impossible. The Internet offers a vast array of science-related facts and information, as well as current information that would otherwise be unavailable without on-line access. There are a variety of peripherals available (science probes, computer-interfaced cameras, etc.) that are designed to enhance the scientific process.

Effective social studies classrooms are recognized by their interactive and motivating teacher-led presentations and discussions and student social research projects. Students at the secondary level will have access to technology in the social studies classroom that will provide them with the resources and information to explore, create, and present within that environment. Multimedia and on-line information will provide current resources allowing students the opportunity to access the tools specifically designed for the research processes.

A student's ability to access, process, evaluate, and manipulate information collaboratively with peers and experts will directly affect his or her chances to be successful in school, college and in life. Students at the secondary level will have access to technology in the language arts classroom that will provide them with an opportunity to be more engaged in the learning process and to complete writing assignments across the disciplines. Emerging technologies will allow for more consistent and immediate student feedback, evaluation and assessment. Effective use of quality technology by educators will help them to be more efficient, allowing them to spend less time on clerical duties and invest more time in their students.

Media centers will continue to change, offering more resources on more topics in more ways than ever before. The Bluestem High School library media center must offer a wide variety of multimedia peripherals for student/staff use, including scanners, digital cameras, etc. as technology plays a larger role in education. The KSDE developed a K-12 draft of technology literacy standards for the library media. The following apply for grades 9-12:

Standard 11 (paraphrased): The student demonstrates knowledge and understanding of social, ethical and

cultural issues related to technology and develops positive attitudes toward technology uses that support lifelong learning.

Standard 12 (paraphrased): The student uses technology productivity tools to enhance learning, express creativity and to construct useful products and artifacts.

Standard 13 (paraphrased): The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences and uses telecommunications to collaborate, publish and interact with peers and experts.

Standard 14 (paraphrased): The student effectively chooses and applies technology-based research tools and resources to evaluate, manipulate and document data and results.

Standard 15 (paraphrased): The student selects and applies appropriate technology to make informed decisions and solve problems.

Bluestem High School completes yearly documentation for Career and Technical Education programs. The International Technology Education Association publishes twenty Standards for Technological Literacy in five areas. Students enrolled in program courses will meet some of the ITEA content standards depending upon vocational course work completed: (ITEA content standards are included in the Addendum)

Curriculum Integration Assessment

As part of its technology program, USD 205 links technology with existing programs at various grade levels. Existing programs that have been infused with a level of technology include Accelerated Reader and a companion program S.T.A.R. (Standardized Test for Assessment of Reading), which is used to evaluate student reading levels. The scores obtained with S.T.A.R. are used for student placement in various reading programs. USD 205 has had an ongoing commitment to technological integration in both curriculum and management areas of education since 1982. The Bluestem School District has been and continues to be an innovator in the utilization of educational technologies. Many teachers have embraced and readily accepted numerous forms of educational technologies, including computers and appropriate peripherals, audio/video equipment, and a variety of other educational technologies including presentation equipment and feedback/assessment tools such as Promethean System and eInstruction: examples of these programs include elementary keyboarding training, a middle school technology facility, a secondary writing center on a well equipped modern media center, and other classroom opportunities for students and staff to use technology as an educational tool. USD 205 has participated in the National School Boards Association's Technology Leadership Network (TLN) and attended the Technology and Learning Conference (T+L Conference). The Bluestem community takes pride in and supports technology in its schools. As part of technology integration into the curriculum, students use various technologies that have been integrated into the curriculum to augment the learning process:

- Students use the Media Center web page to access Internet-based research tools on subscription services.
- Students take S.T.A.R., Reading, and STAR Math assessments using district-wide server-based testing. Kansas State Assessments are taken on computers.
- Students perform Internet-based research in many classes.
- Students in multimedia produce video presentations using various computer applications.
- Students in writing classes use word processors to compose, edit, print and present writings. Blogs are utilized as student/teacher communication systems.
- Students in computer business/math courses use word processors & spreadsheets to prepare assignments.

In a continuing effort to develop technology skills, teachers participate in training in-services held during the school year and are encouraged to attend specific application training sessions held at the South Central Kansas Education Service Center. Staff development is essential for the success of any program, and technology is no exception. While some of the faculty members at USD 205 are adept at utilizing computers and technology, a

number have been more reluctant to embrace educational technology. As researchers say, "Our overall experience suggests that lasting, significant change—in teachers' beliefs about their role, in instructional practices, and in student outcomes—will not occur simply by giving teachers the latest technological tools" (Sandholtz, J.H, and Ringstaff, C. "Student Engagement Revisited: Views from Technology-Rich Classrooms," ACOT Report # 21). Staff development occurs not only at District-sponsored inservice but also in several fashions:

- Staff are encouraged to attend technology-related conferences such as M.A.C.E.
- Several staff members attend the National School Board Association (NSBA) -Institute for the Transfer of Technology to Education (ITTE) national meeting annually.
- Staff members attend technology training held at the South Central Kansas Education Service Center.

Plans call for a more detailed assessment to incorporate strategies now being developed as a part of the school-wide improvement plan. These strategies include the use of Accelerated Reader, S.T.A.R., writing assessments, and advanced calculator use. We have also used the TAGLIT survey to assess current levels of integration and potential areas for staff development.

Data:

- Kansas Assessment
- D.I.E.B.E.L.S.
- School Improvement Plan
- School Report Card
- Standardized Tests (A.C.T.)
- AR Reading Comprehension
- Vocational (CaTE) reports

Improvements Assessment:

- TAGLIT Survey

Criteria:

- Measure of success will be by increased use of technology, enhanced technology skills, a positive attitude toward technology, and overall student achievement.

Professional Development - Teachers and Administrators

Staff development in the area of technology is a priority need in the District. To maximize the benefit of technology in the teaching/learning process, teacher needs include training to:

- Provide staff development to allow teachers effective Internet use to enhance the teaching and learning process.
- Assist teachers in utilizing the Internet for instruction, instructional preparation, and research.
- Utilize grade management software and training for teachers to monitor student progress.
- Provide training to integrate technology into the curriculum while continually assessing additional needs.
- Understand the uses of application software.
- Learn to manage student computer use while conducting other class activities.
- Integrate a multimedia approach to the teaching process.
- Become aware of security and ethical issues regarding technology use.
- Perform minor maintenance on classroom technology equipment.
- Know where and when to go for help.

Current Status: While all USD 205 staff have adequate equipment to begin the process of incorporating

technology into their curriculum, there has sometimes been a reluctance to do so partly because of the need for technology-based training. It is felt that staff development must be mandatory and take place in a manner that will impact all staff over an extended period of time. Research indicates that a good staff development program allows the incorporation of technology into the curriculum that would normally occur in five years to occur in approximately eighteen months. Next, providing teachers with computer skills allows them to become familiar with technology using a hands-on approach. Finally, providing instructors with current technology allows use of newer web-based software and resources associated with textbooks, thereby providing another avenue for promoting the incorporation of technology into the curriculum. Accessibility, combined with appropriate training, will help insure the successful integration of technology into classrooms and provide instructors with electronic mail communication, student information systems including grade keeping and reporting, parent access to student grades, and lesson development resources such as those found on KERC.

Plans: To accomplish the planned training goals, a three-year program involving approximately four half-days of formal training each year would be required, with adjustments to the training time being made as needed. By the end of three years, all teachers should be trained. Follow-up training will also be scheduled as needed for specific application training as well as special sessions for new staff. Training would be provided by a variety of sources, including professional trainers, District staff, software/hardware vendors, and the local Education Service Center. The content areas deemed most beneficial to staff include the following: (1) beginning computer, (2) word processing basics, (3) database basics, (4) spreadsheet basics, (5) basic computer maintenance, (6) using a computer network, (7) electronic grading and reporting through the district student information system, (8) desktop presentation, (9) multimedia projects, (10) e-mail services, (11) technology and curriculum integration, (12) accessing the Internet, (13) ethical considerations when using technology, and (14) Web 2.0 technologies. Prior to implementation of any training in the first year, the staff will be surveyed to determine their preferences in planning the session content as well as dividing into small groups for a more individualized approach. Second-year courses will be determined by surveying the staff after completion of the first year's training. The logistics of offering training to all staff members simultaneously exceed District capabilities; therefore, 3-4 sessions of the above 13 topics would be offered concurrently in a breakout manner and repeated to allow staff to attend all sessions. Finally, two other areas necessary to improve staff development plans include: (1) a greater emphasis on acquiring skills from other sources, including college/university classes, the local Education Service Center, and self-study; and (2) evident administrative support for teachers who incorporate technology use into their curriculum areas, use technology to improve their delivery method, and/or implement other technologies in the classroom. A portion of teacher evaluation will be tied in with the effective use of technology in the curriculum. Also, as the district endorses new or different technologies, teachers may need professional development opportunities to effectively incorporate this into the curriculum. An example would be IDL, Interaction Distance Learning technologies.

Professional Development - Assessment

Professional development is evaluated using a variety of methods. First, when staff are provided with technology training, students should experience increased achievement—which becomes evident on standardized achievement tests and other student evaluation tools. Since achievement test scores are used in the District's School Improvement Plan, the results will be available on that document. Finally, use of the following tools will establish assessment baseline data:

Assessment:

- Surveys
- Observation
- Kansas Assessment

Criteria:

- Increased use of technology in the classroom
- Increased student technology skills
- Increased use of Internet resources for curricular enhancement and/or pedagogy.

School Statistics

Unified School District 205 is a rural school located in south central Kansas whose enrollment is approximately 675 students. Bluestem High School is a fully accredited high school incorporating grades 9-12 and has approximately 275 students. Bluestem Middle School consists of grades 7-8 and has approximately 120 students enrolled. Bluestem Elementary School includes grades K-6 and has approximately 280 students and Haverhill Elementary has approximately 45 students.

Bluestem Contacts

District Superintendent, Randy Rivers (316) 742-3261 FAX (316) 742-9265
High School Principal, Ron Wrampe (316) 742-3261 FAX (316) 742-3813
Middle School Principal, Joel Lovesee (316) 742-3261 FAX (316) 742-3748
Leon Elementary Principal, Debbie Webster (316) 742-3261 FAX (316) 742-9966
Technology Coordinator, Todd Leed (316) 742-3291 FAX (316) 742-9966
BHS Tech Liaison, Jennifer Leeker (316) 742-3261 FAX (316) 742-3813
BMS Tech Liaison, Kathleen Fleming (316) 742-3261 FAX (316) 742-3748
BES Tech Liaison, Maria Starkel (316) 742-3261 FAX (316) 742-9966

Addenda

2140 ACCESS TO DIGITAL MEDIA (Acceptable Use Policy – AUP)

The Board supports the right of students, employees and community members to have reasonable access to various information formats and believes it is incumbent upon students, employees and community members to utilize this privilege in an appropriate and reasonable manner.

The use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication.

Acceptable Use: Access to the District's electronic networks must be a) legal, considerate, responsible and ethical; b) for the purpose of education or research and consistent with the educational objectives of the District; or c) for legitimate school business use.

Privilege: The use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in disciplinary measures including cancellation of network privileges. The building administrator, in consultation with the system administrator, will make all decisions regarding whether or not a user has violated the network privileges and may deny, revoke or suspend access at any time.

Electronic Communication and Storage: The District's network communication tools (email, chat, texting, blogs, wikis, storage folders, etc.) are owned and controlled by the District. The District reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account user. The District will not be responsible for any damages the user suffers due to loss of data, missed deliveries, etc. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Staff Responsibilities: Staff members shall supervise students while using District network tools to ensure that the students abide by the Acceptable Use Policy.

Prohibited Material: May not be accessed by students or staff at any time, for any purpose. This material includes material that is obscene, child pornography, material that appeals to a prurient or unhealthy interest in, or depicts or describes in a patently offensive way, violence, nudity, sex, death, or bodily functions, material that has been designated for "adults" only, material that promotes or advocates illegal activity or material that is considered harmful to minors, as defined by the Children's Internet Protection Act.

Restricted Material: May not be accessed by elementary students at any time for any purpose. Restricted material may be accessed by middle school or high school students in the context of specific learning activities that have been approved by teachers or by staff for legitimate research or professional development purposes. Materials that may arguably fall within the description provided for prohibited material that may have clear educational relevance, such as material with literary, artistic, political, or scientific value, will be considered to be restricted. In addition restricted material includes materials that promote or advocate the use of drugs, alcohol and tobacco, hate and discrimination, satanic and cult group membership, school cheating, and weapons. Sites that contain "personals" advertisements or facilitate making online connections with other people are restricted unless such sites have been specifically approved by the school.

Limited Access Material: Is generally considered to be non-educational or entertainment. Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher. Limited Access Material includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investment.

7400 PRINTING AND DUPLICATING

Any copying, modification or distribution of copyrighted materials by district employees or students must be done with permission of the copyright holder or within the bounds of "fair use" as defined by Section 107 of the Copyright Act.

Copyright and Computer Software Guidelines: The Copyright Act of 1976 and the Computer Software Copyright Act of 1980 give educators guidelines as to when computer software may be copied. Interpretations of the law have been made by several experts and the following is a summary of those interpretations.

Backup Copy - You may make an archival/backup copy of a software program that you own to be used only if the original fails. You may not use the copy on a second computer at the same time as the original. Since a backup is allowed by law, a copy may be made if the vendor does not provide one. However, its use is restricted as stated above.

You May...

- -make a copy for archival purposes.
- -adapt a computer program to your use by adding to the content or adapting it to another language although you can't sell, distribute, or transfer the adapted version.
- -loan the software in the school media center.
- -negotiate site licenses to enable multiple copy use.

You May Not...

- -make multiple backup copies.
- -make a copy for both home and school use.
- -make a copy for a friend (unless it's public domain).
- -transmit the program through a network outside of a school building.

Fair Use and Software: Educators are concerned about their rights under the provision of Fair Use. Section 107 of the 1976 Copyright Act discusses four factors that determine whether copying can be done legally. ALL FOUR of the factors must be considered in determining fair use. All four criteria must be met before copying of any materials is allowed. The law does not give one factor more weight over another. However, the courts have generally placed the most emphasis on the last factor while the second factor is generally accorded the least importance and is also the most unclear of the four.

1. The purpose and character of use, including whether use is for commercial or nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

A review of the literature indicates copying computer software for short-term, emergency use may be allowed.

Computer Labs: Software use in computer labs is a gray area in some regards. There are differing views of what is allowable. The basic difference in opinion stems from the misunderstanding of what constitutes a copy of computer software. There are two definitions of making a copy of computer software: Under the law educators are allowed to make a backup copy; however, this copy cannot be used at the time the original is being used. You cannot make several copies of one program for students to use in a lab. Even through you purchase a program, you have not purchased the right to copy the program. A copy of a computer program is also being made when loaded into the memory of a computer. If you load one program into several computers to be used at the same time, you are making illegal copies and are violating the law. This instance of copying is often overlooked by educators because it produces an intangible copy. This interpretation of copying, although difficult to understand, is accepted by many legal experts whose articles were reviewed for this publication.

You May Not...

It would likely be IN VIOLATION of the copyright law if one program is loaded into several computers for use at the same time (assuming the program was not packaged and sold for that very purpose and assuming there was no license granting permission to do so). The key here is simultaneous use. To get around this problem of multiple loads for simultaneous use, some companies are using multi-copy pricing and licensing provisions.

You May...

You may use one program sequentially on several computers (that is, load in one computer, use it, turn off the computer, then load it into another computer, etc.). The key is simultaneous

use. Simultaneous use is likely in violation of the copyright law; sequential use is not.

Networks: In the absence of a network license, you would likely be in violation of copyright laws if a program is downloaded to multiple stations at the same time on a network, be it a hard disk or floppy disk network.

Compact Discs: Networking optical products on multiple CD players requires a network license, as with other software.

Databases and Database Downloading: Automated databases are copyrightable. Legal experts agree that downloading much data from a host computer is an infringement of copyright laws while downloading a few records is not. The dividing point is undefined. However, temporary storage is generally considered part of the host computer lease agreement. Long-term storage will vary with the license. Other uses, such as multiple copying of data, specialized database construction, distribution, etc., are subject to individual permission.

Software Rental: The Computer Software Rental Act signed into law December 1, 1990, states computer programs may not be rented, leased, or lent commercially; an exemption is provided for nonprofit libraries and educational institutions. The House Judiciary Committee stated, ". . . all copies of software lent by nonprofit libraries [shall] bear a notice warning borrowers that unauthorized copying may violate copyright laws."

Penalties for Infringement: The copyright owner is entitled to actual and statutory damages. Criminal charges may also be filed. Monetary penalties may range from $250 to $10,000 per infringement and one year's imprisonment is possible for willful infringement that results in commercial or private financial gain.

OFF-AIR RECORDING GUIDELINES

Section 107 of the Copyright Act, Amended 10-14-81

These guidelines were developed to apply only to off-air recording by nonprofit educational institutions.

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.
3. Off-air recordings may be made only at the request of and used by individual

teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e. to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition of any other non-evaluation purpose without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
8. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

6080 SALE OF EQUIPMENT AND SUPPLIES

Excess or unusable District-owned equipment and supplies will be disposed of at the discretion of the Board of Education and/or the Superintendent. The Superintendent will report intent to dispose of or sell excess or unusable equipment to the Board along with the procedure for liquidation of the equipment or supplies.

8040 ACCEPTANCE OF GIFTS AND MONEY

The Board of Education will consider the acceptance of gifts from the public. Any organization or individual wishing to make a gift to the School District must have the prior approval of the Board of Education. All gifts will be regarded as gifts to the School District.

The Board of Education encourages the community and administration to work hand-in-hand with the BASE to develop a long-range endowment fund for the District.

The Administration is directed to bestow public recognition of gifts to the School District provided the donor(s) do not direct otherwise.

Money collected or donated to a particular attendance center will be spent for that center and for that intended purpose.

The ISTE National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   - **a.** apply existing knowledge to generate new ideas, products, or processes.
   - **b.** create original works as a means of personal or group expression.
   - **c.** use models and simulations to explore complex systems and issues.
   - **d.** identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   - **a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   - **b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   - **c.** develop cultural understanding and global awareness by engaging with learners of other cultures.
   - **d.** contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   - **a.** plan strategies to guide inquiry.
   - **b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   - **c.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   - **d.** process data and report results.

4. **Critical Thinking, Problem Solving, and Decision Making**
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   - **a.** identify and define authentic problems and significant questions for investigation.
   - **b.** plan and manage activities to develop a solution or complete a project.
   - **c.** collect and analyze data to identify solutions and/or make informed decisions.
   - **d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. **Digital Citizenship**
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   - **a.** advocate and practice safe, legal, and responsible use of information and technology.
   - **b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   - **c.** demonstrate personal responsibility for lifelong learning.
   - **d.** exhibit leadership for digital citizenship.

6. **Technology Operations and Concepts**
   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   - **a.** understand and use technology systems.
   - **b.** select and use applications effectively and productively.
   - **c.** troubleshoot systems and applications.
   - **d.** transfer current knowledge to learning of new technologies.

Listing of *STL* Content Standards

The Nature of Technology

Standard 1. Students will develop an understanding of the characteristics and scope of technology.

Standard 2. Students will develop an understanding of the core concepts of technology.

Standard 3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

Technology and Society

Standard 4. Students will develop an understanding of the cultural, social, economic, and political effects of technology.

Standard 5. Students will develop an understanding of the effects of technology on the environment.

Standard 6. Students will develop an understanding of the role of society in the development and use of technology.

Standard 7. Students will develop an understanding of the influence of technology on history.

Design

Standard 8. Students will develop an understanding of the attributes of design.

Standard 9. Students will develop an understanding of engineering design.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Abilities for a Technological World

Standard 11. Students will develop abilities to apply the design process.

Standard 12. Students will develop abilities to use and maintain technological products and systems.

Standard 13. Students will develop abilities to assess the impact of products and systems.

The Designed World

Standard 14. Students will develop an understanding of and be able to select and use medical technologies.

Standard 15. Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

Standard 16. Students will develop an understanding of and be able to select and use energy and power technologies.

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

Standard 18. Students will develop an understanding of and be able to select and use transportation technologies.

Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies.

Standard 20. Students will develop an understanding of and be able to select and use construction technologies.

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- **a.** promote, support, and model creative and innovative thinking and inventiveness
- **b.** engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- **c.** promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- **d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- **a.** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- **b.** develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- **c.** customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- **d.** provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- **a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- **b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- **c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- **d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- **a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- **b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- **c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- **d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- **a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- **b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- **c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- **d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

The ISTE

National Educational Technology Standards (NETS•A) and Performance Indicators for Administrators

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- **a.** inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- **b.** engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- **c.** advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- **a.** ensure instructional innovation focused on continuous improvement of digital-age learning
- **b**. model and promote the frequent and effective use of technology for learning
- **c.** provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- **d.** ensure effective practice in the study of technology and its infusion across the curriculum
- **e.** promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- **a.** allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- **b.** facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- **c.** promote and model effective communication and collaboration among stakeholders using digital-age tools
- **d.** stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- **a.** lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- **b.** collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- **c.** recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- **d.** establish and leverage strategic partnerships to support systemic improvement
- **e.** establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- **a.** ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- **b.** promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- **c.** promote and model responsible social interactions related to the use of technology and information
- **d.** model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools