

# 2016-19 Technology Plan

for the

## **Five Town CSD**

Camden Hills Regional High School

and

## **MSAD #28**

Camden-Rockport Elementary School

Camden-Rockport Middle School

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## **Shared Vision for Learning**

ELEVATE stands for Enhanced Learning Environments with Value Adding Technology. It is a series of goals developed with input from Administrators, IT Staff, Teachers, Parents and Students over a period of 2 years. The purpose of ELEVATE was to provide a common reference point for discussing technology use in the classroom.

The ELEVATE document includes both broad based goals that have been approved by both the Five Town CSD and MSAD #28 School Boards, and more specific exemplars to help further explain those goals. The belief is that while the broad based goals should be fairly constant from year to year, the exemplars will change as technology use changes in our building.

### **ELEVATE Learning**

Understanding this document:

- Numbered and in bold statements are the board-approved technology goals.
- Small lettered statements are outcomes derived from the ISTE standards (International Society for Technology in Education).
- Small roman numerals and italicized offer concrete exemplars of how the outcomes might play out in a classroom.

Vision:

Education is a complex endeavor in which a variety of technologies are playing an ever increasing role to facilitate learning. We strategically use technology when it is the most effective and appropriate tool to leverage learning, being mindful of the developmental level of the child. Finally, we use technology with a high level of ethics, responsibility, and professionalism.

Goals: In the Five Town CSD and MSAD #28, students and staff have knowledgeable and equitable access to the tools of technology to...

- 1. Facilitate authentic experiences that enhance learning, creativity, and innovation.**

- a. In order to promote, support, and model creative, critical, and innovative thinking, the following outcomes might be visible in the education environment:
  - i. *Teachers offer a choice in what kind of product to create (essay, presentation, etc) and a choice of media (Prezi, Adobe Voice, Keynote, iMovie, etc).*
  - ii. *Students are more active in assessing what the specifications of the assignment are and the scope of content, to find and select the best platform to demonstrate their learning.*
  - iii. *Students are allowed free exploration of a new technology tool or tools in order to discover the limitations and potential, compare/contrast, share knowledge, and decide the best way to leverage the tool for an assignment or project.*
  - iv. *Teachers design problem-based experiences that require solutions that are explored or solved by technology.*
  
- b. In order to explore real-world issues using digital tools and resources, the following outcomes might be visible in the education environment:
  - i. *Students are provided professional-level or relevant tools and are expected to use those tools to create professional quality products.*
  - ii. *Students have opportunities to learn in technology rich environments outside of school through internships, volunteering, and jobs.*
  - iii. *Students are exposed to problem-based experiences that utilize authentic data and data sources to solve and effectively communicate real world solutions.*
  - iv. *Teachers use formative assessment tools that provide both students and teachers with instant feedback about their learning and progress. (Google Forms, Flubaroo)*
  - v. *Students have the opportunity to take online or blended courses that extend their learning options both for reasons of interest and academic level.*
  - vi. *Teachers actively seek input from students to blend technology with learning in ways that complement their expertise.*
  
- c. In order to customize and personalize learning activities and assessments to address students' diverse learning profiles, readiness, working strategies, abilities, and interests using digital tools and resources, the following outcomes might be

visible in the education environment:

- i. *Teachers encourage students to be active participants by allowing students to customize their own pace of learning (Khan Academy, iTunesU, Google Classroom, flipped learning, acceleration or remediation opportunities).*
- ii. *Students have access to a variety of different tools to demonstrate understanding and engage with the material based on their learning preferences and individual styles of expression. (Socrative, GoSoapBox, backchannel chats).*

d. In order to foster greater independence through the use of technology, the following outcomes might be visible in the education environment:

- i. *Students have opportunities to design and develop learning experiences that are relevant yet provide for more voice and choice.*
- ii. *Teachers design lessons or units that have an element of self-pacing so students can independently work through the learning and have an opportunity to track it.*
- iii. *Students have the opportunity to take online or blended courses that extend their learning options both for reasons of interest and academic level.*

## **2. Foster collaboration, communication, and citizenship within the school and community.**

a. In order to use collaborative learning and digital communication tools to engage responsibly with students, colleagues, and the community, the following outcomes might be visible in the education environment:

- i. *Students may use many digital communication tools, including social media, in and outside of school to collaborate, work on homework, and for studying purposes.*
- ii. *Google Apps For Education (GAFE) are essential collaboration tools to promote communication between teachers and students.*

b. In order to 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, the following outcomes might be

visible in the education environment:

- i. Teachers require students to cite sources for images and information and instruct students on which citation format they accept .*
  - ii. The school offers a library of digital resources on class websites for students to access.*
  - iii. Students have mini courses or lessons throughout their high school experience on digital citizenship.*
- c. In order to develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools, the following outcomes might be visible in the education environment:
  - i. Students who participate in cultural exchange trips communicate with their peers via social media.*
  - ii. Teachers develop collaborative learning projects with teachers in foreign countries using media as a facilitation tool.*

### **3. Maintain an effective and productive working environment.**

- a. In order to explore and utilize available technology to create systems that manage personnel and resources more efficiently, the following outcomes might be visible in the work environment:
  - i. Many of the district's systems are more effectively managed using software in multiple departments (e.g. AESOP, Alert Solutions, ADS)*
  - ii. Paperwork is eliminated in favor of more efficient electronic systems (e.g. requisitions, Applitrack)*
  - iii. There is continual review and evaluation of systems with an eye toward efficiency in operation.*
- b. In order to communicate relevant information and ideas effectively to students, parents, and community using a variety of digital media and formats, the following outcomes might be visible in the education environment:
  - i. Schools use internet presence in social media to communicate information to parents.*
  - ii. Schools are taking full advantage of GAFE*

- iii. *Students find emailing teachers with questions is effective; teachers are very responsive.*
  - iv. *Classroom management systems help students effectively navigate their complex lives at school.*
  - v. *Parents and teachers are able to readily access information about student performance and data.*
  - vi. *The schools' websites are reliable, valuable, and useful sources of information and support any marketing efforts.*
- c. In order to model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning, the following outcomes might be visible in the education environment:
- i. *Students without internet access at home have reliable and user friendly access to digital content and management (e.g. dotEPUB or the reading list feature.)*

## **Shared Leadership**

The Five Town CSD and MSAD #28 have established a joint Technology Working Team that plans to meet once a month to consider issues relating to technology use in the schools. The Technology Working Team consists of:

- Gary Gonyar, the Assistant Superintendent for both districts who has the responsibilities of the Director of Instructional Technology
- Thomas Heath, the Technology Coordinator for the Five Town CSD
- Colin Sutch, the Technology Coordinator for MSAD #28
- Robert Sampson, Principal of the Camden Hills Regional High School
- Iris Eichenlaub, the Librarian/Technology Integrator for Camden Hills Regional High School
- Jaime Stone, Principal of the Camden-Rockport Middle School
- Ian McKenzie, the Technology Integrator for Camden-Rockport Middle School
- Chris Walker-Spencer, Principal of the Camden-Rockport Elementary School

Members of the Technology Working Team worked to develop the ELEVATE District Technology Vision and Goals listed in the above section, with input from both district and building administrators, teachers, students, and parents. The District Technology Vision and Goals will be used to evaluate all technology related purchases to make sure that they align with our instructional goals.

Each school in the two districts will use their building Leadership Teams, led by the building principals, to brainstorm, research, and gather input involving all aspects of technology. That input will be considered by the Technology Working Team when making decisions pertaining to meeting the Technology Vision and Goals.

Camden Hills Regional High School has established a Tech Directions committee. The committee is co-chaired by the Technology Coordinator and the Librarian/Tech Integrator, and includes a building administrator and teachers, many of whom are also parents in the Districts. The committee has been given the task of making recommendations for Technology Goals for CHRHS that align with the District Goals.

During the 2015-16 School Year, the Tech Directions Committee designed and implemented a process for gathering data and input on what one to one device will best serve teachers and students at CHRHS. The committee will conclude their work in early September and make a recommendation to Building Principal and then the CSD School Board in the fall of 2016.

**Part A: Student Learning & Teacher Practice**

**CHRHS (9-12) Apple Primary Solution 1:1**

<p><b>Student-reported frequency of computer use in the classroom</b> 85% Almost Daily 10% Weekly 3% Monthly 1% Every Few Months 1% Never</p>	<p><b>Teacher-reported frequency of student computer use in the classroom</b> 77% Almost Daily 18% Weekly 3% Monthly 0% Every Few Months 3% Never</p>
<p><b>Students are asked to collect and analyze data</b> 46% At Least Weekly 34% Monthly 14% Every Few Months 6% Never</p>	<p><b>Teachers ask students to collect and analyze data</b> 14% At Least Weekly 33% Monthly 14% Every Few Months 39% Never</p>
<p><b>Students are asked to conduct experiments or perform measurements</b> 36% At Least Weekly 38% Monthly 16% Every Few Months 10% Never</p>	<p><b>Teachers ask students to conduct experiments or perform measurements</b> 8% At Least Weekly 11% Monthly 19% Every Few Months 61% Never</p>
<p><b>Students are asked to identify and solve authentic problems</b> 32% At Least Weekly 35% Monthly 17% Every Few Months 15% Never</p>	<p><b>Teachers ask students to identify and solve authentic problems</b> 22% At Least Weekly 17% Monthly 28% Every Few Months 33% Never</p>
<p><b>Students are asked to create and upload art, music, movies, or webcasts</b> 13% At Least Weekly 30% Monthly 35% Every Few Months 22% Never</p>	<p><b>Teachers ask students to create and upload art, music, movies, or webcasts</b> 8% At Least Weekly 28% Monthly 33% Every Few Months 31% Never</p>
<p><b>Students think learning is more engaging when using technology</b> 25% Strongly Agree 28% Agree 33% Are Neutral 13% Disagree</p>	<p><b>Teachers think learning is more engaging when using technology</b> 31% Strongly Agree 43% Agree 23% Are Neutral 0% Disagree</p>



2% Strongly Disagree	3% Strongly Disagree
<b>Students are asked to create animations, demonstrations, models, or simulations</b> 9% At Least Weekly 18% Monthly 30% Every Few Months 43% Never	<b>Teachers ask students to create animations, demonstrations, models, or simulations</b> 3% At Least Weekly 6% Monthly 22% Every Few Months 69% Never
<b>Teachers report that the quality of support for problems disrupting instruction is</b> 46% Excellent 40% Above Average 11% Average 3% Below Average 0% Poor 0% None	
<b>Teachers believe that computers and technology enhance daily life</b> 40% Strongly Agree 37% Agree 23% Are Neutral 0% Disagree 0% Strongly Disagree	

### CRMS (7-8) Apple Primary Solution 1:1

<b>Student-reported frequency of computer use in the classroom</b> 94% Almost Daily 4% Weekly 0% Monthly 0% Every Few Months 1% Never	<b>Teacher-reported frequency of student computer use in the classroom</b> 78% Almost Daily 15% Weekly 4% Monthly 0% Every Few Months 4% Never
<b>Students are asked to collect and analyze data</b> 37% At Least Weekly 41% Monthly 13% Every Few Months 10% Never	<b>Teachers ask students to collect and analyze data</b> 8% At Least Weekly 25% Monthly 21% Every Few Months 46% Never
<b>Students are asked to conduct experiments or perform measurements</b> 21% At Least Weekly 37% Monthly	<b>Teachers ask students to conduct experiments or perform measurements</b> 4% At Least Weekly 4% Monthly

<p>24% Every Few Months 18% Never</p>	<p>25% Every Few Months 67% Never</p>
<p><b>Students are asked to identify and solve authentic problems</b> 21% At Least Weekly 40% Monthly 24% Every Few Months 15% Never</p>	<p><b>Teachers ask students to identify and solve authentic problems</b> 8% At Least Weekly 29% Monthly 17% Every Few Months 46% Never</p>
<p><b>Students are asked to create and upload art, music, movies, or webcasts</b> 12% At Least Weekly 39% Monthly 36% Every Few Months 13% Never</p>	<p><b>Teachers ask students to create and upload art, music, movies, or webcasts</b> 8% At Least Weekly 17% Monthly 29% Every Few Months 46% Never</p>
<p><b>Students think learning is more engaging when using technology</b> 18% Strongly Agree 29% Agree 39% Are Neutral 12% Disagree 3% Strongly Disagree</p>	<p><b>Teachers think learning is more engaging when using technology</b> 8% Strongly Agree 42% Agree 50% Are Neutral 0% Disagree 0% Strongly Disagree</p>
<p><b>Students are asked to create animations, demonstrations, models, or simulations</b> 8% At Least Weekly 18% Monthly 32% Every Few Months 42% Never</p>	<p><b>Teachers ask students to create animations, demonstrations, models, or simulations</b> 0% At Least Weekly 17% Monthly 17% Every Few Months 67% Never</p>
<p><b>Teachers report that the quality of support for problems disrupting instruction is</b> 29% Excellent 38% Above Average 21% Average 4% Below Average 0% Poor 8% None</p>	
<p><b>Teachers believe that computers and technology enhance daily life</b> 13% Strongly Agree 58% Agree 21% Are Neutral 8% Disagree <i>data and data sources to solve and effectively communicate real world solutions.</i></p>	

**1. Provide individualized learning environments for all students.**

- a. In order to develop technology-enriched learning environments that enable all students to become active and engaged participants in their learning, the following outcomes might be visible in the education environment:

0% Strongly Disagree

**Implications**

At CHRHS, student participation was low until we asked Science teachers to have their students do the survey in class. That accounts for a large percentage of the disparity between Students and Teachers on such questions as Students are asked to conduct experiments or perform measurements and Teachers ask students to conduct experiments or perform measurements.

The questions about students think learning is more engaging with technology, teachers think learning is more engaging with technology, and teachers believe that computers and technology enhance daily life all reflect frustrations with the iPads. Students and teachers both feel like they spend too much time working around the device instead of working on the device. Most of these questions reflect that same level of frustration on the part of students and staff.

<b>Interventions and Next Steps</b>	<b>Person/Position Responsible</b>	<b>Timeline</b>
“Sell” One to One device	Tech Directions Committee	2016-17 School Year
Identify additional professional development opportunities for staff	Tech Directions Committee (9-12) Building Leadership (K-8)	2016-17 School Year-ongoing

**Part B: Leadership for Learning Through Technology**

**CHRHS (9-12) Apple Primary Solution 1:1**

**Teachers discuss technology use during classroom observations or visits**  
14% Always  
29% More Than Half Of The Time  
31% Less Than Half Of The Time  
14% Rarely

11% Never

**Teachers discuss technology use during evaluations**

20% Always

23% More Than Half Of The Time

37% Less Than Half Of The Time

11% Rarely

9% Never

**Teachers believe the school encourages technology use for teaching and learning**

49% Strongly Agree

49% Agree

3% Are Neutral

0% Disagree

0% Strongly Disagree

**Teachers want to learn more about effective technology use for teaching and learning**

34% Strongly Agree

49% Agree

14% Are Neutral

0% Disagree

3% Strongly Disagree

**Students believe the school encourages technology use for teaching and learning**

27% Strongly Agree

48% Agree

23% Are Neutral

3% Disagree

0% Strongly Disagree

**Students believe technology use in class can enhance learning**

36% Strongly Agree

35% Agree

18% Are Neutral

9% Disagree

2% Strongly Disagree

**CRMS (K-8) Apple Primary Solution 1:1**

**Teachers discuss technology use during classroom observations or visits**

4% Always

13% More Than Half Of The Time

29% Less Than Half Of The Time

33% Rarely

21% Never

<p><b>Teachers discuss technology use during evaluations</b></p> <p>8% Always  17% More Than Half Of The Time  38% Less Than Half Of The Time  21% Rarely  17% Never</p>
<p><b>Teachers believe the school encourages technology use for teaching and learning</b></p> <p>29% Strongly Agree  58% Agree  13% Are Neutral  0% Disagree  0% Strongly Disagree</p>
<p><b>Teachers want to learn more about effective technology use for teaching and learning</b></p> <p>21% Strongly Agree  67% Agree  8% Are Neutral  4% Disagree  0% Strongly Disagree</p>
<p><b>Students believe the school encourages technology use for teaching and learning</b></p> <p>20% Strongly Agree  48% Agree  25% Are Neutral  3% Disagree  3% Strongly Disagree</p>
<p><b>Students believe technology use in class can enhance learning</b></p> <p>30% Strongly Agree  32% Agree  24% Are Neutral  9% Disagree  5% Strongly Disagree</p>

**Implications**

Given the demands placed on teachers as part of the Educator Effectiveness law, getting a formal technology piece added to the teacher evaluation package will be discussed in the future.

<b>Interventions and Next Steps</b>	<b>Person/Position Responsible</b>	<b>Timeline</b>
Add Technology requirements to the Educator Evaluation Process	Educator Effectiveness Committee and the Technology Working Team	By July 1, 2019

**Section IV: Part C: Professional Learning**

**CHRHS (9-12) Apple Primary Solution 1:1**

<p><b>Teachers discuss technology use during department or grade-level team meetings</b> 9% Always 40% More Than Half Of The Time 34% Less Than Half Of The Time 9% Rarely 9% Never</p>
<p><b>Teacher-reported time spent per year participating in school-sponsored PD</b> 3% Over 33 Hours 6% 17 To 32 Hours 26% 9 To 16 Hours 63% 1 To 8 Hours 3% None</p>
<p><b>Teacher-reported time spent per year participating in non-school-sponsored formal PD</b> 3% Over 33 Hours 0% 17 To 32 Hours 26% 9 To 16 Hours 37% 1 To 8 Hours 34% None</p>
<p><b>Teacher-reported time spent per year participating in non-school-sponsored informal PD</b> 3% Over 33 Hours 9% 17 To 32 Hours 11% 9 To 16 Hours 43% 1 To 8 Hours 34% None</p>

**CRMS (K-8) Apple Primary Solution 1:1**

<p><b>Teachers discuss technology use during department or grade-level team meetings</b> 0% Always 17% More Than Half Of The Time 38% Less Than Half Of The Time 33% Rarely 13% Never</p>
<p><b>Teacher-reported time spent per year participating in school-sponsored PD</b></p>

0% Over 33 Hours 13% 17 To 32 Hours 13% 9 To 16 Hours 42% 1 To 8 Hours 33% None
<b>Teacher-reported time spent per year participating in non-school-sponsored formal PD</b> 0% Over 33 Hours 4% 17 To 32 Hours 0% 9 To 16 Hours 25% 1 To 8 Hours 71% None
<b>Teacher-reported time spent per year participating in non-school-sponsored informal PD</b> 0% Over 33 Hours 4% 17 To 32 Hours 4% 9 To 16 Hours 33% 1 To 8 Hours 58% None

**Implications**

One of the charges for the Tech Directions committee at CHRHS is to evaluate how we deliver Technology related Professional Development so that more teachers can participate. Department time is mostly used up implementing proficiency based diplomas, leaving very little, if any, time for technology discussions or development. Without additional funding to pay teachers for more time, that will not change anytime in the near future.

At the K-8 level, several school-wide and district-wide initiatives compete for professional development time. Planning for authentic professional development opportunities becomes more difficult as technology use in K-2 is very different from use in 5-6. School leaders must be aware of these differences as they plan for future school-sponsored trainings.

<b>Interventions and Next Steps</b>	<b>Person/Position Responsible</b>	<b>Timeline</b>
Evaluate PD opportunities	Tech Directions Committee Building Leadership (K-8)	Happening Now 2016-17 School Year

**Part D: Learning-Focused Access**

**CHRHS (9-12) Apple Primary Solution 1:1**

<b>The perceived quality of internet speed as reported by teachers is</b> 37% Excellent 34% Above Average 23% Average 6% Below Average 0% Poor 0% N/A	
<b>Teachers report that school filters prevent access to websites needed for classes</b> 51% Never 46% Rarely 3% Less Than Half Of The Time 0% More Than Half Of The Time 0% All Of The Time	<b>Teachers report that the quality of support for hardware repair is</b> 26% Excellent 37% Above Average 14% Average 3% Below Average 0% Poor 20% None
<b>Students believe the following obstacles prevent their use of technology at school</b> 11% "I Don't Have The Necessary Skills." 22% "My Classes Don't Require The Use Of Technology." 36% "School Technology Isn't Good Enough." 29% "School Rules Limit My Technology Use." 27% "My School Has Different Computers Or Software Than I'm Used To."	

**CRMS (K-8) Apple Primary Solution 1:1**

<b>The perceived quality of internet speed as reported by teachers is</b> 42% Excellent 33% Above Average 21% Average 4% Below Average 0% Poor 0% N/A	
<b>Teachers report that school filters prevent access to websites needed for classes</b> 33% Never 54% Rarely 8% Less Than Half Of The Time	<b>Teachers report that the quality of support for hardware repair is</b> 38% Excellent 33% Above Average 17% Average



0% More Than Half Of The Time 4% All Of The Time	4% Below Average 4% Poor 4% None
<p><b>Students believe the following obstacles prevent their use of technology at school</b></p> <p>7% “I Don’t Have The Necessary Skills.”</p> <p>8% “My Classes Don’t Require The Use Of Technology.”</p> <p>20% “School Technology Isn’t Good Enough.”</p> <p>68% “School Rules Limit My Technology Use.”</p> <p>31% “My School Has Different Computers Or Software Than I’m Used To.”</p>	

**Implications**

Our MLTI provided wireless network at CHRHS has always had issues that we have been unable to resolve. For 2016-17 we will be installing a new wireless network supported entirely by district staff. None of the follow up surveys we conducted to try and get a better understanding of the BrightBytes data has revealed any teachers who have an issue with the OpenDNS content filter we use at CHRHS. The quality of hardware support response had more to do with students not completing the required paperwork to get a new device than any actual issues with hardware turnaround time. The students expressing a belief that school technology isn’t good enough once again reflects students frustration with the iPad as a device.

Beginning with the 2015-16 school year, all 7-8 student iPads were restricted to use only school-provisioned apps. By focusing more on providing a consistent user experience and minimizing the distraction that comes from allowing students full access to the App Store, the amount of discipline issues relating to iPad use in 7-8 has substantially diminished. There is no doubt that students are reporting this change in procedure when 68% report that school rules limit their technology use. In classroom observation, the use has not decreased but rather that usage has been focused to on-task, productive use.

<b>Interventions and Next Steps</b>	<b>Person/Position Responsible</b>	<b>Timeline</b>
Replace wireless network at CHRHS	Technology Coordinator	Summer 2016
Utilize device-based app assignment with students in lieu of App Store.	Technology Coordinator	September 2016 roll out

## **Section V: Responsible Use**

NEPN/NSBA Code: IJNDB

### **FIVE TOWN CSD POLICY STUDENT COMPUTER and INTERNET USE**

The Five Town CSD provides systems and devices to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students whether in use at school or off school premises. The Board believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school systems and devices is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (IJNDB-R). Students who violate these policies may have their computer privileges limited, suspended or revoked and may also be subject to further discipline, referral to law enforcement and/or legal action.

All Five Town CSD computers remain under the control and supervision of Five Town CSD at all times. Five Town CSD reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school devices whether they are used on or off school property.

The District utilizes filtering technology at school designed to block pornography and other adult content as required by the Children's Internet Protection Act. While reasonable precautions will be taken to supervise student use of the Internet, The Five Town CSD cannot reasonably prevent all inappropriate uses in violation of Board policies and school rules. The Five Town CSD is not responsible for the accuracy or quality of information that students obtain through the Internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the District website and/or other means selected by the Superintendent.

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policies rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of Five Town CSD's computer system as long as they are consistent with the Board's policies/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

First & Second Reading: June 13, 2013

Adopted: June 13, 2013

**FIVE TOWN CSD POLICY**  
**STUDENT COMPUTER and INTERNET USE RULES**

These rules implement Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school unit computers, networks and Internet services, and for his/her computer files, passwords and accounts. The rules are intended to provide general guidelines and examples of prohibited uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with Board policy IJNDB and these rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator. These rules apply to all school computers and all school-provided devices wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

**A. Consequences for Violation of Computer Use Policy and Rules**

Student use of Five Town CSD computers, networks and Internet services is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

The building principal shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record and any other pertinent factors.

**B. Acceptable Use**

Student access to Five Town CSD's computers, networks and Internet services are provided for educational purposes, research, and incidental personal use consistent with Five Town CSD's educational mission, curriculum and instructional goals, as long as personal use of school computers does not interfere with student performance, with system operations or with other system users.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using school computers, whether on or off school property.

Students are further expected to comply with these rules and all specific instructions from the teacher or other supervisory staff member/volunteer when accessing Five Town CSD's computers, networks and Internet services.

**C. Prohibited Use**

The user is responsible for his/her actions and activities involving Five Town CSD's computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** -Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials or messages that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal.

2. **Illegal Activities** - Using Five Town CSD's computers, networks and Internet services for any illegal activity or activity in violation of any other Board policies, procedures and/or school rules. The District assumes no responsibility for illegal activities of students while using school computers.
3. **Violating Copyrights** - Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission (see Board policy/procedure EGAD - Copyright Compliance). The school unit assumes no responsibility for copyright violations by students.
4. **Copying Software** - Copying or downloading/installing software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The District assumes no responsibility for illegal software copying by students.
5. **Plagiarism**- Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher and website must be identified.
6. **Misuse of Passwords/Unauthorized Access** -Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts.
7. **Malicious Use/Vandalism** -Any malicious use, disruption or harm to Five Town CSD's computers, networks and Internet services, including, but not limited to, hacking activities and creation/uploading of computer viruses. Students are prohibited from modifying the hardware configuration of any computer. Students may not install or run any software not owned and/or authorized by the District.
8. **Avoiding School Filters** - Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc.** - Accessing blogs, social networking sites, etc. to which student access is prohibited.

**D. No Expectation of Privacy**

Five Town CSD retains control and supervision of all systems and devices owned or leased by Five Town CSD. Five Town CSD reserves the right to monitor all device usage and Internet activity by students. Students have no expectations of privacy in their use of school devices, including e-mail and stored files and Internet access logs.

**E. Compensation for Losses, Costs and/or Damages**

The student and/or the student's parent/guardian shall be responsible for compensating Five Town CSD for any losses, costs or damages incurred by Five Town CSD related to violations of policy IJNDB and/or these rules, including investigation of violations. The District assumes no responsibility for any unauthorized charges or costs incurred by a student while using District computers.

**F. Student Security**

A student should not reveal his/her full name, address or telephone number, social security number or other personal information on the Internet. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher or parent if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

**G. System Security**

The security of Five Town CSD's computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify the Building Administrator or the Technology Coordinator. The user shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

**H. School Assigned Device Use**

Board Policies IJNDB-L - School Provided Computer Use and IJNDB-P - School Provided Computer Use Procedures will govern the use of School Devices by students

**I. Additional Rules for Use of Privately-Owned Devices by Students**

The Five Town CSD provides a Guest network so that students may access the Internet and other shared resources from their personal devices. Students have no more expectation of privacy for devices on the Guest network than they do on a school provided device. The Five Town CSD is not responsible for any damage that occurs to a personal device while it is being used at a district location.

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

First & Second Reading: June 13, 2013

Adopted: June 13, 2013

**MSAD #28 POLICY**  
**STUDENT COMPUTER and INTERNET USE**

The MSAD #28 provides computers, networks and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students whether in use at school or off school premises. The Board believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school computers, networks and Internet services is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (IJNDB-R). Students who violate these policies may have their computer privileges limited, suspended or revoked and may also be subject to further discipline, referral to law enforcement and/or legal action.

All MSAD #28 computers remain under the control and supervision of MSAD #28 at all times. MSAD #28 reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers whether they are used on or off school property.

The District utilizes filtering technology designed to block child pornography and other materials that are obscene or harmful. While reasonable precautions will be taken to supervise student use of the Internet, The MSAD #28 cannot reasonably prevent all inappropriate uses in violation of Board policies and school rules. The MSAD #28 is not responsible for the accuracy or quality of information that students obtain through the Internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the District website and/or other means selected by the Superintendent.

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policies rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of MSAD #28's computer system as long as they are consistent with the Board's policies/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

First Reading: June 19, 2013

Second Reading: June 19, 2013

Adopted: June 19, 2013

**MSAD #28 POLICY**  
**STUDENT COMPUTER and INTERNET USE RULES**

These rules implement Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school unit computers, networks and Internet services, and for his/her computer files, passwords and accounts. The rules are intended to provide general guidelines and examples of prohibited uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with Board policy IJNDB and these rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator. These rules apply to all school computers and all school-provided devices wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

**A. Consequences for Violation of Computer Use Policy and Rules**

Student use of MSAD #28 computers, networks and Internet services is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

The building principal shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record and any other pertinent factors.

**B. Acceptable Use**

Student access to MSAD #28's computers, networks and Internet services are provided for educational purposes, research, and incidental personal use consistent with MSAD #28's educational mission, curriculum and instructional goals, as long as personal use of school computers does not interfere with student performance, with system operations or with other system users.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using school computers, whether on or off school property.

Students are further expected to comply with these rules and all specific instructions from the teacher or other supervisory staff member/volunteer when accessing MSAD #28's computers, networks and Internet services.

**C. Prohibited Use**

The user is responsible for his/her actions and activities involving MSAD #28's computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** -Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials or messages that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal.

2. **Illegal Activities** -Using MSAD #28's computers, networks and Internet services for any illegal activity or activity in violation of any other Board policies, procedures and/or school rules. The District assumes no responsibility for illegal activities of students while using school computers.
3. **Violating Copyrights** - Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission (see Board policy/procedure EGAD – Copyright Compliance). The school unit assumes no responsibility for copyright violations by students.
4. **Copying Software** - Copying or downloading/installing software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The District assumes no responsibility for illegal software copying by students.
5. **Plagiarism**- Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher and website must be identified.
6. **Misuse of Passwords/Unauthorized Access** -Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts.
7. **Malicious Use/Vandalism** -Any malicious use, disruption or harm to MSAD #28's computers, networks and Internet services, including, but not limited to, hacking activities and creation/uploading of computer viruses. Students are prohibited from modifying the hardware configuration of any computer. Students may not install or run any software not owned and/or authorized by the District.
8. **Avoiding School Filters** – Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc.** – Accessing blogs, social networking sites, etc. to which student access is prohibited.

**D. No Expectation of Privacy**

MSAD #28 retains control and supervision of all computers, networks and Internet services owned or leased by MSAD #28. MSAD #28 reserves the right to monitor all computer and Internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files and Internet access logs.

**E. Compensation for Losses, Costs and/or Damages**

The student and/or the student's parent/guardian shall be responsible for compensating MSAD #28 for any losses, costs or damages incurred by MSAD #28 related to violations of policy IJNDB and/or these rules, including investigation of violations. The District assumes no responsibility for any unauthorized charges or costs incurred by a student while using District computers.

**F. Student Security**

A student should not reveal his/her full name, address or telephone number, social security number or other personal information on the Internet. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher or parent if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.



### **G. System Security**

The security of MSAD #28's computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify the Building Administrator or the Technology Coordinator. The user shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

### **H. MLTI Device Use**

Board Policies IJNDB-L - School Provided Computer Use and IJNDB-P - School Provided Computer Use Procedures will govern the use of MLTI Devices by students

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

First Reading: June 19, 2013

Second Reading: June 19, 2013

Adopted: June 19, 2013

Digital Citizenship at the 9-12 level is covered in 9th grade English. The unit covers copyright, appropriate interactions with other students online, plagiarism, etc. Before iPads are distributed each year, we do a class meeting with students where we reinforce those concepts.

At the 5th and 6th grade levels, students attend a presentation on digital citizenship using materials from Common Sense Media. In addition to large group presentations, students learn about bullying during their 6th grade guidance exploratory class. Common Sense Media materials are used in this class setting. All middle school students, as they rotate through the library, are instructed on plagiarism, copyright, and how to appropriately cite others' work.

At the lower elementary level, where technology use is currently limited to skill practice and writing, emphasis on digital citizenship is limited to instruction about bullying. As time allows and where appropriate, as determined by building leadership, more specific digital citizenship curriculum may be added in future school years.

**Section VI: Certifications**

I certify that:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee

Maria Libby  
Superintendent of Schools  
Five Town CSD, MEDMS #1294  
MSAD #28, MEDMS #1222

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date