WAKEFIELD SCHOOL DISTRICT

SAU 64

TECHNOLOGY PLAN 2013-2016

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Contact Persons:

Nicole Anderson, nicole.anderson@sau64.org

Nate Bryne, nate.byrne@sau64.org

Paul School, 60 Taylor Way, Sanbornville, NH 03872

603-522-8891

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I. Introduction

Technology Committee

> Jerry Gregoire, Principal
>
> Nate Byrne, Assistant Principal
>
> Warren Luebkeman, Network Administrator
>
> Donna Martineau, Computer Teacher
>
> Nicole Anderson, Library Media Specialist
>
> Kathy Frothingham, 1st grade Teacher
>
> Gavin Kearns, Science Teacher
>
> Joe Williams, Parent

District Information

The town of Wakefield, New Hampshire is located on the eastern side of the state and sits on the Maine border. It forms the southern end of Carroll County, and is located in the Lakes Region. It is approximately forty-four miles from the seacoast city of Portsmouth and the town of North Conway in the White Mountains. As of January 2012, the town has a population of 4759 living in the seven villages of Wakefield. Part of SAU #64, the town's only school, Paul School, has a student population of 428 from pre-school through eighth grade, as of April 30, 2013. The thirteen preschool students attend half-day sessions as part of the SAU program. The average class size is 18 students. 65 students receive Special Education services, 171 are eligible for free lunch, and 43 additional students are eligible for reduced price meals. High School students, grades nine through twelve attend Spaulding High School in Rochester (about a 20 mile commute).

District Mission Statement

The school communities of Wakefield and Milton require high expectations and personal excellence from their school children and the personnel who service them. It is the mission of School Administrative Unit #64 to prepare our students to become responsible citizens and compete successfully in a diverse and global community.

Wakefield School District – Technology Vision Statement

In accordance with the district mission, the Wakefield School district is committed to integrating technology that is appropriate for supporting learning across all subject areas, to streamline school operations, and to provide students with the knowledge, skills and expertise to succeed in the 21st Century.

II. Goals

Wakefield School District has made many changes in technology at Paul School over the past three years. With a commitment to adopting Common Core standards and the Smarter Balanced testing, our goals are focused on updating and providing technology resources for students and staff.

Chief among the changes has been the start of a three-year lease beginning in July 2012 with Apple, Inc. for (5) of iPad carts for grades kindergarten through third grade, and (5) of MacBook Air carts for grades sixth through eighth grade. Staff computers are now on a replacement schedule beginning with the 2011-2012 school year, with the goal of replacing them every three years. Infrastructure has been updated, including adding a server for student storage. We are currently in the process of increasing our bandwidth for adequate testing.

Using NH School Technology and Readiness (STaR) Chart, the technology committee has identified the following to be our long-term goals:

- To increase the use of emerging technology in the classroom with collaborative student-centered projects
- To increase student and staff ICT literacy as outlined in the current ISTE NETS standards, Common Core and AASL standards, measurable by our updated technology curriculum
- To create an appropriate technology budget that will adequately serve our school

- To expand our access to a technology specialist to minimize impact on student learning
- To provide better access to web-based learning environments
- To increase bandwidth and improve wireless connectivity
- To update supplemental materials to phase out outdated resources, i.e. replacing VHS with streaming videos from subscription databases

Included in these goals is the adoption of Common Core and the technology skills that are necessary for all students. Professional development will be offered to ensure that all staff is proficient at integrating 21st technology skills and resources into their classrooms. The recent purchase of LCD projectors, to enable one per classroom, and Apple TVs will help this goal, as the lack of access to projectors has thus-far hindered technology integration.

III. Access to Technology Resources

Wakefield School District has a full time computer teacher with a designated computer lab of twenty-five iMacs. With the increasing size of some grade levels, the size of this lab may need to be addressed. All grade levels have computer class for one hour a week for the entire year.

There is also a full time library media specialist, operating on a flexible schedule for collaboration in the classroom. The library has recently updated the library catalog system to allow for 24/7 access to library holdings, purchases of eBooks that are also 24/7 accessible, replacement of both staff circulation and student self-checkout machines, plus the purchase of four iPads serving as patron catalogs and mini-research stations. The library also has an Apple TV.

Students in grades kindergarten through grade three have access to grade level designated iPad carts. Students in grades four through six each have a grade level designated laptop cart. A long-term goal is to have one laptop cart per classroom. Students in grades seven and eight have shared laptop carts. In total, we have 180 designated laptops and 125 iPads for non-specific student use.

Every professional staff member has a designated computer, though some are becoming too outdated for necessary operating system updates to access technology we are attempting to integrate. Therefore, our goal is to purchase a new computer for each professional staff member every three years. Budget constraints for the 2013-2014 year will only allow us to purchase 8 of the 13 staff laptops needed.

Every room in Paul School has wireless connectivity. Currently, we are assessing access points for load usage to determine where we may need to increase access points during testing to minimize slow bandwidth. We are also looking into increasing our Internet bandwidth from the current 10/100 mb within the next two years.

By the end of this year, every classroom will have a designated LCD projector, a designated document camera, and access to a grade-level Apple TV, with the middle school having one Apple TV per classroom. This will allow all classroom teachers to access the available resources for newly purchased curriculum, as well as allowing for the purchase of online resources that are updated regularly, as opposed to purchasing multiples of print volumes. All staff will be instructed in the use of these materials.

With the high quality recording capability of iPads, we are looking into purchasing iPads for staff to use in lieu of digital video recorders. We are in the process of purchasing a tripod geared towards an iPad for recording purposes, as well as microphones to boost sound quality. As we have already utilized this technology with success, we see that we will continue to maintain still digital cameras at a rate of at minimum one per grade level. Projected professional development from Apple or in-house staff will ensure that all staff members know how to use these materials.

Currently, we do not have a designated technology person in the building at Paul School. Our technology support personnel is outsourced to Back Bay Computers and shared with our sister district in Milton. Many students and staff seek the assistance of the computer teacher, which often interferes with her class schedule. Administrators are well versed in technology issues, as well, but may not always be available for assistance due to the

nature of their positions. Adding a designated technology specialist to the building may not be feasible financially, but any suggestion to do so would require school board and town approval.

IV. ICT Literacy

As part of the technology plan revision, we have updated our technology curriculum to be adopted as whole school.   We have adopted "I Can" statements and a technology scope and sequence for kindergarten through eighth grade. These can be found in Appendices A and B.

As part of the digital portfolio process, our network administrator has begun to create network usernames and passwords for every student to save artifacts as part of their portfolio. Teachers will begin to help students identify the work that should be a part of their digital portfolio.

Appendix C shows the adopted digital portfolio rubrics that will be used. Each rubric is based on the six National Educational Technology Standards (NETS-S) and Performance Indicators for Students.

In addition to classroom technology instruction, students in all grades receive 60 minutes of directed computer instruction one day per week for the entire year by a certified computer teacher. Instruction includes acceptable use, copyright, search techniques, website evaluation and internet safety, as well as standard technology tools. Students at the middle school level are trained in internet safety through the use of i360.

V. Professional Development

SAU 64 is committed to providing ongoing and sustained professional development for all staff that is necessary and beneficial to enhance student achievement. To this end, the Wakefield School District has multiple days built into the school calendar for job-embedded professional development.

Some examples of job-embedded professional development are:

- Continued development of Professional Learning Communities for collaboration of best practices
- Offering in-house technology training in areas relevant to current programs or curricula
- Developing innovative ideas or programs to enrich current curricula
- Consistent evaluation of student data to drive instruction

In addition to workshops offered through the district, each staff member is allotted funds for self-chosen professional development opportunities. Staff is encouraged to attend workshops and take college courses that are relevant to their area of expertise and to bring this knowledge back to the entire staff, so that all may benefit.

Some of the district affiliations for professional development include the following:

- Christa McAuliffe Technology Conference
- NHSLMA Conference
- NELMS Conference
- College course offerings, such as those through Plymouth State or UNH
- OpenNH
- Seacoast Professional Development Center (SPDC)
- SERESC

The district will also promote and support curricula and teaching strategies that integrate technology effectively into curriculum and instruction. Our goal is to link these strategies to relevant research and to use them to improve student achievement. Some examples of this include:

- Current use of FASTT Math in all grade levels to support math instruction
- Read Naturally and Reading Plus programs
- Virtual fieldtrips relevant to curricula

- Developing new courses to further enhance technology training on students, such as Podcasting, Digital Animation and Digital Storytelling
- Subscription databases, including, but not limited to EBSCOHost and Discovery Streaming
- Use of eBooks for learning centers

Sufficient technology training for staff is essential for proper integration of technology into the curriculum. Some strategies this district will employ to ensure that this happens include the following:

- All staff must be trained in basic technology according to their job description needs
- Technology support will be available to all staff every school day
- Offering ongoing digital portfolio training
- Ongoing training by Media Specialist in research skills across grade levels
- Offering Performance Pathways training to continue using data to drive instruction
- Offering professional development workshops in technology areas at least two times per school year

Evaluation of technology professional development will be done as needed through formal surveys of staff, as well as by documenting ongoing questions by staff. These evaluations will drive the professional development opportunities offered by the district.

VI. Community/Parent Involvement

Wakefield School District is committed to community and parent involvement. Over the last year we have increased the number of volunteers helping to over fifty. Weekly newsletters informing of school events are distributed to parents and the community, both electronically and in paper format. The school website is maintained regularly with updates for the community. Bi-monthly school board meetings are recorded and aired on the local channel to keep all constituents informed of school business.

AlertNow has been in use for several years and has been a successful way of communicating quickly with our large number of parents. We have recently added email communications of previous paper communications to streamline information and to "go green."

Last year's switch to PowerSchool was the first step in changing the report card system. Soon, the parent module will be implemented, allowing parents to see at a glance their child's work more frequently than eight times per year. The technology committee anticipates providing at least two opportunities to train parents on this new module, once it is implemented.

We also implemented the NutriKids system in our Food Services department, allowing parents to access and update their students' food account.

VII. Data Collection and Evaluation

Data from all sources listed is gathered on a regular basis.
- Appendix D- NHSTAR

Technology Plan Assessment:

The Technology Committee, chaired by the Library Media Specialist, and consisting of administrative and professional staff members, meets several times throughout the school year. The committee monitors progress on the Technology Plan and recommends corrections and/or changes as needed. Progress on the Technology Plan is overseen by the Technology Committee, and monitored through:
- Regular meetings of the Technology Committee
- School Board meetings
- Staff Communications
- Annual review of the plan by the Technology Committee

The development, implementation and assessment of the Technology Plan are integral parts of an ongoing cycle. The Technology Committee and the administration are responsible for overseeing this project in conjunction with all aspects of the school programs under the umbrella of the District Education Improvement Plan.

May 2012-June 2013

    Review and revision of the Technology Plan

June 2013

    Board review of plan

    Revisions as necessary for approval

July 2013

    State review of plan

    Revisions as necessary for approval

August 2013

    Distribution of plan to staff members

    Training as necessary for immediate implementation of key changes (i.e. tech curriculum and digital portfolio)

    Research skills workshop offered by Library Media Specialist

September 2013

    Full implementation of tech plan

October 2013

    Budget planning for 2014-2015 school year

    Discovery Education Training for all staff

December 2013

    Litmus test of staff for technology changes

    Training as necessary

January 2014-April 2014

    Continued troubleshooting and training as necessary

May 2014

    Formal tech evaluation of staff and plan by technology committee

Hardware and Support Evaluation:

Evaluation of hardware needs is an ongoing process. During the Technology Committee's monthly meeting, hardware needs, including purchases, maintenance and use, are evaluated in order to make decisions and to plan for the future.

Connectivity Evaluation:

Technological systems are used to communicate within the school building, with the community and with the outside world. The cable access that is provided by Time Warner Cable allows our school to remain connected for use by students and staff, but is not adequate for what we require. Access to the school-wide network and the Internet is provided for all students and staff for educational purposes.

Technology Literacy Evaluation:

The Wakefield School District has implemented a technology curriculum that addresses the New Hampshire Information and Communication Technologies Literacy Standards and the ISTE National Educational Technology Standards. Using the litmus test in December 2013 and the formal evaluation in May 2014, the technology committee will make adjustments to the technology curriculum based on staff input.

Professional Development Evaluation:

Professional development activities in the area of technology are suggested by the technology committee and administration and provided as needed.

VIII. Budget

Approved for 2013-2014

Regular Ed Software	**$4928.90**
Regular Ed New Equipment	**$19000**
Professional Development Tuition	**$12000**
Professional Development Workshops	**$22100**
Library Equipment	**$3084.50**
Library Contract Services (databases)	**$2169**

Technology Contracted Service (Back Bay)	**$19950**
Technology Repair and Maintenance	**$12644**
Technology Software Maintenance	**$2265.15**
Technology Leases	**$65700**
Technology New Computer	**$25043.94**
Technology Computer Equipment Replace	**$468**
Food Service Tracking & Reporting (Nutrikids)	**$1000**

IX. Policies and Procedures

Children's Internet Protection Act (CIPA)

The Wakefield School District has taken the following actions to ensure compliance with CIPA requirements:

- Training for our staff
- Supervision of students using the Internet
- Implementation of the NetSmartz Program
- A filtering system
- A board policy on Student Computer/Internet use

Internet Security

Paul School uses SonicWall as an Internet filter, which is managed by our contracted IT services. This software has options to filter out adult/sexually explicit content, criminal skills, drugs, alcohol, tobacco, gambling, hate speech, violence, and weapons. We also have the ability to block a number of different types of sites, such as intimate apparel, chat, remote proxies, and personal and dating sites. Additionally, we can define our own filters, which we use to prohibit sites such as Facebook or Myspace. We can also permit certain sites that get blocked for content like PBS.

Internet Safety

The following are school board developed policies regarding Internet Safety:

- Appendix E - EGA School District Internet Access for Students
- Appendix F - EGA-R Computer Network and Internet Access Release Form
- Appendix G – Internet Use Policy from Student Handbook

- Appendix H – JICAC The Paul School Computer System Use Policy

Students in grades 6-8 participate in i360 where they watch vignettes and then answer questions about internet behavior. i360 is part of a program and website (http://www.netsmartz.org) developed by the National Center for Missing & Exploited Children and Boys & Girls Clubs of America to promote safety on the Internet. Students in grades 1-5 are encouraged to utilize sits on the Paul School portaportal (http://guest.portaportal.com/paulschool) or other teacher selected websites.

Copyright and Fair Use
- Appendix I - EGAD Copyright Compliance
- Appendix J - EGAD-R Copyright Compliance

The District ensures that both staff and students are aware of copyright and fair use laws regarding digital content. References to observation of copyright laws are included within the Acceptable Use Policy.

The Wakefield School District also complies with New Hampshire law (RSA 194:3-d) through their adoption of an acceptable use policy (AUP) that outlines the intended appropriate and acceptable use, as well as the inappropriate and illegal use, of the school district computer systems and networks including, but not limited to, the Internet.

Currently the computer teacher instructs all students in grades K-8 on the basics of Internet Safety, proper search techniques, copyright and fair use policies and netiquette with reinforcement in the regular classroom. In addition, individual classroom teachers and the Library Media Specialist teach research techniques and proper citation of online sources.

Storage and Access of Records
- Appendix K - EH Data Management
- Appendix L - EHB Data/Records Retention

- Appendix M - EHB-R Data/Records Retention
- Appendix N – JRA – Access to Student Records - FERPA
- Appendix O – JRA-R -

Distance Education

- Appendix P – IHCD Advanced Course Work Advanced Placement Courses
- Appendix Q – IMBA Online and Virtual Education

Appendices

Appendix A

Technology I Can Statements for Students in Grades K-8

Based on the New Hampshire ICT_ (Information and Communication Technologies Standards)

Kindergarten	
K-Core and Cognitive	1. I can **see** how technology is used at home and at school to learn and to play. 2. I can **use** software on the computer to help me learn, like reading and art programs 3. I can **use** the right programs to help me make stories or drawings, for example, with the help of my teachers, parents, and other students. 4. I can **use** programs that help me solve problems, like finding hidden pictures, sorting objects, or matching and counting. 5. I can, with the help of others, **recognize** and respond to an e-mail message when my teacher shows it on a big screen in school. 6. I can **name** different ways of talking to people by using a computer, like text, clip art, photos, video, and Web pages.
K-Ethical	1. I can **tell** that a computer is a machine that helps people work, learn, play, and talk to each other. 2. I can **understand** that a password keeps people's work private. 3. I can **see** that computers help us learn and play. 4. I can **see** that computers need to be treated carefully and kept clean.
K-Portfolio	1. I can **choose**, with support from teachers, family members, or student partners, one or two different types of files for my portfolio. 2. I can, with support from teachers, family members, or student partners, **save** files to my

	portfolio to make an artifact. 3.　　I can **tell**, with support from teachers, family members, or student partners, about my artifact.
K-Tech Foundations	1.　　I can **name** the major parts of a computer system (computer, monitor, mouse, keyboard) and can tell what they do and how to take care of them. 2.　　I can **name** other parts like earphones, printers, floppy disks, or CDs and tell how they are used. 3.　　I can **use** the mouse to start a program or make a choice or jump to a new place. 4.　　I can **understand** pictures (symbols and icons) used to show hardware or software functions (like the à to go to the next page.) 5.　　I can **use** the keyboard to type letters and numbers, and I can recognize special keys like the shift or arrow keys. 6.　　I can **get** to Internet information when links have already been shown to me, with help from teachers, parents, or other students. I can **recognize** e-mail or bulletin board when the teacher shows it on a big screen in the classroom, library, or computer lab.
First Grade	
1-Core and Cognitive	1.　I can **use** the computer to share my thoughts, ideas, and stories with other people by creating documents and editing and saving them. 2.　I can **choose** the right software to use for the job I want to do, like word processing for writing a story or a drawing program to make a picture. 3.　I can **work** with others to make a document and then print it and present it to the class. 4.　I can **use** software to collect information and make a graph, and then read and understand the graph. 5.　I can **show** how to use the Internet to get information and share ideas, with the help of my teachers, parents, or other students. 6.　I can, with help, **choose** the right ways to talk to and share ideas with other students, like e-mail, photos, videos, or Web pages. I can **tell** how technology is used in my community

	in different kinds of jobs.
1-Ethical	1. I can tell ways that the computer is used at home and in school. 2. I can see that passwords are for protecting people's privacy. 3. I can explain the right way to use computers in the classroom. 4. I can identify different ways of using computers to learn and to talk to other people.
1-Portfolio	4. I can **choose**, with support from teachers, family members, or student partners, one or two different types of files for my portfolio. 5. I can, with support from teachers, family members, or student partners, **save** files to my portfolio to make an artifact. I can **tell**, with support from teachers, family members, or student partners, about my artifact.
1-Tech Foundations	1. I can name major parts of a computer system (CPU, monitor, keyboard, disk drive, printer, and mouse) and tell what they are used for. I can name other parts used with a computer (printers, speakers) and I can name software used for typing, drawing, and slide presentations. 2. I can start up and shut down a computer, find a program, and use icons to choose, open, save, print, and close files. I can shut down a monitor and a printer. 3. I can recognize pictures (icons and symbols) in the software we use in the classroom (like the picture of a printer to print out a story or report, or the picture of a movie camera to start a video.) I can choose programs by selecting the right icons. 4. I can explain how to take care of and use different kinds of software: CD, floppy disk, DVD. I can show how to sit the right way and hold my hands to use a computer keyboard and mouse.
Second Grade	
2-Core and Cognitive	1. I can **use** word processing, drawing tools, presentation, and other software to show and share

	ideas about our class subjects with other students. 2. I can **work** with others to collect and create pictures and charts to be used with word processing reports and PowerPoint presentations. 3. I can, with help from teachers, parents, and other students, **explain** how to use the Internet safely to read and send messages (by e-mail, or bulletin boards, for example) for friends and other people. 4. I can **choose** software (like mapping or drawing programs) that will help me put things in order or show alike and different, and I can gather and put in order information for class projects. 5. I can **choose** software that will help me solve particular problems (like PowerPoint for a classroom presentation of a report, or a graph program to organize and show data). I can **explain** ways that technology has been used to solve real-world problems.
2-Ethical	1. I can **tell** how computers, scanners, and digital cameras are used in the community and in daily life. 2. I can **see** that copyrights affect how I can use computers, software, and the Internet. 3. I can **tell** the right way and wrong way to use computers. I can **show** how to use computers to work together with students, family, and others at school and at home.
2-Portfolio	6. I can **choose**, with support from teachers, family members, or student partners, one or two different types of files for my portfolio. 7. I can, with support from teachers, family members, or student partners, **save** files to my portfolio to make an artifact. 8. I can **tell**, with support from teachers, family members, or student partners, about my artifact.
2-Tech Foundations	1. I can **name** and **tell** how to use basic input devices: keyboard, mouse or trackball; output devices: monitors and printers; and forms of software: floppy disks and CDs. 2. I can **name** common technologies found in

	homes: VCRs, CD and DVD players, digital cameras, etc.)
	3. I can **tell** what common symbols and icons in the programs we use mean, like font, size, and print.
	4. I can **talk** about how to use and take care of software media like floppy disks, CDs, DVDs, videotapes and cassette tapes.
	5. I can **tell** how to sit and hold my arms and hands correctly at the computer keyboard.
	6. I can, with help, **use** common databases, like the library electronic catalog, to find, sort, and understand information on an assigned class project.
	I can **recognize** and **use** basic file menu commands like new, print, save, and close.
Third and Fourth Grades	
3/4-Core and Cognitive	1. I can **identify** the best software to use for a certain task.
	2. I can **talk** about skills I can develop, information I can find, and ways I can collaborate with others through the use of technology.
	3. I can **work** with others to **plan, create**, and run a multimedia slide show to share information and ideas.
	4. I can safely **use** telecommunications tools to find information or talk to others for independent learning or for fun.
	5. I can **gather** information and ideas by myself using a variety of media. I can summarize and illustrate the material and present the final product using a variety of media.
	I can **use** the right words for technology tools (multimedia authoring, presentation software, Internet, digital cameras, scanners) used in creating reports and other products to share with others.
3/4-Ethical	1. I can **talk** about the good and bad things and about using technology. I can identify how technology affects our culture and society.
	2. I can **explain** how not having the use of computers and other technologies can affect a person's ability to find information and ways to learn, and to find a job.

	3. I can **explain** the consequences of irresponsible use of technology resources at school, at home, and in our communities. 4. I can **identify** places in the community where I can access technology.
3/4-Portfolio	1. I can **save** files to my portfolio to make an artifact. 2. I can **write** a reflection for my artifact. 3. I can **look** at my artifact and **know** how my teacher scored it on the rubric used for that assignment. 4. I can **pu**t at least 2 different types of files into my portfolio.
3/4-Tech Foundations	1. I can **name** input and output devices and describe what they do. I can tell the purpose of devices such as digital cameras, scanners, and printers, and I can use a keyboard and mouse efficiently. 2. I can **name** common purposes of technology use in daily life at home, in school, and in the community. 3. I can discuss ways technology has changed life and work, business, industry, and government in the last 30 years. 4. I can **associate** words, symbols, and icons with their functions (for example, select, text box, Word Art, insert clip art, font color, fill color). 5. I can **use** correct fingering for letter and number keys and use special purpose keys (arrow keys, backspace, caps lock, control). 6. I can **demonstrate** proper care when using computer system hardware, software, peripherals, and storage devices. I can **access** network resources such as, software programs and printers in other parts of the building or room.
Fifth and Sixth Grades	
5/6-Core and Cognitive	1. I can **identify** and use common productivity software features such as menus and toolbars to

	plan, create, and edit word processing documents, spreadsheets, and presentations. 2. I can **identify** a variety of media and formats to create and edit products (e.g. presentations, newsletters, Web pages, portable document format) that communicate synthesis of information and ideas from the curriculum to multiple audiences. 3. I can **describe** steps for using common Web search engines and basic search functions of other technology resources to locate information, and guidelines fro evaluating information from a variety of sources for its relevance to the curriculum. 4. I can **describe** how to perform basic queries designed to process data and report results on assigned topics in the curriculum. 5. I can **identify**, record, and organize information on assigned topics in the curriculum by selecting and using appropriate information and communication technology tools and resources slide (e.g., Slide show, timeline software, database, conceptual mapping). 6. I can **use** the appropriate technology tools and resources to solve a specific problem or make a decision. 7. I can **selec**t and use information and communication technology tools and resources to collect, organize, and evaluate information relevant to a real world problem.
5/6-Ethical	1. I can **identify** issues related to how information and communication technology supports collaboration, personal productivity, lifelong learning, and assistance for students with disabilities. 2. I can **discuss** basic issues related to responsible use of technology and information. 3. I can **identify** scenarios describing acceptable and unacceptable computer use. 4. I can **describe** personal consequences of inappropriate use. 5. I can **identify** software or technology-delivered access that is valuable to me. 6. I can **describe** how it improves my ability to communicate, be productive, or achieve personal

	goals.
5/6-Portfolio	5. I can **save** files to my portfolio to make an artifact. 6. I can **write** a reflection for my artifact. 7. I can look at my artifact and **know** how my teacher scored it on the rubric used for that assignment. 8. I can **put** at least 2 different types of files into my portfolio.
5/6-Tech Foundations	1. 2. I can **use** basic input and output devices such as a mouse and a keyboard. 3. I can **access** network resources such as printers in other parts of the building or room. 4. I can **use** common peripherals such as scanners, digital cameras, and video projectors. 5. I can **use** menu options to create text, picture, spreadsheet and web documents. 6. I can **save**, print, format, and access files on the computer. 7. I can **use** the dictionary, thesaurus, spelling and grammar tools in a word processing program. 8. I can **type** in the proper keyboarding position, using the correct fingers and hands for the right keys. 9. I can **use** the edit menu to correct errors in a document. 10. I can **exchange** a file with the teacher or another student through email. 11. I can **manage** files. (Rename, create a folder, put files into a folder, save files to different places.) I can use the correct words when talking about technology such as file, network, email, file path, server.
Seventh and Eighth Grades	
7/8-Core and Cognitive	1. I can **describe** and apply common software features(e.g., spelling and grammar checkers, dictionary, thesaurus, editing options) to maximize accuracy in development of word processing

	documents; sorting, formulas and chart generation in spreadsheets; and insertion of pictures, movies, sound, and charts in presentation software to enhance communication to an audience, promote productivity, and support creativity. 2. I can **use** a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, Web pages) that effectively communicate information and ideas about the curriculum to multiple audiences. 3. I can **conduct** an advance search using Boolean logic and other sophisticated search function. 4. I can **evaluate** information from a variety of sources for accuracy, bias, appropriateness, and comprehensiveness. 5. I can **identify** and implement procedures for designing, creating, and populating a database; and in performing queries to process data and report results relevant to an assigned hypothesis or research question. 6. I can **select** and use information and communication technology tools and resources to collect and analyze information and report results on an assigned hypothesis or research question. 7. I can **identify** two or more types of information and communication technology tools or resources that can be used for informing and solving a specific problem and presenting results, or for identifying and presenting an informed rationale for a decision. I can **describe** the information and communication technology tools they might use to compare information form different sources, analyze findings, determine the need for additional information, and draw conclusions for addressing real-world problems.
7/8-Ethical	1. I can **identify** legal and ethical issues related to use of information and communication technology. 2. I can **recognize** consequences of its misuse. 3. I can **predict** possible long-range effects of ethical and unethical use of technology on culture

	and society. 4. I can **discuss** issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism.) 5. I can **analyze** the consequences and costs of unethical use of information and computer technology (e.g., hacking, spamming, consumer fraud, virus setting, and intrusion.) 6. I can **identify** methods for addressing these risks. 7. I can **examine** issues related to computer etiquette. I can **discuss** means for encouraging more effective use of technology to support effective communication, collaboration, personal productivity, lifelong learning, and assistance for individuals with disabilities.
7/8-Portfolio	1. I can **save** files to my portfolio to make an artifact. 2. I can **write** a reflection for my artifact. 3. I can look at my artifact and know how my teacher scored it on the rubric used for that assignment. 4. I can **put** at least 5 different types of files into my portfolio. 5. I can **select** what artifacts should go into my final portfolio 6. I can **create** a tour in Richer Picture to act as my digital portfolio. I can **write** a reflection evaluating personal growth, including my strengths and weaknesses as demonstrated by artifacts I selected to included in my final digital portfolio
7/8-Tech Foundations	1. I can **recognize** the hardware and software needed to provide access to network resources. 2. I can **connect, control,** and **use** peripherals such as scanners, cameras and video projectors efficiently and effectively. 3. I can **select** and **use** appropriate pieces of technology to design and present information appropriately, addressing a target audience and providing accurate citation of sources. 4. I can **identify** file formats and convert them as

	necessary for effective use in web, video, audio, presentation, publication, word processing, database, and spreadsheet applications.
	5. I can **look** at changes in hardware and software systems over time and identify how these changes affect businesses, government, education, and individual users.
	6. I can **manage** my files (in a variety of media and formats) on a hard drive and a network.
	7. I can **solve** basic hardware, software, and network problems that occur during every day use.
	8. I can **access** online help or tutorials to help solve common problems.
	I can **protect** computers from viruses, vandalism, and unauthorized use.

Appendix B

Paul School
Technology Scope and Sequence
Grades K-8

I—Introduce   R—Reinforce   IU—Independent User

Basic Operations and Concepts NETS and NH State Standard 1	K	1	2	3	4	5	6	7	8
General									
1. Demonstrate optimal posture and position at the computer workstation.	I	R	R	R	R	R	R	IU	IU
a. Eyes level with the text on the monitor	I	R	R	R	R	R	R	IU	IU
b. Shoulders down, arms relaxed	I	R	R	R	R	R	R	IU	IU
c. Elbows level with keyboard	I	R	R	R	R	R	R	IU	IU
d. Feet and lower back supported	I	R	R	R	R	R	R	IU	IU
e. Fingers curved		I	R	R	R	R	R	IU	IU
f. Wrists slightly elevated		I	R	R	R	R	R	IU	IU
2. Use developmentally appropriate keyboard techniques.		I	R	R	R	R	R	IU	IU
a. Left hand for left side keys, right hand for right side keys		I	R	IU	IU	IU	IU	IU	IU
b. Recognize and locate alphabetic keys		I	R	R	IU	IU	IU	IU	IU
c. Home row finger placement		I	R	R	R	IU	IU	IU	IU
d. Guidelines from typing program		I	R	R	R	IU	IU	IU	IU
e. Beginning proficiency in technique, posture, and speed					I	R	IU	IU	IU
3. Demonstrate appropriate use of special keys.	I	R	R	R	R	R	R	IU	IU
a. *Shift*, arrow, spacebar, *Backspace*, *Enter*	I	R	R	IU	IU	IU	IU	IU	IU
b. *Esc, Tab*			I	R	R	R	R	IU	IU
c. *Ctrl, Alt, Del, Ins*			I	R	R	R	R	IU	IU
d. *Home, End, PgUp, PgDn*				I	R	R	R	IU	IU
Terminology									
4. Utilize developmentally appropriate and accurate terminology to communicate effectively in a technological society.	I	R	R	R	R	R	R	R	R
a. Login (log-in)	I	R	R	R	R	R	R	R	R
b. Cursor	I	R	R	R	R	R	R	R	R
c. Icon	I	R	R	R	R	R	R	R	R
d. Scroll bar	I	R	R	R	R	R	R	R	R
e. Hour glass/busy	I	R	R	R	R	R	R	R	R
f. Word processing	I	R	R	R	R	R	R	R	R
g. Internet	I	R	R	R	R	R	R	R	R

h. Maximize	I	R	R	R	R	R	R	R	R
i. Network	I	R	R	R	R	R	R	R	R
j. Folder/directory	I	R	R	R	R	R	R	R	R
k. Open file	I	R	R	R	R	R	R	R	R
l. Minimize	I	R	R	R	R	R	R	R	R

Italicized words indicate special key names or computer commands.

Basic Operations and Concepts	K	1	2	3	4	5	6	7	8
4. Utilize developmentally appropriate and accurate terminology to communicate effectively in a technological society continued…			I	R	R	R	R	R	R
m. Edit			I	R	R	R	R	R	R
n. Hardware			I	R	R	R	R	R	R
o. Software			I	R	R	R	R	R	R
p. Copyright			I	R	R	R	R	R	R
q. Electronic mail (e-mail)				I	R	R	R	R	R
r. Software piracy				I	R	R	R	R	R
s. License agreement				I	R	R	R	R	R
t. Computer manual				I	R	R	R	R	R
u. File				I	R	R	R	R	R
v. Telecommunication				I	R	R	R	R	R
w. Multimedia				I	R	R	R	R	R
x. Desktop publishing						I	R	R	R
y. Database					I	R	R	R	R
z. Query								I	R
aa. Field								I	R
bb. Record								I	R
cc. Spreadsheet					I	R	R	R	R
dd. Cell					I	R	R	R	R
ee. Column					I	R	R	R	R
ff. Row					I	R	R	R	R
gg. Formula							I	R	R
hh. Boolean search					I	R	R	R	R

Italicized words indicate special key names or computer commands.

Basic Operations and Concepts	K	1	2	3	4	5	6	7	8
Computer Hardware/Software									
5. Use a variety of media and technology resources for directed and independent learning activities across the curriculum.	I	R	R	R	R	R	R	R	R
6. Demonstrate correct procedures for opening, closing, and saving files using menu options and commands in appropriate grade/subject instructional software.	I	R	R	R	R	R	R	R	R
7. Identify/define computer hardware components and peripheral devices.	I	R	R	R	R	R	R	R	R
a. Off/on switches	I	R	R	R	R	R	IU	IU	IU
b. Keyboard and mouse	I	R	R	R	R	R	R	IU	IU
c. Monitor/screen	I	R	R	R	R	R	R	IU	IU
d. Printer	I	R	R	R	R	R	R	IU	IU
e. CD/DVD Burner		I	R	R	R	R	R	IU	IU
f. Headphones, microphone, and speakers	I	R	R	R	R	R	R	IU	IU
g. CPU	I	R	R	R	R	R	R	R	R
h. Hard drive		I	R	R	R	R	R	R	R
i. Floppy drive		I	R	R	R	R	R	R	R
j. USB port		I	R	R	R	R	R	R	R
k. Serial port		I	R	R	R	R	R	R	R
l. Disk		I	R	R	R	R	R	R	R
m. Portable storage devise Jump drive/flash drive Floppy disk CD-ROM, DVD	I	R	R	R	R	R	R	R	R
n. File server		I	R	R	R	R	R	R	R
o. Digital camera			I	R	R	R	R	R	R
p. Digital Video Recorder			I	R	R	R	R	R	R
q. Scanner			I	R	R	R	R	R	R
r. RAM								I	R
8. Distinguish between input, output, and storage devices needed to successfully operate computers, VCRs, and other technologies.	I	R	R	R	R	R	IU	IU	IU
9. Demonstrate appropriate use of hardware (input/output devices) and media.	I	R	R	R	R	R	IU	IU	IU
a. Keyboard and mouse	I	R	R	R	R	R	IU	IU	IU
b. Computer disks	I	R	R	R	R	R	IU	IU	IU
c. CD-ROM	I	R	R	R	R	R	IU	IU	IU
d. Off/on switches	I	R	R	R	R	R	IU	IU	IU
e. Printer	I	R	R	R	R	R	IU	IU	IU
10. Appraise computer hardware to determine software compatibility.								I	R

Basic Operations and Concepts	K	1	2	3	4	5	6	7	8
Operating Systems									
11. Utilize an operating system efficiently.		I	R	R	R	R	R	R	R
a. Start up and shut down—Turn hardware on/off independently		I	R	R	R	R	R	R	R
b. Operating system (Example: Windows) menu items and commands/options				I	R	R	R	R	R
c. Start button/start menu				I	R	R	I	R	R
d. Taskbar, system tray						I	R	R	R
e. Control/Alt/Delete—Shut down and end tasks						I	R	R	R
12. Differentiate among operating systems.								I	R
13. Identify the functions and advantages of computer productivity software.							I	R	R
a. Word processing							I	R	R
b. Presentation							I	R	R
c. Telecommunications							I	R	R
d. Spreadsheet							I	R	R
e. Database							I	R	R
Networking									
14. Practice responsible use of networked computer.	I	R	R	R	R	R	R	R	R
a. Use log-in numbers/names	I	R	R	R	R	R	R	R	R
b. Use *Log Off*	I	R	R	R	R	R	R	R	IU
c. Use *Shut Down*	I	R	R	R	R	R	R	R	IU
d. Use network printers	I	R	R	R	R	R	R	R	R
e. Save files to individual home directories		I	R	R	R	R	R	R	R
f. Use multiple storage drives (A:\, G:\, and S:\), etc.		I	R	R	R	R	R	R	R
g. Access on-line information for instruction			I	R	R	R	R	R	R
h. Access information from a directory			I	R	R	R	R	R	R
i. Send and receive electronic mail					I	R	R	R	R
j. Set up and change user passwords								I	R
k. Know the importance of password security				I	R	R	R	R	R
15. Assess the impact of networks on society.								I	R

Italicized words indicate special key names or computer commands.

Basic Operations and Concepts	K	1	2	3	4	5	6	7	8
File Management									
16. Use basic computer management skills.	I	R	R	R	R	R	R	R	R
a. Access and exit software	I	R	R	R	R	R	R	R	R
b. Manage files (save, retrieve)		I	R	R	R	R	R	R	R
c. Organize files								I	R
d. Use disk utilities (format, copy, delete, create, backup, save)								I	R
17. Identify advantages of creating an organized file structure.								I	R
18. Arrange an organized file structure.								I	R
19. Modify file structure.								I	R
20. Identify various storage and backup options.								I	R
Basic Trouble Shooting									
21. Describe correct procedures for troubleshooting simple hardware and software problems.					I	R	R	R	R
22. Apply strategies for identifying and solving routine hardware and software problems that occur in everyday use.								I	R	R
Social, Ethical, and Human Issues NETS and NH State Standard 2	K	1	2	3	4	5	6	7	8
Information Ownership									
23. Interpret copyright laws and policies with regard to ownership and use of electronic information.	I	R	R	R	R	R	R	R	R
a. Respect the privacy of all users through the use of security rules	I	R	R	R	R	R	R	R	R
b. Interpret copyright laws			I	I	R	R	R	R	R
c. Interpret fair use policies						I	R	R	R
d. Obtain permission to use electronic media sources/products						I	I	R	R
e. Determine ethical considerations necessary to use electronic media sources/products						I	I	R	R
f. Explain consequences of copyright violations						I	I	R	R
Responsible Use									
24. Demonstrate proper care of hardware (computer, peripherals, other equipment) and media.	I	R	R	R	R	R	R	R	R
25. Discuss basic issues related to responsible use of technology systems and software and information including personal consequences of inappropriate use.	I	R	R	R	R	R	R	R	R

Italicized words indicate special key names or computer commands.

Social, Ethical, and Human Issues	K	1	2	3	4	5	6	7	8
Responsible Use									
26. Identify and practice legal and ethical behaviors when using information and technology.	I	R	R	R	R	R	R	R	R
a. Obey copyright laws	I	R	R	R	R	R	R	R	R
b. Use appropriate computer netiquette	I	R	R	R	R	R	R	R	R
c. Use Internet appropriately			I	R	R	R	R	R	R
d. Obey fair use policies						I	R	R	R
27. Understand and follow the Dover School District Technology Usage Policy	I	R	R	R	R	R	R	R	R
28. Explain consequences of the misuses of technology.						I	R	R	R
29. Evaluate the accuracy, appropriateness, relevance, comprehensiveness, and bias of electronic information.						I	R	R	R
30. Cite electronic sources properly.				I	R	R	R	R	R
31. Identify unethical behaviors regarding use of technology.						I	R	R	R
32. Recognize practices that are not in keeping with netiquette.						I	R	R	R
Implications of Technology Use									
33. Identify areas in which technology has impacted human lives.					I	R	IU	IU	IU
34. Discuss the advantages and disadvantages associated with common uses of technology in daily life.					I	R	IU	IU	IU
35. Describe current changes in information technologies and the effect those changes have on the workplace and society.								I	R	R
36. Analyze ways in which technology has influenced the course of history.								I	R	R
37. Evaluate the effect technology has on the workplace and society.									I	R
38. Explain types of tasks for which technology may be used in school, home, and business.									I	R
39. Identify factors that affect access to technology.									I	R

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Technology Productivity Tools NETS and NH State Standard 3	K	1	2	3	4	5	6	7	8
40. Utilize productivity/multimedia tools and peripherals to support personal productivity, group collaboration, communication, and learning throughout the curriculum.				I	R	R	R	R	R
a. Word processing software				I	R	R	R	R	R
b. Telecommunications (e-mail and Internet)				I	R	R	R	R	R
c. Presentation/authoring software				I	R	R	R	R	R
d. Web tools				I	R	R	R	R	R
e. Digital cameras					I	R	R	R	R
f. Scanners					I	R	R	R	R
g. Spreadsheet software					I	R	R	R	R
h. Database software								I	R
Word Processing									
41. Explain uses and advantages of word processing.				I	R	R	R	R	R
42. Use appropriate techniques for producing word processing documents.	I	R	R	R	R	R	R	R	R
a. Create and save a new document		I	R	R	R	R	R	R	R
Identify intended use		I	R	R	R	R	R	R	R
Use *New*		I	R	R	R	R	R	R	R
Use *Save* and *Save As*		I	R	R	R	R	R	R	R
b. Open, view, print, and close documents	I	R	R	R	R	R	R	R	R
Use *Open*	I	R	R	R	R	R	R	R	R
Print entire file	I	R	R	R	R	R	R	R	R
Use *Print Preview*		I	R	R	R	R	R	R	R
Print selected parts			I	R	R	R	R	R	R
Print using various sizes of paper							I	R	R
Use *Close*			I	R	R	R	R	R	R
c. Format documents		I	R	R	R	R	R	R	R
Select font style and size		I	R	R	R	R	R	R	R
Space words		I	R	R	R	R	R	R	R
Indent			I	R	R	R	R	R	R
Justify text			I	R	R	R	R	R	R
Set tabs				I	R	R	R	R	R
Space lines					I	R	R	R	R
Change case					I	R	R	R	R
Select page orientation							I	R	R
Set margins							I	R	R
Use headers, footers, and pagination								I	R

Technology Productivity Tools	K	1	2	3	4	5	6	7	8
Word Processing									
42. Use appropriate techniques for producing word processing documents continued…	I	R	R	R	R	R	R	R	R
d. Edit text			I	R	R	R	R	R	R
− Change font style and size			I	R	R	R	R	R	R
− Select text				I	R	R	R	R	R
− Cut, copy, paste, and delete text				I	R	R	R	R	R
− Use spell check				I	R	R	R	R	R
− Use thesaurus						I	R	R	R
− Use *Find* and *Replace* features							I	R	R
e. Use desktop publishing techniques			I	R	R	R	R	R	R
− Insert graphics			I	R	R	R	R	R	R
− Size graphics			I	R	R	R	R	R	R
− Insert, modify, delete columns							I	R	R
− Create tables								I	R
f. Use word processor in real world context	I	R	R	R	R	R	R	R	R
− Type reports				I	R	R	R	R	R
− Generate letters					I	R	R	R	R
− Make brochures				I	R	R	R	R	R
− Add entries to work cited							I	R	R
− Create a resume									I
− Create a formal lab report for science							I	R	R
Spreadsheets									
43. Identify examples of spreadsheets.						I	R	R	R
44. Identify uses of spreadsheets.						I	R	R	R
45. Explain advantages of using spreadsheets.						I	R	R	R
46. Apply appropriate techniques for producing spreadsheets.						I	R	R	R
a. Create and save spreadsheets						I	R	R	R
Identify intended use						I	R	R	R
Specify data organization						I	R	R	R
Determine columns and rows						I	R	R	R
Set cell attributes						I	R	R	R
Create simple calculation formulas						I	R	R	R
Enter and edit data						I	R	R	R
b. Retrieve data						I	R	R	R
Sort data						I	R	R	R
Create chart(s)						I	R	R	R

Italicized words indicate special key names or computer commands.

Technology Productivity Tools	K	1	2	3	4	5	6	7	8
Spreadsheets									
46. Apply appropriate techniques for producing spreadsheets continued…						I	R	R	R
c. Print and close spreadsheets						I	R	R	R
– Print all						I	R	R	R
– Print selection						I	R	R	R
– Use *Close*						I	R	R	R
d. Edit data						I	R	R	R
– Insert column or row						I	R	R	R
– Delete column or row						I	R	R	R
– Use fill down/across						I	R	R	R
– Save updated spreadsheet						I	R	R	R
e. Generate graphs from spreadsheets						I	R	R	R
– Determine and create appropriate type of graph						I	R	R	R
– Incorporate graphs into word processing						I	R	R	R
Databases									
47. Identify examples of databases.							I	R	R
48. Identify uses of databases.							I	R	R
49. Explain advantages of using databases.								I	R
50. Apply appropriate techniques for producing or manipulating databases.								I	R
a. Plan data structure								I	R
b. Create new and open existing database								I	R
c. Use S*ave*, *Save as,* and *Close*								I	R
d. Use print options								I	R
e. Name fields								I	R
f. Set field attributes								I	R
g. Enter data								I	R
h. Edit data								I	R
i. Search data								I	R
j. Sort data								I	R
k. Query data								I	R
l. Create and print reports								I	R
m. Filter data									I
n. Merge data									I
Multimedia Authoring									
51. Explain uses, advantages, and options of multimedia authoring.								I	R

Italicized words indicate special key names or computer commands.

Technology Productivity Tools	K	1	2	3	4	5	6	7	8
Multimedia Authoring									
52. Use a variety of media and technology resources to produce developmentally appropriate multimedia products across the curriculum.	I	R	R	R	R	R	R	R	R
a. Prepare an electronic presentation				I	R	R	R	R	R
– Create and edit slides/screens				I	R	R	R	R	R
– Add and edit text (font, size, color)				I	R	R	R	R	R
– Create an electronic presentation using research in a real world context				I	R	R	R	R	R
– Design a presentation using four or more different forms of media									I
b. Create or change the look of presentation				I	R	R	R	R	R
– Customize the background using color or picture				I	R	R	R	R	R
– Arrange objects on the slide/screen				I	R	R	R	R	R
– Insert graphics, clip art, digital pictures, paint, and/or original scanned artwork				I	R	R	R	R	R
– Use Word Art to enhance titles or to create original art				I	R	R	R	R	R
Cite all graphics – link where appropriate				I	R	R	R	R	R
Create a works cited screen or add to bottom of web page				I	R	R	R	R	R
c. Customize				I	R	R	R	R	R
Add slide transitions to slide show				I	R	R	R	R	R
Use sound to enhance presentation (Optional)				I	R	R	R	R	R
Place video in presentation (Optional)							I	R	R
Create slide layouts for tables and/or charts							I	R	R
Create a hyper-link to at least one website							I	R	R
Arrange slides/screens in a logical and appropriate order						I	R	R	R
Animate text and/or graphics to add impact (Optional)						I	R	R	R

Italicized words indicate special key names or computer commands.

Technology Productivity Tools	K	1	2	3	4	5	6	7	8
Multimedia Authoring									
52. Use a variety of media and technology resources to produce developmentally appropriate multimedia products across the curriculum continued…				I	R	R	R	R	R
d. Save				I	R	R	R	R	R
– Use S*ave* to store a presentation as a new and/or existing file				I	R	R	R	R	R
– Use *Save As* to save the presentation to a new location				I	R	R	R	R	R
– Close presentation				I	R	R	R	R	R
– Save a presentation as a web page								I	R
Technology Communication Tools NETS and NH State Standard 4	K	1	2	3	4	5	6	7	8
Presentations									
53. Demonstrate proficiency in presenting multimedia projects.				I	R	R	R	R	R
a. Open an existing multimedia project				I	R	R	R	R	R
b. Practice presentation skills for audience (use of microphone, posture, delivery skills)				I	R	R	R	R	R
c. Deliver presentation using projection device				I	R	R	R	R	R
d. Create notes for final presentation								I	R
54. Demonstrate proficiency in displaying digital information.								I	R
Communications Applications									
55. Use telecommunications and other media to collaborate and interact with peers and other audiences, following appropriate laws and regulations.			I	R	R	R	R	R	R
56. Explain uses and advantages of telecommunications.				I	R	R	R	R	R
57. Explain ways technology is used for transfer of information.					I	R	R	R	R
58. Demonstrate ways technology is used for transfer of information.					I	R	R	R	R
a. E-mail					I	R	R	R	R
b. Internet				I	R	R	R	R	R

Italicized words indicate special key names or computer commands.

Technology Research Tools NETS and NH State Standard 5	K	1	2	3	4	5	6	7	8
59. Use the Internet to access information.				I	R	R	R	IU	IU
60. Use appropriate (content-specific) on-line resources to support learning and research.	I	R	R	R	R	R	R	R	R
a. Utilize information from locally approved websites	I	R	R	R	R	R	R	R	R
b. Identify appropriate resources		I	R	R	R	R	R	R	R
c. Identify a need for information				I	R	R	R	R	R
d. Search electronic card catalogs, AVL, electronic dictionaries, encyclopedias, and almanacs as appropriate				I	R	R	R	R	R
e. Search the Internet using developmentally appropriate search engines.				I	R	R	R	R	R
f. Define search parameters				I	R	R	R	R	R
g. Produce research project incorporating information retrieved from at least three different types of sources				I	R	R	R	R	R
61. Apply appropriate techniques for information retrieval.				I	R	R	R	R	R
a. Key words				I	R	R	R	R	R
b. Boolean operators							I	R	R
62. Identify useful information from a search.				I	R	R	R	R	R
a. Relate search results to class or individual assignment				I	R	R	R	R	R
b. Evaluate for accuracy, appropriateness, and relevance				I	R	R	R	R	R
c. Evaluate for comprehensiveness and bias							I	R	R
d. Compare information from at least two sources							I	R	R
e. Identify trends in data								I	R
63. Take notes and paraphrase from a search.			I	R	R	R	R	R	R
64. Cite electronic sources appropriately for bibliography.			I	R	R	R	R	R	R

Italicized words indicate special key names or computer commands.

Technology Problem-Solving and Decision-Making Tools NETS and NH State Standard 6	K	1	2	3	4	5	6	7	8
65. Utilize technology for solving problems.	I	R	R	R	R	R	R	R	R
66. Discuss the use of technology as a resource for solving a variety of tasks.					I	R	R	IU	IU
67. Select appropriate technology tools and resources to address a variety of tasks and problems.						I	R	R	R
68. Use appropriate tools and technology resources to resolve information conflicts by validating information through research and comparison of data.								I	R	R
69. Utilize technology for making data-driven decisions.									I	R

Italicized words indicate special key names or computer commands.

Appendix C

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Creativity & Innovation: As a student, I have demonstrated creative thinking, constructed knowledge, and developed innovative products and processes using technology in support of content. There is evidence in the portfolio (artifacts and reflections)…					
a.) that shows that **I applied** existing knowledge by **determining** that technology should be used in a project or task and that **I selected** an appropriate tool or resource to complete the assigned task.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
b.) that shows that **I created quality** original works (artwork, animation, podcast etc.) using a **variety** of software and used these original works **to express** an idea in an **authentic project**.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
c.) that shows that **I demonstrated** sound **critical thinking** when using a digital model or graphic organizer **to explore** a complex system or a complex issue.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
d.) that shows that I **effectively interpreted** data from any of a variety of sources such as charts, graphs, databases, spreadsheets and **analyzed** the effects of change of the data.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Communication & Collaboration: As a student, I have used digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. There is evidence in the portfolio (artifacts and reflections)…					
a.) that shows that **I effectively interacted, collaborated** and **published** using a variety of digital media for an authentic task.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
b.) that shows that **I communicated** information and/or ideas **effectively** to multiple audiences using a variety of formats.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
c.) that shows that **I developed global awareness** by engaging with learners of other cultures.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
d.) that shows that **I effectively contributed** to a project team to produce original works or solve problems.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Research & Information Fluency: As a student, I apply digital tools and strategies to gather, evaluate, and use information to support my learning in the content areas. There is evidence in the portfolio (artifacts and reflections)…					
a.) that shows that I **effectively mapped out** steps of what resources to use and **effectively used them** when preparing to do research.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
b.) that shows that I **effectively located, organized, analyzed, evaluated, synthesized** and **ethically used** information from a **variety** of sources and media.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
c.) that shows that I **effectively evaluated** and **selected** information sources and digital tools based on the appropriateness to specific tasks.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Critical Thinking, Problem Solving, and Decision Making: As a student, I use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools, strategies, and resources. There is evidence in the portfolio (artifacts and reflections)…					
a.) that shows that I **effectively identified and defined** authentic problems and significant questions for investigation.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
b.) that shows that I **effectively planned and managed** activities and **developed** a solution or complete a project.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
c.) that shows that I **effectively collected and analyzed** data and identified solutions and/or **made informed decisions**.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
d.) that shows that I **effectively used multiple processes** and **diverse perspectives** and **explored alternative solutions**.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Digital Citizenship: As a student, I understand human, cultural, and societal issues related to using digital tools, strategies, and resources to enhance my learning, and practice appropriate legal and ethical behavior. There is evidence in the portfolio (artifacts and reflections)…					
a.) that shows that I **effectively advocated** and **practiced safe, legal, and responsible use of information and technology**.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
b.) that the I **consistently exhibited** a **positive attitude** toward using technology **that supported collaboration, learning, and productivity while working on a group project**.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
c.) that shows that I **demonstrated personal responsibility for lifelong learning** by using tutorials, Help sections of software or attending workshops, online forums or the like to gain expertise in order to complete a project.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
d.) that shows that I **exhibited effective leadership** for digital citizenship.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Creativity & Innovation: As a student, I have demonstrated creative thinking, constructed knowledge, and developed innovative products and processes using technology in support of content.					
What does this look like? I can generate new ideas, products, or processes, such as: • expressing myself in digital work; • exploring systems using models and simulations; • identifying trends and forecast possibilities.	No Evidence	The portfolio shows **efforts at meeting** this standard	The portfolio shows **some** evidence of this standard	The portfolio shows **clear** evidence of this standard	The portfolio shows **outstanding** evidence of this standard

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Technology Operations & Concepts: As a student, I demonstrate a sound understanding of digital tools and technology concepts, systems, and operations. There is evidence in the portfolio (artifacts and reflections)…					
a.) that shows that I **understood and effectively used technology** systems.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
b.) that shows that **I selected and used applications effectively and productively**.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
c.) that shows that I was able to **effectively troubleshoot systems and applications** in order to **complete a task** or assignment.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.
d.) that shows that **I effectively transferred knowledge** to learning of new technologies.	The portfolio shows **no evidence** of this standard.	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Communication & Collaboration: As a student, I have used digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.					
What does this look like? I can use digital tools to collaborate and communicate with others locally and globally. Tools could include wikis, blogs, email, online surveys, and video conferencing.	**No** Evidence	The portfolio shows **ineffective use of tool(s)**.	The portfolio shows **use of 1 tool effectively**.	The portfolio shows **use of 2 tools, or 1 tool a few ways effectively**.	The portfolio shows **use of 2 or more tools in a variety of ways**.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Research & Information Fluency: As a student, I apply digital tools and strategies to gather, evaluate, and use information to support my learning in the content areas.					
What does this look like? I use digital tools such as: search engines, online databases, surveys, RSS feeds to gather, evaluate, and use information effectively.	**No** Evidence	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Critical Thinking, Problem Solving, and Decision Making: As a student, I use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools, strategies, and resources.					
What does this look like? I identify problems, create methods of investigation, collect data, and make informed decisions based on my findings. Tools could include calculator, survey, spreadsheet, graphing software, flow charts, and concepts maps.	No Evidence	The portfolio shows **efforts at meeting** this standard.	The portfolio shows **some** evidence of this standard.	The portfolio shows **clear** evidence of this standard.	The portfolio shows **outstanding** evidence of this standard.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Digital Citizenship: As a student, I understand human, cultural, and societal issues related to using digital tools, strategies, and resources to enhance my learning, and practice appropriate legal and ethical behavior.					
What does this look like? In my work I use tools with appropriate safeguards to • Practice appropriate and legal behavior. • Cite the work of others. • Support my own learning. • Respect the views, information and opinions of others.	No Evidence	The portfolio provides examples or reflections of my work in a **couple of areas with support**.	The portfolio provides examples or reflections of **each of the four areas with support**.	The portfolio provides examples or reflections of **each of the four areas**.	The portfolio provides examples or reflections of **each of the four areas in and out of school**.

ICT STANDARD & INDICATORS	No evidence 0	Novice 1	Partially Proficient 2	Proficient 3	Proficient with Distinction 4
Technology Operations & Concepts: As a student, I demonstrate a sound understanding of digital tools and technology concepts, systems, and operations.					
What does this look like? I use digital applications effectively and can demonstrate how to name, move, paste, convert files, and folders. I have strategies to effectively troubleshoot problems.	**No** Evidence	The portfolio shows I use **some** digital applications and equipment **with assistance**.	The portfolio shows I use **some** digital applications and equipment.	The portfolio shows I use and troubleshoot **most** digital applications and equipment.	The portfolio shows I use and **troubleshoot** digital applications and equipment. I am **able to help others**.

Appendix D

Focus Areas / Levels of Progress		Early Tech **1**	Developing Tech **2**	Proficient Tech **3**	Advanced Tech **4**	Our District Levels
T&L 1	Impact of Technology on Teacher Role	Mostly teacher-centered lectures. Minimal student use of technology in instruction.	Mostly teacher directed learning. Students use technology to work on individual projects	Mostly teacher facilitated learning. Students use technology for cooperative projects in their own classroom.	Mostly student-centered learning, teacher as mentor/facilitator. Students use technology to communicate and collaborate outside the classroom.	2
T&L 2	Patterns of Teacher Use	85% of teachers use technology as a productivity tool (e.g. e-mail, grades) and/or as a classroom supplement (e.g. drill and practice).	85% of teachers explore using technology to support curriculum goals (e.g. research, lesson planning)	85% of teachers use technology for research, lesson planning, multimedia and graphical presentations and simulations, and share technology uses with colleagues.	85% of teachers integrate evolving technologies that transform the teaching process by allowing for greater levels of access, interest, inquiry, analysis, collaboration, creativity, and content production.	3
T&L 3	Design of Instructional Setting	Mostly computer labs or libraries; scheduled use only.	Labs, libraries, many classrooms; flexible scheduling.	Lab, libraries, all classrooms, and portable technology (e.g. wireless laptops or handheld electronic devices); flexible scheduling.	Seamlessly integrated throughout classes and all content areas. Technology is available anytime both in school and within the community.	3
T&L 4	Curriculum Areas	Limited to teaching technology skills at different grade levels.	Use of technology is minimal in a few curricular areas across grade levels.	Integrated into most Framework curricular areas and activities at all grade levels.	Integral to all curricular areas at all grade levels.	3
T&L 5	Patterns of Student Use	85% of students are developing some of the ICT literacy skills and artifacts as described in Ed 306.42.	85% of students show proficiency in some of the ICT literacy skills and artifacts as described in Ed 306.42.	85% of students show proficiency in all of the ICT literacy skills as described in Ed 306.42 and demonstrated within their digital portfolios.	All students show proficiency in all of the ICT literacy skills as described in Ed 306.42 and demonstrated within their digital portfolios.	2
PD 1	Content of Training	Technology skills (email, word processing, internet browser use, etc.) for teachers' professional use.	Training encompasses more complex professional uses (district applications such as attendance and report cards, scanners, cameras) and curriculum integration strategies.	Training directly ties technology to its use in content areas and how to effectively manage it in the classroom.	Training focuses on modeling, mentoring and adopting new technologies as well as the integration of Universal Design and access considerations for all students.	2
PD 2	Capabilities of Educators	10% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	30% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	60% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	90% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	2

PD 3	Leadership and Capabilities of Building Principals and District Administrators	Recognizes benefits of technology in instruction to improve learning outcomes for all students. Minimal personal use (email, word processing, internet browser use, etc.). Awareness of national standards for administrators.	Supports use of technology in instruction. Uses technology in daily work. Approaching proficiency of national standards for administrators.	Recognizes and identifies exemplary use of technology in instruction. Uses technology skills in daily work such as research and communication and models appropriately with staff. Provides constructive feedback to teachers on their technology use.	Promotes exemplary use of technology in instruction. Models and uses in daily work in communication, presentations, on-line collaborative projects, and management tasks. Develops a school culture that expects all teachers to use technology. Advocates in the community for the integration of technology in instruction. Expects all teachers to use technology well.	3
PD 4	Models of Professional Development	Whole group, skill based training with minimal follow-up.	Whole group curriculum-based training with follow-up to facilitate classroom implementation.	Coaching, modeling best practices, district-based mentoring. Involvement in a development / improvement process. Study groups.	Creates a culture of inquiry, sharing and knowledge building. Anytime learning available through a variety of delivery systems (e.g. Just in time support, mentoring, peer observation).	3
PD 5	Levels of Understanding	Most at entry or adoption stage (Students learning to use technology; teachers use technology to support traditional instruction).	Most at adaptation stage (technology used to enrich curriculum). Most beginning to use with students.	Most at appropriation stage (technology is integrated, used for its unique capabilities).	Most at invention stage (teachers discover and accept new uses for technology).	3
PD 6	Universal Access: Integration of Universal Design and Assistive Technology	Emerging awareness of universal design and assistive technologies (hardware/software) limited to special educators; few examples across the district of universal design strategies or assistive technology used to promote access to the general curriculum.	Awareness of universal design and assistive technologies (hardware/software) by special educators & some general educators; universal design strategies or assistive technology used to promote access to the general curriculum demonstrated across all grade levels.	Awareness of universal design and assistive technologies (hardware/software) by special educators & most general educators; universal design strategies or assistive technology used to promote access to the general curriculum demonstrated across all grade levels; staff are designated to provide AT assessment, procurement, support (training) and maintenance.	Systemic adoption of universal design curriculum development strategies and the seamless integration of assistive technology to promote access to the general curriculum for all students; staff are designated to provide AT assessment, procurement, support (training), and maintenance.	3
A& S 1	Vision and Planning	Minimal technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, grade book.	The technology plan is approved by the School Board & supported by the Superintendent. The plan is collaboratively developed by key stakeholders (e.g., teachers, parents, community members, local business & individuals w/disabilities), guiding policy & practice.	The technology plan is integrated into the district professional development and school improvement plans; used for internal planning, budgeting, applying for external funding and discounts. Teachers / administrators have a vision for technology use in support of	The technology plan & vision are focused on improving the success of all students based on needs, research, proven teaching and learning principles and is actively supported by the School Board and Superintendent. The plan is collaboratively developed, guiding policy & practice;	3

			Addresses local district teaching & learning standards.	student learning, teacher professionalism, and data management.	updated at least annually.	
A&S 2	Technical Support (hardware, operating system, network)	Technical support call-in; response time greater than 24 hours. Problems cause major disruptions to curriculum delivery using technology.	At least one technical staff per 350 computers. Same-day technical support for infrastructure problems by call-in. Problems sometimes cause major disruptions to curriculum delivery using technology. Network Administrator.	At least one technical staff per 200 computers. Same-day in-classroom technical support available. Problems infrequently cause major disruptions to curriculum delivery using technology. Network administrator.	At least one technical staff per 150 computers for just-in-time support. Technical support is readily available on-site for both infrastructure and application problems. Problems do not cause major disruptions to curriculum delivery using technology. Network administrator.	1
A&S 3	Technology Integration Specialist	No district level Technology Director. Local instructional technology support is inconsistent.	District level Technology Director. One-half instructional technology specialist per 60-120 staff.	District level Technology Director. Dedicated instructional technology specialist - one half person per 30-60 staff. Dedicated staff at district level for data management and assessment.	District Technology Director. Dedicated instructional technology specialist - one half person per 30-60 staff. Dedicated staff at district level for data management and assessment and to help produce integrated curriculum content.	1
A&S 4	Budget Levels	Budget for hardware and software purchases and professional development.	Budget for hardware and software purchases (new and replacement) and professional development, minimal staffing support, and some ongoing costs.	Budget for purchases, professional development, adequate staffing support, and ongoing costs. Other state, federal, and local programs directed to support technology funding. Business partnerships, donations, and other local funding designated for technology.	Budget for purchases, incentives for professional development, sufficient staffing support, and ongoing costs. Appropriate budget to support district technology plan.	2
A&S 5	Budget Allocated for Technology (Total Cost of Ownership)	Less than $175 per student.	Between $175- $300 per student.	Between $300 - $425 per student	$425 or more per student	3

IN 1	Universal Design and Accessible Technology Considerations (e.g. Section 508)	Considerations for universal design and accessible technologies are limited to the Individual Education Program (IEP) process for students with disabilities. Procurement policies for information and instructional technologies do not ensure usability, equivalent access, or interoperability.	Considerations for universal design and accessible technologies are established in areas of high student use (e.g., libraries, computer labs); inconsistent implementation of procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.	Considerations for universal design and accessible technologies are established in areas of high student use (e.g., libraries, computer labs), some classrooms and administrative offices; routine implementation of procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.	Universal design and accessible technologies considerations are established throughout the district; procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability in accordance to the guidelines established by Section 508.	3
IN 2	Students Per Instructional Computer	10 or more students per modern computer; no firm computer replacement policy established by district. [Modern is defined by the most recent NH annual tech survey computer levels.]	Less than 10 students per modern computer; replacement policy established; one computer per teacher.	Less than 5 students per modern computer; replacement cycle established for 6 years or less; one computer per teacher - possibly a laptop for homework. Most students have access to handheld electronics (e.g., PDA's, graphing calculators, Alpha Smarts). Maintains a list of places students can use technology outside of school.	One student per modern computer or other electronic device. Replacement cycle established for 5-6 years or less; one computer per teacher - possibly a laptop for homework. 75% of computers meet modern standards. School works with community to provide equitable access to technology for students and community members after school hours.	3
IN 3	Internet Access Connectivity/Speed	Dial-up connectivity to the Internet available only on a few computers. District wide acceptable use policy in place.	Direct connectivity to the Internet available at each school and in most rooms. Adequate bandwidth to the school to avoid most delays.	Direct connectivity to the Internet available in all rooms in all schools. Adequate bandwidth to each classroom over the LAN (10/100mb) to avoid most delays. Easy access for students and teachers including some wireless.	Direct connectivity to the Internet available in all rooms in all schools. Adequate bandwidth to each classroom over the LAN (10/100mb). Easy access for students and teachers including most wireless connectivity to enable interactive presentations and video.	3
IN 4	E-Learning Environments	Limited web- and/or satellite-based interactive learning opportunities delivered synchronously, or asynchronously, on a scheduled or unscheduled basis, primarily for professional development and limited exploration of web 2.0 technologies.	Expanded interactive learning opportunities with the possible addition of asynchronous video streaming or synchronous videoconferencing; addition of courses for teachers and student courses at the high school and college level (K-16); some use of web 2.0 technologies.	Improved access to web-based and/or interactive IP-based video learning on the local, state, regional, national, and international level; applications include courses, cultural projects, virtual field trips, etc.; expanded use of web 2.0 technologies by both teachers and students.	Seamless IP-based infrastructure expanded to K-16 to allow development of high-quality web- and video-based content. Content distribution available for all students and teachers. Archives allow for content review asynchronously and sharing/distribution of these resources. Extensive use of web 2.0 technologies.	1

IN 5	**LAN/WAN**	Limited print/file sharing network at each school for lab, administration, and some classrooms. Some shared resources and providing some secure storage space.	Most rooms connected to Internet via LAN/WAN and wireless connectivity where possible at each school with student access. Minimum 10/100 mb Cat 5 hubbed network. Basic servers for sharing some resources at each school.	All rooms connected to Internet via LAN/WAN with significant wireless connectivity at each school with sufficient bandwidth for effective student access. Minimum 10/100 mb Cat 5 switched network. Servers for providing secure storage, backups, schedule, e-mail, web. Students, teachers and parents have easy access to educational resources from home and school (e.g., web portal).	All rooms connected to Internet via LAN/WAN with significant wireless connectivity at each school with sufficient bandwidth for effective student access. All schools connected to the WAN (100 mb/gb switched network) have sufficient servers and bandwidth for content delivery through resources such as video streaming and conferencing. Students, teachers and parents have easy access to educational resources from home and school (e.g., web portal).	2
IN 6	**Other Technologies**	Shared teacher use of resources such as telephone, TVs, VCRs, DVDs, and classroom sets of programmable calculators.	Shared use of resources such as telephone, TVs, VCRs, DVDs, classroom sets of programmable calculators, digital cameras, and scanners. Computer/Video projectors available.	Dedicated and assigned use of common technologies such as telephone, TVs and VCRs and DVDs. Programmable calculators assigned to each student as needed. In each school there is shared use of specialized technologies, digital cameras, scanners, handheld electronic devices, and computer/video projectors.	Fully equipped classrooms with computer/video projectors and technology that will enhance student instruction readily available as above as well as using new and emerging technologies (i.e., interactive whiteboards, student response systems, netbooks, etc.)	2
IN 7	**Security**	Backup and restoration procedures and virus protection to guard individual computers.	Basic firewall protection and diligent upgrading of network vulnerabilities added to protect against external threats.	Adequate server and availability protection added to above for expanded capabilities and to ensure dependable access.	Usage authentication added to above for mobile computer and home/external access requirements.	3

Appendix E

SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The rich sources of information available on the internet hold the promise of greatly enhancing the quality of education available to all students. Therefore, internet access will be made available to students in the District for the purposes of communication, research, and education.

District personnel will monitor student internet use and the degree of access to the internet will be dependent upon the age of students.

SAFETY PROCEDURES AND GUIDELINES

The Superintendent shall develop and implement appropriate procedures to provide guidance for access and use of electronic media. See EGA-R.

Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the internet, e-mail, and other district technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

1. Implementation of a District Internet Acceptable Use Procedure.
2. Implementation of a District Internet Code of Conduct.
3. Rules for Internet use to be included in all student handbooks.
4. All student internet users obtain an internet account that includes parent permission.

   A. Compliance with the District Acceptable Use Procedures are conditions for the accounts.
   B. Internet training will be provided, including training on personal responsibility, ethical and
      courteous behavior, and the Acceptable Use Procedures and the Code of Conduct.
   C. Parents or guardians are asked to revi3ew the Code of Conduct and the Acceptable Use
      Procedures with their children. Parent or guardian permission is required for student access.

All students and staff must have a signed district authorization form for an account.

5. Training for staff to increase their skills in working with students on the internet.
6. Methods of controlling access by minors to inappropriate matter on the internet and World Wide Web.
7. Measures designed to address safety and security of minors when they are using electronic mail, chat
rooms, and other forms of electronic communications.
8. Rules to prevent unauthorized access, including "hacking" and other unlawful activities by students.
9. Rules to prohibit unauthorized disclosure, use, and dissemination of personal information regarding minors.
10. Measures designed to restrict minors' access to materials harmful to them.

AUDIT OF USE

The Superintendent/designee shall establish a process to determine whether the district's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. This process shall include:

1. Utilizing technology that blocks or filters internet access for both minors and adults to certain visual
depictions that are obscene, involve child pornography, or are otherwise harmful to minors.

2. Monitoring on-line activities of minors.

PUBLIC HEARING

The district shall provide reasonable public notice of, and hold at least one (1) public hearing or meeting to address and communicate its internet safety policy prior to adoption of said policy.

Legal References:

RSA 194:3-d, School District Computer Networks
Pub. L. No. 106-554, Children's Internet Protection Act (www.ifea.net/cipa.html)

Appendix: EGA-R

Appendix F

COMPUTER NETWORK AND INTERNET ACCESS RELEASE FORM

As a condition of my right to use the School District network resources, including access to the Internet. I understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.

2. That District administrators have the right to review my material stored on District computers in files and to edit or remove any material which they, in their sole discretion, believe may unlawful, obscene, abusive, or otherwise objectionable and I hereby waive the right of privacy which I may otherwise have to such material.

3. That the School District will not be liable for any direct or indirect, incidental or consequential damages due to information gained and/or obtained via the use of the District's network resources.

4. That the School District will not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resource will be error free or uninterrupted.

5. That the District shall not be liable for any direct or indirect, incidental or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks or resources.

6. That the use of the District network(s), including access to public networks, is a privilege that may be suspended or revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes a violation of the Acceptable Use Procedures and Code of Conduct.

7. That I will attend an Internet use information session in order to receive an Internet Access Card, and that any use of the Internet is expressly forbidden without open display of the card each time I log on to the Internet.

8. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks. I hereby release the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Name of User: _____ **Home Phone:** _____
_____

(If student) School: _____ **Grade:** _____
_____

I hereby certify that I will abide by the conditions set forth in this document, the Acceptable Use Procedures and the Code of Conduct.

Signature of User: _____ **Date:** _____
_____

(If student) Signature of Parent/Guardian: _____
_____

Authorized Staff Member Signature: _____ **Date:** _____
_____

Reference Policy: EGA

Appendix G

INTERNET USE

The Wakefield School District offers students' access to the Internet. The vast domain of information contained within the Internet's libraries can provide unlimited opportunities to students. Students will be able to access the Internet under the supervision of their teacher.

All information on the Paul School computers belongs to the Wakefield School District. The teachers, administration, and the district technology coordinator monitor the sites students are visiting periodically. Any inappropriate activity or visiting of inappropriate sites will lead to disciplinary action to include possible forfeiture of all internet privileges for the balance of the school year and/or legal action.

Appendix H

THE PAUL SCHOOL
COMPUTER SYSTEMS USE POLICY

Access to the student's computers at the Paul School should be used only as a tool for education. Any inappropriate use will result in the cancellation of those privileges and/or disciplinary action which may include suspension or expulsion by school officials. A students activities while using the computers at the Paul School must be in support of education and research, and consistent with the educational climate that is conducive to the personal and professional development of each individual. The District also strives to protect the rights and to enhance the self-esteem of all its members. Faculty, staff, and students should be aware that any form of illegal harassment or discrimination against any individual is inconsistent with the values and ideals of our community. To enforce this, the following criteria will be effective immediately. Any deviation from this standard cannot be tolerated.

Desktop: The computer shall only contain the hard drive icon and one icon to the student or faculty member's personal folder structure. The standard background cannot be changed and the icons cannot be personalized.

Folder Structure: The following is a folder structure that will be easier to manage from the student's perspective and the faculty as well. There should be no need to have items in any other folder.
Structure:
    Desktop->HD
            ->Documents folder
             ->"Student/faculty name" folder
               ->"Subject matter folder" ex: Science
                                           English
                                         Social Studies, etc.

Internet: Access to the internet should be for school use only. Any images, video, music, documents, etc., downloaded, that are not consistent with the subject matter will result in disciplinary action.

Password: Require that the teachers do not change the password on their computers to a personal password unless it is approved by upper administration. They must keep the standard. This will ensure ease of managing, and will also reduce the opportunity of use that is not intended for job function.

Internet access software: Safari and Internet Explorer. No others are necessary. The more we have the harder to manage.

Privacy and Protection: The user shall not use another person's identification, account or password without his or her permission, and good reason. Confidential information contained on various computers shall not be shared with others except when those persons are authorized to receive the information. Users shall not intentionally seek read, provide, remove, reconfigure, or modify information in or obtain copies of any files, accounts, software, hardware, programs, or passwords belonging to other computer users or the District without the permission of those other computer users or the District. A user must obtain permission from the owner of a file to alter or copy a file if the file does not belong to the user or the file has not been sent to the user by the owner.

The District needs to ensure that its information technology infrastructure is secure, reliable, safe, and efficient. To that end, it is necessary to implement this policy to ensure the protection of data integrity.

Appendix I

COPYRIGHT COMPLIANCE

The district recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted materials complies with the district's procedures or is permissible under the law should contact the superintendent. The superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

__Reference:__
US Code Title XVII, __Public Law 94-533,__ United States Copyright Law of 1976.
Appendix EGAD-R

Appendix J

COPYRIGHT COMPLIANCE

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a Chapter from a book; an article from a newspaper or periodical; a short story; a short essay or poem; or a chart, graph, diagram, cartoon or picture from a book, periodical, or newspaper. A teacher may make multiple copies not exceeding more than one per pupil for classroom use if the copying meets the test of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

1. **Brevity**

a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems can not exceed 250 words;

b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph)

c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. "Special" works can not be reproduced in full; this includes children's books combining poetry, or prose or poetic prose.

2. **Spontaneity** should be at the "instance and inspiration" of the individual teacher.

3. Cumulative Effect

Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or tow excerpts from the same author may be copied and no more than three works can be copied from a collective work of periodical column during one class term.

Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers can not substitute copies for the purchase of books, publishers' reprints or periodicals, not can they repeatedly copy the same item form term to term. Copying cannot be directed a "higher authority", and students can not be charges more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, lost or stolen, provided the unused replacement can not be obtained at a fair price.

A library may make a single copy of copyrighted materials to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of periodical issue or a small part of other material, unless the library finds that the copyrighted work can not be obtained elsewhere at a fair price. In the latter circumstances, the entire work may be copied. In any case, the copy shall contain the notice of copyrighted and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

COPYRIGHT COMPLIANCE
(continued)

At the request of a teacher, copies may be made for reverse use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music
A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in larger work for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which constitute a performable unit such as a complete section, movement, or song.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

Appendix K

DATA MANAGEMENT

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

1. All requests for public information are to be forwarded to the superintendent immediately upon receipt. The superintendent shall thereupon make a determination as to whether or not the information requested is public in nature. If public, the superintendent shall provide the information in a timely manner.

2. In accordance with RSA 91-A:4, if the superintendent finds the information to be public in nature, he or she shall direct that it be reproduced on the premises. The party requesting the information is to be charged the cost of reproduction. If the requested record or document is in active use by the district or is otherwise unavailable, the party requesting the information will be informed that the record is not currently available and that he or she will be notified immediately upon it becoming available.

3. If the superintendent finds the information <u>not</u> to be public in nature, he or she shall so inform the requesting party that the information is not a public record.

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

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

Appendix L

DATA/RECORDS RETENTION

The superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. Additionally, the superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

Legal References:
RSA 91-A, Right to Know Law
RSA 189:29-a, Records Retention and Disposition
NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention
NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention
20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

Appendix EHB-R, Records Retention Schedule

Appendix M

DATA/RECORDS RETENTION

The following schedule will be followed for the retention of all District records:

Type	Local/State Recommended Retention	State/Federal Mandated Retention

Business Records

Accident Reports		
Employee	6 years or term of employment	
Student	6 years after age of majority	
Annual Audit	Permanent	
Annual District Report	Permanent	
Application for Federal Grants		5 years
Architectural Plans	Permanent	
Engineering Surveys	Permanent	
Asbestos Removal	Permanent	
Bank Deposit Slips	Keep until Audit	
Bond Issue Materials	Permanent	
Child Labor Permits	1 year	
Contracts	1 year	
Certified Educator	Permanent	
Collective Bargaining Agreements	Permanent	
Correspondence for Business	4 years	
Deeds	Permanent	
District Meeting Minutes & Warrant	Permanent	
Enrollment Reports		
Resident Pupil Membership Forms	14 years	
Fall Reports A-12-A (RSA 189:28)	Permanent	
Pupil Registers (RSA 189:27-b)		Permanent
School Opening Reports	3 years	
Statistical Report A-3 (RSA 189:28)	Permanent	
Federal Project Documents		5 years after submission of final audit report and documentation for expenditures, unless there is an ongoing audit
FICA Reports		
Monthly	6 years	
Quarterly Form 941		6 years
Fixed Trip Requests/Confirmation	1 year	
Fixed Assets Schedule	Permanent/as updated	
Form C-2 Unemployment Wage Report (DES 100)	6 years	

Invoices	Until audit	
MS-22 Budget Form	6 years	
MS-23 Budget Form	6 years	
MS-25 Budget Form	6 years	
Minutes of Board Meetings	Permanent	
Purchase Orders	Until audit	
Request for Payment Vouchers	Until audit	
Requisitions	Until audit	
Retirement Reports – monthly		1 year

Type	**Local/State Recommended Retention**	**State/Federal Mandated Retention**
Student Activities Records/Accounts	Until audit	
Time Cards		
Bus drivers	5 years	
Custodial	5 years	
Secretarial	5 years	
Substitute Teacher pay slips	5 years	
Travel Reimbursements	Until audit	
Treasurer's Receipts		
Cancelled Checks	6 years	
Treasurer's Report	6 years	
Vocational Education		
AVI Forms	1 year	
Vocational Center Regional Contracts	20 years	
Federal Vocational Forms		6 years
Vouchers Manifests	Until audit	
W-2's Yearly		6 years
W-4 Withholding Exemption Certificate		6 years
W-9		6 years
941-E Quarterly Taxes		6 years

Personnel Records

Application, including Criminal Records	3 years, or if employed, term of employment	
Attendance Records		
Leaves	1 year	
Request for leaves	1 year	
Class observation forms	1 year	
Criminal Records check	Term of employment	
Civil Rights Forms		6 years
Dues authorization	Term of employment	
Evaluations	Term of employment	
Medical Benefits application	Term of employment	
Medical examinations	Term of employment	
Re-employment letter of assurance	1 year	

Retirement application   Term of employment
Separation from employment form/letter 6 years
Staff development plan   Term of plan
Teacher Master Contract   Length of contract
Termination Forms   6 years

Student Records

Disciplinary records   Term of enrollment
Early dismissal   1 year
Emergency Information form   1 year
Health & Physical Records,
  Including immunization records   Term of enrollment
Medical Reports   Term of enrollment
Registration form   Term of enrollment
Application for free/reduced lunch   6 years
Transcripts   Permanent
 Attendance   Permanent
 Grades   Permanent
 Assessment results   Permanent

Internal Records

Child Abuse Reports/Allegations   Permanent
Criminal Investigation   Permanent
Criminal Records Check
  Unsuccessful/unfavorable 1 year
Personnel Investigations   Permanent
Sexual harassment   Permanent

Special Education Records

At a minimum, records for special education students should be kept as long as the student is in a program and there is district liability for the education of the student. Given court decisions that are retroactive, it might be prudent to retain records for at least six (6) years after the termination or completion of the program

Regulatory Reference:
ED 306.10 (a) (4)

Appendix N

ACCESS TO STUDENT RECORDS – FERPA

General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and it's corresponding regulations.

Education Record.   For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district.   Such records include, but are not limited to, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche.

Directory Information.   For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:
- Students' name, address, telephone number, date and place of birth, dates of enrollment

- Parents'/guardians' name and address

- Students' grade level, enrollment status and dates of attendance

- Students' photograph

- Students' participation in recognized school activities and sports

- Weight and height of members of athletic teams

- Students' diplomas, certificates, awards and honors received

The District may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students that the District may publish directory information without their prior consent. Parents/eligible students will be given until [date to be determined by the Superintendent] to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all direction information shall not be released will only be valid for that school year and must be re-issued each school year.

Personally Identifiable Information. "Personally identifiable information" is defined as data or information which makes the subject of a record known, including a student's name the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name; or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

Annual Notification/Rights of Parents and Eligible Students. Within the first _____ weeks of each school year (Superintendent to determine; NHSBA recommends three or four), the District will publish notice to parents and eligible students of their rights under State and Federal law and this policy. The District will send home with each student a notice listing these rights. The notice will include:

(1) The rights of parents or eligible students to inspect and review the student's education records;

(2) The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;

(3) The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;

(4) The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and

(5) The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

Procedure To Inspect Education Records. Parents or eligible students may inspect and review education records which they are entitled to. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

Parents/eligible students should submit to the school principal a written request that identifies as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within 30 days or earlier after the principal's receipt of the request for access.

If for any valid reason such as working hours, distance between record location sites or health, a parent or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed.

Procedures To Seek To Correction of Education Records. Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. To establish an orderly process to review and correct the education records for a requester, following processes are established.

> 1. First-level decision. When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the principal believes that the record should not be changed, he/she shall:

1. Provide the requester a copy of the questioned records at no cost;

2. Ask the parent/eligible student to initiate a written request for the change, which will be forwarded to the Superintendent;

3. Forward the written request to the Superintendent; and

4. Inform the parents/eligible student that the matter has been forwarded to the Superintendent for subsequent processing.

2. Second-level decision. If the parent/eligible student wishes to challenge the principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward to the Superintendent the request.

The Superintendent shall, within ten business days after receiving notification of the request:

1. Review the request;

2. Discuss the request with other school officials;

3. Make a decision to comply or decline to comply with the request;

4. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and

5. Contact the parents/eligible student of his/her decision concern the request for amendment.

If the Superintendent determines the records should be amended, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been amended and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records are will not be amended, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the school board.

3. Third-level decision. If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the Superintendent's written decision in level-two. The Superintendent will inform the school board of the request for a hearing and will work with the school board to schedule a hearing within 45 days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session, The school board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request/complaint. Parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The school board will issue its final decision in writing within 30 days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The school board will base its decision solely on the evidence presented at the hearing. The school board's written decision will include a summary of the evidence and the reasons for its decision.

If the school board determines that the student record should be changed or amended, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been changed or amended. At this meeting, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

The school board's decision will be final.

Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties or under the following conditions.

    1. School Officials With a Legitimate Educational Interest. School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.

    2. Other schools into which a student is transferring or enrolling.

    3. Officials for audit or evaluation purposes.

    4. Appropriate parties in connection with financial aid.

    5. Organizations conducting certain studies for, or on behalf of the school district. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction.

    6. Accrediting organizations.

    7. Judicial orders or lawfully issued subpoenas.

    8. Health and safety emergencies.

Maintenance of Student Records and Data. The principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.
All entries into student records must be dated and signed by the person access such records.
The principal will ensure that all records are maintained in accordance with application retention schedules as may be established by law.

Disclosures Made From Education Records. The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.
The record includes:

1. The name of the person who or agency which made the request;

2. The interest which the person or agency has in the information;

3. The date on which the person or agency made the request;

4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made and

5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

Legal References:
      RSA 91-A:5,III, Exemptions, Pupil Records
      RSA 189:1-e, Directory Information
      20 U.S.C. §1232g, Family Educational Rights and Privacy Act
      34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

Appendix O

STUDENT RECORDS AND ACCESS

In order to serve the needs of individual students, extensive records of their school performance, progress in testing, and scheduling requests are maintained. However, the school respects students' and parents' right to know, and follows these guidelines, consistent with federal, state, and local laws and recommendations.

1. Parents and eligible students wishing to inspect students records must file a written request to do so with the Principal or Director of Guidance. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.
2. Single copies of appropriate records will be made available to parents. Records will be kept in the student's file of all copies made, when made, and to whom provide.
3. Records are maintained for each student in the following categories: directory information, academic records, standardized and individual testing, individual education plans and pupil placement team recommendations, attendance and enrollment data, and health records.
4. Information of any kind other than directory information will not be disclosed without prior written consent of the parent or eligible student, except as permitted by law.
5. The school shall make a written record of the disclosure of all student information, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent or eligible student. A record of inspections will also be kept.
6. Amendment of Records—The parent or eligible student may request that the records be amended in respect to information alleged to be inaccurate, misleading or in violation of the privacy rights of the student. Such request shall be in writing, dated, and addressed to the Principal or Director of Guidance.

In the event that the School District decides to refuse the request to amend, the Principal shall inform the Parent or eligible student, and shall advise said person of his/her rights to a hearing, in compliance with the law.

See PL 93-380

STUDENT RECORDS

This policy is adopted pursuant to the federal"Family Educational and Privacy Act of 1974," and other applicable statutes governing student records so as to ensure a uniform policy of access to student records.

This policy is not intended to determine what information shall be included in student records, nor to govern the periodic destruction of irrelevant unnecessary or dated

information. However, student records are intended to include factual information and care should be taken to ensure that material placed therein shall meet those requirements.

1.   Access to said records shall be furnished to the following persons:
a.   Authorized Local School District personnel, counselors, teachers of that student, and administrators.
b.   The student's parent or legal guardian.
c.   The student, if over 18 or attending an institution of higher learning and not enrolled in the Local School District.
d.   The Comptroller General of the United States, the administrative head of the state or federal educational agency and authorities of New Hampshire State Educational Agencies and the authorized representatives of the above.

2.   Other Third Parties

Access to such records shall be furnished to others only upon written consent of the parents of the student, the student himself of over 18, or in response to a judicial subpoena upon notice to the student or his/her parents or guardians.

3.   Review of Records

To ensure proper interpretation and understanding of information contained in student records or personality identifiable records, a counselor or building administrator must be present to provide assistance at the time of the inspection of such records including psychological tests. Of psychological studies or background information is sought, the counselor or administrator shall arrange for the presence of the school psychologist at the time of inspection to interpret, explain or assist in the understanding of such information.

4.   Confidential Records
a.   Records pertaining to child abuse. Law enforcement activities, medical records, and investigation of criminal acts, shall be maintained in separate file by the building Principal or a designated representative. Such records shall be deemed confidential information under the provisions of the New Hampshire Revised Statues Annotated Education Laws Chapter 91-A:5 Access to Public Records which pertain to personal privacy and law enforcement investigatory files and shall not be released to any person or agency except upon the instruction of the Superintendent. In no event shall records be used as the basis for the preparation of reports or recommendation on an individual basis.

Such records, when kept, shall only be used to ensure compliance with the statue governing child abuse, to protect the property and persons of the students and personnel of the School District, to make necessary investigations of actual or suspected criminal activities and to render assistance as necessary to law enforcement officers and agencies.

b. Unverified data of serious or recurrent behavior patterns will not be included in records to which access will be given nor shall such data be used in reports or recommendations made to any individual or agency outside the school system.

c. The term "educational records" does not include records of institutional, supervisory and administrative personnel ancillary thereto which are in sole possession of the maker thereof and which are not accessible or revealed to any other person.

d. At the beginning of each school year, parents will be given written notification through student handbooks or other means of publication of the categories of information which have been designated ad "directory information" with respect to each student attending the Local School District. By the third Monday following the opening of school in September, a parent or student over 18 years of age shall notify the appropriate Principal of their desire that any or all of the information designated should not be released without the parent or student's prior consent.

"Directory Information" relating to a student includes the following:
1. The student's name, address, date of birth.
2. Major field of study.
3. Participation in officially recognized activities and sports.
4. Weight and height of members of athletic and sports.
5. Dates of attendance.
6. Awards and honors received.
5. Procedures Governing Access

a. The Parent, student or guardian shall sign a request form.
b. Permissible third parties shall sign a request form.
c. In cases involving a third party, the student over 18, parent or guardian shall sign a consent form. Forms used will identify the records to which access is sought and will be placed in the student's file as a record of request.
d. Access will be refused or granted depending upon the propriety of the request and validity of the forms furnished by the counselors and /or building Principal.
e. If the request for access is refused, and the party who requested access objects to said refusal, said request will be referred to the Superintendent for final decision.
f. Custodians of student records:
--Elementary-possession by elementary Principal
--Secondary-possession by Director of Guidance
--Handicapped-possession by Director of Special Education

6. Challenges to Records

The parent(s), guardian(s) of a student under 18, or a student over 18, shall have an opportunity for a hearing to challenge the content of the school record, to ensure the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students and to provide and opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein.

a. The parent(s), guardian(s) of a student 18, or a student over 18, shall have an opportunity to identify in writing, addressed to the building Principal, the record of records which they believe to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, together with a statement of the reasons for the challenge to the record.

b. A response by the building, Principal shall be made within fourteen days indicating he/she finds the challenged record to be inaccurate, misleading or otherwise inappropriate and that it will be corrected or deleted; or that he/she finds no basis for correcting will be given an opportunity for a hearing upon receipt of written request by the parent(s) or guardian(s) or student over18.

c. A hearing, if requested, shall be held within a reasonable period of time, but in no case more than 45 days after receipt of such a request by the Superintendent of Schools.; the parent(s), guardian(s) or students 18 years of age or older, should be given the right to present evidence in support of his/her belief that the record is erroneous and to rebut any evidence submitted in support of the record. A written decision should be rendered stating the disposition of the challenge to the record and the reasons for the determination. Although the hearing may be informal in nature, the processes used shall ensure fairness and impartiality.

In cases involving a constitutionally protected right, the School District attorney should be consulted with respect to the hearing procedure and the degree of formality required.

d. A fee shall be charged for copies made of records authorized to be disclosed at a rate of twenty-five cents per page or fraction thereof.

LOCAL SCHOOL DISTRICT

Date_____

THIRD-PARTY REQUESTS

I,(We), request the following information from the school records of:

_____

My authority for making this request is:

_____

I am authorized by law to have access to said records or I attach the consent of the student and /or his/her parent or legal guardian

I agree not to release said information to any other person or party except as said release may be authorized by law.

_____
                    Signature and title

Name of Agency_____

Address_____

FIRST-PARTY REQUEST

Date_____

I,_____,(am over 18) (am attending an institution of higher learning) (am the parent or legal guardian of)_____
And request access to the school records of_____

The specific records I should like to inspect are(please indicate specific areas.i.e., student folder, atheletic, scholastic, reading, score, test, results, attendance, etc.)

_____
(x out inapplicable material)

_____
                    Signature

SCHOOL DISTRICT

FIRST-PARTY CONSENT

        I,_____, consent to the inspection of the school records of _____
By_____ or consent that the following information be mailed to them. I am the student involved and am in over 18, or his/her parent or legal guardian. The records may be personally inspected or may be mailed to them as they request. This

consent pertains to all records usually furnished in the best judgement of the School District authorizes or limited as stated in the School Policy on Student Records.
(x-out inapplicable material)

_____
Signature

ACCESS TO STUDENT RECORDS

NOTICE CONCERNING STUDENT RECORDS

Notice is hereby given to all Parents and guardians of students attending the Local Schools and students 18 years of age and older.

The following records are considered "Directory Information" and will not be treated as confidential information. Such information will be made available for publications through School District news release.
a.   The student's name, address, date of birth.
b.   Major field of study.
c.   Participation in officially recognized activities and sports.
d.   Weight and height of members of athletic teams.
e.   Awards and honors received

Parents or guardians of Local Students and students 18 years of age and older who desire such" Directory Information" mot be released for publication shall notify the appropriate Principal in writing by the third Monday in September.

All other information contained in educational records cannot be released without the written consent of the parents or eligible students with certain exceptions:

a.   release to intra-institutional officials such as teachers, counselors, and administrators.
b.   Release to other schools where the student is seeking to enroll.
c.   Release to federal and state officials for the purpose of evaluating and auditing a program receiving federal or state support.
d.   Release of information in connection with a student's application for financial aid.
e.   Release to official accrediting organizations in conjunction with the accreditation process.
f.   Release of necessary information in cases of health or safety emergencies.
g.   Release to state and local officials if statues or regulations requiring release were adopted prior to November 19, 1974.
h.   Release to organizations or persons developing validation information or conducting predictive tests.
i.   Release of such information as tuition bills and grades to parents of dependent students.
j.   Release of information pursuant to judicial order or subpoena.

Parents or guardians wishing to have access to the records of their children should contact either the school Principal or school counselors. Records, pertaining to individual students may include standardized test scores, permanent record card, achievement and health records.

OBJECTIVE

The objective of the student record policy is to protect the rights and privacy of students and parents and to assure the welfare of the child.

1.   an accurate cumulative record shall be maintained on each student including"…but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test

scores), attendance data, scores on standardized, intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor observations and verified reports of serious or recurrent behavior patterns."

2. The Principal shall be the records manager for the school and shall assume responsibility for maintaining and preserving confidentiality of school records. He/she may, however, designate another school official to perform the duties of the records manager. The records manager shall be responsible for reviewing and deleting information in each cumulative folder in accordance with District guidelines.

3. Records shall be made available in a reasonable length of time, but in no case more than 45 days after the request has been made in writing to the records manager. The records may be inspected by the parents, guardians and all students once they reach eighteen in the presence of the records manager or his/her designate.

4. Parents, guardians or students, if over eighteen, have the right to "a hearing to challenge the content of their child's school records, to ensure that the record are not inaccurate, misleading or otherwise in violation of the privacy or other tights to students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein..'

5. Broad, comparative results of standardized tests may be reported in general terms to the public.

6. Records, not including identification, may be released for statistical studies by the records manager with the knowledge of the Principal and the consent of the Superintendent of Schools.

7. Information from records of individual students will be available to juvenile court when requested in writing by proper officials with the parent, guardian, and/ or student over eighteen years being informed in writing.

8. After a students leaves the School District, records shall be kept on file for three years; except that records for students who have been enrolled in special education programs shall be maintained until the individual is 15 years old.

Statutory Reference:
General Education Provision Act, Section 438-1974
Policy: JRA

Appendix P

ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

__Legal References:__
   NH Code of Administrative Rules, Section Ed 306.14(g), Advanced Course Work

Appendix Q

ONLINE/VIRTUAL EDUCATION

The Board may allow video-based, internet-based, and online courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in policy *IHBH, Extended Learning Opportunities*.

If the course is to be taken for credit, then policy *IMBC, Alternative Credit Option,* will apply. Only students approved by the school principal shall be eligible to receive credit for distance education/on-line courses.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Approved courses must align with state and local standards, be delivered by staff licensed in the state where the course originates from, and contain provisions for feedback and monitoring of student progress. The district will require a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities to be submitted for review before the course is approved as part of the student's educational program.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in online/virtual courses.

Approved online/virtual courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher with others.

The school district will provide safeguards for students participating in online instruction activities, and policy *EGA or IJNDB, Internet Access for students,* will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been principal or designee with input from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:
> *NH Code of Administrative Rules, Section Ed. 306.04(a)(12), Policy Development*
> *NH Code of Administrative Rules, Section Ed. 306.22, Distance Education*
> *NH Code of Administrative Rules, Section Ed. 306.27(q), High School Curriculum, Credits, Graduation Requirements, and Co curricular Program*