

Washington-Caldwell School District
Combined Information Literacy
and Technology Plan

January 2017– January 2020

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Executive Summary

A comprehensive Information and Technology Plan for the Washington-Caldwell School District has been developed and will be defined in the following outlined materials. This plan will analyze goals and objectives as well as outcomes from the previous technology plan. The District plans to implement this plan for three years, starting in October, 2016 and ending in June, 2019.

The residents and school personnel of the Washington-Caldwell School District are committed to developing a plan that will increase the technological skills of our students and prepare them for the ever changing, technology-focused 21st century. The Washington-Caldwell School Board assists in the development of this plan and encourages participation from the community and school personnel in the support of the concepts, goals, and funding of this plan.

The key concepts of this plan include a focus to use media and technology as tools for learning, the integration of technology into classroom instruction, and putting useful technology in the hands of our students.

Section 1: Introduction

1.1 Relevant Research Base

Information and technology have become ever more important in our world. The skills that students and teachers need to have now include a wide array of technological skills. The school district has the responsibility of not only teaching reading and math in today's world but also teaching information technology.

The Information (Library Media) and Technology Plan for Washington-Caldwell School District is used as a means to describe the use of instructional technology. It is also used as a means to improve and enhance adult and student learning. The learning involved includes: more effective communication, facilitating extended professional development opportunities, and improving administrative and staff effectiveness. Current research on technology was reviewed to provide the basis for this plan.

This plan is not about wire, cable, and computers; it is about students, teachers, and learning. It is about how we can best meet the needs of students to create competent, adaptable users of technology and consumers of information and research. In order to provide our students with 21st century skills, Wisconsin educators must continually increase their proficiency in using existing and emerging tools in the classroom. Educational administrators must provide leadership in transforming schools into high-performance learning institutions. We will accomplish this only when classroom teachers, library media specialists, technology specialists, building and district leaders, and higher education representatives continually collaborate to incorporate research and best practices into the educational process."

While state assessments do not assess the full depth and breadth of 21st century skills, assessment questions reflect both content and thinking skills, enabling districts to receive information as to demonstrated skills in thinking. School Districts also incorporate a variety of formative assessment at the classroom level. Many of these are teacher developed with some classroom assessment partnerships formed across districts or within a Cooperative Educational Service Agency. Focus is on strengthening classroom assessment and looking at ways to reflect real-world applications.

The performance standards, knowledge, and disposition that teachers are expected to demonstrate upon graduation from an educator preparation program are very much aligned with 21st century skills and principles. To move from an initial educator license to a professional educator level, or for license renewal of teachers completing a program after 2004, teachers must complete a professional development plan that demonstrates increased proficiency in one of ten educator standards and an intent to enhance student learning. Veteran teachers have the option of completing a professional development plan or taking additional coursework to fulfill licensure renewal requirements.

Increasing student engagement in their own learning can also be enhanced by 1-to-1 Learning Initiatives. According to Pamela Livingston, author of 1-To-1 Learning: Laptop Programs that Work (2009), 1-to-1 learning helps students improve technology and information processing skills, preparing students for higher education and jobs in the technology-driven global economy. 1-to-1 motivates students to become self-directed learners. 1-to-1 helps students stay organized and on track with their schoolwork. 1-to-1 can help teachers become more proficient in using technology for teaching. 1-to-1 supports the development of more robust, dynamic lesson plans by teachers for students. 1-to-1 can improve student motivation, attendance, enrollment, and overall academic performance.

1.2 Vision Statement

The Washington-Caldwell School District is committed to excellence in education for all students. Our primary goal in technology is to improve student learning and teacher effectiveness by integrating technology into all school curriculums. It is the district's responsibility to provide effective technology related experiences that will prepare students to participate in today's technological society. Our students explore, evaluate, and use technology to communicate in a variety of ways and accomplish real world tasks through technology. They have the knowledge to act responsibly and ethically in their use of technology and the ability to grasp and utilize new technology as it develops. Through the partnership of students, parents, school, and community, full integration technology will improve the performance of all students.

1.3 Mission Statement

Washington-Caldwell School District is committed to an on-going expansion of infrastructure, hardware, software, and professional development related to these resources in order to implement all efforts successfully within the learning environment of our students. This quality learning environment is contingent upon the effectiveness and equitable integration of computer technology throughout the educational process. Staff will be able to prepare students to effectively and efficiently communicate, problem solve, and function in the 21st century.

Using Wisconsin's Model Standards for Information and Technology Literacy as a foundation, the Washington-Caldwell School District will provide information and technology opportunities for all students. Additionally, the District will offer similar opportunities to parents, community members, teachers, and all other stakeholders. Information and technology integration will ensure successful lifelong learners.

Section 2: Background

2.1 Community/School District Demographics

Washington-Caldwell School district is located in western Racine County. The District's seventeen square miles include areas in Tichigan, Caldwell and the Town of Waterford.

Historically, the District was comprised of two buildings, Washington School and Caldwell School. Caldwell School dated back to 1869, and Washington School dates back to 1904. The Caldwell School building and grounds were sold in 1997. Washington School is currently the only school building in the District. Washington School educates grades 4K through eighth grade and is one of four schools that feed into Waterford Union High school. The other three schools that feed into Waterford Union High School are: Norway Joint #7 School District, North Cape School District, and Waterford Graded School District. The Washington-Caldwell School District residents elect five board members for a term of three years each. Our School Board members conduct monthly meetings and Special Board meetings, when appropriate, as well as select members for subcommittees.

Currently, student enrollment is 172 students. Approximately 13.5% of students qualify for free or reduced lunch. In 2016-2017, 89% of students were identified as white, 5% Hispanic, and 6% Black/American Indian/Asian/Pacific Islander.

Our staff, community, and school board are committed to implementing the Common Core Standards and successful learning strategies for all learners. To accomplish this, the District employs 15.4 teachers, 6.9 support staff, and 1.25 administrators. The District offers one part-time 4-year old kindergarten class and one section of each grade (K-8). Students in grades three through eight receive instruction in subject-specific curriculum classes. All students participate in the specials of art, physical education, spanish, library media, guidance, and music. (Note: 4K does not participate in spanish and guidance.)

The Library/Media and Technology Specialist supports students and staff on a full time basis. Duties include: integrating technology into regular core curriculum, providing professional development, spearheading the technology committee, implementing district initiatives, supporting infrastructure needs, as well as researching current, best practices. A part time technician is also contracted by the district.

2.2 Evolution of Washington-Caldwell School District's Library Media and Technology Program

The library instructional program at Washington Caldwell School District consists of a weekly, fixed schedule half-hour class for students in grades 4K through grade five. Focused, developmental research

skills, technology skills, and individual book selection skills are taught during this time for all students. The Media Specialist also collaborates with teachers for specific projects on a regular basis. On average, collaborative teaching occurs (approximately) 40 hours a month. Working with individual students also occurs on a regular basis. Classes may have a fixed schedule, but individual students are encouraged to visit the library as needed for research and/or reading for pleasure. Approximately 30 students visit the library/computer lab on his/her own on any given week.

The current computer lab and library have twenty-nine desktops with Windows 7 or Windows 10 operating systems. As desktops are replaced in the lab, the intent is to move those desktops to the classrooms. 100% of teaching staff have district issued laptops/ipads. Additionally, the District has installed an Interactive Whiteboard and projector in all classrooms. These work in conjunction with the classroom laptop or computer.

In September, 2012, the district implemented a 1:1 iPad initiative with all sixth through eighth grade students. These devices are provided to students 24/7, plus textbooks are loaded directly on the devices. Beginning in September 2016, students in grades 3-5 were/are issued an iPad to be used in the building. Beginning in September 2015, grades 4K-2 share a set of 21 iPads.

Elementary technology instruction currently includes basic keyboarding, MS Word and Publisher, Web 2.0 resources, and instruction through the Internet. The middle school instruction includes various productivity/creative iPad apps, MS Word, Excel, PowerPoint, and Publisher, as well as Internet instruction and web page design. Students have various apps available for digital creation on the iPad. Students also use web-based solutions.

The various hardware and software used for assistive technology include iPad apps such as BoardMaker, Read and Write, Book Share, Kurzweil, and Writing With Symbols. The Media Specialist and Special Education teacher work together to implement this assistive technology.

2.3 Community/Adult Literacy Collaboration

Collaboration among local community adult literacy providers is minimal. The school library encourages the use of local materials by parents and community members; this is not always taken advantage of. The District continues to offer the use of District materials and facilities to our community. The computer lab and library are open to the community two nights per week (Monday and Wednesday) until 5:00pm, six times per month. The community does not always take full advantage of this opportunity; however, students use this resource on a regular basis.

2.4 Planning Process

The Washington-Caldwell Technology Committee was organized in 1998-1999 using a flexible, open committee format. The committee is comprised of teachers, support staff, administration, one board member, and parents. Current key stakeholder groups include: teachers, school board members, administrative team members, and the media/technology department. The District also recognizes our students as key stakeholders along with the Special Education department, who is in charge of implementing assistive technology. Other key stakeholders that are involved in media and technology

within our District include the Washington PTO, Waterford Union High School, and the Waterford Public Library.

2.5 District Information and Technology Team and Members of the Planning Committee

- Mark Pienkos, District Administrator
- Jill Saltzmann, Principal
- Kelli Vogt, Library Media Specialist and Technology Coordinator
- Toby Thompson, Teacher
- Carl Dehne, Teacher and Parent
- Angie Bailen, Teacher
- Kelly Unrath, Teacher
- Stacey Forkner, School Board Member and Parent
- Mandy Fox, Off-Site Technical Support Staff

Section 3: Needs Assessment/Current Status

3.1 Analysis and Assessment of Previous Plan Goals

The District has worked to improve technology resources in many ways since the beginning of the 2013-2016 Plan. Data access has been increased to 40 meg. This higher speed line has been very beneficial to staff and students in the District. We continue to expand our use of iPads throughout the district. In September 2016, each third-fifth grade student was assigned an iPad for school use and students in grades 6-8 have iPads assigned to them to be used 24/7 (since 2012).

Previous Goal 1 - Increase student achievement through appropriate use of 21st century technologies

Students have been trained on appropriate use of technology in regards to email usage and learning management systems to support learning. Educators have taught students how to write an acceptable email. Students have used LMSs such as Edmodo, Google Classroom, and Showbie. Each system has its own strengths for students and teachers. Middle school students and teachers are currently using Showbie almost exclusively (Fall 2016). Educators feel strongly that the use of technology has helped students stay engaged in their own learning. This promotes higher student achievement. Student and Parent surveys and teacher observations show that technology is supporting increased student achievement.

Previous Goal 2 - Effective teaching and learning practices

Staff at Washington Caldwell continues to work on implementing technology, information media, and 21st century skills into existing curriculum. Staff have attended several technology focused inservices/conferences including SLATE and Interactiv. These multi-day events have been attended by numerous staff members each year. Staff members bring back what they have learned and share their

ideas/thoughts at staff meetings. In-house training has also occurred over the years. Technology mentors are identified for various technology needs. Staff members can contact a technology mentor who can help them right away.

Previous Goal 3 - Access to resources and learning tools

Washington Caldwell has the capability to use 100meg of bandwidth. Typically 40 meg is utilized; this number has increased over the years with an increased focus on Internet resources. All classrooms have access to a document camera and SmartBoard. All classroom projectors and SmartBoards are mounted for ease of use by teachers and students.

The wireless infrastructure was upgraded during Summer 2016. Aruba access points were installed throughout the building. Students in grades 6-8 have iPad Airs (new Summer 2016) with them 24/7; they take these devices home throughout the entire school year. Students in grades 3-5 have dedicated iPad Airs (new Summer 2015) that they use while at school. Students in grades 4K-2 have 25 iPads that they share among classrooms.

Administration uses funds, when available, to upgrade teacher laptops and desktops in classrooms and the computer lab. There is not a solid replacement plan for these devices, but the district has been able to keep things updated very well. iPads have a defined 2 year replacement plan.

Previous Goal 4 - Improve support systems

A technology report is given to the School Board monthly. Weekly parent update and information papers are delivered to parents and guardians through the use of a mass email from PowerSchool called Alert Solutions. Alert Solutions is also used to (mass) email school related reminders and notices to parents whenever needed, including when a student has a low lunch balance.

Group emails have been set up for each grade level so that teachers can email messages to all parents in each group. Most teachers email weekly parent newsletters to parents using this method. The middle school teachers send a joint, weekly newsletter as well.

The district's official calendar is provided online through Google calendar. It is available on the district website. The middle school teachers also maintain a homework calendar online; this is used daily by students and parents.

Additional Information on Current Status: Infinity Technologies continue to be the District's Internet Service Provider. Email is provided by Google Gmail for all staff and students in grades 6-8. Staff email is archived through Gaggles.net. Student email is not archived, but it is filtered using Gaggles.net. Google Apps/Drive is also utilized by the staff and middle school students.

Teacher web pages are currently hosted by School Messenger or Weebly. Each teacher has his/her own teacher webpage. 90% of teachers update their web pages at least monthly. Middle school teachers are also updating a Google homework calendar on a daily basis; this has facilitated communication between parents, students, and staff.

PowerSchool and Skyward continue to be used for student information and financial systems, respectively. PowerSchool and Skyward are both hosted and backed up offsite by a hosting company. Document files from user home directories are backed up on a daily basis with the company, MozyPro by Decho. This service, which began in April 2010, backs up data in a secure manner.

100% of classrooms have a telephone.

Teachers have the opportunity to take technology focused undergraduate/graduate courses if they so choose. Each teacher's contract allows for nine credits per year to be partially reimbursed by the district; these credits can be technology or non technology focused.

Non-discretionary, formula grant monies are being used to fund some technology in the district. Some discretionary grant monies have been used for technology as well. The general district budget also supports portions of the district's technology.

Students in grades three through eight have the choice to participate in 'Media Night.' Media Night is a time for students to work on homework and use technology that occurs six times a month.

3.2 Analysis of Student Proficiency

The Washington-Caldwell School District is a 4K-8 school district. Students are divided into two subsets – kindergarten to grade 5 and grade 6 to grade 8. Student proficiency will be addressed in the context of these two subsets.

Student proficiency in 4K to grade 5 is continually increasing. This is evident through continual monitoring and assessment of unit projects at all grade levels. Students engage in a variety of projects, including the use of graphic organizers, multi-media presentations, word processing and Internet resources. Teacher observations, checklists, and rubrics are examples of assessments that are used. Most students are 95% proficient in completing current technology projects. Adaptations are made as needed for students with special needs. Staff efforts to integrate technology have helped to increase students' proficiency at Washington School.

Students in grade 6 to grade 8 use iPads as a necessary tool on a daily basis. Student(s) skills in this area are in the proficient to advanced ranges. The use of multimedia tools in the middle school is in the proficient to advanced ranges. Students use iPads successfully for: projects, publishing reports/papers, collaborating with other students, as well as a replacement of outdated textbooks. Students use iPad applications/software successfully for school projects and presentations. Using the computers and iPads as a communication tool in the school context is strong, and it is evident that students have personal knowledge of the various capabilities. Research/problem solving skills are in the proficient range in the middle school. Students use the Internet and pre-selected databases to complete research tasks. Students with special needs have access to all of the same technology as any other student in the district.

3.3 Educator Proficiency

All staff members were given a survey in Fall, 2016. The survey assessed the comfort levels of staff with software and hardware, how staff uses available technology, barriers that staff have encountered, and future suggestions. Survey results showed that 83% of the staff use a SmartBoard on a daily basis. 54% of staff are having the students 'create' with technology. iPads are (mostly) used for assignments, work practice, and student choice.

Finding time to learn about new technology and learning new uses of technology are still areas of challenge for staff members. We will continue to work on this during this next technology plan cycle.

3.4 Effective Teaching and Learning Practices

Overall, Washington-Caldwell staff members make a conscious effort to include technology in their classrooms, as well as incorporate technology in assignments given. Staff stated, in the survey, that it is

very important for classrooms, students, and teachers to have technology skills; it adds to the creative capabilities of 21st century skills. One barrier staff members have with technology is keeping up with the rapid pace of technology being introduced. Other barriers are the lack of time for training and (truly) knowing how to use technology to its full capability.

3.5 Analysis of Access to Information Resources and Learning Tools

Summary of inventories of information resources and learning tools

- Microsoft Office 2016 (Word, Excel, Access, PowerPoint, Publisher)
- Google for EDU
- Tux Paint (freeware)
- Scholastic Reading Counts for 50 users
- Various online subscriptions for resources, such as: Pebble Go, ALEKS, Digitwhiz, Lexia, Showbie, Learning Ally, Google Read and Write, Bookshare, Kids A-Z, etc
- School library exceeds 12,000 copies of materials, including: easy fiction, fiction, nonfiction, and reference

Infrastructure (equipment and wiring) strategically deployed to meet needs of all learners capable of handling current network traffic

- Virtualized Servers
 - Windows Server 2008 R2 as main file server
 - SQL server to accommodate Lightspeed Rocket appliance for filtering
 - Radius Server to accommodate wireless network
- Beginning November 2013, 40 meg Internet Bandwidth speed coming into the building
- Wireless system using an Aruba network - 13 APs throughout the building

Classrooms, library media centers and wired or wireless labs designed for collaborative team work that includes equitable and flexible access to information resources and learning tools

- One primary lab in the building
- 26 PCs in the lab
- 3 PCs in library
- 1-2 PCs for students in classrooms
- 1 PC/laptop for each teacher
- 170 iPads (145 are iPad Air and others are various older models)
- 6 Chromebooks

Labs, pods, or wireless technologies are available for students' projects

- iPads assigned to students in grades 3-5 for school use
- iPads assigned 24/7 to every student in grades 6, 7, and 8
- iPad assigned 24/7 to every staff member
- 21 iPads available for elementary student use
- Aruba Wireless system running 13 APs throughout building

Specific assistive technology is available based on student's needs

- Bookshare, Learning Ally, and Google Read and Write are used with students in need
- All middle school students assigned iPad 24/7
- All grades 3-5 students are assigned an iPad for school use (per IEP, 504 plan iPad may be taken home)
- Per student IEP, elementary students assigned iPad for building use (per IEP, 504 plan iPad may be taken home)
- 6 Chromebooks to be used by students in need per written plans
- Each special education classroom has been equipped with a SmartBoard, projector, SPED iPads

Development of innovative strategies and delivery options of rigorous courses and curriculum for the underserved students, including telecommunications and distance learning options

- 1:1 Learning Program with iPads for all Middle School Students
- District has no distance learning options
- Use of iPads/Netbooks/laptops for elementary students to access learning

Administrative networking tools are available securely to intended stakeholders (fiscal management, purchasing and budget management systems)

- Financial software is Skyward; software is using a hosted delivery model

Data management tools are available securely to intended stakeholders (payroll and human resources, student information systems, grade books, attendance, automated library media circulation and catalog, automated food services, id cards)

- Student management software (PowerSchool) is available throughout the building and on the Internet. Parents and students have access to attendance, grades, and demographics using a secure password system
- Teachers and administrators access PowerSchool to manage attendance, demographics, grades, and discipline
- PowerSchool is used for automated computer lunch accounts
- Library automation is Follett Destiny - Hosted offsite
- Financial software is Skyward - Hosted offsite

Interoperability (the ability to share data from the various management systems: instructional services, food services, grade book, human resource, financial, library, student information services, transportation, voice/telephony, so be shared in order to eliminate data error and duplication of data input efforts) is explored

- Sharing data amongst management systems has not been needed as of yet, so it has not been explored, nor implemented

Communication tools are available to students, parents and other stakeholders (e-mail, internet, and intranet)

- The Internet and Intranet are available to all people in the building
- Email is available for staff, middle school students, and school board members

Video and/or web-based distance learning opportunities are available to meet individual student needs

- Free Internet based services are used by teachers for videos and web-based learning (i.e. YouTube, Vimeo)

Total cost of ownership is determined (hardware maintenance, lease/rent, repair)

- District administration and technology coordinator explore this on an as needed basis
- Computer lab and library are equipped with district owned computers
- iPads (145) are leased for student and staff use - 25 iPads are owned by the district

Collection mapping: breadth and depth of resources in relation to curriculum needs and reading interests

- All library collection additions are based on curriculum needs, but are limited due to budget constraints
- Some sections of the library are not satisfactorily updated. Additional materials are needed to supplement the overall collection.

Library media facilities are designed to meet the diverse learning needs of the educational community

- The library and computer lab neighbor each other, with an adjoining door
- The layout of the library dictates its usage. One large or two small-medium groups can use the space at one time.

Library media center and wired or wireless labs are scheduled according to implementation of authentic projects

- The library and computer lab work on a flexible-fixed schedule. Classes have scheduled library and lab times. There is also time within the day for individual students or classes to drop in the library and lab for projects.
- The library and computer lab are available after school at least six times a month during Media Nights.

Information resources and learning tools are available to students when they need them; before, during and after school hours

- Students are welcome to schedule with the media specialist to use technology before or after school
- Students in grades three to eight can participate in Media Night six times a month if they choose
- The computer lab (if space is available) and the library has an open door policy for 'just-in-time' use as needed by students throughout the day
- 6-8 iPads can be brought home.

Information resources and learning tools are available beyond the school day for parents and community members

- District continues to explore parent technology training options/delivery models on an as needed basis

Information resources are available for students and faculty any time and any place outside the school facility through flexible circulation policies and internet access

- Students and Staff have access to Badgerlink resource
- Various Apps, Google Maps

Information resources and learning tools reflect the cultural diversity of the local and world community including the needs of the emergent, intermediate, and advanced readers.

- Materials selection is curriculum and budget driven at this time. The needs of all students are considered when selecting material

3.6 Analysis of Systems Support and Leadership

Administrators are prepared to use technology effectively to guide teaching, learning, and managing

- Email and Staff Development
- PowerPoint presentations
- Google Docs integration into meetings
- Excel graphs and charts utilized for meetings

Policies and procedures are updated (CIPA Internet Safety and Acceptable Use Policy (AUP), copyright, assistive technology, materials selection, reconsideration, weeding, intellectual freedom, confidentiality, privacy, interlibrary loan and resource sharing, fines, loss or damage of materials, donations, web publishing, distance and virtual learning)

- The Washington-Caldwell School District has implemented all necessary policies and procedures to comply with Federal, State, and Local law and administrative procedures.
- All policies are approved by the School Board and can be found at the end of this plan.
- Additional district level policies will continue to be updated on a regular basis.

Evidence of alignment between the WI ITL standards with local curricula and course content standards

- The technology committee of the district has aligned its curriculum to the Wisconsin Information and Technology Literacy Standards.

Completion of grade level benchmarks

- The technology committee of the district has aligned the curriculum to the Wisconsin Information and Technology Literacy Standards. The district continues to analyze the results of testing done in grades 3 through 8.
- Articulation meetings with the Union High School occur two times a year as needed.

Sustained systematic professional development opportunities (evaluations, outcomes, follow-up)

- The district provides various inservice times to plan for curriculum-related topics.
 - These meetings look at reading/language, math, science, and social studies areas over the span of grade levels.

Qualified professional, clerical, technical staffing to meet current services

- There is currently one, full-time librarian/media specialist. The librarian/media specialist works with students and faculty in both the library and computer lab.
- Staff members attend technology workshops at various times.
- With creative scheduling options, the media specialist works with teachers to integrate technology

Structure and support of district-level and school-level leadership teams that include representation from teacher, library media, and technology professionals

- The technology committee is comprised of the librarian/media specialist, teacher(s), administration, school board members, and community members.

3.7 Analysis of Information and Technology Resources and Fixed Assets

170 iPad devices(145 iPad Air 2 and 25 older models) - 160 are 16 gb, assigned to all students in grades 3-8 students and all staff members - 10 are 64gb for students with needs/apps requiring more space - 21 available for elementary 4K-2 student use.

20 desktops/laptops assigned to Teachers – Used for attendance, grading, word processing, presentation purposes, lesson planning, and Internet use

8 Administrative/Support desktops – Five dedicated to Administrator, Assistant Business Manager, building engineer, and two secretaries – one used for food service - one used for support staff attendance – one for varied use by all support staff

54 Student computers available (20 desktops in various classrooms, 26 desktops in lab, 4 desktops in library, 4 laptops)

3 virtual servers – one main file server (updated Summer, 2010), Lightspeed server, and radius server

Spare desktops to be used as needed during repairs

All desktops and laptops have the following access:

- Majority of desktops/laptops are running Windows 7 - Less than 10% are running Windows 10
- Microsoft Office 2016 Professional Suite (Word, Excel, Access, Powerpoint, Publisher)
- Internet Explorer, Firefox, Chrome
- Access to PowerTeacher

Peripherals accessible in the District:

- 13 SmartBoards permanently installed
- 14 LCD projectors (11 ceiling mounted and 3 on carts)
- 2 Digital Video Cameras
- 2 Digital Cameras
- 1 Color Laser Printer
- 1 Multi Function Networked Copier/Scanner
- 6 Black and White Laser Printers

- 12,000 books in library collection
- 300 videos/DVDs in library collection

Description of Telecommunications and Technology Infrastructure

- Data - The District is one building and is serviced by a T3, 40 meg line. Infinity Technologies is the district's Internet Service Provider and they supply us with a router. Internally, there is one data closet containing switches and hubs that supply 100mbs connection. There are currently 13 wireless access points in the building; they are used by District laptops and iPads. Currently each classroom has 3-5 hardwire data connections. Outside data traffic is secured by a firewall. All computers in the building are networked using Windows 2008 R2 server software. The network consists of one virtual file/data server and one radius server. Staff and administration use a student information system (hosted PowerSchool) for grading, attendance, scheduling, and demographics. The administration uses Skyward software for financial purposes. All students and staff have the option of saving files on the network server.
- Voice – Each classroom has a telephone (installed 2008).
- Video – Internet based video only.

Section 4: Goals and Objectives

Goal 1: Students and staff will have access to resources and technology needed to be successful.

Objective: Maintain/upgrade devices, equipment, and resources as needed.

Goal 2: All students will demonstrate proficient use of technology. Students will be able to access the Internet and school network, as well as use technology for productivity, organization, and communication.

Objective: Increase student proficiency of information and technology literacy skills.

Goal 3: Assist parents and community members by offering technology training opportunities.

Objective: Use existing technology resources to improve performance, access, and productivity for all stakeholders.

Goal 4: Maintain and upgrade communication with all stakeholders

Objective: District web page will continue to be updated regularly to provide information for upcoming events, new school policies, and other School District information for students, staff, community, and general users.

Goal 5: Assist staff by offering technology training opportunities

Objective: use existing technology resources to improve performance, access, and productivity for all stakeholders.

Section 5: Implementation Action Plan

Goal 1: Students and staff will have access to resources and technology needed to be successful.

Objective: Maintain/upgrade devices, equipment, and resources as needed.

Activity	Resources needed	Person(s) responsible	Timeline	Budget	Success Indicators
Continue replacement plan for iPads on a 2 year cycle	--	Admin, Board, Tech Coordinator	ongoing	\$22,000 yearly	iPad devices will be updated every two years
Update/upgrade desktops, laptops, and peripherals as needed	--	Admin, Board, Tech Coordinator	ongoing	\$5500 yearly	Equipment will be updated and working
Maintain and research new application programs, online textbooks/resources		Tech Coordinator	ongoing	\$5700 annually	Resources will be available to support learning

Goal 2: All students will demonstrate proficient use of technology. Students will be able to access the Internet and school network, as well as use technology for productivity, organization, and communication.

Objective: Increase student proficiency of information and technology literacy skills

Activity	Resources needed	Person(s) responsible	Timeline	Budget	Success Indicators
Integrated instruction of technology skills to include online searching, productivity, online communication, cloud computing, and LMS (learning management systems) for class organization	--	Classroom Teachers, Tech Coordinator	Ongoing	No new budget needed	Lesson plans that demonstrate use of technology
Research virtual learning opportunities for students	--	Teachers, Tech Coordinator	Ongoing	No budget needed for research phase	Decision if virtual learning is feasible for WCSD
Continue to integrating assistive technology to assist students with special needs to improve their functional capabilities.	--	Special Education Staff, Tech Coordinator	Ongoing based on IEPs	Fund 27	Accomplished goals of IEP
Integrate learning about responsible and ethical use of technology and Internet	--	Classroom Teachers, Tech Coordinator	Ongoing	No funding required	Ethical and responsible use by all

Goal 3: Assist parents and community members by offering technology training opportunities.

Objective: Use existing technology resources to improve performance, access, and productivity for all stakeholders.

Activity	Resources needed	Person(s) responsible	Timeline	Budget	Success Indicators
Offer Community Education classes in computers and other technology.	Use of district technology lab/devices	Tech Coordinator	Ongoing	No funding needed	Community Education brochures and attendance

Goal 4: Maintain and upgrade communication with all stakeholders.

Objective: District web page will (continue to) be updated regularly to provide information for upcoming events, new school policies, and other School District information for students, staff, community, and general users.

Activity	Resources needed	Person(s) responsible	Timeline	Budget	Success Indicators
Research use of a system to index and maintain School Board Policies on website	Research time	Admin and Tech Coordinator	Spring 2017	No budget required	Choose a system to index board policies online
Choose and implement School Board Policy system for indexing/organization	--	Admin and Tech Coordinator	Summer 2017	\$2000	School Board policies are searchable and user-friendly on website
Continue to add more policy information and other important School District information to the School web site.	--	Admin and Tech Coordinator	Ongoing	No budget required	Web pages developed and on-line.
Increase Facebook presence and reach of posts	--	Tech Coordinator	Ongoing	Donation Funds to Boost Posts	Increased number of 'Likes' for page and increased reach of individual posts
Include weekly flyers and parent updates included on Facebook so more people are informed	--	Tech Coordinator	Ongoing	No budget required	Increased number of 'Likes' for page and increased reach of individual posts
Monthly Technology update to School Board	--	Tech Coordinator	Monthly	No budget required	School Board will stay informed

Goal 5: Assist staff by offering technology training opportunities.

Objective: Use existing technology resources to improve performance, access, and productivity for all stakeholders.

Activity	Resources needed	Person(s) responsible	Timeline	Budget	Success Indicators
Ongoing professional development opportunities will be made available to all staff - focus of PD will be 21st Century integration of technology skills	--	Admin Tech Coordinator Staff Members	Ongoing	\$2000 annually	Observed application of gained knowledge from in-services, workshops, and conferences

Section 6: Washington Caldwell School District Projected Budget for Information/Technology

Company	Description	16-17	17-18	18-19
Infinity	monthly managed svcs	\$1,800.00	\$1,800.00	\$1,800.00
Infinity	internet access	\$6,500.00	\$8,400.00	\$8,400.00
Infinity	Infinity Eset antivirus	\$555.00	\$555.00	\$555.00
Dept. of Admin	Teach - data transport - fiber	\$3,000.00	\$3,000.00	\$3,000.00
Lightspeed Systems	web filter/ mobile manage	\$2,700.00	\$3,000.00	\$3,300.00
Reliance Comm	District Web site hosting yearly	\$1,275.00	\$1,275.00	\$1,275.00
E2Exchange	Erate Consulting	\$500.00	\$500.00	\$500.00
	Com Maintenance (various)	\$750.00	\$750.00	\$750.00
Tierney Brothers	Smart Notebook Licences	\$200.00	\$200.00	\$200.00
Aruba/Infinity	Wireless Maintenance/support	\$600.00	\$600.00	\$600.00
PowerSchool Grp LLC	PowerSchool	\$3,150.00	\$3,250.00	\$3,350.00
Alert Solutions	School Messaging	\$264.00	\$264.00	\$264.00
Showbie	LMS renewal	\$850.00	\$850.00	\$850.00

Mozy Inc	Cloud Backup	\$407.00	\$407.00	\$407.00
Gaggle	Safety Mgmt Google - archiving	\$1,370.00	\$1,370.00	\$1,370.00
CDW Government	Microsoft Office Pro Plus Lic	\$700.00	\$700.00	\$700.00
Tech Support Services	Tech services F/V	\$6,500.00	\$6,500.00	\$6,500.00
Digit Whiz	Math subscription (Title 1)	\$150.00	\$150.00	\$150.00
Scholastic Reading Counts	Reading subscription (Title 1)	\$200.00	\$200.00	\$200.00
Infinity	wifi upgrade with Aruba	\$16,100.00		
Apple	iPad Lease (qty 100)	\$15,500.00	\$15,550.00	\$16,000.00
Apple	iPad Lease (qty 45)	\$6,860.00	\$7,000.00	\$7,000.00
	Upgrade/Update lab computers	\$2,000.00	\$2,000.00	\$2,000.00
	Upgrade/Update teacher laptops	\$2,000.00	\$2,000.00	\$2,000.00
	Update hardware/peripherals (printers, doc cameras, SmartBoards, projectors, etc)	\$1,500.00	\$1,500.00	\$1,500.00
	Printing supplies for printers (ink, etc)	\$2,750.00	\$2,750.00	\$2,750.00
	School Library Resources (CSF funds)	\$6,200.00	\$6,200.00	\$6,200.00
	Staff Professional Development	\$2,000.00	\$2,000.00	\$2,000.00
	Online Textbook Subscription	\$4,500.00	\$4,500.00	\$4,500.00
	Online S. Board Policy System		\$2,000.00	\$1000.00
	TOTAL	\$90,881.00	\$79,271.00	\$79,121.00

Projected Expenditures/ Funding Sources

	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>
Total	\$90,881	\$79,271	\$79,121
District Budget	\$49,881	\$42,871	\$42,721

Projected Grant Funding	\$24,000	\$24,000	\$24,000
eRate	\$8,100	\$3,500	\$3,500
Title I	\$400	\$400	\$400
Title II, Part A: Educ Train	\$2,000	\$2,000	\$2,000
Title II, Part B and D: Math/Science Ptr	--	--	--
Title III, IV	--	--	--
Common School Fund	\$6,500	\$6,500	\$6,500

Section 7: Dissemination / Monitoring Progress and Evaluating the Plan

Dissemination to Stakeholders

This plan was presented to the Washington-Caldwell School Board at the October and November 2016 regular board meetings. The plan will also be made available through the school district website (www.washcald.com). This plan will be available at the district office as well. Communication with community members and parents will be maintained through the district website and newsletters. Adult literacy opportunities will continue to be explored on a yearly basis every Fall. The community will have opportunities to access computer labs on an as needed basis; businesses can also use the lab for training purposes during non-school hours by submitting a mutually agreed upon plan for use.

Monitoring, Evaluation, and Revision

Semester technology meetings will be held so that the committee members can evaluate the progress of the plan. Adjustments will be made and reported to the district administrator and school board. Monthly progress reports will be presented to the school board.

Section 8: Procedures and Policies

Washington Caldwell Board Operations

Library Material Selection Policy

361.2

The Board of Education is legally responsible for all matters relating to the operation of the school, including the final selection of all materials used in the library. The Board hereby delegates its responsibility, through the Administrator/Principal, to the trained, professional library media specialist in charge of the library.

A. Definition of Materials

Educational materials (print and nonprint) are all resources that are used or available for teachers, students, or interlibrary used within the educational environment of Washington-Caldwell School District

B. Selection of Personnel

Professional personnel in consultation with administration, faculty, and students select materials for the school library. Final decision rests with the library media specialist.

C. Objectives of Selection

1. To make available print and nonprint materials that will implement and enrich curriculum in all areas
2. To develop a life-long appreciation for reading, listening, and reviewing
3. To provide opportunities for personal interests and recreational reading of students
4. To contribute to the development of the social, intellectual, and spiritual values of the students
5. To provide materials on opposing sides of controversial issues so that patrons/students may develop the practice of critical analysis
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of educational materials

D. Criteria for Selection

1. Needs of individual school
 - a. Based on knowledge of the curriculum
 - b. Based on requests from the Administrator and faculty
2. Needs of the individual students
 - a. Based on knowledge of children and youth based on requests of parents and students
3. Provisions of a wide range of materials on all

levels of readability and age appropriateness with a diversity of appeal and the presentation of different points of view on controversial topics

4. Provision of materials that are relevant, current and are endowed with artistic and literary merit
5. Provision of materials that foster respect for a pluralistic society and minorities
6. Provision of materials that are authoritative and accurate because of the publisher/author's reputation or scholarship

E. Selection of Tools

The following selection tools are used:

1. Reputable and recommended reviewing periodicals, such as The School Library Journal, The New York Times Book Review, VOYA, American Libraries, and Booklist
2. Recommended bibliographies such as Best Books of (year), Choices (CCBC), etc

Approved February 15, 2010

Library Gift Policy 361.21

The Washington-Caldwell School District Library welcomes donations and gifts. The Library Media Specialist has the authority to accept, distribute or dispose of donations of media, money, or other items, as they deem advisable, with Administrative approval. Depositories of donations in excess of \$5000 must have Board approval.

Gifts made to the Washington-Caldwell School District Library are acceptable with the understanding that the Library Media Specialist would consider space, accuracy, condition, and appropriateness so that sensible use will be made of the donations. Some donations will be added to library collections, but others may be disposed of or sold through book sales or other means in order that the money can be used for library purposes.

Approved February 15, 2010

Washington Caldwell Board Operations

Reconsideration Policy

361.22

Occasional objections to the selection of materials may be made despite the care taken to select valuable materials for student and teacher use. No material shall be removed from a media center collection until a final decision on the request for reconsideration has been reached. While under reconsideration, access to questioned materials can be denied only to the child or children of those making the complaint.

If a complaint is made the following procedure will be followed:

- A. The Administrator or library media specialist will meet with the complainant and attempt to solve the problem informally by explaining the goals and objectives of the school media center.
- B. If this meeting does not serve to resolve the problem, the complainant will be given a packet of materials, which include the district's selection/reconsideration policy; goals and objectives and a standard form, which must be completed and returned before the complaint will be considered.
- C. The completed form will be given to the library media specialist who informs the Administrator.
- D. A committee for reconsideration will be formed.
 1. The committee will consist of:
 - a. Two parents
 - b. The Administrator
 - c. The library media specialist
 - d. Two classroom teachers
- E. The materials in question, along with the complaint, will be circulated among the committee members who will read/see the materials in their entirety.
- F. The reconsideration committee will meet within one month of the receipt of the written reconsideration form to decide whether the challenged materials will remain in the media center's collection.
- G. The library media specialist will inform the complainants of the committee's decision and send a formal report to the district Administrator.
- H. If the complainant is still unsatisfied, she/he may ask the Administrator to present an appeal to the Board for a final decision.

Approved February 15, 2010

Washington Caldwell Board Operations

Sample Letter to Complainant Exhibit 361.22

Dear _____:

We appreciate your concern over the use of _____ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made. To help you understand the process, we are sending copies of the district's:

1. Instructional goals and objectives (district benchmarks as examples)
2. Materials Selection Policy statement
3. Procedure for Handling Objections

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

(District Administrator's Signature)

Approved February 15, 2010

Washington Caldwell Board Operations

Request for Reconsideration of Library Materials Exhibit 361.22

Title _____ Book _____ Periodical _____ Other _____

Author _____

Publisher _____

Request initiated by _____

Address _____ City _____ State _____ ZIP _____

Phone _____

Do you represent:

_____ Yourself

_____ An Organization (name) _____

_____ Other group (name) _____

1. To what in the work do you object? (Please be specific. Cite pages.)

2. Did you read the entire work? What parts?

3. What do you feel might be the result of reading this work?

4. For what age group would you recommend this work?

5. What do you believe is the theme of this work?

6. Are you aware of judgments of this work by literary critics?

7. What would you like your library/school to do about this work?

Do not assign/lend it to my child.

Return it to the staff selection committee/department for reevaluation.

Other Explain _____

8. In its place, what work would you recommend that would convey as valuable of a picture and perspective of the subject treated?

Signature _____

Date _____

Approved February 15, 2010

Washington Caldwell Board Operations

Interlibrary Loan Policy

362.1

In terms of students and teachers needing additional resources not owned by the Washington- Caldwell School District Library, the library helps the students and teachers to locate the materials using WISCAT. Once the materials are located, we encourage students and teachers to visit and to utilize their local libraries. Lifelong learning requires familiarization with the library resources available in your community.

Approved February 15, 2010

Washington Caldwell Board Operations

Internet Safety and Acceptable Use Form 363.2

Washington-Caldwell School District Technology Acceptable Use Policy

PURPOSE:

To authorize and support the use of technology and Internet to further the educational goals and mission of the District

POLICY:

The Washington Caldwell School District (WCSD) believes that a computer network offers vast, diverse, and unique resources to students. The goal of the WCSD in providing computer networks is to promote educational excellence and operational efficiency in all aspects of the WCSD by facilitating resource sharing, innovation, and communication. The use of network facilities by staff and students shall be consistent with the needs, learning styles, abilities, and developmental levels of students. The use of the network will be guided by this Acceptable Use Policy. The Acceptable Use Policy applies to the following areas: stand-alone computers, local school area networks, telecommunications systems, the Internet, and any other technology devices provided by the WCSD. This Acceptable Use Policy is in accordance with the requirements of the Children's Internet Protection Act (CIPA) and the Broadband Data Improvement Act 2008.

The WCSD does not sanction any use of the networks that is not authorized or conducted strictly in compliance with this policy. Users who disregard the Acceptable Use Policy may have their use privileges suspended or revoked. In addition, appropriate disciplinary action may be initiated against those who violate this policy. Users granted access to the Internet through the network assume personal responsibility and liability, both civil and criminal, for uses of the network not authorized by this policy.

The electronic information available to students and staff does not imply endorsement of the content by the school district, nor does the District guarantee the accuracy of information received on the Internet. The WCSD shall not be responsible for any information that may be lost, damaged or unavailable when using the network for any information that is retrieved via the Internet.

The WCSD reserves the right to log network use, to monitor fileserver space utilization by WCSD users, and to have access to all files maintained on the network.

The WCSD establishes that use of the Internet is a privilege, not a right. Inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.

The WCSD shall make an effort to ensure that students and staff use this educational resource responsibly.

The WCSD will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Administrators, teachers, and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students have the responsibility to respect and protect the rights of every other user in the WCSD and on the Internet.

The building administrator, in collaboration with the District Technology Coordinator, shall have the authority to determine what inappropriate use is. Decisions at this level are final.

Network accounts will be used only by the authorized owners of the account for its authorized purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system. However, nothing in this policy should be construed to limit the Network Administrator or District Technology Coordinator from accessing any files.

CIPA and NCIPA:

In accordance with the requirements of the Children's Internet Protection Act (CIPA) and the Broadband Data Improvement Act 2008, all equipment connecting to the Internet from any connection located within the District's buildings will be blocked or filtered. The District will make best efforts to prevent users from accessing or transmitting visual depictions of material deemed obscene, child pornography, and any material deemed harmful to minors as those terms are defined in CIPA. It will also make best efforts to prevent users from accessing or transmitting offensive, disruptive, or harmful data or any "inappropriate matter" as that term is used in the NCIPA. This includes, but is not limited to, messages, files, or data that contain the following:

- Pornographic or erotic images
- Sexual implications
- Racial slurs
- Derogatory gender-specific comments
- Information or instructions designed to cause harm to another person(s)/organization(s), comments that offensively address a person's age, sexual orientation, beliefs, political beliefs, gender, religious beliefs, national origin or disability.
- Any comment which in any way defames, slanders, or libels another person(s)
- Any comment intended to frighten, intimidate, threaten, abuse, annoy or harass another person(s) or organization(s)
- Those data or activities that invade the privacy of another person(s).

In addition, the District will also make best efforts to prevent unauthorized access to its system and files, including so-called "hacking" and the unauthorized disclosure, use or dissemination of personal identification information of minors. The District acknowledges that no blocking or filtering mechanism is capable of stopping all inappropriate content all of the time. Therefore, students are not to use the District's Internet access without supervision by a staff member. It is the responsibility of the staff to make best efforts to guide and to monitor students in the effective and appropriate use of the District's computer system. This includes, but is not limited to:

- Teaching students how to find educationally appropriate electronic materials.
- Teaching students how to judge the educational suitability of electronic materials.

- Teaching students information literacy skills, including understanding of safety, copyright, and data privacy.
- Teaching students proper safety and security procedures when using electronic mail, chat rooms, and other forms of direct electronic communication.

PROHIBITIONS:

Staff and students are expected to act in a responsible, ethical and legal manner in accordance with WCSD policy, accepted rule of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

- Use of the network to facilitate illegal activities.
- Use of the network for commercial or for-profit purposes.
- Use of the network for non-education related activities.
- Use of the network for product advertisement or political lobbying.
- Use of the network for discriminatory remarks and offensive or inflammatory communication.
- Use of email for non-education related activities.
- Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
- Use of the network to access obscene or pornographic material.
- Use of inappropriate language or profanity on the network.
- Use of the network to transmit material likely to be offensive or objectionable to recipients.
- Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
- Impersonation of another user, anonymity, and pseudonyms for the purpose of subverting the appropriate use of the network.
- Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws. The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines.
- Loading or use of unauthorized programs, files or other electronic media.
- Use of the network to disrupt the work of other users.
- Destruction, modification, or abuse of network hardware and software.
- Use of the district technology system to knowingly or recklessly post unauthorized, false, or defamatory information about another person(s) or organization(s), or to harass another person(s), or to engage in personal attacks, including prejudicial or discriminatory attacks.
- Use of software/websites for the purpose of circumventing district filtering system.
- Avoid storage of personal digital photographs and music on district servers as storage space is limited and intended for school related data.

CYBER BULLYING:

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyber bullying, are unacceptable and viewed as a violation of this policy and the District's acceptable use policy and procedures.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-

mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the building principal or the Technology Services Coordinator.

The administration shall fully investigate all reports of cyberbullying.

In situations in which the cyber bullying originated from a non-school computer but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be in violation of a publicized school policy. Such conduct includes, but is not limited to, harassment, or making a threat off school grounds that is intended to endanger the health, safety or property of others at school, a District employee or school board member.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

SECURITY:

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal and WCSD files. To protect the integrity of the system, the following guidelines shall be followed:

- Employees or students shall not reveal their passwords to another individual.
- Users are not to use a computer that has been logged in under another student's or teacher's name.
- Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.
- Users may not download applications or programs from the Internet or other networks, nor are users allowed to install software on District computers without the express written permission of the System Administrator.

SAFETY:

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher, network administrator or building principal.

Student network users shall not reveal personal addresses or telephone numbers to other users on the network.

WEB PUBLISHING GUIDELINES:

The Washington-Caldwell School District believes that certain guidelines must be followed when creating school web pages in order to maintain high standards. These guidelines are here to provide direction for the District and not to limit creativity.

People creating web pages that will link to the District's homepage will follow a format published by the Washington-Caldwell School District in order to provide consistency and integrity.

The person who creates the web page that is linked to the District homepage is ultimately responsible for the web site content including links. However, the District has the right to approve the pages.

The homepage will contain a copyright notice.

Website links must conform to District policies and are limited to educational material.

Written permission must be obtained from parents or guardians to allow student first and/or last names to be published.

Web sites should clearly be identified as student-created web pages and that the students' opinions are not necessarily a reflection of the District.

Curriculum connections should be linked to the District curriculum standards.

Web sites should not contain confidential information or information that is in violation of laws or the regulations of the Board.

Web sites should not contain copyrighted materials without the proper permission.

Individual teacher web pages will be used for communicating with students and parents and should not contain personal, non-school related materials.

CONSEQUENCES OF INAPPROPRIATE USE:

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network, intentional deletion or damage to files or data belonging to others, copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions shall be consequences for inappropriate use.

APPROVED: November 15, 2010

Updated May 16, 2016

Staff Acceptable Use of Electronic Network Agreement

Use of computers in the Washington-Caldwell School District is a privilege, not a right. The smooth operation and maintenance of the computer system(s) relies on users adhering to established guidelines. Therefore, by signing the attached, binding agreement, users acknowledge that they have read the terms and conditions of

acceptable use outlined in the attached Acceptable Use Policy (AUP) and understand the inherent responsibilities.

By signing this AUP agreement, staff agrees to abide by the restrictions outlined in this policy.

Failure to return this agreement with your signature will result in denial of access to the network.

I have read and understand the terms of the Washington-Caldwell School District's Acceptable Use Policy and agree to be bound by these terms.

Staff Name

Staff Signature

Date

2016-2017 Acceptable Use Designations

TECHNOLOGY ACCESS / ACCEPTABLE USE	
YES	I have received and read the Internet Safety and Acceptable Use Policy 363.2. I understand that this access is designed for educational purposes. Washington Caldwell has taken precaution to eliminate controversial materials by utilizing a web filter. I recognize it is impossible for the District to restrict access to all controversial material. I will not hold the School District responsible for material acquired through on the Internet. I give permission for my student to access school devices, Internet, and school email. I give permission for my student to use his/her school email to access educational purposed websites that require sign-in.
NO	
Washington Caldwell School District has permission to:	
PHOTOGRAPH / VIDEOTAPE PERMISSION	
YES	photograph and/or videotape my student for District and Non-District publications. All group images produced will have a direct association to the District curriculum or extracurricular activities. Photographs and/or video may be used in promotional material such as District newsletters and other printed/recorded communications.
NO	
WEB PAGE PERMISSION	
YES	include my student's writing/artwork and/or GROUP photo on District/PTO web pages, Facebook, Twitter, or school blog. For safety reasons, the student's writing/artwork and/or photo will be associated with first names only.
NO	
PICTURES AND NAME IN NEWSPAPER	
YES	include my student's photo and/or first and last name in local newspapers, including the school newspaper.
NO	

DATE SIGNED	PARENT SIGNATURE	STUDENT(S)
-------------	------------------	------------

Washington Caldwell Board Operations

Technology Concerns for Students with Special Needs

363.3

The Washington-Caldwell School District believes that every student can and will learn, if placed in a challenging and supportive learning environment. This includes all students with special needs. In fact, it is the goal of the District to use technology, as proposed in the federal *No Child Left Behind Act*, to assist all students to achieve to their “fullest potential.”

Special needs students can be defined in multiple categories from severely physically disabled to gifted and talented students falling in the classroom environment. There are several technological support strategies to assist the learning challenges of the students.

Students defined by the Washington-Caldwell School District as being students with special needs will have access to appropriate software and hardware products to assist them in their education. The use of assistive technology includes, but is not limited to, speech and visual software aids, laptop computers, curriculum software, large print books, magnifiers, calculators, recorded materials, alternate keyboards, and computers in the classroom. In addition special education staff will assist classroom teachers in the use of appropriate assistive technology strategies for each special needs student.

The Washington-Caldwell School District shall not discriminate in the technology services offered to special needs students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parent status, sexual orientation, or physical, mental, emotional or learning disability.

Approved February 15, 2010

Washington Caldwell Board Operations

Use of Copyrighted Materials

771.1

A. Limitations on Exclusive Rights: "Fair Use."

Copyright law attempts to balance the protection of the rights of the author with the needs of society. Many provisions of the federal copyright law affect the educational uses of copyrighted materials but the most generally applicable is Section 107-Fair Use. "Fair Use" applies four basic standards, which must be considered together when judging whether or not there has been a copyright infringement:

1. The purpose and character of the use. (Is the copying being done for commercial or educational purposes?)
2. The nature of the copyrighted work (Was the original work intended to be consumable, for example?)
3. The amount and substantiality of the portion used (How much is being copied? How important is the copied part to the entire work? How many copies are being made?)
4. The effect on the potential market for or value of the work (Will the copyright owner suffer financial loss?)

B. Specific Copyright Guidelines for Instructional Materials.

1. Print

a. According to the concept of "Fair Use" as outlined above, a single copy of any of the following may be made by or at the individual request of a staff member for research or use in teaching:

- (1) A chapter from a book,
 - (2) An article from a periodical or newspaper,
 - (3) A short story, short essay, or short poem whether or not from a collective work, or
 - (4) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
- b. Multiple copies (not to exceed more than one copy per student) may be made by or at the request of an individual staff member for classroom use provided that:

- (1) Copying meets the tests of "brevity (A complete poem printed on no more than two pages or an excerpt from a longer poem not to exceed 250 words copied in either case. A complete article, story, or essay of less than 2,500 words or an excerpt from prose less than 1,000 words or 10% of the work, whichever is less, but in either event a minimum of 500 words to be copied. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue.) and spontaneity (Copying is done by the teacher when there is not a reasonable length of time to request and receive permission to copy),"
- (2) Time does not allow for purchasing material,
- (3) The material is used only once, and
- (4) The copyright notice is printed on each copy of the material.

c. Notwithstanding any of the above, the following shall be prohibited:

- (1) Copying of or from works intended to be "consumable":
 - a. Workbook Exercises
 - b. Standardized Tests
 - c. Answer Sheets,
 - d. Other consumable materials;
- (2) Copying to create or replace anthologies;
- (3) Copying to substitute for the purchase of material;
- (4) Copying directed by a higher authority;
- (5) Repeated copying of the same item by the same staff member from term to term; and
- (6) More than nine instances of such multiple copying for one course during one class term.

d. The Regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from complying with all aspects of the law.

2. Audiovisual Materials

- a. The "Fair Use" criteria outlined above should be applied to each intended use before copying any audiovisual works (slides, filmstrips, audio taped records, copy photography, etc.) for classroom use.
- b. The regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from complying with all aspects of the law.

Permissible Uses:

- (1) Creating a series of slides or overhead transparencies from multiple sources, such as magazines, books, encyclopedias, etc., as long as one doesn't exceed one photograph, drawing, chart, or diagram per source.
- (2) Creating a single overhead transparency from a single page of a consumable workbook, not exceeding the one page from the entire book.
- (3) Salvaging useful frames from a damaged filmstrip in order to create a slide set, as long as the slides are maintained in the same chronological order as the original filmstrip, minus the damaged frames.
- (4) Using an opaque projector to enlarge a map of an area for tracing in a larger scale, as long as the map is not reproduced with those parts that make it copyrightable i.e. color scheme, shading, how cities, buildings are symbolized, etc.
- (5) Duplicating visual or audio materials from a non-dramatic literary work in order to provide materials for the deaf or the blind. In addition, these and other copyrighted materials may be legally transmitted to blind or deaf individuals via cable or closed circuit systems.

Prohibitions:

- (1) No duplication of audio cassette tapes for archival, backup, or for multiple uses unless reproduction rights were given at the time of purchase.
- (2) No reproduction of musical works (i.e. records, tapes, CD's etc.) or conversation from one form to another, unless such rights have been acquired from the copyright holder.
- (3) No reproduction of any audiovisual work in its entirety, except for off-air taping as per the guidelines for video recording.
- (4) No conversion of one media format to another, i.e. 16 mm film

3. Video Recordings

- a. Copies of any of the following video recordings may be made by or at the individual request of a staff member for classroom use:
 - (1) "In house" productions,
 - (2) Uncopyrighted works or works in the public domain, and
 - (3) Copies made under "permission to copy" arrangements.
- b. The following programs may be copied off-air by or at the individual request of a staff member for classroom use:
 - (1) Instructional television programs (subject to the specific rights limitations as identified by the copyright holder),
 - (2) Broadcast programs provided they are used once within 10 school days of the original broadcast, and
 - (3) Programs with specified "permission to by copy" arrangements.
- c. Notwithstanding any of the above, the following shall be prohibited:
 - (1) Copying from premium channels (HBO, The Disney Channel, Showtime, Cinemax, etc.),
 - (2) Copying from non-broadcast cable channels (ESPN, MTV, etc.) unless more generous rights are documented (i.e., Cable in the Classroom),
 - (3) Duplicating copyrighted video recordings, (4) Copying from one format to another, and
 - (5) Copying off-air programs for the purpose of entertainment or reward.
- d. Rented or purchased "Home Use Only" video recordings may be used in the classroom part of face-to-face instruction only. They may not be used for the purpose of

as

entertainment or reward unless within the limitations of a building site license

- e. The viewing of video recordings with "Public Performance Rights" is not restricted.
- f. The Regulations governing the copyright guidelines are not comprehensive and do not absolve staff from complying with all aspects of the law.

4. Computer Software

- a. Section 7(b) of Public Law 96-517 grants to the purchaser the right to copy a program if and only if:
 - (1) such a copy is an essential step in the utilization of the program in conjunction with a machine or
 - (2) The copy is for archival purposes.
- b. The following computer software may also be copied by or at the individual request of a staff member for classroom use:
 - (1) "In house" productions and
 - (2) Uncopyrighted works or works in the public domain.
- c. Notwithstanding the above, the following shall be prohibited:
 - (1) Copying copyrighted programs on district equipment,
 - (2) Using illegal copies of copyrighted programs on district equipment,
 - (3) Purchasing programs designed primarily as "break and entry" tools with district, state, or federal funds,
 - (4) Booting single copies of copyrighted programs into more than one machine without authorization from the copyright holder, and
 - (5) Using "archival" copies of software as additional copies.
- d. Staff members shall also adhere to state law provisions concerning the copying of data, computer programs, or supporting documentation.
- e. The regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from complying with all aspects of the law.

5. Educational Multimedia

- a. Preparation of Multimedia Projects Using Portions of Copyrighted Works
 - (1) Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.
 - (2) Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities at educational institutions.
- b. Permitted Uses of Educational Multimedia Programs Created Under these Guidelines
 - (1) Students may perform and display their own educational multimedia projects, created under these guidelines, for educational use in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.
 - (2) Educators may perform and display their own educational multimedia projects created under these guidelines for curriculum-based instruction to students in the following situations:
 - (a) for face to face instruction
 - (b) assigned to students for direct self-study
 - (c) for remote instruction to students enrolled in curriculum-based courses and located at remote sites, provided over the educational institution's secure electronic network in real-time, or for after class review or directed study, provided there are technological limitations on access to the network and educational multimedia project (such as a password or PIN) and provided further that the technology prevents the making of copies of copyrighted material.
- c. Educators may perform or display their own multimedia projects created under these

guidelines in presentations to their peers, for example, at workshops and conferences.

d. Educators may retain educational multimedia projects created under these guidelines in their personal portfolios for later personal uses such as tenure review or job interview.

e. Educators use their educational media projects, created for professional purposes under these guidelines, for teaching courses for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production.

f. Students may use their educational multimedia production projects only for the duration of the course for which it was prepared.

g. Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects under these guidelines, regardless of the original medium from which the copyrighted works are taken. In the aggregate means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission under these guidelines. These limits apply cumulatively to each educator's or student's multimedia projects for the same academic semester, cycle or term.

(1) Motion Media: Up to 10% or 3 minutes whichever is less.

(2) Text Material: Up to 10% or 1,000 words, whichever is less. An entire poem of less than 250 words, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used, but no more than three excerpts by a poet or five excerpts by different poets from a single anthology may be used.

(3) Music, Lyrics, and Music Video: Up to 10%, but no more than 30 seconds of the music and lyrics from an individual work may be reproduced or otherwise incorporated as part of a multimedia project created under these guidelines. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

(4) Illustrations and Photographs: A photograph or illustration may be used in its entirety, but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project.

(5) Numerical Data Sets: Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project.

6. Music

a. The "Fair Use" criteria outlined above and the guidelines under "fair use" for music should be applied to each intended use before copying any copyrighted music/ musical works. b.

Permissible uses include:

(1) Emergency copying to replace purchased copies which are unavailable for an imminent performance (The photocopies must be destroyed following the performance.),

(2) Making copies of excerpts (less than 10% of the whole work) of works for academic purposes other than performance,

(3) Editing or simplifying purchased works provided that the fundamental character of the work is not changed,

(4) Making a single copy of recording of a student performance, and

(5) Making a single copy of a copyrighted sound recording for the purpose of an aural exercise or examination.

- c. Notwithstanding the above, the following shall be prohibited:
 - (1) Copying to create or replace anthologies,
 - (2) Copying of or from works intended to be consumable,
 - (3) Copying for the purpose of performance,
 - (4) Copying to substitute for the purchase of material, and
 - (5) Copying without the inclusion of the copyright notice.
 - d. The regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from copying with all aspects of the law.
7. Libraries
- a. According to the proviso of Section 108 of the copyright law (Public Law 94-553, Title 17), a library or any of its employees acting within the scope of their employment may reproduce copies of print works and phonorecords under specific circumstances:
 - (1) Purposes of preservation,
 - (2) Purposes of private study, scholarship or research, and
 - (3) Purposes of interlibrary loan.
 - b. Notwithstanding any of the above, the following shall be prohibited:
 - (1) Copying for direct or indirect commercial advantage,
 - (2) The systematic reproduction for distribution of single or multiple copies, and
 - (3) Copying to substitute for a subscription to a work or the purchase of a work.
 - c. The proviso under Section 108 does not apply to musical, pictorial, graphic, sculptural, motion picture, or audiovisual works.
 - d. Copies made under the proviso of Section 108 for interlibrary loan must include the notice of copyright.
 - e. A library that requests reproductions of print or phonorecords via interlibrary loan must make certain that its requests conform to the National Commission on New Technological Uses of Copyrighted Works (CONTU) Guidelines and must maintain records of its requests for the required number of years.
 - f. Libraries must display prominently, at the place where orders for reproductions are accepted, a warning that copying will be done in accordance with the copyright law.
 - g. Reproducing equipment located on the premises must display the proper notice that the making of a copy may be subject to the copyright law.

Approved by the School Board on October 18, 2004

Approved May 17, 2010

Washington Caldwell Board Operations

Copyright of Materials

Definition of Terms

Archival Copy

Refers to a backup copy for the purpose of providing safeguard in case of damage or loss of original copy.

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) “Special works”: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Copyright

Exclusive statutory rights to publish and control the use of a work, i.e., programs and documentation.

Copyright Clearance

The term “copyright clearance” refers to the process of requesting and receiving permission from the copyright owner to make a copy of a copyrighted work. It may or may not involve the payment of a fee.

Fair Use

The legal right to copy or reproduce a limited amount of copyrighted material without the consent of the author and without payment of royalty provided the use is reasonable and not unduly harmful to the copyright owner.

Illegal Copy

Refers to material that is not authorized by law or contract.

Off-Air Programs

Refers to off-the-air videotaping of television broadcast programs.

Public Domain

Refers to material which is not copyrighted. All material is considered under copyright restrictions until it is released by the owner to the public domain.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

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