Jerome School District

Technology Plan

“Visions 2015”

Local code:061413

"EDUCATING TODAY FOR TOMORROW'S WORLD"

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Interactive Boards

“No one leaves their technology at the schoolhouse door.”

Use Effective Practices
Jerome School District Strategic Plan (2010-2015)

Our Mission
Educating Today for Tomorrow’s World

Vision 2015
To succeed in the 21st century students need to graduate high school equipped with the character, skills and knowledge to successfully enter work or postsecondary training.

Students need to be determined to productively enter the workforce or postsecondary education to pursue their career aspirations. The staff of the Jerome School District is committed to helping each of our students graduate prepared to move on to their next choice. Vision 2015 will guide the strategic focus of the Jerome School District for the next five years.

Strategic Goals:

GOAL 1: Each student meets or exceeds proficiency in reading, language, math and science.
STRATEGIES:
1.1: Use a comprehensive standards based system across all grades and all classes. *WISE Correlates: SCHOOL - IIA01, IIA02, IIC01, IID10, IID11, IIA01, IIB06, DISTRICT – IA08, IA11, IB12, IC05)
- Consistently teaching the written district curriculum across grades and classes.
- Using assessments to motivate students, adjust teaching, and monitor progress.
- Utilize standards-based grading and reporting practices.
1.2: Develop and use data to inform decisions by teachers, principals, and district leaders.
1.3: Build staff capabilities at all levels to collaborate in professional learning communities.

GOAL 2: Ensure that intervention systems are in place to support and advance high achievement for all students.
STRATEGIES:
2.1: Develop tiered system of interventions K-12. *WISE Correlates: SCHOOL IID10, IID11, IIA17, DISTRICT – IA13, IB12
2.2: Develop responses for students with behavior challenges.
2.3: Develop consistent services across buildings, and between programs such as all federal programs and building interventions.
2.4: Develop academic responses for high-achieving students.

GOAL 3: Use effective instructional strategies that promote acquisition of knowledge, skills and higher order thinking.
STRATEGIES:
3.1: Prepare and support teachers to continuously improve instructional practices.  *WISE Correlates: SCHOOL IIIA09, IIIA11, IIIA25, DISTRICT – IA05, IB12, IC03
3.2: Utilize technology as a vehicle for learning.
3.3: Use consistent instructional monitoring practices across all schools to continuously improve student learning.

GOAL 4: Relationships with students will demonstrate high expectations for their learning and support for their success.

STRATEGIES:
4.1: Cultivate positive relationships and successful learning conditions for all students and staff.  *WISE Correlates: SCHOOL IIIA28, IIIA31, IIIA32, IIIA33 Buildings do 2 of these 4 DISTRICT – IB01, IB02, IB08, IB12
4.2: Provide opportunities for parents to learn how to support their children’s education & participate in activities.  *WISE Correlates: SCHOOL IIIB06
4.3 Provide alternative and multiple educational opportunities to meet varied student needs.

GOAL 5: We evaluate our programs to continuously improve our results for students.

STRATEGIES:
5.1: Develop a Comprehensive District Annual Profile of Performance using our performance indicators.
5.2: Use district key performance indicators to guide decisions and measure program effectiveness.
5.3: Optimize use of Mileposts and valid assessment data.

* The WISE TOOL is the Planning Document of the State of Idaho. To Align the WISE TOOL with our Strategic Plan, we have placed: DISTRICT CORRELATES IN GREEN AND SCHOOL CORRELATES IN RED.

Education in the Digital Age
(Source: ISTE:  http://www.iste.org/welcome.aspx)

Jerome School district closely monitors the leadership provided by The International Society for Technology in Education.  ISTE’s advocacy efforts extend beyond giving technology to students. The impact of their work is to ensure that technology empowers educators to help more students achieve their full potential.  Educational technology standards are the roadmap to teaching effectively and growing professionally in an increasingly digital world. Technology literacy is a crucial component of modern society. In fact, the globalizing economy and technological advances continue to place a premium on a highly skilled labor force. While looking to ISTE for leadership it is also practically recognized that the Jerome School District must react to state planned initiatives such as “Students Come First” as passed by the State legislature in 2011. Because of the speed at which technology planning moves, as well as the changing political horizons in governmental support, the Jerome School
District Technology plan will continue to be very fluid and will need to be modified and updated often. (Director of Technology, Jerome School District Chris Gibson)

**Education Must Change**

As technology dramatically changes our society, educators need to demonstrate the skills and behaviors of digital-age professionals. Competence with technology is the foundation.

- Societies are changing
- Expectations are changing
- Teaching is changing
- Educators must lead

**Transforming Learning Environments with Technology**

Today’s educators must provide a learning environment that takes students beyond the walls of their classrooms and into a world of endless opportunities. Technology standards promote this classroom transformation by ensuring that digital-age students are empowered to learn, live, and work successfully today and tomorrow.

**Digital-Age Learning**

As foundational technology skills penetrate throughout our society, students will be expected to apply the basics in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities. ISTE's NETS for Students (2007) help students prepare to work, live, and contribute to the social and civic fabric of their communities. The new standards identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society. These areas include the ability to:

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

**Digital-Age Teaching**

1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   a. promote, support, and model creative and innovative thinking and inventiveness.
b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

   c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

   d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

   a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

   b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

   c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

   d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

   a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

   b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

   c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

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

Digital-Age Leadership

Administrators play a pivotal role in determining how well technology is used in our schools. For administrators to create and sustain a culture that supports digital-age learning, they must become comfortable collaborating as co-learners with colleagues and students around the world. In today’s digital learning culture, it’s less about staying ahead and more about moving forward as members of dynamic learning communities. Administrators convey a vision for technology infusion and ensure development of their own technology skills and those of others.

"Integrating technology throughout a school system is, in itself, significant systemic reform. We have a wealth of evidence attesting to the importance of leadership in implementing and sustaining systemic reform in schools. It is critical, therefore, that we attend seriously to leadership for technology in schools."

— Don Knezek, ISTE CEO

1. Visionary Leadership: Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:
   a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
   b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
   c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture: Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:
a. ensure instructional innovation focused on continuous improvement of digital-age learning.
b. model and promote the frequent and effective use of technology for learning.
c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
d. ensure effective practice in the study of technology and its infusion across the curriculum.
e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

3. Excellence in Professional Practice: Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:
   a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
   b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
   c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
   d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

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

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

CLASSROOM INTEGRATION TECHNOLOGY PLANNING

Jerome School District Planning through “Comprehensive Needs Assessment” process:

The Jerome School District has taken a multiple source approach to developing a needs assessment process, as well as looking at data. The first recent step were taken in 2011 when the Jerome SD worked with Idaho State University and began to define that level of proficiency with staff in the use of technology in the educational environment. This direction came out of the Jerome School District Strategic Plan (Vision 2015) which defines 5 major goals for the district over 5 years. All work focused in the district must align to those 5 goals. We felt fairly confident that we have maintained a high level of technology proficiency with staff, and were surprised by the results. However, we had not done data to try and define that proficiency. The following steps were taken following the needs assessment:

1) Follow up survey with staff on computer programs in use currently in schools.
2) Developed a clear plan to support existing effective computer programs, including hiring a technology coach.
3) Making basic learning tutorials/PD available to new and experienced staff both classified and certified.
4) Became clear that our technology and professional development planning needed to improve to bring base level of support to staff. These came out loud and clear in both the original needs assessment and the follow up staff survey.
5) With State emphasis on technology in the classroom the Jerome District must do a better job of supporting staff.
6) Administration in the buildings, as educational leaders must improve their abilities to support and lead staff in the use of technology in the educational process in their buildings.
7) Technology was identified in Jerome School District Strategic Plan as an area to work to improve and it was evident that no clear professional development plan for technology in the classrooms existed.
8) There needs to be an expectation that technology competency and appropriate use is clearly spelled out and expected to work in the Jerome School District. This must be emphasized with newly hired staff.
9) It must be the responsibility of the district to develop a base level of support for existing staff to improve technology competency with effective, appropriate use in the classrooms of the district.

Follow up surveys of staff were done and the last one completed in January 2013. All these results are available upon request from the Jerome SD. The most recent survey has helped the district to continue to define and differentiate on-line technology training for staff. Course work supported through CSI but managed by the Jerome Technology coach is done through a program called Technology A-Z. Staff can select modules that are approximately three hours in length on a wide variety of topic. All the modules are project based for assessment and when a staff s completes 5 modules they are eligible for a college credit. This can move up to a total of three credits at this time if they complete 15
modules. The surveys done with staff continue to tell the district where staff wants to go and thus which modules are showing high interest.

In addition to the emphasis on technology PD, the district has also surveyed staff in the spring of 2013 on general educational needs in the district. The survey was aligned to the 9 Correlates of Effectives Schools and the results are invaluable to many of the district programs. This information can also be supplied upon request from the Jerome School District.

Standardized test scores (ISAT and IRI) are monitored and are the default tool of measurement outcomes for all schools and programs ultimately in the District. Data on ISAT has been kept since the fall of 2002 and charted in the district by grade level. The goal is to see an increase in the scores and proficiency levels on the ISAT/IRI, and tie improvement efforts to these outcomes (Some of this will change as the state moves to new ISAT/SBAC assessment). Requests for the data can be made to the Office of Curriculum and Instruction and Federal Programs of the Jerome School District.

The District previously had a very extensive and system of Local End of Course assessments (grades 4-12), which were the local tool that added to the ability of staff to improve their outcomes with targeted alignment between curriculum and student outcomes. With the adoption of new standards, it was determined that the End of Course assessment system would be discontinue until the process at the state level with SBAC/ISAT is worked out. Staff Teams have been strongly encouraged to look at SBAC samples to adopt for End of Course Assessment, thus achieving some semblance of alignment between standardized assessments and local assessments (content and context).

In addition data from the Apple Corporation and the Idaho Leads programs supports the use of technology with emphasis on student engagement which can be reviewed with those two organizations and the Canby, Oregon school system.

Finally, goals and measurements from the Jerome School District Strategic Plan are emphasized in all schools, and this has been aligned to the WISE tool. This goal of improving technology use in the district is also included in the Jerome Strategic Plan. Use of the technology and the presentations required will be monitored and used in training by the technology coach for the Jerome School District. Additional information will be posted on the District Web site as a training tool and thus a measurement of the number of staff taking advantage of this training. In addition goals and measurements from the Jerome School District Strategic Plan (General Guidance Manual) are emphasized in all schools and Key Performance Indicators (KPI) reporting will be required of all schools (and the district) in the fall of 2013 for the 2012-2013 school year.
Needs Assessment Summaries:

3 Tiers of Technology use by Staff in Education from original Needs Assessments:

1. Tier 1 focuses on the teacher using technology to get his/her job done. (materials and email)
2. Tier 2 involves teacher facilitation of large group learning activities and student productivity use of technology. (presentations and group work)
3. Tier 3 promotes student learning and the use of technology through project and explorative based learning. (inquiry based, essential questions, project based and posts)
General Technology Professional Development Planning: The following graphic represents planned technology professional development that the district began to make available following the original Needs Assessment of staff.

1. It is recognized that not all staff are at the same “step” in understanding the availability and use of technology in education.
2. The Jerome School District will begin using this “Step” reference to plan (and differentiate) professional development. Honest self-reflection of “Which Step” we are on will be critical for each staff to make.

Step 1: Teacher Technology Awareness and Personal Productivity: This step is an awareness of new technology tools and focuses on teachers using technology to get their job done.

Step 2: Instructional Presentation and Student Productivity: This step involves teacher facilitation of large group learning activities and some student productivity using application based technology. This step may include office applications and the use of education software.

Step 3: Full Integration: This is defined as transforming the learning experience through the full use of technological tools, with an emphasis on project based learning and exploration. This experience requires ongoing exploration by the learner and instructor. It also requires keeping up with new technological tools as they become available.

The following Graph shows follow up survey from staff of interest areas for technology training:
Professional Development Action Planning:

**Action 1:**
Jerome School District is improving teacher and administrative quality by supporting professional development activities that are aligned to the Jerome School District Strategic Plan (Vision 2015). All activities are to be aligned to the District Strategic Plan and the District will work to see that all WISE TOOL Indicators also align to the strategic plan. Jerome School District participated with Idaho State University and their division in Workforce Training on a needs assessment in the spring of 2010. Since Jerome was also using Title IID funds to improve technology in the district the needs assessment targeted that area. The needs assessment is available in the district upon request and ongoing surveys have updated that information. It was very evident from the feedback on this needs assessment that the district must recommit to helping staff stay as current and active in the use of technology in the classrooms as possible. Technology support for staff has become a high priority to the District. A Technology Coach is now being employed by the district to assist with PD and support of staff.

**Research:**
Jerome School District has targeted professional development in alignment with The Jerome School District Strategic Plan, which outlines yearly the connection to the WISE TOOL. Research from the Wise Ways indicators support this type of activity and include numbers 144 and 149 in particular. In the area of technology use in the classroom it is recognized that additional background knowledge is needed by the Jerome School District and will be part of the ongoing development planning of improved technology use in the classrooms.

**Action 2:**
Targeting technology, steps were taken to improve and update staff capabilities through mini-grants (Title IID) in 202011-2012, and those staff members getting those new technology tools worked with the technology coach to produce multi-media demonstrations on the use of the equipment. The grant model was extended this in 2012-2013 to grant Professional Learning Communities (PLC’s) to develop grant teams working to implement new technologies in classes in grades K-8. It should be noted that 9-12 was excluded as we prepared to roll out future technology for high school staff and students that was coming directly from the state through Students Come First. When that initiative was defeated by voters, the district inherited that responsibility for the high school as well. The funding for the equipment will be allocated from other sources, but the training will be supported through Title II funding.

**Research:**
Jerome School District has targeted professional development in alignment with The Jerome School District Strategic Plan, which outlines yearly the connection to the WISE TOOL. Research from the Wise Ways indicators support this type of activity and include numbers 71, 144, and 149 which emphasize engagement with students. In addition data from Apple Corporation and the Idaho Leads programs supports the use of technology with emphasis on student engagement which can be reviewed with those two organizations and the Canby, Oregon school system. To maintain a level of consistency, this research will be mentioned many times as the driving research behind the decisions in the district. In the area of technology use in the classroom it is recognized that staffs are at many levels and
differentiating for staff will be critical and will be part of the ongoing development planning of improved technology use in the classrooms.

**Activity 3:**
As previously mentioned the Jerome District did a need assessment and found that staffs exist at a variety of levels in their use of technology as an educational tool. Targeted technology training will be supported through Title II funding. This will be above and beyond those who received grants discussed in previous activities. Training will be provided by the district technology coach as well as contracted services that can be found to target specific staff needs.

**Research:**
Jerome School District has targeted professional development in alignment with The Jerome School District Strategic Plan, which outlines yearly the connection to the WISE TOOL. Research from the Wise Ways indicators support this type of activity and include numbers 71, 144, and 149 which emphasize engagement with students. In addition data from Apple Corporation and the Idaho Leads programs supports the use of technology with emphasis on student engagement which can be reviewed with those two organizations and the Canby, Oregon school system. To maintain a level of consistency this research will be mentioned many times as the driving research behind the decisions in the district. In the area of technology use in the classroom it is recognized that staffs are at many levels and differentiating for staff will be critical and will be part of the ongoing development planning of improved technology use in the classrooms.

**Activity 3:**
Jerome District has yearly planned and implemented technology training for classified staff that supports students. Due to the high turnover of classified staff, yearly training has focused on the ISTI standards set up by grade levels and supported by the district technology coach.

**Research:**
Jerome School District has targeted professional development in alignment with The Jerome School District Strategic Plan, which outlines yearly the connection to the WISE TOOL. Research from the Wise Ways indicators support this type of activity and include numbers 144 and 149 in particular. In the area of technology use in the classroom it is recognized that additional background knowledge is needed by the Jerome School District and will be part of the ongoing development planning of improved technology use in the classrooms.

**Activity 4:**
Jerome District has a part time technology coach that is charged with supporting technology in the classrooms and helping staff to see how it adds to the value of the educational experience. The coach manages our current offering in cooperation with the College of Southern Idaho called Technology A-Z. The course began in in 2012-2013 and the district plans to continue this model. Originally 25, three hour modules were created and offered to Jerome staffs. Staff choose the modules and credits are offered on a 1 to 5 ratio. In other words 5 modules equals one credit. As staff are continued to be surveyed, additional modules are being created and the demand for this type of PD has been very high with staff while increasing their technology capacity. See graph in this report on the original demand for modules and the numbers of staff involved.
Research:
Jerome School District has targeted professional development in alignment with The Jerome School District Strategic Plan, which outlines yearly the connection to the WISE TOOL. Research from the Wise Ways indicators support this type of activity and include numbers 144 and 149 in particular. In the area of technology use in the classroom it is recognized that additional background knowledge is needed by the Jerome School District and will be part of the ongoing development planning of improved technology use in the classrooms.


Jerome Joint School District No. 261

STUDENTS

3265

Devices Allowed, With Controls

Electronic Communications Devices

Students, with permission of their parent(s)/guardian(s), or request of the student him/herself if over eighteen years of age, may be in possession of a cellular telephone, pager/beeper or other related electronic devices on school property. The devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the student to do otherwise, use of devices shall be limited to the period before classes begin in the morning, during the student’s lunch period, and after the student’s last class in the afternoon. IN NO CASE WILL ANY PERSONAL COMMUNICATION DEVICE BE ALLOWED THAT PROVIDES FOR A WIRELESS, UNFILTERED CONNECTION TO THE INTERNET OR WHICH HAS THE CAPABILITY TO TAKE PHOTOGRAPHS OF ANY KIND.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

Students are responsible for keeping up with devices they bring to school. The District shall not be responsible for loss, theft, or destruction of devices brought onto school property.

Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.

Students who violate the provisions of this policy, are subject to disciplinary action, including losing the privilege of bringing the device onto school property, detention, suspension, or expulsion. In addition, an administrator will confiscate the devices, which shall only be returned to the student’s parent(s)/guardian(s). Where appropriate, police authorities may be contacted.
Jerome School District #261
125 4th Avenue West
Jerome, Idaho 83338
Phone: 208 324-2392  Fax: 208 324-7509

Policy History: 04/25/09
Adopted on:
Revised on:

Jerome Joint School District No. 261

STUDENTS

District-Provided Access to Electronic Information, Services, and Networks

General

Internet access and interconnected computer systems are available to the District’s students and faculty. Electronic networks, including the Internet, are a part of the District’s instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to students’ use of District-provided computer systems. Students must understand that one student’s misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the District’s teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Curriculum

In accordance with this policy and the Board’s philosophy to ensure the safety of all students, the District shall provide an appropriate planned instructional component for internet safety which shall be integrated into the District’s regular instructional program. The purpose of the program is to increase students’ knowledge of safe practices for internet use.

The use of the District’s electronic networks shall be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and shall comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the District’s educational goals, use the Internet throughout the curriculum.

The District’s electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Uses

1. Educational Purposes Only. All use of the District’s electronic network must be (1) in support of education and/or research, and in furtherance of the District’s stated educational goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District’s electronic network or District computers. The District reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network
and Internet access and any and all information transmitted or received in connection with such usage.

Unacceptable Uses of Network. The following are considered unacceptable uses and constitute a violation of this policy:

1. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District’s student discipline policy, local, state, or federal law; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate local, state, or federal law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

2. Uses that cause harm to others or damage to their property, person or reputation, including but not limited to engaging in defamation (harming another’s reputation by lies); employing another’s password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in “hacking” activities or any form of unauthorized access to other computers, networks, or other information.

3. Uses amounting to harassment, sexual harassment, bullying or cyber-bullying defined as using a computer, computer system, or computer network to convey a message in any format (audio or video, text, graphics photographic, or any combination thereof) that is intended to harm another individual.

4. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.

5. Uses that are commercial transactions. Students may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.

6. Sending, receiving, viewing or downloading obscene materials, materials harmful to minors and materials that depict the sexual exploitation of minors.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.

The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Superintendent or designee shall enforce the use of such filtering devices.

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The term “harmful to minors” is defined in Section 18-1514(6), Idaho Code as meaning one or both of the following:

- The quality of any material or of any performance of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:
  - Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and
  - Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:
    - Intimate sexual acts, normal or perverted, actual or simulated; or
    - Masturbation, excretory functions or lewd exhibits of the genitals or genital area. Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political or scientific value for minors, according to prevailing standards in the adult community, with respect to what is suitable for minors.
- The quality of any material or of any performance, or of any description or representation, in whatever form, which, as a whole, has the dominant effect of substantially arousing sexual desires in persons under the age of eighteen (18) years.

Internet Filtering

Filtering should only be viewed as one of a number of techniques used to manage student’s access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

- Nudity/ pornography – prevailing U.S. standards for nudity, provocative semi-nudity, sites which contain pornography or links to pornographic sites
- Sexuality – sites which contain material of a mature level, images or descriptions of sexual aids, descriptions of sexual acts or techniques, sites which contain inappropriate personal ads
- Violence – sites which promote violence, images or description of graphically violent acts, graphic autopsy or crime-scene images
- Crime – information of performing criminal acts (e.g., drug or bomb making, computer hacking), illegal file archives (e.g., software piracy)
- Drug Use – sites which promote the use of illegal drugs, material advocating the use of illegal drugs (e.g. marijuana, LSD) or abuse of any drug. Exception: material with valid-educational use
- Tastelessness – images or descriptions of excretory acts (e.g., vomiting, urinating), graphic medical images outside of a medical context
- Language/Profanity – passages/words too coarse to be softened by the word filter, profanity within images/sounds/multimedia files, adult humor
Discrimination/Intolerance – Material advocating discrimination (e.g., racial or religious intolerance), sites which promote intolerance, hate or discrimination
Interactive Mail/Chat – sites which contain or allow inappropriate email correspondence, sites which contain or allow inappropriate chat areas
Inappropriate Banners – advertisements containing inappropriate images or words
Gambling – sites which allow or promote online gambling
Weapons – sites which promote illegal weapons, sites which promote the use of illegal weapons
Body Modification – sites containing content on tattooing, branding, cutting, etc.
Judgment Calls – whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Filtering should be used in conjunction with:

- Educating students to be “Net-smart;”
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using “Acceptable Use Agreements;”
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The system administrator and/or building principal shall monitor student Internet access.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

Internet Access Conduct Agreements

Each student and his/her parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the District’s computer system and/or Internet Service.

Warranties/Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. The District is not responsible for any
information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. The District will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to the District and shall indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user’s access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user’s parent(s)/legal guardian(s) agrees to cooperate with the District in the event of the school’s initiating an investigation of a user’s use of his/her access to its computer network and the Internet.

Violations

If any user violates this policy, the student’s access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final. Actions which violate local, state or federal law may be referred to the local law enforcement agency.

If the actions of the individual are also in violation of other District discipline policies, said student shall be subject to additional possible disciplinary action based upon these policies.

Internet Safety Coordinator

The Superintendent shall serve, or appoint someone to serve, as “Internet Safety Coordinator” with responsibility and authority for ensuring compliance with the requirements of federal law, state law and this policy. The Internet Safety Coordinator shall develop and maintain administrative procedures to enforce the provisions of this policy and coordinate with the appropriate District personnel regarding the internet safety component of the District’s curriculum. The Internet Safety Coordinator shall handle any complaints about the enforcement of this policy.

The Internet Safety Coordinator shall maintain documentation evidencing that instruction by school personnel on internet safety is occurring District wide.

Public Notification

The Internet Safety Coordinator shall inform the public via the main District webpage of the District’s procedures regarding enforcement of this policy and make them available for review at the District office.

Submission to State Department of Education

This policy shall be filed with the State Superintendent of Public Instruction no later than August 1, 2011 and every five (5) years after initial submission and subsequent to any edit to this policy thereafter.

Cross Reference: 3330  Student Discipline

Legal Reference: I.C. § 33-132  Local school boards internet use policy required

Policy History: 04/25/09
Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Terms and Conditions

1) Acceptable Use – Access to the District’s electronic networks must be:
   a) For the purpose of education or research and consistent with the educational objectives of the district; or
   b) For legitimate business use.
2) Privileges – the use of the District’s electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator (and/or building) will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke or suspend access at any time. His/Her decision is final.
3) Unacceptable Use – The user is responsible for his/her action and activities involving the network. Some examples of unacceptable uses are:
   a) Using the network for any illegal activity, including violation of copyright or other contracts or transmitting any material in violation of any U.S. or state law;
   b) Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
   c) Downloading copyrighted materials for other than personal use;
   d) Using the network for private financial or commercial gain;
   e) Wastefully using resources, such as file space;
   f) Hacking or gaining unauthorized access to files, resources or entities;
   g) Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination and use of information of a personal nature about anyone;
   h) Using another user’s account or password;
   i) Posting material authorized or created by another, without his/her consent;
   j) Posting anonymous messages;
   k) Using the network for commercial or private advertising;
   l) Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abuse, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials;
   m) Cyberbullying – Cyberbullying is defined as the use of e-mail, instant messaging, chat rooms, pagers, cell phones, or other forms of information technology to deliberately harass, threaten, intimidate someone, or other hostile behavior by an individual or group. It may include such acts as making threats, sending provocative insults or racial or ethnic slurs, attempting to infect the victim’s computer with a virus, or flooding an e-mail inbox with nonsense messages.
   n) Using the network while access privileges are suspended or revoked.
4) Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
   a) Be polite. Do not become abusive in messages to others.
   b) Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
   c) Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
   d) Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
   e) Do not use the network in any way that would disrupt its use by other users.
   f) Consider all communications and information accessible via the network to be private property.

5) No Warranties – The district makes no warranties of any kind, whether expressed or implied for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by negligence or the users’ errors or omissions. Use of any information obtained via the internet is at the user’s own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6) Indemnification – the user agrees to indemnify the district for any losses, costs, or damages, including reasonable attorney fees, incurred by the district, relating to arising out of any violation of these procedures.

7) Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in the cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8) Vandalism – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy the data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

9) Telephone Charges – The district assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

10) Copyright Web Publishing Rules – Copyright law and district policy prohibits the republishing of text or graphics found on the web or on district websites or file servers without explicit written permission.
   a) For each republication (on a website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and notice how and when permission was granted. If possible, the notice should also include the web address of the original source.
   b) Student and staff engaged in producing web pages must provide library media specialists with e-mail or hard copy permissions before the web pages are published. Printed evidence of the status of “public domain” documents must be provided.
   c) The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
   d) The “fair use” rules governing students reports in classrooms are less stringent and permit limited use of graphics and text.

11) Use of Electronic Mail
   a) The district’s electronic mail system, and its constituent software, hardware, and data files are owned and controlled by the district. The district provides e-mail to aides, students and staff members in fulfilling their duties and responsibilities and as an education tool.
b) The district reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.

c) Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.

d) Electronic messages transmitted via the District’s Internet gateway carry with them an identification of the user’s Internet “domain”. This domain name is a registered domain name and identifies the author as being with the district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

e) Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet based message is prohibited until the user is certain of that message’s authenticity and the nature of the file so transmitted.

f) Use of the District electronic mail system constitutes consent to these regulations.

12) Internet Safety

a) Internet access is limited to only those “acceptable uses” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and will otherwise follow these procedures.

b) Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.

c) Each district computer with Internet access has a filtering device that blocks entry to visual depictions that are:

   i) Obscene
   ii) Pornographic
   iii) Or harmful or inappropriate for students as defined by the Children Internet Protection Act and as determined by the Superintendent or designee.

d) The system administrator and building principals shall monitor student Internet access.

Legal Reference: Children’s Internet Protection Act, P.L. 106-55420 U.S.C § 6801, et seq 47 U.S.C. § 254(h) and (l)

Policy History:

Adopted on: 04/25/09
Revised: 09/28/10

Jt. Jerome School District No. 261

PERSONNEL

Employee Use of Social Media Sites, Including Personal Sites
Because of the unique nature of social media sites, including personal sites, and because of the District’s desire to protect its interest with regard to its electronic records, the following rules have been established to address social media site usage by all employees:

**Protect Confidential and Proprietary Information**

Employees shall not post confidential or proprietary information about the District, its employees, students, agents or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the District.

**Do Not Use District Name, Logos, or Images**

Employees shall not use the District logos, images, iconography, etc. on personal social media sites. Nor shall employees use the District name to promote a product, cause or political party or political candidate.

**Respect District Time and Property**

District computers and time on the job are reserved for District-related business. Employees shall not use District time or property on personal social media sites.

**On Personal Sites**

If you identify yourself as a District employee online, it should be clear that the views expressed, posted or published are not necessarily those of the District.

**Policy History:**
Adopted on: 07/27/10

**Jt. Jerome School District No. 261**

**PERSONNEL**

5325P

**Recommended Practices for Use of Social Media Sites, Including Personal Sites**

**Think Before Posting**
Privacy does not exist in the world of social media, therefore the District recommends that employees consider what could happen if a post becomes widely known or how that may reflect on the poster or the District. Search engines can turn up posts years after they are created, and comments can be easily forwarded or copied. If you would not say it at a Board Meeting or to a member of the media consider whether you should post it online.

**Be Respectful**
Posts should be considered carefully in light of how they would reflect on the poster, the District and/or its students and employees.

**Remember Your Audience**
Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes students, fellow employees, and peers. Consider this before publishing to ensure the post will not alienate, harm or provoke any of these groups.

**District Social Media Sites**

**Notify the District**
Employees that have or would like to start a social media page should contact their Superintendent or designee. All District pages must have an appointed employee who is identified as being responsible for content. Districts should outline the duties of the employee responsible for the site, including how often the site must be checked for comments and who is allowed to post to the site. Superintendents should be aware of the content on the site.

**Have a Plan**
Districts should consider their messages, audiences, goals, as well as strategy for keeping information on social media sites up to date.

**Protect the District Voice**
Posts on social media sites should protect the District’s voice by remaining professional in tone and in good taste. Carefully consider the naming of pages or accounts, the selecting of pictures or icons and the determination of content.

**Policy History:**
Adopted on: 07/27/10
Revised on:

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**Jerome Joint School District No. 261**

**PERSONNEL**

**Employee Electronic Mail and On-Line Services Usage**

Electronic mail ("e-mail") is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on personal computers. On-line services (i.e., the Internet) are defined as a communications tool whereby information, reference material and messages are sent and retrieved electronically on personal computers.

Because of the unique nature of e-mail/Internet, and because of the District’s desire to protect its interest with regard to its electronic records, the following rules have been established to address e-mail/Internet usage by all employees:

The District e-mail and Internet systems are intended to be used for educational purposes only. No district employee may use the District’s e-mail or Internet systems for the promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations or ballot issues, however, use for other informal or personal purposes is permissible within reasonable limits. All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. Additionally,
District records, e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, employees should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate and lawful. E-mail/Internet messages by employees may not necessarily reflect the views of the District. Abuse of the e-mail or Internet systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

While the District does not intend to regularly review employees’ e-mail/Internet records, employees have no right or expectation of privacy in e-mail or the Internet. The District owns the computer and software making up the e-mail and Internet system and permits employees to use them in the performance of their duties for the District. E-mail messages and Internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Superintendent.

Cross Reference: 5290 Political Activity-Staff Participation

Legal Reference: Idaho Constitution Article III, Section 1
Idaho Attorney General Opinion No. 95-07

Policy History:
Adopted on: 03/25/08
Revised on: Jt. Jerome School District No.261

PERSONNEL 5330F

Employee Electronic Mail and On-Line Services Use Policy Acknowledgment

I have read and been informed about the content, procedures, and expectations of the Employee Electronic Mail and On-Line Services Use Policy. I have received a copy of the policy and agree to abide by the guidelines as a condition of employment and continuing employment by the District.

__________________________________
Employee Signature

__________________________________
Employee Printed Name

__________________________________
Date
Personnel 5330P

Acceptable Use Policy (Amendment)  February 19, 2002

Responsible Use
All users are expected to use computing resources in a responsible and efficient manner consistent with the instructional, research, and administrative goals of the school district. Users are expected to refrain from engaging in deliberate wasteful practices such as sending chain letters through electronic mail, printing unnecessary listings, printing multiple copies of files, performing unnecessary file downloads, or unnecessarily using workstations for long periods of time when others are waiting for these resources. In addition, the playing of games or using computer networks for purely recreational purposes during the instructional day, may compromise network performance and represent irresponsible use of equipment and resources.

The Jerome School District prefers not to act as a disciplinary agency or to engage in policing activities. However, in cases of unauthorized or irresponsible behavior, the Jerome School District reserves the right to take remedial action, commencing with an investigation of the possible abuse.

Overview
The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened—prior to use—by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. The Board recognizes that all such materials be consistent with district-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Telecommunications, because they may lead to any publicly available fileserver in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages. The Jerome School District #261 will make every attempt possible to filter and prevent offensive material from being accessed by all computer users.
Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources.

**Guidelines**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using others’ passwords
- Trespassing in others’ folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

**Sanctions**

Any user violating these provisions, applicable state and federal laws or posted classroom and district rules is subject to loss of network privileges and any other District Disciplinary options, including criminal prosecution. School and district administrators will make the final determination as to what constitutes unacceptable use and their decision is final.

**General Classroom Guidelines**

1) **Acceptable Use**

   a. Must be in support of education and research consistent with district policy
   b. Must be consistent with the rules appropriate to any network being used/accessed
   c. Unauthorized use of copyrighted material is prohibited
   d. Threatening or obscene material is prohibited
   e. Distribution of material protected by trade secret is prohibited
   f. Use for commercial activities is not acceptable
   g. Product advertisement or political lobbying is prohibited
2) Privileges
   a. Access to the Internet is not a right, but a privilege
   b. Unacceptable usage will result in cancellation of account
   c. Training will be provided for each individual applying for an account

3) Netiquette
   a. Be polite
   b. Do not use vulgar or obscene language
   c. Use caution when revealing your address or phone number (or those of others)
   d. Electronic mail is not guaranteed to be private
   e. Do not intentionally disrupt the network or other users
   f. Abide by generally accepted rules of network etiquette

4) Security
   a. If you identify a security problem, notify a system administrator immediately
   b. Do not show or identify a security problem to others
   c. Do not reveal your account password or allow another person to use your account
   d. Do not use another individual’s account
   e. Attempts to log on as another user will result in cancellation of privileges
   f. Any user identified as a security risk or having a history of problems with other computer systems may be denied access
   g. User must notify the district system administrator of any change in account information
   h. User may be occasionally required to update registration, password and account information in order to continue Internet access

5) Vandalism/Harassment
   a. Vandalism and/or harassment will result in the cancellation of the offending user’s account
   b. Vandalism is defined as any malicious attempt to harm or destroy data or another user, the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses
   c. Harassment is defined as the persistent annoyance of another user or the interference in another user’s work. This includes, but is not limited to, the sending of unwanted mail

Policy History:
Adopted on: 03/25/08
Revised on:

Jerome Joint School District No. 261

PERSONNEL

Employee Use of Electronic Communications Devices

The Board recognizes that employees may carry electronic communications devices either District-issued or personally owned and hereby adopts this policy.

District-Issued Communications Devices

Communication devices issued by the District may include, for example, cellular telephones, walkie-talkies,
personal digital assistants (PDA's) or laptop computers with “beaming capabilities,” citizens band radios, either installed in vehicles or hand-held, and pagers/beepers.

Employees in receipt of District-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or damaged. Reckless or irresponsible use of District equipment, resulting in loss or damage may result in the employee having to reimburse the District for any associated costs of replacement or repair.

Employees who choose to use a cell phone or PDA issued by the District for regular personal use will pay a reimbursement fee to the District for such personal use. The fee shall be determined by the District on a yearly basis. Occasional, limited personal use by an employee does not require a reimbursement fee.

District-issued equipment shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.

Any District-issued equipment is to be surrendered back to the District immediately upon request.

**Personally-Owned Communications Devices**

Employees may carry and use personally-owned cellular telephones, pagers/beepers, and PDA's or laptops with “beaming capabilities” during the school day on school property.

Personally owned hand-held citizens band radios, portable police scanners, and long or short-range walkie-talkies should not be used or carried by employees on school property during the school day unless by specific permission of their immediate supervisor based on a personal health or safety need.

Cellular telephones and pagers/beepers should not be used during the employee’s normal duty times to send/receive messages of a personal nature, but such use is allowable during normal break times, lunch times, and preparation times. Use of cellular telephones or audible pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.

Any employee violating the above rules may be subject to disciplinary action.

**Policy History:**

Adopted on: 03/25/08
Revised on: 11/24/09
Student Technology Curriculum and Skills Guidelines – Elementary Schools

These guidelines were developed to aid teachers implement both the ISSTE National Technology Standards and the Common Core State Standards.

At the present time these Guidelines include only a Technology Scope and Sequence. As further work is done these components are expected to include a Content Area Curriculum Integration and a Grade Level Specific Activity Guide.

Although the document refers to specific technology skills, these skills are not intended to be taught in isolation. All items should be integrated into existing curriculum areas. For example, "tabs", would be worked on in the context of a regular curriculum writing assignment.

These "guidelines" do not prohibit teachers from working with technology ahead of the indicated grades; however, the expectation is that the timelines in the document refer to when ALL students will be affected.

National Educational Technology Standards for Students

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

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

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

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

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

6. **Technology problem-solving and decision-making tools**
   - Students use technology resources for solving problems and making informed decisions.
   - Students employ technology in the development of strategies for solving problems in the real world.

I = Introduce Skill          D = Develop Skill          M = Master Skill          O = Optional

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<tr>
<td>Communicates about technology using developmentally appropriate and accurate terminology</td>
<td>O</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Uses keyboard, mouse and other common input and output devices</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Discusses advantages and disadvantages of using technology in daily life</td>
<td></td>
<td>IS</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies strategies for identifying and solving routine hardware and software problems</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes informed decisions in choosing the most appropriate technology systems, resources, and services</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### File and Resource Management

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Logs into network</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Saves and finds files and folders</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Creates folders to store work and saves work in correct folder</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Describes hardware and software problems</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Organizes folders for work in progress and final drafts in an organized system</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Shares files over network and email</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Saves work in various formats and adds correct extensions to file names</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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</tbody>
</table>

### Social and Ethical Use

<table>
<thead>
<tr>
<th></th>
<th>K</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows rules and procedures for technology use</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Works cooperatively and collaboratively with others when using technology</td>
<td>O</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Demonstrates positive social and ethical behaviors when using technology systems and software</td>
<td>I</td>
<td>D</td>
<td>DS</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Demonstrates knowledge of current changes in information technologies and the effect those changes have on the workplace and society</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Exhibits legal and ethical behaviors when using information and technology, and discusses consequences of misuse</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Follows proper use of copyrighted material and cites resources properly</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Demonstrates and advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Uses proper posture and ergonomics</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Locates and uses letter and number keys with correct left and right hand placement (i.e. use left hand on left side of keyboard, right hand on right side)</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Uses the correct finger of the correct hand for space bar, return or enter key and shift keys (both left and right)</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Key the entire alphabetic keyboard by touch using the correct finger of the correct hand</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>“Touch-types” 20 words per minute</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Processing</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inserts, edits and formats text</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Formats a basic document (e.g. title, paragraphs, alignment)</td>
<td>I</td>
<td>DS</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Creates bullet and number lists</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses spell checker and thesaurus</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Wraps text around a graphic</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses word processor from first to final draft</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses ruler, margins, and tabs</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses outlining features</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Inserts headers and footers</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Creates and formats tables</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Inserts sections, columns, and page breaks</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Transfers and merges files into documents</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Graphics and Publishing</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Creates pictures with paint program</td>
<td>O</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Uses draw tools to create objects</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Inserts graphics within an application</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Imports and modifies images</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Captures images from the Internet and follows copyright laws for use of images</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses digital camera</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows difference between draw and paint</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotates, duplicates, groups, aligns, and resizes objects</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saves images in different formats</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses text objects in draw mode</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies good design principles</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
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<table>
<thead>
<tr>
<th>Presentation Tools</th>
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<th>3</th>
<th>4</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determines target audience, goal, and purpose of presentation</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses outlines, storyboards, and mind-mapping software to brainstorm and plan presentation</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adds transitions and sounds to presentations</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imports animations and video</td>
<td></td>
<td>I</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies good design principles</td>
<td></td>
<td>I</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes graphs and charts in presentation</td>
<td></td>
<td>I</td>
<td>D</td>
<td></td>
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</tbody>
</table>
### Spreadsheets

<table>
<thead>
<tr>
<th>I = Introduce Skill</th>
<th>D = Develop Skill</th>
<th>M = Master Skill</th>
<th>O = Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spreadsheets</strong></td>
<td>**K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Explains what the data represents in an existing spreadsheet</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses existing spreadsheet to sort and find data</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Collects data and creates new spreadsheet</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses simple formulas</td>
<td>I</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Collects, inputs, analyzes, organizes and displays data graphically</td>
<td>I</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Uses the appropriate chart for activity and data</td>
<td>I</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Adds and formats appropriate labels and legends</td>
<td>I</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Formats and changes axis scale, chart area, data series or appearance of charts</td>
<td>I</td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

### Databases

<table>
<thead>
<tr>
<th>I = Introduce Skill</th>
<th>D = Develop Skill</th>
<th>M = Master Skill</th>
<th>O = Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Databases</strong></td>
<td>**K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Knows of educational uses of databases</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Uses existing databases (e.g. card catalog)</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Knows terms such as records and fields</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Finds and sorts information in a database</td>
<td>I</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Email</td>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Explains the parts of an email address</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Creates username and password</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Receives and replies to messages</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Composes, edits, and sends messages</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Follows proper email etiquette</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Uses cc / bcc and subject fields appropriately</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Forwards mail with leading message</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Creates/edits address book</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Attaches, receives, and opens attachments using appropriate format and extension</td>
<td></td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internet</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses teacher-selected web sites</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Launches a browser and uses the tool bar</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Navigates by clicking on links on web pages</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Returns to site using back button or bookmark/favorite</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Adds bookmarks/favorites</td>
<td></td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Knows the parts of a URL</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses keyword and natural language searches</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates site and information for validity and accuracy</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies and pastes text or images and cites source correctly</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows difference between search engines and subject directories.</td>
<td></td>
<td></td>
<td>I</td>
<td>D</td>
<td></td>
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</tr>
</tbody>
</table>
Student Technology Curriculum and Skills Guidelines – Secondary Schools

Gaining Technology Skills While Learning the Content of the Curriculum

Anyone who has taken a training course in the use of a spreadsheet, for example, knows how quickly we forget the skills unless we can apply them in our work on a regular basis. Whether technology instruction takes place in the classroom or in the computer lab, it is important that students be able to apply their newly acquired skills to subject matter learning. For example, a student who has gathered data for a science project and needs to organize the data in a database will see a reason for learning about the features and function of a database. This is context-sensitive learning in which technology skills instruction is centered on the curriculum.

Initial technology skills instruction needs to be provided by someone who is proficient in the use of that technology tool. Although some teachers are skilled enough with technology to teach their students to use the tools within the context of the curriculum content, other teachers may not be prepared to do this.

As technology tools become an integral part of the learning environment, and as students gain the knowledge and skills to use them appropriately, new opportunities for learning open up. Dynamic geometric applets, for example, can help students visualize and understand complex mathematics concepts. Simulation software enables students to investigate models of real-world problems such as climate change and population growth. Basic tools such as spreadsheet and database applications can be applied across the curriculum to analyze and solve problems. Even basic word processing software can encourage students to organize their thoughts and revise their work.

Technology education thus changes as students move into secondary education. The following provided standards support general skills that students should be mastering and using in educational classes in partnership with their content curriculum and the skill levels as supported by the Common Core State Standards (CCSS).

In addition to the general technology skills that need to be supported in all disciplines and across all curriculums, the Jerome School District offers “technology” classes that have their own content curriculum and truly focuses on learner outcomes of advanced technology workforce skills. Those standards and documents are not listed in this plan but are part of the district curriculum implementation plans.

NOTE: Standards of General Secondary Technology research (secondary only) from Massachusetts Department of Elementary and Secondary Education, and aligned to the Information and Communication Technology (ICT) Literacy skills developed by the Partnership for 21st Century Skills; the National Educational Technology Standards for Students (NETS) developed by the International Society for Technology in Education (ISTE).
Grades 6 through 8 – Technology Standards and Expectations

By the completion of eighth grade, students should demonstrate competencies in using tools such as word processing, database, spreadsheet, Web browser, presentation, and graphics applications. Students should be familiar enough with the purpose and function of these technologies to enable them to select the appropriate tool for a task. Students should be able to identify various components of a computer system and be able to explain basic concepts of networking. Students should practice good file management skills and operate peripheral equipment independently.

Students should understand the legal, ethical, and safety issues concerning the use of e-mail, the Internet, and other online tools. Students should understand how to protect their personal identification and information on the Internet and be knowledgeable about general rules for safe Internet practices. In addition, students should develop an awareness of how they present themselves on the Internet.

By the end of eighth grade, students should have had ample opportunity to become fluent in the use of technology tools for research, problem solving, and communication across all curriculum areas. They should know how to communicate their learning with peers and other audiences through multimedia presentations, desktop-published reports, and other electronic media. They should have learned effective strategies for locating and validating information on the Internet. Moreover, students should understand why it is important to use multiple Web sites for their research, rather than relying on a single site for information.

In summary, when students enter the ninth grade, they should be able to use technology to learn and enhance their understanding of academic subjects and the world around them. Technology should be incorporated into their everyday learning activities, both inside and outside the classroom.

**Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.**

**Basic Operations**

G6-8: 1:1 Use features of a computer operating system (e.g., determine available space on local storage devices and remote storage resources, access the size and format of files, identify the version of an application).

G6-8: 1.2 Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., “frozen screen”).

G6-8: 1.3 Independently operate peripheral equipment (e.g., scanner, digital camera, camcorder), if available.

G6-8: 1.4 Identify and use a variety of storage media (e.g., CDs, DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose.

G6-8: 1.5 Demonstrate keyboarding skills between 25-30 wpm with fewer than 5 errors. (For students with disabilities, demonstrate alternate input techniques as appropriate.)
**Word Processing/Desktop Publishing**

G6-8: 1.6 Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).

G6-8: 1.7 Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).

**Database**

G6-8: 1.8 Describe the structure and function of a database, using related terms appropriately.

G6-8: 1.9 Create a simple database, defining field formats and adding new records.

G6-8: 1.10 Perform simple operations in a database (i.e., browse, sort, filter, search on selected criteria, delete data, enter data).

G6-8: 1.11 Plan and develop database reports to organize and display information.

**Spreadsheet**

G6-8: 1.12 Describe the use of spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.

G6-8: 1.13 Create an original spreadsheet, using formulas.

G6-8: 1.14 Use various number formats (e.g., scientific notation, percentages, exponents) as appropriate.

G6-8: 1.15 Produce simple charts and graphs from a spreadsheet.

G6-8: 1.16 Distinguish among different types of charts and graphs, and choose the most appropriate type to represent given data.

G6-8: 1.17 Apply advanced formatting features to customize tables, charts, and graphs.

**Internet, Networking, and Online Communication**

G6-8: 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).

G6-8: 1.19 Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).

G6-8: 1.20 Explain and correctly use terms related to networks (e.g., LANs, WANs, servers, and routers) and Internet connectivity (e.g., DSL, T1, T3).

G6-8: 1.21 Explain and correctly use terms related to online learning (e.g., IP address, post, thread, Intranet, discussion forum, drop box, account, password).

G6-8: 1.22 Explain that some Web sites require the use of plug-ins and specific browser versions to access content.

G6-8: 1.23 Use e-mail functions and features (e.g., replying, forwarding, attachments, subject lines, signature, and address book.) The use of e-mail is at the school district’s discretion and may be a class-wide activity if students do not have individual accounts.

**Multimedia**
G6-8: 1.24 Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

G6-8: 1.25 Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.

Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.

Ethics

G6-8: 2.1 Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.

G6-8: 2.2 Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.

G6-8: 2.3 Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.

G6-8: 2.4 Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).

Society

G6-8: 2.5 Identify and discuss the technology proficiencies needed in the workplace, as well as ways to prepare to meet these demands.

G6-8: 2.6 Identify and describe the effect technological changes have had on society.

G6-8: 2.7 Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.

G6-8: 2.8 Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.

G6-8: 2.9 Give examples of hardware and applications that enable people with disabilities to use technology.

Health and Safety

G6-8: 2.10 Explain the potential risks associated with the use of networked digital information (e.g., Internet, mobile phones, wireless, LANs).

G6-8: 2.11 Provide examples of safe and unsafe practices for sharing personal information via e-mail and the Internet.

G6-8: 2.12 Explain why computers, networks, and information need to be protected from viruses, intrusion, and vandalism.

G6-8: 2.13 Explain terms associated with the safe, effective, and efficient use of telecommunications/Internet (e.g., password, firewalls, spam, security, Acceptable Use Policy).

G6-8: 2.14 Describe how cyber bullying can be blocked.
Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

Research

G6-8: 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.

G6-8: 3.2 Collect, organize, and analyze digital information from a variety of sources, with attribution.

G6-8: 3.3 Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum assignments.

Problem Solving

G6-8: 3.4 Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.

G6-8: 3.5 Use and modify databases and spreadsheets to analyze data and propose solutions.

G6-8: 3.6 Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects.

Communication

G6-8: 3.7 Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

G6-8: 3.8 Identify differences between various media and explain issues associated with repurposing information from one medium to another (e.g., from print to the Web).

G6-8: 3.9 Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district’s discretion).

Grades 9 through 12 – Technology Standards and Expectations

Throughout high school, as students take courses to prepare themselves for college and the world of work, they should acquire increasingly sophisticated technology skills. Depending on the pathways and courses they choose to take, high school students will become more adept with certain technology tools than others. Moreover, as the curriculum demands more complicated learning tasks, students will discover advanced capabilities in tools such as database and spreadsheet applications.

Starting in high school, students are selecting specific courses to prepare themselves for college and/or entry into the world of work. To accommodate the needs of high school students and teachers better, this publication lists technology skills for all the high school years together,
rather than listing the skills by individual grade levels. Teachers should integrate the appropriate technology skills into their courses to help their students learn those subject areas and/or prepare for those careers.

During high school, students should have the opportunity to use more specialized technology tools that enhance their learning. These might include simulation software, geographic information systems, computer-aided design software, or any of a wide variety of content-specific tools. In addition, students should have the opportunity to learn how to write code in a commonly used programming language.

By the completion of high school, students should have developed an appreciation for the capabilities and capacities of technology, as well as an understanding of how these tools can be used for lifelong learning. In addition, students should be knowledgeable about the role technology plays in various fields of work, enabling them to better plan for their careers in the 21st century.

**Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.**

**Basic Operations**

- **G9-12: 1.1** Identify the platform, version, properties, function, and interoperability of computing devices including a wide range of devices that compute and/or manage digital media.
- **G9-12: 1.2** Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems.
- **G9-12: 1.3** Install and uninstall software; compress and expand files (if the district allows it).
- **G9-12: 1.4** Explain effective backup and recovery strategies.
- **G9-12: 1.5** Explain criteria for evaluating hardware and software appropriate for a given task (e.g., features, versions, capacity).
- **G9-12: 1.6** Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.)
- **G9-12: 1.7** Identify and assess the capabilities and limitations of emerging technologies.

**Word Processing/Desktop Publishing**

- **G9-12: 1.8** Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.
- **G9-12: 1.9** Use editing features appropriately (e.g., track changes, insert comments).
- **G9-12: 1.10** Identify the use of word processing and desktop publishing skills in various careers.

**Database**

- **G9-12: 1.11** Explain the importance of designing the structure of a database to meet its intended goals.
G9-12: 1.12 Duplicate the structure of a database without data.
G9-12: 1.13 Save database files in various formats.
G9-12: 1.14 Manipulate non-alphanumeric digital data
G9-12: 1.15 Define the term “metadata,” and explain how metadata describes the structure and workings of an organization’s use of information.
G9-12: 1.16 Use database features to create mailing labels, form letters, and perform mail merges.
G9-12: 1.17 Identify the use of database skills in various careers.

**Spreadsheet**

G9-12: 1.18 Define and use functions of a spreadsheet application (e.g., sort, filter, find).
G9-12: 1.19 Enter formulas and functions; use the auto-fill feature in a spreadsheet application.
G9-12: 1.20 Explain and use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets).
G9-12: 1.21 Differentiate between formulas with absolute and relative cell references.
G9-12: 1.22 Use multiple sheets within a workbook, and create links among worksheets to solve problems.
G9-12: 1.23 Import and export data between spreadsheets and other applications.
G9-12: 1.24 Create and use pivot tables.
G9-12: 1.25 Explain how various formatting options are used to convey information in charts or graphs.
G9-12: 1.26 Identify the use of spreadsheet skills in various careers.

**Internet, Networking, and Online Communication**

G9-12: 1.27 Use search engines and online directories. Explain the differences among various search engines and how they rank results.
G9-12: 1.28 Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).
G9-12: 1.29 Describe good practices for password protection and authentication.
G9-12: 1.30 Demonstrate a basic understanding of addressing schemes (e.g., IP addresses, DHCP, DNS).
G9-12: 1.31 Identify career options in network technologies.

**Multimedia**

G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.
G9-12: 1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).
G9-12: 1.34 Link information residing in different applications (e.g., linking a chart in a word-processing document to the spreadsheet where it was created).
G9-12: 1.35 Identify career options in multimedia and software development.

**Web Authoring**

G9-12: 1.36 Distinguish between effective and ineffective Web site designs; explain the reasons.

G9-12: 1.37 Explain terminology related to Web page authoring (e.g., HTML, URL, links, browsers, plug-ins, Web servers).

G9-12: 1.38 Use HTML or Web-authoring tools to create, edit, and publish well organized Web sites with effective navigation.

G9-12: 1.39 Explain basic practices that contribute to a Web site's accessibility to people with disabilities (e.g., using alternative text, captioning, consistent structure).

G9-12: 1.40 Explain how to test and debug Web files for quality assurance.

G9-12: 1.41 Identify career options in Web design, development, and management.

**Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.**

**Ethics**

G9-12: 2.1 Demonstrate compliance with the school’s Acceptable Use Policy.

G9-12: 2.2 Explain issues related to the responsible use of technology (e.g., privacy, security).

G9-12: 2.3 Explain laws restricting the use of copyrighted materials.

G9-12: 2.4 Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.

G9-12: 2.5 Write correct in-text citations and reference lists for text and images gathered from electronic sources.

G9-12: 2.6 Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis).

G9-12: 2.7 Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.

**Society**

G9-12: 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals.

G9-12: 2.9 Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including Web sites.

G9-12: 2.10 Analyze the values and points of view that are presented in media messages.

G9-12: 2.11 Describe devices, applications, and operating system features that offer accessibility for people with disabilities.
Health and Safety
G9-12: 2.12 Evaluate school and work environments in terms of ergonomic practices.
G9-12: 2.13 Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, social networking sites).
G9-12: 2.14 Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities).
G9-12: 2.15 Explain ways individuals can protect their technology systems and information from unethical users.

Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

Research
G9-12: 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.
G9-12: 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.
G9-12: 3.3 Select the most appropriate search engines and directories for specific research tasks.
G9-12: 3.4 Search for information within an electronic source (e.g., using the find command).

Problem Solving
G9-12: 3.5 Explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (e.g., simulation software, environmental probes, computer-aided design, geographic information systems, dynamic geometric software, graphing calculators, art and music composition software).

Communication
G9-12: 3.6 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.
G9-12: 3.7 Demonstrate how the use of various techniques and effects (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.
G9-12: 3.8 Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, listservs, Web conferencing).
G9-12: 3.9 Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (e.g., e-mail, discussion forums, groupware, interactive Web sites, videoconferencing).
G9-12: 3.10 Complete at least one online credit or non-credit course or tutorial; discuss the benefits and disadvantages of this method of learning.
Technology Inventory

Inventory Data is maintained in the Office of Director of Technology, Jerome School District. To request information, contact Director of Technology Chris Gibson, or Superintendent Dale Layne.