

**HOOSICK FALLS CENTRAL SCHOOL DISTRICT**



# **Instructional Technology Plan**

**2015-2018**

This page intentionally left blank

# I. Table of Contents

---

<b>I. Table of Contents.....</b>	<b>3</b>
<b>II. Preface.....</b>	<b>4</b>
<b>III. The Philosophy of Technology:.....</b>	<b>5</b>
<b>Mission Statement, Vision and Goals .....</b>	<b>5</b>
A. Mission Statement .....	5
B. Vision and Goals.....	5
<b>IV. Technology and Infrastructure Inventory.....</b>	<b>6</b>
A. Equipment.....	6
B. Inventory.....	9
C. Networking.....	10
<b>V. Software and IT Support .....</b>	<b>12</b>
<b>VI. Curriculum and Instruction.....</b>	<b>13</b>
Instructional Technology .....	14
<i>KINDERGARTEN</i> .....	15
<i>FIRST GRADE</i> .....	16
<i>SECOND GRADE</i> .....	17
<i>THIRD GRADE</i> .....	19
<i>FOURTH GRADE</i> .....	22
<i>FIFTH GRADE</i> .....	25
<i>SIXTH GRADE</i> .....	30
<i>SEVENTH GRADE</i> .....	31
<i>EIGHTH GRADE</i> .....	33
<i>HIGH SCHOOL TECHNOLOGY CURRICULUM</i> .....	35
<b>VII. Technology Policies.....</b>	<b>37</b>
<b>VIII. Professional Development and Training.....</b>	<b>38</b>
<b>IX. Technology Investment Plan .....</b>	<b>39</b>
<b>X. Status of Technology Initiatives and Community Connectivity .....</b>	<b>39</b>
<b>XI. Instructional Technology Plan Implementation .....</b>	<b>40</b>
<b>XII. Monitoring and Evaluation.....</b>	<b>40</b>
<b>Appendix A:.....</b>	<b>41</b>

## **II. Preface**

The Hoosick Falls Central School District (HFCSD) Board of Education recognizes that the use of technology plays an important role in improving the quality of instruction and is a tool for the entire learning community. Students graduating from HFCSD must possess the knowledge, skills, and attitudes necessary to succeed in an increasingly complex, global, information-based society.

### **III. The Philosophy of Technology: Mission Statement, Vision and Goals**

#### **A. Mission Statement**

*“The mission of the Hoosick Falls Central School District is to develop responsible citizens who possess the knowledge, skills, and values to be successful participants in a global society.”*

#### **B. Vision and Goals**

At the center of the strategic directions for HFCSD is student learning. In order to prepare our students in an ever-changing world, our goal is to provide the knowledge and skills for their success. It is our belief that students must not only meet the standard of excellence in education and become responsible citizens in our society with the help of technology but also must be capable users of technology to succeed in our complex, global world. The use of technology is a critical 21st-century skill and an integral part of a student learning and working in today’s society. Students using technology to exchange and collaborate on projects, access, evaluate, and master digital resources will have the means to be productive citizens in our society.

To reach the District’s goals, HFCSD must commit to close the gap between the current level of technology and the District’s stated vision and goals. One gap is the lack of access points, connectivity and devices. The technological infrastructure and physical layout of the school building has resulted in limited access to resources for students and staff across the District. A significant number of devices need to be procured to reach the goal of 1:1 device access for all students K-12. Also, a campus-wide wireless network is more efficient than installing a large number of point specific switches throughout the building. Another gap is to transition all students and staff to 1:1 device capability and navigate a wireless system, a significant amount of professional development must be provided.

## **IV. Technology and Infrastructure Inventory**

### **A. Equipment**

#### **Specifications and Standards:**

All Technology Purchases of Hardware should meet the following criteria:

1. Equipment specifications for all computer equipment and related technology peripherals should be configured with the input of a member of the technology department.
2. Technology Purchases of equipment should be determined by discussions and requests from the building administrators and technology department.
3. Specifications should be established and should be updated annually.
4. Buildings Administrators should contact the Technology Department for infrastructure support on equipment.

#### **Inventory and Installation:**

All equipment should be tested and installed by the Technology Department. It will be inventoried prior to installation. Special installation considerations must have proper planning and involvement from the Technology Department.

#### **Technology Maintenance:**

This includes setup of hardware, installation of software, software and hardware maintenance, network management, upgrades, management of inventory database, and contact/coordination of district resources to aid in the above maintenance issues. The Technology Department, qualified vendors, Technology Representatives, and Technology Training Specialists perform these tasks.

The District's investment in qualified computer and network staff can aid in the timely maintenance and assessment of useful equipment. Equipment is obsolete when you can no longer keep it in good repair, and/or there is no longer software available to meet instructional or administrative needs. Therefore, the following questions are considered and addressed by the Technology Department when reviewing a piece of technology's value to an educational setting.

#### **When should equipment be upgraded?**

1. Once equipment is obsolete, how will new equipment be purchased?
2. What is the effective life cycle of equipment?
3. Can it be used in a less critical application?

## Central Office

A school system central office performs administrative duties for the school. The HFCSD central office is comprised of the District office, Business office, High School and Elementary Main offices, Guidance Office and the Special Education office. The two major functions of the central office are financial management and student record keeping. A central office LAN, client server configuration, currently administrates financial management and the student information management.

### Central Office LAN Hardware

The central office LAN will be equipped with multiple servers, computer workstations, and printers as needed. Each office will be provided with a connection for statewide network resource sharing, Internet access, and electronic mail.

### Central Office LAN Software

The central office's core function with regard to data is record keeping. The central office has two distinct data sets it is responsible for, personnel/student information and financial information. Two separate software packages are used to facilitate the management of these functions. The financial package resides on a server located within the LAN. The Student Information System has been migrated to a cloud infrastructure where clients access the database via the Internet through a web browser.

In addition the central office, LANs should have software for the following functions:

- Personnel and payroll functions
- School transportation management, including bus routing
- School planning
- Fixed assets tracking - current fixed assets within the school district
- Electronic mail, Internet, distance learning and teleconferencing
- Internet Content Filtering

## Classroom Workstations

All teacher workstations must be capable of accessing an Internet service provider, currently Cornerstone, in order to serve the instructional and administrative needs of the teacher. Each workstation, with appropriate software, will increase teacher capability to reduce the administrative workload, decrease paperwork requirements, and allow access to all pertinent student information. The workstation must have the capacity to serve as the classroom management and instructional enhancement tool for the teacher.

### Student Workstations

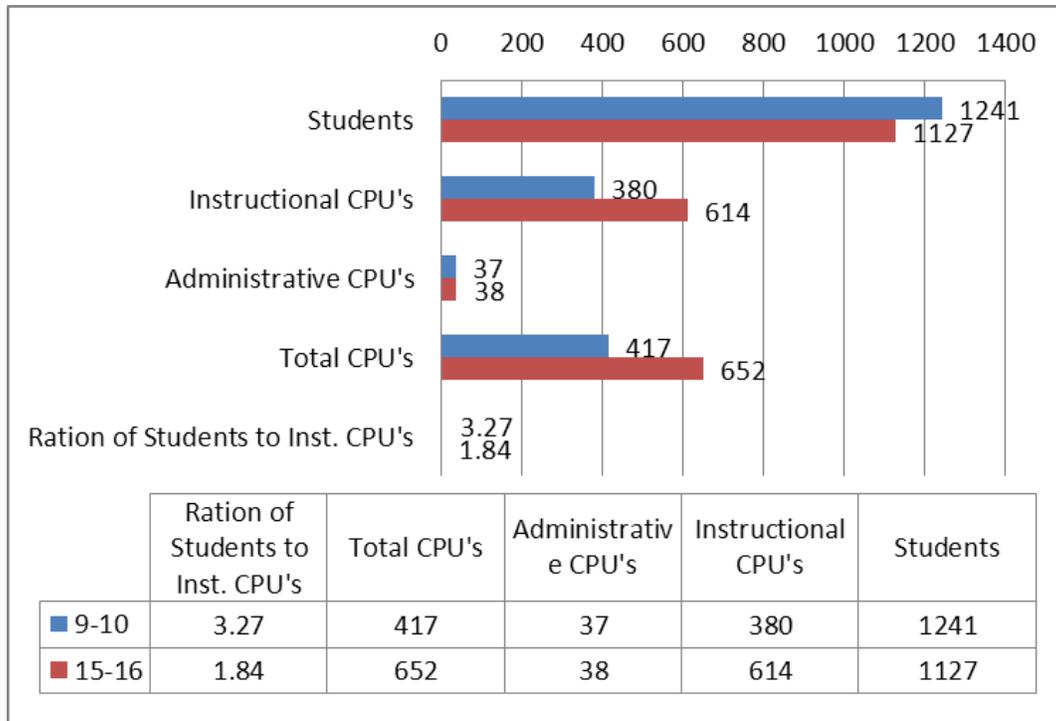
Student computer workstations will be available in all classrooms in the appropriate number and with the capability of meeting the specific objectives identified in the school technology plan. To achieve equity, all students must have access to Internet functions. In addition, certain subject-specific labs may be provided to meet identified needs; for example a CAD/CAM lab for teaching engineering drawing, a lab for keyboarding, or a lab for teaching programming. Student workstation totals are provided in the equipment list.

### Students with Disabilities

The District contracts with an assistive technology consultant in order to locate/develop/purchase specific devices and/or software for students with disabilities. The consultant also conducts in-service training/professional development for all staff involved with the specific devices. In addition, the Director of Special Education and Technology Department, in coordination with building-level administrators, review and make decisions based on teacher and parent generated requests for new and emerging technologies. Proposals for new technology must include, among other things, how the technology will be integrated into the curriculum, and whether or not the purchase can operate within the current infrastructure.

## B. Inventory

Currently our district has 652 computers of which 38 are for administrative purposes. This gives us a student to computer ratio of 1.84 a 44% improvement from 09-10.



### Network Broadband Bandwidth:

Network Bandwidth: 15MB minimum/100 MB maximum

Bandwidth: Connections within the school building (LAN):  
100MB minimum/1GB maximum

Contracted Internet Access Bandwidth: 115MB

Wireless Protocols Available and In Use: 802.11g and 802.11n

Percentage of Instructional Space with Wireless Coverage: 20%

Port Speed of Switches: 1 GB

Chromebooks: 100 devices less than 5 yrs. old.

Tablets >9" without External Keyboard: 70 devices less than 5 yrs. old.

Peripheral Devices: (less than 5 yrs. old)

Document Cameras – 6

Interactive Whiteboards – 50

Multi-function Printers – 3

## C. Networking

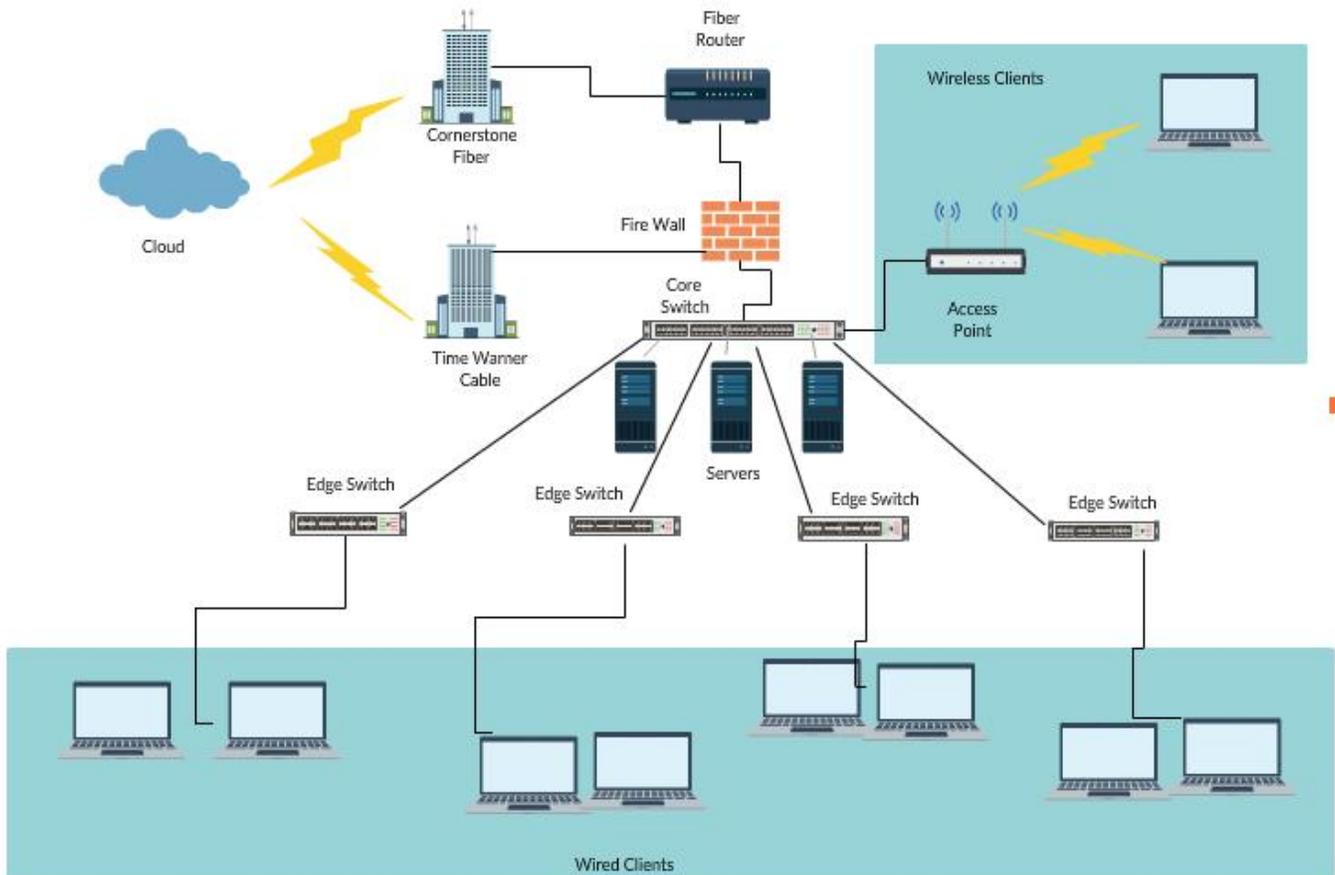
The design of the network has created a Local Area Network (LAN) in all areas of the school to provide students, teachers, and administrator's access to technology network resources such as servers, printers, and the Internet. Implementation of a LAN involves the installation of a cabling system to distribute the network throughout the school structures. Installation of cabling and switches is necessary to support the connection of computers, printers, scanners, or other peripheral devices, network server(s), and to provide for connection to the Internet.

All local area networks in the HFCSD have the following common abilities:

- File services - applications and data stored in a common area, files locked to ensure file integrity
- Print services - printers shared by users on the network, print jobs sent to a network queue
- E-mail services - messages sent to/from internally or to the outside world, the capability for attaching computer files to internal messages, efficient messaging techniques such as distribution lists
- CD-ROM resources - common CD-ROM applications shared on a LAN by a CDROM server
- Backup services - fully automated network backups performed on a daily basis, including USB rotation schedules
- File security - files and directories assigned access rights based on user authorization
- User account security - password access to network resources, network privileges, user accounts by groups assigned access privileges, time and location restrictions applied to a user name or user type
- Intranet/Internet access - access to resources on both the Intranet and the Internet for research, ideas, communication, and file downloads.

The diagram on the following page represents the current design of our local and wide area network.

## Hoosick Falls Central School Network Diagram



## V. Software and IT Support

Guidelines for determining software for district-wide purchase will be determined by the Director of Curriculum, Instruction and Assessment and Chief Information Officer. The purpose of the district level software selection is to provide a standard group of application software to allow every computer and its user the ability to perform basic operations and to ensure the protection and maintenance of the hardware.

Each device will include the following Basic Level of Software:

- Network/System Operating System
- Office Products package  
(Word processing, spreadsheet, presentation, database)
- Electronic Mail
- Internet Browser
- Virus Protection Software
- Location dependent Educational Software

Additional software, both educational and curriculum driven will be selected and purchased at the school site level upon administrative review.

The following software/systems are currently used in the District:

- Operating Systems:
  - Mac OSX, Windows XP, Windows 7.0, Windows 8.0, Apple iOS 7,
  - Chrome OS, Android
- Web Browsers:
  - Internet Explorer 8, Internet Explorer 9, Google Chrome
- Instructional Software Programs:
  - MS Office, Smart Notebook, Learning A-Z, Google Apps, Castle Learning
- Parent Portal:
  - Attendance, Homework, Student Schedules, Grade Reporting
- Additional:
  - Emergency Broadcast System, Website, Facebook, Twitter
- Staff Assigned to Technology Support:
  - Chief Information Officer, Network Analyst, and Network Technician

## **VI. Curriculum and Instruction**

HFCSD uses the Crosswalk for the ISTE and NYS Educational Technology Learning Standards as the foundation for technology curriculum:

1. Creativity and innovation
2. Communication and collaboration
3. Research and information fluency
4. Critical thinking, problem-solving and decision making.

Students demonstrate creative thinking, constructive knowledge, and develop innovative products and processes using technology; Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others; Students apply digital tools to gather, evaluate and use information, use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources; Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior; Students demonstrate a sound understanding of technology concepts, systems, and operations.

For students with disabilities, the Director of Special Education, building administrators and technology department work together as a team to review and make decisions based upon teacher-generated and/or parent-generated requests for new and emerging technologies. Decisions are decided on a case-by-case basis through the CSE Committee to meet the individual cognitive, affective and/or psychomotor needs of the student to satisfy multiple means of representation, action/expression and engagement.

# Instructional Technology

## *K-12 Curriculum and Student Goals*

*The International Society for Technology in Education has established six standards for K-12 education.*

### **1. Creativity and Innovation**

- Students can brainstorm, develop new ideas, and act on creative ideas to make them tangible.

### **2. Communication and Collaboration**

- Students are able to listen effectively and formulate their own thoughts and ideas. They are able to effectively work with others to accomplish a common goal.

### **3. Research and Information Fluency**

- Students can find and evaluate information from online sources. They can communicate using the most effective forms of media.

### **4. Critical Thinking and Problem Solving**

- Students are able to interpret, analyze, and evaluate new information. They can solve non-familiar problems in conventional and innovative ways.

### **5. Digital Citizenship**

- Students practice safe, legal, and ethical online behavior. They understand cultural and societal issues related to technology and the Internet.

### **6. Technology Operations and Concepts**

- Students understand how to use technology systems, safely, effectively, and productively. They understand computer fundamentals and have skills in keyboarding, word processing, and making charts and graphs.

## KINDERGARTEN

**GOAL: Use input devices (mouse, keyboard, monitor, headphones, etc.) and output devices (printers, monitors, etc.) to successfully operate computers and other devices.**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate ability to use and basic knowledge of technology equipment (<i>mouse, keyboard, monitor, headphones, etc.</i>)</li> <li><input type="checkbox"/> ELA CCSS: WK.6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration &amp; explanation</li> <li><input type="checkbox"/> Student use &amp; explanation of items</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each student will name, use and identify each item</li> <li><input type="checkbox"/> CCSS: Skills and Concepts</li> <li><input type="checkbox"/> Be familiar with a computer keyboard</li> <li><input type="checkbox"/> Use a mouse</li> </ul>

**GOAL: Introduction to keyboard use, keyboarding and word processing**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand relationship of keyboard to printed paper</li> <li><input type="checkbox"/> To understand &amp; use key functions.</li> <li><input type="checkbox"/> Students will begin a formal keyboarding program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration of keyboard input---then print and share page</li> <li><input type="checkbox"/> Teacher demonstration                             <ul style="list-style-type: none"> <li>a) return key</li> <li>b) space bar</li> </ul> </li> <li><input type="checkbox"/> Teacher demonstration of keyboard input</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student present for demonstration</li> <li><input type="checkbox"/> Student will use correctly</li> <li><input type="checkbox"/> Student will use correctly</li> </ul>

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use developmentally appropriate multimedia resources, including internet, with guidance and support.</li> <li><input type="checkbox"/> With guidance and support, students will produce and publish writing, including collaboration with peers.</li> <li><input type="checkbox"/> ELA CCSS: WK.6,WK .8; SLK.2, SLK.5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive books</li> <li><input type="checkbox"/> Educational software</li> <li><input type="checkbox"/> Elementary multimedia encyclopedias</li> <li><input type="checkbox"/> Teacher chosen websites</li> <li><input type="checkbox"/> Video, Television, Pictures</li> <li><input type="checkbox"/> Presentation Software</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student use of software.</li> <li><input type="checkbox"/> CCSS: Skills and Concepts</li> <li><input type="checkbox"/> Know how to send a document to the printer</li> <li><input type="checkbox"/> Know how to navigate a computer toolbar</li> <li><input type="checkbox"/> Work with peers</li> <li><input type="checkbox"/> Know how to use the save function on the computer</li> </ul>

**GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce Acceptable Use Policy (AUP)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher explanation of responsible use of technology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe students using technology appropriately</li> </ul>

**FIRST GRADE**

**GOAL: Use input devices (mouse, keyboard, monitor, headphones, and tape recorders) and output devices (printers, monitors, etc.) to successfully operate computers and other audio-visual devices.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Demonstrate ability to use and basic knowledge of technology equipment ( <i>volume, on/off</i> )	<input type="checkbox"/> Teacher demonstration & explanation  <input type="checkbox"/> Student use & explanation of items	<input type="checkbox"/> Each student will name & identify each item  <input type="checkbox"/> Each student will successfully use items  CCSS: Skills and Concepts <input type="checkbox"/> Understand how to use a computer <input type="checkbox"/> Understand how to print <input type="checkbox"/> Know how to use the computer toolbar <input type="checkbox"/> Know how to use a mouse <input type="checkbox"/> Understand how to save materials

**GOAL: Introduction to keyboard use, keyboarding and word processing**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> To understand & use key functions	<input type="checkbox"/> Teacher demonstration: a) shift key for caps	<input type="checkbox"/> Student will use correctly

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Use developmentally appropriate multimedia resources, including internet, with guidance and support. With guidance and support, students will produce and publish writing, including collaboration with peers  <input type="checkbox"/> CCSS: W1.6, 1.8; SL 1.1, 1.2, 1.5	<input type="checkbox"/> Interactive books <input type="checkbox"/> Educational software <input type="checkbox"/> Elementary multimedia encyclopedias <input type="checkbox"/> Teacher chosen websites <input type="checkbox"/> Video, Television, Pictures	<input type="checkbox"/> Student use of software <input type="checkbox"/> CCSS: Skills and Concept <input type="checkbox"/> With guidance, know how to use PowerPoint <input type="checkbox"/> Work collaborative with a partner <input type="checkbox"/> Know that information comes from different sources, including digital, video, and multimedia formats.

**GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Review Acceptable Use Policy (AUP)	<input type="checkbox"/> Teacher review responsible use of technology	<input type="checkbox"/> Observe students using technology appropriately

## SECOND GRADE

**GOAL: Use input devices (mouse, keyboard, monitor, headphones, and tape recorders) and output devices (printers, monitors, etc.) to successfully operate computer and other audio-visual devices.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate ability to use and basic knowledge of technology equipment (<i>scrolling on the screen, printing a document</i>)</li> <li><input type="checkbox"/> CCSS: SL2.5</li> <li><input type="checkbox"/> Demonstrate ability to use audio equipment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration &amp; explanation</li> <li><input type="checkbox"/> Student use &amp; explanation of items</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each student will name &amp; identify each item.</li> <li><input type="checkbox"/> Each student will successfully use items.</li> <li><input type="checkbox"/> Each student will successfully print a document.</li> <li><input type="checkbox"/> CCSS: Skills and Concepts</li> <li><input type="checkbox"/> Understand how to use audio equipment</li> </ul>

**GOAL: Introduction to keyboard use, keyboarding and word processing**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand &amp; use key functions.</li> <li><input type="checkbox"/> Introduce concept of proper keyboarding</li> <li><input type="checkbox"/> Students will learn formal keyboarding skills using a formal program such as Type2Learn</li> <li><input type="checkbox"/> Introduce word processing using a program such as Word.</li> <li><input type="checkbox"/> Know and use various text features (e.g., captions, bold print, subheadings) to locate key facts or information in a text efficiently.</li> <li><input type="checkbox"/> CCSS: RI2.5, W2.6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration               <ul style="list-style-type: none"> <li>a) shift key for other grammatical functions</li> </ul> </li> <li><input type="checkbox"/> Teacher discussion of proper fingering position</li> <li><input type="checkbox"/> Teacher demonstration and discussion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses correctly</li> <li><input type="checkbox"/> Informal teacher observations</li> <li><input type="checkbox"/> <i>Example:</i> Create a document containing their name and one sentence</li> <li><input type="checkbox"/> Student to save a document to their network folder</li> <li><input type="checkbox"/> CCSS: Skills and Concepts</li> <li><input type="checkbox"/> Demonstrate understanding of text features: captions, bold print, subheading</li> <li><input type="checkbox"/> Have basic keyboarding skills</li> <li><input type="checkbox"/> Know how to use the following toolbar functions:               <ul style="list-style-type: none"> <li>▪ Bold</li> <li>▪ Underline</li> <li>▪ Font style</li> <li>▪ Font size</li> <li>▪ Page orientation</li> </ul> </li> <li><input type="checkbox"/> Have a system for saving and storing work until it is ready for publishing</li> <li><input type="checkbox"/> Know and use internet tools (Google) online</li> </ul>

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use developmentally appropriate multimedia resources.</li> <li><input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li><input type="checkbox"/> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li><input type="checkbox"/> Recall information from experiences or gather information from provided sources to answer a question.</li> <li><input type="checkbox"/> Anchor Standard</li> <li><input type="checkbox"/> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li><input type="checkbox"/> SL 2.5</li> <li><input type="checkbox"/> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li><input type="checkbox"/> CCSS: RL2.7, W2.6, W2.8, SL2.2, SL2.5, L2.2, L2.4</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce internet / www               <ul style="list-style-type: none"> <li>a) use of "back" icon</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student use of software</li> <li><input type="checkbox"/> Locate Library webpage</li> <li><input type="checkbox"/> Locate teacher chosen websites</li> <li><input type="checkbox"/> <b>CCSS: Skills and Concepts:</b></li> <li><input type="checkbox"/> Use opportunities to explore books, or stories, as digital text</li> <li><input type="checkbox"/> Know how to use search engines such as Goggle, etc.</li> <li><input type="checkbox"/> Know how to use the library to locate print resources such as encyclopedias, magazine, and books</li> <li><input type="checkbox"/> Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources</li> <li><input type="checkbox"/> Understand how to use audio equipment</li> <li><input type="checkbox"/> Use dictionaries, or digital media, to look for the correct spelling of a word</li> </ul>

**GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Acceptable Use Policy (AUP)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher review responsible use of technology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe students using technology appropriately</li> </ul>

## THIRD GRADE

**GOAL: Reinforce the use of keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate ability to independently use technology equipment</li> <li><input type="checkbox"/> CCSS: W3.6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration &amp; explanation</li> <li><input type="checkbox"/> Students will explain &amp; use items</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each student will successfully use items independently.</li> </ul>

**GOAL: Introduce the use of the Local Area Network/Cloud**

Objectives	Action Steps	Outcomes
<p>Introduce:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> access the LAN using personal user name and password</li> <li><input type="checkbox"/> open/close programs</li> <li><input type="checkbox"/> save files to personal network folder</li> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> troubleshoot common problems in above areas</li> <li><input type="checkbox"/> CCSS: W3.6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration and explanation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe successful implementation of the objectives</li> <li><input type="checkbox"/> CCSS Skills and Concepts</li> <li><input type="checkbox"/> Have a system for saving and storing work until it is ready for publishing</li> </ul>

**GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand and use key functions.</li> <li><input type="checkbox"/> Students will highlight text in a document to delete, change font, change size</li> <li><input type="checkbox"/> Students will reposition the cursor to insert text</li> <li><input type="checkbox"/> Students will begin to learn formal keyboarding skills</li> <li><input type="checkbox"/> Students will incorporate an image into pieces of work</li> <li><input type="checkbox"/> Students will create a word document</li> <li><input type="checkbox"/> Students will continue to learn formal keyboarding skills using a formal programs such as Type 2 Learn</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration               <ul style="list-style-type: none"> <li>a) Tab</li> <li>b) Shift key for all functions</li> </ul> </li> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Use appropriate software regularly</li> <li><input type="checkbox"/> Use images from available sources ie: <i>clipart, digital camera, captured image</i></li> <li><input type="checkbox"/> Incorporate name, paragraph, image</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses correctly.</li> <li><input type="checkbox"/> Finished product</li> <li><input type="checkbox"/> Informal observation</li> <li><input type="checkbox"/> Informal observation</li> <li><input type="checkbox"/> Finished product</li> <li><input type="checkbox"/> Student will save document to their network folder to contribute to their network/digital portfolio</li> <li><input type="checkbox"/> CCSS Skills and Concepts</li> <li><input type="checkbox"/> Have basic keyboarding skills</li> <li><input type="checkbox"/> Know and use print commands</li> <li><input type="checkbox"/> Know how to use the following toolbar functions:</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will begin to learn formal keyboarding skills</li> <li><input type="checkbox"/> Students will incorporate an image into pieces of work</li> <li><input type="checkbox"/> Students will create a word document</li> <li><input type="checkbox"/> CCSS: W3.6</li> </ul>		<ul style="list-style-type: none"> <li>▪ bold</li> <li>▪ underline</li> <li>▪ font style</li> <li>▪ font size</li> <li>▪ set margins</li> <li>▪ page orientation</li> <li>▪ spell and grammar check</li> </ul>
--	--	--

**GOAL: Use a variety of media and technology resources for directed and independent research and / or learning activities**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will understand how to use online or electronic encyclopedias</li> <li><input type="checkbox"/> Students will understand how to use search engines and databases</li> <li><input type="checkbox"/> Students will know how to cite from print and electronic sources.</li> <li><input type="checkbox"/> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li><input type="checkbox"/> Students will be introduced to automated library services.</li> <li><input type="checkbox"/> Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li><input type="checkbox"/> CCSS: RI3.7, RL 3.7, W3.7, W3.6, W3.8, SL3.2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research</li> <li><input type="checkbox"/> Direct instruction</li>   <li><input type="checkbox"/> Research and direct instruction</li>   <li><input type="checkbox"/> Research and direct instruction</li>   <li><input type="checkbox"/> Direct instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to find relevant information on a topic</li>   <li><input type="checkbox"/> Ability to find relevant information on a topic</li>   <li><input type="checkbox"/> Ability to find relevant materials</li> <li><input type="checkbox"/> CCSS: Skills and Concepts</li> <li><input type="checkbox"/> Know and use Internet tools such as: search engines (ex: Google), online dictionaries and thesaurus, spell and grammar check</li> </ul>

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use developmentally appropriate multimedia resources, including internet, with guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive books</li> <li><input type="checkbox"/> Educational software</li> <li><input type="checkbox"/> Video, television, online pictures</li> <li><input type="checkbox"/> Presentation software</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student use of software</li> <li><input type="checkbox"/> Student will use to remediate skill deficits</li> <li><input type="checkbox"/> CCSS Skills and Concepts</li> </ul>

<ul style="list-style-type: none"> <li>❑ With guidance and support, students will produce and publish writing (using keyboarding and other technology skills), including collaboration with peers</li> <li>❑ CCSS: W3.6, 3.8; SL3.2, SL3.5, L3.2, L3.4</li> </ul>	<ul style="list-style-type: none"> <li>❑ Elementary multimedia encyclopedias</li> <li>❑ Online dictionaries and glossaries</li> <li>❑ Teacher chosen websites</li> </ul>	<ul style="list-style-type: none"> <li>❑ Use programs such as: Word, PowerPoint, and Publisher</li> <li>❑ Understand how to use audio equipment</li> <li>❑ Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>❑ Identify alternate word choices using print or digital thesauruses or dictionaries</li> </ul>
---	--	---

***GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software***

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li>❑ Review Acceptable Use Policy (AUP)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Teacher review responsible use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❑ Observe students using technology appropriately</li> </ul>

## FOURTH GRADE

### **GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand &amp; use key functions. Students will demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration               <ul style="list-style-type: none"> <li>a) Num lock</li> <li>b) Use of number pad</li> <li>c) Delete key</li> <li>d) Backspace</li> <li>e) Margin settings</li> <li>f) Spacing</li> <li>g) Page orientation</li> <li>h) Headings/Subheadings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses correctly</li> <li><input type="checkbox"/> Finished product</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will highlight text in a document to:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Change justification</li> <li><input type="checkbox"/> Cut and paste</li> <li><input type="checkbox"/> Copy and paste</li> <li><input type="checkbox"/> Change style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Finished product</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will continue to learn formal keyboarding skills, applying discretion as to which font, size and style should be used for a particular piece of work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Finished product</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will independently locate and incorporate an image into pieces of work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use images from available sources ie: <i>clipart, digital camera, captured images</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Finished product</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS: W4.6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use appropriate software regularly</li> </ul>	

### **GOAL: Reinforce the use of the Local Area Network/Cloud**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
Reinforce: <ul style="list-style-type: none"> <li><input type="checkbox"/> access the LAN using personal user name and password</li> <li><input type="checkbox"/> open/close programs</li> <li><input type="checkbox"/> save files to personal network folder</li> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> troubleshoot common problems in above areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration and explanation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe successful implementation of the objectives</li> </ul>

**GOAL: Use a variety of media and technology resources for directed an independent research and / or learning activities**

Objectives	Action Steps	Outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to decide on appropriate sources for information when researching.</li> <li><input type="checkbox"/> Students will continue to use online or electronic encyclopedias</li> <li><input type="checkbox"/> Students will independently use search engines to conduct an online search</li> <li><input type="checkbox"/> Students will continue to use available online databases and appropriate digital sources, including a digital dictionary and thesaurus.</li> <li><input type="checkbox"/> Students will continue to use automated library services and will be able to locate library resources – both print and digital.</li> <li><input type="checkbox"/> Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li><input type="checkbox"/> Students will take notes, paraphrase, and categorize information taken from digital resources.</li> <li><input type="checkbox"/> Students will avoid plagiarism when using information from diverse media and cite sources appropriately.</li> <li><input type="checkbox"/> CCSS: RI4.4, RI4.7, RI4.10, W4.2, W4.6, W4.7, W4.8, SL 4.2, SL 4.3, L4.2, L4.4,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research</li> <li><input type="checkbox"/> Research and direct instruction</li> <li><input type="checkbox"/> Research and direct instruction</li> <li><input type="checkbox"/> Research and direct instruction</li> <li><input type="checkbox"/> Teacher demonstration, direct instruction, daily use</li> <li><input type="checkbox"/> Research and direct instruction</li> <li><input type="checkbox"/> Research and direct instruction</li> <li><input type="checkbox"/> Direct instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to find relevant information on a topic</li> <li><input type="checkbox"/> Ability to find relevant information on a topic</li> <li><input type="checkbox"/> Ability to find relevant information on a topic</li> <li><input type="checkbox"/> Ability to find relevant information on a topic</li> <li><input type="checkbox"/> Ability to find relevant materials</li> <li><input type="checkbox"/> Ability to integrate appropriate information into a piece of work.</li> <li><input type="checkbox"/> Ability to transfer digital information to personal knowledge.</li> <li><input type="checkbox"/> Ability to transfer digital information to personal knowledge and give appr</li> <li><input type="checkbox"/> CCSS Skills &amp; Concepts are incorporated in objectives</li> </ul>

**GOAL: Use technology tools (example multimedia presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will use technology, and presentation software, to produce and publish work – as well as interact and collaborate with others</li> <li><input type="checkbox"/> Students will use digital media appropriately as a source to make text easier to understand.</li> <li><input type="checkbox"/> With guidance and assistance from adults, students will use digital camera equipment to support curriculum topics</li> <li><input type="checkbox"/> Students will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li><input type="checkbox"/> CCSS: W 4.2, W 4.6, SL 4.2, SL 4.3, SL 4.5, SL 4.6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration</li> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Student use of software</li> <li><input type="checkbox"/> Informal observation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student will save presentation to their network folder to contribute to their network digital portfolio</li> <li><input type="checkbox"/> Know how to use digital programs, like PowerPoint, Clip Art, Publisher and Photoshop, to add visuals to presentations</li> <li><input type="checkbox"/> Create visual displays such as legends, charts, graphs, and display boards to convey information</li> <li><input type="checkbox"/> Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype</li> </ul>

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use developmentally appropriate multimedia and digital resources.</li> <li><input type="checkbox"/> CCSS: RL 4.4, RL 4.10, RI 4.4</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive books</li> <li><input type="checkbox"/> Educational software</li> <li><input type="checkbox"/> Elementary multimedia encyclopedias</li> <li><input type="checkbox"/> Teacher chosen websites</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student use of software</li> <li><input type="checkbox"/> Students will use software to remediate skill deficits</li> </ul>

**GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Acceptable Use Policy (AUP)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher review responsible use of technology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe students using technology appropriately</li> </ul>

**FIFTH GRADE**

**GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be introduced to basic document editing</li>   <li>Students will highlight text in a document to:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Change justification</li> <li><input type="checkbox"/> Cut and paste</li> <li><input type="checkbox"/> Copy and paste</li> <li><input type="checkbox"/> Change style</li> </ul> </li>   <li><input type="checkbox"/> Students continue to improve formal keyboarding skills</li>   <li><input type="checkbox"/> Students will independently locate and incorporate an image into pieces of work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration of spell check and line spacing adjustment</li>   <li><input type="checkbox"/> Direct instruction</li>   <li><input type="checkbox"/> Use appropriate software regularly</li>   <li><input type="checkbox"/> Use images from available sources ie: <i>clipart, digital camera, captured images</i></li> <li><input type="checkbox"/> Introduce citing source</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finished product</li>   <li><input type="checkbox"/> Teacher observation</li>   <li><input type="checkbox"/> Finished product</li> </ul>

**GOAL: Reinforce the use of the Local Area Network/Cloud**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<p>Reinforce:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> access the LAN using personal user name and password</li> <li><input type="checkbox"/> open/close programs</li> <li><input type="checkbox"/> save files to personal network folder</li> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> troubleshoot common problems in above areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration and explanation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe successful implementation of the objectives</li> </ul>

**GOAL: Use a variety of media and technology resources for directed an independent research and /or learning activities**

Objectives	Action Steps	Outcomes
<input type="checkbox"/> Students will continue to use online or electronic encyclopedias <input type="checkbox"/> Students will independently use a search engine to conduct an online search <input type="checkbox"/> Students will use available online databases <input type="checkbox"/> Students will continue to use automated library services	<input type="checkbox"/> Research <input type="checkbox"/> Direct instruction <input type="checkbox"/> Research and direct instruction <input type="checkbox"/> Teacher demonstration <input type="checkbox"/> Direct instruction	<input type="checkbox"/> Ability to find relevant information on a topic <input type="checkbox"/> find relevant information on a topic <input type="checkbox"/> Ability to find relevant information on a topic <input type="checkbox"/> Ability to find relevant materials

**GOAL: Use technology tools (example multimedia presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom**

Objectives	Action Steps	Outcomes
<input type="checkbox"/> Students will use PowerPoint <input type="checkbox"/> Introduce the use digital camera equipment to support curriculum topics <input type="checkbox"/> <b>Anchor Standard</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words <input type="checkbox"/> <b>RL 5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <input type="checkbox"/> <b>Anchor Standard</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <input type="checkbox"/> <b>W 5.6</b> With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<input type="checkbox"/> Teacher demonstration <input type="checkbox"/> Direct instruction <input type="checkbox"/> Student use of software <input type="checkbox"/> Informal observation	<input type="checkbox"/> Student will save presentation to their network folder to contribute to their network/digital portfolio <input type="checkbox"/> <b>CCSS Skills and Concepts:</b> <input type="checkbox"/> Know that when creating a multimedia presentation some of the elements to consider are: text, animation, photos, video, sound <input type="checkbox"/> Identify how visual and multimedia elements help increase the understanding of text <input type="checkbox"/> Explain how images, sounds and movements contribute to the tone of the text <input type="checkbox"/> Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text <input type="checkbox"/> Use a standard keyboard and know some of the basic functions <input type="checkbox"/> Access the Internet as part of a group task <input type="checkbox"/> Demonstrate knowledge of publishing programs and structure <input type="checkbox"/> Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up <input type="checkbox"/> Know how to save documents on the computer

<ul style="list-style-type: none"> <li>❑ CCSS: RL5.7, W 5.6</li> </ul>		<ul style="list-style-type: none"> <li>❑ Understand how to use search engines on the Internet such as <i>Google, Bing, Yahoo</i></li> <li>❑ Be familiar with various computer programs (e.g.: <i>Word, Publisher, Power Point, Spell-check, email, etc.</i>) and be able to use them efficiently</li> <li>❑ Work collaboratively to complete a written project/document</li> </ul>
--	--	--

***GOAL: Use developmentally appropriate multimedia resources to support learning.***

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li>❑ Use developmentally appropriate multimedia resources.</li> <li>❑ <b>Anchor Standard</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>❑ <b>SL 5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>❑ <b>SL 5.3</b> Summarize the points a speaker <b>or media source</b> makes and explain how each claim is supported by reasons and evidence</li> <li>❑ CCLS: RL5.4, SL 5.2, SL 5.3, L 5.6</li> </ul>	<ul style="list-style-type: none"> <li>❑ Interactive books</li> <li>❑ Educational software</li> <li>❑ Elementary multimedia encyclopedias</li> <li>❑ Teacher chosen websites</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student use of software</li> <li>❑ Students will use software to remediate skill deficits</li> <li>❑ <b>CCSS Skills and Concepts:</b></li> <li>❑ Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase</li> <li>❑ Interpret information from various formats</li> <li>❑ Summarize information presented orally or by media sources</li> <li>❑ Understand that evidence can be examples, facts, or personal interview</li> <li>❑ Identify the claims made by the speaker or media source</li> <li>❑ Read a wide variety of text, both print and digital media</li> </ul>

**GOAL: Use telecommunications and online resources (example: email, online discussions, web environments, video conferencing) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To introduce a variety of telecommunications and online resources</li> <li><input type="checkbox"/> <b>Anchor Standard</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li><input type="checkbox"/> <b>SL 5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li><input type="checkbox"/> CCSS: SL 5.5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>CCSS Skills and Concepts:</b></li> <li><input type="checkbox"/> Understand how to create visual displays</li> <li><input type="checkbox"/> Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation</li> <li><input type="checkbox"/> Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras</li> </ul>

**GOAL: Determine when technology is useful and select appropriate tools and technology resources to address a variety of tasks and problems**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use Appropriate Resources</li> </ul>	<ul style="list-style-type: none"> <li>Research and direct instruction</li> </ul>	<ul style="list-style-type: none"> <li>Observation and finished projects</li> </ul>

**GOAL: Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Find reliable website(s) for research purposes</li> <li><input type="checkbox"/> Introduce bias</li> <li><input type="checkbox"/> <b>Anchor Standard</b> Integrate and evaluate content presented in diverse media and formats, including visually and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration</li> <li><input type="checkbox"/> Teacher demonstration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finished projects with proper citations</li> <li><input type="checkbox"/> Finished projects with proper citations</li> <li><input type="checkbox"/> <b>CCSS Skills and Concepts:</b></li> <li><input type="checkbox"/> Know how to access digital information</li> </ul>

<p>quantitatively, as well as in words.</p> <ul style="list-style-type: none"> <li>❑ <b>RI 5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>❑ <b>W 5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>		<p>sources such as: Google, Wikipedia, dictionary.com</p> <ul style="list-style-type: none"> <li>❑ Know how to use key terms to focus a search</li> <li>❑ Know how to enter a question</li> <li>❑ Know how to skim and scan print media to locate answers</li> <li>❑ Determine if a source is credible</li> <li>❑ Know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity</li> <li>❑ Know how to use reference materials such as encyclopedias, search engines or databases</li> <li>❑ Use of key words for Internet searches</li> <li>❑ Know how to cite a variety of sources</li> <li>❑ Research topics using multiple sources both print and digital</li> <li>❑ Decide whether information discovered is relevant or important to the work</li> <li>❑ Cite sources both digital and print sources</li> <li>❑ Create a bibliography</li> </ul>
---	--	---

***GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software***

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li>❑ Review Acceptable Use Policy (AUP)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Teacher review responsible use of technology</li> </ul>	<ul style="list-style-type: none"> <li>❑ Observe students using technology appropriately</li> </ul>

## SIXTH GRADE

### **GOAL: Students will effectively use computer hardware and the Local Area Network/Cloud**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> access the LAN</li> <li><input type="checkbox"/> open/close programs</li> <li><input type="checkbox"/> save files to personal network folder</li> <li><input type="checkbox"/> print</li> <li><input type="checkbox"/> troubleshoot common problems in above areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration and explanation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe successful implementation of the objectives.</li> </ul>

### **GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Keyboarding tutorial</li> <li><input type="checkbox"/> Correct Posture while Typing</li> <li><input type="checkbox"/> Students continue to improve formal keyboarding skills</li> <li><input type="checkbox"/> Advanced document editing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration and explanation</li> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Use appropriate software regularly</li> <li><input type="checkbox"/> Teacher demonstration and explanation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improved accuracy and speed while typing</li> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Finished Projects</li> </ul>

### **GOAL: Create Drawings**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce MS Word drawing toolbar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration and explanation</li> <li><input type="checkbox"/> Teacher demonstration and explanation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finished Projects</li> <li><input type="checkbox"/> Finished Projects</li> </ul>

### **GOAL: Use telecommunications to participate in collaborative activities.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To introduce a variety of telecommunications and online resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher demonstration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Successful telecommunication conference.</li> </ul>

**SEVENTH GRADE**

**GOAL: Students will effectively use computer hardware and the Local Area Network/Cloud**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
Reinforce: <input type="checkbox"/> access the LAN <input type="checkbox"/> open/close programs <input type="checkbox"/> save files to personal network folder <input type="checkbox"/> print <input type="checkbox"/> troubleshoot common problems in above areas	<input type="checkbox"/> Teacher demonstration and explanation	<input type="checkbox"/> Observe successful implementation of the objectives.

**GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Improve formal Keyboarding skills using tutorial	<input type="checkbox"/> Teacher demonstration and explanation	<input type="checkbox"/> Improved accuracy and speed while typing
<input type="checkbox"/> Correct Posture while Typing	<input type="checkbox"/> Teacher observation	<input type="checkbox"/> Finished Projects
<input type="checkbox"/> Advanced document editing ( <i>ie: indents, tabs, text wrapping, copy, paste, formatting pictures, tables, etc.</i> )	<input type="checkbox"/> Teacher demonstration and explanation <input type="checkbox"/> Use images from available sources <i>ie: clipart, digital camera, captured images, scanning</i>	<input type="checkbox"/> Teacher observation <input type="checkbox"/> Finished Projects

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Students will create multimedia presentations	<input type="checkbox"/> Teacher demonstration ( <i>power point, movie maker, podcasts, etc.</i> ) <input type="checkbox"/> Direct instruction <input type="checkbox"/> Student use of software	<input type="checkbox"/> Student will save presentation to their network folder to contribute to their network digital portfolio <input type="checkbox"/> Student presentations

**GOAL: Use a variety of media and technology resources for directed and independent research and / or learning activities**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Demonstrate ability to use and basic knowledge of technology equipment (digital cameras, scanners, jump drives, media retrieval system) <input type="checkbox"/> Students will continue to use automated library services <input type="checkbox"/> Students will independently use a search engine to conduct an online search	<input type="checkbox"/> Teacher demonstration & explanation <input type="checkbox"/> Student use & explanation of items  <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Research and direct instruction	<input type="checkbox"/> Each student will name & identify each item. <input type="checkbox"/> Each student will successfully use items.  <input type="checkbox"/> Ability to find relevant materials  <input type="checkbox"/> find relevant information on a topic

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Use developmentally appropriate multimedia resources.	<input type="checkbox"/> Introduce internet / WWW a) Use of "back" icon	<input type="checkbox"/> Student use of software <input type="checkbox"/> Locate Library webpage <input type="checkbox"/> Locate teacher chosen websites

**GOAL: Demonstrates positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Reinforce Acceptable Use Policy (AUP) <input type="checkbox"/> Internet Use <input type="checkbox"/> Citing Sources <input type="checkbox"/> Reduce Plagiarism	<input type="checkbox"/> Teacher explanation <input type="checkbox"/> Online Encyclopedias <input type="checkbox"/> Teacher Directed Websites <input type="checkbox"/> Media Specialist demonstration and explanation	<input type="checkbox"/> Students will use correctly <input type="checkbox"/> Finished Projects <input type="checkbox"/> Finished projects with proper citations

**GOAL: Use telecommunications to participate in collaborative activities.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> To introduce a variety of telecommunications and online resources	<input type="checkbox"/> Teacher demonstration	<input type="checkbox"/> Successful telecommunication conference.

## EIGHTH GRADE

### **GOAL: Students will effectively use computer hardware and the Local Area Network/Cloud**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
Reinforce: <input type="checkbox"/> access the LAN <input type="checkbox"/> open/close programs <input type="checkbox"/> save files to personal network folder (organize digital portfolio) <input type="checkbox"/> print <input type="checkbox"/> troubleshoot common problems in above areas	<input type="checkbox"/> Teacher demonstration and explanation	<input type="checkbox"/> Observe successful implementation of the objectives.

### **GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Improve formal Keyboarding skills  <input type="checkbox"/> Correct Posture while Typing  <input type="checkbox"/> Advanced document editing ( <i>ie: indents, tabs, text wrapping, copy, paste, formatting pictures, tables, etc.</i> )	<input type="checkbox"/> Teacher demonstration and explanation  <input type="checkbox"/> Teacher observation  <input type="checkbox"/> Independent application  <input type="checkbox"/> Use images from available sources ( <i>ie: clipart, digital camera, captured images, scanning</i> )	<input type="checkbox"/> Improved accuracy and speed while typing  <input type="checkbox"/> Finished Projects  <input type="checkbox"/> Teacher observation  <input type="checkbox"/> Finished Projects

### **GOAL: Use developmentally appropriate multimedia resources to support learning.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Students will create multimedia presentations	<input type="checkbox"/> Teacher demonstration ( <i>power point, movie maker, podcasts, etc.</i> )  <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Student use of software	<input type="checkbox"/> Student will save presentation to their network folder to contribute to their network digital portfolio  <input type="checkbox"/> Student presentations

**GOAL: Use a variety of media and technology resources for directed and independent research and / or learning activities**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Demonstrate ability to use and basic knowledge of technology equipment ( <i>digital cameras, scanners, jump drives, media retrieval system</i> )  <input type="checkbox"/> How to find a reliable website for research purposes.  <input type="checkbox"/> Students will continue to use automated library services  <input type="checkbox"/> Students will independently use a search engine to conduct an online search	<input type="checkbox"/> Teacher demonstration & explanation  <input type="checkbox"/> Student use & explanation of items  <input type="checkbox"/> To identify bias <input type="checkbox"/> Authors purpose <input type="checkbox"/> Fact vs. Opinion <input type="checkbox"/> Credibility <input type="checkbox"/> Accuracy <input type="checkbox"/> Hidden agenda or conflict of interest <input type="checkbox"/> Can it be supported by other sources  <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Research and direct instruction	<input type="checkbox"/> Each student will name & identify each item.  <input type="checkbox"/> Each student will successfully use items.  <input type="checkbox"/> Website Evaluation <input type="checkbox"/> Group presentations to class  <input type="checkbox"/> Ability to find relevant materials  <input type="checkbox"/> find relevant information on a topic

**GOAL: Demonstrates positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> Reinforce Acceptable Use Policy (AUP) <input type="checkbox"/> Internet Use <input type="checkbox"/> Citing Sources <input type="checkbox"/> Reduce Plagiarism	<input type="checkbox"/> Teacher explanation <input type="checkbox"/> Online Encyclopedias <input type="checkbox"/> Teacher Directed Websites <input type="checkbox"/> Media Specialist demonstration and explanation	<input type="checkbox"/> Students will use correctly <input type="checkbox"/> Finished Projects <input type="checkbox"/> Finished projects with proper citations

**GOAL: Use telecommunications to participate in collaborative activities.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Outcomes</i>
<input type="checkbox"/> To introduce a variety of telecommunications and online resources	<input type="checkbox"/> Teacher demonstration	<input type="checkbox"/> Successful telecommunication conference.

## GOALS AND OBJECTIVES FOR HIGH SCHOOL TECHNOLOGY CURRICULUM

### ***GOAL: Students will utilize and expand their technology skills across the curriculum***

<i>Objectives</i>	<i>Action Steps</i>	<i>Evaluation</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will utilize technology skills to demonstrate course content, and communicate what has already been learned.</li> <li><input type="checkbox"/> Students will be able to teach themselves software that is applicable to them.</li> <li><input type="checkbox"/> Routinely and efficiently use on-line information resources to meet the needs for collaboration, research, publication, communications, and productivity.</li> <li><input type="checkbox"/> Select and apply technology tools for research, information analysis, problem solving, and decision-making in content areas.</li> <li><input type="checkbox"/> Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and their creative works.</li> <li><input type="checkbox"/> Create cross-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List expected skills in the guide to program planning and student handbook. Provide intervention services for transfer students or students who lack skills.</li> <li><input type="checkbox"/> Students will use software as required for various course work, with minimal teacher support</li> <li><input type="checkbox"/> Develop opportunities for instructional setting that use distance learning, e-mail pen pals, internet searching.</li> <li><input type="checkbox"/> Use technology and software to gather data and display results; exp: science probes and software gather data and chart results on a large screen allowing the class to participate in the exercise.</li> <li><input type="checkbox"/> Provide computer and audio visual rooms for students to develop collaborative projects</li> <li><input type="checkbox"/> Utilize curriculum teams to integrate technology skills within multi-disciplinary projects.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students self assess their needs</li> <li><input type="checkbox"/> Students self assess their needs</li> <li><input type="checkbox"/> Quality of product</li> <li><input type="checkbox"/> Quality of product</li> <li><input type="checkbox"/> Survey teachers to establish a base line technology knowledge.</li> <li><input type="checkbox"/> Survey teachers to determine what their expectations are for technical equipment for the their classroom.</li> <li><input type="checkbox"/> Cross-curricular opportunities will be provided through coursework.</li> </ul>

**GOAL: Study the need for computer courses at the High School Level**

<i>Objectives</i>	<i>Action Steps</i>	<i>Evaluation</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate courses of study for students with an interest in computers, audio visual, or other technology.</li> <li><input type="checkbox"/> Create a computer programming course.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess student interest</li> <li><input type="checkbox"/> Investigate what area schools are offering</li> <li><input type="checkbox"/> Implement additional computer labs to allow for course development.</li> <li><input type="checkbox"/> Research and implement educationally appropriate courses. Examples: Advanced Placement Computer Science, A++ certification, Cisco Academy, Microsoft Certification.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student interest</li> <li><input type="checkbox"/> Course offerings</li> </ul>

**GOAL: Students will understand and exhibit ethical and legal behaviors when using technology.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Evaluation</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Respect for school property (<i>keyboard, mouse, monitor, Operating System</i>)</li> <li><input type="checkbox"/> Students will use only appropriate sites on internet (<i>only web sites related to instruction may be used.</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers will enforce the <b>Acceptable Use Policy</b></li> <li><input type="checkbox"/> All teachers will enforce the <b>Acceptable Use Policy</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe student behavior</li> </ul>

**GOAL: Students will participate in Blended Learning opportunities to increase access to course work not offered within the district.**

<i>Objectives</i>	<i>Action Steps</i>	<i>Evaluation</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will enroll and complete Distance Learning courses and earn credits toward graduation</li> <li><input type="checkbox"/> Students will enroll in HVCC College in the high school courses offered via Distance Learning and earn college credits</li> <li><input type="checkbox"/> Students will participate in online courseware for purposes of credit recovery or credit accrual</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in NERIC Distance Learning network to host and receive courses using video-conferencing resources</li> <li><input type="checkbox"/> Participate in HVCC initiatives to extend Distance Learning instruction across regional high schools</li> <li><input type="checkbox"/> Train faculty in the use of online courseware.</li> <li><input type="checkbox"/> Establish procedures for referral and monitoring of online instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course enrollments</li> <li><input type="checkbox"/> Credits earned</li> <li><input type="checkbox"/> Course enrollments</li> <li><input type="checkbox"/> Credits earned</li> <li><input type="checkbox"/> Credits earned</li> </ul>

## **VII. Technology Policies**

Technology Policies are put in place to maintain the integrity, safety, and security of the technology in the District.

The Board of Education's intentions for publishing technology policies are not to impose restrictions that are contrary to the HFCSD's established culture of openness, trust, and integrity. The Board of Education is committed to protecting HFCSD's employees, students and the school district from illegal or damaging actions by individuals, either knowingly or unknowingly.

Effective security is a team effort involving the participation and support of every HFCSD employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines and to conduct their activities accordingly.

The HFCSD approved the following policies:

1. Computer Use In Instruction
2. Computer Use In Instruction Regulation
3. Internet Safety
4. Internet Safety In Regulation
5. Network and Application Password Policy

These policies can be found in detail in Appendix A.

## VIII. Professional Development and Training

As new technologies become part of the HFCSD, a different kind of classroom has emerged. Through the network, teachers can communicate with and support their peers through sharing information, instructional strategies, experiences, frustrations, and successes. Confident teachers and administrators, proficient in the uses of technology will become the key to an enhanced learning environment for students. These new technologies require teachers to regularly update their familiarity with the information and communication in order to adequately prepare students for their professional and personal lives. Studies show that teachers who are accomplished in using technology in their instruction:

- expect more from their students;
- spend more time with individual students;
- are comfortable with students working independently or in small groups when using computers;
- spend less time lecturing and teaching to the whole class;
- desire longer blocks of time for students to use technology to complete class assignments; and
- find they need greater and greater access to technologies.

*Digital Futures; Office of Technology Assessment, Washington D.C.*

The District will make the transition to a Google platform beginning September 2015. All staff will be provided on-going training for this transition including Google Sheets, Google Docs, Google Drive, Google classroom, etc. Training will be provided to students in the classroom setting to also transition them to a Google platform.

Staff members will be training in the use of a Distance Learning Lab as well as given the opportunity to offer online classes to students in the district as well as to those in another district.

Staff training will be offered for navigating a wireless campus and the use of 1:1 devices by students, creating a flipped classroom, use of Google Classroom and the impact on classroom pedagogy.

## **IX. Technology Investment Plan**

Funding of Technology will continue to be funded through local budgeted money, grants, state initiative (ex: Smart Schools Bond Act) and capital projects. Some of the costs that are associated with technology spending and should be considered for future allocations are:

- Hardware: Computers, printers, and other equipment.
- Software and other educational material for technology instruction.
- Connection fees for services such as an Internet Service Provider of content provide.
- Professional development and training.
- Maintenance and upgrading of all equipment and software.
- Infrastructure upgrades on wiring or electrical supplies.

## **X. Status of Technology Initiatives and Community Connectivity**

The District is committed to change the technological infrastructure to a wireless platform across the entire building/campus. The District plans to use the Smart Schools Bond Act funding to provide Chromebooks to all students Grades 3-12. Students in Grades K-2 will have access to Chromebooks/iPads in their classrooms only. The transition to a Google platform will increase the communication/interaction between teachers, students, and parents.

## **XI. Instructional Technology Plan Implementation**

The following timeline for the implementation of this technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning:

Fall 2015 – Staff development to transition to Google platform

SY 2015-16 – Transition to Google platform

Summer 2016 – Phase 1- Initial installation of wireless capabilities on campus

Summer 2016 – Installation of Distance Learning Lab

Summer 2016 – Staff development on the use of the distance learning lab and multimedia classrooms

Summer 2016 – Staff development on the use of 1:1 devices in the classroom

SY 2016-17 – Classes offered in new Distance Learning Lab

SY 2016-17 – Classes offered in Multimedia Classrooms

Summer 2017 – Phase 2 – Completion of wireless capabilities on campus

Summer 2017 – Additional staff development on the use of 1:1 devices in the classroom

SY 2017-18 – Full usage of 1:1 devices across the District for all students

## **XII. Monitoring and Evaluation**

Through annual surveys and observations, the building level administrators and technology staff will evaluate the implementation of the District's Instructional Technology Plan to improve teaching and learning. Monthly updates will be provided by the building level administrators and technology department staff to analyze the use of technology.

## Appendix A:

The following are links to the on-line Board Policies:

<a href="#">4526</a>	Computer Use in Instruction
<a href="#">4526-R</a>	Curriculum Management
<a href="#">4526.1-R</a>	Internet Safety
<a href="#">4526.2</a>	Student Computer & Internet Use
<a href="#">4562.2-R</a>	Student Computer & Internet Use Regulation
<a href="#">8330</a>	Authorized Use of School-Owned Materials & Equipment
<a href="#">8630</a>	Computer Resources and Data Management
<a href="#">8635</a>	Information Security Breach and Notification
<a href="#">8635-R</a>	Information Security Beach and Notification Regulation