

North Linn Community School District



Technology Plan

Revised December 2016

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North Linn Technology Vision Statement

The North Linn Community School District is resolute in its effort to establish and maintain a facility that allows Students and Staff to possess technological skills needed to succeed as life-long learners who are comfortable with and proficient in using technology.

The North Linn Community School District must have an atmosphere of adaptation for continuous evolution in technology.

Iowa Core Curriculum - Technology Literacy

Each Iowa student will be empowered with the technological knowledge and skills to learn effectively and live productively.

This vision, developed by the Iowa Core Curriculum 21st Century Skills Committee, reflects the fact that Iowans in the 21st century live in a global environment marked by a high use of technology, giving citizens and workers the ability to collaborate and make individual contributions as never before. Iowa's students live in a media-suffused environment, marked by access to an abundance of information and rapidly changing technological tools useful for critical thinking and problem solving processes. Therefore, technological literacy supports preparation of students as global citizens capable of self-directed learning in preparation for an ever-changing world.

Regardless of current realities, **literacy** in any context is defined as the ability "...to access, manage, integrate, evaluate, and create information in order to function in a knowledge society..." (ICT Literacy Panel, 2002) "...When we teach only for facts ... (specifics)... rather than for how to go beyond facts, we teach students how to get out of date." (Sternberg, 2008) This statement is particularly significant when applied to technology literacy. The Iowa essential concepts for technology literacy reflect broad, universal processes and skills.

Although it is important that current technologies be integrated into all teachers' classroom practices and all students' experiences, it is also important to understand the broader implications of the transforming influence of technology on society. For example, creativity, innovation and systemic thinking are requirements for success in this environment. Technology is changing the way we think about and do our work. It has changed our relationships with information and given us access to resources, economic and professional, that were unimaginable just a few years ago

Technological advances also present societal challenges. It is essential that students have a deep understanding of technology literacy concepts in order to deal with technology's challenges and implications. It is also essential that educators partner with "...digital natives"..., teaching ways to mediate the challenges, and to realize the potential of technology literacy. (Palfrey and Gasser, 2008)

North Linn Technology Team

The North Linn Technology Team (NLTT) will consist of the following:

- The District Technology Coordinator or Supervisor
- The District Superintendent
- Teacher Leaders
- At Least One Administrator
- The Grant Wood AEA Technology Consultant

North Linn Community School District Technology Standards and Benchmarks for Students

NOTE: The technology literacy essential concepts and skills are taken directly from the Iowa Core Curriculum, K-12 21st Century Skills, Technology Literacy.

For Grades K-2:

1. Use technology to create projects, identify patterns, and make predictions.

- 1.1 Use a variety of digital tools and media-rich resources to create projects.
- 1.2 Use technology to illustrate and communicate original ideas related to curriculum content.
- 1.3 Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication and/or performance.
- 1.4 Use technology resources to identify problems, help recognize and describe patterns, make predictions and/or propose solutions.

2. Use a variety of technology tools and media-rich resources to work collaboratively with others.

- 2.1 In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.
- 2.2 Use technology resources for communicating and sharing ideas with others.
- 2.3 Participate in learning activities with or about learners from other countries and/or cultures.

3. Utilize predetermined digital resources and tools to answer questions or solve problems.

- 3.1 Follow a plan of action to guide inquiry by using predetermined digital resources.
- 3.2 Locate and organize information from a variety of sources and media.
- 3.3 Review provided resources, explain why they are or are not useful, and use information appropriately.
- 3.4 Identify, read, and report data from charts, graphs, and other sources.

4. Use technological resources to investigate given questions or problems.

- 4.1 Use a variety of technology resources to explore questions or problems.
- 4.2 Use technology to decide what information to locate and how to use that information to complete a project.
- 4.3 Collect and explain data to identify commonalities or solutions to problems.
- 4.4 Explore the different ways that problems may be solved.

5. Understand and practice appropriate and safe uses of technology.

- 5.1 Understand that stealing information and things others have created is the same as stealing tangible items.
- 5.2 Be aware of why it is unsafe for students to provide others with information about themselves.
- 5.3 Demonstrate awareness of the importance of communicating with adults about things that might concern them.
- 5.4 Understand why technology is useful in helping them complete a task.
- 5.5 Use technology to explore personal interests.

5.6 Demonstrate to others how to use technology tools in ways that assist, rather than prevent, others from learning.

6. Understand basic technology hardware and software and their applications.

6.1 Choose the most appropriate technology tool for a given task.

6.2 Demonstrate a basic knowledge of how technology is supposed to function and know when it is not working properly.

6.3 Know when to seek adult assistance for technology problems.

6.4 Explore new technologies using existing skills and knowledge.

For Grades 3-5:

1. Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions.

1.1 Demonstrate creative thinking to generate new ideas and products using a variety of technology tools and resources.

1.2 Create and share new ideas, products, and processes related to curriculum content.

1.3 Work individually and collaboratively to create, display, publish, or perform media-rich products.

1.4 Use models and simulations to identify problems and propose solutions.

1.5 Use technology resources to gather and depict data, recognize trends, and project outcomes.

2. Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.

2.1 Use a variety of technology tools to work collaboratively with others inside and outside the classroom.

2.2 Use telecommunication tools efficiently to communicate information and ideas to multiple audiences.

2.3 Access remote information using technology.

2.4 Engage in learning activities with learners from other countries and/or cultures.

2.5 Appropriately contribute to project teams to produce original works or solve problems using technology.

3. Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.

3.1 Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems.

3.2 Locate, organize, and ethically use information from a variety of sources and media.

3.3 Access information for specific purposes, and assess the validity of the information source.

3.4 Identify, select, and organize data. Discuss and describe the results.

4. Use technological resources to develop and refine questions for investigation.

4.1 Choosing from a variety of real-world issues and/or problems, use technological resources to develop and refine questions for investigation.

4.2 Use technological resources to conduct research and complete a project.

4.3 Identify trends or solutions or assist students in making decisions.

4.4 Identify and explore diverse perspectives and processes to find multiple solutions to problems.

5. Understand and practice appropriate, legal, and safe uses of technology for lifelong learning.

- 5.1 Demonstrate awareness of the dangers of sharing personal information with others.
- 5.2 Demonstrate an understanding of what electronic theft and plagiarism are and why they are harmful.
- 5.3 Identify the positive values of using technology to accomplish tasks.
- 5.4 Use technology to explore and pursue personal interests.
- 5.5 Show others how to use new technologies, and use technology in a way that assists, rather than prevents, others from learning.

6. Understand technology hardware and software system operations and their application.

- 6.1 Use everyday technology processes, hardware, and software
- 6.2 Select the most efficient and appropriate technology tool for a specific task.
- 6.3 Begin to identify the source of a problem with technology, and, if necessary, identify the appropriate support personnel.
- 6.4 Apply prior knowledge of technologies to new technologies.

For Grades 6-8:

1. Demonstrate creative thinking in the design and development of innovative technology products and problem solving.

- 1.1 Design, develop, create, and/or test digital technology products.
- 1.2 Individually or collaboratively create media-rich products and display, publish, or perform them for a variety of audiences.
- 1.3 Use simulations to help understand complex, real-world systems, identify problems, develop models, and analyze the output.
- 1.4 Investigate global issues and make informed choices based on knowledge of technology systems, resources, and services.

2. Collaborate with peers, experts, and others using interactive technology.

- 2.1 Interact and collaborate with peers, experts, and others using technology.
- 2.2 Contribute to a content knowledge base by creating, producing, and sharing information, models, and other creative works.
- 2.3 Efficiently use technology tools and resources for communication and to access remote information and exchange it with a variety of audiences.
- 2.4 Engage in learning activities with learners from other countries and/or cultures using telecommunication tools to create, produce, and share information, models, and other projects with a global or cultural focus.
- 2.5 Share knowledge and skills with local or distant teams of peers, experts, or others using technology tools and resources to create group works and/or innovative solutions.

3. Plan strategies utilizing digital tools to gather, evaluate, and use information.

- 3.1 Create a plan for the use of digital tools and resources to investigate a real-world issue.
- 3.2 Locate, organize, analyze, evaluate, and synthesize information from a variety of sources and media and use this information in a legal and ethical manner.
- 3.3 Evaluate resources in terms of their usefulness and validity for research.
- 3.4 Use technological tools to select data and organize it into a format that is easily understood by others.

4. Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources.

- 4.1 Identify real-world issues and analyze technological resources for developing and refining questions for investigation.
- 4.2 Effectively use multiple technological resources to develop a systematic plan for conducting research. Develop possible solutions or a complete product to demonstrate knowledge and skills.
- 4.3 Use technology to gather, analyze, and assess data and its effectiveness to design, develop and test possible solutions that assist students in making decisions.
- 4.4 Analyze and evaluate information from a variety of perspectives and resources in order to assess multiple solutions and investigate them from differing viewpoints.

5. Understand the legal and ethical issues of technology as related to individuals, cultures, and societies.

- 5.1 Use technology efficiently and in a manner that does not harm them or others.
- 5.2 Demonstrate awareness of legal and ethical responsibilities when using copyrighted material, and how a disregard of legal and ethical responsibilities affects others.
- 5.3 Use online resources to work with others to complete a task and accept responsibility for the results.
- 5.4 Identify capabilities of contemporary technology resources.
- 5.5 Develop examples of how technology systems and services can assist them in pursuing personal interests.

6. Understand the underlying structure and application of technology systems.

- 6.1 Utilize technology for everyday use and understand how technology systems can be applied to various situations.
- 6.2 Select and use technology applications to conduct research, solve problems and produce finished products.
- 6.3 Identify the source of a problem with technology, and, if necessary, the appropriate support personnel needed.
- 6.4 Apply knowledge of technology to explore other technologies and be able to identify commonalities among them.

For Grades 9-12:

1. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- 1.1 Apply existing knowledge to generate new ideas, products, or processes.
 - Students design, develop, create, and/or test self-generated digital learning objects that are accessible by as many users as possible, and demonstrate knowledge and skills related to curriculum content.
- 1.2 Create original works as a means of personal or group expression.
 - Students individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.
- 1.3 Use models and simulations to explore complex systems and issues.
 - Students employ curriculum-specific, technology-based simulations to aid them in understanding complex, real-world systems. Simulation studies include formulating problems, developing models, running models, and analyzing outputs that help predict behaviors and outcomes.

1.4 Identify trends and forecast possibilities.

- Students investigate complex global issues, make informed choices based on capabilities and limitations of technology systems, resources, and services, and apply this learning to personal and workplace needs.

2. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

2.1 Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

- Using technology, students interact and collaborate with peers, experts, and others to contribute to a content-related, media-rich knowledge base by compiling, synthesizing, producing, and disseminating information, models, and other creative works.

2.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- Students use technology tools and resources, including distance and distributed education, for effectively exchanging information with a variety of audiences in an array of media-rich formats.

2.3 Develop cultural understanding and global awareness by engaging with learners of other cultures.

- Students use a variety of existing online tools and emerging technologies for communicating with and learning about people of other cultures. Students investigate, communicate, and understand cultural norms manifested in music, literature, painting and sculpture, and theater and film, resulting in greater global awareness.

2.4 Appropriately contribute to project teams to produce original works or solve problems.

- Students share knowledge and skills with local or distance teams of peers, experts, or others using technological tools and resources to create collaborative works and/or innovative sustainable solutions.

3. Apply digital tools to gather, evaluate, and use information.

3.1 Plan strategies to guide inquiry.

- Students design a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.

3.2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

- Students model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.

3.3 Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

- Students access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

3.4 Process data and report results.

- Students use technological tools to select, organize, and analyze data, convert that information into easily understood knowledge, and effectively convey the results to an intended audience.

4. Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.

4.1 Identify and define authentic, real-world problems and significant questions for investigation.

- Students identify global issues and analyze capabilities and limitations of current and emerging technology resources in order to develop and refine investigatable questions.

4.2 Plan and manage activities to develop a solution or complete a project

- Students effectively use multiple technologies and resources to develop a systematic plan for conducting research in order to assess potential sustainable solutions, or to develop a complete product to demonstrate knowledge and skills.

4.3 Collect and analyze data to identify trends, solutions, or make informed decisions.

- Students use technology to gather appropriate data, analyze its application to a task, and assess its effectiveness in order to design, develop, and test possible solutions that assist students in making decisions.

4.4 Use multiple processes and diverse perspectives to explore alternative solutions.

- Students use multiple perspectives to analyze and evaluate information from a variety of technological resources. Students critically assess numerous solutions and investigate them from differing viewpoints.

5. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

5.1 Advocate and practice safe, legal, and responsible use of information and technology at an age-appropriate level.

- Students use technology efficiently and in a manner that does not harm them or others. Their choices demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. Students understand the concept of acceptable use of copyrighted materials, and how disregarding intellectual property affects others.

5.2 Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

- Students willingly and routinely use online resources to meet needs for collaboration, research, publication, communication, and productivity. Evidence for a positive attitude includes a proclivity to help others with the use of technology in their learning.

5.3 Demonstrate personal responsibility for lifelong learning.

- Students use their skills to identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. They use this knowledge to make informed choices among technology systems, resources, and services.

5.4 Exhibit leadership for digital citizenship.

- Students use their skills to identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. They use this knowledge to make informed choices among technology systems, resources, and services.

6. Demonstrate a sound understanding of technology concepts, systems and operations.

6.1 Understand and use technology systems

- Students adapt to evolving technology systems and apply them for everyday use. They also interpret the underlying structure of the system so it can be used for multiple purposes and applied to unique situations.

6.2 Select and use applications effectively and productively

- Students select and apply technology tools for research, information analysis, problem solving, and decision making. Students use technology tools and resources for managing and

communicating personal and professional information (e.g., finances, schedules, addresses, purchases, correspondence).

6.3 Troubleshoot systems and applications.

- Students utilize a working knowledge of technology or technological support services to identify a problem/issue and its solution.

6.4 Transfer current knowledge to learning of new technologies.

- Students apply what they know of one technology to intuitively utilize other technologies.

North Linn Technology Standards for Teachers

I. 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.

- 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.

II. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the ISTE Standards•S.

- 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.

III. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

- 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.

IV. 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.

- 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 and 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.

V. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning and exhibit leadership in their school and professional communities by promoting and demonstrating the effective use of digital tools and resources.

- 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.

Source: ISTE Standards for Teachers 2008

North Linn Technology Standards for Administrators

I. Visionary Leadership

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.

- 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.

II. Digital Age Learning Culture

Administrators create, promote and sustain a dynamic, digital age learning culture that provides a rigorous, relevant and engaging education for all students.

- 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.

III. Excellence in Professional Practice

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.

- 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.

IV. Systemic Improvement

Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- 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.

V. Digital Citizenship

Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

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.

Source: ISTE Standards for Administrators 2009

North Linn Technology Staff Development

- Minimum of two one-half day technology staff development inservices per quarter
- Support a Technology Integration Mentorship Program district-wide
- Provide release time for teachers to attend technology training sessions in order to meet their career development plans and support district technology initiatives

1:1 Initiative

The North Linn Community School District will continue to maintain and support our secondary 1:1 initiative in the following ways:

- Maintain and upgrade the district infrastructure as needed
- Integrate into and support the educational purposes and programs of the middle school, high school and district levels, as well as those of the communities we serve.

North Linn Technology Plan

Assessment and Review

The North Linn Technology Team (NLTT) of the North Linn Community School District will meet a minimum of once each quarter to assess the progress of the implementation of this technology plan and the integration of technology district-wide.

NORTH LINN TECHNOLOGY CODE OF ETHICS FOR STAFF
APPROPRIATE USE OF COMPUTERS, COMPUTER
NETWORK SYSTEMS, AND THE INTERNET

Revised December 2014

The Board of Directors of the North Linn Community School District (NLCSD) is committed to making available to staff members access to a wide range of electronic learning facilities, equipment, and software, including computers, computer network systems, and the Internet. Staff members have full use of the school issued devices for professional needs while employed by the school district.

1.0 Software

All district school issued devices will be pre-loaded with the standard software in use at the time by NLCSD. This district may approve the installation of additional software on school issued devices only in accordance with licensing agreements and copyright regulations. Any duplication of licensed software that is a violation of the software license is strictly prohibited.

Prior to loading any software other than what is pre-loaded by NLCSD, an employee must receive expressed permission from the North Linn Technology Director. The use of such software will be subject to any restrictions imposed by the NLCSD Technology Department. All software must be legally licensed by the user or NLCSD prior to loading onto school system equipment. The unauthorized use of and/or copying of software is illegal.

NLCSD will not provide maintenance or technical support for any applications or hardware not installed by NLCSD Technology Department personnel. Should routine troubleshooting fail to address software problems, the computer will be re-imaged and only software that was originally installed on the school issued devices will be re-installed.

NLCSD will afford each faculty member with a user account enabling them to join the school's network in order to access the internet, email, printing, and optional data backup.

The NLCSD Technology Department staff will periodically review the hardware for maintenance. The end users should run software updates on their individual school issued devices.

2.0 Authorized Use of School issued devices

Using school issued devices for personal or private gain, personal business, or commercial advantage is prohibited.

Using school issued devices for illegal, harassing, vandalizing, or inappropriate purposes, or in support of such activities is prohibited.

School issued devices may only be used by staff, students, and others expressly authorized by the NLCSD Technology Department to use the equipment.

This policy is applicable to all users of NLCSD school issued devices and refers to all electronic information resources whether individually controlled, shared, stand alone, or networked. Disciplinary action, if any, for employees shall be consistent with the NLCSD's policies and practices. Violation of the policy may constitute cause for revocation of access privileges, suspension of access to school issued devices, other disciplinary action, dismissal and/or appropriate legal action.

3.0 School issued devices Loss-Damage

Users of NLCSD-provided school issued devices are expected to respect school system property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for school issued devices while under their control. The school system is responsible for any routine maintenance or standard repairs to school issued devices. Users are expected to timely notify the NLCSD Technology Department of any need for service.

For the purpose of this policy, negligence is defined as failing to use reasonable care to prevent the loss or damage of the school issued devices or its peripherals. The determination of negligence shall be made by the NLCSD Technology Director and with input from the Superintendent on a case-by-case basis.

4.0 Security / Safety

Never leave your school issued devices inside a vehicle where it is an easy target for theft and where temperature extremes can permanently damage the unit and/or its components.

Never use any option that "remembers" your password. The easiest way to breach security is to allow someone else to use your login account. Anyone who has access to your account, even for a few minutes, has access to your email, your local data, your server account, and any website to which you saved your password.

Individual users are solely responsible for backing up key data into the Documents folder or flash drives. Store your back-ups separately from the school issued devices. Remember that only you can back up the data on your school issued devices. Make hard copies of important files and documents. Keep the amount of data stored on your machine to a minimum.

No warranties, expressed or implied, are made by the District for the computer technology and Internet access being provided. The District, including its officers and employees, will not be responsible for any damages including, but not limited to, the loss of data, delays, non-deliveries, misdeliveries or service interruptions caused by negligence or omission. Internet access is assumed by and is the responsibility of the user.

Staff members may be asked from time to time to sign a new consent and/or acceptable use agreement to reflect changes and/or developments in the law or technology. When staff members are presented with new consent and/or acceptable use agreements to sign, these agreements must be signed for staff to continue to have access to and use of the District's computers, computer network systems, and the Internet.

The interpretation, application, and modification of this policy are within the sole discretion of the North Linn Community School District. Any questions or issues regarding this policy should be directed to the Superintendent, any Building Principal or Technology Director. The Board of Directors will review and update this policy as necessary.

NORTH LINN COMMUNITY SCHOOL DISTRICT STAFF ACCEPTABLE USE AGREEMENT

I hereby certify that I have received, read, and understand the North Linn Community School District's Appropriate Use of Computers, Computer Network Systems, and the Internet policy. I accept full responsibility for my use of the District's computers, computer network systems, and the Internet through the District in accordance with the terms, conditions, and guidelines as stated by the District in its policies and regulations and as set out in federal and state law. I understand that violation of these provisions will result in the restriction and/or termination of my ability to use the District's computers, computer network systems, and Internet access and may result in further discipline up to and including termination of my employment with the District and/or other legal action.

I will not hold the district responsible in any way for materials accessed through the District's computers, computer network systems, and/or the District's Internet access. I relieve the North Linn Community School District and its officers and employees from any and all financial responsibility that may be incurred by my use of the District's computers, computer network systems, and the Internet.

Signature

Date

NORTH LINN TECHNOLOGY CODE OF ETHICS FOR STUDENTS

* * *

APPROPRIATE USE OF COMPUTERS, COMPUTER NETWORK SYSTEMS, AND THE INTERNET

The Board of Directors of the North Linn Community School District is committed to making available to students access to a wide range of electronic learning facilities, equipment, and software, including computers, computer network systems, and the Internet. The goal in providing this technology and access is to support the educational objectives and mission of the North Linn District and to promote resource sharing, innovation, problem solving, and communication.

Access to the District's computers, computer network systems, and the Internet shall be available to all students within the District. However, access is a privilege, not a right. Each student must have a signed acceptable use agreement on file prior to having access to and using the District's computers, computer network systems, and the Internet. The amount of time and type of access available for each student may be limited by the District's technology and the demands for the use of the District's technology. Even if students have not been given access to and/or use of the District's computers, computer network systems, and the Internet they may still be exposed to information from the District's computers, computer network systems, and/or the Internet in guided curricular activities at the discretion of their teachers.

Every computer in the District having Internet access shall not be operated unless Internet access from the computer is subject to a technology protection measure (i.e. filtering software). The technology protection measure employed by the District shall be designed and operated with the intent to ensure that students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are otherwise harmful to minors. The technology protection measure may only be disabled for an adult's use if such use is for bona fide research or other lawful purposes.

The use of the District's computers, computer network systems, and Internet access shall be for educational purposes only. Students shall only engage in appropriate, ethical, and legal utilization of the District's computers, computer network systems, and Internet access. Students' use of the District's computers, computer network systems, and Internet access shall also comply with all District policies and regulations. Inappropriate use and/or access will result in the restriction and/or termination of this privilege and may result in

further discipline for students up to and including expulsion and/or other legal action. The District's administration will determine what constitutes inappropriate use and their decision will be final. The technology coordinator may close a user account at any time as required and administrators, faculty, and staff may request the technology coordinator to deny, revoke or suspend user accounts. Any user identified as a security risk or having a history of problems with computer systems may be denied access to the District's computers, the District's computer network systems, and the Internet. Students will be instructed by the District's technology coordinator or other appropriate personnel on the appropriate use of the District's computers, computer network systems, and the Internet.

The following are rules for appropriate use by the District's students of the District's computers, computer network systems, and the Internet:

- Do not make offensive or harassing statements or use offensive or harassing language including disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs. Do not swear, use vulgarities or any other inappropriate language. Be polite and follow the same privacy, ethical, educational, and other considerations observed regarding other forms of communication.
- Do not send or solicit sexually oriented messages or images.
- Do not transmit your credit card information or other personal identification information, including your home address or telephone number from any District computer. Do not publish personal or private information about yourself or others on the Internet without prior written permission. If any information is to be provided regarding students, it should be limited to the student's first name and the initial of the student's last name only. Do not arrange or agree to meet with someone met online.
- Do not use the District's computers and/or computer network systems to participate in illegal activities. Illegal activities include, but are not limited to, gambling, fraud, and pornography.
- Do not subscribe to Listservs, bulletin boards, online services, e-mail services or other similar services without prior permission from the technology coordinator or other appropriate personnel.
- Do not use, possess or attempt to make or distribute illegal/unauthorized copies of software. Illegal/unauthorized software means any software that has been downloaded or copied or is otherwise in the user's possession without the appropriate registration and/or license for the software, including the payment of any fees to the owner of the software.
- Do not alter, modify, corrupt or harm in any way the computer software stored on the District's computers or computer network systems. Do not install any software on the hard drive of any District computer or on the District's

computer network systems or run any personal software from either CD-ROM or other storage media or alter or modify any data files stored on the District's computers or computer network systems without prior permission and supervision from the technology coordinator or other appropriate personnel.

- Do not download any programs from the Internet without prior permission from the District's technology coordinator or other appropriate personnel. Any programs downloaded from the Internet shall be strictly limited only to those that you have received permission from the technology coordinator or other appropriate personnel to download.
- Do not use any encryption software from any access point within the District.
- Do not access the Internet from a District computer using a non-District Internet account.
- Do not share a personal user account with anyone. Do not share any personal user account passwords with anyone or leave your account open or unattended.
- Do not access the District's computers or computer network systems or use the District's Internet connection from a non-District computer without prior authorization from the technology coordinator or other appropriate personnel.
- Do not use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication or enter a chat room while using the District's computers, computer network systems, and/or the District' Internet connection.
- Do not disable or circumvent or attempt to disable or circumvent filtering software.
- Do not play any games that are not related to the District's educational program.
- Do not vandalize the District's computers or its computer network systems. Vandalism is defined as any attempt to harm, modify, deface or destroy physical computer equipment or the computer network and any attempt to harm or destroy data of another user. All users are expected to immediately report any problems or vandalism of computer equipment to the administration, the technology coordinator or the instructor responsible for the equipment.
- Do not commit or attempt to commit any act that disrupts the operation of the District's computers or computer network systems or any network connected to the Internet, including the use or attempted use or possession of computer viruses or participation in hacking or other unlawful/inappropriate activities on line. Users must report any security breaches or system misuse to the administration or technology coordinator. Do not demonstrate

any security or other network problems to other users; give your password to another user for any reason; and/or use another individual's account. Do not attempt to log on to any device as a system administrator.

- Do not use the network in such a way that you would disrupt the use of the network by other users or would waste system resources (e.g. listening to Internet radio, printing web pages without prior permission from the technology coordinator or other appropriate personnel).
- Do not use the District's computers and/or computer network systems for any commercial or for-profit purposes, personal or private business (including but not limited to shopping or job searching), product advertisement or political lobbying.
- Do not use the District's computers, computer network systems, and/or the Internet to transmit any material in violation of any federal or state law, copyrighted material, obscene material, hate literature, material protected by trade secret, computer viruses, offensive material, and/or any threatening or harassing materials. If a user encounters potentially inappropriate information, the user shall immediately terminate contact with such information and notify the technology coordinator or other appropriate personnel of the contact with inappropriate information.
- Do not plagiarize information accessed through the District's computer, computer network systems, and/or the Internet. Students shall obtain permission from appropriate parties prior to using copyrighted material that is accessed through the District's computer, computer network systems, and/or the Internet.

Although reasonable efforts will be made to make sure students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value and/or may be inappropriate. If a student encounters such information, the student should terminate access to the information immediately and notify the student's teacher or other appropriate personnel of what occurred.

Students will be able to access the District's computers and computer network systems, including use of the Internet, through their teachers and/or other appropriate supervisors. Individual electronic mail addresses will be issued to students. If a student has an electronic mail address that has been set up outside of school, the student will not be permitted to access that e-mail account or use that address to send and receive mail at school.

Parents will be required to sign a permission form to allow their students to access the District's computers, computer network systems, and the Internet.

Students will sign a form acknowledging they have read and understand the District's policies and regulations regarding appropriate use of the District's computers and computer network systems, that they will comply with the policies and regulations, and understand the consequences for violation of the policy or regulations. Prior to publishing any student work and/or pictures on the Internet, the District will obtain written permission from the student's parents to do so.

The District has the right, but not the duty, to monitor any and all aspects of its computers, computer network systems, and Internet access including, but not limited to, monitoring sites students visit on the Internet and reviewing e-mail. The administration and the technology coordinator shall have both the authority and right to examine all Internet activity including any logs, e-mail, computer disks and/or other computer related records of any user of the system. The use of e-mail is limited to District and educational purposes only. Students waive any right to privacy in anything they create, store, send or receive on the District's computers and computer network systems, including the Internet.

No warranties, expressed or implied, are made by the District for the computer technology and Internet access being provided. The District, including its officers and employees, will not be responsible for any damages including, but not limited to, the loss of data, delays, non-deliveries, misdeliveries or service interruptions caused by negligence or omission. Individual users are solely responsible for making backup copies of their data. The District also is not responsible for the accuracy of information users access on the Internet. Any risk and/or damages resulting from information obtained from the District's computers, computer network systems, and/or Internet access is assumed by and is the responsibility of the user.

Students and parents may be asked from time to time to sign a new consent and/or acceptable use agreement to reflect changes and/or developments in the law or technology. When students and parents are presented with new consent and/or acceptable use agreements to sign, these agreements must be signed for students to continue to have access to and use of the District's computers, computer network systems, and the Internet.

The interpretation, application, and modification of this policy are within the sole discretion of the North Linn Community School District. Any questions or issues regarding this policy should be directed to the Superintendent, any building principal or the technology coordinator. The Board of Directors will be made aware of updates as they occur.

NORTH LINN COMMUNITY SCHOOL DISTRICT

CONSENT TO STUDENT USE OF THE DISTRICT'S COMPUTERS, COMPUTER NETWORK SYSTEMS, AND INTERNET ACCESS

I am the parent or guardian of the student named below and I hereby certify that I have received, read, and understand the North-Linn Community School District's Appropriate Use of Computers, Computer Network Systems, and the Internet policy.

I recognize that although the North-Linn Community School District has taken measures to restrict access to controversial materials, it cannot guarantee that students will be protected from accessing any controversial materials during the student's use of the District's computers, computer network systems, and the Internet.

I accept full responsibility for my student's use of the District's computers, computer network systems, and the Internet through the District in accordance with the terms, conditions, and guidelines as stated by the District in its policies and regulations and as set out in federal and state law. I relieve the North-Linn Community School District and its officers and employees, from any and all financial responsibility that may be incurred by my student's use of the District's computers, computer network systems, and the Internet.

STUDENT'S NAME: _____

GRADE: _____ **My child may have access to Internet:** _____ **Yes** _____ **No**

I hereby give the District permission to publish my child's work, picture, And/or first name on the Internet through the District's web site.. _____ **Yes** _____ **No**

Parent or Guardian Name:

PARENT/GUARDIAN SIGNATURE

DATE

If you have consented to your child's use of the District's computers, computer network systems, and Internet access, please have your child review and sign the following:

I have read the North-Linn Community School District's Appropriate Use of Computers, Computer Network Systems, and the Internet policy and agree to abide by its provisions. I understand that violation of these provisions will result in the restriction and/or termination of my ability to use the District's computers, computer network systems, and Internet access and may result in further discipline up to and including expulsion and/or other legal action. I agree to be responsible for payment of costs incurred by accessing any Internet services that have a cost involved.

STUDENT SIGNATURE

North Linn Technology Team

December 2016

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North Linn Technology Budget

(Budget will reflect a dollar amount of approx. \$60,000 to \$80,000)

FY 09-10	Upgrade all main switches in district to managed switches and link with GB fiber Upgrade HS Server HS Business Lab and HS Port Lab Old PC laptops or desktops available to staff and student families
FY 10-11	MS Teacher/Lab/Office MS Port Lab Move all old computers to classrooms Make old IMac and Clamshell available to staff and student families
FY 11-12	Grade 3-5 Teacher Laptop/Office IMac 2 20 unit Port Lab Move old lab Mac mini computers to classrooms/Library 3-5 old staff laptops to portable lab cart at MS Perkins grant \$ to AG PSC to Walker(move to new elementary office)
FY 12-13	TK-2 Teacher Laptops/Office IMac 2 20 unit Port Lab Move Lab IMac computers to classrooms/Library TK-2 old laptops to portable lab cart at MS Perkins grant \$ to Ind Tech PSC to Coggon Office(move to MS when move to new school) New Phone system as part of new elementary bldg
FY 13-14	HS Teacher/District Office/HS Office HS Student Lab HS Port Lab PSC in HS Office Perkins grant \$ to IT
FY 14-15	MS/HS switches and infrastructure/servers PSC in DO Perkins \$ to Business
FY 15-16	MS Teacher/Lab/Office MS Port Lab PSC in MS Office Perkins grant \$ to Family

FY 16-17 Grade 3-5 Teacher Laptop/Office IMac
2 20 unit Port Lab
Elementary Library computers (?)
PSC in Elementary Office
Perkins grant \$ to AG
EL PE, Title 1, SPED (2), Art, Replace broken K, Music

FY 17-18 TK-2 Teacher Laptops
2 20 unit Port Lab
Perkins grant \$ to Ind Tech

FY 18-19 HS Staff/District Office/HS Office
Perkins \$ to IT
PSC in HS Office