Technology Plan, 2018-2021

CANNON FALLS AREA SCHOOLS

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A. School Technology Narrative:

The 2018-2019 school year will mark the 5th year of Cannon Falls Area Schools' 1:1 technology initiative. In the previous three decades, the school district and technology staff investigated and implemented relevant and current technologies across the district which allowed teachers to make the shift from a chalkboard to a SMARTBoard or projector and for students to have regular access to computer labs, hand-held feedback/response systems, and other content specific technologies throughout their school years. Some high school and middle school courses used Moodle, an online learning management system. During this time, teachers across the district explored and adopted various web-based and software programs to support their teaching and learning activities.

In 2012, building administration began conversations on the potential of a 1:1 initiative. After research and site visits to other 1:1 schools, decisions were made regarding the type of devices offered to students in both buildings. In 2014, the Elementary School started the 1:1 with two grade levels of iPad minis and the High School/Middle School with two grade levels of Dell Venue Tablets; both purchases were made three year lease program, a protocol that continues. Chromebooks and laptops were introduced to the High School/Middle School in the second year of the roll out and iPads to the Elementary School in the fourth year due to lower costs, changes in academic needs, or product availability. The adoption of the learning management Schoology was also a part of the 1:1 program adoption and is being used regularly in 3rd - 12th grade classrooms.

The Board's commitment of resources to this shift in teaching and learning was rooted in the recognition that having access to a variety of technologies will help prepare Cannon Falls students for 21st century learning, work and life. Getting technology into the hands of every student, when appropriate to the teaching and learning outcomes, is only one aspect of that commitment. Technology also allows teachers and administration to utilize technology in ways that support district and building teaching and learning initiatives and professional development goals for technology integration with best practices. Anytime, anywhere technology access for teaching, learning and information is a key factor in allowing students, teachers, student support staff and district leadership to use technology to model and reinforce the skills needed for 21st century learning, teaching, life and work. Technology is a tool and aid to teaching, learning, and information exchange and its use should reinforce the skills needed for 21st century learning, teaching, life and work.

B. School Demographics:

Cannon Falls Area Schools is a small, rural school district located in the historically agricultural and manufacturing town of Cannon Falls, Minnesota. School District #252 is a public education facility with a K-12 student population of about 1150. The school district's administrative staff consists of a Superintendent and three principals: a K-5th elementary principal, 41 teachers and support staff; a middle school/high school principal, 48 teachers and support staff of the 6th through 12th grade students; and an assistant principal who works in both buildings as its District Assessment Coordinator, the curriculum coordinator and assists the building principals. Student population demographics has allowed Cannon Falls Area Schools to receive an ERate rebates of up to 60% through USAC, the Universal Service Administration Company, under the direction of the FCC on Internet services and wireless communication infrastructure projects.

C. School Administration, Technology Lead and Technology Support:

Superintendent, Beth Giese

High School Middle School Principal, Tim Hodges

Elementary Principal, Jennifer Chappuis

Director of Instructional Technology, Amy Dombeck

Technology Support Staff, Sandy Sharot and Dorothy O'Reilly

D. Technology Committee Members

Current School Year, 2018-2019:

All School Administration, Technology Lead and Support Staff

See above

Board Members

Robert Siebenaler, Board Rep   Curt Beissel, Board Rep

Elementary Building Staff

Chris Sampson, Grade 5   Sue Samuelson, RTI   Sarah Wallberg, Kindergarten

High School/Middle School Building Staff

Anne Davisson, Language Arts   Alex Jones, Science   Matt Juncker, Business/Tech

E. Vision, Goals, and Strategies

Technology is a tool and aid to teaching, learning, and information exchange and its use should reinforce the skills needed for 21st century learning, teaching, life and work. The District has made an investment in providing students and staff technologies that support or enhance learning. Each student and staff have daily access to a variety of technologies and applications which can guide, assist, and reinforce learning. The technology department strives to support the integration of technology with best practices in teaching and learning while working towards the Cannon Falls School Board's vision of providing students access and experiences using technology to prepare them for learning, work and life after high school. The technology department will focus on meeting the following goals by May, 2021.

Digital Systems, Devices and Applications

Goals

*100% of teacher and student devices will be replaced by 2021.

*100% of district and classroom devices will be monitored and updated or replaced as necessary.

* All wireless access points will be monitored weekly or on demand and adjusted as necessary.

*All digital systems, devices and applications will be reviewed annually for cost efficiency.

Strategies

A summary of past and current device inventory to inform current and future technology needs will be reported. *See page 7 of the CFAS Tech Plan.*

A three-year plan of device replacement or exchange for the District will be created and then reported annually to administration.

A three year budget will be created, updated annually and submitted to administration.

Removing or recycling devices which cost more to repair than replace.

Meraki access points will be monitored regularly and adjusted to maintain or improve wireless access for students and staff.

The technology department will collaborate with WETC to maintain or improve the network infrastructure, digital systems and applications to maintain or improve digital access.

The technology department will investigate alternative technologies to explore appropriate cost efficient substitutes.

21st Century Teaching and Learning Practices and Skills

Goals

*100% of staff who support learning will receive annual professional development on appropriate LMS or SMS applications to deliver, guide or support student learning..

*100% of staff will be trained in using appropriate Google Tools and other digital applications to enhance best practices and reinforce 21st century teaching and learning models.

*80% of students will have taken a CF School sponsored hybrid, ITV or online course by graduation day.

*All students will be informed of the skills and characteristics needed to be successful in 21st century learning and careers.

Strategies

Professional development will be offered to staff on appropriate use of an LMS or other apps; individualized and personalized learning needs are met on demand or as determined by professional goals.

Professional development opportunities will be offered in best practices in technology integration and data informed decisions.

ISTE standards for students and educators will become a framework in professional development programming and for guiding lesson development.

K-12 staff will receive communications to reinforce best practices as well as ways to support students in being college and career ready.

Staff will be offered best practices in setting up courses to support students successfully completing ITV, hybrid or online courses.

Student grade level groups created in Schoology will offer resources for developing 21st college and career readiness skills which reinforce Ramp Up lessons, ELA standards, technology learning outcomes, and local career opportunities.

Community Connections

Goals

*100% of K-12 students will participate in Digital Citizenship lessons annually.

*100% of staff will be trained in using an LMS, SMS or appropriate Google applications for informing parents and community of classroom learning.

*80% of households will be synced to student accounts of the District's LMS and 95% will be synced to the SIS.

*All households will be informed of the options and steps needed to receive school, teacher, and student communications through an LMS or SIS.

Strategies

The technology learning outcomes will be shared with all K-12 staff with resources offered to address ISTE's nine elements of digital citizenship and to reinforce K-8 technology and media lessons. See appendix.

All 6-12 students will be rostered in Schoology grade level groups and offered resources in developing the skills and attributes to be college and career ready.

Professional development will be offered to meet large group, small group and individualized learning goals.

All district staff will be offered professional development in the use of the District LMS, SMS and Google applications to communicate or support learning.

Families will be informed of and offered resources to regularly monitor student progress and readily communicate with appropriate staff.

Digital communication platforms such as the school website and social media sites will be updated to inform and promote events, achievements and significant calendar dates.

F. Policies and Procedures
Acceptable Use Policy #524 - CF School Board Policy #524 is a set of rules and expectations for those using the those using the technology provided by Cannon Falls Area Schools. Policy #524 clearly states what the user is and is not allowed to do. Each year these rules and expectations are given to those using District technology for review and to agree to follow these rules and expectations by signing an Acceptable Use Agreement. See appendix.

Consent to image use - Each family will be given the opportunity to opt out of their student's image being used on the school webpage, social media sites, digital signage and publications. This does not include images published due to newspaper coverage of events.

1:1 Device Protection Plan - This is the insurance premium for student devices to cover the first incident of accidental damage in a school year. Any subsequent damage in a school year, damage due to negligence or any intentional damage will result in student being charged the full cost of repair. Lost chargers are not covered. See appendix.

Equity and Access - Students who qualify for the Free and Reduced Lunch Program may be eligible for a reduced cost Internet plan through their local cable or telecommunications provider. After families self-identify, they can request the contact information.

G. Technology, Infrastructure, Management and Support
WETC - Wasioja Education Telecommunications Cooperative
Internet service provider, network service provider and guides the operations, management and development of technology infrastructure for the District.

CIPA (Children's Internet Protection Act) Compliance
The Cannon Falls School District has a content filter in place to help comply with the the CIPA (Children's Internet Protection Act). While it is not foolproof, every attempt is made to filter objectionable sites. Staff, students and parents are asked to report any sites that they might consider objectionable so that those sites can be evaluated and manually filtered. Cannon Falls Area Schools uses Sonicwall to content filter. By complying with CIPA the school district is eligible for ERate and other grant opportunities.More information about the regulations can be found at fcc.gov

Student Information System or SIS - Also known as a student management system {SMS}, Infinite Campus is the software used to manage student data like attendance, course or credit completion, transportation use, lunch program. Infinite Campus is a tool for communicating student information to households, scheduled school events or changes in the school calendar, such as closures.

Learning Management System or LMS - Schoology - The District LMS is Schoology and is used in a variety of ways to deliver or communicate learning and other important information to students, households and staff.

Google Administration - The Google admin allows tech staff to manage and monitor the activity of anyone with a school issued Google account.

JAMF - iPad management - The Apple products used in the District are managed through JAMF which allow tech staff to manage and monitor content as well as locate any school issued Apple device.

ISTE - The International Society for Technology in Education has established standards for students which will guide professional development programming and teaching and learning activities. See appendix.

H. Past Technology Initiative, Current Fleet and Future Plans
Milestones in District Technology Initiatives:

1998 Internet adopted District-wide

2003 Eight student computer labs District-wide

2007 Moodle is the first online LMS

2008 District-wide SMARTBoard and Projector Update

2013 First 1:1 devices purchased, Macs for HSMS Art and iPad minis

2014 First year of a three year 1:1 initiative plan Dell Tablets at HSMS and iPad minis at Elementary

2015 School Website Redesign

2016 1:1 Tech Initiative reached

2017 Wiring project to update District infrastructure with Cat6 cabling and add final WiFi access points

Current Technologies:

Elementary -
- Teacher Macbook Airs and iPads-purchased in 2014; replacement date set for FY 2019
- Two grades of iPads (leased in 2017)
- Four grades of iPad minis (two leases - one from 2015-2016 and one from 2016-2017)
- Two grade level classrooms - Samsung TVs with Apple TV (new 2017)
- Four grade level classrooms and specialists- SMARTBoards (new in 2009; touchscreen may lose functionality by 1/1/2020 due to a scheduled update from SMART technologies)
- One Chromebook lab used by all K-5 students (new 2017)
- One PC Lab {XLab} used for testing and other student activities - LEGO Robotics, school newspaper The Candle, etc. (refurbished computers purchased in 2010)
- One LCD projector and MacBook on a cart for large group presentations in gym (2010)

High School/Middle School
- Teacher Lenovo Yoga Thinkpads (new lease 2017)
- Three grades of Dell Chromebooks (new lease 2017)
- Two grades of Dell Latitudes, Windows PC (leased 2016)
- Two grades of Lenovo Chromebooks (leased 2015)
- Two STEAM labs of 10-15 PCs to support Science, Technology, Engineering, Ag, Math courses and extra-curricular programs - Robotics, FFA, etc. (2017)
- One collaborative lab with five 40 inch Samsung TVs for collaborative group work; used for Middle School technology exploratories daily (2017)
- Four PCs set up to print and work stations established in IMC (2017)

Copier and Print stations

Elementary - Two copiers, two black and white printers and one color printer available to teaching staff and students with staff permission

High School/Middle School - Two copiers, one color printer available to staff and students with staff permission

Office staff - Both buildings have access to copiers as well office printers used exclusively for school business.

**No student printing from devices but they can print from the library or lab and b sharing with teachers

Future Replacement Schedule:
The following schedules are determined as budget allows. This schedule reflects plans for student and teacher device replacement as well as scheduled classroom and systemic infrastructure updates.

Summer 2018
Three grades of Chromebooks plus one mobile lab
One iPad cart with 30 iPads with cases
Ten or more TVs at HSMS - classroom projection replacement
Eight or more TVS at Elementary - classroom projection replacement
Audio system, Elementary music room
Support staff desktop devices as needed; ie. nurse

Summer 2019
*Note: A BYOD option will be finalized December, 2018, and could alter student device replacement
Two grades of Chromebooks
One IPad cart with 30 devices and cases
New lease for all Elementary teacher devices
All SMART Boards must be replaced with a TV, SMART Touchscreen TV or Interactive Flat Panel this year.
   Option to lease over three years will be the likely course of payment.
Up to 16 TVs at the HSMS - classroom projection replacement.
Add collaborative workstations in appropriate classrooms and learning labs

Summer 2020
Two grades of Chromebooks plus one Chromebook lab
Possible new lease for all HSMS teacher devices
Replace tech support staff devices as needed
Chromebook cart to replace XLab
Replace any remaining classroom projectors if needed with TVs
Add collaborative workstations in appropriate classrooms and learning labs

Summer 2021
24 Network Switches (updated every 7-10 years, last updated between 2002-2013)
Note: This number could increase if switches
85-127 Access Points (updated every 5 years; installed M16s 2010, M18s 2013, M34s 2017)
Replace administrative support staff, facilities, Community Education and other office desktops
Three grades of Chromebooks
Replace any remaining classroom projectors with TVs if needed
Add collaborative workstations in appropriate classrooms and learning labs

Summer 2022
Replace any remaining classroom projectors if needed with TVs
New lease for all Elementary teacher devices
Two grades of Chromebooks
Replace STEAM lab devices as needed
Add collaborative workstations in appropriate classrooms and learning labs

Unscheduled device replacement or installation
Auditorium and HS Cafe - replace projectors, operational panels;
District-wide Mitel phone system

I. Appendix:

A. Technology and Media Learning Outcomes
B. Acceptable Use Summary and Agreement
C. Device Protection Plans
D. ISTE Standards for students

I1. Technology and Media Learning Outcomes - K-12

Technology is a tool to prepare students for 21st century learning, work and life.The scope and sequence of the K-8 technology and media learning outcomes is a reference for teachers, administration, parents and community for the development and use of age appropriate digital learning skills and activities and as a reference for families. The development of specific media and technology skills is best when schools, households and the community are in partnership to prepare students for lifelong learning and appropriate technology use. The development of good digital citizens who know how to use technology and media in a safe, responsible and ethical way.

K-8 Outcomes - Covered in Tech and Media classes

KINDERGARTEN Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can identify the parts of a computer: keyboard, mouse, monitor, and headphones. I can navigate to, open and close a program, and use a mouse correctly. I can turn my IPad on/off, turn the volume up/down, search by swiping left/right and turn off program by swiping up.	I can recognize letters and numbers on a keyboard. I can use other keyboard keys like the spacebar and enter when directed by my teacher.	I can demonstrate the three rules for using the Internet safely: 1. Ask an adult. 2. Only talk to people you know. 3. Only visit sites that are right for you. I can identify private data/ information that I should keep to myself.	I can open and run an app on my IPad as directed by my teachers. I can open a website and follow directions from my teacher on how to access information. I can use my barcode bookmark to checkout books in the library.
FIRST GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can use the keyboard, mouse, monitor, and headphones as directed by my teacher. I can navigate to, open and close a program, and use the mouse and keyboard correctly. I can recognize common icons and symbols and apply them to new technologies. I can navigate to apps on my iPad and take assessments on Schoology.	I can recognize letters and numbers on a keyboard. I can recognize right and left hand sides of the keyboard. I can use the shift key, space bar, delete and backspace keys.	I understand the meaning of digital footprint. I can use keywords to perform a search. I can tell which sites are "just right" sites. I can describe examples of cyberbullying and what to say to a trusted adult if someone is mean to me online.	I can download an app from self-service on my iPad by myself and open the app when prompted to by my teacher or education assistant I can choose apps that help me learn basic reading and math skills. I can use a search engine to look up information as directed by my teachers.

SECOND GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can log in using a username and password with direction. I can open, name, and save to appropriate locations with teacher assistance. I can print documents with teacher assistance. I can apply search commands from one resource to another. I can navigate apps on my iPad and take assessments on Schoology.	I can use beginning word processing skills: shift key, enter, backspace, punctuation, font style, size and color. I can recognize right and left hand sides of the keyboard.	I can create a safe username and password. I can tell the difference between the face-to-face and online communities. I can find clues to how some websites try to sell things. I can communicate respectfully online.	I can create and print a document with text, graphics, and source. I can use Media Center programs like Destiny Quest to find library books with help. I can create a multimedia presentation with audio and/or video using information gathered through online and book research.
THIRD GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can log in using a username and password with little to no help. I can open, name, and save to appropriate locations. I can apply search commands from one resource to another. I can use email, docs and slides to communicate with others. I can navigate apps on my iPad and take assessments on Schoology.	I know the home row keys. I am starting to build basic word processing ability.	I can identify the difference between personal and private information. I can identify ways to protect myself from cyberbullying. I can use keywords to search effectively.	I can create a Google slide presentation with text, graphics and sources cited. I can use Media Center programs like Destiny Quest to find library books for various classroom projects
FOURTH GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can explore and apply a variety of technology resources to complete learning tasks. I can create folders to organize my online files. I can cite an online source with help from my teachers	I can build word processing proficiency by practicing the use of the home row. I can use the keyboard and mouse to cut, copy and paste material.	I can identify spam and know how to manage it. I understand how pictures can be manipulated in order to persuade or sell things.	I can create a Google slide presentation with text, graphics, animation and sources are cited.

FIFTH GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can evaluate the validity of information resources. I can use spreadsheet programs to record and display data. I can adapt to the changing technology to meet my information needs. I can follow directions for navigating a web search on teacher approved sites. I can cite an online source with help from my teachers	I continue to build word processing proficiency by using the full keyboard. Note: It is generally recommended that fifth grade student keyboarding proficiency is 25 words per minute with 3 mistakes or fewer.	I know the difference between online and in person friends. I can identify tools to help me know if a website protects my private information. I can identify basic stereotypes in online advertising and media. I can continue to help protect myself and others from cyberbullying. I can analyze and choose the best way to resolve digital dilemmas.	I can create a Google slide and other online presentation programs with text, graphics, animation and sources are cited. I can choose the most appropriate presentation tools or apps to create and deliver information to my peers.
SIXTH GRADE Computer Skills and Functions	**Keyboarding**	**Digital Citizenship**	**Multimedia Tools and Apps**
I can use word processing programs like Google Docs or Microsoft Word to: • Format margins, paragraph tabs, spacing, and columns of a document; specifically a formal business letter • Draw in document • Make Tables in Word and Google I can use spreadsheet applications like Google Sheets, Excel and Google Forms to: • to collect, sort, insert, and/or organize data • to make graphs and use formulas. I can create a paper or digital brochure with a program like Publisher. I can add peer collaborators with by changing editing and sharing rights I can add a printer to my profile.	I can practice keyboarding skills to reach a goal of 30 words per minute with 3 mistakes or fewer	I can recognize key issues of internet safety and appropriate use of technology such as cyberbullying, online safety, finding and deciding if a website is safe and appropriate. . I understand that inappropriate use of school technology can result in limited access or acute monitoring of student devices, sites and programs used during the school year. I am aware the misuse and overuse of technology can have negative effects. I can use the R.E.A.L model to evaluate websites and explore what to look for and what factors make it a good resource. I can cite sources that I have chosen for projects	I can use OneDrive and Google Apps to produce evidence of learning I can use Drawing apps to create a visual presentation I can create multimedia productions inserting digital pictures, video and sound. I can use search engines to gather relevant information.

SEVENTH GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can select and use appropriate technology for educational and personal goals including: Word, Google Docs, Powerpoint, Google Presentation, Excel, Google sheets, from licensed and open source ware. I can follow a systematic research process that involves formulating a question, gathering, evaluating and organizing information, drawing conclusions, presenting results to an audience, and evaluating both the process and the product.	I can practice keyboarding skills to reach a goal of 35 words per minute with 3 mistakes or fewer	I can understand ethical and safety issues related to digital information use including plagiarism, citing sources, copyright, intellectual freedom, acceptable use of school technologies, privacy, and evaluation of information. I have been made aware of strategies to make me a better consumer of media and technology I can cite sources using digital tools.	I can use OneDrive and Google Apps to complete research activities and production of evidence learning. I can use digital movie making tools and apps like Movie Maker. I can choose the most appropriate technology tools and apps to complete various projects.
EIGHTH GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can choose the appropriate spreadsheet applications to: - collect, sort, insert, and/or organize data - make graphs and use formulas - calculate averages I can identify major parts of a computer. I can identify the key features of a website and the toolbar	I can practice keyboarding skills to reach a goal of 40 words per minute with 3 mistakes or fewer	I understand ethical and safety issues related to digital information use including plagiarism, citing sources, copyright, intellectual freedom, acceptable use of school technologies, privacy, and evaluation of information. I can recognize cyberbullying and actions to take should I or someone I know be the target I have an awareness and can make mindful choices about being a consumer of technology and media	I can know appropriate, responsible and ethical uses of digital communications and social media. I can choose the most appropriate online program to design a product I can create a webpage using the Google Sites app.

9th-12th Grade Technology and Media Learning Outcomes - The technology based learning outcomes framed by ISTE standards and college and career readiness standards for High School students are embedded in coursework, addressed in Ramp Up or resources will be posted in Grad Year Schoology Groups
(ex. CF2021) to reinforce learning in coursework.

NINTH AND TENTH GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I can use Google apps for completing papers, projects and assessments. I can organize my Google Drive or OneDrive in a way that helps me be able to share learning content in an LMS (Schoology), with a teacher, or with peers I can create evidence of learning through research and know how to cite sources in MLA and APA format.	I can meet or exceed the expectation of typing 40 words per minute with 2 mistakes or fewer	I can cite sources correctly with the appropriate format for the subject area, MLA for English Language Arts and APA for Social Studies and Science. I understand what plagiarism is and use TurnItIn to monitor my papers and projects. I know the difference between open source and copyrighted or trademarked content and can cite appropriately. I know and can follow good netiquette. I am aware of the impact of my digital footprint and technology and media use presence.	I can choose from a variety of multimedia tools and apps to use in specific content areas or for specific paper, projects and presentations. I can use appropriate presentation applications for communicating, collaborating and creating with peers and teachers. I can use apps for correct spelling and writing mechanics and for plagiarism review as directed by my instructors
ELEVENTH AND TWELFTH GRADE Computer Skills and Functions	Keyboarding	Digital Citizenship	Multimedia Tools and Apps
I know how to request and post my appropriate student information to sites requesting such data for transition to college and career settings. I understand the broad and unique skills and functions that may be needed for my college and career choices. I can find and use templates for filling out career, college and scholarship applications. I can create my own personal gmail account for use in professional correspondence, personal finance and other learning, work and life events.	I can maintain or exceed the expectation of typing 40 words per minute with 2 mistakes or fewer.	I can complete a hybrid, ITV or online course. I can select MLA or APA format and know the apps that can assist me with that. I use netiquette to appropriately communicate in online and digital settings. I understand the most basic steps to manage and monitor my online presence I am aware of and even develop my digital footprint in ways that help me reach postsecondary and career goals.	I am aware of tools, apps and programs which can guide me in making mindful college, career and personal finance decisions. I have a general understanding of the multimedia tools and apps needed to meet college, career and work goals. I know a variety of websites, tools and apps to help me organize learning, work and life events. I know a variety of websites, tools and apps to help me be an informed citizen.

I2. Cannon Falls School District Student/Parent Summary of Acceptable Use Policy Form

The following information is the most essential content for students and parents/guardians to review regarding Cannon Falls Area Schools "Acceptable Use Policy" #524. Using technology is a reality of our 21st century lives, learning, work and play, but the use of school provided technologies is a privilege and must be used "to further educational goals consistent with the mission of the school district and school policies"(III.) Students will be given opportunities to learn about safe, appropriate and responsible use of technology through the curriculum and in extracurricular activities but the proper use of technology is "the joint responsibility of students, parents and staff". (XI.B.7.) Anyone using school technologies, devices or systems, must recognize the safety of those using technology and the security of the system is the priority. Acceptable Use Policy #524

Some guidelines for following the acceptable use policy:

- Limit access to one's device to authorized users and to websites that are known as safe and appropriate;
- Safeguard private information like an address, phone number, passwords, or access codes;
- Use technology to learn and teach in **SMART** way - **S**afe, **M**indful, **A**ppropriate, **R**espectful and **T**houghtful;
- Give proper credit when information is shared, posted or published;
- Use electronic resources and communications in a responsible, considerate, efficient, ethical, and legal manner;
- Be respectful in the digital world and post content that is **T**rue, **H**elpful, **I**nspiring, **N**ecessary or **K**ind;
- Advocate for the safety of others and yourself and report and when possible, stop cyberbullying;
- When connecting personal electronic devices and technologies, follow technology use guidelines and expectations;
- If you mistakenly access or view unacceptable materials, share this with an appropriate school staff member;
- Use technology to support and enhance learning that is consistent with the District's mission and policies.

Unacceptable use of technology as taken from the policy #524 means:

Note: The policy speaks to school district system or school system which means any and all school supported technologies

- Users will not "access, review, upload, download, store, print, post, receive, transmit, or distribute" material that is "pornographic, obscene, or sexually explicit" or "abusive...vulgar, rude, threatening" in words or images, is "inappropriate for an education setting" or could cause "disruption to the educational process."; and uses language or images advocating "violence or discrimination" and the harassment of others. (V. A. 1. a. b. c. d. e).
- Users will not "knowingly or recklessly post, transmit or distribute false or defamatory information", to engage in "personal attacks including or harass individuals or groups in a discriminatory way or to "engage in any illegal and violates local, state or federal law". (V. A. 2., 3.)
- Users will not "vandalize, damage or disable the property of another person or organization", purposefully "degrade or disrupt equipment, software or system performance", "tamper with or modify" any part of the school' system in a way that disrupts its use by others, or "gain unauthorized access to information resources or to access another person's materials, information or files" without permission of that person.(V.A.4., 5.)
- Users will not post private information making an individual's identity easily traceable. For example any "addresses, telephone numbers" "identification numbers, account numbers, access codes or passwords, labeled photographs or other information" like posting or sharing "private messages sent to the user privately" without permission. (V.A.6)
- User account information and passwords will be on file with designated school district officials. "Users will not attempt to gain unauthorized access to the school district system" or log in to other accounts and use access codes not assigned to the user. (V.A.7)
- Users will not intentionally violate "copyright laws or usage licensing agreements" or "use another person's property without the person's prior approval or proper citation". This includes downloading or exchanging stolen digital content or materials or ideas as well as knowingly "plagiarize works they find on the Internet". (V.A.8)
- Users will not conduct business, "for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district" or "to purchase goods or services for personal use" without authorization. (V.A.9)
- Users "will not engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted." (V.A.10)

Updated and posted to District website each year
http://www.cannonfallsschools.com/common/pages/DisplayFile.aspx?itemId=11829294

I3. Device Protection Plans - Updated each year and posted to the District website

Elem. Grades 3-5
http://www.cannonfallsschools.com/common/pages/DisplayFile.aspx?itemId=9835842

HSMS grades 6-12
http://www.cannonfallsschools.com/common/pages/DisplayFile.aspx?itemId=11829222

I4. ISTE Standards for Students
Used as a guide for staff in lesson plan development and for informing students of qualities and characteristics needed for 21st century learning, work and life.
 https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf