Johnston Community School District

Technology Strategic Plan
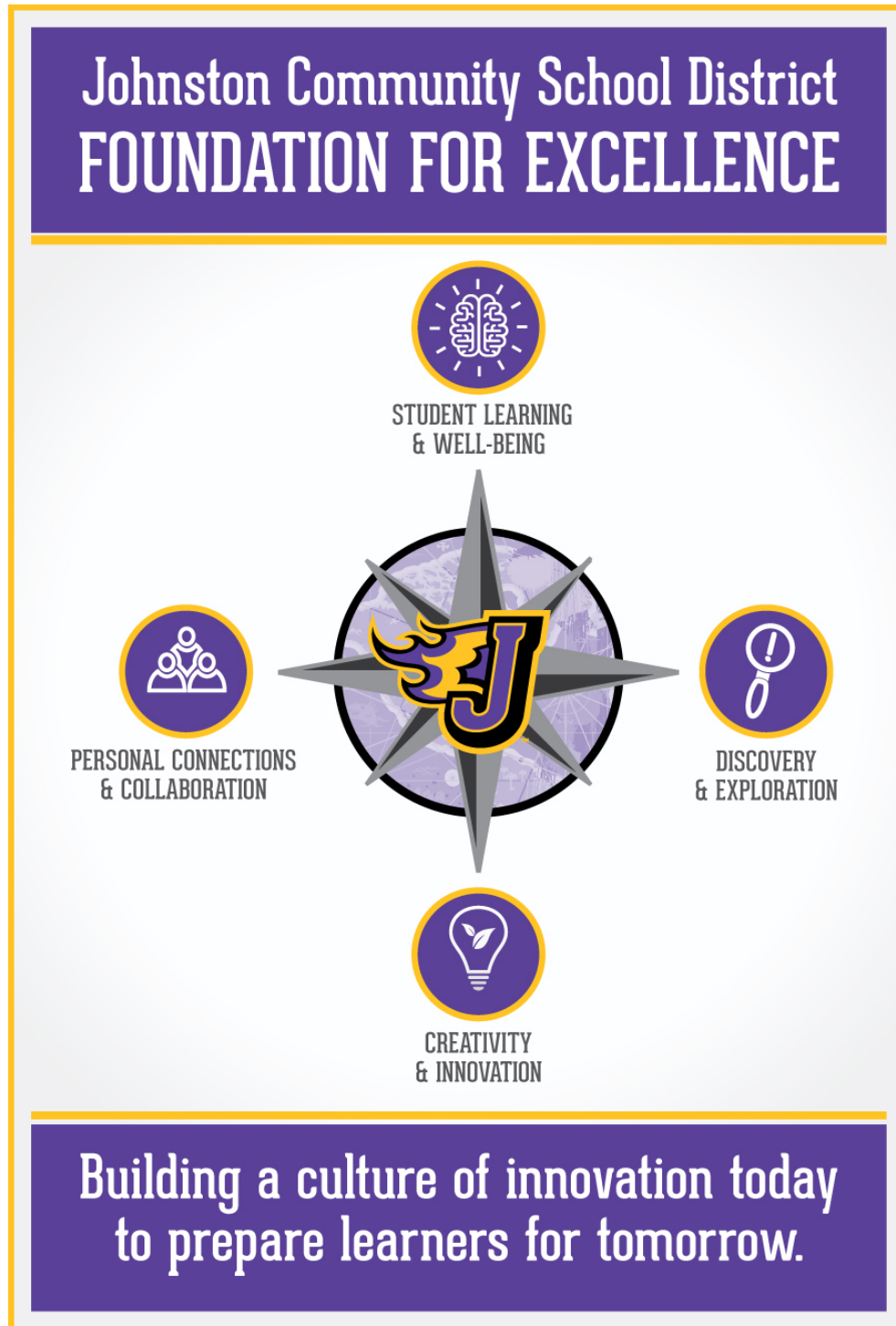
2015-2016

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Johnston Community School District Mission

We commit all district resources to guide the learning of each student,
to graduate as confident learners with character, knowledge
and the skills to excel in any endeavor they pursue.

Johnston Community School District Technology Vision

Technology will enhance teaching and learning. Johnston Community School District will provide a safe and ethical digital environment where our learning community can develop and reinforce the critical thinking, creative problem solving, and communication skills needed for life-long learners.

Technology's Role in Student Learning and Achievement

No Child Left Behind – Title II, Part D — Enhancing Education Through Technology
(b) GOALS-
      (1) PRIMARY GOAL- The primary goal of this part is to improve student academic achievement through the use of technology in elementary schools and secondary schools.
      (2) ADDITIONAL GOALS- The additional goals of this part are the following:
            (A) To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
            (B) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
[http://www2.ed.gov/policy/elsec/leg/esea02/pg34.html]

Iowa Core 21st Century Skills
"Each Iowa student will be empowered with the technological knowledge and skills to learn effective and live productively."
There are 4 grade bands with essential concepts and skills. Six essential concepts are determined for each grade band. The six concepts are created on the same basic topics, but build in content and concept integration from the K-2 grade band through the high school grade band.
The 9-12 grade band concepts are:
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. *(21.9-12.TL.1)*
- 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. *(21.9-12.TL.2)*
- Apply digital tools to gather, evaluate, and use information. *(21.9-12.TL.3)*
- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. *(21.9-12.TL.4)*
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. *(21.9-12.TL.5*
- Demonstrate a sound understanding of technology concepts, systems and operations. *(21.9-12.TL.6)*

Full Set of Iowa Core 21st Century Technology Skills – page 18
[https://iowacore.gov/iowa-core/subject/21st-century-skills]

Johnston CSD Technology Strategic Plan

Executive Summary – Fall 2015

The Johnston Community School District is located in central Iowa. The district covers 40 square miles and serves the community of Johnston as well as parts of Urbandale, Des Moines and the surrounding rural areas of Grimes and Granger. Approximately 6,974 students from preschool through 12th grade attend the Johnston Community School District (JCSD). Our district has five elementary schools, two middle schools, one senior high school, and one shared alternative school for ninth through 12th graders. The JCSD is the 14th largest school district in the state of Iowa and the fourth largest employer in Johnston. The school district employs roughly 939 people, which includes 520 certified teachers and operates with a general fund budget of 130.8 million dollars. In addition, Johnston Community Education provides before/after school childcare, preschool, recreation and adult education programs.

The mission statement of the JCSD challenges all in the district to continuously review what we do in an ongoing effort to improve the quality of learning for all children. To facilitate these improvements a Technology Strategic Plan is in place to guide technology action planning. The original Technology Strategic Plan was developed in 1997 with a completed revision taking place in 2006 and 2011, with an update in 2015. The plan calls for technology to enhance teaching and learning while being integrated into the district functional results, content area standards, and long range student achievement goals.

The district has successfully implemented a district owned fiber optic network connecting all schools and district buildings with a 2-gigabit redundant backbone. The district has established WANS and LANS with interconnectivity to the Iowa Communications Network at 1 Gb of bandwidth. This fiber network enables district wide communications, access to electronic applications and the Internet for all district computers.

The district has committed to use the General Fund, Iowa Sales Tax and PPEL funding streams to support the Technology Department and the Technology Strategic Plan. This annual commitment results in the purchase of hardware, software and professional development in accordance to the strategic plan.

Infrastructure/Hardware/Software – October 2015

Infrastructure

Our current infrastructure is designed to support the district's curricular and professional development goals. Each district building is connected with district owned fiber with a 2 gigabit redundant backbone. In the summer of 2011 five schools (Summit, Beaver Creek, Horizon, Wallace, Lawson, Middle School-2012, Timber Ridge-2013) were outfitted with new LAN switches allowing for 2 gigabit between closets and 1 gigabit to the desktop level. In the summer of 2012 the High School was upgraded with new LAN switches allowing for 10 gigabit between closets and 1 gigabit to the desktop level.

The district utilizes the <u>Iowa Communications Network</u> as the Internet service provider and recently completed an upgrade to 1Gb of bandwidth in July of 2015.

The Technology Department has virtualized the server hardware to decrease the number of physical servers and make the management more efficient. Virtualizing the servers also reduces the physical space and electrical demands throughout the district. The virtualizing project is was completed during the 2011-2012 school year.

During the 2012-2013 school year each district school building had its wireless network upgraded with the capability of receiving density wireless signal throughout the building.

The summer of 2011 saw the completion of a 3 year plan to equip all district classrooms with a "Digital" classroom. A "Digital" classroom consists of a ceiling mounted projector with a wall mounted control system, DVD/VCR player, laptop, document camera and presentation remote. There are approximately 358 installed "Digital" classrooms.

Hardware

	HS	MS	SUM	BC	HZ	TR	WAL	LAW
Students*	1597	1051	1105	651	660	700	547	662
Student iPads	1597	1051	223	161	172	107	106	145
Student Chromebook			60					
Student Desktops	412	260	312	126	155	125	124	120
Student Laptops	120	120	135	90	90	90	60	60
Staff Computers	127	86	83	52	53	52	51	47
Staff iPads	100	70	70					
Teaching Labs	3	3	4	0	0	0	0	0
Checkout Labs	6	4	7	2	2	2	2	2
Printers	27	19	17	16	13	14	11	9
Portable Laptop Carts	4	4	7	3	3	3	2	2
Student/Computer Ratio	0.75	0.73	1.51	1.73	1.58	2.17	1.89	2.03

*Revised Sept. 2015

All district schools have been outfitted with Classroom Response Systems (clickers), MIMIO (electronic whiteboard technology), ipods, digital cameras, video recorders and flip cameras. The goal of the district is to increase the number of these devices in each building for check out purposes.

During the 2012-2013 school year the High School implemented an iPad 1:1 program. The implementation allowed for each certified staff member and all students to receive a personal iPad. The installation included over 1,400 iPads and management software. An additional Technology Specialist was hired to manage the additional hardware and software. The HS extended their 1:1 program with a purchase of 1,700 new iPads in the summer of 2015.

The Middle School will be implementing an iPad 1:1 program in the fall of 2015 with the used iPads from the High School program. All the other District schools will receive used iPads from the High School program to run pilot classrooms to determine future expansion.

Software

The school district will continue to use administrative software as the media used for inter-district communication, financial information, transportation, dietary management, student information, attendance, grades, and information pertaining to courses and assignments. Parents may access the student information via the Internet and if needed, may contact a teacher via email. Every district computer will have access to an office suite which will include word processing, spreadsheet, database and presentation software. The following are the current vendors for our district-wide applications:

Student Information System – Infinite Campus,
Student Information Reporting and Analysis - Tableau, Illuminate
Financial and Human Resources – IFAS
Dietary Management – PCS
Transportation Management – Versatrans
Student Online Applications Grades3-12 – Google Domain (jdragonmail)
Summit, Middle School, and High School Online content tool – Moodle
iPad Applications – student apps listed in the student Self Service Cart

Safety and Internet Filtering

It is the policy of the District to support access to a rich variety of information resources and to support the development of appropriate skills to analyze and evaluate such resources. The Internet significantly alters the information landscape for schools by opening classrooms and work areas to a broader array of resources. Because the Internet may lead to any publicly available server in the world, students and staff will have access to information resources, which have not been evaluated through the district procedures for selection of instructional resources.

It is the responsibility of the Technology Department to provide a safe and secure network. To ensure the safety of the students the district ensures that we are CIPA compliant. The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. The CIPA protection measures must block or filter Internet access to pictures or language that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). In order to receive Federal funding through the E-rate program districts must be CIPA compliant.

The district utilizes an Internet filter (iBoss) that resices within the District along with the iboss Internet filter that resides at Heartland AEA11. The redundant filters ensure compliance with E-Rate and CIPA requirements.

Access to the district electronic networks and Internet is defined in the JCSD School Board Policy titled #502.10- Student Technology Responsible Use (see page 32). This policy states that all students will be permitted Internet access unless the minor student's parent or guardian makes a written request denying access. All students are required to have a signed Acceptable Use Guideline agreement on file before having access to the Internet and district network.

Staff members will be given copies of the JCSD School Board Policy #405.7 "Access to Networked Information Resources and Administrative Procedures". Staff will sign and date a form acknowledging receipt of the policy and administrative procedures every fall of even numbered years. New staff

members will receive a copy of the policy and return the signed acknowledgement with the staff's contract or at an orientation session. All signed forms will be kept on file.

Johnston CSD Technology Policies – Staff Policy

The Staff technology policy is number 401.23, titled Staff Technology Responsible Use Policy (see page 24). Staff members are asked to review the policy each year and are provided a policy synopsis. New staff are presented with the full policy and asked to review and sign before receiving network login information, laptops, iPads. Signed forms are kept in staff members' personnel file in the Human Services department.

The Board encourages staff to make use of electronic resources to explore educational topics, conduct research, communicate with parents and students, contact others in the educational community and perform their job responsibilities.

Included in the policy are sections on Digital Citizenship, which is the responsible use of information and technology. Users are expected to advocate and practice rules of etiquette, ethics, personal safety, intellectual property, and abide by legal and ethical behavior.

Johnston CSD Technology Policies – Student Policy

The Student technology policy is number 502.10 - Student Technology Responsible Use (see page 32). Students in grades K-12 are presented age-appropriate lessons on the policy and sign the Acceptable Use Guidelines. The guidelines focus on Digital Citizenship--responsible use of information and technology. Students are expected to advocate and practice rules of etiquette, ethics, personal safety, intellectual property, and abide by legal and ethical behavior. Signed student forms are kept on file in each school buildings' library media center.

Johnston CSD Digital Learning Environment Handbook

The Digital Learning Environment Handbook outlines the initiative vision, agreement forms, device equipment, care, security, deposit, fines, usage, repair and replacement costs. Students and parents initial and sign the agreement form prior to being issued a device. Students are expected to advocate and practice rules of etiquette, ethics, personal safety, intellectual property, and abide by legal and ethical behavior. Signed student forms are kept on file in each school buildings' library media center.

All policies and handbooks are available on the district website.

Technology Strategic Plan
Categories and Goals

Staff members of the JCSD used a consensus process to identify categories and specific goals for each category. The results of these efforts are as follows:

1. Professional Development
    1.1 Provide on-going differentiated instruction to staff with varying levels of expertise.
        a. Design assessment tools to measure staff proficiency.
    1.2 Provide training to teach staff how to effectively utilize technology to:
        a. Communicate with students, staff, parents, and community.
        b. Analyze data to inform instruction.
        c. Integrate technology tools and activities into content areas.
    1.3 Provide time for:
        a. PLC discussion for technology implementation among grade levels.
        b. Technology PD in building and district PD schedules using the IA Professional Development Model (training, practice, reflection, and follow-up)
        c. Creation of common lessons integrating technology for all grade levels
    1.4 Utilize team of teacher leaders to train staff

2. Curriculum/Student Learning
    2.1 Provide technology tools to accommodate student needs.
    2.2 Provide common experiences for all students to use technology.
    2.3 Provide developmentally appropriate technology curriculum.
    2.4 Integrate Technology Literacy standards and skills (Iowa Core) into all content areas.
    2.5 Use technology to collect and analyze student performance

3. Research/Support/Resources
    3.1 Provide district-wide technology services, including action planning, purchasing, hardware/software maintenance, integration support, professional development, and support staff (Director, Instructional Coordinator, Technicians)
    3.2 Define the role of building technology cadre members
    3.3 Evaluate staffing needs to provide adequate technology support at the district and building level:
        a. technicians
        b. integration support
    3.4 Develop a research team (think-tank) to evaluate and select technology tools (hardware, software, and applications). This group would be expected to
        a. visit other districts to observe new developments,
        b. pilot new technology, and
        c. investigate new strategies (example: 1-1 instruction, mobile learning, etc).
    3.5 Provide staff with professional and instructional tools:
        a. updated images and consistent versions of software on all labs
        b. access to resources that allow staff to communicate, share lessons, post on-line content, and use relevant student information and assessment data
        c. maintain and enhance Tech Hub

4. Accountability/Proficiency
   4.1 Define and communicate teacher expectations regarding:
      a. attendance at technology training sessions.
      b. personal/professional technology goal(s)
      c. review student technology literacy data and develop actions that support improving student knowledge.
      d. utilization of technology.
   4.2 Update and utilize rubric to assess staff skills, training, and growth in the use of technology.
   4.3 Implement and assess the impact of building and district technology action plans.
   4.4 Schedule regular meetings of all technology stakeholders.
   4.5 Utilize criteria defined by NCLB, Iowa Core, and 21st Century Skills research in identification of needed technology skills for students and staff.

5. Digital Citizenship
   5.1 Expect all students and staff to practice ethical and responsible use of hardware, software and electronic devices. Safe, ethical, and legal use of technology is a district and personal responsibility. Those in violation should expect to receive consequences.
   5.2 Expect all students and staff to follow board and handbook technology policies. Appropriate forms should be signed, collected and maintained to verify communication of such policies. When such forms are not used, it is still the responsibility of the user to be informed of expectations regarding usage.
   5.3 Expect all students and staff to use proper citations for works and research.
   5.4 Expect all students and staff to evaluate electronic media for information authenticity when used to legitimize opinions or conclusions.

6. Budget
   6.1 Provide adequate funds to support professional development in technology areas.
   6.2 Provide adequate funds to acquire, support, improve, and sustain infrastructure (networks, servers, disaster recovery, and software)
   6.3 Utilize additional funding sources, including federal ERATE, grants, and other resources
   6.4 Provide adequate funds to support the research team and building tech cadres in identifying technology needs related to curricular and instructional pedagogy.
   6.5 Provide adequate funds to support the integration of technology resources into content areas.
   6.6 Provide adequate funds to upgrade all staff computers and student labs in a 3-5 year rotation or as needed.

7. Infrastructure/Accessibility
   7.1 Provide a secure network and communication infrastructure
   7.2 Provide and monitor the effectiveness of a network filter
   7.3 Adhere to CIPA and COPA compliancy
   7.4 Explore options to provide students and community with access to technology resources outside the school day.
   7.5 Utilize outside expertise (vendors, etc) to evaluate and maintain infrastructure, gain insights into emerging technology, and seek assistance in implementation of future advances.

Technology Strategic Plan
Goal Action Item Progress – Fall 2015

Goal 1: Professional Development

Elementary: Each elementary school has 2 Digital Learning Environment (DLE) classroom teachers and a teacher librarian who lead sessions to assist staff in learning new tools, software and applications. Focused PD has been on iPad Apps to enhance instruction, student engagement, collecting formative assessment data, communicate with parents (by use of the SeeSaw App) and access online resources. Use of purposeful integration of technology has also been a focus at the buildings, using the SAMR model. The Digital Learning Environment teachers participate in professional learning and discussions monthly as a district team.

iPad Apps: located in the student Self Service Cart
Click and Learn Online Tools: http://www.johnston.k12.ia.us/schools/ElemLMC/clickandlearn.htm

Summit Middle School: The building Digital Learning Environment (DLE) team (Lead teachers, model teachers, classroom teachers) assist teachers in learning technology tools. The district Instructional Technology Coordinator leads technology sessions monthly (minimum) to teachers as a Professional Learning Community group. Focused PD has been on building course online content with Moodle, iPad Apps to enhance instruction, student engagement, collecting formative assessment data, and access online resources. Use of purposeful integration of technology has also been a focus at the buildings, using the SAMR model. The Digital Learning Environment teachers participate in professional learning and discussions monthly as a district team. Chromebooks were piloted this year at Summit in 2 DLE classrooms.

iPad Apps: located in the student Self Service Cart
SMS Moodle Site: https://smsmoodle.johnston.k12.ia.us/

Johnston Middle School: The building Digital Learning Environment (DLE) team (Lead Teachers, model teacher) assist teachers in learning technology tools. The district Instructional Technology Coordinator led technology sessions weekly the first semester, gearing up for the student iPad rollout in early November. Professional learning continued through second semester every other week. Focused PD has been on building course online content with Moodle, iPad Apps to enhance instruction, student engagement, collecting formative assessment data, and access online textbook/resources. Use of purposeful integration of technology has also been a focus at the buildings, using the SAMR model. The Digital Learning Environment teachers participate in professional learning and discussions monthly as a district team.

JMS Moodle Site: https://jmsmoodle.johnston.k12.ia.us/

Johnston High School: The building Digital Learning Environment (DLE) team (Lead Teachers) assist teachers in learning technology tools. The district Instructional Technology Coordinator collaborated with the Lead Teachers to hold sessions after school for teachers. Multiple topics/tools were options for teachers to choose from; follow-up with teachers occurred after the Appy Hour Sessions. Focused PD has been on building course online content with Moodle, iPad Apps to enhance instruction, student engagement, collecting formative assessment data, and access online textbook/resources. Use of purposeful integration of technology has also been a focus at the buildings, using the SAMR model.

JHS Moodle Site: https://jhsmoodle.johnston.k12.ia.us/

Goal 2: Curriculum/Student Learning

District teachers are working on integrating the Iowa Core 21st Century Technology Skills meaningfully into instruction and student learning around content knowledge. Professional development efforts for the last 4 years have focused on tools and activities that correlate to the Iowa Core skills. Each year, a goal is to improve and enhance using technology for instruction and student learning. A focus has been on online content tools, collaboration tools, and formative assessment tools.

Students have access to various technology tools (computers, laptops, iPads, iPods, science probes, online resources, servers, etc.). We have many online textbooks and resources available for students. For many of the online tools, student use a student account. Our Google Domain is used extensively to support the content areas for collaboration, creating presentations, sites, and communicating through the Mail App.

Updating and providing hardware and software tools are a continuous effort. Software and applications have been selected to meet the needs of the student learning levels. Much focus has been given to expand student choice in the tols/apps they use to demonstrate their learning.

Technology is used for formative assessment as well as achievement level testing (MAP, FastMath, FastReading, etc.). Teachers use a variety of formative assessment tools in their classrooms and curriculum to gage student learning and make formative decisions on instruction.

Goal 3: Research/Support/Resources

The district employs a technology department staff and also supports teacher leadership in the buildings for technology integration and professional development. See page 15 for the Technology Support Structure. The district maintains an online Technology Hub. This Hub had curriculum materials, professional development offerings and resources, the Strategic Plan, Technology Literacy information, and Staff Resources (professional and instructional tool step guides).

We added back a district-wide Elementary Technology Support Teacher position. The DLE team has been a great support to teachers at the building level. We are working toward building capacity of teacher skills and classroom support.

Goal 4: Accountability/Proficiency

Continuous communication and meetings with the building level DLE teams has been imperative in the 1:1 and DLE initiatives. The team created action items for the year and were the support structure for teachers. The team assisted in rolling out the devices, leading professional learning, and working toward a district-wide vision of technology integration to support student learning.

We use the Clarity Survey to measure classroom, access, skills and environment. Specific areas that buildings review include: 21st Century Skills for both teachers and students, Universal Constructs, Digital Citizenship, Professional Development, integration using SAMR, and infrastructure. As part of Clarity's Insights, it gives success indicators and items to look at for improvement. We look at this data to use for action planning and professional development focus areas.

Success Indicators - March 2016 - Use for action planning for 2016-2017

Elementary Level	Secondary Level
Assessment - Use digital tools to formatively assess (survey, polls, quizzes, Kahoot, Socrative) - Select age appropriate resources - Use tools to provide timely feedback	**Assessment** - Use digital tools to formatively assess - Use digital polls for discussions - Use tools to provide timely feedback
Teacher/Student Use of the 4Cs	**Teacher/Student Use of the 4Cs**

- Provide opportunities for online collaboration (Google Domain-sharing)	- Use discussion boards for critical thinking - Provide opportunities for online collaboration

Student Digital Citizenship
  - Teach online research skills
  - Develop a Responsible Use Policy (we have one in place)
  - Prepare for the Unexpected Side of Digital Citizenship (prepare to discuss topics
    as they arise)
	Student Digital Citizenship
	  - Create a culture of trust while on the Internet
	  - Give students a digital citizenship voice (create movies, posters)
	  - Develop a Responsible Use Policy (we have one in place)
	  - Prepare for the Unexpected Side of Digital Citizenship (prepare to discuss topics as they arise)
	  - Minimize filter interference
	  - Teach online research skills

Goal 5: Digital Citizenship

Digital citizenship is an expected part of character development for both staff and students. Staff and students are expected to practice ethical and responsible use of technology and information. Staff and student technology policies are in place and staff and students sign a commitment to follow those policies. Citation is an expectation in staff instructional presentations and products as well as student presentations and products.

Online safety lessons are provided by Teacher Librarians, classroom teachers, elementary guidance counselors, and the elementary Safety Resource Officer. Trooper Cutts (Iowa State Patrol) continues lessons at the Summit, Middle School and High School level as part of students' Health classes. Teachers abide by CIPA and COPPA guidelines for online tools and student use. Online resources and tools are previewed before student use.

Goal 6: Budget

The budget is included on page 14. Technology items are also obtained through grants, awards, gifts, and building budgets.

Goal 7: Infrastructure/Accessibility

Infrastructure and accessibility information is included on page 6.   Safety and Internet Filtering is included on page 6 and Student and Staff policy information is on page 7.

Technology Investment/Budget

The district is committed to the continual support of current technology, as well as its growth. This includes acquisition of software that is aligned with district curriculum, upgrading servers, network equipment, and other infrastructure necessities. There is also a need to obtain new technology to enhance and increase productivity and efficiency of staff and students. While current technical support staff is essential, other positions may be necessary for continual growth and implementation.

To provide appropriate funds for technology growth and professional development several funding streams are used. The district current uses a mixture of Sales Tax, PPEL and ERATE funding to support our technology initiatives.

Building level funds including PTO, grants and donations are used to supplement the technology in each building with approval from the Technology Department.

A district wide technology hardware replacement plan has been developed to ensure current technology is accessible for staff and students. Depending on the type and usage of the equipment the replacement cycle begins after the third year. The budget needs to be committed to honoring the replacement cycle to keep the district operating with current technology.

Technology expenditures for the last 5 fiscal years by revenue streams.

	FY11	FY12	FY13	FY14	FY15
General Fund	902,066.00	640,815.00	742,641.00	717,471.00	734,458.00
Sales Tax/PPEL	378,084.00	333,822.00	2,712,933.00	979,367.00	872,352.00
E-Rate	28,650.14	31,573.96	34,703.86	39,174.22	40,136.57
Total	$1,308,800.14	$1,006,210.96	$3,490,277.86	$1,733,012.22	$1,646,946.57

Technology Support Structure

Supporting technology throughout the district involves many individuals and roles. The building level support system involves Building Tech Cadre members and Building Teacher Librarians. The district level support system consists of several positions. A district-wide online Technology Request tool has been implemented to streamline the support system and create efficiencies in the support process. The district currently uses SchoolDude for the online technology support requests. SchoolDude is a multi-functional system that is incorporated into other areas of the district (maintenance, building scheduling, bus/trip scheduling).

Building Digital Learning Environment Teams
• Help facilitate technology action plan items
• Facilitate technology Professional Development for staff members
• Assist in previewing software, online tools, Apps, and piloting tools
• Consist of members that have a passion for technology use for teaching and learning
• Communicate with staff in regard to technology policies and procedures

Building Administrative Team
• Support technology Professional Development efforts
• Encourage staff to include technology integration in goal setting
• Evaluate technology integration and use as part of evaluation process
• Assist in district long-range planning
• Communicate with staff in regard to technology policies and procedures

Director of Technology
• Lead the district technology strategic planning and vision
• Research technology initiatives
• Create a plan to update infrastructure
• Support the use of data to improve instruction (data base/assmt.)
• Support technology Professional Development efforts
• Develop a streamlined repair process
• Manage technicians and repair process
• Maintain district technology budget
• Assist buildings with action plans
• Oversee all installation, setup and uploads to MAP and other testing
• Communicate with staff in regard to technology policies and procedures
• Assist with the development of technology policies and procedures

Instructional Technology Coordinator
• Assist buildings with action plans
• Lead Professional Development program (administrators, teachers, teacher librarians, associates, tech trainers)
• Create lessons for teachers to use within their content areas
• Model and collaborate integration lessons with teachers
• Assist teacher librarians with lessons and media program
• Oversee DigiKidz and HyperStream programs
• Oversee student technology standards & benchmarks and the assessment procedure
• Lead Pilot Programs
• Lead Digital Learning Environment teams, initiative implementation, evaluation and adjustments
• Oversee creation of Digital Citizenship scope & sequence for teachers and students
• Analyze student assessment data with building teachers and build actions based on them
• Support SIS and other electronic instructional tools implementation and provide teacher and administrator training on applications
• Assist with the technology courses curriculum and activities
• Communicate with staff in regard to technology policies and procedures
• Assist with the development of technology policies and procedures

Elementary Technology Support =Teacher
• Assist buildings with action plans
• Serve as a member of buildings' DLE teams
• Lead Professional Development sessions
• Create lessons for teachers to use within their content areas
• Model and collaborate integration lessons with teachers

Technology Specialists
• Repair, when possible, or diagnose needed repair for all audiovisual and electronic equipment
• Perform periodic cleaning and diagnostic routines on computers located in all buildings
• Order and stock supplies and parts
• Maintain log of repair records and histories of repair parts
• Unpack, inspect, test and mark new equipment prior to delivery and/or installation
• Maintain detailed knowledge of network operating systems, WAN, LAN network functioning
• Assist with installation of software, upgrades and hardware
• Maintain high integrity
• Be knowledgeable of and abide by all school board policies, procedures and other applicable laws including copyright
• Provide technical assistance for iPad hardware and software

Technology Help Desk
• Assist technology department with teacher and student support tickets, requests
• Assist with iPad and software inventory
• Assist with student iPad rollouts and roll-ins
• Maintain high integrity
• Be knowledgeable of and abide by all school board policies, procedures and other applicable laws including copyright
• Provide technical assistance for iPad hardware and software

Network/Server Specialist
• Provide technical assistance for network equipment and peripherals
• Maintain log of repair records and histories of repair parts
• Unpack, inspect, test and mark new equipment prior to delivery and/or installation
• Maintain detailed knowledge of network operating systems, VLANS, network functioning, centralized wireless controller, setup and configuration, Ethernet, networking racks, patch panels web filtering
• Assist with installation of software, upgrades and hardware
• Maintain high integrity
• Be knowledgeable of and abide by all school board policies, procedures and other applicable laws including copyright

Teaching, Learning & Innovation Director, Associate Superintendent, Finance Director
• Oversee department initiatives and the overall efficiency of the department
• Support professional development program
• Assist with the long-range planning and vision
• Be active in creating solutions to issues
• Assist with the development of technology policies and procedures

Implementation / Monitoring / Evaluation

In the Fall of 2016, the district is considering a District Technology & Innovation Cadre to assist in the strategic plan review, adjustments, belief statements, consideration of filtering, social media, etc. This Cadre will evaluate the use of piloted hardware/software/applications and initiatives and present their findings and recommendation to the district administration. The Technology Strategic Plan will be also reviewed and updated.

The district technology administrators and building administrators will monitor and evaluate overall goals and the building DLE teams will monitor and evaluate the building action items. We are striving to have the most effective use of our DLE members to build teachers' skill capacity and classroom support.

The district will complete an evaluation for the 7 Technology Plan Goals at the end of the school year and use it to build action items for the following school year. Each school DLE Team will evaluate the Clarity data and the action items implementation and goals for the upcoming school year.

Iowa Core
21st Century Technology Literacy
Essential Concepts and/or Skills

Technology Student
Essential Concepts and Skills

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 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)

NOTE: The technology literacy essential concepts and skills are from the International Society for Technology in Education's National Educational Technology Standards for Students.

[https://iowacore.gov/iowa-core/subject/21st-century-skills]

Kindergarten-Grade 2
Essential Concepts and/or Skills
- Use technology to create projects, identify patterns, and make predictions.
- Use a variety of technology tools and media-rich resources to work collaboratively with others.
- Utilize predetermined digital resources and tools to answer questions or solve problems.
- Use technological resources to investigate given questions or problems.
- Understand and practice appropriate and safe uses of technology.
- Understand basic technology hardware and software and their application.

Grade 3-5
Essential Concepts and/or Skills
- Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions.
- Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.
- Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.
- Use technological resources to develop and refine questions for investigation.
- Understand and practice appropriate, legal, and safe uses of technology for lifelong learning.
- Understand technology hardware and software system operations and their application.

Grade 6-8
Essential Concepts and/or Skills
- Demonstrate creative thinking in the design and development of innovative technology products and problem solving.
- Collaborate with peers, experts, and others using interactive technology.
- Plan strategies utilizing digital tools to gather, evaluate, and use information.
- Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources.
- Understand the legal and ethical issues of technology as related to individuals, cultures, and societies.
- Understand the underlying structure and application of technology systems.

Grade 9-12
Essential Concepts and/or Skills
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- 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.
- Apply digital tools to gather, evaluate, and use information.
- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Demonstrate a sound understanding of technology concepts, systems and operations.

Iowa Teaching Standards

Iowa Teaching Standards

Standards related to technology skills/resources are noted in bold, italics.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.
<u>Criteria</u>
The teacher:
a. Provides evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.
<u>Criteria</u>
The teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.
<u>Criteria</u>
The teacher:
a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student developmental needs, background, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.
<u>Criteria</u>
The teacher:
a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies, in the delivery of instruction.

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

Criteria

The teacher:

a. Aligns classroom assessment with instruction.

b. Communicates assessment criteria and standards to all students and parents.

c. Understands and uses the results of multiple assessments to guide planning and instruction.

d. Guides students in goal setting and assessing their own learning.

e. Provides substantive, timely, and constructive feedback to students and parents.

f. Works with other staff and building and district leadership in analysis of student progress.

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

Criteria

The teacher:

a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

b. Establishes, communicates, models and maintains standards of responsible student behavior.

c. Develops and implements classroom procedures and routines that support high expectations for learning.

d. Uses instructional time effectively to maximize student achievement.

e. Creates a safe and purposeful learning environment.

7. ENGAGES IN PROFESSIONAL GROWTH.

Criteria

The teacher:

a. Demonstrates habits and skills of continuous inquiry and learning.

b. Works collaboratively to improve professional practice and student learning.

c. Applies research, knowledge, and skills from professional development opportunities to improve practice.

d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

Criteria

The teacher:

a. Adheres to board policies, district procedures, and contractual obligations.

b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.

c. Contributes to efforts to achieve district and building goals.

d. Demonstrates an understanding of and respect for all learners and staff.

e. Collaborates with students, families, colleagues, and communities to enhance student learning.

[https://www.educateiowa.gov/sites/files/ed/documents/IowaTeachingStandardsAndCriteria.pdf]
Posted: April 2013

Technology Policies
Staff and Student

STAFF PERSONNEL

Series 400

POLICY TITLE: STAFF TECHNOLOGY RESPONSIBLE USE POLICY   No. 401.23

The Johnston Community School District is committed to making advanced technology available for educational purposes. Acknowledging availability of electronic resources throughout the work place, the Board recognizes that staff members will share ideas, gain information, communicate with others and expand their classroom resources. As staff members connect to digital technologies, the use of new tools and applications brings responsibilities as well as opportunities.

The Board encourages staff to make responsible use of electronic resources to explore educational topics, conduct research, communicate with parents and students, contact others in the educational community and perform their job responsibilities. The Board anticipates that technology tools will expedite the sharing of effective practices and lessons across the district and will help staff stay on the leading edge of best practice by forming partnerships with others across the district, state, nation and around the world.

Staff may participate in educational networking sites. Educational networking sites are used by educators as teaching tools and for professional development. These sites are usually restricted to selected users and not available to the general public. Staff will be allowed to access district approved social networking and media sharing websites on district-owned devices and only use those approved for academic/classroom use. (see also Social Media Responsibility Policy
401.24)

Staff shall only engage in responsible, appropriate, ethical and legal use of the district's technology resources. The Board directs the Superintendent to specify those behaviors that are permitted and those that are not permitted, as well as appropriate procedures to guide staff use. In general, staff members are expected to communicate in a professional manner consistent with laws governing the behavior of school staff members, including but not limited to, federal laws governing copyrights.

This policy and the related administrative procedures shall cover all available district technologies, now or hereafter existing, not just those which may be specifically listed.

Date of Adoption: August 14, 2006
Date Revised: March 7, 2011
Date Revised: November 19, 2012

REGULATION TITLE: STAFF TECHNOLOGY RESPONSIBLE USE REGULATIONS No. 401.23R

Technology Vision
Technology will enhance teaching and learning. To the maximum extent possible, Johnston Community School District will provide a safe and ethical digital environment where our learning community can develop and reinforce the critical thinking, creative problem solving, communication and collaboration skills needed for life-long learners.

Technology Goals
Curriculum/Student Learning
- Provide technology tools to accommodate student needs
- Provide common experiences for all students to use technology
- Provide developmentally appropriate technology integration and curriculum
- Integrate Technology Literacy essential skills (Iowa Core) into all content areas
- Support Iowa Core content area standards
- Use technology to collect and analyze student performance

Professional Tools
The Board expects that all certified staff and administratively designated non-certified staff will learn to use electronic mail and electronic resources and tools and apply them daily in appropriate ways to the performance of tasks associated with their positions and assignments. Certified staff and identified non-certified staff will employ electronic mail at work as a primary tool for district and building communications. The district and buildings may rely upon this medium to communicate information, and appropriate staff will be responsible for checking and reading messages. Other applications may be selected by the district and used as professional tools. Staff is required to use those tools as directed by their position (student information system, grading, online content, collaboration, communication and professional development tools).

Digital information research, collaboration, communication and creation skills are now fundamental to preparation of citizens and future employees during the 21st Century. 21st Century Skills are part of the Iowa Core. The use of electronic digital resources by users must be in support of education and be consistent with the educational objectives of the Johnston Community School District. In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer materials which comply with Board guidelines listed in board Policy 603.5 that govern the selection of instructional materials. Staff will provide developmentally appropriate guidance to students as they make use of electronic information digital resources to conduct research and to support district curriculum.

Staff will use district approved online tools, such as those that host content, assignments, course material, and activities.   These include but are not limited to online learning environments and classroom webpage tools.   Staff use of online tools (e.g. blogging, posting, uploading content,

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journaling, collaboration, social networking/media, etc.) or any tools that require users to create or have an account need to be approved by the Instructional Technology Coordinator or Executive Director of Academic Services or designee before such use in the classroom curriculum. The district will provide the staff with the approved online tools list.

The network system of the district is provided for staff and students to conduct research and communicate with others. Communications over the network are often public in nature and therefore general rules and standards for professional behavior and communications will apply. Users should not expect that files stored on or shared electronically by email or district servers will be private.

Network administrators may review files and communications, with or without notice to users, to maintain system integrity and to ensure that staff members are using the system responsibly. Network supervision and maintenance may require review and inspection of directories, files or messages. Messages may sometimes be diverted accidentally to a destination other than the one intended. Users should not expect that these files or communications will be private. The district reserves the right to access stored records, examine all system activities and review directories of messages and files to ascertain compliance with network guidelines for acceptable use. In addition, the district may inspect the contents of electronic mail or file directories of a system user and may disclose the contents to others when authorized or required to do so by law, subpoena, policies of the district, or to investigate complaints regarding electronic mail which is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, offensive or illegal material. All staff assigned an e-mail account must maintain the account by managing files (e.g. reading and deleting messages on a regular basis, archiving and deleting files). The storage of electronic data represents a cost in terms of hardware and software and as such will be allocated to users based on need.

Responsible Use Agreement
The Responsible Use Agreement (RUA) outlines the expectations that users are expected to follow when using district technologies and/or using technologies on the school campuses. In addition to this agreement, users are to abide by any school technology initiative handbook (e.g. High School Digital Learning Environment 1:1). The RUA is intended to cover all available technologies, now or hereafter existing, not just those which may be specifically listed. Users are expected to follow the policy, regulations, responsible use agreement, and handbook. Appropriate forms should be signed, collected and maintained to verify communication of such terms and conditions of use. When such forms are not used, it is still the responsibility of the user to be informed of expectations regarding usage.

Access to Technology Resources
- The district's technology resources, including but not limited to the district's computers, mobile devices, network and internet access, are the property of the district. No staff member shall have any expectation of privacy with respect to any materials in or on the district's technology resources.
- All technologies provided by the district are intended for academic/educational purposes
- Good judgment and common sense should be used and assistance sought, if necessary
- Access is a privilege and users are expected to practice digital citizenship. Digital citizenship involves responsibilities associated with etiquette, ethics, personal safety, intellectual property and lawful use of technology resources.
- All activity on the network or while using district technologies may be monitored or retained, with or without notice to users.

- If a user violates any provision of district policy or regulation with respect to technology use or any of the Responsible Use Agreement's terms and conditions, the user's technology privileges may be suspended or terminated, access to district technology resources may be restricted or denied, and the appropriate disciplinary action shall be applied.
- Staff members may be responsible for any damage or loss they cause intentionally or by their negligence to district technology resources.

Internet Access

Johnston Community School District provides its users with access to the internet and its resources. Access to online content via the network will be filtered in accordance with district policies and regulations and federal regulations, including the Children's Internet Protection Act (CIPA). The compliance filter provides blocks to internet sites that are deemed inappropriate in content, graphic, message or intent. Although the filter is continuously updated, it is not a guaranteed security from all inappropriate content.

- Internet access provided by the district is intended for academic/educational purposes. Internet activity may be monitored and records may be retained, with or without notice to users.
- Users must use the district wireless access points; no personal or other access points should be used on district campuses.
- Users may not attempt to use any software, utilities, applications or other means to access internet sites or content blocked by the district filters.
- If a user finds that a blocked site should not be blocked by the filter, a request can be to the Technology Department. Likewise, if a user feels a site should be blocked, a request can be made.
- Johnston Community School District devices may be used on other wireless networks while off campus.
- While off campus, legal and responsible access to wireless networks is expected (public wifi, personal wifi with approval).
- Users are expected to follow the same rules for appropriate behavior and respectful conduct online as offline appropriate behavior and respectful conduct.

Applications/Tools

Johnston Community School District will provide users with access to websites and tools that promote communication, collaboration, creation and sharing.

- Users are to use the district-approved applications and tools.
- Users are to use the district tools for academic/educational purposes.
- The applications/tools must be for a specific classroom activity, directed by course/classroom teacher.
- Applications/tools that require an account to be created or used need to be approved by the Instructional Technology Coordinator or Executive Director of Academic Services or designee prior to use.

Requests for Online Tools/Sites

The Johnston Community School District understands that 21st century learning is constantly changing technology and that some sites that are currently "blocked" by the District's internet filter may have pedagogical significance for teacher and student use.

- If you would like to request that an online site be accessible to use for teaching and learning, please submit a request via Schooldude.
- Requests will be reviewed and determination of use will be communicated to staff members.

Personally Owned Devices
- Personally owned devices are not to be used on campuses to gain access to content blocked by the district filter without district consent.
- The security of personally owned devices is not the district's responsibility.

Security
Security on all district technology devices and network is a high priority.
- Users who identify a security problem on the network or other technologies are expected to immediately alert district personnel.
- Demonstrating a prohibited activity to other users will be considered inappropriate and may result in loss of privileges.
- Any attempt to harm or destroy data, devices or the network is prohibited.
- Any user identified as a security risk or having a history of problems with other district technology may be denied access.
- All users must understand that information/data performed on/through district equipment/services should not be considered private.
- Users are responsible for maintaining a safe environment.
- Users will keep passwords secure and will change passwords when directed by the network administrator for security purposes.
- Any user identified as a security risk or having a history of problems with other computer systems, networks or services may be denied access.

Downloads/Streaming Content
- With approval of the district's Director of Technology or designee, users may be able to download file types, such as images, audio, video. For the security of the district's network, such downloads should be from reputable sites and only for academic/educational purposes.
- Streaming video and audio is prohibited during the school day unless directed otherwise by district administrative personnel. Depending on bandwidth availability, downloads and streaming may not be available.
- Devices and content may be monitored, with or without notice to users.
- Users may be asked to delete downloaded content from accounts/devices.
- All downloaded content should be obtained from authorized sources by legal practices and methods.

Digital Citizenship
Digital Citizenship is the responsible use of information and technology. Safe, ethical and legal use of technology is a district and personal responsibility. Users are expected to advocate and practice rules of the institution, etiquette, ethics, personal safety, intellectual property, and abide by legal and ethical behavior.
- Honor property rights and copyrights. Always use citation in projects and when required seek permission to use copyrighted material from owner. Abide by copyright laws.

- Safeguard your intellectual property. Create your work as original and save your work in the specified locations to keep it secure; use and safeguard passwords on personal accounts.
- Communicate politely and appropriately. Do not create, transmit, share, or display illegal or inappropriate messages, images, media or participate in cyber bullying, harassment or discrimination.
- Practice high standards of conduct. Do not use technology or information to cyber-bully and/or harass. This will not be tolerated.
- Practice personal safety by safeguarding identities. Do not reveal anyone's personal information, including your own. Know when to seek assistance in situations involving violation of personal safety and identities.
- Use in a respectful manner. Respect the rights of others to use shared equipment by leaving settings, preferences, and appearance as set according to district standards.
- Use district-approved technology and tools. Use technology tools, resources and applications provided by the district. Other items should be approved before use.

Unaccepted ethics and behavior includes, but is not limited to, the following:
- Using the district's technology resources or creating, transmitting or receiving any material, information, or software application in violation of district policies and regulations and/or federal or state laws and regulations, including material protected by trade secret or copyright guidelines;
- Plagiarizing any material, including written information, images, videos or other media;
- Creating, transmitting or receiving threatening, obscene or pornographic material or any material that advocates violence, racism, or discrimination on the basis of race, color, creed, sex, national origin, religion, sexual orientation, gender identity, age or disability;
- Using district equipment or network for commercial activities, product advertisement, political advocacy, or political lobbying;
- Participating in any form of cyber-bullying or harassment, including (not limited to) denigration, flaming, outing, trickery, stalking, impersonation;
- Accessing any service that incurs a cost; such cost will be charged to the staff member and sanctions may apply;
- Downloading or uploading large files, printing excessive amounts of material, and/or wasting resources;
- The use of cameras is strictly prohibited in locker rooms and restrooms.
- Capturing video, audio or pictures without the consent of all persons being recorded and their knowledge of the media's intended use;
- Using or attempting to use user names, passwords, folders, or work that belongs to others or to "hack" the district's technology system;
- Subscribing to or using any unauthorized interactive site such as, but not limited to, instant messaging, live journals, blogs, forums, postings and chat rooms;
- Tampering with equipment such as, but not limited to, removing cables, cords, keys or key covers, settings, access, preferences or any other equipment/settings, or tampering with data of another user, or disrupting the operation of the district's technology resources, including but not limited to introduction of computer viruses or worms, or attempting any of the foregoing;
- Use of technology devices that are not the property of Johnston Community Schools without the explicit permission of the District Technology Director or designee on district premises;

All district equipment must use district network connections, including hardwire and wireless access points; no personal or other access points should be used in the district.

Applying non-district approved labels/stickers/covers and other items to district devices and cases.

Warranties

The district makes no warranties of any kind, whether expressed or implied, for the technology resources and access it is providing, and it shall not be responsible for any damages suffered. This includes loss of or unsecure data delays, nondeliveries, misdeliveries, or service interruptions caused by any reason, including its own negligence or user errors, omissions or negligence. Use of any information obtained via networks or digital services is at the user's risk. The district denies any responsibility for the accuracy or quality of information obtained through its system.

Any statement of personal belief found on electronic networks or services is implicitly understood to be representative of the author's individual point of view, and not that of Johnston Community School District, the Board of Education, its administrators, teachers, staff or the participating school.

The Network Specialist will report inappropriate behaviors to the Director of Technology who will discuss appropriate disciplinary action with the employee's supervisor. Any other reports of inappropriate behavior, violations, or complaints will be routed to the staff member's supervisor, Director of Technology and the Superintendent (or his designee) for appropriate action. Violations may result in disciplinary action, which could include restriction or loss of access to the system and employment consequences, up to and including termination. When applicable, law enforcement agencies may be involved.

At the inception of this policy each staff member will be given copies of the board policy STAFF TECHNOLOGY RESPONSIBLE USE POLICY and ADMINISTRATIVE REGULATIONS and sign and date a form acknowledging receipt thereof. Staff will sign and date a form acknowledging receipt of the policy and administrative regulations every year during the contract renewal process. New staff members will receive a copy of the policy and return the signed acknowledgement with the staff member's contract or at an orientation session.

Date of Adoption: August 14, 2006
Date Revised: August 23, 2010
Date Revised: November 19, 2012
Date Revised: April 8, 2013

STAFF TECHNOLOGY RESPONSIBLE USE POLICY AGREEMENT

The following items reiterate some of the points covered in the Staff Technology Use Policy. Review and initial each statement as your agreement and understanding of the policy and administrative procedures.	Staff Initial
I understand that I am responsible for my use of district technologies and the use of the tools is for academic and educational purposes.	
I will practice good digital citizenship by using information and technology responsibly, legally and ethically.	
I will keep my intellectual property safe by saving in specified locations, using and safeguarding passwords, and using my own account.	
I will use district-approved technology, tools, resources and applications.	
I understand that users must use the district wireless access points; no personal or other access points should be used on district campuses.	
I understand that personally owned devices are not allowed on district networks nor used for online access.	
I will use district selected resources for appropriate sounds, music, video, photos, games or applications.	
I will not attempt to or use any software, utilities, applications or other means to access Internet sites or content blocked by filters.	
I will report any problems with the equipment, resources or network to an administrator in a timely manner and not take to another service/vendor.	
I will only access district approved social networking and media sharing websites on district-owned devices and only use those approved for academic/classroom use.	
I understand that the district's technology resources are the property of the district, I have no expectation of privacy with respect to any materials therein, and all use of district technology resources may be monitored with or without notice.	
I understand that I may be responsible for any damage or loss I cause to district technology resources.	
I have also reviewed and agree to abide by the Social Media Responsibility Policy (401.24).	

I have read the Staff Technology Responsible Use Policy and Administrative Regulations (401.23/401.23R), which are incorporated by reference herein, and agree to the stated conditions in this form as well as in the entire policy and regulations. In consideration for the privilege of using the district's technology resources and in consideration of having access to the public networks, I hereby release the district, its Board, and its officials from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the types of damages identified in the district's policy and administrative procedures.

District Staff Name _____ Date

District Staff Signature

_____

This form will be retained on file by authorized faculty designee for duration of applicable technology resource us

Series 500

POLICY TITLE: <u>STUDENT TECHNOLOGY RESPONSIBLE USE POLICY</u>   No. 502.10

Digital communications and other new technologies shift the ways that information and media may be accessed, communicated and transferred by members of society. Digital resources and tools are an integral part of instruction and student learning. The Johnston Community School District supports access by students and staff to rich information resources along with the development of appropriate skills to analyze and evaluate such reference.

Electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. This Board Policy requires that all such materials be consistent with district-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, teaming styles, abilities and developmental levels of the students. Because they may lead to any publicly available file server in the world, electronic resources will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Parents and guardians of minors are ultimately responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Johnston Community School District supports and respects each family's right to decide the level of technology access for their student. Student use of the internet will be permitted unless a written request is made by the minor student's parent or guardian to not allow such access at school.

The district will comply with the Children's Internet Protection Act through the implementation of a Children's Internet Protection Act compliant web filter. The filter is a technology protection measure that provides blocks to internet sites that are deemed inappropriate in content, graphic, message or intent (i.e. sites that are obscene, child pornography or harmful to minors). Although the filter is continuously updated, it is not a guaranteed security from all inappropriate sites. This policy will be retained for at least five years if funding from E-rate or CIPA has ceased.

Students shall only engage in appropriate, responsible, ethical and legal use of the district's technology resources. The Board authorizes the Superintendent to prepare appropriate administrative procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

This policy and the related administrative regulations shall cover all available district technologies, now or hereafter existing, not just those which may be specifically listed.

Date of Adoption: <u>December 11, 1995</u>
Date Revised: <u>September 25, 2006</u>
Date Revised: <u>August 23, 2010</u>
Date Revised: <u>November 19, 2012</u>

PROCEDURE TITLE: STUDENT TECHNOLOGY RESPONSIBLE USE REGULATIONS
No. 502.10R

Technology Vision
Technology will enhance teaching and learning. To the maximum extent possible, Johnston Community School District will provide a safe and ethical digital environment where our learning community can develop and reinforce the critical thinking, creative problem solving, communication and collaboration skills needed for life-long learners.

Technology Goals
Curriculum/Student Learning
- Provide technology tools to accommodate student needs
- Provide common experiences for all students to use technology
- Provide developmentally appropriate technology integration and curriculum
- Integrate Technology Literacy essential skills (Iowa Core) into all content areas
- Support Iowa Core content area standards
- Use technology to collect and analyze student performance

Curriculum Resource Tools
Digital information research, collaboration, communication and creation skills are now fundamental to preparation of citizens and future employees during the 21st Century. 21st Century Skills are part of the Iowa Core. The responsible use of electronic digital resources by students must be in support of education and be consistent with the educational objectives of the Johnston Community School District. In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer materials, which comply with Board guidelines, listed in Board Policy 603.5 that govern the selection of instructional materials. Staff will provide developmentally appropriate guidance to students as they make use of electronic information digital resources to conduct research and to support district curriculum.

All students will be informed of their digital citizenship responsibilities and their rights and responsibilities as users of the district's network/technology resources, prior to gaining access to the network, either as an individual user or as a member of a class or group (see Responsible User Agreement). While students may be able to move beyond selected resources to ones that have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have not been denied parental permission. Electronic network orientation and skill building lessons will be offered to students by staff. Ultimately, parents and guardians are responsible for conveying the guidelines and ethics that their students should follow when using digital media, technology and information resources.

The network system of the district is provided for staff and students to conduct research and communicate with others.

Network administrators may review files and communications, with or without notice to users, to maintain system integrity and to ensure that students are using the system responsibly. Network supervision and maintenance may require review and inspection of directories, files or messages. Messages may sometimes be diverted accidentally to a destination other than the one intended. Users should not expect that these files or communications will be private. The district reserves the right to access stored records, examine all system activities and review directories of messages and files to ascertain compliance with network guidelines for acceptable use. In addition, the district may inspect the contents of electronic mail or file directories of a system user and may disclose the contents to others when authorized or required to do so by law, subpoena, policies of the district, or to investigate complaints regarding electronic mail which is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, offensive or illegal material.

Responsible Use Agreement
The Responsible Use Agreement (RUA) outlines the expectations that students are expected to follow when using district technologies and/or using technologies on the school campuses. In addition to this agreement, students are to abide by any school technology initiative handbook (e.g. High School Digital Learning Environment 1:1). The RUA is intended to cover all available technologies, now or hereafter existing, not just those which may be specifically listed. Students are expected to follow the policy, regulations, responsible use agreement and handbook. Appropriate forms will be signed, collected and maintained to verify communication of such terms and conditions of use. When such forms are not used, it is still the responsibility of the user to be informed of expectations reading usage.

Access to Technology Resources
- The district's technology resources, including but not limited to the district's computers, network and internet access, are the property of the district. No student shall have any expectation of privacy with respect to any materials in or on the district's technology resources.
- All technologies provided by the district are intended for academic/educational purposes.
- Good judgment and common sense should be used and assistance sought, if necessary.
- Access is a privilege and users are expected to practice digital citizenship. Digital Citizenship involves responsibilities associated with etiquette, ethics, personal safety, intellectual property and lawful use of technology resources.
- All activity on the network or while using district technologies may be monitored or retained, with or without notice to users.
- If a user violates any provision of district policy or procedure with respect to technology use or any of the Responsible Use Agreement's or applicable handbook's terms and conditions, the user's technology privileges may be suspended or terminated, access to district technology resources may be restricted or denied and the appropriate disciplinary action shall be applied.
- Students may be responsible for any damage or loss they cause intentionally or by their negligence to district technology resources.

Internet Access

Johnston Community School district provides its users with access to the internet and its resources. Access to online content via the network will be filtered in accordance with district policies and procedures and federal regulations, including but not limited to, the Children's Internet Protection Act (CIPA). The compliance filter is a technology protection measure that provides blocks to internet sites that are deemed inappropriate in content, graphic, message or intent (i.e. sites that are obscene, child pornography, or harmful to minors). Although the filter is continuously updated, it is not a guaranteed security from all inappropriate content.

As part of its Internet safety policy, the district will educate students about appropriate online behavior, including interacting with other individuals via email, on social networking websites, in chat rooms and other forms of direct electronic communications, and cyber bullying awareness and response.

- Internet access provided by the district is intended for academic/educational purposes.
- Internet activity of students will be monitored to the extent practicable and records may be
- retained, with or without notice to users.
- Users must use the district wireless access points; no personal or other access points should be used on district campuses.
- Users may not attempt to or use any software, utilities, applications or other means to access internet sites or content blocked by the district filters.
- If a user finds that a blocked site should not be blocked by the filter, a request can be made through teachers. Likewise, if a user feels a site should be blocked, a request can be made.
- Johnston Community School District devices may be used on other wireless networks while off campus.
- While off campus, parents bear responsibility for the same guidance of internet use as they exercise with information sources/media. Parents are responsible for monitoring their student's use of the technologies from home or non-school campus locations.
- Users are expected to follow the same rules for appropriate behavior and respectful conduct online as offline appropriate behavior and respectful conduct.

Applications/Tools

Johnston Community School District will provide users with access to websites and tools that promote communication, collaboration, creation and sharing.

- Users are to use the district-approved applications and tools.
- Users are to use the district tools for academic/educational purposes.
- The applications/tools must be for a specific classroom activity, directed by course/classroom teacher.
- Applications/tools that require an account to be created or used need to be approved by the Instructional Technology Coordinator or Executive Director of Academic Services or designee prior to use.

Personally Owned Devices

- Personally owned devices are not allowed on district networks.
- Personally owned devices are not to be used on campuses to gain access to content blocked by the district filter.
- The security of personally owned devices is not the district's responsibility.

Security
Security on all district technology devices and network is a high priority.
- Users who identify a security problem on the network or other technologies are expected to immediately alert district personnel.
- Demonstrating a prohibited activity to other users will be considered inappropriate and may result in loss of privileges.
- Any attempt to harm or destroy data, devices or the network is prohibited.
- Any user identified as a security risk or having a history of problems with other district technology may be denied access.
- All users must understand that information/data performed on/through district equipment/services should not be considered private.
- Users are responsible for maintaining a safe environment.
- Users will keep passwords secure and will change passwords when directed by the network administrator for security purposes.
- Any user identified as a security risk or having a history of problems with other computer systems, networks or services may be denied access.

Downloads/Streaming Content
- With approval of the district's Director of Technology or designee, users may be able to download file types such as images, audio, video. For the security of the district's network such downloads should be from reputable sites and only for academic/educational purposes.
- Streaming video and audio is prohibited during the school day unless directed otherwise by district administrative personnel. Depending on bandwidth availability, downloads and streaming may not be available.
- Devices and content may be monitored, with or without notice to users.
- Users may be asked to delete downloaded content from accounts/devices.
- All downloaded content should be obtained by and from authorized sources by legal practices and methods.

Digital Citizenship
Digital Citizenship is the responsible use of information and technology. Safe, ethical and legal use of technology is a district and personal responsibility. Users are expected to advocate and practice rules of the institution, etiquette, ethics, personal safety, intellectual property, and abide by legal and ethical behavior.
- Honor property rights and copyrights. Always use citation in projects and when possible seek permission to use copyrighted material from owner. Abide by copyright laws.
- Safeguard your intellectual property. Create your work as original and save your work in the specified locations to keep it secure; use and safeguard passwords on personal accounts.
- Communicate politely and appropriately. Do not create, transmit, share, or display illegal or inappropriate messages, or images, media or participate in cyber bullying, harassment or discrimination, or cause a material and substantial disruption of the school.
- Practice high standards of conduct. Do not use technology or information to cyber-bully and/or harass. This will not be tolerated.
- Practice personal safety by safeguarding identities. Do not reveal anyone's personal information, including your own. Know when to seek assistance in situations involving violation of personal safety and identities.

- Use in a respectful manner. Respect the rights of others to use shared equipment by leaving settings, preferences, and appearance as set according to district standards.
- Use district-approved technology and tools. Use technology tools, resources and applications provided by the district. Other items should be approved before use.

Unaccepted ethics and behavior includes, but is not limited to, the following:
- Using the district's technology resources or creating, transmitting or receiving any material, information, or software in violation of district policies and regulations and/or federal or state laws and regulations, including material protected by trade secret or copyright guidelines;
- Plagiarizing any material, including written information, images, videos;
- Creating, transmitting or receiving threatening, obscene or pornographic material or any material that advocates violence, racism, or discrimination on the basis of race, color, creed, sex, national origin, religion, sexual orientation, gender identity, age or disability;
- Using district equipment or network for commercial activities, product advertisement, political advocacy or political lobbying;
- Participating in any form of cyber-bullying, including (not limited to) harassment, denigration, flaming, outing, trickery, stalking, impersonation;
- The use of cameras is strictly prohibited in locker rooms and restrooms;
- Capturing video, audio or pictures without the consent of all persons being recorded, their knowledge of the media's intended use, as well as the approval of a staff member;
- Accessing any service that incurs a cost; such cost will be charged to the student and sanctions may apply;
- Downloading or uploading large files, printing excessive amounts of material, and wasting resources;
- Streaming video or audio as this takes up excessive network bandwidth;
- Capturing video, audio or pictures without the consent of all persons being recorded, their knowledge of the media's intended use, as well as the approval of staff member;
- Using or attempting to use user names, passwords, folders, or work that belongs to others or to "hack" the district's technology system;
- Using non-approved technology applications/tools. These may include applications that require an account to be created (email, blogs, journals or communities for non-approved educational classroom activities). The approved applications/tools must be for a specific classroom activity, directed by course/classroom teacher;
- Subscribing to or using any underlined interactive site, such as, but not limited to, instant messaging, live journals, blogs, forums, postings, and chat rooms;
- Tampering with equipment, such as but not limited to removing cables, cords, keys or key covers, settings, access, preferences or any other equipment/settings, or tampering with data of another user, or disrupting the operation of the district's technology resources, including but not limited to introduction of computer viruses or worms, or attempting any of the foregoing;
- Use of technology devices that are not the property of Johnston Community Schools without explicit permission of the District Technology Director or designee on district premises
- All district equipment must use district network connections, including hardwire and wireless access points; no personal or other access points should be used in the district.
- Applying non-district approved labels/stickers/covers and other items to district devices and cases.

Access Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in a suspension/termination of those privileges. Students will take part in technology policy orientation sessions and skill building lessons pertaining to the use of electronic networks and digital tools and resources. Students' online access or use of tools/the internet will be permitted unless a written request is made by the minor student's parent or guardian to deny such access at school. The JCSD administration, faculty, or staff will determine what appropriate use is and may deny, revoke, or suspend specific user privileges.

Sanctions

At all levels, the building administration is given latitude in determining the appropriate consequences. Parents will be contacted in writing as to the exact nature of the violation and the consequences. Consequences may include (not limited to) loss of access privileges, access restrictions, forfeiture of device, detention, Saturday School, suspension or recommendation for expulsion. When applicable, law enforcement agencies may be involved. Users must understand that loss of privileges will impact course activities. Activities that use technology for completion will need to be completed outside of school.

Warranties

Johnston Community School District makes no warranties of any kind, whether expressed or implied, for the technology resources and access or other service it is providing, nor will it be responsible for any damages incurred. This includes loss of data delays, non-deliveries, mis-deliveries, or service interruptions caused by any reason, including service, its own negligence, or user errors, or omissions. Use of any information obtained via the internet is at the user's own risk. JCSD specifically denies any responsibility for the accuracy or quality of information obtained through its network system.

Date of Adoption: <u>December 11, 1995</u>
Date Revised: <u>September 25, 2006</u>
Date Revised: <u>September 27, 2010</u>
Date Revised: <u>November 19, 2012</u>
Date Revised: <u>April 8, 2013</u>

JCSD Community School District
Technology Responsible Use Agreement Form

The following items reiterate some of the most important points covered in the Student Technology Responsible Use Policy. Review and initial each statement as your agreement and understanding of the policy and administrative regulations.	Student Initial
I understand that I am responsible for my use of district technologies and the use of the tools is for academic and educational purposes.	
I will practice digital citizenship by using information and technology responsibly, legally and ethically.	
I understand the use of the Internet and technology is a privilege and not a right; there are consequences for not adhering to the Student Technology Responsible Use Policy and administrative regulations.	
I will honor property rights and copyrights with information and technology.	
I will keep my intellectual property safe by saving in specified locations, using and safeguarding passwords, and using my own account.	
I will practice personal safety by safeguarding identities while online or offline.	
I will not participate in any form of cyber-bullying or harassment.	
I will use technology in a respectful manner, sharing equipment and resources.	
I will only use district-approved technology, tools, resources and applications while on JCSD campuses.	
I understand that users must use the district wireless access points; no personal or other access points should be used on district campuses.	
I understand that personally owned devices are not allowed on district networks nor used for online access.	
I will not attempt to or use any software, utilities, applications or other means to access Internet sites or content blocked by filters.	
I will not capture video, audio, or pictures without the consent of all persons being recorded, their knowledge of the media's intended use, as well as the approval of staff member.	
I will report any problems with the equipment, resources or network to a teacher or administrator in a timely manner.	
I understand that the district's technology resources are the property of the district. I have no expectation of privacy with respect to any materials therein, and all use of district technology resources may be monitored with or without notice.	
I understand that I may be responsible for any damage or loss I cause to district technology resources.	

I have read the Student Technology Responsible Use Policy and Administrative Regulations (502.10/502.10R), which are incorporated by reference herein, and agree to the stated conditions in this form as well as in the entire policy and regulations. I also agree to abide by any school technology handbook (e.g. High School Digital Learning Environment 1:1), which may be applicable.

Student Name (print) _____   Student Signature/Date _____