Technology Strategic Plan

Passion Purpose Pride!

BETTENDORF COMMUNITY
School District

2012-2015

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To: The Bettendorf School Community,

The Bettendorf Community School District is currently in the process of updating our Technology Strategic Plan. The purpose in updating this plan is to identify where our District wants to be in the future and how it is going to get there? The "strategic" part of this planning process is our continual attention toward current changes; within our District and its external environment, and how these changes affect the future lives of our students.

The Bettendorf CSD must continue to leverage technology in its plans for the future if the District's mission "to instill and nurture in all students the knowledge, skills, creativity, and confidence to pursue their dreams and to succeed in a global society" is to be achieved. As technology continues to become a fundamental component of the education and work landscapes, the strategic application of technology must be leveraged.

With the disappearance of high-paying blue-collar jobs and a far greater financial premium on completing some form of post-secondary education, demands by policymakers and the public for better schools has outstripped the pace of school improvement across the nation, despite the fact that, by many measures, schools actually have improved. Digital tools are proving to be essential for large-scale school improvement efforts.

Our schools have worked hard to adapt to the host of new possibilities offered by technology. When we know that technology is bound to be a significant part of our students' future, it is best to introduce them to it during their school experience. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Students' use of technology outside of the classroom raises the bar for its use within the classroom, making it an important component for student engagement.

Providing our students' with greater access to technology can change the way teachers teach, offering educators' effective ways to reach different types of learners and assess student understanding through multiple means. It also has the potential to enhance the relationship between teachers and students. When technology is effectively integrated into subject areas, teachers grow into the roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun.

Integrating technology into classroom instruction means more than simply teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support key components of learning such as: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

Many people believe that technology-enabled project learning is one of the highest levels of excellence in classroom instruction. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern workplace looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online.

Studies have shown that children familiar with technology show improvements in their writing, reading and math skills. Technology can also contribute to a decrease in drop-out rates, improvement in student attendance and enhancement in students' learning abilities. Becoming technologically literate will benefit our students during their post-secondary learning and it will lay a strong foundation for a successful professional life.

Technology and the Internet are no panacea, of course. Schools still need excellent teachers, high-quality curricula, talented administrators, parental support, motivated students, and the other components of a great educational experience that we know are critically important.

If we embrace the technology once we have it in our classrooms, and use it to its fullest potential, there's no reason to believe that we can't transform the educational experience for our students with the tools we have at hand. The Bettendorf CSD doesn't have to be out front on the cutting — or bleeding — edge of technology and we don't have to invent new learning skills for the 21st century. We just need to keep focused on our mission and be aware of the many ways digital technology can help us to transform our schools into the high quality learning environments our students, staff, parents, and community deserve.

Dr. Theron J. Schutte, Superintendent
Bettendorf Community School District

Bettendorf Community School District
Framework for Teaching and Learning

MISSION

Educational excellence is the foundation of the Bettendorf Community School District. Working in partnership with the family and community, we will instill and nurture in all students the knowledge, skills, creativity, and confidence to pursue their dreams and to succeed in a global society.

Curriculum
- Content

Instruction
- Implementation

Assessment
- Data

Theory • Research • Best Practice

Belief Statements

We Believe:

- Excellence in student learning is the hallmark of our school district and our measure of accountability.
- High expectations for students, staff, parents, and community lead to excellence.
- All students can learn, though not all students learn at the same time or in the same manner.
- Family / Community support and involvement are critical to student success.
- It is essential for staff to be motivators, innovators, and professional role models in order to best meet the needs of our students.
- Student learning occurs best in a safe, nurturing, caring, respectful, and positive environment supported by quality facilities and resources.
- Basic academic skills are the foundation for successful lifelong learning.
- Rigorous and relevant learning experiences encourage intrinsic motivation and self-discipline by challenging our students to think and solve problems creatively.
- A quality school district embraces diversity and promotes mutual respect.
- A quality school district seeks continuous improvement.
- A quality school district is responsive and accountable.
- Visionary leadership to achieve the goals of our school district is a shared responsibility of staff, students, parents and community.

Research-based Practices

Iowa Teaching Standards
- Standard 3 – Planning
- Standard 4 – Instructional Strategies
- Standard 6 – Classroom Management
- Standard 7 – Professional Growth
- Standard 8 – Professional Responsibilities

Learning Goals
- Content Standards & Benchmarks
- Communication Skills
- Collaborative Worker
- Thinking & Reasoning Skills
- Character Development

Curriculum Maps

Comprehensive School Improvement Plan Goals

Iowa Teaching Standards
- Standard 1 – Student Achievement
- Standard 2 – Content Knowledge
- Standard 7 – Professional Growth
- Standard 8 – Professional Responsibilities

Student Achievement Data
- Standardized Test Scores
- Formative/Summative Assessments

Program Evaluations

Professional Development Implementation

Iowa Teaching Standards
- Standard 5 – Assessment
- Standard 7 – Professional Growth
- Standard 8 – Professional Responsibilities

Bettendorf Community School District
Technology Strategic Plan 2012-2015

District Vision:

Bettendorf Community School District will link learning to life with passion, purpose and pride so that all students can make a positive difference.

District Mission:

Educational excellence is the foundation of the Bettendorf Community School District. Working in partnership with the family and community, we will instill and nurture in all students the knowledge, skills, creativity, and confidence to pursue their dreams and to succeed in a global society.

District Beliefs on Technology

The Bettendorf School District recognizes the potential of technology to change education and improve student learning. The district also realizes that technology can be a powerful catalyst in promoting learning, communications, and the life skills necessary to compete in today's world. One of the first steps of the committee that developed the district's vision for technology was to develop a set of beliefs concerning the use of technology in the classroom.

The committee felt the following statements best support the district's view concerning the value of technology in the educational process:

1. We believe effective technology integration can enhance the development of critical thinking, help students better analyze information, apply and extend their knowledge, collaborate, communicate with others, and engage in creative problem solving.

2. We believe technology is a tool and is only an end in itself to the point that all students will need to be technologically literate to succeed in the 21st century.

3. We believe effective technology integration can improve student achievement, by improving student attitudes, increasing enthusiasm, and creating greater engagement in learning.

4. We believe for students to benefit from the use of technology in the classroom there must be sufficient and ongoing professional development for the teachers and administrators.

5. We believe technology provides a means of communication between home and schools, and encourages parents to communicate with their students.

6. We believe technology provides powerful tools for organizing and analyzing information. Students who have the opportunity to use these tools will gain a deeper understanding of complex topics and concepts and will be able to use these tools to solve other problems.

7. We believe technology provides many opportunities to connect learning to real-life situations.

8. We believe technology provides a way to individualize instruction, assist students with special needs to work and communicate in the classroom, and customize the curriculum to meet all learners' needs.

9. We believe technological skills are critical to prepare students to communicate and participate in a global economy.

Vision for Technology

The impact that technology advancements have had on global, societal, political, and economic environments over the past 15 years is undisputed. Just as technology has dramatically changed the world outside of our schools, it is also impacting the learning and teaching environment within our schools.

It is widely recognized that students in today's world need to be able to think critically, analyze information from various resources, write or present well-reasoned arguments, and develop solutions for existing problems. It is the philosophy of the Bettendorf Schools that, when integrated effectively, technology not only offers opportunities to develop these essential skills, but can also be effective in enhancing the teaching and learning process.

Students today will spend their adult lives in a multi-tasking, multi-faceted, technology-driven world. It is the goal of the Bettendorf School District to ensure our students are well-equipped to handle that world.

Effective use of technology requires:

- The utilization of technology as an integration tool to engage students and teachers in critical thinking, communication, and collaboration.
- Creating a technology-rich environment that is collaborative and supports creativity, innovation, and risk taking to enhance teaching, learning, and student achievement.
- Providing access to the most current technology resources.
- Possessing the knowledge and ability to choose and apply appropriate technologies to a given learning situation.
- Sharing the responsibility for safe and ethical use of technology.
- Adequate bandwidth to fully use the vast internet resources available.
- Sufficient technical support to ensure ongoing repair and maintenance of all technology.

The district's vision is to leverage the unique powers of technology to provide challenging and stimulating learning opportunities for our students. We believe seamless integration and equitable access to the most up-to-date tools and applications in the teaching and learning process will benefit our students by equipping them with the knowledge, skills, and attitudes that will promote the development of well-rounded students who have the ability to reason and act in an ethical manner so they can make a living, make a life, and make a difference.

Technology's Role in Student Learning and Achievement

<u>No Child Left Behind – Title II, Part D — Enhancing Education Through Technology</u>
> (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.

<u>Iowa Core 21st Century Skills</u>

"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. 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."

There are six essential concepts 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 K-2 grade band concepts are:
• 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.

The 3-5 grade band concepts are:
• 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.

The 6-8 grade band concepts are:

• 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.

The 9-12 grade band concepts are:

• 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.

Bettendorf CSIP Goal for Technology

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science.

Strategic Plan

• Continue Instruction Planner/Curriculum Mapper training along with entry of instructional units
• Integrate 21st century skills within all curricular areas (financial, technology, health, civic literacy, and employability skills) Focus on awareness, identification & integration
• Develop an awareness of and infuse the five characteristics of effective instruction – (START: Student Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant Curriculum, and Teaching for Learner Differences) –
• Develop & implement staff development plans to meet the needs of all staff
• Leverage existing and emerging technology to establish a student centered learning environment that provides student/staff accessibility to 21st century technology (Study one-to-one initiative to maximize student use of technology for learning)
• Evaluate technology department structure and build the capacity of teacher leadership to enhance effective implementation of existing and/or new instructional technology
• Revise the District's acceptable use policy and develop social media guidelines for staff and students

Executive Summary

The Bettendorf Community School District is a flagship school district established in 1907 in the Quad City area joining Iowa and Illinois. The district provides a wide variety of educational programs for preschool through 12th grade students living within the district boundaries, approximately nine square miles of Bettendorf, Iowa as well as a small section of Davenport, Iowa. There are eight schools in the district: six elementary schools, one middle school, and one high school with an alternative high school program (shared with two other neighboring school districts). The district serves approximately 4,722 students, employs nearly 600 staff and operates with a general fund budget of $42M.

The mission of the Bettendorf Community School District sites a foundation of educational excellence. Working in partnership with the family and community, the district works to instill and nurture in all students the knowledge, skills, creativity, and confidence to pursue their dreams and to succeed in a global society.

The Technology Strategic Plan is a "living document", which should be addressed and updated on a yearly basis as needed. 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.

During the past year the district has re-written the district tech plan. Technology Plans have been established at each of the levels – elementary, middle school, and high school. Although these plans vary by level the common factor in all of the plans is that the implementation centers around the five "Characteristics of Effective Instruction" (START) as identified in the Iowa Core. More on each of these plans is available later in this document. Below is a very short summary of the plans at each level.

The high school will begin implementing a 1:1 initiative with iPads beginning fall 2012. Freshmen and sophomores will receive an iPad at that time. In 2013 the new freshman class will receive an iPad as well. By fall 2014 the plan will be fully implemented, with all students having access to technology 24:7 through a district-provided iPad.

Middle School will also see an influx of technology as they begin Project Based Learning in the fall 2012 with their core sixth grade classes. Their plan is to continue to expand the Project Based Learning in 2013 to seventh grade and fully implement to eighth grade in 2014.

To provide further access to technology and encourage greater integration of technology in the elementary the district will provide access to five iPads in each of the elementary classrooms. The plan will initiate as a pilot in the fall 2012. Twelve grade 3-5 teachers will begin using the iPads in their classrooms at that time. This group will serve as a tech leadership group to train and assist other teachers with the implementation of the iPads in their classrooms. The concept of this pilot will be repeated with K-2 teachers in 2013. By fall 2014 all elementary classrooms should be fully implemented with five iPads per classroom.

Technology Hardware/Software Assessment

Although hardware is only one piece of the technology vision, it certainly needs to be addressed. Without the appropriate technology readily and equitably available to all students, a vision developed around the use of technology cannot be achieved.

The technology department, in coordination with building administrators, continually monitors the hardware and software inventory. The district currently has approximately 2,016 electronic devices for student and staff use. There is a 6-year replacement plan resulting in approximately 300 computers being replaced each year for the district computers. iPads are on a 4-year replacement plan. As labs reach replacement at the High School, determination should be made as to whether or not the lab should be replaced as the High School rolls out their 1:1 iPads.

School	Desktops	Laptops	iPads	Netbooks	Total Computers	Total Devices
HS	578	32	34		610	644
MS	459	101	22		560	582
PN	110	47	6		157	163
HH	82	1	7	30	113	120
GW	90	1	25	30	121	146
NA	83	22	6	30	135	141
MT	76	1	8	64	141	149
TJ	32	49	4	21	102	106
EA	23	1			24	24
Admin	20	6	6		26	32
Maintenance	5	1		1	7	7
Technology	5	15	1		20	21
Total	1563	277	119	176	2016	2135

Microsoft Office 2010 is installed on all computers. As the schools move toward more portable technology and begin to effectively utilize the "cloud", the need to continue to purchase Microsoft Office for all district computers should be reviewed.

The district has approximately 100 printers, 23 servers, 10 virtual servers, 80 switches, and 130 access points.

High School and Middle School have a saturated Aruba wireless network throughout the buildings. Neil Armstrong currently has a Cisco wireless network. Approval has been given to upgrade all of the elementary wireless networks to Aruba over the summer of 2012. This will result in approximately 200 total access points in the district.

Most regular classrooms have been equipped with LCD projectors, document cameras, and adequate sound systems.

In addition, all grade 1-5 classrooms have been equipped with Promethean interactive whiteboards. A grant has been written for the Spring SCRA grants to purchase Promethean Activboards and document

cameras for all kindergarten classrooms. As a part of that grant LCD projectors and documents cameras have also been requested for the remaining elementary art rooms. Middle School currently has 18 interactive SMART boards. The high school has Promethean interactive whiteboards in all Math classrooms, two business classrooms, all World Language classrooms, 3 Social Studies classrooms, and all Special Education classrooms.

SMART Tables have been installed in the six preschool classrooms. In addition, iPads have been purchased for each of those classrooms.

Equitable access to technology can then be established across the buildings. This equitable access should also be based on the needs for technology as determined by the instructional practices at each of the levels. At the elementary it has been determined that with the exception of Thomas Jefferson, each elementary should have a lab of 30 desktop computers, 4-6 computers in each kindergarten classroom, 3 computers in each preschool classroom, 3 computers in each first and second grade classroom, 4 OPAC stations in the media center, and laptops on a cart. The number of laptops on the cart should reflect the number of sections at a given grade level. In a three section building there should be 45 laptops. In a two section building 30 laptops should be available for student use. Additionally, special education classrooms will have 1-3 computers based on need.

In addition to the computer technology available in each classroom the elementary will begin a pilot with iPads in the fall of 2012. (See Elementary Tech Plan for more information on the iPad initiative at the elementary).

Electronic student response units to enhance student feedback are available in all of the elementary, Middle School classrooms, and High School math classrooms equipped with interactive whiteboards. As other devices are available for student response in the classroom at the High School, consideration should be given to moving the ActivExpression student response units now available in the High School math classrooms to the elementary classrooms.

Middle School plans to expand the availability of portable technology to support their transition to project based learning. A SCRA grant has been received and 3 carts of 30 computers each have been purchased to support sixth grade project based learning. An additional set of 3 carts shall be purchased as the 7th and 8th grade also transition to project based learning.

The High School will begin a 1:1 initiative using iPads in fall of 2012. In 2012 freshmen and sophomores will receive an iPad. Each year following the incoming freshmen will receive an iPad.

More information on the individual tech plans for each level is available later in this plan. These plans should continue to be reviewed and adjusted as necessary. Any change in the vision of the use of technology should be continued to develop around changes in instructional and learning practices. Those instructional practices will be based on the START teaching and learning strategies. The ultimate goal goes back to the district's mission and vision statements, as well as the goals and objectives of the curriculum.

Internet Access/Bandwidth

Sufficient Bandwidth is critical to the implementation of technology integration. This must be continually monitored. Requests for additional bandwidth must be presented to the Director of Informational Services at the AEA in October of each year for the following school year. The district currently has 30 MB of bandwidth supplied through the AEA service providers.

Beginning in 2002, the district partnered with the city of Bettendorf to bring all schools onto the city fiber. All facilities, including the temporary location of the administration center, are now on the city fiber. When the new Admin Center is completed in the spring of 2012 they will once again be on our fiber network.

Internet access is provided through the AEA. As of the 2010-11, the AEA had a total bandwidth of 400 MB. Bettendorf Schools have access to 30 MB. Currently, the district blocks internet streaming sites during the day to student computers, among other things, to protect this bandwidth. Internet streaming is available on the teacher stations. This includes access to YouTube and TeacherTube. The district has requested through the AEA to increase our bandwidth for the school year of 2012-13 to 60 MB. The network administrator will monitor the district traffic to determine the need for more bandwidth.

It is the goal of the AEA, as well as the Bettendorf School District, that the available bandwidth continues to grow each year. Requests for additional bandwidth to the AEA for the 2012-2013 school year are for 970 MB of bandwidth. The AEA currently, based on their current equipment, can only support 800 MB of bandwidth. As the needs continue to increase it may become necessary for the AEA to begin charging back to districts for some of the needed bandwidth, although it has been determined that there will be no additional charge for the requested increase to 60 MB for the 2012-13 school year. The amount of bandwidth needed to continue to meet our growing needs should be addressed on a yearly basis. If this need cannot be met through the AEA access, then consideration should be given to obtaining dedicated internet access through other resources.

The Vo-IP phone system at the Middle School has allowed phone access in all classrooms. In the summer of 2011 a Vo-IP system was also installed at the High School and Paul Norton. This system will be further extended in the summer 2012 to the new Admin Center as well as Herbert Hoover Elementary. As the phone systems at the other buildings need replacing, consideration should be given to bring those buildings onto the Vo-IP system as well.

Safety and Internet Filter

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 those resources. The Internet significantly alters the information landscape for schools through the availability of this broad array of resources. Because the Internet may lead to access of any publicly available server in the world, students and staff will have access to information resources which have not been evaluated by the district.

It is the responsibility of the Technology Department to provide a safe and secure network. To ensure the safety of our 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 technology.

The district utilizes an Internet filtering system called R3000 to ensure that we adequately protect our students from inappropriate Internet access, as well as to ensure bandwidth is available for education purposes. The district pays for this service through the AEA. The renewal on the current e86 Technologies system will be in 2013-2014. At that time the district should evaluate all possible systems. The content blocked by this system should be continually monitored to determine the impact of the system on curriculum. Currently our philosophy is to filter based on CIPA requirements, as well as for protection of bandwidth to ensure the bandwidth is available for education purposes. The goal should be to eventually only need to filter on CIPA requirements once sufficient bandwidth is acquired.

Emerging Technologies

It is critical that the Bettendorf Schools stay abreast of emerging technologies and adopt only proven technologies that will be financially effective, support our vision for the use of technology in the classroom, and can be easily implemented across the district.

As these technologies become available, it is critical that they are addressed from a district level. Although new technologies may look appealing, we must remember that the curriculum should drive the technology and that the technology should not drive the curriculum.

As these new technologies become available, it will also be important to continually review and establish policies and standards that support the availability of use of these technologies.

Staff Development

To maximize the impact of technology in education it is critical that the district provide sufficient time and the resources to ensure staff is well prepared to use the resources available to them. It is critical that the district develop ongoing, sustainable professional development to support innovative 21st century and beyond teaching and learning practices.

Successful learning activities depend on more than just the availability of the technology. Educators must feel comfortable with the use of the technology available to them and skilled in its use.

Although the district currently offers classes at the district training lab and provides technology training in individual buildings to support to new hardware and software applications, consideration to provide more ongoing training in the area of technology should be considered.

Tech Team should be established at each of the levels, as well as within a building to better support these needs. Media Specialists should facilitate these tech teams.

NETS Standards

The standards and benchmarks for technology have been established for grades K-8 based on the original 1998 ISTE NETS standards. The five areas addressed within those standards were:

- Basic Proficiencies
- Ethical Use
- Information Problem Solving
- Communication
- Technology Productivity Tools

Under the new release of ISTE NETS standards, ISTE still recognizes the need for basic technology competence, but also stresses the need to incorporate the skills and knowledge that students require to learn effectively and live productively in an increasingly digital society. The new standards include:

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

- Practice digital citizenship
- Use technology effectively and productively

It is recommended that the Bettendorf Schools revisit our current K-8 benchmarks and 8th grade technology proficiency assessment to ensure these new standards are interwoven within our curriculum. Students must be given the opportunity to apply technology skills in authentic, integrated ways to solve problems, complete projects, and continue to creatively extend their skills to equip them to live in a global society.

Commitment to Collaboration with Parents

Parents/guardians are a critical component to the successful education experience for all students. We want parents involved in their student's education. In that effort we encourage parents to utilize the Infinite Campus Parent Portal to gain knowledge of their student's performance in school, to communicate with teachers, and to learn about upcoming events.

The district website provides updated information about upcoming events, recognizes student and staff achievements, and provides access to board policies, the school improvement plan, and other valuable district information.

The district Communications Director also maintains district and school-related calendars to promote upcoming events.

An emergency alert notification system ensures appropriate communication with parents in the event of an emergency. This system also provides schools the opportunity to communicate with parents about other school-related events on an as-needed basis.

Bettendorf CSD Technology Policies – Staff Policy

The Staff technology policy is number 401.13, titled "Staff Technology Use/Social Networking (see page). There are also two regulation policies that relate to policy 401.13. The first is board policy 401.13R1, titled "Staff Internet/Network Acceptable Use Regulation". The second policy is number 401.13R2, titled "Staff Social Media Regulation". 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 the full policy and sign an agreement form (Policy # 401.13E1). Signed forms are kept in the staff member's personnel file in the Human Resources department.

Although not a Board Policy at this time, an additional staff "agreement" was created in 2012 to establish the guidelines for the use of district-owned portable technology that staff would be taking for use outside of the school district. This agreement outlines the financial responsibility a staff member may have in the case of lost, stolen or damaged devices. All staff that utilize district-owned, portable technology will sign this agreement to ensure their knowledge of that responsibility.

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 these policies 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.

Bettendorf CSD Technology Policies – Student Policy

The Student technology policy is number 605.6, titled "Internet – Appropriate Use". There are two regulations that relate to that policy. The first is regulation number 605.6R1, entitled "Student Internet/Network Appropriate Use Regulation". The second is number 605.6R2, entitled "Student Social Media Regulation". Students should review these policies yearly; however, they are only required to sign Board Policy number 605.6E2 at the beginning of sixth and ninth grade, or at the time of new entry into the district during grades 6-12.

A new agreement for the use of student "take-Home" devices was created in 2012 to establish the guidelines for the use of district-owned devices to be used at the high school for their 1:1 initiative. This agreement not only outlines the acceptable use of these devices, but it also covers the financial obligation of the student and/or guardian. Students and their guardian sign this agreement at the time they receive the device.

**Technology Strategic Plan
Categories and Goals**

Seven categories have been identified in our plan along with specific goals for each category. These categories and goals are listed below. As each level worked on their technology plan they were asked to address the first four goals and related strategies.

1) **Professional Development**

- Create and develop teams of teacher leaders at each level to deliver staff development.
- Design staff development around Iowa Core Teaching Strategies (START).
- Design assessment tools to measure staff proficiency in the use of technology.
- Provide collaboration time for teachers to integrate technology tools and activities into content areas.

2) **Curriculum/Student Learning**

- Provide appropriate technology tools to accommodate student needs.
- Provide common experiences for all students to use technology.
- Provide developmentally appropriate technology curriculum.
- Integrate Iowa Core Technology Literacy Standards (NETS) into all content areas.
- Use technology to collect and analyze student performance.

3) **Research/Support/Resources**

- Provide district-wide technology services, including action planning, purchasing, hardware/software maintenance, integration support, professional development, and support staff.
- Define the roles of the building technology team members.
- Evaluate staffing needs to adequately support technology at the district and building level, including technician and integration support.
- Develop a District Technology Committee.
- Provide staff with professional and instructional tools to support initiatives.

4) **Accountability/Proficiency**

- Define and communicate teacher expectations regarding:
  o Attendance at training sessions.
  o Personal/professional technology goals.
  o Review student technology literacy data and develop actions that support improving student skills and knowledge.
- Create and utilize a rubric to assess staff skills, training, and growth in the use of technology.
- Implement and assess the impact of building and district technology action plans.
- Schedule regular meetings of all technology stakeholders.
- 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**

- Expect all students and staff to practice ethical and responsible use of hardware, software, and the Internet. Safe, ethical, and legal use of technology is a district and personal responsibility. Those in violation should expect to receive consequences.
- Expect all students and staff to follow board and other handbook technology policies. Appropriate forms should be signed, collected and maintained to verify communications of such policies.
- Expect all students and staff to use proper citations for works and research.
- Expect all students and staff to evaluate electronic media for information authenticity.

6) **Budget**

- Provide adequate funds to support professional development in technology areas.
- Provide adequate funds to acquire, support, improve, and sustain infrastructure, including the network, servers, disaster recovery, and software.
- Utilize additional funding sources, including E-Rate, grants, and other available sources.
- Provide adequate funding to support building technology teams with the resources they need.
- Provide adequate funding to support the integration of technology resources into content areas.
- Provide adequate funding to support the technology replacement plans as established by the district. This includes the replacement of computers, servers, classroom instructional technology, switches, VoIP phone systems, and related hardware and software.
- Provide adequate funds to support additional technology staff as needed, including technicians and technology integration specialists.

7) **Infrastructure/Accessibility**

- Provide and secure network and communication infrastructure.
- Provide and monitor the effectiveness of the network/Internet filter.
- Adhere to CIPA and COPA compliancy.

Summary of Technology Strategic Plan By Level

The Bettendorf Community School District Technology Plan is a "work-in-progress". Each year the district, as well as each level, should evaluate their plan and the effectiveness of the implementation. Below each level has outlined their plan based on the first four categories in the district plan.

In order to provide the most essential and appropriate professional development opportunities to teachers it is critical to get baseline self-assessment of teachers' current level of understanding and usage of technology tools during teaching and learning. It would benefit the district to create and distribute an online survey to gather data to plan for the 2012-13 and beyond. This survey should be completed by all teachers. There should also be an additional survey that evaluates the needs of support staff and administration, as they are also critical pieces of the puzzle in ensuring successful technology integration across the curriculum.

Given the dynamic nature of technology tools and the integration of these tools, it is important to note that all professional development is an ongoing plan – not a final destination. This aligns with the district's vision and beliefs about lifelong learners and promotion of continuous inquiry and improvement.

1) **Professional Development**

   Elementary (PS-5)

   Teachers should look at technology professional development similar to the Individual Career Development Plan (ICDP). Each PS-5 grade level or specials team should complete a Technology Integration Plan (TIP).

   The TIP will include:
   - General focus areas (i.e. Math, Social Studies, Science, Literacy)
   - Specific goals written in SMART format
   - Rationale or data driven plan
   - Alignment checklist to Iowa Teaching Standards
   - Action Plan timeline
   - Resources needed, including training, equipment, and time.

   The individuals involved with supporting technology integration will collaborate with the building principals to review the grade level and special area TIPs. Training will be planned and executed to align with the areas and goals established in the TIPs. All TIP content will be driven by the need for expected, observable outcomes by students in their learning and teachers in their instruction.

   During the monthly grade level meetings, teachers will share student work and technology integration ideas with each other. All technology integration will be connected directly to grade level curriculum and will enhance classroom instruction.

Middle School

For the past three years, Bettendorf Middle School has focused on the characteristics of effective instruction and data teams. As part of the professional development, Bettendorf Middle School has used Google Docs to foster better communication.   To be able to effectively use Google Docs with staff and students, our media specialist set up a series of training sessions through AEA 9. These training sessions have been well attended and future training sessions are planned.

In addition, to setting up the Google Doc training, our media specialist regularly attends collaboration meetings with core area teachers. As part of these meetings, she assists with planning how to effectively integrate technology into the instruction. For 2012-2013, our media specialist will work closely with our 6th grade teams as they plan and deliver project-based units to ensure technology integration.

As a whole building, the focus of professional development will be on project-based learning. A 7th grade team will attend an intensive, 2-day training, at High Tech High in San Diego, California in May, 2012. This training will be repeated with the 8th grade team in the spring of 2012. The training will focus on integrating technology that will enable students to produce high quality products, communicate both locally and worldwide, conduct research, share with a real audience and prepare them with the skills they will need for the 21st century.

High School

- Continue current staff development plan with Tech Team for 2011-2012 school year.
- Tech Team will lead future staff development called "START training"
- Staff will work through a game called Mission Possible: It all STARTS Here. Levels and missions of this game will be centered around START strategies infused with technology tools.
- All staff will get basic training on the device functions or a technology boot camp.

- Plan to commit "new" professional development days to implement START training successfully

Spring Schedule
April 9 - First Full Day of START Training
April 11 - Attend Iowa 1:1 Conference
May 16 - Device Boot Camp

Needs

  o Time for Tech Team to plan for professional development days
  o Consultant support to continue training of Tech Team and extension of plan to staff members
  o Curriculum writing for incorporation of new strategies
  o Account for digital citizenship and social media training
  o Weekly collaboration time to facilitate new instructional strategies
  o Explore 8:30-3:30 school day, to facilitate 7:30-8:30 collaboration time

2) Curriculum/Student Learning

<u>**Elementary (PS-5)**</u>

e-TIP Goal

Our goal is to implement teaching and learning strategies that incorporate 21st century tools, context, and content.

e-TIP Objective

All teachers will create a 21st century context for learning and all students will see the value and relevance of new skills and knowledge.

e-TIP Connection to Iowa Core 21st Century Skills

K-2 Primary Technology Literacy Essential Concepts & Skills

Essential Concept	Skills	Assessment of Implementation
Use technology to create projects, identify patterns, and make predictions.	• Use a variety of digital tools and media-rich resources to create projects. • Use technology to illustrate and communicate original ideas related to curriculum content. • Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication and/or performance. • Use technology resources to identify problems, help recognize and describe patterns, make predictions and/or propose solutions.	• **Grade levels** will determine common projects or products that demonstrate the use of multimedia, technology resources in each of the content areas of: **Science** **Social Studies** **Health** **Writing** **Reading** **Math**
Use a variety of technology tools and media-rich resources to work collaboratively with others.	• In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. • Use technology resources for communicating and sharing ideas with others. • Participate in learning activities with or about learners from other countries and/or cultures.	• Teachers will document at **grade level** meetings use of technology tools that demonstrate: Collaboration within the classroom Collaboration within the school and/or district Collaboration with others in the state, nation, or world focused on

		increasing cultural awareness
Utilize predetermined digital resources and tools to answer questions or solve problems.	- Follow a plan of action to guide inquiry by using predetermined digital resources. - Locate and organize information from a variety of sources and media. - Review provided resources, explain why they are or are not useful, and use information appropriately. - Identify, read, and report data from charts, graphs, and other sources.	**PS-2nd grade content area** teams including: - Math - Literacy - Science - Social Studies will provide a bank of digital resources for teachers to utilize during problem solving and inquiry.
Use technological resources to investigate given questions or problems.	- Use a variety of technology resources to explore questions or problems. - Use technology to decide what information to locate and how to use that information to complete a project. - Collect and explain data to identify commonalities or solutions to problems. - Explore the different ways that problems may be solved.	PS-2nd grade classroom teachers will collaborate with **teacher librarians** during **Technology** to extend problem solving and/or find alternate ways to solve problems related to a classroom unit.
Understand and practice appropriate and safe uses of technology.	- Understand that stealing information and things others have created is the same as stealing tangible items. - Be aware of why it is unsafe for students to provide others with information about themselves. - Demonstrate awareness of the importance of communicating with adults about things that might concern them. - Understand why technology is useful in helping them complete a task. - Use technology to explore personal interests. - Demonstrate to others how to use	**Teacher librarians** in conjunction with the PS-2nd grade classroom teachers will create a scope and sequence and assessment for technology safety to be embedded in the elementary **Technology** curriculum.

	technology tools in ways that assist, rather than prevent, others from learning.	
Understand basic technology hardware and software and their application.	• Choose the most appropriate technology tool for a given task. • Demonstrate a basic knowledge of how technology is supposed to function and know when it is not working properly. • Know when to seek adult assistance for technology problems. • Explore new technologies using existing skills and knowledge.	• **Teacher librarians** will collaborate to create a scope and sequence of current technologies including hardware and software that will be taught to PS-2nd grade students during **Technology** time in collaboration with the classroom teacher.

3rd-5th Intermediate Technology Literacy Essential Concepts & Skills

Essential Concept	Skills	Assessment of Implementation

Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions.	• Demonstrate creative thinking to generate new ideas and products using a variety of technology tools and resources.
	• Create and share new ideas, products, and processes related to curriculum content.
	• Work individually and collaboratively to create, display, publish, or perform media-rich products.
	• Use models and simulations to identify problems and propose solutions.
	• Use technology resources to gather and depict data, recognize trends, and project outcomes.
		• **Grade levels** will determine common projects or products that demonstrate the use of multimedia, technology resources in each of the content areas of:
		  Science
		    Social Studies
		    Health
		    Writing
		    Reading
		    Math

Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.	• Use a variety of technology tools to work collaboratively with others inside and outside the classroom.
	• Use telecommunication tools efficiently to communicate information and ideas to multiple audiences.
	• Access remote information using technology.
		• Teachers will document at **grade level** meetings use of digital technology tools that demonstrate:
		  Collaboration within the classroom
		  Collaboration within the school and/or district
		  Collaboration with others

	• Engage in learning activities with learners from other countries and/or cultures • Appropriately contribute to project teams to produce original works or solve problems using technology.	in the state, nation, or world focused on increasing cultural awareness
Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.	• Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems. • Locate, organize, and ethically use information from a variety of sources and media. • Access information for specific purposes, and assess the validity of the information source. • Identify, select, and organize data. Discuss and describe the results.	3rd-5th grade classroom teachers will collaborate with **teacher librarians** during **Technology** to extend problem solving and/or find alternate ways to solve problems related to a classroom unit.
Use technological resources to develop and refine questions for investigation	• Choosing from a variety of real-world issues and/or problems, use technological resources to develop and refine questions for investigation. • Use technological resources to conduct research and complete a project. • Identify trends or solutions or assist students in making decisions. • Identify and explore diverse perspectives and processes to find multiple solutions to problems.	**Teacher librarians** in conjunction with the 3rd-5th grade classroom teachers will create a scope and sequence and assessment for technology safety to be embedded in the elementary **Technology** curriculum.
Understand and practice appropriate, legal, and safe uses of technology for lifelong learning.	• Demonstrate awareness of the dangers of sharing personal information with others. • Demonstrate an understanding of what electronic theft and plagiarism are and why they are harmful. • Identify the positive values of using technology to accomplish tasks. • Use technology to explore and pursue personal interests. • Show others how to use new	• **Teacher librarians** in conjunction with the 3rd-5th grade classroom teachers will create a scope and sequence and assessment for technology ethics to be embedded in the elementary **Technology** curriculum.

	technologies, and use technology in a way that assists, rather than prevents, others from learning.	
Understand technology hardware and software system operations and their application.	• Use everyday technology processes, hardware, and software • Select the most efficient and appropriate technology tool for a specific task. • Begin to identify the source of a problem with technology, and, if necessary, identify the appropriate support personnel. • Apply prior knowledge of technologies to new technologies.	**Teacher librarians** will collaborate to create a scope and sequence of current technologies including hardware and software that will be taught to 3rd-5th grade students during **Technology** time in collaboration with the classroom teacher.

Middle School

The staff of BMS is learning about the essential components of project-based learning and working to develop high quality project-based learning units. Sixth grade will be implementing project-based learning during the 2012-2013 school year, with a plan to follow in 7th grade in 2013-2014 and in 8th grade in 2014-2015. Bettendorf Middle School has chosen to focus on project-based learning because it incorporates all the components of Iowa Core characteristics of effective instruction and infuses the 21st century technology skills. During the 2012-2013 school year, 6th grade students will host two exhibits of learning which will require students to present their learning of Iowa standards and will highlight their use of technology.

High School

- CSIP Goal 4 - All K-12 students will use technology in developing proficiency in reading, mathematics, and science.

- Building Goal - Implementation of Iowa Core Curriculum - Characteristics of Effective Instruction, START training with Technology Integration, Technology Literacy

> **S**tudent Centered Classrooms
> **T**eaching for Understanding
> **A**ssessment for Learning
> **R**igorous and Relevant Curriculum
> **T**eaching for Learner Differences

- Student, Teachers and Administrators are proficient in NETS standards

- Students will be able to be:

> innovators
> designers

creators
effective communicators
collaborators
synthesizers
analyzers
users of higher order thinking skills
responsible digital citizens

We are preparing students for life after high school and this is an effort to match their experience to life after K-12 education. Right now those two do not match. We are trying to prepare them for jobs that aren't even created yet and this cannot be done effectively in our traditional system.

What do we expect going forward from every graduate? What does the school board expect? The answer is that we deliver individuals with 21st Century skills.

3) **Research/Support/Resources**

<u>Elementary (PS-5)</u>

The district employs a technology department staff and also supports teacher leadership in the buildings for technology integration and professional development. Teacher librarians will play a vital role in supporting teachers with technology integration, as is designated under the curriculum/student learning heading. At the elementary level, 12 teachers were selected to pilot five (5) iPads in their classrooms. Each building is represented with the teachers selected, as are grades 3, 4, and 5. These teachers will take on leadership roles by providing professional development to their peers and providing feedback on the successes and needs of the technology plan. As we roll out iPads to all 3-5 classrooms, twelve K-2 teachers will begin to pilot iPads in their classrooms as well. The goal of creating teacher leaders at each grade level is to establish a strong support system for teachers to assists them as they integrate the technology into their teaching and provide differentiated learning opportunities for their students. These teacher leaders will provide the staff development to the other teachers.

<u>Middle School</u>

BMS has received 95 laptop computers, through a grant, for the 6th grade teams to assist with project-based learning and technology integration. The Bettendorf School Board has agreed to support the purchase of an additional 190 laptop computers to support project-based and technology integrations at the 7th and 8th grade levels.   Our Parent Link organization has also provided money to send teacher teams to the training session at High Tech High and the purchase of additional technology hardware.

Through the Middle School has established a collaborative relationship with High Tech High and Muscatine Community Schools. Teachers can participate in online training sessions and chat groups with High Tech High. Teachers have also been invited to attend onsite training sessions hosted by Muscatine Community Schools and High Tech High.

The Middle School building is supported by our district technology team. BMS has a technician who works with staff and students to keep the technology updated. As a building we are continuously

making an effort to select software and applications that will enhance student learning and allow students to demonstrate their mastery of the Iowa Core Standards in a wide variety of ways.

<u>High School</u>

- <u>Student Survey During RSVP Advisory - 01/3/2012</u>
    - 96% Internet
    - 93% Wireless
    - 20% Access to an IPAD
    - 8% Access to a Tablet

- <u>Why IPADS?</u>
    - 1) Instructional opportunities
    - 2) Sustainability of cost
    - 3) Personal devices are moving in the tablet direction
    - 4) Battery life
    - 5) Touch screen/books
    - 6) ITunes U, iBooks and iAuthor

- <u>Professional Development/Training</u>
    - Teachers need devices before the students
    - Focus on professional development is paramount
    - Account for digital citizenship
    - Teachers need collaboration time and opportunities for new learning
    - Use the students to help
    - Most schools visited are done buying traditional textbooks - classroom sets or online

- <u>Equipment</u>
    - Buy extra machines
    - Explore durability of the device
    - Code power strips along with the device
    - Use the students to help
    - Labs won't all go away

4) **Accountability/Proficiency**

<u>Elementary (PS-5)</u>

The elementary buildings will administer yearly surveys to establish proficiency rates of our teachers, as well as to help drive our professional development plan for technology. Along with the survey information, the elementary will also look to the TIPs submitted to determine the success rates and areas of need.

Elementary Technology Integration Plan (TIP)

Teacher Name	Building	Date

Names of Other Teachers Involved:

General Focus of the Plan:

Specific Goal(s) (Written in a manner that allows for progress to be noted.):

Rationale for the Plan:
What student learning concerns will this plan address and what data is used for analyzing the goals and progress?
How does this plan relate to building/district student achievement goals and 21st Century Iowa Core/district technology goals?
How will the strategies and activities in this plan lead toward accomplishment of the goal?

Check the Iowa Teaching Standards that are addressed in this plan:

☐	1. Enhance Student Achievement	☐	5. Monitoring Student Learning
☐	2. Content Knowledge	☐	6. Classroom Management
☐	3. Planning and Preparation	☐	7. Professional Growth
☐	4. Instructional Strategies	☐	8. Professional Responsibilities

Action Plan with Timeline:

Resources Needed to Implement the Plan:

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Expected Learning from the Plan:

Teacher Signature(s) and Date	Evaluator Signature and Date

<div align="center">Copy to be placed in personnel file</div>

Middle School

A district technology survey was given at the start of the 2011-2012 school year to measure the skill level and comfort level of teachers with integrating different types of technology into their instruction. As we implement our technology plan it will be important to continue to administer this survey with our staff to gage their comfort level of our teachers with integration of technology.

In addition, gathering staff input after each professional development will be important in planning subsequent training sessions.

High School

- Curriculum Mapper and Common Core Curriculum
- NETS Standards for Students, Teachers, and Administrators

- Qualitative Data
    - Students and leadership groups (RSVP, Student Council, etc)
    - Teachers
    - Tech Team
    - Parents
    - Post Graduation information
    - Walk throughs and observations
    - Traditional achievement data - ITED and MAP

    We will not be able to measure the lone impact of tech integration with quantitative data from normal standardized measures. Research does not support seeing standardized test improvements from increased technology usage. It comes back to the teaching and learning process and what you are doing with the technology. We need to measure our progress and monitor our teaching and learning processes not the technology. Our graduates will be indicators of success. This will be 8-10 years away when we see if they have been placed in positions that showcase the abilities we set them up for here at BHS.

- Student Engagement Data
- Failing grades
    - Attendance
    - Referrals
    - Graduation Rates

- Term 1
  Information nights/meetings with parents during welcome back and school kickoff events
  Include information in current communications to the public
  Parents will be informed of the security, damage, rules, policies, and procedures, as well as the "why" behind the effort.

  Term 2
  Roll-out night for each class implemented

Technology Budget

The district is committed to the continual support of current technology, as well as determined growth. This includes hardware, software aligned to district curriculum, and infrastructure necessities. As the school board approved technology plans unfold technical support staffing, as well as consideration for the need for Instructional Strategists at each level should be continued to be reviewed.

To provide appropriate funds for technology growth and professional development several funding streams are utilized. The district current uses General Funds, Sales Tax, PPEL, E-Rate funding, and teacher quality funds to support technology initiatives. In addition, these funds are supplemented by Bettendorf Foundation Grants, PTO/Parent Link support, community partners, and other grants.

A district wide technology hardware replacement plan has been developed to ensure current technology is maintained. Depending on the type and usage of the equipment the replacement cycle varies from 4 to 10 years. The continual committed to the replacement cycle is critical for the maintenance of current technology.

In addition to the regular technology budget, the school board approval of the district technology plans at each level as described in this plan provided the support as outlined in the budgets below.

High School budget

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
				HIGH SCHOOL					
HS Lease 1 iPads	$167,034.48	$167,034.48	$167,034.48						
Apple TV Projection w/Apple Care	$1,280.00								
Apple Keyboards	$4,550.00								
Spring 2012 Teachers	$74,282.00			$62,000.00					
iPad Apps	$24,510.00	$11,400.00	$10,050.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Casper				$11,550.00	$11,550.00	$11,550.00	$11,550.00	$11,550.00	$11,550.00
Covers for iPads	$34,440.00	$18,060.00	$16,800.00	$15,960.00	$16,000.00	$16,000.00	$16,000.00	$16,000.00	$16,000.00
HS Lease 2		$85,412.33	$85,412.33	$85,412.33					
HS Lease 3			$75,480.67	$75,480.67	$75,480.67				
Buy for Incoming 9th				$215,710.00					
Buy for Incoming 9th					$221,540.00				
Buy for Incoming 9th						$225,000.00			
Buy for Incoming 9th							$225,000.00		
Total		$306,096.48	$281,906.81	$354,777.48	$476,113.00	$334,570.67	$262,550.00	$262,550.00	

Middle School Budget

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
				MIDDLE SCHOOL					
7th Grade Laptops	$80,750.00								
7th Grade Carts	$8,400.00								
7th Grade MS Office	$4,085.00								
7th Grade CALS	$522.50								
Additional Hardware	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	
Additional Software	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	
8th Grade Laptops		$80,750.00							
8th Grade Carts		$8,400.00							
8th Grade MS Office		$4,085.00							
8th Grade CALS		$522.50							
Grade 6 Laptops Repl			$80,000.00				$80,000.00		
Grade 7 LapTops Repl				$80,000.00				$80,000.00	
Grade 8 Laptops Repl					$80,000.00				$80,000.00
Total	$108,757.50	$108,757.50	$95,000.00	$95,000.00	$95,000.00	$15,000.00	$95,000.00	$95,000.00	

Elementary Schools Budget

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
				ELEMENTARY					
Switches & Wireless	$100,000.00								
iPad Pilot Grade 3-5	$37,200.00								
iPad Apps for Pilot 3-5	$1,800.00								
Teacher iPads 3-5	$16,740.00								
Teacher iPad Apps 3-5	$810.00								
iPads - Rest Gr 3-5		$66,960.00							
iPad Apps Rest 3-5		$3,240.00							
iPad Pilot K-2		$37,200.00							
iPad Apps for Pilot K-2		$1,800.00							
Teacher iPads K-2		$16,740.00							
Teacher iPad Apps K-2		$810.00							
iPads - Rest Gr k-2			$66,960.00						
iPad Apps - Rest K-2			$3,240.00						
Damage/Replacement				$12,400.00					
Replace Ipads 2012-13					$53,940.00				
Replace Ipads 2013-14						$120,900.00			
Replace Ipads 2014-15							$66,960.00		
Total	$156,550.00	$126,750.00	$70,200.00	$12,400.00	$53,940.00	$120,900.00	$66,960.00	$0.00	$0.00

Total District Budget for New Technology

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
District Total	$571,403.98	$517,414.31	$519,977.48	$583,513.00	$483,510.67	$398,450.00	$424,510.00		

Technology Support Structure

Supporting technology throughout the district involves many individuals and roles. The building level support includes the grade level tech team members in the elementary, the building tech teams at the Middle School and High School, the teacher librarians in each building, and the building administrators.

Technology Coordinator
- Research technology initiatives
- Create a plan to update infrastructure
- Supports technology Professional Development efforts
- Manage technicians and repair process
- Maintain district technology budget
- Manage the Student Information System
- Manage Project Easier State Reporting
- Manages student templates for NWEA MAP testing
- Provides Tableau reports as needed by the district
- Submit e-Rate Forms 470 and 471
- Manages district Internet filter
- Oversees all installation, setup and uploads of achievement testing to the student information system as requested by the Assistant Superintendent.

Technology Instructional Coordinator
- Advocates for the integration of teaching, learning, and technology.
- Aligns technology that correlates with curriculum standards/benchmarks.
- Creates, gathers, formats, and presents assessments that demonstrate the impact of technology.
- Maintains current knowledge of developments in the area of instructional technology.
- Develops, supports, and delivers professional development for all staff in the area of instructional technology.
- Works with Technology Coordinator to secure instructional support materials related to instructional technology.
- Provides leadership to the district Technology Committee.
- Oversees Internet Safety Instructional curriculum.
- Supervises Instructional Coaches.

Building Principals/Deans
- Encourage staff to include technology integration in goal setting
- Evaluate technology integration as a part of the evaluation process
- Support technology professional development efforts
- Assist district in technology long-range planning
- Communicate with staff in regards to technology policies and procedures

Tech Leaders at Each Level
- Help facilitate technology action plans
- Facilitate technology professional development for staff
- Assist in previewing software, piloting tools
- Assist in district long-range planning
- Consists of members that have a passion for technology in teaching and learning

Building Teacher Librarians
- Help facilitate technology action plans
- Facilitate technology professional development for staff
- Assist in previewing software, piloting tools
- Assist in district long-range planning
- Convey a passion for technology in teaching and learning
- Assist teachers in the use of technology in their teaching
- Provide technology training for students
- Ensure Internet Safety instruction for students
- Communicate with staff in regards to technology policies and procedures

Technicians
- Supports the mission, goals, and interests of the District and its students and maintains a collaborative, positive attitude with students, administrators, staff, parents and the community.
- Sets up personal computers and printers; installs appropriate District software.
- Adheres to ethical practices with regard to software installations.
- Performs preventative maintenance on personal computers and peripheral equipment.
- Troubleshoots and repairs defective personal computers and peripheral equipment.
- Troubleshoots minor issues with the network.
- Supports staff in the use of District software under the direction of the Director of Technology
- Assists in the tracking of computer equipment inventory and software installations.
- Maintains a record-keeping system regarding equipment failure, repair, and replacement of parts.
- Works cooperatively with other technicians, Media Specialists, and AEA Information Technology Staff regarding technical repairs and other support issues.

Network Administrator
- Supports the mission, goals and interests of the District and its students and maintains a collaborative, positive attitude with students, administrators, staff, parents and community.
- Installs and supports all district network servers and network infrastructure.
- Assigns security for network users/groups and creates associated rights, mapping and directories.
- Assists in planning of network upgrades and makes recommendations for purchase of equipment.
- Configures, installs, and tests new network equipment.
- Monitors network traffic with appropriate software, identifies and resolves network problems
- Assists in mapping of District infrastructure; documents wiring closets in all buildings
- Adheres to ethical practice regarding security of networks and electronic information
- Maintains a record-keeping system regarding equipment failure, repair, and replacement of parts.
- Works cooperatively with other district staff, AEA staff, and the City of Bettendorf staff.
- Responsible for district email archive and backup of district servers.
- Assists Director of Technology to provide Tableau reports
- Provide SQL scripting for Infinite Campus and Destiny
- Assists Director of Technology in management of Internet filter
- Responsible for VoIP phones and contact for analog phone systems
- Supervises technicians

Administrative Assistant
- Maintains district-wide Census in Infinite Campus
- Telephone support for staff on technology issues
- Maintains software inventory
- Maintains hardware inventory
- Maintains FirstClass email and Infinite Campus Users
- Manages student photos in Infinite Campus and Destiny
- Manages student users in Infinite Campus
- Tracks Campus support issues and communicates with buildings on issues

Technology Department
- Technology Coordinator – Robert Ogan
- Technology Instructional Coordinator – Jennifer Like
- Network Administrator/Computer Technician – Jason Verbout
- High School Computer Technician – Eric McCoy
- Middle School/Elementary Computer Technician – Beau Huber
- Administrative Assistant for Technology Department – Cindy Kothenbeutel

Implementation / Monitoring / Evaluation

The district is transitioning into a new Technology Strategic Plan and the implementation, monitoring and evaluation of it. As the Plan is rolled out in Fall 2012, the district and buildings will work toward items that meet the seven established goals.

The district technology team will monitor and evaluate overall goals and the building level will monitor and evaluate the building action items. The district is analyzing the role of the building Tech Team. We are striving to have the most effective use of our Tech Team members. This change will transition the action plan items to the Building Leadership Teams.

The district Tech Team will evaluate the use of piloted hardware/software/applications and initiatives and present their findings and recommendations to the district administration.

The district will complete an evaluation for the seven Technology Plan Goals at the end of the school year and use it to build action items for the following school year. Each school Tech Team /Building Leadership Team committee will complete an evaluation of goals and use that to build action items for the upcoming school year. The goal action items and evaluation will be added to the Strategic Plan appendices.

Each building will include three of the Technology Strategic Plan goals as part of the building improvement plan. Action items will be created for the three goal areas and include the tasks and persons of responsibility and an evaluation. The three areas to be addressed are: Professional Development, Curriculum/Student Learning, and Digital Citizenship.

Conclusion

Creating a 21st century and beyond education system is about making sure all students are prepared to succeed in a competitive world. It's about maximizing the impact of technology to develop proficiency in 21st century skills and to support innovative teaching and learning. It's about communicating and working with parents to ensure their students have the opportunities they need to be successful in today's world.

As we embark on the use of technology in our classrooms we must remember though – the curriculum is the key – not the technology itself. The technology is just a tool. It's the content; technology is just used to deliver that content to extend and differentiate the teaching and learning.

The Bettendorf Community School District values the use of technology to enhance the teaching and learning process and will provide the support and resources necessary to ensure the equitable availability of technology for our teachers and students.

Internet Safety – Digital Citizenship

Today's students are the first generation to use the Internet for their entire lives! Access to such a global resource offers a wider range of opportunities for learning and personal growth.
With all of the opportunities for technology comes the potential for harm to users of this resource, particularly children and young adults. The purpose of the Bettendorf Internet Safety Plan is to provide education to students about the potential dangers of Internet use. It also provides resources for students, teachers, and parents.
Internet Safety education will be delivered to students in elementary, middle and high school throughout the school year. During the school year it will be the responsibility of the teacher librarian, classroom teacher as well as school counselor to teach the importance of maintaining safe practices on the Internet.

BCSD Internet Safety Matrix

Internet Topics	K-2nd	3rd-5th	6th-8th	9th-12th
What is the Internet	Q1-I	Q1-R		
BCSD Acceptable Use Policy	Q2-I	Q2-R	Q1-R	Q1-R
Internet Rules at Home/School	Q2-I	Q2-R	Q1-R	Q1-R
Safe Websites	Q1-I	Q1-R	Q1-R	
Cyber Bullying			Q3-R	Q1-R
Online Predators		Q2-I	Q3-R	Q1-R
Safe Surfing and Downloading			Q1-I	Q1-R
Password Protection		Q1-I	Q1-R	Q1-R
Digital Citizenship		Q2-I	Q1-R	Q1-R
Online Privacy & Security		Q1-I	Q1-R	Q1-R
Social Networking		Q3-I	Q4-R	Q1-R
Online Gaming			Q4-I	Q1-R

*I = Introduced
*R = Reviewed

Internet Safety Resources

All topics on the Internet Safety Matrix should be covered as outlined. Student and parent materials for that instruction are outlined on the resources below. Staff responsible for the instruction may choose from these resources in the design of their instruction.

`	Student Materials	Parent Materials
What is the Internet?	Video: "Faux Paw the Techno Cat" ; elementary science curriculum ; "My first book about the Internet" Cromwell,Sharon, Published 1997	Parent handbook from Netcetera: "Chatting with Kids About Being Online" from www.onguardonline.org ; Materials from ikeepsafe.org
Internet Rules at Home/School	"The Incredible Story of Computers and the Internet" By: Roza, Greg	Materials from ikeepsafe.org
BCSD Acceptable Use Policy	Copy of BCSD Acceptable Use Policy	Copy of BCSD Acceptable Use Policy
Safe Websites	Videos from www.discoveryeducation.com and www.learn360.com: "Internet Safety," "Nose Pick Kid" ; "Playing it Safe Online" from ikeepsafe.com	Parent handbook from Netcetera: Chatting with Kids About Being Online from www.onguardonline.org ; materials from ikeepsafe.org
Cyber Bullying	Student Checklist	Videos will be available on website (HS) and included in all parent/student meetings about technology ; Parent handbook from Netcetera: "Chatting with Kids About Being Online" from www.onguardonline.org
Online Predators	Videos from www.discoveryeducation.com and www.learn360.com: "Internet Safety," "Nose Pick Kid" ; "Playing it Safe Online" from ikeepsafe.com	Parent handbook from Netcetera: "Chatting with Kids About Being Online" from www.onguardonline.org ; Materials from ikeepsafe.org
Safe Surfing and Downloading	Video: "Faux Paw and the Dangerous Download"	
Password Protection	Videos from Learn 360: "Internet Safety," "The Nose Pick Kid," "Internet Privacy," "Cyberbullying," "The Internet and Internet Safety," "The Internet : A guide for Students," "Faux Paw and the Dangerous Download" ; "Playing and Staying Safe Online" from ikeepsafe.org	

`	Student Materials	Parent Materials
Digital Citizenship	Library of videos created by HS drama class	videos will be available on website and included in all parent/student meetings about technology
Online Privacy & Security	Library of videos created by HS drama class	videos will be available on website and included in all parent/student meetings about technology
Social Networking	Library of videos created by HS drama class and posted elements around building ; Rosen Publishing ebooks	videos will be available on website and included in all parent/student meetings about technology, yes; Parent handbook from Netcetera: Chatting with Kids About Being Online from www.onguardonline.org
Online Gaming	Rosen Publishing ebooks	Parent handbook from Netcetera: Chatting with Kids About Being Online from www.onguardonline.org

Bettendorf Community School District
8th Grade Technology Proficiency

Bettendorf Schools Definition of Technology Literacy:

Technology literacy is the ability to use technology responsibly to acquire information, collaborate, problem solve, and communicate with ease. (Established by District Technology Committee 3-2-2005)

Plan:

1) Kindergarten students will utilize **Breakthrough to Literacy** on a daily basis.

2) Beginning 2009 keyboarding will not be taught until 6th grade. Previously the district had taught keyboarding beginning in grade 3. Data over time has not validated the use of this time at the elementary for keyboarding. Type to Learn will continue to be available on the lab computers.

3) Beginning in 2009 the Media Specialists will transition from the use of an online program called **TechKnowledge** to develop each student's skills in basic fundamentals of computer usage, word processing, presentations, and spreadsheets to all students in grades 3-5 to a tool called Recipes for Success. Through this product the Media Specialists will provide "just-in-time" instruction to assist classroom teachers in integrating technology into projects designed within their curriculum.

4) Standards and benchmarks based on the NETS Standards have been established in grades K-8. Classroom teachers will ensure that each child has the opportunities needed to meet those standards and benchmarks.

5) All 6th grade students will take a semester long class designed to increase and improve their technology skills.

Assessment:

8th grade technology proficiency will be assessed through a checklist rubric in the 8th grade Science curriculum. This rubric reflects student's proficiency in the use of technology to complete the lab, analyze the data, and present their results in both a written format and a presentation. The summary will include the use of word processing, spreadsheets, graphing, research, presentation tools, and the ethical use of these tools. Teachers will use an Excel spreadsheet to record the completion of each of the expected proficiencies throughout the school year. At the end of the year the teacher will "certify" the student's overall proficiency by applying a date to the spreadsheet to indicate proficiency. Students who have been in attendance in Bettendorf schools for at least one semester of the school year must complete at least 10 of the 12 items on the checklist to be considered proficient.
If a student is NOT proficient according the standard set, the student will be given instruction in the areas of deficiency by the classroom teacher and then be assessed on the next lab rubric. Their best score will be submitted as evidence of proficiency.

The technology proficiency spreadsheets will be sent to the Director of Technology and uploaded to the state each spring.

8th Grade Technology Proficiency Checklist

Student Name	
Evaluator	
Date Certified	

Check Skills Completed!

I Basic Technology Proficiencies

1) Student demonstrates basic technology proficiencies through their use of the computer to analyze data collected in a Science lab experiment, research the topic, and create a word-processed document and presentation.

2) Student stored and accessed lab report and presentation from a network share.

3) Student's lab report (document or presentation) contains evidence of the student's ability to import images, text, or sound.

4) Student's lab report shows evidence of the ability to use spell and grammar checks through the lack of errors in the report.

II Ethical Use of Technology

5) Student practices respectful and responsive use of technology by abiding by the school Internet use policy.

6) Student demonstrates an understanding of plagiarism and fair use through their respect for copyright laws.

7) Student properly documented resources used in their lab report and presentation.

III. Information Problem Solving

8) Student uses technology, including the Internet and other electronic resources to conduct their research and provide support for their conclusions made in their report.

IV. Communication

9) Student uses technology to plan, develop and present key concepts to an audience.

V. Productivity Tools

10) Student produces word-processed lab report.

11) Student uses spreadsheets to record and analyze data.

12) Student contructs graphs to analyze data from spreadsheets created.

Iowa Core
21st Century Technology Literacy
Essential Concepts and Skills

BETTENDORF COMMUNITY
School District

Technology Student

lowaCORE Curriculum

Essential Concepts and Skills

Technology Literacy

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

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

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

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

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

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

[http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2480&Itemid=4596]

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 Core: Characteristics of Effective Instruction

Iowa
CORE

One of the six Iowa Core Outcomes (#6) is: **Educators implement effective instructional practices to ensure high levels of learning for each and every student.** The thinking behind this outcome is that…

*"**If** content is challenging and relevant, and teachers routinely deliver instruction that demonstrates the characteristics of effective instruction, **then** student learning and performance will increase."*

So… what are these *Characteristics of Effective Instruction*?
To remember them, use the acronym **START**.

Student-Centered Classrooms:

In student-centered classrooms, students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning. Through the development of the metacognitive process, students reflect on their thinking. Curriculum and assessment are centered on meaningful performances in real-world contexts. As a partner in learning, teachers intentionally create organized and cohesive experiences to assist students to make connections to key concepts.

Teaching for Understanding:

Teaching for understanding is leading students to engage in a variety of thought-provoking activities such as explaining, finding evidence and examples, generalizing, applying, making analogies, and representing the topic in new ways. Grant Wiggins (1998) states, —Understanding is not just about coverage of knowledge… but about 'uncoverage'—being introduced to new ideas and being asked to think more deeply and more carefully about facts, ideas, experiences, and theories previously encountered and learned. According to Wiske (1998), it shifts instruction from a paradigm of memorizing and practicing to one of understanding and applying. It is best accomplished through addressing classroom practices and supporting the teacher as the primary change agent.

Assessment FOR Learning (Formative Assessment):

Formative assessment is a process, not an assessment tool or instrument, which includes collecting information on student progress toward a learning goal. The information is used to adjust instruction and increase student learning. The assessment for learning process is not an add-on to instruction, but an integral part of instruction necessary to identify and close the learning gap for each student. Assessment for learning is used by both teachers and students. Teachers use feedback to check for student understanding during the instructional process and to make adjustments to their instruction as necessary. Students use feedback from the process to monitor their own learning and to make adjustments to their learning tactics. Formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals.

Rigorous and Relevant Curriculum:

A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real world, complex and open ended situations. The content is not just interesting to students, but involves particular intellectual challenges. When students successfully meet these challenges, their new learning will have meaning and value in contexts beyond the curriculum unit or classroom setting. Rigor and relevance is characterized by content that is linked to a core disciplinary concept or skill and … 1) requires students to do authentic work, using methods that are specific to the discipline and applying what they know or what they are learning to solve complex problems 2) involves the use of prior knowledge, the development of in-depth understanding, and the ability to develop and express ideas and findings through elaborated communication.

Teaching for Learner Differences:

Teaching for Learner Differences is about planning for and teaching to variances among learners in the classroom to create the best learning environment possible. It is designed to ensure **all** students acquire the essential concepts and skills of the Iowa Core. Using data to guide instructional decision-making students are provided core, supplemental and intensive levels of support. Teaching for Learner Differences is a framework which provides processes so that all students have access to the general education curriculum. It is best accomplished through a proactive approach where student and environmental data are used to plan for, implement, and adjust for the needs of all students.

Attributes of the Characteristics of Effective Instruction

Student Centered Classrooms:

Construction of Learning – Armed with the knowledge of students' previous understanding of concepts, teachers create learning opportunities that allow students to make connections to new ideas.

Metacognition - Students are given opportunities to reflect on what and how they learn in an environment where students take responsibility for their learning and become more of a partner with the teacher.

Educator/Student Partnership in Learning- Students are engaged in decision making in the classroom and have the opportunity to more fully explore topics. Teachers design learning experiences that explicitly link essential concepts and skills to students' current understanding.

Collaborative Learning **–** New meaning comes through social interaction, so the connection between students is important.

Meaningful assessment in real-world contexts – Students apply knowledge, concepts, and skills in real world context beyond the school and classroom settings and adjust their actions based on specific feedback about performance.

Teaching for Understanding:

Construction of deep conceptual and procedural knowledge – Students actively engage in essential concepts and skills, make connections between prior knowledge and new learnings, and build their own deep understandings

Development of representations and conceptual models – Students construct extensive mental frameworks or schemas to organize facts, concepts, and principles into deep conceptual and procedural knowledge.

Inducts students into the discipline – Students use the language of the discipline and the processes that professionals use in the field when learning essential concepts and skills.

Application of new learnings and understandings to new and novel situations – Teaching for transfer occurs when students are asked to apply what has been learned in novel and unconventional ways to address situations or problems that they have not previously encountered.

Assessment for Learning:

Learning Progressions **–**Understanding the learning progression a student might take allows the teacher to adequately plan pre-assessment, assessment for learning activities, and identify a student's zone of proximal development as well as provide differentiation for individual students.

Clear learning goals and success criteria **–** Teachers articulate the learning goals to students in "student-friendly" language and provide students with examples of both high and low quality work, keeping a strong focus on the goal.

Instructional modifications for students are planned from carefully elicited evidence of student learning- The teacher collects on-going evidence of student learning and provides descriptive feedback as well as instructional modifications to close each student's learning gap.

Descriptive feedback- Students are given feedback that identifies the specific knowledge and skills needed to reach learning goals. It is presented in a timely manner with an opportunity for students to make corrections.

Self and peer assessment- This planned and structured learning activity requires students to have a clear understanding of the learning intention. Students provide and receive feedback to improve their work.

Collaborative classroom climate- For assessment for learning to work, the classroom atmosphere must be one in which the student feels respected and the teacher's role is one as a collaborator.

Rigorous and Relevant:

Higher order thinking (HOT) **-** The instruction and the tasks presented to students require them to use (HOT.)

Depth of knowledge and student understanding **–** Students are able to articulate issues, problems, nuances, and different applications of important disciplinary content, rather than fragmented pieces of information.

Value beyond school **–** Instruction reflects an understanding- both by teachers and students – of the value of applying concepts and skills to influence an audience beyond school.

Teaching for Learner Differences:

Educator appropriately plans for instruction. **-** Purposeful, daily planning with regard to goals and analysis of content is vital to student success.

Educator makes use of a variety of delivery methods. **-** Multiple means of presentation allows students with diverse learning styles various ways of acquiring information and knowledge.

Educator ensures that students are actively engaged in the learning process.- Effective teachers are skilled in the use of time, space, and tasks; use a variety of instructional materials; and allow students to work in groups, with partners, and as individuals.

Educator allows for differences in expression of learning. **-** Multiple options for participation/engagement allow teachers to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Iowa Teaching Standards

BETTENDORF COMMUNITY
School District

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.
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.
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. 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.
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. 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. 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. 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. 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.

[http://www.iowa.gov/boee/stndrds.html]

Board Policies

BETTENDORF
COMMUNITY
School District

Board Policy

STAFF TECHNOLOGY USE/SOCIAL NETWORKING

Computers are a powerful and valuable education and research tool and, as such, are an important part of the instructional program. In addition, the school district depends upon computers as an integral part of administering and managing the schools' resources, including the compilation of data and recordkeeping for personnel, students, finances, supplies and materials. This policy outlines the board's expectations in regard to these different aspects of the school district's computer resources. Employees must conduct themselves in a manner that does not disrupt from or disrupt the educational process and failure to do so will result in discipline, up to and including, discharge.

General Provisions

The superintendent is responsible for designating a Director of Technology who will oversee the use of school district computer resources. The Director of Technology will prepare in-service programs for the training and development of school district staff in computer skills, appropriate use of computers and for the incorporation of computer use in subject areas.

The superintendent, working with appropriate staff, shall establish regulations governing the use and security of the school district's computer resources. The school district will make every reasonable effort to maintain the security of the system. All users of the school district's computer resources, including students, staff and volunteers, shall comply with this policy and regulation, as well as others impacting the use of school equipment and facilities. Failure to comply may result in disciplinary action, up to and including discharge, as well as suspension and/or revocation of computer access privileges.

Usage of the school district's computer resources is a privilege, not a right, and that use entails responsibility. All information on the school district's computer system is considered a public record. Whether there is an exception to keep some narrow, specific *content* within the information confidential is determined on a case by case basis. Therefore, users of the school district's computer network must not expect, nor does the school district guarantee, privacy for e-mail or use of the school district's computer network including web sites visited. The school district reserves the right to access and view any material stored on school district equipment or any material used in conjunction with the school district's computer network.

The superintendent, working with the appropriate staff, shall establish procedures governing management of computer records in order to exercise appropriate control over computer records, including financial, personnel and student information. The procedures will address:

- passwords,
- system administration,
- separation of duties,
- remote access,

- data back-up (including archiving of e-mail),
- record retention, and
- disaster recovery plans.

<u>Social Networking or Other External Web Sites</u>

For purposes of this policy any web site, other than the school district web site or school-school district sanctioned web sites, are considered external web sites. Employees shall not post confidential or proprietary information, including photographic images, about the school district, its employees, students, agents or others on any external web site without consent of the superintendent. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the school district when on external web sites. Employees shall not use the school district logos, images, iconography, etc. on external web sites. Employees shall not use school district time or property on external sites that are not in direct-relation to the employee's job. Employees, students and volunteers need to realize that the Internet is not a closed system and anything posted on an external site may be viewed by others, all over the world. Employees, students and volunteers who don't want school administrators to know their personal information, should refrain from exposing it on the Internet. *[Employees should not connect with students via external web sites without consent of the superintendent.]* Employees, who would like to start a social media site for school district sanctioned activities, should contact the superintendent.

It is the responsibility of the superintendent to develop administrative regulations implementing this policy.

Legal Reference: *Iowa Code § 279.8 (2011).*
                         281 I.A.C. 13.35, .26

Cross Reference: *104   Anti-Bullying/Harassment*
                         307   Administrator Code of Ethics
                         401.11 Employee Orientation
                         407   Licensed Employee Termination of Employment
                         413   Classified Employee Termination of Employment
                         605   Instructional Materials

Approved: August 1, 2011

BETTENDORF COMMUNITY SCHOOL DISTRICT   ●   BETTENDORF, IA

Board Policy

STAFF INTERNET/NETWORK
ACCEPTABLE USE REGULATION

The goal of technology in the Bettendorf Community School District is to enhance, extend, and enrich the learning process and to create new opportunities for teaching and learning. Bettendorf Community School District employees who access the district's network facilities are obligated to the following policies.

Electronic Mail Usage

The District's electronic mail system and its related software, hardware, and data files are owned and controlled by the School District. Electronic mail services are provided to staff for the purpose of communication within the district, with educationally-related outside resources, and with parents. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Under the direction of the Superintendent, the Director of Technology may access an individual's account without the individual's permission if any of the following conditions exist:

1. Illegal use is suspected; a law is being violated
2. Suspected use of e-mail for commercial activities
3. Suspected harassment of a district employee
4. Suspected violation of a district policy
5. Problems arise with an individual account
6. Use is interfering with District computer networks or e-mail systems

I. General Use of Electronic Mail
Access to electronic mail is a privilege that carries certain responsibilities.
   A. E-mail users are expected to be ethical and responsible in their use and to comply with state and federal laws. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Never consider electronic communications private.
   B. Users are responsible for safeguarding their identification codes and passwords, and for using them only as authorized.
   C. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet "domain". This domain name is a registered domain name that identifies the author as being from the School District. Users will be held personally responsible for the content of any electronic mail messages transmitted using their assigned account.
   D. Attachments are limited to 20 MB at the server. Messages with attachments larger than 20 MB will be rejected.
   E. Users are expected to delete files on a regular basis to keep storage manageable.
   F. Any message received from an unknown sender should be immediately deleted. Do not open email from an unknown source. Downloading any file attached to a message from an unknown source is prohibited.
   G. An employee's e-mail may be accessed if the user is unexpectedly absent and crucial documents related to the operation of the school district need to be retrieved.
   H. When an individual leaves the District, the e-mail account will be terminated.

II. Personal Use of Electronic Mail

E-mail may be used for incidental personal purposes during off-work hours or lunch provided that:

A.   Use does not directly or indirectly interfere with the District operation of the network or its e-mail services.

B.   Use does not interfere with the user's district assigned responsibilities.

C.   Users do not violate this policy, or any other applicable policy or law, including but not limited to use for personal gain, conflict of interest, harassment, defamation, copyright violation or illegal activities.

III. Misuse of Electronic Mail

A.   No user shall use the Bettendorf Community School District e-mail system for the purpose of transmitting fraudulent, defamatory, harassing, obscene, or threatening messages, or any other communications that are prohibited by law or in violation of copyright.

B.   No user shall forward chain letters, jokes, political or politically related material, or use e-mail to sell items.

C.   No user shall create "Spam", that is, exploit or similar systems for the widespread distribution of unsolicited mail.

D.   Automatic logons should not be used. This protects you from others sending e-mail under your name. Each user will enter his/her password each time he/she logs onto their e-mail account.

E.   District e-mail services may not be used for a mass-mailing not of District or educational business; messages which promote or disparage a political view or candidate; lobbying; commercial activities not approved by the appropriate supervisory District personnel; personal or financial gain.

F.   E-mail users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the District unless expressly authorized to do so.

Network Usage

All use of the electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The user will be held accountable for his/her actions and activities involving the district technology and network. Each user assigned an account will be responsible to safeguard that account. All information on the Bettendorf Community School District network, including computers, servers, network or computer attached storage devices, and media belongs to the Bettendorf Community School District. The Bettendorf Community School District reserves the right to monitor all use in order to maintain the integrity of the network.

I.   Users may not download or store personal or illegal copies of software, music, or other copyrighted files on the district's network or any individual computer.

II.   Users may not install software on district computers without prior permission from the Director of Technology. An individual who requests installation of a software application not purchased by the District must present proof of license prior to installation.

III.   Files stored on District computers or network servers must be related to curriculum or District initiatives. Files no longer needed should be removed.

IV.   Personal computers or other network devices will not be permitted access to the District network without prior knowledge of the Director of Technology; however, limited Internet access may be available through the district Public Wireless Network.

Internet Usage

The Internet is a global network composed of millions of interconnected networks supported by private, public, educational, commercial, and governmental entities with millions of users. The Bettendorf Community School District considers this network invaluable in providing our staff and students access to resources that can enhance the educational opportunities for our students.

I.   If a user accesses a site which is inappropriate in a school setting, click out of the site immediately and do not return.

II.   A user may not transmit material or software in violation of any district, local, state, or federal statues.

III. A user shall not intentionally access or download any text/graphic file or engage in any form of communication that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or manner of distribution, will cause a material and substantial disruption of proper and orderly operation and discipline of school activities.

IV. A user who gains access to any service via the Internet which results in charges will be held responsible for any incurred costs.

Violations

Inappropriate use of the Bettendorf Community School District technology or network will not be tolerated.

I. Suspected or known violations of policy or law should be reported to the Director of Technology.

II. Any violation of this policy will subject the user to discipline which may result in revocation of e-mail service privileges; up to and including termination of employment; referral to law enforcement agencies; or other legal action.

Board Policy

STAFF SOCIAL MEDIA REGULATION

As part of its efforts to consistently adapt to evolving methods of communication and clearly communicate with its key stakeholders, the Bettendorf Community School District is incorporating digital tools to reach parents, students, alumni, staff and community partners.

The purpose of the District's social media efforts is to facilitate communication between the Bettendorf Community School District and students, parents and the public in furtherance of the District's mission. The District may take actions to regulate the posting of content by users consistent with rules of service (i.e. Facebook) and in accordance with applicable laws, including the removal of prohibited content and/or banishment of users from accessing the page(s).

Information produced and shared by BCSD employees online is a reflection of the entire District and is subject to the District's Acceptable Use Policy. Employees who wish to participate in social media activity are asked to please read these recommendations carefully before posting or commenting on blogs or social media websites (Facebook, Myspace, Twitter, Linkedin, etc.).

Personal Responsibility

- The Bettendorf Community School District employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.

  Freedom of Information Act and e-discovery laws and policies apply to social media content and therefore must be able to be managed, stored and retrieved to comply with these laws. Just like e-mail accounts, the district's social networking sites are subject to public records laws and information posted to the site(s) may be requested by any member of the public and may be used in court cases.

- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.

  Free speech protects educators who want to participate in social media, but the laws and courts have ruled that schools and/or districts can intervene if the speech, including online postings, is found to disrupt school operations.

• Employees assume responsibility for content they publish online, whether from a personal or district device, and are encouraged to be mindful that posts may be in the public domain for a long time.

• The lines between public and private domains or personal and professional relationships are often blurred in the digital world. If staff members choose to identify themselves as BCSD employees online they should be mindful of these relationships.

- Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- When contributing online do not post confidential student information.
- Employees are encouraged to protect their privacy by using recommended for social media sites. For example, employees are encouraged to set their Facebook privacy settings to "Friends Only".
- Remember NEVER to disclose non-public information of the district (including confidential information), and be aware that taking public positions online that are counter to the district's interests might cause conflict.
- Be extra cautious when mixing your business and personal lives online. Your electronic personal and business personas are likely to intersect. The district respects the free speech rights of all employees, but you should remember that parents, students, alumni, colleagues and administrators often have access to the online content you post. Keep this in mind when publishing information online that can be seen by more than friends and family, and know that information originally intended just for friends and family may be forwarded to others.

Copyright and Fair Use
- Respect copyright and fair use guidelines. See U.S. Copyright Office - Fair Use . See also Bettendorf Board Policy 603.9 and 603.9R
- Hyperlinking to outside sources is recommended. Be sure not to plagiarize and give credit where it is due. When hyperlinking be sure that the content is appropriate.

Profiles and Identity

- Remember your association and responsibility with the Bettendorf Community School District in online social environments. If you identify yourself as a BCSD employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. Remember how you represent yourself online should be comparable to how you represent yourself in person.
- Be cautious how you setup your profile, bio, avatar, etc.
- When uploading digital pictures or avatars that represent yourself make sure you select a school appropriate image. Employee handout book guidelines apply to the digital world too. Also remember not to utilize protected images. Images should be available under Creative Commons or your own.

Social Bookmarking

- Be aware that others can view the sites that you bookmark.
- Be aware of words used to *tag* or describe the bookmark.
- Be aware of URL shortening services and verify the landing site they point to before submitting a link as a bookmark.
- Attempt to link directly to a page or resource if possible as you do not control what appears on landing pages in the future.

Requests for Unblocking Sites

The Bettendorf Community School District understands that technology is constantly changing and that many sites have significance for teacher and student use.

- If you would like to request that another online site be accessible to use for teaching and learning, please contact the director of technology.
- Requests will be reviewed and the district social media guidelines will be updated periodically throughout the school year.
- A description should be provided of the intended use of the site and what tools on the site match your needed criteria.
- A link to the sites privacy policy should be included if possible.

At this time, school employees are asked to refrain from establishing social media accounts for specific BCSD departments, initiatives, schools or programs without first contacting the director of technology.

Approved: August 1, 2011

Bettendorf Community School District
Portable Technology Use Guidelines

Use of Portable Technology Devices such as Laptops, Netbooks, iPads, Digital Cameras, etc. as with any other technology device, is subject to the rules and conditions contained within the Bettendorf Community School District's Acceptable Use Policy

Individuals who have been assigned Portable Technology Devices must regard them as property of the Bettendorf Community School District and assume the security and care of the device, all components and accessories.

Portable Technology Devices must not be left in vehicles due to temperature extremes that have been proven to cause damage to the systems and due to the potential for theft. Portable Technology Devices must not be left in an unsecured location.

Devices that are lost, stolen, or damaged will result in financial loss to the School District. If it is determined that the loss of a system, or damage to a system, is the result of the individual's failure to comply with School District policies and procedures, neglect or because of the individual's intentional act, the individual will be required to reimburse the School District for the cost of repair of the device. In the case of total loss, the individual will be required to pay a $250.00 damage deductible. Do not deface or permanently mark on the device. In cases of obvious neglect, abuse or violations, the Portable Device will be taken from the individual and reassigned.

Any data corruption or configuration errors caused by the installation of unauthorized or illegal software may result in a loss of all data on your system due to the need for a complete reload of your Portable Device.

End-users are responsible for the backup of all data on their systems. The Technology Department assumes no liability for the loss of data.

Problems with functionality of the device must be reported by a staff member through the District Technology Staff. No on-site home support will be available to end-users. If units need to be sent out for repair, loaner units will NOT be available.

All Portable Devices have to be recorded in the Bettendorf Community School District Technology inventory. The Bettendorf Community School District Technology Department reserves the right to perform a physical inventory of the hardware at any point.

It is recommended that the individuals who are assigned Portable Devices have homeowners, renters, and/or automobile insurance coverage in case of theft or loss.

Individuals must report loss, damaged, or stolen equipment immediately (within 24 hours) to the Bettendorf Community School District Technology Department. Property loss damage reports must be completed on the appropriate forms and will be closely monitored. Stolen equipment must be reported to the Police Department to ensure thorough investigations, pursuit of criminal prosecution and full restitution, when possible, to the fullest extent of the law. Any person who knowingly files an application for insurance, statement of claim or police report containing any materially false information of attempts to conceal information concerning any fact material thereto, is violating the law and may be punished by criminal and/or civil penalties.

Portable Devices must be immediately returned upon request to the Bettendorf Community Schools Technology Department. Failure to do so will result in appropriate action. The individual is responsible for returning all parts and accessories in working order.

Name _____ School/Location _____

Grade Level/Dept. _____ Room #/Equip. Location_____

Equipment: ☐ Laptop ☐ Netbook ☐ iPad ☐ Other (specify)_____

Model_____ District Tag/Serial Number _____

Carrying Case _____ Power Cord_____ AC Adapter_____ Other _____

My signature below indicates I have thoroughly read the above information. I understand the Bettendorf School District will seek to recover the cost of repair or replacement of a device that is damaged or lost as a result of an intentional act, or because of my failure to follow the Bettendorf School District policies and procedures. I agree to the above terms and conditions as such, agree to fully cooperate with property loss reporting requirements and with property loss incident investigations.

Staff Name _____ Date _____

Board Policy

INTERNET – APPROPRIATE USE

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student network accounts will be available to all students in grades 3-12. Individual email accounts may be issued to students in grades 6 -12.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears, and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Students Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

Employees and students will be instructed on the appropriate use of the Internet. Parents of students who do not wish to grant their student permission to use the Internet should use the Internet Access Denial Form (#605.6E1) to deny Internet Access.

Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations and understand the consequences for a violation of the policy or regulations. These forms will be signed at grades kindergarten, sixth, and 9th grade, and by any new student to the district.

Legal References: *Iowa Code § 279.8 (2009).*

Cross References: *502   Maintenance of Orderly Conduct*
                        505.1   Student Records Access
                        605.5   Library Media Centers

Approved: *August 1, 2011*

Board Policy

STUDENT INTERNET/NETWORK

APPROPRIATE USE REGULATION

Internet Access

I. Access to the Internet is available to all teachers and students as a source of information and a vehicle of communication.

II. Students will be able to access the Internet under teacher supervision (or other approved adult) to conduct curriculum-related research and communication.

    A. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. Although the Bettendorf Community School District does employ an Internet filter, it is impossible to control all materials. Because information on the Internet appears, disappears, and changes, it is not possible to predict or control what students may locate.

    B. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents who choose not to risk exposure to questionable material.

    C. Student Internet records and access records are confidential records treated like other student records (see Board Policy #505.1 Student Records Access). Student work (art, writing, pictures) may be posted and credited on the district's web pages. Parent(s)/guardian(s) or students who choose not to have their name or work posted on a district web site must file a "Parental Authorization for Releasing Student Directory Information" form, #505.2E1.

    D. The smooth operation of the network relies upon the proper conduct of students and staff members. Guidelines that require efficient, ethical and legal utilization of network resources must be observed. Utilization of these network resources should be limited to educational purposes.

    E. Transmission of material, information, or software in violation of any district policy or regulation is prohibited.

    F. The school district makes no guarantees as to the accuracy of information received on the Internet.

General Computing

I. Sharing your user ID with any other person is prohibited. In the event that you do share your user ID with another person, you will be responsible for the actions that other person appropriated.

II. Any unauthorized, deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is a violation regardless of system location or time duration.

Network Security

I. Intentional attempts to "crash" network systems or programs are punishable disciplinary offenses.

II. Any attempts to secure a higher level of privilege on the local computer or network systems are punishable disciplinary offenses.

III. The willful introduction of computer "viruses" or other disruptive/destructive programs into the network or into external networks is prohibited.

IV. The possession of "hacking software" or visiting a "hacking" web site is prohibited.

V. Any attempt, including the use of proxy sites, to bypass the district Internet filtering system is prohibited.

VI. A personally owned computing device may not be connected to the district network without permission from a member of the District Technology Department; however limited Internet access may be available through the public wireless network.

Permission to Use Internet

Parents of students who do not wish to grant their student permission to use the Internet should use the District Internet Access Deny Form (603.17E) to deny Internet access.

Student Use of Internet

I. Equal Opportunity
   1. Internet shall be available to all students within the District. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.

II. On-line Etiquette
   1. The use of the network is a privilege. As a user of the Internet, students may be allowed access to other networks.   It is the user's responsibility to abide by the policies and procedures of these other networks.

   2. Students should adhere to on-line protocol:
      a. Respect all copyright and license agreements.
      b. Cite all quotes, references, and sources.
      c. Only remain on the system long enough to get needed information; then exit the system.
      d. Non-educational games are not permitted on school computers.
      e. Students are not permitted to download music or other executable files without prior permission.
      f. Apply the same privacy, ethical, and educational considerations utilized in other forms of communication.

   3. Student access for electronic mail will be through the supervising teacher's account or class account at the elementary level. Middle school and high school students may be issued a school email account. Students should adhere to the following guidelines:
      a. Others may be able to read or access your mail. Never send any messages of a private nature.
      b. Delete unwanted messages immediately.
      c. Use of objectionable language is prohibited.
      d. Always sign your name to messages.
      e. Electronic mail should only be utilized for educational purposes.

   4. Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
      a. Recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.
      b. Never agree to meet someone they meet online in real life without parental permission.
      c. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

   5. Cyberbullying will not be tolerated.
      a. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying.
      b. Don't be mean.
      c. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.
      d. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges.
      e. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

III. Restricted Material
   Students shall not intentionally access or download any text file or picture, or engage in any conference that includes pornography. Also, students shall not intentionally access or download any text file or picture, or engage in any conference that advocates violence, racism, anarchy, treason or discrimination.

IV. Unauthorized Costs

If a student gains access to any service via the Internet which has a cost involved, the Bettendorf Community School District will not be responsible for those costs. The student accessing such a service will be responsible for those costs.

IV. Personal Computers
Personal computers or other network devices will not be permitted access to the District network without prior knowledge of the Director of Technology; however, limited Internet access may be available through the district Public Wireless Network.

Examples of Acceptable Use

I will:
a. Use school technologies for school-related activities.
b. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
c. Treat school resources carefully, and alert staff if there is any problem with their operation.
d. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
e. Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
f. Use school technologies at appropriate times, in approved places, for educational pursuits.
g. Cite sources when using online sites and resources for research.
h. Recognize that use of school technologies is a privilege and treat it as such.
i. Be cautious to protect the safety of myself and others.
j. Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Examples of Unacceptable Use

I will not:
a. Use school technologies in a way that could be personally or physically harmful.
b. Attempt to find inappropriate images or content.
c. Engage in cyberbullying, harassment, or disrespectful conduct toward others.
d. Try to find ways to circumvent the school's safety measures and filtering tools.
e. Use school technologies to send spam or chain mail.
f. Plagiarize content I find online.
g. Post personally-identifying information, about myself or others.
h. Agree to meet someone I meet online in real life.
i. Use language online that would be unacceptable in the classroom.
j. Use school technologies for illegal activities or to pursue information on such activities.
k. Attempt to hack or access sites, servers, or content that isn't intended for my use.
This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Student Violations; Consequences and Notifications:
Students who access restricted items on the Internet shall be subject to the appropriate action described in the school's discipline policy handbook OR to the following consequences:

I. First Offense
Any Student who inappropriately uses the district network, computers, or accesses restricted sites on the Internet shall lose network and/or Internet access for up to 18 weeks at the discretion of a building administrator. Parents will be notified of this offense.

II. Second Offense
On the second violation of inappropriate use of the district network, computers, or access of restricted sites on the Internet during a school year the student shall forfeit all network and/or Internet privileges for the balance of the school year or at least a period of 18 weeks.

III. In certain situations, because of the serious nature of the violation of this policy, all Internet privileges may be denied.

IV. Violation of other District disciplinary policies through the misuse of the Internet will result in sanctions called for in those policies.

Cross Reference: *505.1, Student Records Access*

Approved: April 17, 1995   *Reapproved: June 18, 2001*   *Revised: May 6, 1996*
                                            May 20, 2002   *June 15, 1998*
                                            June 21, 2004   *June 18, 2001*
                                            July 9, 2007   *May 20, 2002*
                                            August 1, 2011   *June 21, 2004*
                                                                                    July 9, 2007
                                                                                    August 1, 2011

Board Policy

STUDENT SOCIAL MEDIA REGULATION

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students in the Bettendorf Community School District should adhere to when using Web 2.0 tools in the classroom.

Social Media Guidelines for Students

Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.

I.   Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.

II.   Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.

III. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.

IV.   Do your own work! Do not use other people's intellectual property without their permission. **It is a violation of copyright law to copy and paste other's thoughts.** When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.

V.   Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or that it is under "Creative Commons" attribution.

VI.   How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.

VII. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.

VIII. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

IX.   The district may take actions to regulate the posting of content by users consistent with rules of service (i.e. Facebook) and in accordance with applicable laws, including the removal of prohibited content and/or banishment of users from accessing the page(s).

   Prohibited content includes, but is not limited to, content which is defamatory, contains threats, is obscene or consists of fighting words.

X.   Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

Approved: August 1, 2011

Board Policy

INTERNET ACCESS PERMISSION FORM FOR STUDENTS

Please determine whether you would like your child to be granted Internet access subject to the grade-level guidelines stated above and return this permission form to your child's school.

Student Name _____   Grade _____

School _____   Date _____

_____   I give permission for my child to be granted Internet access. I understand that some materials on the Internet may be objectionable; therefore I agree to accept responsibility for guiding my child and conveying to her/him appropriate standards for selecting, exploring, and/or sharing information and media.

_____   I request that my child be denied access to Internet from the date of this request for the balance of the school year.

_____
(Parent or guardian's signature)

Reapproved: June 21, 2004	Revised: May 20, 2002
July 9, 2007	August 1, 2011
August 1, 2011	

Board Policy

STUDENT INTERNET/NETWORK ACEPTABLE USE AGREEMENT

I have read and understood the BCSD Student Acceptable Use Regulation and agree to abide by it:

_____
(Student Printed Name)

_____   _____
(Student Signature)   (Date)

Approved: August 1, 2011

NETWORK/INTERNET APPROPRIATE USE VIOLATION NOTICE

Student: _____

Administrator: _____

Date: _____

Any student who inappropriately uses the district network, computers, or accesses restricted sites on the Internet shall be subject to the appropriate action described in the parent-student handbook or to the following consequences:

____   **First Offense:**
Any student who inappropriately uses the district network, computers, or accesses restricted sites on the Internet shall lose network and/or Internet access for up to 18 weeks at the discretion of a building administrator. Parents will be notified of this offense.

____   **Second Offense:**
On the second violation of inappropriate use of the district network, computers, or access of restricted sites on the Internet during a school year the student shall forfeit all network and/or Internet privileges for the balance of the school year or at least a period of 18 weeks.

In certain situations, because of the serious nature of the violation of this policy, all network and Internet privileges may be revoked.

Violation of other District disciplinary policies through the misuse of the network and/or Internet will result in the sanctions called for in those policies.

Board Policy

STAFF INTERNET/NETWORK ACCEPTABLE USE AGREEMENT

I have read and understood the BCSD Staff Acceptable Use Regulation and agree to abide by it:

Staff Signature _____   Date _____

Building _____

Approved: August 1, 2011

Bettendorf High School
 Student Take-Home Device Agreement

Terms:
High School students will be issued a district-owned Apple iPad at no cost to the student/parent/guardian. Financial obligation will not be issued to the student/parent/guardian unless loss or damage of the borrowed device occurs as the result of handling, storage, transport, or inappropriate use.

By taking possession of a borrowed device, the student agrees to assume full responsibility for the safety, security, and care of the loaned device. Any loss, theft, or damage to the device should be reported to the administration or technology department within two school days.

Loss/Theft:

In the case of the first occurrence of a lost or stolen device, the student agrees to pay a $250.00 deductible. Any future lost or theft of a student's device will result in the student paying full replacement cost of the device and associated accessories. The student should report the incident to a school administrator or police liaison within two school days of the occurrence.   A police report shall be filed in the case of a theft.

Accidental Damage:
In the case of accidental damage to the device the student may have several options:
- The Apple Care Warranty purchased by the district allows the student two incidences of accidental damage during the first two years. In the device is repairable, the student may elect to pay a $49 service fee and utilize one of those incidents. This option is not available in year three or four of use.
- Pay the cost of the repairs as determined at the time of repair.
- Pay a $250.00 deductible. This option will be necessary if the student has used their two $49 service fee options, the damage occurs in year 3 or 4, and if the repair costs are greater than $250.00.

Deliberate Damage:

In the case of deliberate damage the student will be charged the entire cost of repairs. If the device is not repairable the student will be charged the replacement cost at the time the damage occurs.

Replacement Costs:
Should a student need to pay full replacement cost for a device, the cost will be based on the current cost of replacement at the time of incident.

Repair Costs:

Repairs will be made to a loaned device if the nature of the damage makes the device inoperable, but repairs can be made. Actual repair costs will be determined at the time of repair.

A student/parent/guardian is responsible for the cost of repair of a damaged device if the damage is the result of deliberate abuse or neglect in the security, storage, transport, or use of the device. The student may elect to pay a $49 service fee for those repairs, if eligible. If this is not an option the student will be responsible for repair costs, up to $250.00.

Summer Collection of Devices:

Students will return their assigned device at the end of each school year to allow technology staff time to clean and update the devices. Failure to return the assigned device will be considered loss of device and the student will be charged full cost for replacement of the device.

<u>Handling, Care, and Use:</u>

- Do NOT sync your assigned iPad with any computer. This will result in a loss of the district-loaded applications and tools necessary for educational purposes.
- A student may add their own apps providing they are appropriate for school. Inappropriate apps may be removed by the school administration/technology department staff.
- The student is responsible for all media, internet usage, downloads, file creation, file deletion, file sharing, file storage, and other actions that involve the use of the device. Do NOT allow other users to use the device assigned to you.
- The device is only for creation of, storage of, access to, and consumption of school-related and school-appropriate content. Do NOT access, store, create, consume, or share unauthorized or inappropriate content on your device.
- The student shall start each school day with a fully charged battery.
- Make sure nothing is ever connected to, or inserted into, any of the ports and/or connectors on the device that are not intended for that particular port or connector.
- Make sure the device is never exposed to liquids or other foreign substances, including drinks, paint, ink, glue, cleaners, polishes, or any type of health/beauty aid (lotion, nail polish, perfume, soap, shampoo, etc).
- Never turn on a device that has been exposed to liquids. Bring the device to the technology department to determine possible damage IMMEDIATELY.
- Make sure the surface of your device is not altered or defaced. Do NOT decorate your assigned device/cover or remove labels, stickers, or tags from the device that are affixed by school district personnel.
- Only school district personnel shall troubleshoot, diagnose, or repair your loaned device. Do NOT allow 3rd party service people to handle your assigned device.

<u>Security, Storage and Transport:</u>

- Keep the device powered off and in the protective carrying case when not in use.
- Transport the device within the protective carrying case provided by the school both within the school and outside of the school.
- Handle the device with caution. Do not throw, slide, drop, etc. the device, even while in the carrying case.
- Take the device home every day for nightly storage. Do NOT leave it in a school locker for overnight storage.
- Keep the device at home out of reach of younger siblings, family pets, or anyone else capable of careless handling or inadvertent damage.
- Do not share or switch devices, power charger, keyboards, or other accessories with other students.
- Bringing your power charger to school for daily use is allowed, but not recommended. You are responsible for any loss or damage that may occur to it, regardless of whether loss/damage occurs at school or away and regardless of who is using it at the time of loss/damage.
- Secure the device out of view from anyone outside of a vehicle if being temporarily stored in a parked vehicle. Never leave the device in an unlocked and/or unattended parked vehicle, even when the parked vehicle is at your residence.
- Communicate with teachers, coaches, sponsors, supervisors, etc. about ensuring that the laptop will be in a secure storage if you have school related activities, performances, sporting events, etc.
- Do NOT leave the device unsecured in a locker room setting.
- Do NOT leave the device in an extremely hot or cold environment.

<u>Wireless Internet Access:</u>

- Student should observe all Bettendorf School District Acceptable Use Polices on home and public Wi-Fi networks just as they do when at school.

- When on the school wireless network the district content filter will appropriately filter the Internet content. Because of the nature of the Internet, no content filter is capable of preventing all access to all online content that is not school-related. Although the content filter will provide a degree of protection to the user and the device, the user assumes responsibility for not accessing content that is not school-related, whether blocked by the filter or not.
- Any access of unapproved content online, whether through a district-owned device, or other personal electronic device, while at school is a violation of the usage policy.
- Although the district filter will not be in effect when the device is not on the school wireless network, the student will be expected to maintain the same level of ethical use in their home environment.

Ethical Online Behavior:

By accepting the use of this device the student agrees:

- Not to use these tools to bully, harass, or threaten other students or individuals.
- That the technology is provided by the district and is district property.
- Not to publish personal information about others or themselves.
- That the district has the right at any time to investigate, monitor, or review the contents of the device.
- That all Bettendorf Acceptable Usage Policies apply to the use of the device.
- Not to install non-school related applications on the device.
- That the district has the right to remove any non-school-related apps or files.
- That the device and accessories shall be returned in acceptable working order by the last day of school, upon withdrawal or exit date from the school district, and whenever requested by school staff.
- Not to use the device to access, review, upload, download, store, print, post, receive, transmit, or distribute:
  - Pornographic, obscene or sexually explicit material;
  - Obscene, abusive, profane, lewd, vulgar, rude inflammatory, threatening, disrespectful, or sexually explicit language;
  - Materials or information that includes language or images that are inappropriate in or disruption to the education setting or process; or
  - Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

Device Acceptable Use Form

Retain the above information for your own reference. This page only must be returned to receive your device.

Your signature on this form indicates your agreement to abide by the above expectations and willingness to assume financial responsibility as outlined in this document.

Parent/Guardian _____ Date _____

Student _____ Date _____

Bettendorf Community School District
Portable Technology Use Guidelines

Use of Portable Technology Devices such as Laptops, Netbooks, iPads, Digital Cameras, etc. as with any other technology device, is subject to the rules and conditions contained within the Bettendorf Community School District's Acceptable Use Policy

Individuals who have been assigned Portable Technology Devices must regard them as property of the Bettendorf Community School District and assume the security and care of the device, all components and accessories.

Portable Technology Devices must not be left in vehicles due to temperature extremes that have been proven to cause damage to the systems and due to the potential for theft. Portable Technology Devices must not be left in an unsecured location.

Devices that are lost, stolen, or damaged will result in financial loss to the School District. If it is determined that the loss of a system, or damage to a system, is the result of the individual's failure to comply with School District policies and procedures, neglect or because of the individual's intentional act, the individual will be required to reimburse the School District for the cost of repair of the device. In the case of total loss, the individual will be required to pay the district's $250.00 damage deductible. Do not deface or permanently mark on the device. In cases of obvious neglect, abuse or violations, the Portable Device will be taken from the individual and reassigned.

Any data corruption or configuration errors caused by the installation of unauthorized or illegal software may result in a loss of all data on your system due to the need for a complete reload of your Portable Device.

End-users are responsible for the backup of all data on their systems. The Technology Department assumes no liability for the loss of data.

Problems with functionality of the device must be reported by a staff member through the District Technology Staff. No on-site home support will be available to end-users. If units need to be sent out for repair, loaner units will NOT be available.

All Portable Devices have to be recorded in the Bettendorf Community School District Technology inventory. The Bettendorf Community School District Technology Department reserves the right to perform a physical inventory of the hardware at any point.

It is recommended that the individuals who are assigned Portable Devices have homeowners, renters, and/or automobile insurance coverage in case of theft or loss.

Individuals must report loss, damaged, or stolen equipment immediately (within 24 hours) to the Bettendorf Community School District Technology Department. Property loss damage reports must be completed on the appropriate forms and will be closely monitored. Stolen equipment must be reported to the Police Department to ensure thorough investigations, pursuit of criminal prosecution and full restitution, when possible, to the fullest extent of the law. Any person who knowingly files an application for insurance, statement of claim or police report containing any materially false information of attempts to conceal information concerning any fact material thereto, is violating the law and may be punished by criminal and/or civil penalties.

Portable Devices must be immediately returned upon request to the Bettendorf Community Schools Technology Department. Failure to do so will result in appropriate action. The individual is responsible for returning all parts and accessories in working order.

Name _____   School/Location _____

Grade Level/Dept. _____   Room #/Equip. Location _____

Equipment: ☐ Laptop   ☐ Netbook   ☐ iPad   ☐ Other (specify) _____

Model _____   District Tag/Serial Number _____

Carrying Case _____   Power Cord _____   AC Adapter _____   Other _____

My signature below indicates I have thoroughly read the above information. I understand the Bettendorf School District will seek to recover the cost of repair or replacement of a device that is damaged or lost as a result of an intentional act, or because of my failure to follow the Bettendorf School District policies and procedures. I agree to the above terms and conditions as such, agree to fully cooperate with property loss reporting requirements and with property loss incident investigations.

Staff Name _____   Date _____