AUBURN VILLAGE SCHOOL

Technology Plan

July 2014 – June 2017

Auburn School District
http://www.avs.k12.nh.us
SAU #15

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School Board Approval: April 8, 2014

TABLE OF CONTENTS

I. Introduction

Technology Plan Committee Members

Committee Members	Representation
Kathy Boisse	Community member / Parent
Deb Cheetham	Community member / Parent
Brian D'Amelio	School Board
Allison DiPietro	Media Center
Cheryl Kaake	Kindergarten Teacher / Professional Development Coordinator
Carly Laliberte	Grade 5 Elementary School Teacher
Keith Leclair	School Board
Michael Lessard	Technology Director / Webmaster
Joan Marcotte	Grade 5 Elementary School Teacher
Judy Nesbitt	Grade 7 Middle School Teacher
Andrea O'Neil	Technology Educator / Integration Specialist
Michel O'Rourke	Assistant Principal
Sean Pine	Principal

This plan was reviewed and adopted by the Auburn School Board on April 8, 2014.

_____   _____
Alan Villeneuve   Date
Auburn School Board Chair

Demographics

Auburn School District is part of SAU 15 along with Hooksett and Candia. The district has one school facility that serves approximately 600 students in grades K-8. Within the one facility the middle school and the elementary school have separate programs and operating hours. The middle school operates from 8 a.m. to 2:25 p.m. while the elementary school hours are 9 a.m. to 3:25 p.m. Kindergarten operates with two schedules. A morning session from 8:50 am to 11:40 am and an afternoon session from 12:40 pm to 3:20 pm. Unified arts teachers and other specialists serve all grade levels. Auburn has a tuition contract with Pinkerton Academy for the education of their high school students.

Auburn, New Hampshire is a relatively small community of approximately 5,000 residents. Located adjacent to Route 101 and 93, it has increasingly become a bedroom community for commuters to Manchester, Concord, and Massachusetts.

Auburn has a limited business base. The primary source of town and school funding comes from residential property tax.

The Auburn community and the School Board are aware of the school's space needs. The present facility was first built in the 1950's with significant additions in1965 and 1988. While the facility does not meet current state guidelines for classroom size and other physical plant considerations, it is well maintained and serviceable. Three detached portable units have been placed behind the school providing six classrooms. The school facility is used extensively for community functions and recreational activities during non-school hours.

We invite you to explore our website http://www.avs.k12.nh.us and learn more about us. Welcome to Auburn Village School!

Mission Statement

Through collaborative efforts of students, staff, school board, and community, the mission of the Auburn Village School is to provide opportunities for students to develop the skills, knowledge, and talents to achieve their greatest potential to become valued members of society.

We believe that:

- Education is the responsibility of the entire community.
- All children can learn.
- Learning is a continuous process.
- Open communication among students, educators, home and community encourages students' achievement.
- The school will provide a positive, nurturing environment.
- Children will be respectful and in turn demonstrate good citizenship and take pride in their school community.
- Children will set high goals and strive to meet them.
- Children will learn to access information in order to make education a lifelong process.
- Children will be accountable for their own behavior.
- All children have talents and those talents should be developed, encouraged, and shared.
- Children learn best in a positive, caring home and school environment.
- Students will be responsive, active learners.

Core Values

Core Value # 1

Schools are for students. All interactions with them must nurture their social, emotional, and academic growth. It is our responsibility to accept all students and treat them with kindness and respect; we are tolerant and non-judgmental. Our decisions are based on what is best for them. We take responsibility for ensuring the success of our students despite the challenges they may face.

It is our responsibility to foster an environment of respect through interactions with each other, parents, and our educational community. Parents are partners in the educational development of their children and are deserving of our acceptance and support. Additionally, all members of our staff are committed to working professionally with each other.

Core Value # 2

Students meet and exceed high academic standards. Our high expectations demand varied and rigorous learning experiences that enable students to think critically, work collaboratively, communicate effectively, and act with integrity. Every student is unique and has different abilities, needs, and learning styles that require varying instructional techniques and strategies. Student success is ensured through the use of purposeful, research based, data informed instruction. We continuously build and maintain the knowledge base and collaborative culture required for high levels of performance for all members of the learning community.

Core Value # 3

We each have the responsibility to ensure the success of all students. The needs of all learners are met when outcome based learning occurs and when students, teachers, and policy makers are empowered by data. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.

Core Value # 4

Twenty-first century instruction is necessary for twenty-first century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace.

Core Value #5

We believe that it does, in fact, "*take a village to raise a child*". We have a unique opportunity and an obligation in our homes, our community, our businesses and our schools to influence the learning outcomes of our children. These collaborative partnerships within the community foster thoughtful and relevant learning, promoting the growth of each child.

Technology Vision Statement

Twenty-first century instruction is necessary for twenty-first century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist as of yet. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace.

Specifically, we envision that technology is available for all, and is effectively supported by community and staff:

1) to provide skills and knowledge necessary to meet the challenges of living and working in the digital era.

2) to provide access to the general curriculum and meet the needs of all learners.

3) to provide a resource and a means for information gathering, problem solving, decision making, creativity, and self-expression.

4) to collect student data, including assessment information and electronic portfolios, for analysis and interpretation.

5) to improve the efficiency and accountability of organizational and administrative tasks.

6) to enhance communication with colleagues, parents, and other members of the Auburn community.

II. Technology Goals

Technology can effectively support student achievement and increase efficiency within our school community in the areas of information management and communication. Information and Computer Technology (ICT) is an essential component of a quality education in this time of rapid technological advancements. Our technology goals and the District Educational Technology Standards reflect the National Education Technology Standards for Students (NETS). Our goals provide guidance for all educators, administration, students, and the community as a whole.

Communications

- Members of our community will use technology to facilitate exchange between educators, parents and community members.
- Students and educators will use technology to share ideas and information within and outside of our school community as per district policy.
- Improve school website and utilize social media tools to improve communication with the community members.

Curriculum, Instruction, Assessment

- Members of our community will use technology to facilitate 21st Century teaching and learning.
- Students will use 21st Century technology as a resource and a means for information gathering, problem solving, decision making and self-expression.
- Educators will use technology to develop and/or implement curriculum to meet the diverse needs of all learners.
- Educators will use technology for professional growth.
- Technology will be used to promote innovative methods including discovery based learning and problem solving strategies.
- Students will demonstrate evidence of understanding and proficiency of standards through the use of technology.

Professional Development

- Provide professional development opportunities for educators that will promote technological growth that aligns with the NETS educator standards.
- Provide opportunities, resources, and support for educators to develop technology-based integrated curriculum projects that meet the New Hampshire ICT standards.
- Train educators to use systems software and productivity software efficiently.

Access to technology resources

- Annual hardware and software purchases will be made to support 21st Century classroom activities.
- Continue to maintain the Auburn Village School website providing the entire community with access to District educational resources.
- Maintain and expand current formats used for exchanging and retrieving on-line information for students, staff, and community members.
- Integrate the use of technology into all aspects of instruction and curricula.

Data Collection

- The district will collect data to evaluate the effectiveness of our use of technology in support of student learning, staff training, community needs and parent information/communication.
- Analyze and utilize data for the purpose of setting goals, improving standards, and increasing achievement.

Staffing Requirements

- Evaluate yearly the staff requirements needed to support and integrate technology to be used to facilitate 21st Century teaching and learning.

III. Action Plan

A. Access to Technology Resources

The 2014-2017 Technology Plan Action Plan provides detail of the current and future resources that provide access to technology for all students and educators. Within our K-8 school, we have a technology curriculum committee that meets monthly composed of the technology curriculum coordinator and a representative from each of our eight grade levels. Their responsibilities include the following:

- Needs assessment.
- Development of scope and sequence.
- Planning of integration of technology into the core curriculum.
- Facilitation of communication in regards to integration of technology at all grade levels.
- Planning professional development needs.

1. Hardware

Auburn continues to make strides towards increasing the number of computers and technologies available to the educator and student population. Our intended computer life cycle plan is replacement every 5 to 6 years. Our current computer inventory consists of the following:

95 - PC's
115 – Laptops
61 - Netbooks
26 - Thin clients
25 – Virtual desktops
7 – Virtual PC's
94 - iPads
8 – iMacs
6 – MacBook Pro laptops
1 – Chromebook
2 – Tablets

Total student computer resources: 317 school owned devices and 127 registered BYOD users with one or more devices supporting 569 students providing a 1:1.28 student to computer ratio environment. The average class size ranges from 17-25. We are able to provide the students a 1:1 computer ratio for any instructional requirement by use of COW's (Computers on Wheels).

Other technology available to our educators and students are:

19 - Interactive Boards	41 – Digital Visualizers	9 – Digital Cameras
5 - Video Cameras	3 – Scanners	4 – Student Response Systems
11 – Network Printers	45- LCD Projectors	

We currently have 13 servers operating on Server 2003, Server 2008 and 1 SANS. They support Active Directory providing individual login accounts for all educators and students. Student Information servers provide student data to educators and administration while providing a portal for parents to access their child's gradebook and school communications. A file server warehouses educator's pertinent files and student digital portfolio folders. Application servers include Educational classroom applications. A backup server to archive and restore data. The virtual servers manage classroom environments, Microsoft Windows Update Management, Anti-virus, secondary Domain Controller (DC), secondary DNS and DHCP. All the servers have redundancy built in as well as backup power sources via UPS and generator power for long term needs. Servers are backed up using an LTO backup device and monthly tapes are stored off-site.

Increasing technology access is an ever changing plan. Due to our network wiring and electrical availability constraints within the building we have to find creative ways to increase the computer to student ratio. We plan to increase the technology and computer access to students by purchasing additional netbook and iPad COW's. Investment in Virtual Computer devices will allow the increase of computers to a classroom without having to change the networking to the rooms.

2. Connectivity
The Auburn School District network consists of a managed network solution with 4 IDF's (*intermediate distribution frame*) locations. A managed wireless solution provides wireless access throughout all areas of the school for students, educators and the community. The schools incoming service is a Business Class with Comcast providing our internet service. Electronic communication (email) is managed by an internal Exchange Server.

Although the schools network is wired sufficiently with Cat5e and utilizing 10/100/1000 managed switches, the school facility continues to be constrained by the lack of network provisions per classroom. Each classroom is supported by a single network drop which is not sufficient to support multiple computers to a classroom. In the year 2012 an analysis was completed with recommendations and cost projections for renovating the network infrastructure to accommodate additional networking to each classroom. At this time with school renovations being discussed major network infrastructure projects will be postponed and will be incorporated with a potential renovation.

3. Funding Sources
The majority of technology is supported and funded through the Auburn School District budget. Additional funding sources are from REAP, E-rate and donations / fundraisers.

4. Support

Technology at Auburn is currently supported by the Technology Director and a part-time Technology Associate (1/3 full time employee). The Technology Director and Associate are responsible for:

- Maintaining the network and its infrastructure, including security and content filtering.
- Development and update of the 5 year Projected Technology Needs Plan.
- Allocation of technology.
- Inventory of technology equipment.
- All technology purchases.
- Supervise and provide training for the Technology Associate.
- Maintenance of computers, printers, servers, etc.
- Coordination and data collection of the state technology plan development and evaluation.
- Provide routine maintenance of existing equipment to ensure reliability.
- Purchase and utilize adaptive/assistive hardware, software, and network in collaboration with administration.
- Survey educators annually on technical needs.
- Determining the need and procurement of technical services from external contractors.
- Evaluate emerging technologies and determine purchase needs / requirements.
- The construction and execution of the yearly technology budget.
- Database management and backups.

The following is the State's Broad Staffing Formula, which gives schools a method to determine the staffing requirements for technology support: [(336 high end computers)/300] + [(104 low-mid-range computers)/100] = minimum # staff required of 2.16, plus technology support personnel to ensure attainment of all outlined instructional goals (staffing formula at or beyond the minimum recommendation of 0.5 FTE for every 60 FTE staff). This does not include the support required for Servers, Applications and Networking.

It is clear that we are not meeting the minimum staffing recommendations outlined by NHDOE. Action we have taken to address this shortage has been to contract with third party vendors to assist in Technology projects, created a part time technology support role in 2011 reporting to the Technology Director. Support requirements will be evaluated continuously throughout the year.

Technology Curriculum is supported by a certified technology educator also serving as the technology curriculum coordinator. The duties of the technology curriculum coordinator include the following:

- Chairing the Technology Curriculum Committees (elementary and middle school).
- Facilitation of technology integration.

- Assist in the supervision of the curriculum to insure that it is being implemented according to the established frameworks and performance standards.
- Facilitation of professional development opportunities.
- Provide a method for assessing the current curriculum.
- Develop a process for writing and/or reviewing curriculum.

<table>
<tr><td colspan="4">Technology Plan Timeline
ACCESS TO TECHNOLOGY RESOURCES</td></tr>
<tr><td>Action Item</td><td>2014 - 2015</td><td>2015 – 2016</td><td>2016 - 2017</td></tr>
<tr><td>Upgrade PC's to provide high-end computers</td><td>Install virtual desktop units to complete Phase II of virtualizing the computer lab. Update Media Center to Win7</td><td>Replace PC's in Learning Center with Virtual computer devices.</td><td>Replace Thin Clients in the Media Center with Virtual computer devices.</td></tr>
<tr><td>Increase computer availability in classrooms</td><td>Add additional wireless devices in grades 1-3.</td><td>Add additional wireless devices in grades 4-6.</td><td>Add additional wireless devices in grades 6-8.</td></tr>
<tr><td>Increase number of computers available to students working towards a 1:1 ratio</td><td>Purchase a mobile lab (COW) for use in the Portable classrooms.
Replace COW 1 laptops.</td><td>Purchase a mobile lab (COW) for use in the elementary school classrooms.
Replace COW 2 laptops.</td><td>Purchase a mobile lab (COW) for use in the middle school classrooms.</td></tr>
<tr><td>Interactive Boards in classrooms.</td><td>Purchase 2 short throw interactive boards for grades 1-5. Purchase 2 interactive whiteboard bars for grades 6-8</td><td>Purchase 3 short throw interactive boards for grades 1-5. Purchase 3 interactive whiteboard bars for grades 6-8</td><td>Purchase 3 short throw interactive boards for grades 1-5. Purchase 3 interactive whiteboard bars for grades 6-8</td></tr>
<tr><td>Provision of digital tools to support virtual field trips and Distance Learning</td><td>Purchase conferencing receiver and enroll with Pinkerton for Distance Learning.</td><td></td><td></td></tr>
<tr><td>Software migration</td><td>Begin migration to MS Office 2013</td><td>Continue migration to MS Office 2013.
Migrate OS to Windows 8x</td><td>Continue Windows 8x migration.</td></tr>
<tr><td>Increase classroom network infrastructure.</td><td>Replace wireless access points in the middle school creating one per classroom environment.
Add additional access points to elementary school classrooms.</td><td>Replace wireless G access points with wireless N in the elementary school classrooms.</td><td>Rework wiring to the portables creating direct connections from each classroom to the switch. Replace wireless G access points with wireless N in the portables.</td></tr>
<tr><td>Increase communication with the community / parents / students.</td><td>Replace website with a content management design website adding organized structure for communicating information.</td><td>Increase use of website, social media and current communication tools to provide community with school information.</td><td>Record interactive classroom activities and post to the website for parent / student use.</td></tr>
<tr><td>Provide sufficient technical support to meet our instructional goals.</td><td>Evaluate support requirements. Increase hours of part time position as required.</td><td>Evaluate support requirements. Increase hours of part time position as required.</td><td>Evaluate support requirements. Increase hours of part time position as required.</td></tr>
</table>

B. ICT Literacy

In 1998, ISTE, The International Society for Technology in Education, released National Technology Standards for Students. (NETSS) These original standards identified skills and knowledge every student needed to succeed in the technology and information world students were living in at the time. The focus of the original NETS(S) was to teach basic skills & terminology about computers. In 2007, ISTE revised these standards to better prepare our students known as "digital natives" to learn, work and live in the 21st Century digital age. The focus of the revised standards addresses what students can do with technology. Students use computers to solve problems, enable creativity, and construct their own knowledge. The refreshed NETS helped to develop an awareness that education must change in order to provide for future workers, leaders and contributing global citizens.

Information and Communication Technology

What is ICT Literacy?

SETDA Definition (**S**tate **E**ducational **T**echnology **D**irector **A**ssociation)
"The ability to responsibly use appropriate technology to communicate, solve problems, access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century."

Steps Auburn School District will take to improve academic achievement, including technology literacy, of all students and to improve the capacity of all teachers to integrate technology effectively into curriculum and instruction:

1. At the beginning of each school year, all staff will revisit the NH ICT Standards and become familiar with the revised National Educational Technology Standards for Students NETS. (NETS Refreshed Project)
2. Technology Curriculum committees will review and revise the current Technology Standards and benchmarks including the plan for the development of digital portfolios and implement any changes.
3. Explore methods to easily organize and showcase grade level project-based learning activities that meet NH ICT Standards. (Web-based Lesson Planner)
4. Review current research and state initiatives on evaluation of student electronic portfolios at the completion of 8th grade. This will involve collaboration with Pinkerton Academy on expectations for contents of digital portfolios.
5. Explore alternative schedules for computer lab use and instruction.
6. Consider 1:1 laptop initiatives to or from home. (BYOT)
7. Address current research about technology use outside of school.
8. Provide equitable access to mobile computing and desktop labs.

9. Continue to encourage teachers to utilize the mobile labs, media center computers, the computer lab and the learning center computers as an extension of instructional resources.

Encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology. This should include distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

1. Investigate alternative learning opportunities for elementary and middle school students through online courses.

2. Continue membership on list-servs that provide current information regarding educational technology standards at the state and federal levels (NHSTE Technology Integrators List, NHDOET – ET News, GMPDC List).

C. Professional Development

Auburn School District provides access to Professional Development in a multitude of ways. We begin the year with Teacher Workshops in which we provide in-house training for PowerSchool and new technologies being introduced for the upcoming school year. We also provide off-site professional development at other districts within our SAU.

We encourage staff and educators to attend NHSTE events such as the McAuliffe Technical conference and NHSTE organized technical events. As events become available and are relevant we distribute this information to all staff via email.

We continue our relationship with PDC – Professional Development Center for specialized training needs as they become available.

Continue to provide for training through grants and the district budget.

Utilize in-house resources with strengths and experience in technology for the following:
- introduce new technologies
- pilot and evaluate the relevance and effectiveness of these technologies in the classroom
- train and mentor other educators in the school

This peer-based training has become invaluable for the Technology Staff.

<u>Actions to Support our Professional Development Goals:</u>

1. Increase the expectations for level of technology proficiency for all staff by providing in-service workshop training, online learning incentives, and encouraging the use of the NH Local Education Support Center Networks.
2. Require grade level participation on the building technology curriculum committee which meets monthly to share relevant research, instructional ideas, and innovative teaching strategies.
3. Revise middle school schedule and computer lab use to extend integration of technology into core content areas and encourage grade level team collaboration in this area.
4. Evaluate technology professional development for staff and educators.
5. Ensure that the educators are familiar with the ISTE NETS indicators.
6. Engage the educators in developing curriculum activities that also involves the use of technology.
7. Promote organizing and scheduling Virtual Field Trips and Distance Learning utilizing the available shared equipment.

D. Community Collaboration

A. Description of how the community will use technology to effectively promote parental involvement and increase communication.

1. Continue to make improvements to the school website to provide better communication with parents for topics such as homework, curriculum, classroom activities, PTA, upcoming school events, athletic events, student/parent handbook, School Board monthly meetings, school emergencies/closings, etc. Strive to provide a consistent message for parents from teacher to teacher and minimize the learning curve teachers must endure trying to integrate multi-platform web page development.
2. Continue to provide email access to teachers and faculty to share information on student progress or to schedule appointments. Parent email information is collected on student information sheets at the beginning of each calendar year.
3. Use email to recruit parent involvement in school related volunteer activities.
4. Utilize web-based PowerSchool for daily attendance, grades, announcements and internal communications as well as posting daily and weekly news bulletins available to the parents, faculty and administrators.
5. Provide student attendance and tardiness information through parent's PowerSchool portal. Information gathered from direct administration input performed daily.
6. Enrich content on individual web page on the school site (homework, classroom procedures, project outlines, links to relevant resources, etc.).
7. Provide a community based centralized calendar that allows the public to be informed of scheduling and location information for school and town meetings, athletic information and community groups who meet regularly at the school.
8. Utilize an auto-dialer system to broadcast general and emergency information as well as school cancellations/delays directly to the contact phone number on file for students of K-8.
9. Provide parents with online access to student lunch program both allowing review of categories of food being purchased as well as the ability to fund accounts online and receive low balance alerts.

B. Description of how the district technology program will be developed in collaboration with adult literacy service providers.

1. Provide links to a resource for online technology tutorials which can be used by students, community and faculty.
2. Collaborate with Manchester School District and Derry School District on the needs of the Auburn community.

IV. Budgeting

Technology Plan **PROPOSED BUDGET**			

	2014 - 2015	**2015 – 2016**	**2016 - 2017**
a) Workshops – Technology Director	$ 2,800.00	$ 2,900.00	$ 2,900.00
b) Repairs	$ 400.00	$ 300.00	$ 300.00
c) Services	$ 14,195.00	$ 15,225.00	$ 16,310.00
d) Supplies	$ 6,153.00	$ 6,850.00	$ 7,100.00
e) Professional Media	$ 200.00	$ 200.00	$ 200.00
f) Software	$ 7,850.00	$ 13,050.00	$ 15,150.00
g) Furniture	$ 1,500.00	$ 600.00	$ 600.00
h) New Equipment	$ 40,500.00	$ 53,050.00	$ 40,750.00
i) Replacement Equipment	$ 24,890.00	$ 11,800.00	$ 20,000.00
j) Dues	$ 510.00	$ 510.00	$ 510.00
k) Salary and Benefits	Per Contract	Per Contract	Per Contract
Total Budget	$ 98,998.00	$ 104,485.00	$ 103,820.00

Budget Narrative

2014 – 2015

a) Consisting of workshops supporting PowerSchool (student information system), Exchange (email service) and Microsoft. These workshops will assist in the support of communication for staff, students and community.
b) Repairs are mostly performed in-house by the technology staff. On occasion work needs to be contracted.
c) Services include the District using a consulting firm when we engage in major projects. Web site hosting providing a communication link to the community. Anti-virus software and Web filtering (Barracuda) to provide safe and regulated/monitored internet for our staff and students. Server maintenance contracts. Digital communication services for relaying information to the community.
d) The supplies consist mostly of items to support printed materials generated by students and staff in the classrooms, mobile labs and learning centers. Supplies to support networking and server needs.
e) Technical publications/books providing reference material for the Technology Director.
f) The District strives to stay current with technology and part of this process is to upgrade capable systems to the most current operating system available which requires

the purchase of software licenses. This year we will be upgrading the Thin Clients (Media Center) to Windows 7. Renewal of anti-virus protection and Virtualization licenses.

g) An additional server cabinet is required for the server room to separate out the servers to provide for proper ventilation / airflow.

h) New technology purchases for the classrooms and learning centers consisting of interactive tools. Phase II of the Computer Lab virtualization by replacing the desktop with VDI (Virtual Desktop Infrastructure) units. Purchase of a COW (Computer on Wheels) package to support the primary grades. Backup Battery package to support the additional server cabinet. Purchase of a Bandwidth shaper to better manage the prioritization and use of the school's bandwidth. Expanding out the wireless solution by adding 12 WiFi Access Points creating a 1 to 1 WiFi solution to the classrooms.

i) There is a need to replace a COW (Computer on Wheels) and 16 teacher laptops that were purchased in 2008 for which they have exceeded their life expectancy. Planning replacement of potential failure of monitors and LCD projectors.

j) Technology Director Membership dues and workshop registration.

k) Technology staff Salary and Benefits per contracts.

2015 – 2016

a) Consisting of workshops supporting PowerSchool (student information system), networking, traditional and virtual server management. These workshops are consistent with supporting communication for staff, students and community.

b) Repairs are mostly performed in-house by the technology staff. On occasion work needs to be contracted.

c) Services encompass the use of a consulting firm when we engage in major projects. In 2015 we will begin migrating the operating systems and Office products to the most current available (Currently Windows 8 and Office 2013) on student and staff used devices. Such migrations will require updating and virtualizing servers to support the role of management for the new operating system. Other services include Anti-Virus and Web filtering (Barracuda) to provide safe and regulated/monitored internet for our staff and students. Digital communication services.

d) The supplies consist of material to support printing, networks and items to repair equipment in-house

e) Technical publications/books providing reference material for the Technology Director.

f) Purchase of software licenses to support hardware compliance.

g) Furniture purchases support the accessory needs to support the technology ranging from the IT office / server room to classrooms.

h) New technology purchases for the classrooms and learning centers consisting of interactive tools and wireless devices. Purchase of new mobile lab (COW) working towards increasing the computer to student ratio. Purchase an implement a SANs to ensure appropriate storage is made available to staff and students.

i) Provisioning for equipment replacement of low end systems that currently support the students and staff. Replace 10 staff laptops. Replace an existing COW of laptops. Replace wireless G access points in elementary with wireless N.

j) Technology Director Membership dues and workshop registration fees..
k) Technology staff Salary and Benefits per contracts.

2016 - 2017

a) Consisting of workshops supporting PowerSchool (student information system) and emerging technologies. These workshops will assist in the support of communication for staff, students and community.
b) Repairs are mostly performed in-house by the technology staff. Often there is equipment that must be repaired by a third party.
c) Implementing virtualization in a short timeframe requires using a consulting firm. Web site hosting providing a communication link to the community. Web filtering (Barracuda) to provide safe and regulated/monitored internet for our staff and students.
d) The supplies consist mostly of supplies to support printed materials generated by students and staff in the classrooms, mobile labs and learning centers.
e) Technical publications/books providing reference material for the Technology Director.
f) The purchase of software licenses to upgrade systems to the current operating system available.
g) Furniture purchases support the accessory needs to support the technology ranging from the IT office / server room to classrooms.
h) New technology purchases for the classrooms and learning centers consisting of interactive tools and wireless devices. Purchase of new mobile lab (COW) working towards increasing the computer to student ratio. Purchase of a server that will support virtualization.
i) Replacement of low end PC's and laptops. Replace the thin clients in the media center with a virtual solution. Replace wireless G access points in the portables with wireless N.
j) Technology Director Membership dues and workshop registration fees.
k) Technology staff Salary and Benefits per contracts.

V. Evaluation

The Auburn District Technology Planning Committee will meet three times per year: fall, winter, and late spring. At each meeting, the committee will review the progress on the current technology plan. The review will consist of the following components:

- Hardware/software/network acquisition, maintenance, and usage
- Integration of technology into content classes at all grade levels
    - Initiatives
    - Applications
    - Examples of artifacts from student portfolios
- Professional Development planning and training
    - Input from educators / members
        - LoTi educators' surveys
        - In district educators' surveys
    - Training opportunities
    - Evaluation summaries from technological training
- Technology survey results analysis
    - Community survey results – every 3 years.
    - Staff survey results – every 3 years.
    - NH School Building Technology Survey

Information gathering and analysis is performed on a continuous basis through the school year which allows for adjustment to our plans and goals. The community and staff surveys are conducted every three years. The information gathered will be assessed and will aid the Technology Director during the budget process.

VI. Policy and Procedure

Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) compliance is addressed by a Barracuda Web Content Filter located at Auburn Village School. Internet access is filtered through the Barracuda device which is maintained and updated by the Technology Director. Auburn Village School also provides the students with safe web-based search engines such as Encyclopedia Britannica on all computers and also the ability to use these search engines from their home.

Included as Appendix VII is the following policies and procedures associated with the appropriate use of technology:

- EGAD: Copyright Compliance Policy
- EHAA: Computer Security, Email and Internet
- GBEF: School District Internet Access for Staff
- GBEF-R: Acceptable Internet Use Policy
- JICL: School District Internet Access for Students
- JICLA   Personal Device Usage Policy
- JICL-R   Acceptable Internet Use Procedures - Students

AUBURN SCHOOL DISTRICT

TECHNOLOGY PLAN

APPENDICES

Appendix I: Hardware Inventory

Summary of Inventory

Equipment	Quantity
PC's	103
Thin Clients	26
Virtual desktops	32
Laptops	124
Netbooks	61
iPads	94
Printers	11
LCD Projectors	45
Interactive Boards	19
Student Response Systems	4
Digital Visualizers	41
Digital Cameras	9
Video Cameras	5
Scanners	3

Appendix II: Software Inventory

Summary of Software Used

Application software

Microsoft Office 2007/2007/2013	Type to Learn
Outlook 2007/2013	Educational apps for iPads
Open Office	Audacity
Photo Story	==Google Scratch==
Kidspiration	Career Futures
Inspiration	WinSnap
Stationary Studio	ActivInspire
KidPix	==Google Apps==
Smart Notebook	

Server software

Microsoft Server 2003 / 2008	Kaspersky AnitVirus
Microsoft Exchange 2010	Symantec Backup Exec
Powerschool	Cisco Network Assistant
Norton Ghost	WSUS (Windows update)
VMware	

Online tools

Destiny	Image Quest
Library Search	Encyclopedia Britannica
BrainPOP	MyLunchMoney
OPAC	imagineIt!
Glogster edu	Glencoe
Teacher web	VLACS
Math In Focus – Think Central	

Assessment tools

Performance Tracker	NECAP
NWEA	DibelsNext
Smarter Balance	ESGI

Appendix III: Staff Survey

Included here are the results of the 2013 Staff Survey. These results will serve as our baseline for measuring the effectiveness of the plan and further aid our action plans and budget development.

2013 Staff Technology Survey

Demographics (69 surveys sent out, 38 responses – 55% response)
Please select the group that best describes your position.

```
Non-teaching staff      7      18%
Teaching staff          31     82%
```

Technology Questions
Please indicate your experience or opinion for the following areas.

The technology I use is easily accessible to staff and students.

```
Yes                     22     73%
No                      8      27%
```

Staff members understand how to open items with other applications.
Example, opening a Work document or Open Office file with Microsoft Word.

```
Yes                     24     77%
No                      7      23%
N/A                     0      0%
```

Teachers know how to operate the technology available to them (hardware and software).

```
Yes                     21     68%
No                      10     32%
N/A                     0      0%
```

The technology I use is capable of performing the tasks needed to follow the curriculum.

```
Yes                     22     71%
No                      8      26%
N/A                     1      3%
```

Students understand and are comfortable using technology (hardware and software).

```
Yes                     19     61%
No                      9      29%
N/A                     3      10%
```

Students understand how to open items with other applications.
Example, opening a Works document or Open Office file with Microsoft
Word.

```
Yes                     13    43%
No                      12    40%
N/A                      5    17%
```

Technology Access and Support

**Do you feel you have sufficient or timely support for technical
needs?**

```
Yes                     26    68%
No                      12    32%
```

Do you feel you have sufficient access to reliable technology?

```
Yes                     14    37%
No                      24    63%
```

Software Priorities

Do you feel you have sufficient access to the following software?

	Yes	No
Google Apps for Education	21	5
Blogging	14	11
Skype	10	13
Audio editing	4	19
Image editing	6	16
Video editing	2	19
iPads Apps	10	17
HelpDesk (SchoolDude)	28	0
Presentation Software	20	0
Word Processing	29	1
Online Course software	15	10
Portfolio software	9	14
Web based keyboarding software	11	11

Hardware Priorities

**Do you feel you have sufficient access to the hardware you need in
order to engage your students in classroom activities in which you
would use technology?**

	Yes	No
LCD Projector	27	3
Digital Visualizer (Elmo, Ladibug)	28	2
Teacher laptop	29	1
Classroom PC's	12	16
Scanner	8	22
Digital camera	12	15
Printers	24	6

```
Interactive equipment (Mimeo, SmartBoard,etc.)        7     21
COW's (Computers on wheels laptop, iPads, netbooks) 9   20
iPad's                                                10    19
WebCams (for virtual field trips)                     7     18
Ample electrical outlets to support hardware          6     22
Ample PC networking                                   16    12
Ample WiFi networking                                 12    17
```

Training Properties

Would training be beneficial in the following areas?
(Hardware)

	Yes	No	N/A
LCD Projectors	8	24	5
Laptops (Staff)	7	25	3
Digital Visualizer (Elmo, Ladibug)	10	23	4
Interactive equipment (Mimeo, SmartBoard, etc.)	25	7	4
WebCams / Skype	18	13	6
File Management (Storage and CD Archival)	17	17	3
Scanner use (Media Center & Computer Lab)	20	13	4
Cow use (Computer on wheels)laptops	9	22	5
Cow use (Computer on wheels)iPads	13	18	6
Cow use (Computer on wheels)netbooks	9	21	6
GPS devices	12	16	7
Printing and "Secure" printing to remote printers	16	17	4
Camera use (digital and video)	15	18	5
Assistive technologies	23	9	5

Would training be beneficial in the following areas?
(Software)

	Yes	No
Word Processing	6	28
Spreadsheets	18	17
Google Apps for Education	23	14
Teacher web sites	11	23
Online GradeBook	7	27
Outlook	12	23
Student Digital Portfolio development	16	17
Web 2.0 tools	23	12
Interactive software (Notebook, ActiveInspire)	25	8
Assistive technologies	23	11

My preference of the training environment would be:

I would prefer on-site training after school.

```
Yes            19    50%
No             2     5%
Sometimes      17    45%
```

I would prefer on-site training to be done by a 3rd party consultant as opposed to SAU staff.

```
Yes              8     22%
No              12     32%
Sometimes       17     46%
```

I would prefer off-site training when available.

```
Yes              4     11%
No              16     44%
Sometimes       16     44%
```

I would prefer online training (ie. webinar, online courses, etc.)

```
Yes             12     32%
No               8     21%
Sometimes       18     47%
```

Appendix V: Community Survey

Included here are the results of the 2014 Community Survey. These results will serve as our baseline for measuring the effectiveness of the plan in regards to our ability to service to the community.

2014 Community Technology Survey

Demographics (84 families responded)
Please indicate what grade level your child currently attends.
If you have more than one child attending AVS please select all grade levels that apply.

	Responses	Class Size	% Response
Kindergarten	6	39	15.4%
Grade 1	13	59	22%
Grade 2	15	67	22.4%
Grade 3	9	55	16.4%
Grade 4	22	69	31.9%
Grade 5	15	68	22.1%
Grade 6	15	67	22.4%
Grade 7	15	70	21.4%
Grade 8	16	72	22.2%
Totals	**126**	**566**	**22.3%**

Technology Access
Please indicate your experience or opinion for the following areas.

My child has access to a computing device at home.

Yes	125	99.2%
No	1	0.8%

My child has access to the Internet at home.

Yes	124	98.4%
No	2	1.6%

If you answered Yes to question 3, what type of Internet access do you have?
Please select for each grade level you have a child in.

	Dial-up	DSL	Digital	Other
Kindergarten			6	
Grade 1		1	12	
Grade 2			15	
Grade 3			9	
Grade 4			22	
Grade 5			15	
Grade 6			15	
Grade 7			15	
Grade 8			16	

In your opinion do you feel Auburn Village School is providing students with adequate computing access with <u>PC's</u> (Desktop, Netbooks, Laptops)?
Please select for each grade level you have a child in.

	Not enough	The right amount	Too much	Do not know
Kindergarten	2	4	0	5
Grade 1	4	7	0	3
Grade 2	10	2	0	4
Grade 3	3	5	0	4
Grade 4	8	10	0	6
Grade 5	6	4	0	7
Grade 6	5	5	0	4
Grade 7	5	9	0	3
Grade 8	4	8	0	6

In your opinion do you feel Auburn Village School is providing students with adequate computing access with <u>Interactive Boards</u>?
Please select for each grade level you have a child in.

	Not enough	The right amount	Too much	Do not know
Kindergarten	0	4	0	4
Grade 1	4	5	0	5
Grade 2	8	2	0	7
Grade 3	3	2	0	6
Grade 4	3	3	0	18
Grade 5	4	4	0	9
Grade 6	3	3	0	9
Grade 7	2	3	0	12
Grade 8	4	3	1	10

In your opinion do you feel Auburn Village School is providing students with adequate computing access with <u>iPads/Tablets</u>?
Please select for each grade level you have a child in.

	Not enough	The right amount	Too much	Do not know
Kindergarten	0	2	0	5
Grade 1	6	3	0	6
Grade 2	14	0	0	3
Grade 3	4	3	0	5
Grade 4	12	5	1	7
Grade 5	8	4	0	5
Grade 6	7	4	0	4
Grade 7	6	4	1	6
Grade 8	6	5	0	7

In your opinion do you feel Auburn Village School is providing students with adequate computing access with <u>eReaders</u>?
Please select for each grade level you have a child in.

	Not enough	The right amount	Too much	Do not know
Kindergarten	0	0	0	7
Grade 1	5	3	0	6
Grade 2	5	3	0	8
Grade 3	3	1	0	8
Grade 4	8	2	0	14
Grade 5	4	5	1	6
Grade 6	4	2	0	9
Grade 7	2	2	0	13
Grade 8	3	2	0	13

There are educational applications that students could use IF they had an email account. Would you allow your child to have a school issued email account?
Please select for each grade level you have a child in.

	Yes	No	Unsure at this time
Kindergarten	4	1	2
Grade 1	8	1	4
Grade 2	9	3	4
Grade 3	7	1	3
Grade 4	17	2	4
Grade 5	14	2	0
Grade 6	11	1	3
Grade 7	12	2	2
Grade 8	12	3	2

Would you be interested in taking an "email participation" survey in regards to school issued student email accounts?

Yes	69	81.2%
No	16	18.8%

Do you find BYOD (Bring Your Own Device) as a beneficial program for your child's education?
Please answer if you have a child in grades 5 through 8 only.

Yes	34	54.8%
No	15	24.2%
I am not sure	13	21.0%

Understanding Software Applications

Please rank how important it is for your child to learn and understand Word Processing.
(1=very important, 2=somewhat important, 3=important, 4=not important, 5=not sure)

Very Important	63	75%
Somewhat Important	9	10.7%
Important	12	14.3%
Not Important	0	0%
Not Sure	0	0%

Please rank how important it is for your child to learn and understand how to use spreadsheets to analyze data.
(1=very important, 2=somewhat important, 3=important, 4=not important, 5=not sure)

Very Important	52	62.7%
Somewhat Important	12	14.5%
Important	13	15.6%
Not Important	3	3.6%
Not Sure	3	3.6%

Please rank how important it is for your child to learn and understand how to create and publish websites.
(1=very important, 2=somewhat important, 3=important, 4=not important, 5=not sure)

Very Important	21	25.3%
Somewhat Important	20	24.1%
Important	17	20.5%
Not Important	22	26.5%
Not Sure	3	3.6%

Please rank how important it is for your child to learn and understand how to use presentation tools to construct a classroom activity.
(1=very important, 2=somewhat important, 3=important, 4=not important, 5=not sure)

Very Important	55	65.5%
Somewhat Important	16	19.0%
Important	11	13.1%
Not Important	2	2.4%
Not Sure	0	0.0%

Please rank how important it is for your child to learn and understand the proper way to conduct <u>research on the Internet</u>.
(1=very important, 2=somewhat important, 3=important, 4=not important, 5=not sure)

```
Very Important       74        88.1%
Somewhat Important   1          1.2%
Important            7          8.3%
Not Important        2          2.4%
Not Sure             0          0.0%
```

<u>Social Media</u>

Did you know we provided an Internet / Social Media Safety Night for parents this school year?

```
Yes            56    67.5%
No             27    32.5%
```

Do you feel there is a need to educate parents on Internet / Social media Safety?

```
Yes            70    84.4%
No             4      4.8%
Unsure         9     10.8%
```

Would you be interested in attending an Internet / Social Media Safety Presentation if made available at the school?

```
Yes            60    73.2%
No             22    26.8%
```

<u>Information Tools</u>

Do you know that Auburn Village School has a website?

```
YES, I am aware of the school website.            82
NO, I am not aware the school has a website.      1
```

If you answered "Yes" to the above question please indicate how frequently you access the website.

```
I access the school website on a daily basis.     13        15.7%
I access the school website a few times a week.   42        50.6%
I access the school website monthly.              27        32.5%
I never access the school website.                1          1.2%
```

Do you feel you have sufficient knowledge of the PowerSchool Parent Portal for the Gradebook?
Please answer if you have a child in Grades 4 through 8 only.

```
Yes         46          69.7%
No          20          30.3%
```

What form of communication tools work best to get information about AVS <u>Sport Activities</u> to you?
Please select all that apply.

```
AVS web pages                                   58
Twitter                                         5
Facebook                                        18
Automated phone message                         24
Email                                           75
PowerSchool Bulletin                            11
AVS Calendar                                    22
Paper copy newsletter                           19
Electronically delivered (email) newsletter     37
Letter home with student                        37
Town Crier                                      21
```

What form of communication tools work best to get <u>important announcements</u> from AVS to you?
Please select all that apply.

```
AVS web pages                                   37
Twitter                                         5
Facebook                                        15
Automated phone message                         46
Email                                           70
PowerSchool Bulletin                            10
AVS Calendar                                    11
Paper copy newsletter                           19
Electronically delivered (email) newsletter     40
Letter home with student                        36
Town Crier                                      14
```

What form of communication tools work best to get information about AVS general announcements to you?
Please select all that apply.

```
AVS web pages                                   42
Twitter                                         2
Facebook                                        12
Automated phone message                         23
Email                                           62
PowerSchool Bulletin                            9
AVS Calendar                                    15
Paper copy newsletter                           21
Electronically delivered (email) newsletter     38
Letter home with student                        34
Town Crier                                      16
```

What form of communication tools work best to get information about student homework to you?
Please select all that apply.

```
AVS web pages                                   34
Twitter                                         1
Facebook                                        4
Automated phone message                         10
Email                                           61
PowerSchool Bulletin                            11
AVS Calendar                                    3
Paper copy newsletter                           9
Electronically delivered (email) newsletter     21
Letter home with student                        35
Town Crier                                      2
```

What form of communication tools work best to get information about school delays / cancellations to you?
Please select all that apply.

```
AVS web pages                                   21
Twitter                                         5
Facebook                                        8
Automated phone message                         72
Email                                           55
PowerSchool Bulletin                            5
AVS Calendar                                    4
Paper copy newsletter                           2
Electronically delivered (email) newsletter     5
Letter home with student                        5
Town Crier                                      2
```

What form of communication tools work best to get information about AVS <u>upcoming events</u> to you?
Please select all that apply.

```
AVS web pages                                    44
Twitter                                          2
Facebook                                         14
Automated phone message                          12
Email                                            56
PowerSchool Bulletin                             10
AVS Calendar                                     21
Paper copy newsletter                            22
Electronically delivered (email) newsletter      36
Letter home with student                         30
Town Crier                                       14
```

Appendix VII: Policies and Procedures

AUBURN SCHOOL DISTRICT
COPYRIGHT COMPLIANCE

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempted purpose. Severe penalties may be imposed for unauthorized copying or using audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Adopted: May 8, 2012

Legal Reference:
US Code Title XVII, Public
Law 94-533

AUBURN SCHOOL DISTRICT
COMPUTER SECURITY, E-MAIL AND INTERNET COMMUNICATIONS POLICY

The Auburn School District has established this policy with regards to access and disclosure of electronic data composed, stored, sent, or received by employees using the district computer system. This policy is designed to protect the safety and security of the district's computer systems including e-mail and internet use.

The school district intends to enforce the rules set forth below and reserves the right to change these rules at any time.

1. The computer hardware system, software and e-mail system are owned by the district, and all messages or data composed, stored, sent, or received using the system are and remain the private property of the district. They are not the property of the employee.

2. The computer and e-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.

3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations.

4. The school district prohibits discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.

5. The electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

6. The school district reserves and intends to exercise without prior notice, the right to read, review, audit, intercept, access or disclose any and all information on an employee's computer system or messages created, received or sent over the electronic mail system for any purpose, even if coded or passworded.

7. The confidentiality of any message or data should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. The use of passwords for security does not guarantee confidentiality, or that the district will not retrieve it. All passwords must be disclosed to the building Principal or his/her designee.

8. Any communications created, sent, or retrieved using e-mail may be read by individuals other than the intended recipient.

9. Notwithstanding the district's right to retrieve and monitor any e-mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail that is not sent to them. Any exception to this policy must receive prior approval by the Superintendent.

AUBURN SCHOOL DISTRICT
SCHOOL DISTRICT INTERNET ACCESS FOR STAFF

The School Board recognizes that technological resources can enhance teacher performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all staff to learn to use the available technological resources that will assist them in the performance of their education. As needed, staff shall receive training, lessons and instruction in the appropriate use of these resources.

Staff shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education. Staff is hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines staff obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the staff member's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all staff. Staff shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

Appendix: GBEF-R

Adopted: May 8, 2012
(replaces IJNDB and IJNDB-A)

Legal References:
RSA 194:3-d,
47 U.S.C. §254,
20 U.S.C. §6777,

AUBURN SCHOOL DISTRICT
ACCEPTABLE INTERNET USE PROCEDURES - STAFF

Purpose
The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition
The definition of "information networks" is any configuration of hardware and software which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services
The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines
    1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.

    2. Information networks will be used for the purposes of research, education, and school-related business and operations.

    3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.

    4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use
The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

    1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.

AUBURN SCHOOL DISTRICT
SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The School Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive lessons and instruction in the appropriate use of these resources.

Students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education. Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

Appendix: JICL-R

Adopted: May 8, 2012
(replaces EGA and EGA-A)

Legal References:
RSA 194:3-d,
47 U.S.C. §254,
20 U.S.C. §6777

AUBURN SCHOOL DISTRICT
PERSONAL DEVICE USAGE POLICY

The Auburn School District has a right to protect its network and technical resources. Thus, any network user who brings his/her own personal device into the school building is required to adhere to the Acceptable Use Policy (AUP), (Policy #'s JICL and JICL-R), and sign a copy of the Auburn School District Acceptable Use Contract. In addition, the student and parent/legal guardian must sign the Bring Your Own Device (BYOD) Student User Agreement (Policy # JICLA).

The Student User Agreement will be reviewed and adopted annually.

AUBURN SCHOOL DISTRICT
ACCEPTABLE INTERNET USE PROCEDURES - STUDENTS

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines
1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.

2. Information networks will be used for the purposes of research, education, and school-related business and operations.

3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.

4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable.

Appendix VIII: Glossary of Terms

BYOT = **B**ring **Y**our **O**wn Technology.

COW = **C**omputers **O**n **W**heels.

IDF = **I**ntermediate **D**istribution **F**rame.

ISTE = **I**nternational **S**ociety for **T**echnology in **E**ducation.

LoTi = **L**evels **o**f **T**eaching **I**nnovation.

NETSS = **N**ational **E**ducational **T**echnology **S**tandards for **S**tudents.

SETDA = **S**tate **E**ducational **T**echnology **D**irector **A**ssociation.

VIRTUALIZATION = Workstations acting as a dumb terminal with its functionality residing on a server.