

Henniker School District  
SAU # 24

# Technology Plan

June 2011

Years covered by this plan:  
**July 2011- June 2014**

Approved by the Henniker  
School Board on June 1, 2011

**The Henniker Community School**  
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## **Technology Committee Members**

Chris Beeso, Parent

David Chamberlain, 7/8 Math/TechEd Teacher

Leanne Chauvette, Technology Integration Specialist

Stephanie Crowe, 5/6 Classroom Teacher

Betsy Fowler, Special Services Coordinator

John Helfrich, Guidance Counselor

Jock Irvine, Technology Coordinator

Katherine McBride, Principal

James McElroy, School Board Member

Lindsay Nye, 1<sup>st</sup> Grade Classroom Teacher

Marilyn Shaw Paul, 7/8 E/LA Teacher

Carol Sweny, Library Media Specialist

## **Demographic Information**

Henniker is a small, rural community about 15 miles west of Concord, NH. 2000 U.S. Census data shows the town population at 4,433 individuals. The community is predominantly white (97.9%) with the only other race greater than 1% of the population being Asian (1.4%). There are 620 households (39.1%) with children under eighteen years old. The entire district is housed in one building — The Henniker Community School. Four hundred eighteen (418) students attend this school, which was completely renovated with new construction added in 1996. Twenty-two (22) students in the district are home-schooled and there is one out-of-district placement. The Henniker Community School serves students in grades preschool through eight. High school students from Henniker attend John Stark Regional High School.

## **Mission Statement**

Our mission at the Henniker Community School is to respond to the changing emotional, intellectual, social and physical needs of the students of Henniker, New Hampshire. We encourage the development of values, attitudes and skills which are of critical importance to the emerging self-concept and confidence of the whole person.

## **Technology Vision Statement**

Henniker Community School is committed to creating a technologically literate community where the use of technology is seamlessly integrated as an instructional and personal productivity tool for all members.

*This document, and the curriculum implementation it represents, cannot begin to reflect the individual efforts and resource input by community, teachers, and students to improve the use of technology at The Henniker Community School. The achievements and accomplishments, from simple maintenance to seamless integration of technology into our core curriculum, by individuals and groups cannot be properly celebrated or underestimated. So with these brief words we would like to thank all those committed to helping the students at HCS develop the skills necessary for their future success.*

## **School Goals – 2010-2011**

### **1. Literacy**

- In a comparison of spring to spring NWEA scores HCS will meet or exceed national norms for growth
- 100% of struggling learners will receive appropriate intervention throughout the 2010-2011 school year
- The number of students making their growth targets will increase by 5%
- Provide professional development on using data for flexible grouping

### **2. Numeracy**

- In a comparison of spring to spring NWEA scores HCS will meet or exceed national norms for growth
- 100% of struggling learners will receive appropriate intervention throughout the 2010-11 school year
- The number of students making their growth targets will increase by 5%
- Provide professional development on using data for flexible grouping

### **3. Technology**

- Provide professional development for staff on integrating Promethean Boards with grade level curriculum
- Effectively use our integration specialist to maximize the use of technology with grade level curriculum

### **4. Safe and Well Managed Schools**

- Promote a positive climate through proactive activities (Responsive Classroom) that creates a safe place for learning to occur
- When indicated by weekly SSC data reviews, all students needing social/emotional/behavioral support will receive appropriate, research-based interventions

## Technology Goals

1. Secure new and update existing resources to support technology literacy at the Henniker Community School for all members of our educational community
2. Integrate technology into the core curriculum and align with *National Educational Technology Standards*, *New Hampshire Common Core State Standards*, and *Standards for the 21<sup>st</sup> Century Learner* in order to advance technology literacy and to facilitate content learning of all students
3. Advance the level of technology literacy of all staff members
4. Utilize new technology to promote parental involvement, enhance communication and foster collaboration with the Henniker community
5. Evaluate the effectiveness of this plan and how technology impacts teaching and learning

<b>ACTION PLAN - 1. Access to Technology Resources</b>				
<b>GOAL:</b> Secure new and update existing resources to support technology literacy at the Henniker Community School for all members of our educational community				
Objective	Action Steps	2011/12	2012/13	2013/14
To reach the target ratio (1:1) of students and teachers to technology tools appropriate to the instructional tasks	Maintain a permanent computer lab of 29 modern desktop computers for classroom instruction and NWEA testing	X	X	X
	Maintain four mobile labs, each with enough modern computers to meet the needs of our largest class	X	X	X
	Investigate the need for additional computing resources and respond accordingly	X	X	X
	Research the feasibility of providing/allowing alternative personal learning devices (smart phones, tablets, etc.) in the classroom and on the network	X		
	Write policies and procedures regarding personal learning devices in the classroom and on the network	X	X	
	Pilot the use of personal learning devices in the classroom/network and collect data to assess effectiveness		X	X
	Maintain a laptop lab in the library with enough modern computers to meet the needs of our largest class	X	X	X
To provide 1:1 ratio of modern computer to professional and administrative staff	Replace computers that are 5 years old or no longer meet the NH DOE definition of a modern computer	X	X	X
	Give users the option of different technology tools (laptop, tablet, etc.) when current computer is replaced	X	X	X
	Collect data from staff members who use devices other than the traditional desktop computer to determine the effectiveness of the devices	X	X	X
	Build a collection of at least ten laptops that staff members can borrow from the school library		X	X
	Investigate new and emerging technologies for staff use	X	X	X

**ACTION PLAN - 1. Access to Technology Resources (continued)**

Objective	Action Steps	2011/12	2012/13	2013/14
To develop a system for managing printers that is as least-restrictive as possible for users while also minimizing cost and waste	Assemble a well balanced task force to study printing needs	X		
	Survey the school community to assess the need for additional printers and/or printer locations	X		
	Determine the most economical way to support and maintain printing capacity	X		
	Develop a strategy to encourage responsible printing and reduce waste		X	

To provide network infrastructure and software to meet the technology needs of the school community.	Upgrade the school's Internet connection to allow the integration of web based applications	X		
	Maintain the school's high-speed Internet connection – Collect and analyze data on bandwidth usage and upgrade as needed	X	X	X
	Maintain online library catalog system	X	X	X
	Maintain automated food-services system	X	X	X
	Maintain automated HVAC systems	X	X	X
	Provide a permanent modern computer with wireless keyboard & mouse, mounted LCD projector, and pull-down screen for the Special Services conference room		X	X
	Maintain current educational and administrative software	X	X	X
	Review current practices annually using a variety of data sources (observation, surveys, help desk, etc.); discontinue or add items as appropriate to support the integration of technology	X	X	X
	Maintain the interactive white boards already in place	X	X	X
	Provide new interactive white boards for classrooms & instructional spaces that do not already have one		X	X
	Maintain firewall/Internet filter and a server backup system	X	X	X
	Replace File Server		X	
Replace LDAP/DHCP/DNS server			X	

(Continued from previous page)	Maintain a rolling cart with computer and LCD projector set up and ready to use for presentations	X	X	X
	Maintain wireless network access in all areas of the school building	X	X	X
	Increase bandwidth to provide opportunity for video-conferencing and live video streaming to support multiple classroom projects and community collaboration	X		
	Use data from the NH School Building Technology Survey to evaluate access to technology resources	X	X	X
	Maintain up-to-date assistive technology to provide for the needs of students	X	X	X

<b>ACTION PLAN - 1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
To provide consistent and timely technical and curriculum support	Continue to support a full-time technology coordinator/computer applications teacher	X	X	X
	Continue to support a technology assistant position	X	X	X
	Continue to contract outside technical support as needed	X	X	X
	Streamline the tech support system to provide a single contact point for staff members	X	X	X
	Continue to provide mentoring support for educators	X	X	X
	Continue to support a full-time technology integration specialist	X	X	X
	Collect and analyze help desk data to determine effectiveness	X	X	X
To maximize the use of the computer labs	Maintain schedules that meet the needs of all users	X	X	X
	Review the lab usage guidelines and revise as needed	X	X	X
To secure appropriate funding from a variety of sources	Include technology funding in the district budget process	X	X	X
	Research and use the most fiscally responsible methods for acquiring technology resources	X	X	X
	Establish a grant-writing team	X	X	X
	Maintain community involvement in the funding process through our technology committee	X	X	X
	Utilize statewide regional consortiums such as NHSTE and NCES	X	X	X
	Efficiently coordinate the use of funds from Title II, Title II-D, Title V, REAP Grant, IDEA-B Grant and other sources	X	X	X

<b>ACTION PLAN - 2. ICT Literacy</b>				
<b>Goal:</b> Integrate technology into the core curriculum and align with <i>National Educational Technology Standards, New Hampshire Common Core State Standards, and Standards for the 21<sup>st</sup> Century Learner</i> in order to advance technology literacy and to facilitate content learning of all students				
Objective	Action Steps	2011/12	2012/13	2013/14
To provide a system for 8 <sup>th</sup> grade students to demonstrate competencies as required by Ed306.42 (see Appendix A)	Integrate the plan for middle-school digital portfolios into all subject areas (see Appendix B)	X	X	X
	Evaluate and redesign our current digital portfolio procedures in order to better assess students' use of technology	X	X	X
To provide technology integration services to ensure attainment of all instructional goals as outlined in Ed306.42 standards (a)(1) to (a)(5)	Evaluate our technology integration services and make changes as needed to enhance integration into all subjects and to keep abreast of innovative strategies	X	X	X
	Collect data on technology integration and use this information to design and deliver professional development opportunities for continued growth	X	X	X
	Provide appropriate staffing to support technology integration	X	X	X
To maintain current and develop innovative strategies that incorporate technology consistent with state standards of Ed306.22 (see Appendix C)	Implement distance learning technologies including, but not limited to, video-conferencing, live video streaming, virtual field trips and Virtual Learning Academy Charter School	X	X	X
	Evaluate effectiveness of distance learning on student achievement through monitoring student progress	X	X	X

<b>ACTION PLAN - 2. ICT Literacy (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
To maintain an integrated curriculum for grades PreK-8 that develops and utilizes technology skills	Educate students on safe, legal, and ethical uses of technology	X	X	X
	Review and revise technology curriculum to align with National Educational Technology Standards, New Hampshire Curriculum Frameworks, and Standards for the 21 <sup>st</sup> Century Learner	X	X	X
To ensure successful and effective uses of technology	Survey students on technology use and how it has impacted their learning	X	X	X
	Develop a grade level assessment for student technology proficiencies	X		
	Assess student technology proficiencies at each grade level		X	X
	Use data from the student assessment to inform instruction		X	X
	Assess students' use of technology through digital portfolios (see Appendix B)	X	X	X
	Include assessment of an educator's technology integration as part of the teacher evaluation process	X	X	X
	Provide professional development that addresses areas of need as identified through the teacher evaluation process	X	X	X

<b>ACTION PLAN - 3. Professional Development</b>				
<b>GOAL:</b> Advance the level of technology literacy of all staff members				
Objective	Action Steps	2011/12	2012/13	2013/14
To determine professional development needs of educators	Include assessment of an educator's technology integration as part of the teacher evaluation process	X	X	X
	Set a school goal annually that addresses the priorities of this plan in order to guide professional development activities	X	X	X
	Survey educators regarding their technology integration. Use this information to design new professional development opportunities.	X	X	X
	Survey students regarding technology integration in all subjects	X	X	X
	Collect data from a variety of sources, such as students, the technology integration specialist, librarian, technology coordinator and technology mentor, to assure appropriate levels of technology integration and continued advancement for all	X	X	X
	Administer, participate, and analyze data from the LoTI survey as well as other tools such as TAGLIT, ICT literacy assessment rubrics and other tools to inform staff instruction	X	X	X
	Survey educators regarding their professional development needs and level of technology literacy and integration	X	X	X

<b>ACTION PLAN - 3. Professional Development (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
To provide ongoing, sustained technology-related professional development for all educators	Use results of self assessments, informal surveys, teacher evaluations and student surveys to inform staff instruction	X	X	X
	Ensure that professional staff will set technology integration goals and complete an annual self-reflection on their technology integration and its impact on student learning to identify areas for professional growth	X	X	X
	Provide targeted instruction on best practices in new and emerging technologies	X	X	X
	Provide district sponsored job-embedded professional development opportunities that are aligned with the SAU24 Professional Development Master Plan	X	X	X
	Provide technology mentoring and workshops by skilled educators	X	X	X
	Provide the opportunity for educators to attend an educational technology conference annually	X	X	X

<b>ACTION PLAN - 3. Professional Development (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
To increase educators' skills in the use of technology to assess student performance and inform instruction	Train all educators in administering and interpreting NWEA Measures of Academic Progress, Performance Pathways, and common assessments to support improved student performance	X	X	X
To increase the use of technology for instruction	Continue to provide classroom educators with support for integrating technology (technology integration specialist)	X	X	X
	Continue to provide classroom educators with support for integrating assistive technology	X	X	X
	Maintain support in using all installed hardware and software	X	X	X
	Provide instruction in how to utilize New Media Literacies	X	X	X
	Provide current technology tools for instructional use	X	X	X
	Provide training and support in the use of interactive white boards and their peripherals	X	X	X
	Provide training in the use of current and emerging technologies and web-based tools	X	X	X

**ACTION PLAN - 4. Community Collaboration****GOAL:** Utilize new technology to promote parental involvement, enhance communication and foster collaboration with the Henniker community

Objective	Action Steps	2011/12	2012/13	2013/14
To increase community awareness of effective use of technology in the school and at home	Highlight technology use and integration when appropriate during school-sponsored events	X	X	X
	Develop and maintain a new school website to incorporate emerging tools and technologies	X	X	X
	Hold a technology integration open house with participation from all teachers	X	X	X
	Educate community members regarding issues relating to children and the use of technology	X	X	X

<b>ACTION PLAN - 4. Community Collaboration (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
To promote parental involvement through the use of technology	Collect data from parents on technology use at school and at home to evaluate technology integration and trends which may impact student learning and how it could be incorporated in school	X	X	X
	Analyze the data from parents to determine the best communication strategies	X	X	X
	Gather statistics from our student information systems on parent and student use of online communication portals	X	X	X
	Provide professional development training in the use of current and emerging technologies for communication and collaboration with parents, students, and community members	X	X	X
	Support professional staff to ensure use of current and emerging technologies, such as wikis, blogs, web pages, Twitter, etc., to communicate effectively with the community and promote parental involvement		X	X
	Support educators in communicating with parents regarding technology integration in their classrooms	X	X	X
	Provide parents with information about how to interpret formal assessment results and ways in which we use the data to inform instruction	X	X	X
	Educate parents regarding issues relating to children and the use of technology	X	X	X
	Provide information and training for parents in the use of our student information systems	X	X	X

# BUDGET

This budget was developed to support the five technology goals and their associated action steps. It is divided into five areas, all of which need to be supported to successfully implement the technology plan: hardware, software, infrastructure, professional development, and staffing. Some of the action steps have no cost associated with them (printer task force, grant writing team, etc.) and they are intended to reduce the amount of money the local community spends to support educational technology. We actively pursue E-Rate discounts, grant funding, and equipment donations.

Category	2011/12		2012/13		2013/14	
	Budget	Funding Source	Budget	Funding Source	Budget	Funding Source
<p><b>Hardware</b></p> <p>Student and educator computers are incorporated in this section of the budget. Interactive white boards and other personal learning devices are also included. The life span of a computer is estimated at five years, but older computers will still be maintained if they are adequate to support our needs. Equipment obtained from Apple Computer will be leased for a term of three years. Donated equipment will be accepted, providing it is adequate to support our needs. A plan for equalizing the budget impact from year to year will be used (see Appendix E). Funding will come from district funds, as well as Title II-D, IDEA-B, and competitive grants.</p>	\$94,000	✓ Grant ✓ Donation ✓ Dist. Funds	\$94,000	✓ Grant ✓ Donation ✓ Dist. Funds	\$94,000	✓ Grant ✓ Donation ✓ Dist. Funds

<p><b>Software</b></p> <p>Software purchases, license fees and support contracts include the annual Microsoft School Agreement, and other educational &amp; productivity software such as but not limited to Inspiration, Timezattack, NutriKids, SNAP Health Center, etc. Online subscription services such as WorldBook Online and BrainPop are included in this section as well. Years two and three of the plan are estimates based on the 2011/12 budget.</p>	\$16,569	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Dist. Funds	\$16,569	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Dist. Funds	\$16,569	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Dist. Funds
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<p><b>Infrastructure</b></p> <p>The section of the budget includes a new (donated) Internet connection from Comcast, network servers, Internet content filter, spam &amp; virus filtering service, printing/copying supplies &amp; support, network switches &amp; supplies, and anything else that helps to achieve the goal of 1:1 students/educators to personal learning devices</p>	\$19,864	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds	\$21,579	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds	\$23,366	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds
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<p><b>Professional Development</b></p> <p>Professional development will be provided in the form of technology mentoring, after school workshops, teacher workshop days. Some workshops will be provided free of charge by vendors. Educators will also have the opportunity to attend outside workshops (Christa McAuliffe Technology Conference, ISTE, etc.) Funding will come from district funds, as well as Title II A,D, REAP, and competitive grants.</p>	\$6,000	✓ Grant ✓ Donation ✓ Dist. Funds	\$6,000	✓ Grant ✓ Donation ✓ Dist. Funds	\$6,000	✓ Grant ✓ Donation ✓ Dist. Funds
<p><b>Staffing</b></p> <p>Staffing includes a full-time technology coordinator/computer teacher, part-time technology assistant, full-time technology integration specialist, and contracted technical support from area providers. Budget for the first year is based on current staffing, including estimated benefits packages. Years two and three of the plan include an estimated 1% increase for district staff. Staffing needs will be assessed annually.</p>	\$172,917	✓ Dist. Funds	\$174,626	✓ Dist. Funds	\$176,352	✓ Dist. Funds
<b>TOTAL</b>	<b>\$309,377</b>		<b>\$312,774</b>		<b>\$316,287</b>	

Henniker Community School Technology Plan  
2011-2014  
Evaluation Procedures

A technology team\* will be assembled each year and will be chaired by the technology coordinator. Other members of this team will include at least one administrator, the library media specialist, the technology integration specialist, and other educators from a variety of disciplines. This group will meet one day a week to implement this technology plan.

Each trimester (November, March and June) members of this technology team will use the forms on the following pages to evaluate the technology plan. As part of the evaluation we will assess the effectiveness of each action step by considering the following:

- Is this action step helping us make progress toward our objective?
- Do we need to make changes to this action step?
- Are new technologies or opportunities available that could help us reach this objective?
- Is this action step still needed, or should we discontinue it in favor of something else?

The technology team will report to the technology committee\*\* after each trimester evaluation. The technology committee is chaired by the technology coordinator and includes a school board member, an administrator, the library media specialist, the technology integration specialist, a parent, and other educators from a variety of disciplines.

\* The technology team is an internal group that meets weekly to address day-to-day issues regarding technology.

\*\* The technology committee is a school board committee that meets semi-annually to discuss implementation of the technology plan and other “big-picture” technology issues.

<b>1. Access to Technology Resources</b>				
<b>GOAL:</b> Secure new and update existing resources to support technology literacy at the Henniker Community School for all members of our educational community				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To reach the target ratio (1:1) of students and teachers to technology tools appropriate to the instructional tasks	Maintain a permanent computer lab of 29 modern desktop computers for classroom instruction and NWEA testing			
	Maintain four mobile labs, each with enough modern computers to meet the needs of our largest class			
	Investigate the need for additional computing resources and respond accordingly			
	Research the feasibility of providing/allowing alternative personal learning devices (smart phones, tablets, etc.) in the classroom and on the network			
	Write policies and procedures regarding personal learning devices in the classroom and on the network			
	Pilot the use of personal learning devices in the classroom/network and collect data to assess effectiveness			
	Maintain a laptop lab in the library with enough modern computers to meet the needs of our largest class			
To provide 1:1 ratio of modern computer to professional and administrative staff	Replace computers that are 5 years old or no longer meet the NH DOE definition of a modern computer			
	Give users the option of different technology tools (laptop, tablet, etc.) when current computer is replaced			
	Collect data from staff members who use devices other than the traditional desktop computer to determine the effectiveness of the devices			
	Build a collection of at least ten laptops that staff members can borrow from the school library			
	Investigate new and emerging technologies for staff use			

<b>1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I-in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To develop a system for managing printers that is as least-restrictive as possible for users while also minimizing cost and waste	Assemble a well balanced task force to study printing needs			
	Survey the school community to assess the need for additional printers and/or printer locations			
	Determine the most economical way to support and maintain printing capacity			
	Develop a strategy to encourage responsible printing and reduce waste			
	Assemble a well balanced task force to study printing needs			
	Survey the school community to assess the need for additional printers and/or printer locations			
	Determine the most economical way to support and maintain printing capacity			

<b>1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To provide network infrastructure and software to meet the technology needs of the school community	Upgrade the school's Internet connection to allow the integration of web based applications			
	Maintain the school's high-speed Internet connection – Collect and analyze data on bandwidth usage and upgrade as needed			
	Maintain online library catalog system			
	Maintain automated food-services system			
	Maintain automated HVAC systems			
	Provide a permanent modern computer with wireless keyboard & mouse, mounted LCD projector, and pull-down screen for the Special Services conference room			
	Maintain current educational and administrative software			
	Review current practices annually using a variety of data sources (observation, surveys, help desk, etc.); discontinue or add items as appropriate to support the integration of technology			
	Maintain the interactive white boards already in place			
	Provide new interactive white boards for classrooms & instructional spaces that do not already have one			
	Maintain firewall/Internet filter and a server backup system			
	Replace File Server			
	Replace LDAP/DHCP/DNS server			
	Maintain a rolling cart with computer and LCD projector set up and ready to use for presentations			
	Maintain wireless network access in all areas of the school building			
	Increase bandwidth to provide opportunity for video-conferencing and live video streaming to support multiple classroom projects and community collaboration			
Use data from the NH School Building Technology Survey to evaluate access to technology resources				

<b>1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
<i>(continued from previous page)</i>	Maintain up-to-date assistive technology to provide for the needs of students			
To provide consistent and timely technical and curriculum support	Continue to support a full-time technology coordinator/computer applications teacher			
	Continue to support a technology assistant position			
	Continue to contract outside technical support as needed			
	Streamline the tech support system to provide a single contact point for staff members			
	Continue to provide mentoring support for educators			
	Continue to support a full-time technology integration specialist			
	Collect and analyze help desk data to determine effectiveness			
To maximize the use of the computer labs	Maintain schedules that meet the needs of all users			
	Review the lab usage guidelines and revise as needed			
To secure appropriate funding from a variety of sources	Include technology funding in the district budget process			
	Research and use the most fiscally responsible methods for acquiring technology resources			
	Establish a grant-writing team			
	Maintain community involvement in the funding process through our technology committee			
	Utilize statewide regional consortiums such as NHSTE and NCES			
	Efficiently coordinate the use of funds from Title II, Title II-D, Title V, REAP Grant, IDEA-B Grant and other sources			

<b>2. ICT Literacy</b>				
<b>GOAL:</b> Integrate technology into the core curriculum and align with <i>National Educational Technology Standards, New Hampshire Common Core State Standards, and Standards for the 21<sup>st</sup> Century Learner</i> in order to advance technology literacy and to facilitate content learning of all students				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To provide a system for 8 <sup>th</sup> grade students to demonstrate competencies as required by Ed306.42 (see Appendix A)	Integrate the plan for middle-school digital portfolios into all subject areas (see Appendix B)			
	Evaluate and redesign our current digital portfolio procedures in order to better assess students' use of technology			
To provide technology integration services to ensure attainment of all instructional goals as outlined in Ed306.42 standards (a)(1) to (a)(5)	Evaluate our technology integration services and make changes as needed to enhance integration into all subjects and to keep abreast of innovative strategies			
	Collect data on technology integration and use this information to design and deliver professional development opportunities for continued growth			
	Provide appropriate staffing to support technology integration			
To maintain current and develop innovative strategies that incorporate technology consistent with state standards of Ed306.22 (see Appendix C)	Implement distance learning technologies including, but not limited to, video-conferencing, live video streaming, virtual field trips and Virtual Learning Academy Charter School			
	Evaluate effectiveness of distance learning on student achievement through monitoring student progress			

<b>2. ICT Literacy (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To maintain an integrated curriculum for grades PreK-8 that develops and utilizes technology skills	Educate students on safe, legal, and ethical uses of technology			
	Review and revise technology curriculum to align with National Educational Technology Standards, New Hampshire Curriculum Frameworks, and Standards for the 21 <sup>st</sup> Century Learner			
To ensure successful and effective uses of technology	Survey students on technology use and how it has impacted their learning			
	Develop a grade level assessment for student technology proficiencies			
	Assess student technology proficiencies at each grade level			
	Use data from the student assessment to inform instruction			
	Assess students' use of technology through digital portfolios (see Appendix B)			
	Include assessment of an educator's technology integration as part of the teacher evaluation process			
	Provide professional development that addresses areas of need as identified through the teacher evaluation process			

<b>3. Professional Development</b>				
<b>GOAL:</b> Advance the level of technology literacy of all staff members				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To determine professional development needs of educators	Include assessment of an educator's technology integration as part of the teacher evaluation process			
	Set a school goal annually that addresses the priorities of this plan in order to guide professional development activities			
	Survey educators regarding their technology integration. Use this information to design new professional development opportunities.			
	Survey students regarding technology integration in all subjects			
	Collect data from a variety of sources, such as students, the technology integration specialist, librarian, technology coordinator and technology mentor, to assure appropriate levels of technology integration and continued advancement for all			
	Administer, participate, and analyze data from the LoTI survey as well as other tools such as TAGLIT, ICT literacy assessment rubrics and other tools to inform staff instruction			
	Survey educators regarding their professional development needs and level of technology literacy and integration			

<b>3. Professional Development (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I-in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To provide ongoing, sustained technology-related professional development for all educators	Use results of self assessments, informal surveys, teacher evaluations and student surveys to inform staff instruction			
	Ensure that professional staff will set technology integration goals and complete an annual self-reflection on their technology integration and its impact on student learning to identify areas for professional growth			
	Provide targeted instruction on best practices in new and emerging technologies			
	Provide district sponsored job-embedded professional development opportunities that are aligned with the SAU24 Professional Development Master Plan			
	Provide technology mentoring and workshops by skilled educators			
	Provide the opportunity for educators to attend an educational technology conference annually			
To increase educators' skills in the use of technology to assess student performance and inform instruction	Train all educators in administering and interpreting NWEA Measures of Academic Progress, Performance Pathways, and common assessments to support improved student performance			

<b>3. Professional Development (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To increase the use of technology for instruction	Continue to provide classroom educators with support for integrating technology (technology integration specialist)			
	Continue to provide classroom educators with support for integrating assistive technology			
	Maintain support in using all installed hardware and software			
	Provide instruction in how to utilize New Media Literacies			
	Provide current technology tools for instructional use			
	Provide training and support in the use of interactive white boards and their peripherals			
	Provide training in the use of current and emerging technologies and web-based tools			

<b>4. Community Collaboration</b>				
<b>GOAL:</b> Utilize new technology to promote parental involvement, enhance communication and foster collaboration with the Henniker community				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I-in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To increase community awareness of effective use of technology in the school and at home	Highlight technology use and integration when appropriate during school-sponsored events			
	Develop and maintain a new school website to incorporate emerging tools and technologies			
	Hold a technology integration open house with participation from all teachers			
	Educate community members regarding issues relating to children and the use of technology			

<b>4. Community Collaboration (continued)</b>				
Objective	Action Steps	2011/12	2012/13	2013/14
<b>Evaluation Key:</b> N=not addressed, I=in progress, C=complete, M=maintained, D=discontinued		Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3	Trimester Evaluation 1 2 3
To promote parental involvement through the use of technology	Collect data from parents on technology use at school and at home to evaluate technology integration and trends which may impact student learning and how it could be incorporated in school			
	Analyze the data from parents to determine the best communication strategies			
	Gather statistics from our student information systems on parent and student use of online communication portals			
	Provide professional development training in the use of current and emerging technologies for communication and collaboration with parents, students, and community members			
	Support professional staff to ensure use of current and emerging technologies, such as wikis, blogs, web pages, Twitter, etc., to communicate effectively with the community and promote parental involvement			
	Support educators in communicating with parents regarding technology integration in their classrooms			
	Provide parents with information about how to interpret formal assessment results and ways in which we use the data to inform instruction			
	Educate parents regarding issues relating to children and the use of technology			
	Provide information and training for parents in the use of our student information systems			

# **Policies & Procedures**

## **Blocking and Filtering Measures**

In compliance with the Children's Internet Protection Act (CIPA) the Henniker School District utilizes a SonicWALL Pro3060 Internet Security Appliance to filter access to the Internet. A subscription to SonicWALL's premium content filtering service is budgeted for and renewed annually. The Technology Coordinator supplements this service with customized keyword and site blocking.

## **Acceptable Usage Policy**

The Henniker Community School is currently working with the other districts in SAU 24 to develop an SAU-wide acceptable usage policy to replace current policies at the local schools. This policy should be completed by September, 2011, and will replace the following policies:

- Computer Security, Email and Internet Communications Policy
- Computer Acceptable Usage Contract for Students
- Acceptable Usage Contract for Staff.

**COMPUTER SECURITY, E-MAIL AND INTERNET COMMUNICATIONS POLICY**

The District has established this policy with regard 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 District intends to enforce the rules set forth 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 property of the District. They are not the property of the employee.
2. The computer and E-mail system is to be used primarily for school purposes. Personal business is authorized only when it does not interfere with professional responsibilities.
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 District prohibits unlawful, 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 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 will be assigned by the computer administrator.
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 or 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 ready any E-mail that is not sent to them.
10. Any employee who violates this policy or uses the computer system or electronic mail system for improper purposes shall be subject to discipline up to and including discharge.
11. The District has the authority to terminate or limit access to any program or application at any time.
12. Student owned personal electronic devices (CD players, cell phones, flash drives, gaming devices etc.) may not be used unless approved by the administration.

**The Henniker Community School**  
Computer Acceptable Usage Contract for Students

Student name (Please print clearly) \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

The Henniker Community School uses an Internet filter. While we make every attempt to block inappropriate sites it is impossible to block them all. It is the responsibility of students to make no attempt to access inappropriate Web sites.

All computer and electronic equipment, including hardware, software, and portable personal computers are the property of the Henniker Community School.

The computer systems are provided for educational purposes. Students should not use the systems for personal use, and students should not use the systems for any offensive or unlawful purpose including, but not limited to: destruction or damage to equipment, software, or other data belonging to the school or others; disruption or unauthorized use of accounts, access codes, or identification numbers; use of computer resources to send, store messages and/or materials with the intent to defraud, harass, defame, or threaten others; use of computer resources in ways which intentionally or unintentionally impede the computing activities of others; and using computer resources to access adult oriented sites that contain descriptions or depictions of a pornographic nature, or that permit access to gambling facilities over the Internet. Students shall not disclose, use, or disseminate personal information or photography regarding minors or other members of the HCS community.

All uses that are not otherwise permitted under the Henniker School Board’s Computer Security, E-mail and Internet Communications Policy are expressly prohibited.

The Henniker Community School reserves the right to monitor, access, change, delete, review and/or retrieve any and all information stored or transmitted on the computer systems, including information which may have been deleted but still exists on such systems.

The Henniker Community School does not guarantee the privacy or security of any item stored or transmitted on the computer systems, and students should not have any expectation of privacy with respect to any information transmitted or stored on the computer systems (Even if a password is required to access such information). This applies to all computers owned by the school as well as any privately owned computer that is connected to the school’s network

Violation of copyright and/or software agreement is considered a violation of this policy.

**The Henniker Community School**  
Acceptable Usage Contract for Staff

Staff Member \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

All computer and electronic equipment, including hardware, software, and portable personal computers are the property of the Henniker Community School

The computer systems are provided for business or educational purposes. The computer and E-mail system is to be used primarily for school purposes. Personal business is authorized only when it does not interfere with professional responsibilities. Employees should not use the systems for any offensive or unlawful purpose including, but not limited to: destruction or damage to equipment, software, or other data belonging to the school or others; disruption or unauthorized use of accounts, access codes, or identification numbers; use of computer resources to send, store messages and/or materials with the intent to defraud, harass, defame, or threaten others; use of computer resources in ways which intentionally or unintentionally impede the computing activities of others; and using computer resources to access adult oriented sites that contain descriptions or depictions of a pornographic nature, or that permit access to gambling facilities over the Internet.

All uses that are not otherwise permitted under this policy are expressly prohibited.

The Henniker Community School reserves the right to monitor, access, change, delete, review and/or retrieve any and all information stored or transmitted on the computer systems, including information which may have been deleted but still exists on such systems.

The Henniker Community School does not guarantee the privacy or security of any item stored or transmitted on the computer systems, and employees should not have any expectation of privacy with respect to any information transmitted or stored on the computer systems (Even if a password is required to access such information). This applies to all computers owned by the school as well as any privately owned computer that is connected to the school's network.

Violation of copyright and/or software agreement is considered a violation of this policy.

## HENNIKER SCHOOL DISTRICT

### PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING

*See also JBAA, JIC, JICD, IHBA*

#### **I. Definitions** (RSA 193-F:3)

1. **Bullying.** Bullying means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. **Cyberbullying.** Cyberbullying means any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. **Electronic Devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. **Electronic Communication.** Electronic Communication includes, but is not limited to, electronic mail messages; instant messages; text messages; electronically transmitted image or audio files; internet postings made to websites, including social media sites and blogs; and postings made to intranet sites or blogs.

5. **School Property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

6. **Perpetrator.** Perpetrator means a pupil who engages in bullying or cyberbullying.

7. **Victim.** Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

8. **Parent.** Parent means parent or legal guardian.

9. **Designated Volunteer.** Designated Volunteer means any volunteer who comes in direct contact with pupils on a regularly scheduled basis, or meets with pupils one-on-one, or any other volunteer so designated by the Board or Principal ( or his/her designee).

#### **II. Statement Prohibiting Bullying of a Pupil** (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if

necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

**III. Statement prohibiting retaliation or false accusations** (RSA 193-F:4, II(b))

**False Reporting**

A pupil found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

**Reprisal or Retaliation**

The District will discipline and take appropriate action against any pupil who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a pupil who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any pupil found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

**Process To Protect Pupils From Retaliation**

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that pupil from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging pupil class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

**IV. Protection of all Pupils** (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether such pupil or school-aged person is a pupil within the District.

**V. Disciplinary Consequences For Violations of This Policy** (RSA 193-F:4, II(d))

The district shall impose disciplinary measures against any pupil who commits an act of bullying, falsely accuses another pupil of bullying, or who retaliates against any pupil or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the Board directs the administration and school district staff to develop and implement alternatives to traditional discipline, including, but not limited to, early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

**VI. Distribution and Notice of This Policy** (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website posting, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Pupils

All pupils will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (pupil handbook, mailing, hard copy, website posting, etc.)

Pupils will participate in an annual education program which sets out expectations for pupil behavior and emphasizes an understanding of harassment, intimidation, and bullying of pupils, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Pupils shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate pupil anti-bullying training and education into the district's curriculum.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, website posting, etc.). Parents will be informed of the program and the means for pupils to report bullying acts toward them or other pupils.

They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other pupils;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

**VII. Procedure for Reporting Bullying** (RSA 193-F:4, II(f))

At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy.

Pupil Reporting

1. Any pupil who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal or the designee. If the pupil is more comfortable reporting the alleged act to a person other than the Principal or the designee, the pupil may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or designated volunteer who witnesses, receives a report of, or has

knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.

3. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behaviors they witness that appear to constitute bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

**VIII. Procedure for Reporting Requirements** (RSA 193-F:4, II(g))

A) External Reports

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying.

B) Internal Reporting

The Principal or designee shall report any substantiated bullying incident to the Superintendent in writing. The Principal or designee shall retain a copy of the report.. The Superintendent shall maintain such reports in a safe and secure location.

**IX. Notifying Parents of Alleged Bullying** (RSA 193-F:4, II(h))

The Principal shall report to the parents of a pupil who has been reported as a victim of bullying and to the parents of a pupil who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the pupil privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

**X. Waiver of Notification Requirement** (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

**XI. Investigative Procedures** (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act.
2. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

**XII. Response to Remediate Substantiated Instances of Bullying** (RSA 193-F:4, II(k))

The principal or designee shall develop a response to remediate any substantiated incident of bullying, including imposing discipline, if appropriate, to reduce the risk of future incidents and, where deemed appropriate, to offer assistance to the victim or perpetrator. When indicated the principal or designee shall recommend a strategy for protecting all pupils from retaliation of any kind.

Consequences and appropriate remedial actions for a pupil who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion

**XIII. Reporting of Substantiated Incidents to the Superintendent** (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

**XIV. Communication With Parents Upon Completion of Investigation** (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the pupils involved in person of his/her findings and the result of the investigation.
2. Within two school days of completing an investigation, the Principal will notify the parents of the alleged victim and alleged perpetrator via telephone or email of the results of the investigation. The Principal will also send a follow-up letter to the parents within 24 hours of notifying them of the results of the investigation.
3. In accordance with the Family Educational Rights and Privacy Act and other law concerning pupil privacy, the District will not disclose educational records of pupils including the discipline and remedial action assigned to those pupils and the parents of other pupils involved in a bullying incident.

**XV. School Officials** (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented.

**Legal References:**

- RSA 193-F:3, Pupil Safety and Violence Prevention Act*
- RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed*
- NH Code of Administrative Rules, Section Ed 306.04(a)(8), Pupil Harassment*

**HENNIKER SCHOOL DISTRICT**  
**SCHOOL SAFE PRACTICES**

The Henniker School Board is committed to promoting school safety. To that end, administration is directed to have procedures in place that reflect safe practices.

Procedures will address students and school personnel:

- On school buses
- On school grounds
- During authorized school activities
- Within the school building
- During school sponsored activities
- When using on-line resources

**Legal References:**

NH Code of Administrative Rules, Section Ed. 306.04(d), Promoting School Safety

## APPENDIX A

### Ed 306.42 Information and Communication Technologies Program.

(a) The local school board shall require an integrated approach to the use of 21<sup>st</sup> century tools, including, but not limited to digital technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of 21<sup>st</sup> century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:

- a. Reading;
- b. Mathematics;
- c. English and language arts;
- d. Science;
- e. Social studies, including civics, government, economics, history, and geography;
- f. Arts; and
- g. World languages;

(3) Use 21<sup>st</sup> century tools to develop cognitive proficiency in:

- a. Literacy;
- b. Numeracy;
- c. Problem solving;
- e. Decision making; and
- f. Spatial / visual literacy;

(4) Use 21<sup>st</sup> century tools to develop technical proficiency at a foundational knowledge level in:

- a. Hardware;
- b. Software applications;
- c. Networks; and
- d. Elements of digital technology; and

(5) Create digital portfolios which:

a. Address the following components:

- 1. Basic operations and concepts;
- 2. Social, ethical, and human issues;
- 3. Technology productivity tools;
- 4. Technology communications tools;
- 5. Technology research tools; and
- 6. Technology problem solving and decision-making tools;

b. Represent proficient, ethical, responsible use of 21<sup>st</sup> century tools within the context of the core subjects; and

c. Include, at a minimum, such digital artifacts as:

- 1. Standardized tests;
- 2. Observation;
- 3. Student work; and
- 4. Comments describing a student's reflection on his/her work.

(b) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the

½ credit requirement.

(c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:

- (1) Use of common productivity and web based software;
- (2) Use of a variety of multimedia software and equipment;
- (3) Configuring computers and basic network configurations; and
- (4) Applying programming concepts used in software development.

## APPENDIX B

### Grades 6-8 Digital Portfolio Requirements

Weare Middle School  
Henniker Community School  
- June 7, 2007 -

<b>Required by the end of 6<sup>th</sup> grade:</b>		
<b>Category</b>	<b>Item</b>	<b>Description</b>
Technology productivity tools	Annual portfolio goals	Word processing document that contains a plan of what the student will include in the digital portfolio for the current school year. Students will be able to choose from a list of projects that will be done in various classes throughout the year. They will have the flexibility to submit a different item than originally planned if they feel it is an example of their best work.
Technology productivity tools	Word processing document	Word processing document that was done as part of an assignment for one of the student's classes. It should contain no spelling errors.
Technology communication tools	Multimedia project	PowerPoint project, webpage, or other multimedia project.
Technology research tools	Evidence of online research	Work that shows evidence of online research (Web sites or online subscription databases).
Technology productivity tools	Annual portfolio reflection	Word processing document with reflections on the work submitted to the digital portfolio during the current school year.

<b>Required by the end of 7<sup>th</sup> grade:</b>		
<b>Category</b>	<b>Item</b>	<b>Description</b>
Technology productivity tools	Annual portfolio goals	(See sixth grade description)
Technology productivity tools	Word processing document	Word processing document that was done as part of an assignment for one of the student's classes. It should demonstrate growth since sixth grade.
Technology productivity tools	Spreadsheet with graph	Spreadsheet that was done as part of an assignment for one of the student's classes. It should contain at least one graph.
Social, ethical, and human issues regarding technology	Evidence that student understands these issues	Work that demonstrates the student understands intellectual property, copyright law, and how to correctly cite sources.
Technology research tools	Evidence of online research	Work that shows evidence of online research. It should demonstrate growth since sixth grade.
Technology productivity tools	Annual portfolio reflection	(See sixth grade description)

<b>Required by the end of 8<sup>th</sup> grade:</b>		
<b>Category</b>	<b>Item</b>	<b>Description</b>
Technology productivity tools	Annual portfolio goals	(See sixth grade description)
Technology productivity tools	Word processing document	Word processing document that was done as part of an assignment for one of the student's classes. It should demonstrate growth since seventh grade.
Technology productivity tools	Spreadsheet with formulas	Spreadsheet that was done as part of an assignment for one of the student's classes. It should contain formulas.
Technology communication tools	Multimedia project	PowerPoint project, webpage, or other multimedia project. This should be done using different software than the sixth grade multimedia project.
Technology research tools	Evidence of online research	Work that shows evidence of online research. It should demonstrate growth since seventh grade.
Technology productivity tools	Annual portfolio reflection	(See sixth grade description)

## APPENDIX C

### Ed 306.22 Distance Education.

(a) In this section, “distance education” means correspondence, video-based, internet-based, and online courses.

(b) If a district chooses to offer distance education, the provisions of (c) - (f) below shall apply.

(c) The local school board shall be responsible for:

(1) The approval, coordination, and supervision of distance education courses offered for instructional purposes or high school credit, or both, in the district; and

(2) Granting student credit for completion of distance education courses.

(d) School districts may cooperate to share delivery of distance education courses.

(e) The local school board shall adopt policies relative to all distance education courses offered by the school district to require that:

(1) The courses comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video;

(2) Credit courses require students to meet similar academic standards as required by the school for students enrolled in credit courses offered by the school;

(3) Only students approved by the school principal or designee shall be eligible to receive credit for distance education courses; and

(4) Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program.

(f) The local school board shall adopt policies relative to all distance education courses offered by the school district relative to:

(1) The number of students a teacher may be required to supervise;

(2) Monitoring of student progress, grading of assignments, and testing;

(3) Security of individual student records, provided that no individual

student records obtained through participation in distance education courses shall be used for any purposes other than those that support the instruction of the individual student; and

(4) Gathering and disseminating of district-level aggregated data obtained through participation in distance education courses.

## APPENDIX D



Henniker Community School

### TECHNOLOGY PROFICIENCIES

Shaded proficiencies are Mandatory Proficiencies ( M )

Non-shaded proficiencies are Recommended Proficiencies ( R )

1/31/2007

## PROFICIENCIES

## EVIDENCE

### BASIC COMPUTER SKILLS

	M/R	MET	REQ.TRNG
*Plug in all components of a computer and connect it to the network	M		
*Start up and shut down computer system and peripherals	M		
*Use the mouse to navigate through disks and folders to find applications and files	M		
*Select necessary commands using menus in the menu bar	M		
*Use the trash can/recycle bin appropriately	M		
*Change computer volume	M		
*Use more than one application at a time and move smoothly between them.	M		
*Hide/minimize and recall applications, documents, and windows	M		
*Use the online help in different applications to find solutions to your problems	M		
*When encountering a problem, use basic troubleshooting techniques to determine if the problem is with the network, Internet, printer, individual computer, etc.	M		
*Save, name, retrieve, and revise a document	M		
*Create and name/rename new folders	M		
*Copy and/or move files from one folder to another	M		
*Rename files	M		
*Understand the difference between the SAVE and SAVE AS commands	M		
*Copy files from hard disk to other media	M		
*Use network to connect to file servers and network printers	M		
*Switch printers when printing a document	M		
*Print just part of a document (page range)	M		
*Access printing queue and remove or restart print jobs when necessary	M		
*Use keyboard shortcuts for frequently used commands	R		

*Use preferences in different applications to modify how they behave		R		
*Know how to add or remove items from the Dock (Mac OS)		R		
*Use a scanner		R		
*Use a digital camera with appropriate software		R		
*Know how to create and use shortcuts		R		
*Understand the correct use of file extensions		R		
*Burn files to a CD/CSRW		R		
*Add a network printer to your computer		R		

PROFICIENCIES

EVIDENCE

MICROSOFT WORD SKILLS

	M/R	MET	REQ.TRNG
*Select text	M		
*Cut, copy, and paste	M		
*Undo	M		
*Insert and edit text, symbols, and special characters	M		
*Show and hide toolbars and formatting palette	M		
*Format text (font, size, alignment, style, color, spacing, etc.)	M		
*Create tables, add/delete/resize rows and columns	M		
*Create bulleted lists, numbered lists, and outlines	M		
*Use spelling and grammar check	M		
*Modify autocorrect settings	M		
*Use the Thesaurus	M		
*Save documents in Word, text, and PDF formats	M		
*Modify document layout and page setup	M		
*Apply and format columns	M		
*Insert and modify contents in headers and footers	M		
*Insert, position and size graphics	M		
*Use clip art gallery	M		
*Word Art	R		
*Autoshapes	R		
*Textboxes	R		
*Inset and modify hyperlinks	R		
*Apply, create, and modify styles (body, header, etc.)	R		
*Work on multiple documents at the same time	R		

*Change document views		R		
*Set up automatic page numbering		R		

## PROFICIENCIES

## EVIDENCE

### E-MAIL SKILLS

	M/R	MET	REQ.TRNG
*Create and send new e-mail message	M		
*Appropriate use of the subject line	M		
*Understand use of CC and BCC fields	M		
*Reply to the sender and/or reply to all recipients of a message	M		
*Forward a message	M		
*Send attachments (windows friendly)	M		
*Open attachments and/or save to hard disk	M		
*Use troubleshooting techniques to fix the problem when a message won't send	M		
*Identify errors in e-mail address when message doesn't send	M		
*Use proper etiquette when sending and replying to messages	M		

*Address book - set up individuals and groups		M		
*Sort messages by date received, sender, etc.		R		
*Set up and use mailboxes to organize messages		R		
*Set up and use signatures		R		
*Set up and use junk mail filtering		R		
*Know how to check school e-mail account from home		R		
*Know how to set up an e-mail client with correct user and mail server information		R		
*Redirect a message		R		

PROFICIENCIES

EVIDENCE

INTERNET SKILLS

	M/R	MET	REQ.TRNG
*Understand difference between a Web browser and the Internet	M		
*Be able to navigate from page to page using links (one click)	M		
*Use the back, forward, home, and refresh buttons	M		
*Navigate to a Web page by typing in the URL	M		
*Edit a URL when the browser "Autocompletes" it	M		
*Understand the parts of a URL and their significance	M		
*Use online databases linked to from the school's Website	M		
*Use search engines to find information online	M		
*Modify search queries to improve results	M		
*Bypass the Internet Content Filter when encountering a blocked Website	M		
*Demonstrate an understanding of US copyright law and how it applies to schools	M		
*Recognize and appropriately respond to advertisements online	M		
*Copy and paste a URL to send in an e-mail or save in a Word document	M		
*Refine search results using advanced search forms or Boolean language	M		
*Use critical evaluation techniques to verify the validity of information found online	M		
*Check the Internet history on a computer	M		
*Change default homepage	M		
*Open downloaded files	M		

*Download and install plug-ins required to view certain content online		R		
*Manage multiple browser windows		R		
*Create and organize favorites/bookmarks		R		
*Find and use specialty sites such as language translation and currency conversion		R		
*Open a link in a new window		R		
*Save images to your computer		R		
*Save a Web archive to your computer		R		

## PROFICIENCIES

## EVIDENCE

### MICROSOFT EXCEL SKILLS

		M/R	MET	REQ.TRNG
*Enter cell data		M		
*Select cells, range, column, or row		M		
*Add columns and rows		M		
*Delete columns and rows		M		
*Center data across columns		M		
*Remove data or cells		M		
*Assign worksheet names		M		
*Delete, add, move, and copy a worksheet		M		
*Change number formats		M		
*Change the font and size		M		

*Change number of decimal places		M		
*Adjust the cell alignment		M		
*Control text wrap		M		
*Select print area		M		
*Sort data		M		
*Use a formula		M		
*Define a range name		M		
*Create, modify and label charts and graphs using spreadsheet data		M		
*Freeze a column or row		R		
*Change data color		R		
*Format the worksheet tab color		R		
*Insert a comment		R		
*Add borders		R		

PROFICIENCIES

EVIDENCE

MICROSOFT POWERPOINT

	M/R	MET	REQ. TRNG
*Choose a design template	M		
*Choose the correct slide layout	M		
-Title slide	M		
-Picture and text	M		
-Graph and text	M		
-Text and text	M		
*Delete slide	M		
*Normal = see slide as you are creating it	M		
*Slideshow = View it as a slideshow	M		
*Picture = add a picture from clip art or import from somewhere else	M		
*Bulleting	M		
*Duplicate slide	M		
*Print handouts	M		
*Slide sorter = see all slides and organize them	M		
*Notes page = see slide make your own notes for the presentation	R		
*Slide number = numbering slides	R		
*Animation	R		
*Add hyperlinks	R		

*Add movie		R		
*Add sound		R		
*Save as a webpage		R		
*Chart		R		
*Table		R		
*Customize template		R		

PROFICIENCIES

EVIDENCE

POWERSCHOOL COMPETENCIES

		M/R	MET	REQ. TRNG
<b>Pre-8</b>				
*Take daily attendance-Pre-8		M		
*Access demographic information		M		
*Set up seating charts		M		
<b>5-8</b>		M/R	MET	REQ. TRNG
*Create assignments and enter scores		M		
*Set up categories		M		
*Set up assignments		M		

*Re-order assignments and students		M		
*Set up final grades		M		
*Produce group reports		M		
*Create individual student progress reports		M		
*Enter parent notes and comments on individual grades		M		
*Enter information for progress reports and report cards		M		
*Differentiate between parent notes and private notes		M		
*Understand difference between P1, T1, Q1		M		
*Enter effort grades in appropriate column		M		
*Build a personal comment bank		R		

## APPENDIX E – Long-Term Computer Replacement Budget Philosophy

This long-term budget philosophy demonstrates a way to equalize the amount of money spent each year on computers. During years when a small number of computers need to be replaced, money can be deposited into a technology expendable trust. At times when many computers are being replaced money is withdrawn from the trust to minimize the impact on the tax rate. Over time, as the size of the trust grows, the amount spent annually will level off at \$84,000.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Lab Cart 1	\$11,500	\$11,500	\$11,500			\$11,500	\$11,500	\$11,500			\$11,500
Lab Cart 2		\$11,500	\$11,500	\$11,500			\$11,500	\$11,500	\$11,500		
Lab Cart 3			\$11,500	\$11,500	\$11,500			\$11,500	\$11,500	\$11,500	
24 Computers		\$36,000	\$36,000	\$36,000			\$36,000	\$36,000	\$36,000		
			\$36,000	\$36,000	\$36,000			\$36,000	\$36,000	\$36,000	
				\$36,000	\$36,000	\$36,000			\$36,000	\$36,000	\$36,000
Sub-Total	\$11,500	\$59,000	\$106,500	\$131,000	\$83,500	\$47,500	\$59,000	\$106,500	\$131,000	\$83,500	\$47,500
Tech Expnd Trust		\$25,000	\$25,000	\$25,000	\$24,500	\$36,500	\$25,000	-\$22,500	-\$47,000	\$500	\$36,500
Tech Expnd Trust Balance			\$50,000	\$75,000	\$51,500	\$88,000	\$113,000	\$90,500	\$43,500	\$44,000	\$80,500
Total Budget Impact	\$11,500	\$84,000	\$131,500	\$156,000	\$59,000	\$84,000	\$84,000	\$84,000	\$84,000	\$84,000	\$84,000

## APPENDIX F

# Henniker Community School

## Essential Outcomes for Information Technology

August 20, 2009

### GRADE 1

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Use appropriate and accurate computer terminology	2, 6
Identify the keyboard, monitor, mouse, and power button	6
Turn the computer on and off properly	6
Identify these key parts of the operating system: desktop, dock, window, icon menu bar, folder, hard drive, trash	6
Log-in and log-out successfully	6
Demonstrate proper use of the mouse (point and click, double-click, drag, click to move insertion point)	6
Demonstrate proper use of dropdown menus (in the menu bar)	6
Open applications from the dock and saved documents from the documents folder	6
Use vertical and horizontal scroll bars	6
Adjust volume	6
Demonstrate proper use of the following commands: Save, Print	6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Identify letters on the keyboard	6
Know how to touch and lift keys on the keyboard so that only one character prints	6
Use left hand on the left side of the keyboard and right hand on the right side	6
Use correct posture when sitting at the computer	6
Demonstrate correct use of the following keys: enter/return, delete, shift, space, period, comma, question mark, exclamation point, quotation marks	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Use word processor to write simple sentences/stories	1, 2, 6
Adjust font, size, style, color, and alignment of text	6
Use Page Setup (portrait/landscape layout)	4, 6
Insert a picture in a word processing document	6, 1

**GRADE 1 (Continued)**

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Know how to use a username/password	5
Understand responsible/ethical use of technology and the consequences for inappropriate use	5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Use <b>Kidspiration</b> to map out ideas/stories	1, 2, 3, 4, 6
Access the Internet using links on the school web page	3, 5, 6
Create multimedia project using developmentally appropriate graphics software	1, 2, 3, 6
Demonstrate an understanding of what email is	2

## GRADE 2

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Access the calculator on the computer	4, 6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to type numbers and special characters on the keyboard.	6
Identify the home position and demonstrate correct finger placement	6
Demonstrate correct use of the following keys: tab, caps-lock, arrow keys	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate correct use of the following commands: New, Open, Print Preview, Undo, Redo, Select All, Check Spelling	6
Demonstrate the ability to select single letters, words, sentences, and paragraphs using the mouse	6
Insert pictures into a document	1, 2, 6

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate an understanding of responsible and ethical use of technology and be aware of consequences for inappropriate use	4, 5
Demonstrate an understanding of secure use of passwords	4, 5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to use age-appropriate online multimedia resources linked to from the school website	3, 5, 6
Demonstrate the ability to visit a website by typing in the URL	6
Demonstrate the ability to use the school library's online catalog	3, 4, 6

### GRADE 3

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate good naming conventions for files	4, 6
Save to and retrieve files from different locations	6
Demonstrate use of right-click (or control-click) to access submenus	6
Open programs from the Applications folder	6
Demonstrate the ability to move and resize windows on the screen	6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate good keyboarding technique using the home position and looking at fingers if needed	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate correct use of the following commands: Save As, Cut, Copy, Paste	6

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate responsible and ethical use of technology and be aware of consequences for inappropriate use	4, 5
Demonstrate secure use of passwords	4, 5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Using a spreadsheet, enter data provided by the teacher and create a pie chart	4, 6
Demonstrate the ability to bookmark websites and copy/paste URLs	3, 5, 6
Use a digital camera and import photos into the computer	1, 6

## GRADE 4

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to hide/show windows	6
Demonstrate the ability to create and rename folders to organize files	3, 6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate good keyboarding technique using home position and correct fingering on all keys in the three alphabet rows. Students may look at fingers if needed	6
Demonstrate the ability to enter numbers using the keypad	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to enter text using proper keyboarding techniques	6
Demonstrate the ability to change line spacing, margins, and set columns	6
Create bulleted and numbered lists	6

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate understanding of intellectual property	5
Demonstrate an understanding of proper Internet safety procedures	5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to collect data, enter it into a spreadsheet, and chart the data	3, 4, 6
Understand correct use of pie graphs and bar graphs	3
Demonstrate the ability to edit and resize pictures using image editing software	6
Demonstrate the ability to collect information from a variety of online sources and produce a single, multimedia document	2, 3, 4
Perform searches to locate information in databases linked to from the school's library web page using names, keywords, and subjects	3, 4
Understand what a blog is and how to comment on blog articles	2, 4

## GRADE 5

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate correct use of keyboard shortcuts	6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate good keyboarding technique on all alphabet keys and punctuation without looking at fingers	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to create and use tables	6
Demonstrate the ability to use the thesaurus as a writing tool	1, 3, 6
Demonstrate the ability to use the drawing tools	1, 3, 6
Adjust auto-correct settings	6

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate an understanding of plagiarism	5
Demonstrate an understanding of cyber-bullying and correct responses to it	5
Demonstrate an understanding of how to use email responsibly	2, 5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Understand the difference between an email address and a URL	4, 6
Use Inspiration to map out ideas/stories	1, 2, 3, 4, 6
Demonstrate the ability to write spreadsheet formulas using addition, subtraction, multiplication, and division	6
Demonstrate good search strategies using Internet search engines	3, 4, 6
Create a multimedia project that includes a design theme and hyperlinks	1, 2, 3, 4
Access PowerSchool to monitor assignments	2, 4

## GRADE 6

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate an understanding of disk space and the ability to determine the size of individual files	5, 6
Demonstrate the ability to use online help	4, 6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to enter numbers on the keypad and use the calculator without looking at fingers	6
Demonstrate good keyboarding technique on all alphabet/punctuation keys (without looking at fingers) while building accuracy and speed	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Create a variety of different documents (letters, flyers, etc.) using proper formatting	1, 2, 3, 4, 6
Use page breaks in a document	4, 6

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Send and reply to email messages (one recipient) responsibly	2, 5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to sort data in a single spreadsheet column	3, 6
Demonstrate correct use of Google advanced search	3, 4, 6
Understand and use the following email functions: Receiving: Subject, From, open, reply, forward, open/save attachments, delete Sending: To, CC, BCC, subject, body, send, draft	2, 4, 6
Email a teacher with a question about a specific grade or assignment	2

## GRADE 7

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate the ability to determine what application created a file and import that file into another application	4, 6
Demonstrate the ability to use a scanner and understand the four steps of the scanning process (preview, select scan area, scan, save)	6

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate good keyboarding technique on all keys (without looking at fingers) while building accuracy and speed	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Create headers, footers and number pages in a document	6
Create a document, such as a lab report, that includes charts, tables, and symbols	3, 4

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate an understanding of copyright laws	5
Send and reply to email messages (multiple recipients) responsibly	2, 5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Evaluate web sources for accuracy, bias, and relevance	3, 4, 5
Write spreadsheet formulas that incorporate math more advanced than simple addition, subtraction, multiplication, or division	3, 4
Sort data across multiple columns in a spreadsheet	3, 4
Understand and use the following email functions: Receiving: Reply to all Sending: Send to multiple addresses, address book	2, 4, 6
Use GarageBand to create pieces of music that make connections to another subject area	1, 2, 4, 6

## GRADE 8

*Includes all previous outcomes plus the following. Assumes increasing complexity across grade levels.*

<b>Computer Skills</b>	
<b>Outcome</b>	<b>NETS*</b>

<b>Keyboarding</b>	
<b>Outcome</b>	<b>NETS*</b>
Demonstrate good keyboarding technique on all keys (without looking at fingers) while building accuracy and speed	6

<b>Word Processing</b>	
<b>Outcome</b>	<b>NETS*</b>
Properly cite sources in a research document	3
Use styles (in the toolbox) to control formatting and appearance of a document	1, 4, 6

<b>Digital Citizenship</b>	
<b>Outcome</b>	<b>NETS*</b>
Use social networking sites responsibly	5

<b>Other</b>	
<b>Outcome</b>	<b>NETS*</b>
Publish a project online in the form of web pages, a video, blog, etc.	1, 2, 3, 4, 5
Post a question to an "Ask an Expert" site for help in a project	2, 4
Create and use email signatures and stationary	2, 4, 6
Create a podcast using GarageBand	1, 2, 3, 4, 6
Use appropriate social networking tools to enhance academic projects Examples: Flickr, De.lici.ous, youtube, teachertube, Google (calendar, documents, maps, reader, etc.), etc.	1, 2, 3, 4, 5, 6
Understand what a wiki is and how to use it	2, 4, 5

### \* National Educational Technology Standards (NETS)

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

<b>Grade Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Computer Skills</b>								
Use appropriate and accurate computer terminology	x	x	x	x	x	x	x	x
Identify the keyboard, monitor, mouse, and power button	x	x	x	x	x	x	x	x
Turn the computer on and off properly	x	x	x	x	x	x	x	x
Identify these key parts of the operating system: desktop, dock, window, icon menu bar, folder, hard drive, trash	x	x	x	x	x	x	x	x
Log-in and log-out successfully	x	x	x	x	x	x	x	x
Demonstrate proper use of the mouse (point and click, double-click, drag, click to move insertion point)	x	x	x	x	x	x	x	x
Demonstrate proper use of dropdown menus (in the menu bar)	x	x	x	x	x	x	x	x
Open applications from the dock and saved documents from the documents folder	x	x	x	x	x	x	x	x
Use vertical and horizontal scroll bars	x	x	x	x	x	x	x	x
Adjust volume	x	x	x	x	x	x	x	x
Demonstrate proper use of the following commands: Save, Print	x	x	x	x	x	x	x	x
Access the calculator on the computer		x	x	x	x	x	x	x
Demonstrate good naming conventions for files			x	x	x	x	x	x
Save to and retrieve files from different locations			x	x	x	x	x	x
Demonstrate use of right-click (or control-click) to access submenus			x	x	x	x	x	x
Open programs from the Applications folder			x	x	x	x	x	x
Demonstrate the ability to move and resize windows on the screen			x	x	x	x	x	x
Demonstrate the ability to hide/show windows				x	x	x	x	x
Demonstrate the ability to create and rename folders to organize files				x	x	x	x	x
Demonstrate correct use of keyboard shortcuts					x	x	x	x
Demonstrate an understanding of disk space and the ability to determine the size of individual files						x	x	x
Demonstrate the ability to use online help						x	x	x
Demonstrate the ability to determine what application created a file and import that file into another application							x	x
Demonstrate the ability to use a scanner and understand the four steps of the scanning process (preview, select scan area, scan, save)							x	x

<b>Keyboarding</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Identify letters on the keyboard	x	x	x	x	x	x	x	x
Know how to touch and lift keys on the keyboard so that only one character prints	x	x	x	x	x	x	x	x
Use left hand on the left side of the keyboard and right hand on the right side	x	x	x	x	x	x	x	x
Use correct posture when sitting at the computer	x	x	x	x	x	x	x	x
Demonstrate correct use of the following keys: enter/return, delete, shift, space, period, comma, question mark, exclamation point, quotation marks	x	x	x	x	x	x	x	x
Demonstrate the ability to type numbers and special characters on the keyboard.		x	x	x	x	x	x	x
Identify the home position and demonstrate correct finger placement		x	x	x	x	x	x	x
Demonstrate correct use of the following keys: tab, caps-lock, arrow keys		x	x	x	x	x	x	x
Demonstrate good keyboarding technique using the home position and looking at fingers if needed			x	x	x	x	x	x
Demonstrate good keyboarding technique using home position and correct fingering on all keys in the three alphabet rows. Students may look at fingers if needed				x	x	x	x	x
Demonstrate the ability to enter numbers using the keypad				x	x	x	x	x
Demonstrate good keyboarding technique on all alphabet keys and punctuation without looking at fingers					x	x	x	x
Demonstrate the ability to enter numbers on the keypad and use the calculator without looking at fingers						x	x	x
Demonstrate good keyboarding technique on all alphabet/punctuation keys (without looking at fingers) while building accuracy and speed						x	x	x
Demonstrate good keyboarding technique on all keys (without looking at fingers) while building accuracy and speed							x	x
Demonstrate good keyboarding technique on all keys (without looking at fingers) while building accuracy and speed								x

<b>Word Processing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Use word processor to write simple sentences/stories	X	X	X	X	X	X	X	X
Adjust font, size, style, color, and alignment of text	X	X	X	X	X	X	X	X
Use Page Setup (portrait/landscape layout)	X	X	X	X	X	X	X	X
Insert a picture in a word processing document	X	X	X	X	X	X	X	X
Demonstrate correct use of the following commands: New, Open, Print Preview, Undo, Redo, Select All, Check Spelling		X	X	X	X	X	X	X
Demonstrate the ability to select single letters, words, sentences, and paragraphs using the mouse		X	X	X	X	X	X	X
Insert pictures into a document		X	X	X	X	X	X	X
Demonstrate correct use of the following commands: Save As, Cut, Copy, Paste			X	X	X	X	X	X
Demonstrate the ability to enter text using proper keyboarding techniques				X	X	X	X	X
Demonstrate the ability to change line spacing, margins, and set columns				X	X	X	X	X
Create bulleted and numbered lists				X	X	X	X	X
Demonstrate the ability to create and use tables					X	X	X	X
Demonstrate the ability to use the thesaurus as a writing tool					X	X	X	X
Demonstrate the ability to use the drawing tools					X	X	X	X
Adjust auto-correct settings					X	X	X	X
Create a variety of different documents (letters, flyers, etc.) using proper formatting						X	X	X
Use page breaks in a document						X	X	X
Create headers, footers and number pages in a document							X	X
Create a document, such as a lab report, that includes charts, tables, and symbols							X	X
Properly cite sources in a research document								X
Use styles (in the toolbox) to control formatting and appearance of a document								X

<b>Digital Citizenship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Know how to use a username/password	X	X	X	X	X	X	X	X
Understand responsible/ethical use of technology and the consequences for inappropriate use	X	X	X	X	X	X	X	X
Demonstrate an understanding of responsible and ethical use of technology and be aware of consequences for inappropriate use		X	X	X	X	X	X	X
Demonstrate an understanding of secure use of passwords		X	X	X	X	X	X	X
Demonstrate responsible and ethical use of technology and be aware of consequences for inappropriate use			X	X	X	X	X	X
Demonstrate secure use of passwords			X	X	X	X	X	X
Demonstrate understanding of intellectual property				X	X	X	X	X
Demonstrate an understanding of proper Internet safety procedures				X	X	X	X	X
Demonstrate an understanding of plagiarism					X	X	X	X
Demonstrate an understanding of cyber-bullying and correct responses to it					X	X	X	X
Demonstrate an understanding of how to use email responsibly					X	X	X	X
Send and reply to email messages (one recipient) responsibly						X	X	X
Demonstrate an understanding of copyright laws							X	X
Send and reply to email messages (multiple recipients) responsibly							X	X
Use social networking sites responsibly								X

<b>Other</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Use <b>Kidspiration</b> to map out ideas/stories	X	X	X	X	X	X	X	X
Access the Internet using links on the school web page	X	X	X	X	X	X	X	X
Create multimedia project using developmentally appropriate graphics software	X	X	X	X	X	X	X	X
Demonstrate an understanding of what email is	X	X	X	X	X	X	X	X
Demonstrate the ability to use age-appropriate online multimedia resources linked to from the school website		X	X	X	X	X	X	X
Demonstrate the ability to visit a website by typing in the URL		X	X	X	X	X	X	X
Demonstrate the ability to use the school library's online catalog		X	X	X	X	X	X	X
Using a spreadsheet, enter data provided by the teacher and create a pie chart			X	X	X	X	X	X
Demonstrate the ability to bookmark websites and copy/paste URLs			X	X	X	X	X	X
Use a digital camera and import photos into the computer			X	X	X	X	X	X
Demonstrate the ability to collect data, enter it into a spreadsheet, and chart the data				X	X	X	X	X
Understand correct use of pie graphs and bar graphs				X	X	X	X	X
Demonstrate the ability to edit and resize pictures using image editing software				X	X	X	X	X
Demonstrate the ability to collect information from a variety of online sources and produce a single, multimedia document				X	X	X	X	X
Perform searches to locate information in databases linked to from the school's library web page using names, keywords, and subjects				X	X	X	X	X
Understand what a blog is and how to comment on blog articles				X	X	X	X	X
Understand the difference between an email address and a URL					X	X	X	X
Use Inspiration to map out ideas/stories					X	X	X	X
Demonstrate the ability to write spreadsheet formulas using addition, subtraction, multiplication, and division					X	X	X	X
Demonstrate good search strategies using Internet search engines					X	X	X	X
Create a multimedia project that includes a design theme and hyperlinks					X	X	X	X
Access PowerSchool to monitor assignments					X	X	X	X
Demonstrate the ability to sort data in a single spreadsheet column						X	X	X
Demonstrate correct use of Google advanced search						X	X	X

## APPENDIX G – Possible Budget Cuts

As of June 1, 2011, we don't know exactly what amount of school funding we will receive from the state of New Hampshire. We have identified the following items in the 2011/12 technology budget that we will cut, if necessary, to help make up for a funding shortfall.

Items to Cut	Justification	Cost Reduction
Replacement for the 2006 mobile lab, four (4) laptops for staff to sign out from the library, and eleven (11) replacement computers for the following areas: 7/8 Special Ed, Extended Learning, 5/6 Special Ed, Skills Center, Reading Room, Library	The computers in these areas are still functional and, while they may be approaching obsolescence, we can keep them running for another year	\$12,412.82
Faronics Corporation: Deep Freeze	This is a new software purchase, so cutting it would not affect what we already have in place	\$2,480.40
Two (2) monitors	Not needed if we don't purchase new computers	\$253.57
40% from repair/maintenance budget	Repair and maintenance costs vary from year to year and we don't always deplete this account	\$5,000.00
30% from supplies budget	Supply costs vary from year to year and we don't always deplete this account	\$2,541.90
Nettrekker	This is a new purchase and not as many people are using it as we had hoped	\$695.00
Microsoft Office (Savings, not a cut)	We're getting a discount next year because of a statewide agreement with Microsoft	\$3,207.88