

Henniker School District  
SAU # 24

# Technology Plan

June 2014

Years covered by this plan:  
**July 2014- June 2017**

Approved by the Henniker  
School Board on June 4, 2014

**The Henniker Community School**  
51 Western Ave.  
Henniker, NH 03242

<http://hcs.sau24.org>  
(603) 428-3476

Contact Information:

Katherine McBride, Principal – [katherine.mcbride@sau24.org](mailto:katherine.mcbride@sau24.org)  
Jock Irvine, Technology Coordinator – [jock.irvine@sau24.org](mailto:jock.irvine@sau24.org)

## Table of Contents

Introduction	
Technology Plan Committee Members	Page 2
Demographic Information	Page 2
Mission Statement	Page 3
Technology Vision Statement	Page 3
School Goals	Page 4
Technology Goals	Page 5
Action Plan	
Access to Technology Resources	Page 6
ICT Literacy	Page 9
Professional Development	Page 11
Community Collaboration	Page 14
Budget	Page 16
Evaluation Procedures	Page 19
Policies & Procedure	
Blocking and Filtering Measures	Page 30
Copyright and Fair Use Policy	Page 30
Acceptable Usage Policy (Staff & Students)	Page 31
Pupil Safety and Violence Prevention – Bullying	Page 33
School Safe Practices	Page 38
Data Management	Page 39
Records Retention	Page 40
Instructional Needs of Students w/ Different Talents	Page 41
Cyber-Bullying	Page 42
Appendix	
A – Ed 306.42	Page 43
B – Digital Portfolio Requirements	Page 46
C – Ed 306.22	Page 49
D – Technology Proficiencies	Page 51
E – Long Term Computer Replacement	Page 63
Budget Philosophy	
F – Essential Outcomes for Information Technology	Page 64

## **Technology Committee Members**

James McElroy, School Board Member

Greg Reinert, SAU 24 Director of Technology

Katherine McBride, Principal

Joann Kierstead, Parent

Samantha Saunders, Special Education Teacher

Leanne Chauvette, Technology Integration Specialist

Jock Irvine, Technology Coordinator

Carol Sweny, Library Media Specialist

Stephanie Crowe, Classroom Teacher

Elizabeth Bartolotti, Enrichment Teacher

## **Demographic Information**

Henniker is a small, rural community about 15 miles west of Concord, NH. The NH Office of Energy and Planning lists the town population at 4,836 individuals as of 2010; a 9.1% increase since 2000. The community is predominantly white (95.7%) with the only other races greater than 1% of the population being Hispanic (1.7%), African-American (1.2%), and Asian (1.1%). 26.1% of the town's population is under 20 years old. The entire district is housed in one building — The Henniker Community School. Four hundred fourteen (414) students attend this school, which was completely renovated with new construction added in 1996. Eighteen (18) 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**

In partnership with our families and community we provide a challenging and equitable education for all learners in a safe, respectful environment.

## **Technology Vision Statement**

Henniker Community School is committed to creating a technologically literate community of 21<sup>st</sup> century learners for whom 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 – 2013-2014**

### 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 2013-2014 school year
- The number of students making their growth targets will increase by 5%

### 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 2013-14 school year
- The number of students making their growth targets will increase by 5%

### 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
- Continue implementation of our technology plan

### Safe and Well Managed Schools

- Promote a positive climate through proactive activities (Responsive Classroom, TAG, assemblies) 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
- Continue to provide professional development to all staff within this area
- Utilize social curriculum to teach important social skills to students

## Technology Goals

1. Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, bring-your-own-device (BYOD), wearable devices, computers and tablets.
2. Integrate the use of technology and digital content 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. Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum.
4. Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Henniker community, other schools in SAU 24, the state, and the global community.
5. Evaluate the effectiveness of the action steps in this plan.

**ACTION PLAN - 1. Access to Technology Resources**

**GOAL:** Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, bring-your-own-device (BYOD), wearable devices, computers and tablets.

Objective	Action Steps	Year 1	Year 2	Year 3
Ensure access to appropriate devices and technology tools to facilitate day-to-day tasks, standardized testing and the use of digital content	Maintain a permanent computer lab equipped for classroom instruction and testing (NWEA, Smarter Balance, etc.)	X		
	Investigate innovative ways to reinvent the current computer lab to make it into a versatile technology center	X	X	X
	Maintain the SonicWALL Internet firewall and Internet content filter to ensure appropriate access to the Internet			
	Maintain multiple mobile labs, each with enough modern devices to meet the needs of our largest class	X	X	X
	Maintain a set of computing devices in the library that is large enough to meet the needs of our largest class	X	X	X
	Design and implement a BYOD policy that will allow students to use personally owned devices for educational purposes	X	X	X
	Design and implement a plan for students who do not have access to, or cannot afford, a personally owned device	X	X	X
	Design and implement a contingency plan for students who don't have access to digital content at home	X	X	X
	Investigate allowing students to check out computing devices from the school library and implement if warranted	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	
	Maintain a collection of five laptops in the library to be signed out by staff members. They will also serve as replacement computers in the event of a catastrophic failure	X	X	X
	Maintain classroom-assigned devices as necessary to support the curriculum	X	X	X
	Investigate new and emerging technologies	X	X	X
	Replace computing devices that are 5 years old or no longer meet the NH DOE definition of a modern computer	X	X	X

<b>ACTION PLAN - 1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	Year 1	Year 2	Year 3
To provide network infrastructure and software to meet the technology needs of the school community.	Assess printing needs and printer locations – Adjust as required	X	X	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 and upgrade as needed	X	X	X
	Identify any remaining locations that need interactive white boards and install them	X	X	X
	Maintain current educational and administrative software and upgrade as needed	X	X	X
	Maintain the interactive white boards already in place and upgrade as needed	X	X	X
	Maintain firewall/Internet filter and a server backup system and upgrade as needed	X	X	X
	Maintain wireless network access in all areas of the school building and upgrade as needed	X	X	X
	Maintain a rolling cart with computer and LCD projector set up and ready to use for presentations and upgrade as needed	X	X	X
	Maintain up-to-date assistive technology to provide for the needs of students and upgrade as needed	X	X	X
	Use data from the NH School Building Technology Survey and other sources to evaluate access to technology resources	X	X	X
	Design and administer new surveys for staff, students and parents to measure access to technology resources	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
	Investigate 3D printing, either onsite or outsourced, and implement as warranted	X	X	X



<b>ACTION PLAN - 1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	Year 1	Year 2	Year 3
To provide consistent and timely technical and curriculum support	Continue to support a full-time technology coordinator/computer applications teacher	X		
	Create a full-time technology coordinator position		X	X
	Participate in SAU-wide technology coordinator meetings	X	X	X
	Continue to support a technology assistant position	X	X	X
	Continue to contract outside technical support as needed	X	X	X
	Continue to support a full-time technology integration specialist	X	X	X
	Collect and analyze tech support data to determine effectiveness	X	X	X
	Maintain schedules that meet the needs of all users	X	X	X
	Review the lab usage guidelines and revise as needed	X	X	X
	Include technology funding in the district budget process	X	X	X
To secure appropriate funding from a variety of sources	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, NCES and NHSLMA	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 the use of technology and digital content 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	Year 1	Year 2	Year 3
To provide a system for 8 <sup>th</sup> grade students to demonstrate competencies as required by Ed306.42 (see Appendix A)	Continue to integrate the plan for middle-school digital portfolios into all subject areas (see Appendix B)	X	X	X
	Evaluate our current digital portfolio procedures in order to better assess students' use of technology and adjust as necessary	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)	Continue the use of 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	Year 1	Year 2	Year 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	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 develop strategies for purchasing and integrating software and online resources into the curriculum	Develop and implement a procedure for requesting and approving the purchase of digital content	X	X	X
	Develop and implement an evaluation procedure for digital content and renew content subscriptions as warranted	X	X	X
To ensure successful and effective uses of technology	Provide sufficient keyboarding instruction at appropriate grade levels to align with common core standards	X	X	X
	Design and administer new surveys for staff, students and parents to measure access to technology resources	X	X	X
	Use Common Core grade level checklist to assess technology proficiency	X	X	X
	Use data from student assessments to inform instruction	X	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> Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum				
Objective	Action Steps	Year 1	Year 1	Year 1
To determine professional development needs of educators	Evaluator may 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, and technology coordinator to assure appropriate levels of technology integration	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
	Create and administer surveys for teachers, administrators and students based on the ISTE standards, or other applicable resources, to determine the level of technology literacy and integration	X	X	X

<b>ACTION PLAN - 3. Professional Development (continued)</b>				
Objective	Action Steps	Year 1	Year 2	Year 3
To provide ongoing, sustained technology-related professional development for all educators	Use results of self assessments, 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 and workshops that are aligned with the SAU24 Professional Development Master Plan	X	X	X
	Encourage educators to attend an educational technology conference that meets a school goal	X	X	X
	Provide incentives for all educators to attend district sponsored professional development opportunities	X	X	X
	Train all educators in administering and interpreting common assessments to support improved student performance in targeted skills	X	X	X
	Train educators in creating technology-based common assessments to prepare students for Smarter Balance testing	X	X	X

<b>ACTION PLAN - 3. Professional Development (continued)</b>				
Objective	Action Steps	Year 1	Year 2	Year 3
To increase the use of technology integration for effective 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

<b>ACTION PLAN - 4. Community Collaboration</b>				
<b>GOAL:</b> Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Henniker community, other schools in SAU 24, the state, and the global community				
Objective	Action Steps	Year 1	Year 2	Year 3
To increase community awareness of effective use of technology in the school and at home	Incorporate technology use and integration during school-sponsored events	X	X	X
	Utilize the SAU Community Outreach Coordinator and press releases to publicize technology integration (Part of the five-year strategic plan)	X	X	X
	Develop and maintain a new school website to incorporate emerging tools and technologies	X	X	X
	Encourage teachers to highlight technology integration in communications with parents	X	X	X

<b>ACTION PLAN - 4. Community Collaboration (continued)</b>				
<b>Objective</b>	<b>Action Steps</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
To promote parental/community involvement and increase communication	Survey parents on access to technology at home	X	X	X
	Inform parents of their children's username and passwords for Google Apps for Education	X	X	X
	Provide information for parents on our restricted-access Google Apps for Education and how the system is being used by their children	X	X	X
	Reach out to community members, relatives and family friends to build a database of people who could provide presentations for our school community	X	X	X
	Analyze the data from parents to determine the best communication strategies	X	X	X
	Utilize social media to enhance communication	X	X	X
	Continue to post assignments and grades online using our student information system	X	X	X
	Work with the PTA and other community organizations to inform and educate parents about online safety	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 to communicate effectively with the community and promote parental involvement	X	X	X
	Support educators in using technology to communicate with parents	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
	Provide information and training for parents in the use of our student information systems	X	X	X
	Form a group to study the possibility of opening the library and computer lab to the community one or two evenings per week	X		
	Open the library and computer lab to the community as determined by the study		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 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	Year 1		Year 2		Year 3	
	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> <p>Years two and three are estimates based on the 2014/15 budget.</p>	\$29,365	✓ Grant ✓ Donation ✓ Dist. Funds	\$30,246	✓ Grant ✓ Donation ✓ Dist. Funds	\$30,851	✓ Grant ✓ Donation ✓ Dist. Funds

<p><b>Software</b></p> <p>Software purchases, license fees, support contracts, and online subscriptions to support educational and productivity needs.</p> <p>Years two and three are estimates based on the 2014/15 budget.</p>	\$38,379	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Dist. Funds	\$39,530	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Dist. Funds	\$40,716	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Dist. Funds
--	----------	--	----------	--	----------	--

<p><b>Infrastructure</b></p> <p>The section of the budget includes Internet connection, wireless infrastructure, Internet content filter, printing/copying supplies &amp; support, repair &amp; maintenance, supplies</p> <p>Years two and three are estimates based on the 2014/15 budget.</p>	\$32,139	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds	\$33,103	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds	\$34,096	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds
---	----------	--	----------	--	----------	--

<p><b>Professional Development</b></p> <p>Professional development will be provided in the form of 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	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds	\$6,000	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> Dist. Funds	\$6,000	<input checked="" type="checkbox"/> Grant <input checked="" type="checkbox"/> Donation <input checked="" type="checkbox"/> 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 for year 1 of the plan. Years two and three should include additional staffing to meet the expanding needs of technology integration.</p> <p>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>	\$181,051	<input checked="" type="checkbox"/> Dist. Funds	\$182,862	<input checked="" type="checkbox"/> Dist. Funds	\$184,690	<input checked="" type="checkbox"/> Dist. Funds
<b>TOTAL</b>	<b>\$286,934</b>		<b>\$291,741</b>		<b>\$296,353</b>	

Henniker Community School Technology Plan  
2014-2017  
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 regularly to implement this technology plan.

Each trimester (November, March and June) members of the technology committee\*\* 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 the objective still valid?
- 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 committee will prepare a report to the school board after each trimester evaluation.

\* The technology team is an internal group that meets regularly 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> Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, bring-your-own-device (BYOD), wearable devices, computers and tablets.				
Objective	Action Steps	2014/15	2015/16	2016/17
<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
Ensure access to appropriate devices and technology tools to facilitate day-to-day tasks, standardized testing and the use of digital content	Maintain a permanent computer lab equipped for classroom instruction and testing (NWEA, Smarter Balance, etc.)			
	Investigate innovative ways to reinvent the current computer lab to make it into a versatile technology center			
	Maintain the SonicWALL Internet firewall and Internet content filter to ensure appropriate access to the Internet			
	Maintain multiple mobile labs, each with enough modern devices to meet the needs of our largest class			
	Maintain a set of computing devices in the library that is large enough to meet the needs of our largest class			
	Design and implement a BYOD policy that will allow students to use personally owned devices for educational purposes			
	Design and implement a plan for students who do not have access to, or cannot afford, a personally owned device			
	Design and implement a contingency plan for students who don't have access to digital content at home			
	Investigate allowing students to check out computing devices from the school library and implement if warranted			
	Collect data from staff members who use devices other than the traditional desktop computer to determine the effectiveness of the devices			
	Maintain a collection of five laptops in the library to be signed out by staff members. They will also serve as replacement computers in the event of a catastrophic failure			
	Maintain classroom-assigned devices as necessary to support the curriculum			
	Investigate new and emerging technologies			
Replace computing devices that are 5 years old or no longer meet the NH DOE definition of a modern computer				

<b>1. Access to Technology Resources (continued)</b>				
<b>GOAL:</b> Achieve a ratio of 1:1 computing devices to students through a variety of means including, but not limited to, bring-your-own-device (BYOD), wearable devices, computers and tablets.				
Objective	Action Steps	2014/15	2015/16	2016/17
<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.	Assess printing needs and printer locations – Adjust as required			
	Maintain the school’s high-speed Internet connection – Collect and analyze data on bandwidth usage and upgrade as needed			
	Maintain online library catalog system and upgrade as needed			
	Identify any remaining locations that need interactive white boards and install them			
	Maintain current educational and administrative software and upgrade as needed			
	Maintain the interactive white boards already in place and upgrade as needed			
	Maintain firewall/Internet filter and a server backup system and upgrade as needed			
	Maintain wireless network access in all areas of the school building and upgrade as needed			
	Maintain a rolling cart with computer and LCD projector set up and ready to use for presentations and upgrade as needed			
	Maintain up-to-date assistive technology to provide for the needs of students and upgrade as needed			
	Use data from the NH School Building Technology Survey and other sources to evaluate access to technology resources			
	Design and administer new surveys for staff, students and parents to measure access to technology resources			
	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			
	Investigate 3D printing, either onsite or outsourced, and implement as warranted			

<b>1. Access to Technology Resources (continued)</b>				
Objective	Action Steps	2014/15	2015/16	2016/17
<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 consistent and timely technical and curriculum support	Continue to support a full-time technology coordinator/computer applications teacher			
	Create a full-time technology coordinator position			
	Participate in SAU-wide technology coordinator meetings			
	Continue to support a technology assistant position			
	Continue to contract outside technical support as needed			
	Continue to support a full-time technology integration specialist			
	Collect and analyze tech support data to determine effectiveness			
	Maintain schedules that meet the needs of all users			
	Review the lab usage guidelines and revise as needed			
	Include technology funding in the district budget process			
To secure appropriate funding from a variety of sources	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, NCES and NHSLMA			
	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 the use of technology and digital content 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	2014/15	2015/16	2016/17
<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)	Continue to integrate the plan for middle-school digital portfolios into all subject areas (see Appendix B)			
	Evaluate our current digital portfolio procedures in order to better assess students' use of technology and adjust as necessary			
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)	Continue the use of 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	2014/15	2015/16	2016/17
<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 develop strategies for purchasing and integrating software and online resources into the curriculum	Develop and implement a procedure for requesting and approving the purchase of digital content			
	Develop and implement an evaluation procedure for digital content and renew content subscriptions as warranted			
To ensure successful and effective uses of technology	Provide sufficient keyboarding instruction at appropriate grade levels to align with common core standards			
	Design and administer new surveys for staff, students and parents to measure access to technology resources			
	Use Common Core grade level checklist to assess technology proficiency			
	Use data from student assessments 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> Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum				
Objective	Action Steps	2014/15	2015/16	2016/17
<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	Evaluator may 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, and technology coordinator to assure appropriate levels of technology integration			
	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			
	Create and administer surveys for teachers, administrators and students based on the ISTE standards, or other applicable resources, to determine the level of technology literacy and integration			

<b>3. Professional Development (continued)</b>				
Objective	Action Steps	2014/15	2015/16	2016/17
<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, 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 and workshops that are aligned with the SAU24 Professional Development Master Plan			
	Encourage educators to attend an educational technology conference that meets a school goal			
	Provide incentives for all educators to attend district sponsored professional development opportunities			
	Train all educators in administering and interpreting common assessments to support improved student performance in targeted skills			
	Train educators in creating technology-based common assessments to prepare students for Smarter Balance testing			

<b>3. Professional Development (continued)</b>				
Objective	Action Steps	2014/15	2015/16	2016/17
<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 integration for effective 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> Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Henniker community, other schools in SAU 24, the state, and the global community				
Objective	Action Steps	2014/15	2015/16	2016/17
<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	Incorporate technology use and integration during school-sponsored events			
	Utilize the SAU Community Outreach Coordinator and press releases to publicize technology integration (Part of the five-year strategic plan)			
	Develop and maintain a new school website to incorporate emerging tools and technologies			
	Encourage teachers to highlight technology integration in communications with parents			

<b>4. Community Collaboration (continued)</b>				
Objective	Action Steps	2014/15	2015/16	2016/17
<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/community involvement and increase communication	Survey parents on access to technology at home			
	Inform parents of their children's username and passwords for Google Apps for Education			
	Provide information for parents on our restricted-access Google Apps for Education and how the system is being used by their children			
	Reach out to community members, relatives and family friends to build a database of people who could provide presentations for our school community			
	Analyze the data from parents to determine the best communication strategies			
	Utilize social media to enhance communication			
	Continue to post assignments and grades online using our student information system			
	Work with the PTA and other community organizations to inform and educate parents about online safety			
	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 to communicate effectively with the community and promote parental involvement			
	Support educators in using technology to communicate with parents			
	Provide parents with information about how to interpret formal assessment results and ways in which we use the data to inform instruction			
	Provide information and training for parents in the use of our student information systems			
	Form a group to study the possibility of opening the library and computer lab to the community one or two evenings per week			
	Open the library and computer lab to the community as determined by the study			

# **Policies & Procedures**

## **Blocking and Filtering Measures**

In compliance with the Children's Internet Protection Act (CIPA) the Henniker School District utilizes a SonicWALL NSA 3500 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.

## **Copyright and Fair Use Policy**

The Henniker Community School adheres to and strictly enforces copyright law as outlined in district policy and federal law. With respect to licensing, all technology personnel make a concerted effort to practice the following:

- Installation of software according to the terms outlined by the vendor
- Staying within the allotted number of copies as allowed by the licensing agreements
- Updating licenses as necessary in order to maintain compliance
- Educating staff about the need to comply
- Maintaining an inventory of purchased software titles and licenses

Educating students and staff about copyright law is an ongoing process. It is a responsibility shouldered by all administrators, technology educators and librarians.

## Acceptable Use of Electronic Network & Internet Resources Policy

### Purpose of This Document

This policy outlines efficient, safe, ethical and legal use of network and Internet resources within the School Administrative Unit 24 (SAU 24). This policy applies to users of electronic information resources located or accessed on any SAU 24 network. SAU 24 provides a network to facilitate communication and sharing.

### Qualifying for Use

The privilege and responsibility of using our network and Internet resources is based on the concept of a qualified and informed user. Access to and use of these resources entails a great responsibility. Inappropriate use will result in disciplinary action, which may include suspension or revocation of privileges. A current copy of this agreement must be signed by all system users (staff, students and a parent, if the student is under 18 years of age) and must be on file in order to use any SAU24 network.

### Internet Access and Safety Policy

#### **Technology Protection Measure:**

The SAU 24 uses both Internet filtering and security software to filter materials that are profane, obscene, unlawful, discriminatory, violent, or hateful as required by federal guidelines of the Children's Internet Protection Act (CIPA). It is recognized that neither is infallible, and we rely on the responsible use of the Internet by our students and staff. Students are frequently monitored by teachers and staff when using computers.

#### **Internet Safety Policy**

The emerging Web 2.0 technologies such as email, blogs, social networking, and wikis have transformed how the world communicates and learns. These exciting and innovative communications often have educational value and cannot be completely filtered. SAU 24 educates its staff and students about appropriate online behavior, including cyber bullying, and interacting with individuals. To insure safety and promote reliable Internet use, all users must adhere to the following code of conduct when accessing online resources.

### Code of Conduct

Security within the SAU 24 network is a maximum priority. Network users are expected to behave appropriately and respectfully and agree to the following parameters and conditions:

#### **Procedures and Proper Usage**

##### **Users:**

- a. shall not evade, change or exceed resource quotas or disk usage.
- b. Shall not eat or drink in the immediate vicinity of any computer or network asset.
- c. shall register all personal computers and devices with the Technology Department before using them on any SAU 24 network.
- d. Shall not set up or participate in Internet or LAN-based proxy or sharing applications.
- e. must notify staff about security problems, unacceptable Internet sites or inappropriate communication.
- f. shall not install/upload software to SAU 24 computers or store software on network servers without authorization from the technology department.
- g. Shall recognize that Network Logs vary depending on the server and are kept for no more than 45 days.
- h. are responsible for making back-up copies of their critical documents.
- i. shall refrain from cyberbullying.
- j. shall not reveal personal information on the Internet or plan to meet people contacted through the Internet unless part of a classroom activity.
- k. Shall not access or create profane, obscene, unlawful, discriminatory, violent, or hateful material.
- l. SAU 24 network resources will not be used for personal gain (e.g. - such as, but not limited to printing, personal photos, eBay, Craig's list, second jobs...)
- m. shall not share their usernames/passwords with any individual.
- n. shall not willfully attempt to bypass content filters.

##### **Privacy**

- a. Users will not share their account information or leave their accounts open.
- b. All files and communications are subject to inspection (ie. no right to privacy.)
- c. Network data storage areas are to be treated as school property.
- d. Software may be used to remotely control and monitor computers while in use.
- e. Parents/guardians have the right to review the contents of their child's files and communications.
- f. All users must respect the privacy of other network users and the confidentiality of user and network passwords.

Adopted: 5/19/2011 SAU 24 Board  
1<sup>st</sup> Reading: 5/19/2011 SAU24 Board



## Acceptable Use of Electronic Network & Internet Resources Policy

### Copyright and Plagiarism

- a. Violation of copyright and/or software agreement is considered a violation of this policy.
- b. Explicitly copyrighted materials will often have conditions describing how they may or may not be used, users shall abide by these.
- c. Plagiarism is expressly forbidden. (Plagiarism is the claiming of another person's work as your own.)
- d. Proper citations will be used when citing electronic information.

### District Web Site

- a. Web pages display school activities and projects and may include photos, student names and work with parent/guardian permission.
- b. Web pages are considered public documents and comply with Federal School District Guidelines.
- c. Web pages shall not encourage the use of tobacco, alcohol, or controlled substances or otherwise promote any other activity prohibited by district policy, state or federal laws.

### Vandalism

- a. Vandalism is defined as any malicious attempt to damage or disrupt the physical computers, software, network systems or data of other users.
- b. Vandalism will result in disciplinary action, which may include suspension of computer services and possible referral to legal authorities and/or restitution.
- c. Individuals may be held financially responsible for damages including, but not limited to:
  - Attempts to move, remove, or damage software, hardware, or files.
  - Attempts to hack into any network or computer environment.
  - Physical damage to a computer while it is assigned or checked out to them.

### Email/Direct Communication

- a. Network users will abide by netiquette in their electronic communication.
- b. Email accounts are maintained and/or archived in accordance with applicable policies.

### Research & Reference

With the information that abounds on the Internet, it is important for our students and staff to recognize authoritative and respected sources of information. To this end, students and staff will give preference to:

- a. Subscription resources that have been reviewed by educators.
- b. Teacher reviewed and evaluated sites and materials.
- c. Information from educational, government and non-profit websites (.edu, .gov, .org).

### Violations of the Acceptable Use Policy

The SAU 24 places a high value on the appropriate and responsible use of its network and Internet resources. A violation of this policy will result in the following consequences:

#### Student Users

**First Infraction:** removal from the computer network for one week (five school days).

**Second Infraction:** removal from the computer network for one calendar month (i.e.: from the 14th of September to the 14th of October).

**Third Infraction:** removal from the computer network for ninety (90) school days.

All infractions of the policy will be disclosed to parents in writing. Infractions of this policy may result in further disciplinary action based on the rules of the Student Code of Conduct. Some infractions may require reporting to law enforcement. *School administrators reserve the right to modify the consequences outlined above if deemed appropriate.*

#### Faculty/Staff Users

Infractions set forth in this agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action. Inappropriate behavior in violation of state and federal statutes will be subject to prosecution by those authorities.

#### Legal References:

RSA 194:3-d, School District Computer Networks  
Children's Internet Protection Act (CIPA)

See also JICE,EHAA,JICDD,JIC,KDC,EGA

Adopted: 5/19/2011 SAU 24 Board  
1<sup>st</sup> Reading: 5/19/2011 SAU24 Board

## 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

## HENNIKER SCHOOL DISTRICT DATA MANAGEMENT

The Superintendent is hereby designated the custodian of all records, minutes, documents, writings, letters, memoranda, or other written, typed, copied, or developed materials possessed, assembled, or maintained by this District.

1. All requests for public information are to be forwarded to the Superintendent immediately upon receipt. The Superintendent shall thereupon make a determination as to whether or not the information requested is public in nature. If public, the Superintendent shall provide the information in a timely manner which does not disrupt the operation of the schools.

2. In accordance with RSA 91-A:4, if the Superintendent finds the information to be public in nature, he or she shall direct that it be reproduced on the premises. The party requesting the information is to be charged the cost of reproduction and any other expenses entailed in locating and retrieving the information. If the information is actively in use or otherwise unavailable, the party requesting the information will be notified immediately upon it becoming available.

3. If the Superintendent finds the information not to be public in nature, he or she shall so inform the requesting party and shall for no reason release such information.

4. If the Superintendent is unable to ascertain whether or not the information requested is public in nature, he or she is hereby authorized to request, on behalf of the Board, an opinion from the Board's attorney as to the nature of the information. Such opinion requests will be made within ten (10) days of the original request for the information. The Superintendent shall notify the person requesting such information that an opinion is to be requested of the attorney and shall notify such person immediately upon receipt of an answer from the attorney.

***Legal Reference:***

*RSA 91-A:4, Minutes and Records Available for Public Inspection NH Code of Administrative Rules - Section Ed. 306.04(a)(4), Records Retention*

See also EHB

Adopted: 11/1/2006 2<sup>nd</sup> Reading; 11/1/2006 1<sup>st</sup> Reading; 10/3/2006



**HENNIKER SCHOOL DISTRICT  
RECORDS RETENTION**

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations.

***Legal References:***

*RSA 189:29-a, Records Retention and Disposition NH Code of Administrative Rules, Section Ed. 306.04 (a)(4), Records Retention*

See also EH

**HENNIKER SCHOOL DISTRICT  
INSTRUCTIONAL NEEDS OF STUDENTS WITH DIFFERENT TALENTS**

*See also IF, IJO*

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and academic development.

Administrators and teachers should collaborate to consider and address students' different talents, interests, and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, interests, and academic development, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

*Legal References:*

*NH Code of Administrative Rules, Section Ed 306.04(a)(6), Instructional Needs of Students with Different Talents NH Code of Administrative Rules, Section Ed 306.04(j), Instructional Needs of Students with Different Talents*

## HENNIKER SCHOOL DISTRICT Cyber-bullying

See also JIA, JIC

### PURPOSE:

The Board recognizes that there are growing occurrences of "cyber-bullying" by students occurring in school and off-campus that interfere with or disrupts the school's mission to provide a safe, constructive environment that promotes learning and individual; growth for every student. Any form of cyber-bullying by a student that interferes with or disrupts the school's mission or any school sponsored activities is prohibited and will not be tolerated.

### DEFINITION:

Cyber-bullying includes, but is not limited to, using electronic communications or postings to insult, taunt, harass, defame, intimidate, threaten, stalk, or terrorize another person. Such electronic communications or postings include, but are not limited to, e-mail messages, instant messages, text messages, electronically transmitted images, and web site postings, including postings to social networking websites and "blogs".

The School District recognizes that this definition may not be all-inclusive. Therefore, the School District reserves the right to impose discipline for actions that may fall outside this definition but are still within the general purposes of this policy.

### GROUND FOR DISCIPLINARY ACTION:

The School District may impose disciplinary measures against a person who is found to have engaged in such behavior, provided the cyber-bullying and/or internet threat:

- a. Violate any school district rules or regulations;
- b. Threatens violence against staff members or student;
- c. Threatens vandalism to school property; or
- d. That the student knew or should have known would have a substantial detrimental impact on another person's ability to participate in or provide educational or other programmatic offerings of the school.

### SCOPE OF DISCIPLINARY ACTION:

A student whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. When warranted, violations of this policy will be reported to law enforcement authorities.

Any discipline imposed by virtue of this policy will be in accordance and consistent with the applicable School District policy regarding discipline.

### IMPLEMENTATION

The School Board instructs the School District to include procedures that will address this policy in the student handbook.

Adopted: 1/6/2010  
3<sup>rd</sup> Reading: 1/6/2010  
2<sup>nd</sup> Reading: 12/6/2009  
1<sup>st</sup> Reading: 11/4/2009  
HSB

## 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