District Learning Technology Plan: Section I

School Union #69 Community-based Learning Technology Plan

Dates Approved by School Committees:
Approved by LCS on 06/08/17
Approved by HES 06/12/17 and AVS 06/19/17

Plan Authors:

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Schools Affected by the Plan:
Lincolnville Central School (MEDMS ID#1289)
Hope Elementary School (MEDMS ID#1265)
Appleton Village School (MEDMS ID#1132)

Section II: Shared Vision for Learning:
The following District and Community groups were involved in the creation and revision of this Technology Plan:

Union #69 School Boards:
HES: Thomas Ingraham, Chairperson/grandparent; Alina Smith, Vice-Chairperson/parent; Emily Burgess, Boardmember/parent; Brooks Crane, Boardmember/parent; Heather Quesnell, Boardmember/parent
AVS: Deborah Keiran, Chairperson; Heather Wyman, Vice Chairperson/parent; Victoria Bucklin, Boardmember; Rachelle Horn, Boardmember; Ruth Kermish Allen, Boardmember/Parent
LCS: Becky Stephens, Chairperson/Parent; Christine Stevens, Boardmember; Briar Fishman, Boardmember/Parent; Jasen Wood, Boardmember/Parent; Mikc Johnson, Boardmember/Parent

Administration
Dianne Helprin, Superintendent School Union #69
Paul Russo, LCS School Principal
Susan Stilwell, AVS School Principal
Danielle S. Fagonde, HES School Principal

Technology Committee Membership
Valorie Bemis LCS Technology Coord./Teacher
Nathaniel Porter HES and AVS Technology Coord./Teacher
James Blackman LCS Teacher
Jane Cummings LCS Teacher/Parent
Carol Waldron LCS Librarian
Barb Williams HES Teacher
Rosemary Soule HES Teacher/Parent
Cynthia Prosser, HES Teacher
Jared Todd AVS Teacher/Parent
Sam Hilt AVS Teacher

According to the National Learning Technology Plan of 2016, "all learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society." It is our hope that all members of the school community will be lifelong learners and productive members of society. We feel strongly that promoting creativity, independent learning, communication, and problem-solving skills for students, staff, and members of the community is a foundation for our vision for learning. Computer technology must be readily available since it is routinely used by all students and staff in order to weave 21st Century skills into an information-based, inquiry process that meets the demands of a new global age. All students and staff will be comfortable and proficient at using technology. By creating a technology-rich environment, School Union #69 will provide a community of lifelong learners with the skills necessary to succeed in a future characterized by constant change.

The Vision for Learning outlined above guides our direction as a compass and filter to:

1) Access up-to-date equipment, effective and engaging software, and online learning resources which will be an integral part of the school's best practices in teaching & learning and will grow to be consistent across our Union #69 District;

2) **Support the policies and procedures of the schools where technology will be used to enhance instruction, safety, and communication within our schools and community;**

3) **Have the professional learning needs of the teachers identified, prioritized, and addressed with the time and on-going support they need to help themselves and all students bridge from basic skills to transformative learning through technology.**

The following Action steps specifically address how each of the above are implemented:

1. a. Curriculum development and revision practices will regularly address the integration of technology use in student learning activities. Choices for computer software and online learning resources will be guided by curriculum standards that foster higher-order thinking skills and transformative technology practices. Technology will play an integral role in devising and implementing differentiated instruction according to learning styles enabling teachers to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

The key to fulfilling this effort is providing up-to-date equipment by participating in the MLTI project every 3-4 years. This participation makes new devices available for grades 6-8. Past purchases of MLTI devices that are phased out of the program for K-5 classrooms provide a solid base for one-to-one access. However, the elimination of this option has required us to revisit other potential options moving forward to maintain our one-to-one environment. The building-based Technology Coordinators will keep the network functioning and all hardware in good repair.

1. b. Student academic skills will be enhanced through the use of digital information resources outside the classroom. Students will demonstrate the use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works (as outlined in the K-8 Technology Curriculum Map).

1. c. The bridging of content, pedagogy, and technology will provide all students with a foundation based on our vision for learning enabling increased thinking, creativity and problem solving skills through the effective use of engaging software, on-line resource and a variety of other digital tools. Samples of their work will be displayed on the school websites with parental permission.

2. a. Our vision for learning will focus our technology policy development and implementation toward enhancing the quality and quantity of instructional opportunities, student and community online safety, and communication.

3. a. A technology team composed of the building-based Technology Coordinators, and members of the Technology Plan team will continue to assess, plan, and support the implementation of technology. The Technology Coordinators will facilitate, coordinate training, and offer daily support with assistance from computer technicians. The building-based Technology Coordinators will assist teachers in integrating technology into the curriculum that is aligned with the Essential Learning Outcomes through mentoring.

3. b. The Technology Coordinators and MARTL representatives will take leadership roles in bringing technology into the Union #69 schools. Administrators will budget for professional development and needed classroom release time for staff to learn about and implement technology skills related to our vision for learning. There will be active participation in local, state, national or international web-based networks and technology projects. Teachers will support the appropriate use of technology and its ethical responsibilities.

Section III: Shared Leadership:

The School Union 69 Community Based Technology Team will be using the following assignments to help implement our Vision for Learning.

· We will be working with MARTL's, Teachers, Admin, and Parents as we develop and implement our vision.

· Admin, teachers, and tech coordinators will be working on finding models and examples of technology that fit your "Vision of Learning".

· The professional development needed to make the vision successful will require involvement and coordination of the Administration and Professional Development committee.

· The Tech Coordinators, MARTL's, Classroom teachers and Administration will work to select devices, apps, and programs that fit the "Vision for Learning".

· Any filtering and blocking policies will be work on by the Administration Team, Tech Coordinators, and MARTL's.

· The Administration Team, School Committee, and Tech Coordinators will work to define and implement the Appropriate Use Policies of the district.

	School Committee	Administration	Teacher/MARTL	Professional Development Committee	Tech Coordinators	Parents/ Community Members	Students
Plan Vision for Learning			√		√	√	
Plan Application of technology to Vision of Learning		√	√		√	√	
Identify Models/Examples of technology that fits the Vision of Learning		√	√		√		
Plan Professional Development		√		√	√		
Device, app and program selection		√	√		√		
Filtering/ Blocking Policy	√	√	√		√		
Acceptable use Policy, definition and implementation	√	√	√		√		
Student info online		√			√		
Websites Accessibility					√		

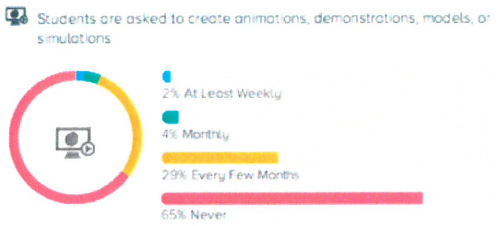
Section IV: District Learning Technology Data and Action Plan:

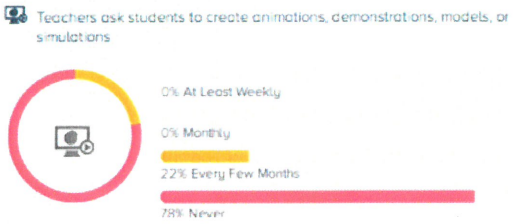
Section IV, Part A: Student Learning & Teacher Practice

Each component of the Maine Learning Technology framework addresses a different aspect of healthy technology integration. This report focuses on classroom factors by highlighting 16 data points from BrightBytes' Technology & Learning framework that show the intersection of student and teacher perceptions concerning classroom practice. Alignment, or divergence, of these perceptions is an important metric in setting goals and improving learning experiences across the organization. Use this report to better understand how to identify and bridge perceptual differences.

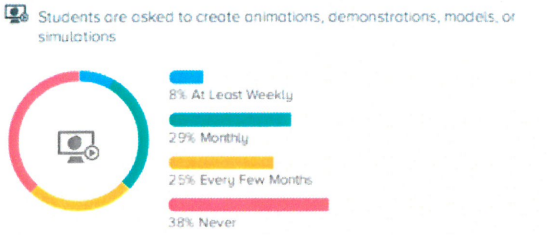
Results of the Data:

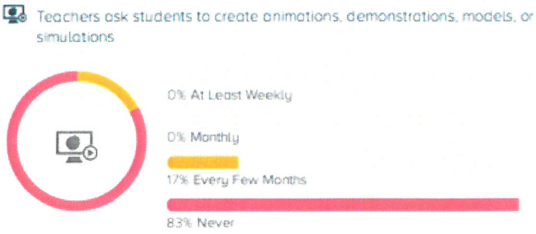
Lincolnville Central School



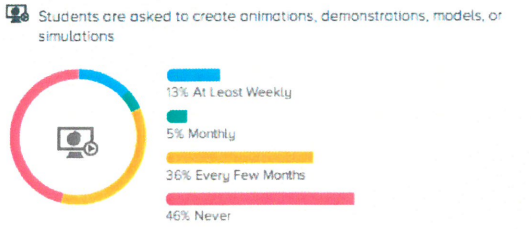


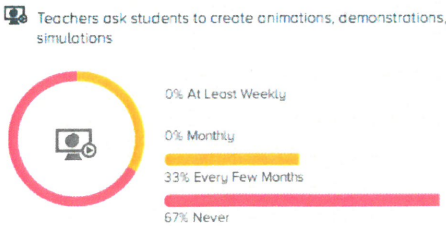
Appleton Village School





Hope Elementary School





All three schools in Union #69 appear to have shortfalls in the creativity portion of the student learning experience.

Implications

In the struggle to find balance implementing Marzano's Art and Science of Teaching strategies with the Maine Learning Outcomes, time to integrate technology projects has become difficult to non-existent. Integration of technology into the regular curriculum has fallen to passive use of web-based curriculum in order to meet learning targets necessary for assessment. In order to follow the SAMR model, emphasis needs to return to reflecting on Bloom's Taxonomy and striving to reach the peak of it with students engaged in creative opportunities to demonstrate their learning.

Interventions and Next Steps	Person/Position Responsible	Timeline
Professional Development time with teachers to introduce and explain the SAMR model	Principals, Technology Coordinators	2017 - 18 Staff meeting opportunities
Mini-lessons around strategies to build creative learning experiences for students	Principals, Technology Coordinators	2017 - 2020 Flex Workshop time (varies by individual)
Assisting teachers in implementation	Technology Coordinator, Teachers	2017 - 2020

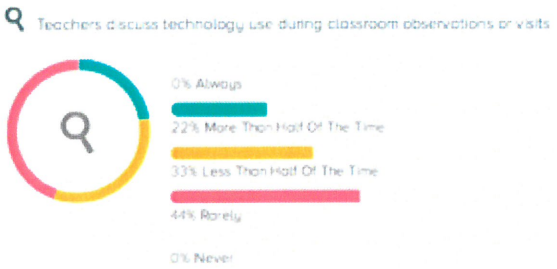
Section IV, Part B: Leadership for Learning Through Technology

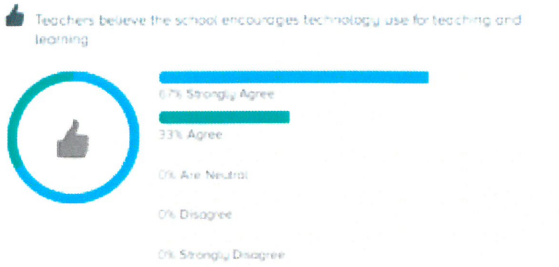
Maine's educational leaders have invested heavily in the necessary infrastructure and devices to support learning. Now, they must work to create ubiquitous buy-in among all stakeholders. This report includes 6 data points from BrightBytes' Technology & Learning framework to measure the impact that leaders have on

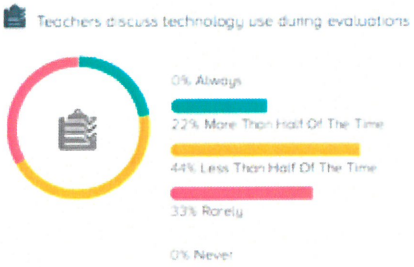
the school environment and teacher beliefs. This report is used to identify the areas where education leaders can foster discussions and offer support to positively impact beliefs about technology use.

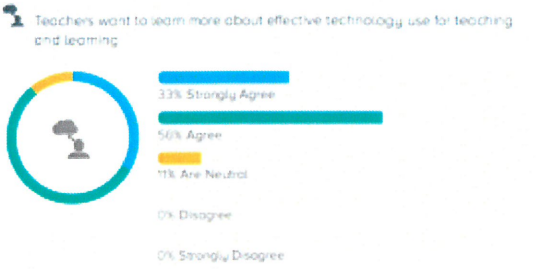
Results of the Data

Lincolnville Central School

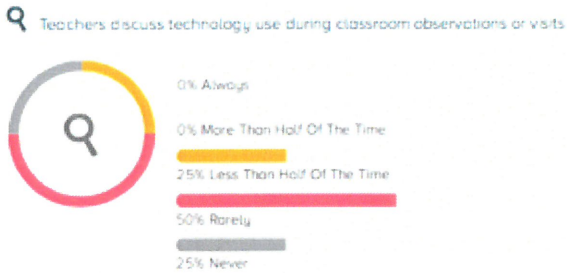


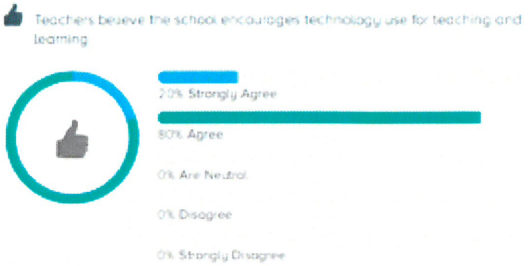


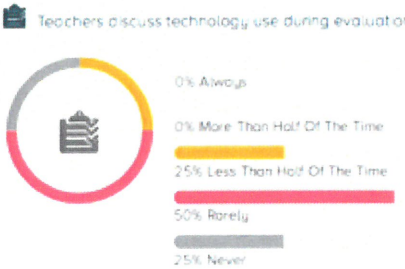


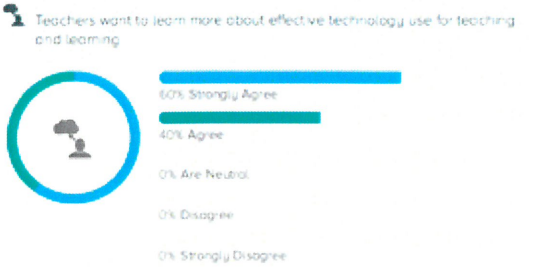


Appleton Village School

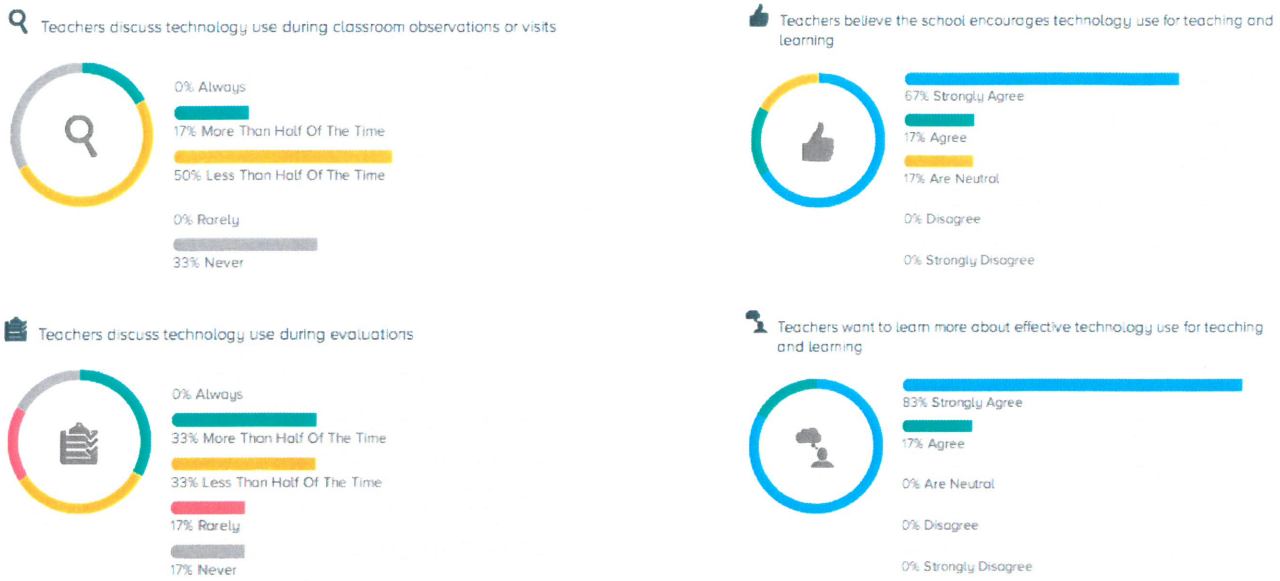








Hope Elementary School



The data reflects an interest by the teaching staff to expand their knowledge of effective technology use for teaching and learning. However, it appears that technology use has not been the emphasis during classroom visits, teacher observations or evaluations.

Implications

The data shows an avenue for professional development planning which could include effective technology for teaching and learning given the clear interest illustrated in the graphs above. Teachers are showing an interest in being educated and supported around technology use in their classrooms.

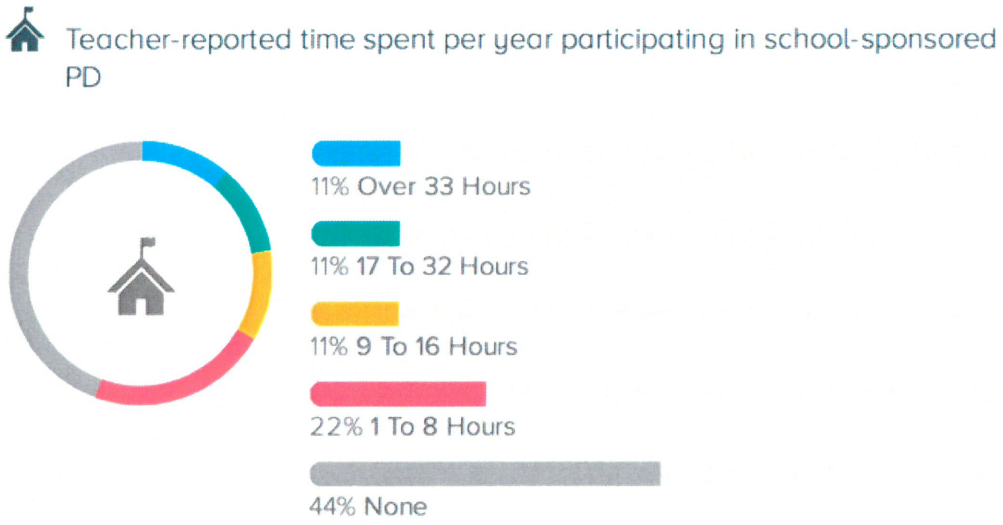
Interventions and Next Steps	Person/Position Responsible	Timeline
School-based Tech Topics	Technology Coordinator, Principal (scheduling)	2017-2020
Regional Tech Institutes	HAL and perhaps Fivetown CSD resources	2017-2020
Formal Technology Discussions as part of Teacher Observation & Evaluation	Principal and possibly Peer Observer	2017-2020

Section IV, Part C: Professional Learning

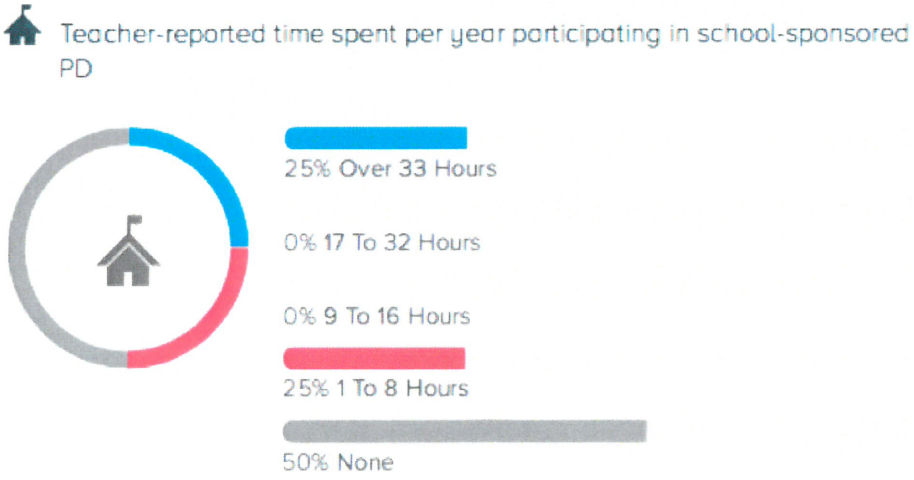
Developing a professional learning plan that aligns with the Vision for Learning is a fundamental step to achieving success within the Maine Learning Technology framework. This report includes 4 data points from BrightBytes' Technology & Learning framework to highlight the current delivery and quality of professional learning. This report is used to identify professional development areas that need more attention, ultimately allowing you to create engaging and effective learning opportunities for your educators.

Results of the Data

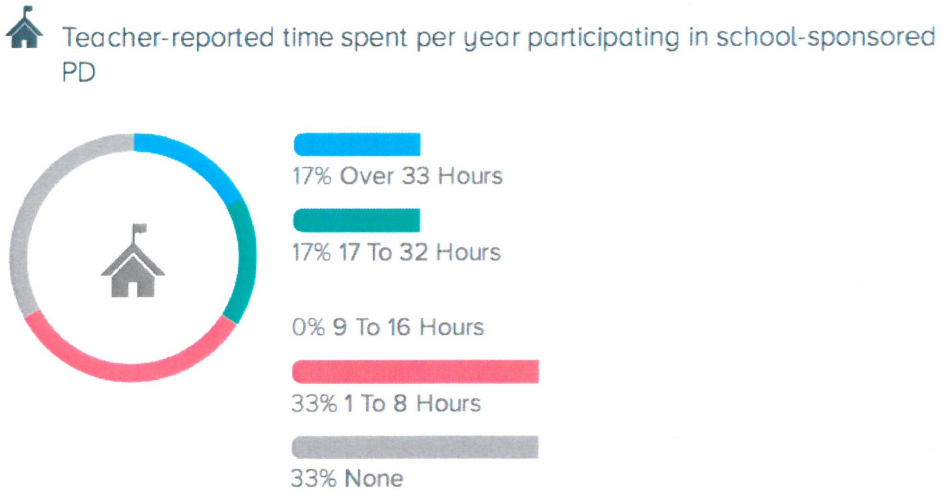
Lincolnville Central School



Appleton Village School



Hope Elementary School



The data shows that approximately 50% of staff participate in school-sponsored technology-related professional development. Similar results appeared in the non-school sponsored survey results. Professional development in the past few years has been focused on proficiency-based standards implementation. The time that even 50% of the staff has utilized to gain skills in integrating technology into their classrooms wouldn't be considered a sustainable amount for success.

Implications

A goal for future professional development planning would be to incorporate some dedicated time for effective use of technology in the classroom, one could conclude from the survey results above.

Interventions and Next Steps	Person/Position Responsible	Timeline
School-based Tech Topics	Technology Coordinator, Principal (scheduling)	2017-2020
Regional Tech Institutes	HAL and perhaps Fivetown CSD resources	2017-2020
Formal Technology Discussions as part of Teacher Observation & Evaluation	Principal and possibly Peer Observer	2017-2020

Section IV, Part D: Learning-Focused Access

Access isn't limited to physical devices, but includes infrastructure and services to support the use of technology. Maintaining low barriers to its use both in and out of school remains critical to improve classroom experiences. This report contains 6 data points from BrightBytes' Technology & Learning framework to highlight the level and quality of technology access currently in place. Use this report to identify and improve aspects of the teaching and learning environment that foster a sense of experimentation and encourage higher levels of meaningful technology use.

Results of the Data

Survey results from all schools report excellent access and internet speed for teachers and students both at school and at home. From 40 to 44% rate the level of support as above average or excellent at each school as well. A slight indication of limits appeared regarding the internet filtering from a teacher stand-point, but no personal reports have been voiced. Most students indicate they have the required skills to use technology at school, their classes do require the use of technology, and the current devices are sufficient to complete their work. We would like to recognize that school rules impact their technology use at school. This does not imply that it impacts their learning however.

Implications

The only implication from the data is the concern for providing sufficient devices to continue and expand teaching and learning practices. Being unable to buy-out MLTI devices for our K-5 students has driven us down a road to budget for alternative devices to accomplish our goals. In fact, Lincolnville Central School will be piloting a class of Chromebooks with it's 5th grade class in the 2017-18 school year which will most likely expand to 4th grade in the 2018-19 school year. In addition, the MLTI program will hand over the wireless system and all maintenance to the individual schools in 2019. Erate funding along with local funding will need to be developed to maintain our level of network connectivity in all of the schools.

Interventions and Next Steps	Person/Position Responsible	Timeline
Continue to review devices and their compatibility with teaching and learning	Technology Coordinator, Principal (budgetary support)	2017-2020
Gain expertise or resources with expertise for network maintenance and administration	Technology Coordinator	2017-2020

Section V: Responsible Use:

The Union #69 school district is utilizing CommonSense Media's Digital Citizenship Curriculum (see Appendix for Scope & Sequence) to teach students primarily 5th grade and up currently. A goal would be to expand this to grades 3 and 4 in the timeline of this Technology Plan. Certainly, topics in the K-2 scope and sequence would be addressed as needed in the regular curriculum. The full Acceptable Use Policy for all Schools is included in the Appendix.

Section VI: Certifications:

By signing below, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee
- The district is committing to work the plan (recognizing that plans do evolve over time)

1289 - Lincolnville Central School
1265 - Hope Elementary School
1132 - Appleton Village School

SAU MEDMS ID # & Name

dianne.helprin@fivetowns.net

Superintendent Email

Superintendent Signature

6/22/17

Date

APPENDIX

Acceptable Use Policy and Addendums

Technology Curriculum (Scope and Sequence)
Developed by Fivetowns K-8 Technology Committee with representatives from:
Lincolnville, Hope, Appleton, Camden and Rockport

School Union 69
Acceptable Use Policy for Student Computer and Internet Use

The Union 69 School provides computers, networks and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. The School Committee believes that the resources available through the Internet are of significant value in the learning process and in preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient, and appropriate use of this technology. The following procedures and guidelines are used to help ensure appropriate use whether in use at school or off school premises. This policy and accompanying rules also apply to other school devices issued directly to students (such as laptops and iPads) whether in use at school roof school premises..

1. Users are to receive instruction in the proper use of computers and the Internet through classroom instruction. The laptop or computer that students are being issued is an educational tool and should only be used in that capacity. Any MLTI laptop computer is the property of the State of Maine and registered to the individual Union #69 Middle Schools (Hope, Appleton, and Lincolnville). At this time, students transferring schools or exiting the Union #69 System are expected to turn in the laptop immediately. Other school laptops are owned by the school directly and are school property.

2. Before a student is allowed to use school computers and Internet services, parents must give their permission for their child to use the Internet for educational purposes as an individual by signing the "Computer/Internet Access Acknowledgment" and reading this policy's terms and conditions for use of the Internet. The signed acknowledgment will be retained by the school. Parents also have the option of denying permission for their child to use the Internet.

3. Students, in particular, may then use the Internet in a supervised school environment. While reasonable precautions will be taken to supervise student use of the Internet on and off-site (utilizing NetworkMaine and our Cisco Open DNS Umbrella filtering), the Union 69 schools cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of school, in violation of policies/procedures and school rules. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet. Parents can reinforce school efforts by encouraging or practicing appropriate use at home.

4. Student use of school computers, network, and Internet services is a privilege not a right. Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action.

5. Students and parents shall be informed of this policy/procedure on an annual basis through handbooks, school website and/or other means selected by the Superintendent.

6. The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the School Committee of the need for any future amendments or revisions to the policy/rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of the school unit's computer system as long as they are consistent with the School Committee's policy/rules. The Superintendent may delegate specific responsibilities to Building Principals and others that he/she deems appropriate.

Expectations for Laptop/Computer Use *combined with Policy IJNDB-R

Laptop/Computer users are expected to behave responsibly in accessing and viewing information that is pertinent to the vision for learning of Union #69. You are expected to abide by the generally accepted school rules and network etiquette as outlined in the Digital Citizenship courses (CommonSense Media). These include, but are not limited to, the following:

1. You should always have a teacher-approved topic related to research for school work before using the Internet. Proper citation of research references is expected at teacher's request.

2. Be courteous and respectful in your messages to others. Use appropriate language. Do not swear, tease, use vulgarities, or any other inappropriate language. Illegal activities including harassment are strictly forbidden.

3. Always try to do your best writing and proofread and edit your messages/work following conventional formats. Do not reveal personal information including your home address or phone number, or those of other users. Use school addresses and phone numbers only...even if you think you "know" your correspondent.

4. Students have no expectation of privacy in their use of school computers. All school computers remain under the control, custody, and supervisions of the school unit. The school unit reserves the right to monitor all computer and Internet activity by students. Messages relating to or in support of illegal activities may be reported to the authorities. Inappropriate use will result in parent notification, take home privileges being revoked and/or a laptop without student admin rights to be assigned (LCS).

5. Union #69 will, at it's discretion, create Google G-Suite for Education accounts for students. Accounts will be terminated when a student ceases to be a student in the Fivetown CSD schools. Google G-Suite features will be enabled on a user-by-user-basis at the discretion of the Technology Coordinator. Use of Google G-Suite is subject to Google's acceptable use policy (a copy of which is available upon request from the Information Technology Department). The school unit maintains the right to suspend or terminate a student's access to his or her account when it believes there has been a violation of this policy, procedure, rules or of law. Students must, at all times, take reasonable measures to protect files and information in G-Suite, including, but not limited to, not sharing passwords or other login information, logging out of accounts when not in use, never attempting to access or accessing another user's account without permission and being careful and purposeful when deciding to share access to information with other students.

6. Only public domain items such as video, text, images, and/or sound for school assignments can be downloaded from the Internet. Unauthorized downloading of information to student devices will not be tolerated.

7. Do not use the network in such a way that you would disrupt the use of the network by other users. The security of the school unit's computers/devices, network and internet services is a high priority. Any student who identifies a security problem must notify his/her teacher or building administrator immediately. The student shall not demonstrate the problem to others or access unauthorized material.

8. A laptop should never be left unattended during and/or after school extra-curricular activities. If a laptop is found, it must be turned in to the Technology Office.

9. Care of Computers/Laptops: Students & families are responsible for proper care of devices at all times, whether on or off school property including cost of repair or replacement.
   - Do not physically mark up the laptop or it's storage case at all. Computers should be clean at all times. (No writing on with markers, putting stickers on, etc.) Expect regular checkups. Keep all food and drinks away from computers.

- All laptops will be kept in a special cart in the classroom. Students are expected to return laptops to their assigned slot.
- Laptops should be carried to other rooms in zipped/closed storage cases at all times. DO NOT recharge in storage cases.
- The storage case has a clear display area where the student's name can be displayed.
- Any inappropriate use or neglectful care of a laptop or it's carrying case observed by anyone should be reported immediately.
- The recharging of laptops will take place at least once daily at home or in the charging station if not taken home. This will generally occur during non-instructional time (lunch/recess), at the end of each school day, school field trips, weekends, and throughout school vacations unless the student and his/her family have signed it out (See Sign Out Procedure).

Prohibited Use

The user is responsible for his/her actions and activities involving school unit computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:

Accessing Inappropriate Materials: Accessing, submitting, posting, forwarding, downloading, scanning or ing display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying/cyberbullying and/or illegal materials or messages.

Illegal Activities: Using the school unit's computers, networks and Internet services for any illegal activity or activity that violates other School Committee policies, procedures and/or school rules.

Violating Copyrights: Copying or downloading copyrighted materials including but not limited to music, images,and films without the owner's permission. Unauthorized copying of software is illegal and may subject the copier to substantial civil and rhinal penalties. The school unit assumes no responsibility for copyright or licensing violations by students.

Plagiarism: Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and website must be cited.

Downloading Apps: Students may not download any "apps" without prior approval from the Technology Coordinator.

Non-School Related Uses: Using the school unit's computers, networks, and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation.

Misuse of Passwords/Unauthorized Access-Sharing Passwords: Using other users' passwords without permission (except with an authorized school employee); or accessing other users' accounts (except with an authorized school employee); or attempt to circumvent network security systems.

Malicious Use/Vandalism: Any malicious use, disruption or harm to the school unit's computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

Avoiding School Filters - Any attempt to avoid filters or use any software, utilities or other means to access internet sites or content blocked by the school filters. If a student believes filtering should be less restrictive on a temporary basis or specific, bonafide research purposes, he/she should discuss the matter with his/her teacher and Technology Coordinator.

Unauthorized Access To Blogs/Social Networking sites, etc.: Accessing blogs, social networking sites, etc. to which student access is prohibited.

Compensation for Losses, Costs and/or Damages

The student and/or the student's parent /guardian shall be responsible for compensating the school unit for any losses, costs of damages incurred by the school unit related to violations of policy IJNDB and/or these results, including investigation of violations.

School Unit Assumes No Responsibility for /Unauthorized Charges, Costs of Illegal Use

The school unit assumes no responsibility for any unauthorized charges made by student including but not limited to credit chard charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

Online Safety Rules for Students

"I will not give out personal information, such as my address, telephone number, parent's work address or telephone number or the name and location of my school without my parents' and teachers' permission."

"I will tell my parents and teachers right away if I come across any information that makes me feel uncomfortable."

I will never agree to get together with someone I "meet" online (e-mail or chat rooms) without first checking with my parents and teachers. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along."

"I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents and teachers right away so that they can contact the online service."
(Taken from "Child Safety on the Information Highway" brochure from the National Center for Missing and Exploited Children and the Interactive Services Association)

NEPN/NSBA Code: GCSA

Student Computer/Internet Use Acknowledgment Form

No student shall be allowed to use school computers or the Internet until the student and parent/guardian have signed and returned this acknowledgment to the school.

Student:

I have read policy IJNDB - Student Computer/Internet Use and Rules and agree to comply with them.

_____ _____

Signature of Student Date

Parent/Guardian:

I have read policy IJNDB - Student Computer/Internet Use and Rules and understand that my son/daughter's use of school computers is subject to compliance with these rules.

√ CHECK OFF your preferences below:

I O **do** O **don't** give permission for my son/daughter to work with the Internet.

I O **do** O **don't** give permission for my son/daughter's work to be published on the Internet.

I O **do** O **don't** give permission for my son/daughter's name image to be used on the school's web page.

_____ _____

Signature of Parent Date

Laptop Sign Out Procedure

Signing Out

- The laptop issued to each student is an educational tool and should only be used in that capacity.
- In order to sign out a computer to take home, parents and students must attend a Family Orientation Meeting.
- Students must sign out and sign in their laptop and carrying case with their homeroom teacher.
- Sign outs will occur immediately after school unless alternative arrangements are made with the homeroom teacher.
- Laptops may not be used on a bus or taken in locker rooms, on playing fields, courts, etc. We recommend making arrangements in advance with parents & teachers for laptop pick up when students are participating in extra-curricular activities.

At Home

- When at home, the laptop will ALWAYS be used in a common family location with adult supervision.
- Parents/Guardians will have their child's login password upon request in order to supervise student's usage at home.

Return

- The laptop and its carrying case will be signed back in before or during homeroom on the first school day following the day it was signed out.
- Parents will be contacted directly if a student returns to school without the computer and will be expected to bring the computer to school immediately.
- Failure to check the computer back in on time will result in the school revoking the privilege of signing out your laptop to take home. Repeated offenses will result in more serious consequences.

Responsibility

- All laptops must be returned to school fully charged and ready for use.
- If the laptop is stolen while signed out to you, it should be reported to the local police authorities and school principal immediately.
- Replacement costs and/or the repair for damages that are not covered by the warranty and occur to the laptop and its carrying case while it is signed out are the sole responsibility of the undersigned parent/ guardian (via the MSMA insurance or other insurance as indicated below.) The laptop is only insured in the state of Maine. If a student needs to transport his/her laptop out of state, a parent or guardian must complete an agreement to accept full responsibility for the laptop.
- If you, as the parent/guardian, would rather that the computers NOT be brought home, please inform the school immediately.
- Failure to comply with the school's policy for laptop sign out may result in your sign out privileges being revoked.

I hereby agree to the procedures and expectations outlined in both the Laptop Guidelines and the Laptop Sign Out Procedure.

Printed **Student** Name: _____

Student Signature: _____Date:_____

Printed **Parent/Guardian** Name: _____

Parent/Guardian Signature: _____Date: _____

I have paid my portion of the MSMA Laptop insurance for take-home use. _____

LINCOLNVILLE **IJNDB-R ADDENDUM**
HOPE

HOME USE OF STUDENT LAPTOP COMPUTERS

Each Union #69 School Committee will permit students who have the use of laptop computers in grades 6 - 8 to sign them out for home use overnight and weekends for home use. The following conditions for home use are set forth by the committee and must be agreed to by all parties prior to home use:

1.At least one parent or legal guardian of the child must attend a training session provided by the IT staff prior to any home use of the laptop.

2.Parent or legal guardian and student must agree in writing to abide by all rules and regulations developed by the school administration for the home use of computers. These rules include the School Committee's policies for internet use and laptop policies.

3.Insurance for home use of the laptop computer must be purchased through each school's insurance program to cover the loss of or serious damage to the units. Costs will be adjusted annually. The Parent/guardian will contribute a one-time cost of $30.00 toward insurance costs. The School Committee will cover the balance.

4.If a claim occurs due to the loss or damage of the laptop when taken from school under this policy, the School Committee will assume responsibility for 50% of the payment of the minimum deduction (currently $100.00 limit under the proposed insurance) for any deductible, and the parent/guardian will pay the remaining 50%. The parent/guardian will pay the full deductible of any subsequent claims.

5.The School Committee authorizes the Superintendent of Schools and/or his/her designee at the school to develop any additional rules/procedures for the implementation of this policy.

	LCS	HES
Approved:	06/08/2017	06/12/2017

APPLETON IJNDB-R ADDENDUM

HOME USE OF STUDENT LAPTOP COMPUTERS

Each Union #69 School Committee will permit students who have the use of laptop computers in grades 6 - 8 to sign them out for home use overnight and weekends for home use. The following conditions for home use are set forth by the committee and must be agreed to by all parties prior to home use:

1.At least one parent or legal guardian of the child must attend a training session provided by the IT staff prior to any home use of the laptop.

2.Parent or legal guardian and student must agree in writing to abide by all rules and regulations developed by the school administration for the home use of computers. These rules include the School Committee's policies for internet use and laptop policies.

3.Insurance for home use of the laptop computer must be purchased through each school's insurance program to cover the loss of or serious damage to the units. Costs will be adjusted annually. The Parent/guardian will contribute a one-time cost of $30.00 toward insurance costs. The School Committee will cover the balance.

4.If a claim occurs due to the loss or damage of the laptop when taken from school under this policy, the School Committee will assume responsibility for 50% of the payment of the minimum deduction (currently $100.00 limit under the proposed insurance) for any deductible, and the parent/guardian will pay the remaining 50%. The parent/guardian will pay the full deductible of any subsequent claims.

5.The School Committee authorizes the Superintendent of Schools and/or his/her designee at the school to develop any additional rules/procedures for the implementation of this policy.

6.Cyberbullying is expressly prohibited on all devices during home and school use at all times.

AVS

Approved: 06/19/2017

	K-2	3-5	6-8
CONTENT	**BASIC TECHNOLOGY OPERATIONS AND CONCEPTS** **Students will demonstrate an understanding of the use and potential of technology.** **Students will be proficient in the use of technology.** **Students will have opportunities to demonstrate the following performances.**	**BASIC TECHNOLOGY OPERATIONS AND CONCEPTS** **Students will demonstrate an understanding of the use and potential of technology.** **Students will be proficient in the use of technology.** **Students will have opportunities to demonstrate the following performances.**	**BASIC TECHNOLOGY OPERATIONS AND CONCEPTS** **Students will demonstrate an understanding of the use and potential of technology.** **Students will be proficient in the use of technology.** **Students will have opportunities to demonstrate the following performances.**
SKILLS	**Prior to completion of Grade 2, students will:** 1. Use input devices and output devices to appropriately operate technology. a. Input – mouse, keyboard , trackpad b. Output – printer, monitor 2. Communicate about technology using developmentally appropriate and accurate terminology. a. Computer, monitor, keyboard, mouse, printer, CD/DVD drive, CD-ROM disks, click & drag, drag and drop, log in, log out, hardware, software, screen, desktop, finder window, menu bar, trackpad, 3. Independently apply digital tools and resources to address a variety of tasks and problems. a. Interactive books, educational software, elementary multimedia encyclopedias, education websites 4. Utilize basic computer operational techniques. a. Open and quit a program properly b. Log in and log out properly c. Shut down properly d. Use the parts of a window (Pull-down menus, scroll bars) e. Navigational buttons with pertinent to internet browser or software 5. Demonstrate an awareness of left and right hand side of the keyboard and which hand controls each side. 6. Demonstrate an awareness of the names of and uses for certain keys. a. Letters, numbers, return/enter, shift, space, backspace/delete, tab *Kindergarten: Students will master the log in and log out skill and the skill of opening and quitting a program.	**Prior to completion of Grade 5, students will:** 1. Review and expand upon K – 2 skills. 2. Utilize basic computer operational techniques. a. Create, save, retrieve, and print a document. b. Organize and navigate folders. c. Use the parts of a window. (Close box, zoom features, expanding the window.) 3. Recognize the various icons and symbols. a. Cursors, selection tool, I-beam, insertion point, hourglass/watch 4. Demonstrate keyboarding skills. *Grade 3: Students will master the home row keys and secondary punctuation skills (commas, quotation marks, apostrophes). 8 wpm and 90% accuracy *Grades 4 - 8: Students will apply their keyboarding skills to classwork to increase their WPM and accuracy.	**Prior to completion of Grade 8, students will:** 1. Review and expand upon Gr. 3 - 5 skills. 2. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. 3. Communicate about technology using developmentally appropriate and accurate terminology. a. Input/output devices, cards, chips, RAM, ROM, CPU, modems, hard drives, servers. 4. Demonstrate an understanding of concepts relating to hardware, software, and networking. a. Input/output devices, cards, chips, RAM, ROM, CPU, modems, hard drives, servers. 5. Use the keyboard and other input and output devices efficiently and effectively. *Due to a change in hardware platforms and software programs, time is allotted for learning the new hardware and software.

	Students will also master an awareness of the names of and uses for letters, numbers, and the space key. *Grade 1: Students will master an awareness of the names of and uses for the return/enter, shift, and backspace/delete keys. *Grade 2: Students will master an awareness of the names of and uses for the tab key. They also will master capitals and primary punctuation (periods, exclamation points, and question marks).		
ASSESSMENT	Classroom observation of students when using computers and evidence in individual products.	Classroom observation of students when using computers and evidence in individual products. **Gr. 3** Type to Learn Progress Report **Gr. 4&5:** Type to Learn Progress Report and/or http://www.typingtest.com **Gr. 4** Minimum expectation 80% Accuracy 5-10 wpm **Gr. 5** Minimum expectation 80% Accuracy 10 wpm	Classroom observation of students when using computers and evidence in individual products. **Gr. 6-8:** Type to Learn Progress Report and/or http://www.typingtest.com **Gr. 6** Minimum expectation 80% Accuracy 15 wpm **Gr. 7** Minimum expectation 80% Accuracy 20 wpm **Gr. 8** Minimum expectation 80% Accuracy 25 wpm

Fivetowns: K-8 (Lincolnville, Hope, Appleton, Camden and Rockport)

CONTENT	K-2	3-5	6-8
	DIGITAL CITIZENSHIP **Students will understand the ethical and societal issues related to technology.** **Students will practice responsible use of technology.** **Students will develop an appreciation for technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.** **Students will employ technology in the development of strategies for solving problems in the real world.** **Students will have opportunities to demonstrate the following performances.**	**DIGITAL CITIZENSHIP** **Students will understand the ethical and societal issues related to technology.** **Students will practice responsible use of technology.** **Students will develop an appreciation for technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.** **Students will employ technology in the development of strategies for solving problems in the real world.** **Students will have opportunities to demonstrate the following performances..**	**DIGITAL CITIZENSHIP** **Students will understand the ethical and societal issues related to technology.** **Students will practice responsible use of technology.** **Students will develop an appreciation for technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.** **Students will employ technology in the development of strategies for solving problems in the real world.** **Students will have opportunities to demonstrate the following performances..**
SKILLS	**Prior to completion of Grade 2, students will:** 1. Work cooperatively and collaboratively with guided instruction when using online technology. 2. Demonstrate responsible social and ethical behaviors when using technology. 3. Discuss basic issues related to responsible use of technology and understand the personal consequences of inappropriate use. a. Sign acknowledgement and follow the Union	**Prior to completion of Grade 5, students will:** 1. Review and expand upon K - 2 skills. 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. a. Accuracy and relevance. b. Evaluate website quality	**Prior to completion of Grade 8, students will:** 1. Review and expand upon Gr. 3 – 5 skills. 2. Demonstrate knowledge of current changes in technology and the effect those changes have on the workplace and society. a. Current events, technology developments. 3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

	69 School Department's Acceptable Use Policy. b. Understand the importance of cleanliness around the computer. c. Use technology responsibly.		4. Demonstrate appropriate, acceptable and safe practices for online behavior.
ASSESSMENT	Classroom observation of students when using computers and evidence in individual products. AUP on record in Main Office	Classroom observation of students when using computers and evidence in individual products. AUP on record in Main Office Record of computer misuse on file with Technology Coordinator.	Classroom observation of students when using computers and evidence in individual products. AUP on record in Main Office Record of computer misuse on file with Technology Coordinator.

Fivetowns: K-8 (Lincolnville, Hope, Appleton, Camden and Rockport)

CONTENT	K-2	3-5	6-8
	TECHNOLOGY PRODUCTIVITY TOOLS **Students will use technology tools to enhance learning, increase productivity, and promote creativity.** **Students will have opportunities to demonstrate the following performances.**	**TECHNOLOGY PRODUCTIVITY TOOLS** **Students will use technology tools to enhance learning, increase productivity, and promote creativity.** **Students will have opportunities to demonstrate the following performances.**	**TECHNOLOGY PRODUCTIVITY TOOLS** **Students will use technology tools to enhance learning, increase productivity, and promote creativity.** **Students will have opportunities to demonstrate the following performances.**
SKILLS	**Prior to completion of Grade 2, students will:** 1. Use a variety of media and technology resources for directed and independent learning activities. Illus. & comm. original ideas & stories using dig. tools & media-rich resources. 2. Illus. & comm. original ideas & stories using dig. tools & media-rich resources. a. Puzzles, logical thinking programs, writing tools, digital pictures, drawing tools. 3. Integrate word processing **terminology** into their vocabulary. a. Font, size, style, tools, tab, delete, centering	**Prior to completion of Grade 5, students will:** 1. Review and expand upon K - 2 skills. 2. Use technology tools for individual and collaborative writing, communication, and publishing activities to facilitate learning throughout the curriculum. 3. Integrate word processing terminology into their vocabulary. a. Word processing, file, edit, format, font, size, style, tools, margins, document, tab, delete, copy, cut, paste, alignment. 4. Demonstrate word processing skills. a. Create, edit, format. 5. Manipulate graphics. a. Insert using graphic tools, resize, text wrap. 6. Integrate spreadsheet terminology into their vocabulary. a. Spreadsheet, cells, rows, columns, calculate.	**Prior to completion of Grade 8, students will:** 1. Review and expand upon Gr. 3 – 5 skills. 2. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. a. Cameras, scanners. 3. Integrate word processing terminology into their vocabulary. a. Document, word wrap, scrolling, hard copy, dialog box, page setup, table. 4. Demonstrate and utilize word processing skills. a. Create files, letters, and other documents. b. Edit (Use spelling and grammar tools, thesaurus, word count) c. Format (Font, bullet, number, outline)

		insert, delete, display. 7. Demonstrate spreadsheet skills. a. Create, edit, format, sort, charts/graphs. 8. Integrate database terminology into their vocabulary. a. Database, fields, layouts, create, modify, options, browse, record, organize. 9. Demonstrate database skills. a. Create, edit, layouts, sort. 10. Produce class assignments. 11. Create extended projects. a. Class newsletter, slide show. *Spreadsheet and database skills are introduced in Grade 4.	5. Integrate spreadsheet terminology into their vocabulary. a. Formulas. 6. Demonstrate and utilize spreadsheet skills. a. Format, edit, sort, fill, charts/graphs/tables. 7. Integrate database terminology into their vocabulary. a. Table, field name, data, views, query. 8. Demonstrate and utilize database skills. a. Query. 9. Understand the basic design rules of multimedia presentations. a. Clip art, slides, animations, transitions, sounds, motion clips and accepted visual concepts. * There is a progression of difficulty through the grades depending on the variety of projects.
ASSESSMENT	Evidence documented in individual products.	Evidence documented in individual products and on record in student passport.	Evidence documented in individual products and on record in student passport.

	K-2	3-5	6-8
CONTENT	**TECHNOLOGY RESEARCH TOOLS** **Students will use technology to locate, evaluate, and collect information from a variety of sources.** **Students will use technology tools to process data and report results.** **Students will evaluate and select information resources based on the appropriateness for specific tasks.** **Students will use technology resources for solving problems and making informed decisions.** **Students will have opportunities to demonstrate the following performances.**	**TECHNOLOGY RESEARCH TOOLS** **Students will use technology to locate, evaluate, and collect information from a variety of sources.** **Students will use technology tools to process data and report results.** **Students will evaluate and select information resources based on the appropriateness for specific tasks.** **Students will use technology resources for solving problems and making informed decisions.** **Students will have opportunities to demonstrate the following performances.**	**TECHNOLOGY RESEARCH TOOLS** **Students will use technology to locate, evaluate, and collect information from a variety of sources.** **Students will use technology tools to process data and report results.** **Students will evaluate and select information resources based on the appropriateness for specific tasks.** **Students will use technology resources for solving problems and making informed decisions.** **Students will have opportunities to demonstrate the following performances.**
SKILLS	**Prior to completion of Grade 2, students will:** 1. Recognize that technology can be a source of information.	**Prior to completion of Grade 5, students will:** 1. Use technology resources for problem solving, self-directed learning, and extended activities. a. Calculators, digital cameras/video camera, videos, educational software, the Internet, and CDs/DVDs. 2. Understand basic search strategies. a. Using keywords and using CDs. 3. Use the school library catalog. 4. Use technology tools to compile and analyze data. a. Database, spreadsheet 5. Identify, research and collect data [about a topic] using digital resources.	**Prior to completion of Grade 8, students will:** 1. Use technology tools to support learning and research. a. Software, CDs, simulations, Web environments. 2. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. 3. Evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources. 4. Successfully locate information in electronic resources by using search engines, and/or other search tools. 5. Compile and cite bibliographic information for each resource.
ASSESSMENT	Classroom observation.	Classroom observation and activities to complete classwork documented in passport.	Classroom observation and activities to complete classwork documented in passport.

	K-2	3-5	6-8
CONTENT	**RESEARCH & INFORMATION FLUENCY** **Students will understand the basic skills necessary to use telecommunication tools.** **Students will have an understanding of a variety of media and formats to communicate information and ideas effectively.** **Students will have opportunities to demonstrate the following performances.**	**RESEARCH & INFORMATION FLUENCY** **Students will understand the basic skills necessary to use telecommunication tools.** **Students will have an understanding of a variety of media and formats to communicate information and ideas effectively.** **Students will have opportunities to demonstrate the following performances.**	**RESEARCH & INFORMATION FLUENCY** **Students will understand the basic skills necessary to use telecommunication tools.** **Students will have an understanding of a variety of media and formats to communicate information and ideas effectively.** **Students will have opportunities to demonstrate the following performances.**
SKILLS	**Prior to completion of Grade 2, students will:** 1. Engage in learning activities w/learners from multiple cultures via [teacher] e-mail & other electronic means. 2. Identify, research and collect data [about a topic] using digital resources.	**Prior to completion of Grade 5, students will:** 1. Engage in learning activities w/learners from multiple cultures via [teacher] e-mail & other electronic means to participate in collaborative problem-solving activities. a. E-mail, Web environments. 2. Use the basic terminology and understand the functions of global internet navigation. a. Browsers, Favorites/Bookmarks, menu items, hyperlinks, address, online, logon, logoff, password, saving graphics.	**Prior to completion of Grade 8, students will:** 1. Design, develop, publish, and present projects using technology resources that demonstrate and communicate curriculum concepts to peers, parents, and the community. a. Brochures, newsletters, multimedia presentations, web pages. 2. Demonstrate an understanding of terminology of telecommunications. a. Browsers, Favorites/Bookmarks, menu items, hyperlinks, address, online, logon, logoff, password, saving graphics. 3. Understands the function and types of telecommunications. a. Internet, e-mail. 4. Access on-line information for class work. (See Technology Research Tools)
ASSESSMENT	Classroom observation and activities.	Classroom observation and activities to complete classwork documented in passport.	Classroom observation and activities to complete classwork documented in passport.