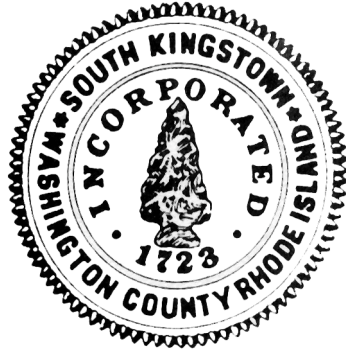


South Kingstown School Department



Technology Plan

For school years:
2008-2009
2009-2010
2010-2011

District Technology Committee

Kory Romanat - CC
Mary Kutcher - HS
Toby Kimball - HS
Mary Kelley - Admin
Tim Whitford - HS
Michelle Little - WA
Carol Gannon - WA
Kim Mather - District
Deb Geaber - PD
Marianne Hayward - PD
Helen Pernicone - PD
Stephen Vincelette - HS
Diane Kroll - HS
John Bilotta - Admin

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Introduction

This plan is provided as a current guideline for the appropriate and effective use of technology for all South Kingstown schools.

The greatest challenge that we face today is effectively applying our technological resources toward improved teaching and learning. Students and teachers need access to reliable, up to date technology tools and training to make the best use of those resources.

Mission

South Kingstown is charged with preparing its students to become responsible individuals who possess the knowledge and skills for full productive citizenship. This is done through effective, efficient, and meaningful instruction. We live in a digital society. This age and the culture in which we live are increasingly being supported and changed by a wide variety of technologies. Technology itself is a rapidly developing and changing phenomenon.

We are preparing our students for a workplace and a home that is technologically oriented, which will demand workers and parents who can use higher order thinking skills. Jobs, and life in general, will require people who can solve problems, understand complex terminology, communicate clearly, and make sense out of rapidly changing information. Life itself will demand higher levels of literacy in all areas.

Beliefs

- Technology should be used to encourage students to become life-long learners and enable them to become productive members of a digital society.
- Technology exists as a very powerful, essential tool in the education process for both students and staff.
- Technology should be used to support student learning and high academic expectations.
- Technology should be integrated throughout the curriculum.
- Technology should strengthen the home/school/community relationship.
- Technology should provide real-world experiences at all grade levels that assist the transition from school to career.
- Technology should improve instruction.

Current Staffing (Full time)

Technology Director (1), Network Administrator (1), Systems Manager (1), and PC Technician (1)

Goals Summary

Goal 1: Communication - Provide effective communication between our schools, the community, and the world.

Goal 2: Supporting Teaching and Learning - Support a learning community (students, their families, staff, community members, and organizations) by providing access to technology and it's use as a tool for learning.

Goal 3: Professional Development - Staff will have equal access to professional development opportunities.

Goal 4: Managing Organization Resources - Technology implementation will require district coordination, leadership, technical assistance, and facilitation for the empowerment to use technology to support learning.

Goal 1: Communication - Provide effective communication between our schools, the community, and the world.

Each building will have an integrated voice, video, and data network with access to the Internet. Access points will be placed in classrooms, offices and other inhabited spaces.

- Conduct an annual survey of each school building to identify the number of presently installed and fully functioning communication outlets and their locations.
- Provide communication outlets to classrooms and offices based on current requirements and future needs.
- Based on the annual survey, district budget will include funds to install additional outlets and relocate outlets.
- Provide secure access to school network resources from outside for staff.

Voice Mail and Other Telecommunications technologies to facilitate parent/teacher/student communication.

- All school personnel will have access to telephone and voice mail services at their workspaces.
- Implement VOIP (integrated voice system) to all schools.
- Develop and implement a unified communications system to combine voice mail and email for staff.
- Provide mobile/cellular phone services to administrators and other staff.

E-Mail communications between parents, teachers, students, and administration will be encouraged and supported.

**The District Technology Policy governs use of Email by South Kingstown staff and students. (Appendix C)

- Every teacher, administrator and staff member of the SKSD will have an e-mail address/account.
- Training sessions in the use of e-mail communication will be offered to all staff.
- Appropriate school department communications will be conducted electronically and the use of e-mail will be encouraged.
- SKSD will have list serve capacity

Internet WWW - Electronic access to building level information

- The Technology Director will be designated as the South Kingstown Web Site Coordinator.
- A web site will be maintained for the South Kingstown School Department. This site will provide information on district staff and district level information on curriculum, programs, and services. It will provide information on school committee members, plans, meetings, and policies. Additionally, it will be the jumping off point to school based web sites.
- Appropriate hardware, software, and access must be purchased to create and host this site and be connected to the Internet.
- Through the district web site, links will be established to provide easy access to school department information based on the district web site itself, school web sites, future town web sites, and beyond. An interactive system will be established to allow users of the system to suggest new links and resources that will be updated regularly. These links will provide for easy information retrieval by students, staff, and local citizens.
- Training in the development of a home page for the WWW will be offered to interested persons in each building. The training will focus on both the creation of web pages and their application and integration into the curriculum. Training and support materials will be posted on the web site. Training sessions in the setup and use of home pages will be offered by SKSD on a (regular) yearly basis.
- Each school will have the hardware & software necessary to create, and present a school web site.

- Each school will provide appropriate information about programs, curriculum, staffing, and school culture for use in home pages.
- Each school will update their home page regularly.
- The principal will be responsible for the school web site and may delegate that responsibility to a staff member at the building who will be designated as the web site coordinator. Working with the district web site coordinator, she/he will schedule staff training in web design, design the school page, help staff and students design individual pages, and link all of the material together at the school site.

Goal 2: Supporting Teaching and Learning - Support a learning community for students, staff, and community by providing access to technology and instruction on its use as a tool for teaching and learning.

Each classroom will have at least one networked computer (LAN & WAN - Internet).

- All buildings will be wired for a computer network and connected to the Internet.
- All current networks and Internet connections will be evaluated yearly to determine future technology needs.
- District personnel will upgrade and maintain all networks

Each school will have at least one networked, classroom computer lab.

- Larger buildings will have multiple labs based on program needs.
- District technology budget will include scheduled replacement of computer labs.

An equity/replacement fund will be maintained to ensure equitable distribution of resources.

- Using current inventory data, the Technology Director will develop a yearly plan for distributing equity/replacement funds.
- Replacement cycle will adjust to meet curricular program needs.
- Goal for general replacement of computers will be every five years.

Provide equipment/support for all students

- Support the use and availability of technology for all students according to the National Technology Standards for each grade level.
- Support the technology needs for at risk students.
- Collaborate with the Special Education Dept. to determine the equipment/software needs for students with learning disabilities.

Technology training for the community and staff conducted at schools.

- Provide space in schools for community access to school technology resources.
- Recruit potential trainers from staff, students, and community.
- Provide small group workshops to increase community awareness and use of the school technology resources.

Goal 3: Professional Development - Staff will have equal access to professional development opportunities.

The National Educational Technology Standards (NETS) for Students (Appendix A) will be used as a framework for student outcomes and competencies.

- Staff training will be provided around the National Educational Technology Standards (Appendix A)
- Distribute NETS materials to each school. (Professional development libraries)
- Distribute NETS curricular materials to each school.
- Organize workshops for the purpose of sharing software and resources on a yearly basis or as needed.

The National Educational Technology Standards (NETS) for Teachers (Appendix B) will be used as a framework for staff competencies.

- Distribute NETS materials to each building. (Professional development library)
- Provide additional NETS materials and resources as needed.

Technology training will be available to all staff and will be based on staff needs and district goals.

- Building based technology committees will determine present levels of staff training.
- Building technology committees will recommend to the principal and the Technology Director appropriate staff training based on needs.
- Building technology committee will work with the principal and the Technology Director to devise and implement staff development plan.
- Provide district-wide in-service training for teachers.
- Provide web based technology training for staff that is self-paced and individualized

Provide professional development with the roll out of any new equipment. (i.e. Elementary wireless labs)

- Equipment specific training.
- Coordinate with grade level teams or subject departments.
- Work with staff to create classroom projects.
- Support classroom projects and teachers as needed.

Identify classroom technology projects that are successful in the district.

- District technology committee will work to promote technology integration
- District technology committee will assess technology use in classrooms
- Resources will be made available (including substitute coverage) to support teacher technology mentoring and coaching
- Collect vignettes from classroom teachers.
- Make vignettes available via district web site

Goal 4: Managing Organization Resources - Technology implementation will require district coordination, leadership, technical assistance, and facilitation for the empowerment to use technology to support learning.

Standardize equipment throughout the district, especially in each school to save on purchase and support costs.

The Technology Director will:

- Establish a baseline of current standard equipment as determined by the computer industry for each year.
- Maintain a district-wide physical inventory for each building.
- Implement an annual inventory of equipment.
- Standardize office productivity software across the district.
- Work with staff to create an elementary and special education software suite to be used in all schools.

Implementation of a district wide student information system.

- Purchase and update school SIS software
- Provide training in the SIS.
- Provide support for SIS.
- Centralize SIS at the district level.
- Coordinate state and federal reporting through SIS.

Technology Plan Implementation for 2008-2009

Goal 1: Communication

- Purchase additional CISCO IP phones/switches/licenses
- Contract for installation of 75+ new network lines in buildings
- Renew support contract for FirstClass communications/email package
- Purchase additional network switches for expanding networks
- Contract with RINET for 12MB bandwidth for district
- CTC contract for 2 -T1 PRI digital voice lines for VOIP system
- Purchase additional voice mail licenses for staff

Goal 2: Supporting Teaching and Learning

- District licensing for Symantec anti-virus software
- Purchase additional network laser printers for various locations
- Additional MS Office licenses for all new systems
- Purchase additional LCD projectors for various locations
- Replace oldest PCs in various locations

Goal 3: Professional Development

- Purchase licenses for Atomic Learning (web based technology training site.)
- Substitute coverage for teacher professional development
- Workshops for staff in Chancery SMS (student information system)
- Expenses to attend national NECC/ISTE conference

Goal 4: Managing Organization Resources

- Continue contract with IT direct for technology work order system
- Continue Chancery SMS support contract (student information system)
- Contract with RINET for WAN management services

SOUTH KINGSTOWN SCHOOL DISTRICT TECHNOLOGY BUDGET 2008-2009				
		Budget Amount	Purpose	Tech Plan Goal Supported
PROGRAM DEVELOPMENT	STAFF TRAINING SERVICES	\$16,500	Web based training \$6,000 Chancery training \$2,500 Conferences \$2,000 Tech Staff training \$2,500 Staff training \$3,500	Professional Dev.
CONTRACT SERVICES	SYSTEM WIDE MANAGEMENT	\$47,000	CISCO SMARTnets \$16,000 Network Services \$10,000 Database Support \$4,500 SMS Reports \$4,500 Server warranties \$7,000 Consulting \$5,000	Communication Managing Resources
COMPUTER SERVICES	SYSTEM WIDE MANAGEMENT	\$60,000	WAN service \$20,000 12MB bandwidth \$25,000 Chancery SMS support \$15,000	Communication Managing Resources Supporting Teach/Learn
COMPUTER SOFTWARE	COMP. ASTD LNG - ELEM	\$6,000	General software	Supporting Teach/Learn
COMPUTER SOFTWARE	COMP ASTD LNG - SECNDRY	\$8,000	General software	Supporting Teach/Learn
COMPUTER SOFTWARE	SYSTEM WIDE MANAGEMENT	\$30,000	ConnectEd \$14,000 Sym. AV licensing \$9,500 FirstClass \$4,000 IT Direct \$2,500	Managing Resources
CAPITAL OUTLAY TECHNOLOGY		\$195,000	Computer Replacements \$100,000 Computer Labs \$35,000 Administrative Computers \$15,000 Network Hardware \$25,000 Telecommunications \$20,000	Supporting Teach/Learn Communication Managing Resources
COMPUTER HARDWARE	SYSTEM WIDE MANAGEMENT	\$35,000	Repairs, upgrades, parts	Managing Resources
	TOTAL	\$397,500		

Appendix A

National Educational Technology Standards for Students

The technology foundation standards for students are divided into six categories. Each category contains two or three subcategories.

Technology Foundation Standards for Students

1. Basic operations and concepts

- o Students demonstrate a sound understanding of the nature and operation of technology systems.
- o Students are proficient in the use of technology.

2. Social, ethical, and human issues

- o Students understand the ethical, cultural, and societal issues related to technology.
- o Students practice responsible use of technology systems, information, and software.
- o Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- o Students use technology tools to enhance learning, increase productivity, and promote creativity.
- o Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology communications tools

- o Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- o Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- o Students use technology to locate, evaluate, and collect information from a variety of sources.
- o Students use technology tools to process data and report results.
- o Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology problem-solving and decision-making tools

- o Students use technology resources for solving problems and making informed decisions.
- o Students employ technology in the development of strategies for solving problems in the real world.

The following profiles of technology literate students are based upon the NETS standards. The numbers in

parentheses refer to the standard(s) being addressed.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1,2)
3. Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Appendix B

National Educational Technology Standards for Teachers

The ISTE National Educational Technology Standards (NETS) for Teachers define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

I. Technology Operations and Concepts

Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. Planning and Designing Learning Environments and Experience

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning, and the Curriculum

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.

IV. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. Social, Legal, Ethical, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse

Appendix C

Policy #7205 Technology Policy

Teaching and Learning/Curriculum

INTRODUCTION

One of the purposes of education is to prepare students to become productive citizens. Technology is changing the way that citizens access information, interact with one another, and contribute their thoughts and ideas to the knowledge base of our society. For our citizens to be productive in their lifetime, our schools must integrate technology as a part of the daily learning, teaching, and administrative process.

This policy recognizes that technology will continue to engage the imagination and challenge the intellect of students, faculty, and staff. As they interact with a variety of technological tools, they will find new ways of approaching and solving problems. The result of these experiences will be an individual who has become a productive learner, skilled researcher, an improved teacher, and an informed decision maker.

Technology is often used synonymously with computers. The intent of this policy is to broaden this definition and include all electronic devices and communication facilities used to access, manipulate, and transmit information by students, faculty, staff and volunteers/guests.

POLICY TOPICS:

- Acceptable Use
- Coordination
- Purchasing
- Copyright Infringement
- Community Access

ACCEPTABLE USE

Definitions:

- Network – all voice, video and data communication facilities, end-equipment and content.
- Users - all students, all employees of the South Kingstown School Department, and all volunteers/guests.

Use of the Network:

1. The use of the Network must be in support of education, research, public service, and be consistent with the technology plan of the South Kingstown School Department.
2. Any use of the Network to facilitate illegal activity is prohibited.
3. Any use of the Network for commercial or for-profit purposes is prohibited.
4. Any use of the Network for product advertisement or political lobbying is prohibited.
5. The use of the Network without permission of an authorized user is prohibited.
6. Any use of the Network to obtain copies of, or modify files, other data, or passwords belonging to other users, to misrepresent other users on the network is not allowed.
7. No use of the Network shall serve to disrupt intentionally the use of the network or others; hardware or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the Network to develop programs that harass others or infiltrate systems is prohibited.
9. Hate mail, harassment, discriminatory remarks, and other antisocial behavior are prohibited.
10. The illegal installation of copyrighted software for use on district computers is prohibited.
11. Use of the Network to access obscene or pornographic materials is prohibited.
12. Use of the Network to transmit materials that are known to be offensive or objectionable to recipients is prohibited.

Responsibility of Users:

1. Users are responsible for using Network resources efficiently.
2. Users are responsible for the confidentiality of all assigned access codes.

3. Users are responsible for reporting all violations of privacy and security.
4. Users are responsible for all correspondence sent from their personal accounts.
5. Users are responsible for making only those contacts leading to some justifiable personal growth.
6. Users are responsible for verifying that transmitted material does not contain pornographic materials, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises.

Failure by any user to follow the rules outlined in this policy may result in the loss of use of information technology resources and discipline as appropriate under the circumstances. Continued violations of this policy will subject the user to progressive discipline. The acceptable use portion of this policy will be included each year in the student handbooks at all schools and be distributed to staff.

COORDINATION

The South Kingstown School Committee, along with the school communities, will establish technology plans that monitor the use of technology through the following criteria:

1. Equity of access for all students and staff to technology.
2. Training for students and staff in how to use technology effectively in the classroom (ongoing coaching).
3. District support including coordination, application, and technical assistance for each school.
4. Demonstrated use of current research by building level teams in classroom instruction.

These elements must be in plans submitted to the School Committee for review and approval.

PURCHASING

All technology purchases will reflect the district and site based technology plans and follow established bidding procedures as outlined by the Town Charter. The purchasing plans will reflect the following components:

1. Student and staff training in the integration of technology in curriculum and instruction.
2. Coordination of instructional support materials to support student and staff learning.

COPYRIGHT INFRINGEMENT

Making illegal copies of software not only exposes the district to substantial fines and penalties, it puts individual teachers and employees at risk.

Simply put, although copying software is easy to do and difficult to control, educators are not allowed to make extra copies of programs for instructional purposes unless they have authorization from the copyright holder. Many educators are familiar with the copyright law concept of "fair use", which allows teachers conveying information in an educational setting the right to make copies of limited portions of some copyrighted materials. "Fair use" does not apply to making copies of software programs because the entire program is typically copied, which deprives the copyright owner of the financial benefit of holding the copyright to the program. Just as it would be wrong to photocopy an entire textbook for use by all the students in a school, it is illegal to duplicate software without the authorization of the copyright holder. This means educators can not make additional copies of the programs for their students, either for use in school or to take home, without the permission from the copyright holder, unless it is permitted by the license agreement.

1. The South Kingstown School Department purchases site licenses and individual licenses to use copies of computer software from a variety of publishers and distributors. The district does not own the copyright to this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it for use on more than one computer.

2. The South Kingstown School Department is committed to providing employees, teachers and students with intellectual property and copyright law information. All South Kingstown School Department personnel shall receive guidelines and training on the copyright laws, storage and security of software and audit procedures for the district.
3. With regard to use on local area networks or on multiple machines, South Kingstown School Department employees shall use the software only in accordance with the license agreement.
4. South Kingstown School Department employees learning of any misuse of software or related documentation within the company shall notify the district technology director or the district's legal counsel.
5. According to U. S. Copyright Law, illegal reproduction of software can be subject to civil damages of as much as \$250,000 and criminal penalties, including fines and imprisonment. District employees who make, acquire, or use unauthorized copies of computer software will be disciplined as appropriate under the circumstance. Individuals who continue to violate copyright laws will be subject to progressive discipline. The South Kingstown School Department does not condone the illegal duplication of software.

COMMUNITY ACCESS

The South Kingstown School Committee recognizes that the school based technology resources within its control are community resources. The Committee is dedicated to having technology resources available for community use, outside of the normal school educational program, whenever possible.

The use of the technology-based resources will not interfere with the normal program activities. Access will be site based with the following rules:

1. Community use of technology will be limited to student and adult education programs.
2. No profit making activities will be allowed to utilize school-based technology.
3. All organizations/individuals requesting use of technology resources must complete the "Application for Use of School Facilities" form.
4. All non-profit organizations (non-taxable entities) that are given permission to use the technology resources may be required to provide a deposit for access and will be charged per hour for related costs. The organization will be responsible for any repair, replacement or damaged equipment resulting from misuse.
5. All organizations requesting the use of school-based technology for training will submit a training outline with specific references to the methods, software, and equipment needs. They will include a statement or resume of the expertise of the presenter.
6. There will be no access to data on network systems.
7. The school staff is responsible for "backups" for each system prior to use by an outside group.
8. All activities will be required to have a school department approved supervisor present for technical support along with custodial coverage.
9. Standard operating guidelines will be established for each building and will be reviewed at the first meeting of activity by the principal or his/her designee.
10. All training outlines will be accompanied with the "Application for Use of School Facilities" form and submitted to the building principal for review by appropriate staff.
11. The decision to approve rests with the building principal and the Technology Director.
12. All organizations that have applied for and received approval for use of school facilities, shall be informed of, and will follow district policy with respect to the ADA Act.

The Superintendent of Schools and the South Kingstown School Committee reserve the right to cancel any approved use of school based technology for violation of any of the above listed terms and conditions. This policy and guidelines will be included under the current facilities use policy.

Appendix D

Guidelines for Utilizing the South Kingstown Public Schools Website

April, 2003

The South Kingstown Public Schools (SKPS) website is part of a district strategy to increase communication and support the curriculum. The following website guidelines were developed to assist school staff and/or their designees in contributing to this valuable resource.

Contributing to the SKPS website: SKPS staff are encouraged to create and maintain websites that help support and expand the South Kingstown curriculum by:

Aiding in the development of curriculum and programs.

Facilitating the sharing of ideas, projects, curriculum units, and activities among schools and staff.

Allowing teachers to integrate web projects into their curriculum and programs.

Providing information on school committee members, plans, meetings, and policies.

Facilitating the dissemination of: meeting agendas and schedules, program and training announcements, policy and curriculum updates.

Providing a showcase for student curriculum related projects and activities.

Improving communication among staff, students, parents, and the community-at-large.

Contributor responsibility: Staff and/or their designees are responsible for the content of websites under their control. District-wide websites are the responsibility of the Superintendent, Assistant Superintendent or associated director. School websites, including departmental and classroom websites, are the responsibility of the building principal. Department heads or individual teachers may, with approval from the principal, create and manage departmental or classroom websites.

Appointing a designee: Staff may appoint a designee to create and/or manage their website with the following provisions:

Designees will review and agree to abide by these guidelines.

The designee's name will be forwarded to the school principal and to the technology office for a user name and password.

Designees agree to publish only material, links and changes approved by their sponsoring staff.

Designees agree to publicize only the web site as approved by their sponsoring staff.

Appropriate use of student information: A SKPS student's first name, grade and classroom may be used on official websites. The first letter of the last name may also be used to distinguish between two students with the same first name. Other personal information such as phone number, address and last name shall not be used. Individual and group photos of South Kingstown students are to be used in accordance with Policy XXXX, Publication of Student Images. Further, any website collecting or maintaining personal information regarding children under the age of 13 should comply with the Children's Online Privacy Protection Act of 1998 (<http://www.ftc.gov/bcp/online/edcams/kidzprivacy/>).

Accessing SKPS web space: Web space is provided on the SKPS web server for all official SKPS websites. Official websites are those created, hosted and maintained by SKPS staff and/or their designees, and can be managed from school or home. The SKPS will request removal of all unofficial SKPS websites hosted at off-site locations.

Web security: For each direct contributor to the SKPS website, an account with appropriate permissions must be created on the server. The security and confidentiality of account passwords are essential to the success of the SKPS website. Staff and designee passwords should be committed to memory and remain confidential.

District home page: Exciting things are happening in all South Kingstown schools. The SKPS website will provide a "Cool Clicks" page. This page will highlight noteworthy events/activities at each of our schools along with accompanying links, as appropriate. Principals and/or their designees should forward updates electronically to bilottaj@ride.ri.net for publication on the "Cool Clicks" page.

General website guidelines:

Carefully plan the content, layout and design of your website keeping the end-user in mind. It's a good idea to check the design of similar sites before getting started.

Keep your website current by regularly updating content and removing dated material.

Consider including e-mail contact information and the date the site was last updated.

Please include a link back to the district/school site.

Proof read all text and make sure links work.

Be aware of copyright restrictions as you create your website.

A great site for additional web design resources is: <http://www.marshall-es.marshall.k12.tn.us/job/webpage.html>

Linking to external websites: The purpose of the website is to enhance teaching and learning. Official SKPS websites may provide links to external websites that provide a resource to students and their parents that serve that purpose. Compliance with the South Kingstown Public Schools - Technology Policy (#6152.5) should be used as criteria for selecting sites suitable for direct link.

Appendix E

Policy #8225 Publication of Student Images

Students/Protections

The school district, through various media, publishes information to the community. This may include programs broadcast over local access cable television, internet web sites, and print. Material communicated to the public through these and other media may contain student images. This policy describes the manner in which student images may be published.

1. With the exception of the specific instances included in this policy, identified or featured images (identified or unidentified) of students shall not be published without the written consent of the student's parent(s) or guardian(s). An identified image publishes both the image and name of the student. Featured images are those that are in the forefront and remain visible for more than a moment.
2. Exception: Where the school district publishes images of students at public events, such as School Committee meetings, concerts, athletic contests, graduation, etc., no consent is required.
3. Exception: Where a publication is created by students as part of a school program of study and publication is limited to the school community (students, staff and families), no consent is required.
4. Exception: Images may be published if they are incidental and unidentified. Incidental images are momentary and not featured.

Adoption: 11/23/04