

# **Weare School District**

SAU 24

## **Technology Plan**

June 2015

Plan Cycle – July 1, 2015 – June 30, 2018

### Weare School District:

#### **Weare Middle School**

16 East Rd

Weare, NH 03281

603-529-7555

#### **Center Woods Elementary School**

14 Center Rd

Weare, NH 03281

603-529-4500

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## Technology Plan Committee Members

Melissa Boudreau, Member, Weare School District PTO

Amy Campbell, Classroom Teacher, Center Woods Elementary

Wendy Curry, Member, Weare School Board

Kevin Federico, Technology Coordinator, Weare Middle School, Co-Chair \*

Janet Fitzpatrick, Librarian, Weare Middle School

Matt Hammond, Classroom Teacher, Weare Middle School

Deborah Lynch, Enrichment Coordinator, Center Woods Elementary \*\*

Michael Muzzy, Technology Coordinator, Center Woods Elementary \*

Jessica Potter, Principal, Center Woods Elementary

Christine Rand, Computer Education Teacher, Center Woods Elementary

Greg Reinert, Technology Director, SAU24

Nicole Richardson, Enrichment Coordinator, Weare Middle School

Chrissie Sargent, Member, Weare School District PTO

Peggy Shafer, Computer Education Teacher, Weare Middle School

Matt Thomas, Member, Weare School Board

Mark Willis, Principal, Weare Middle School

\* Co-Chair Technology Plan Committee

\*\* Secretary Technology Plan Committee

## **Demographic Information**

The Weare School District, part of SAU 24, consists of two schools composed of grades K - 8. Student enrollment as of December 4, 2014 totaled 1,018. SAU24 includes the following towns: Weare, Henniker, and Stoddard. According to the State of NH the Weare census in 2006 was 8,925, a 7.3% growth over three years. As of 2006 there were a total of 3,391 housing units.

The major change in the demographics of Weare has been the population growth over the last 35 years. There was a 75% population growth between the years of 1970 and 1980 and a 92% growth between the years of 1980 and 1990. There were 1,850 residents in 1970; the most recent census of 2010 reported a population of 8,785.

## **Mission Statement**

### **Center Woods Elementary School (CWES) Mission Statement**

CWES, in partnership with families, is dedicated to ensuring the social, emotional and academic growth of every student in a safe, respectful environment.

### **Weare Middle School (WMS) Mission Statement**

The Weare Middle School is dedicated to creating a professional learning community that will foster literate, problem-solving individuals who will become productive citizens in an ever-changing world. We will provide high quality instruction within a challenging curriculum in a secure learning environment that values relationships, self-awareness, respect, and responsibility.

## **Technology Vision Statement**

The Weare School District is committed to the continued integration of technology, for all students, that will support developmentally appropriate learning opportunities that prepare our students in our ever changing technological world.

## School Goals

### Weare Middle School

**Reading and Math:** To increase the percent of students scoring at or above the 50%tile by at least 5% per year with the long range goal of 85% of our student scoring at or above the 50%tile by Spring 2017.

Indicators:

- The Curriculum Coordinators and administration will research best practices to develop a continuum of interventions for all students below the 50% and enrichments for students above the 50%.
- Interventions will be in place by the fall of 2014 for those students who are not meeting proficiency and are well below their targeted growth in Reading and/or Math. Students will set and achieve their growth targets by setting goals using the Goal Setting Worksheet with their teachers
- Common Assessments will indicate specific areas in Reading and Math which need further support.
- Students identified for academic assistance will receive targeted instruction or support in the identified area of need.
- We will use a variety of approaches to engage student learning which will include technology integration and differentiated instruction.

**Parent and Community Involvement:** Weare Middle School will increase communication with parents by 5% through the 2014-2017 school years. Continuing in 2014, we will track parent and community involvement by documenting the following: parent-teacher communication, website hit information, parent conference attendance, parent chaperones, open house attendance, and PTO meeting attendance.

Indicators:

- Weare Middle School will communicate with parents through newsletters, progress reports, report cards, bi-weekly Power School updates, and classroom letters to keep the parents informed and active in their child's education.
- Parents will receive Goal Setting Worksheets at Parent-Teacher Conferences, along with strategies to support their children meeting their target growth in Reading and Math. Teachers will track students meeting these goals.
- Parent Nights will offer technology support, behavior workshops, and educational topics throughout the year. We will increase our parent attendance by 10% over the next two years.
- Through the Public Relations coordinator position, we will develop an ongoing and quarterly newsletter that will keep the community at large informed of activities at the Weare Middle School.

## Center Woods Elementary

**Assessment and Data:** Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.

- Goal: Develop and maintain a systematic process for reviewing student performance data to inform instruction by 2015.
- Goal: Teachers will use assessment data (DIBELS, NECAP, NWEA, and Common Assessments) to drive instruction which will increase student performance; all students will make progress.
- Goal: Develop and maintain a systematic process for reviewing effective practice in the areas of Curriculum and Instruction, Culture and Climate, Supervision and Evaluation of Personnel Development, Community Support and Involvement, and Facilities and Operations.

**Curriculum and Instruction:** Offer a rigorous and relevant curriculum to all students by promoting instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.

- Goal: By 2017, all students will receive scheduled core programs which engage students in appropriate enrichment and intervention as measured by common assessments and differentiated assessments.
- Goal: Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge.
- Goal: Fully implement a systematic RTI process for Math/ Reading/ Behavior aligned with the SAU 24 RTI framework by 2014. Community Support and Involvement: Promote positive relationships with the entire community to support education.
- Goal: Raise the awareness of the positive initiatives within the community.

**Facilities and Operations:** Provide and maintain facilities that support teaching and learning.

- Goal: By 2017, students will learn through the assistance of 21<sup>st</sup> century technology as measured by the increased technology within the building.
- Goal: CWES will provide a safe and clean environment to support learning.
- Goal: By 2017 all teachers will have received professional development in using formative assessment data and programs/curriculum that improve student learning.

**Personnel:** Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.

- Goal: Develop and implement a comprehensive system for evaluating staff aligned with effective teaching practices based on the Danielson Model for Supervision and Evaluation.

**Culture and Climate:** Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21<sup>st</sup> century education.

## Technology Goals

- Achieve a ratio of 1:1 digital devices to students, as developmentally appropriate, in order to meet identified standards.
- Community Collaboration – Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Weare community, other schools in SAU 24, the state, and the global community.
- Integrate the use of technology and digital content into the core curriculum and align with National Educational Technology Standards (students and teachers), New Hampshire Common Core State Standards, and Standards for the 21<sup>st</sup> Century Learner in order to advance technology literacy and to facilitate content learning of all students.
- Students in grades 4-8 will create and manage their digital portfolio, which is an electronic collection of their work.
- Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum.
- Annually evaluate the effectiveness of the action steps in this plan.

## Technology Action Item and Budget

Empty box indicates that action will not be completed in that year.

Budget amounts are separated by school - Center Woods Elementary/Center Woods Upper Elementary/Weare Middle.

### ACTION PLAN – 1 Access to Technology Resources

**GOAL:** Achieve a ratio of 1:1 digital devices to students, as developmentally appropriate, in order to meet identified standards.

Objective	Action Steps	Year 1	Year 2	Year 3
Ensure access to appropriate devices and technology tools to facilitate day to day tasks, standardized testing and the use of digital content.	Maintain a permanent computer lab equipped for classroom instruction and testing (NWEA, Smarter Balanced, etc.)	✓ \$18,000 / \$0 / \$0	✓ \$3,500 / \$0 / \$18,000	✓ \$4,500 / \$0 / \$0
	Rollout devices one grade level per year.	✓ \$30,000 / \$25,200 / \$37,800	✓ \$30,000 / \$25,200 / \$37,800	✓ \$30,000 / \$25,200 / \$37,800
	Hire a tech support associate for the new upper elementary school. (includes salary, benefits and associated costs)		✓ \$0 / \$20,000 / \$0	✓ \$0 / \$20,000 / \$0
	Provide essential training to staff prior to 1:1 rollout to ensure that all staff are confident in the use of appropriate technology.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Provide full immersion hands on workshops to teachers during Teacher Workshop days.	✓ \$1,000 / \$1,000 / \$1,000	✓ \$1,000 / \$1,000 / \$1,000	✓ \$1,000 / \$1,000 / \$1,000
	Investigate innovative ways to reinvent the current libraries to make them into versatile technology centers.	✓ \$0 / \$0 / \$0	✓ \$15,000 / \$0 / \$0	\$0 / \$0 / \$0

Maintain multiple mobile labs, each with enough modern devices to meet the needs of our largest class.	✓ \$2,500 / \$0 / \$0	✓ \$5,000 / \$0 / \$0	✓ \$7,500 / \$0 / \$20,000
Design and implement a contingency plan for students who don't have access to digital content at home.	✓ \$0 / \$0 / \$0	✓ \$1,000 / \$1,250 / \$3,750	✓ \$1,000 / \$1,250 / \$3,750
Collect data from staff members who use devices other than the traditional desktop computer to determine the effectiveness of the devices.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
Maintain classroom-assigned devices as necessary to support the curriculum.	✓ \$5,000 / \$2,000 / \$3,000	✓ \$5,000 / \$2,000 / \$3,000	✓ \$5,000 / \$2,000 / \$3,000
Investigate new and emerging technologies.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
Replace school wide hardware, including teacher laptops, student stations, and interactive white boards on a five year scheduled basis in order to ensure compliance with state standards and emerging technologies.	✓ \$20,000 / \$11,000 / \$18,000	✓ \$15,000 / \$5,000 / \$0	✓ \$15,000 / \$17,000 / \$36,000
Utilize the capabilities of modern computer platforms by migrating to a virtualized network environment wherever possible.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
Work with students and parents to establish Bring Your Own Device (BYOD) program.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0

	Identify any remaining locations that need interactive white boards and install them.	✓ \$14,000 / \$0 / \$15,000	✓ \$14,000 / \$0 / \$0	✓ \$9,000 / \$0 / \$0
	Maintain up-to-date assistive technology to provide for the needs of students and upgrade as needed.	✓ \$5,000 / \$6,000 / \$8,000	✓ \$5,000 / \$6,000 / \$15,000	✓ \$5,000 / \$6,000 / \$8,000
To provide network infrastructure and software to meet the technology needs of the school community.	Assess printing needs and printer locations – Adjust as required.	✓ \$2,000 / \$2,000 / \$5,000	✓ \$2,000 / \$2,000 / \$5,000	✓ \$2,000 / \$2,000 / \$5,000
	Maintain the school's high-speed Internet connection – Collect and analyze data on bandwidth usage and upgrade as needed.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$1,200	✓ \$0 / \$0 / \$1,200
	Maintain online library catalog system and upgrade as needed.	✓ \$350 / \$0 / \$1,200	✓ \$350 / \$0 / \$1,200	✓ \$350 / \$0 / \$1,200
	Maintain current educational and administrative software and upgrade as needed.	✓ \$23,000 / \$0 / \$35,000	✓ \$23,000 / \$0 / \$35,000	✓ \$23,000 / \$0 / \$35,000
	Maintain firewall/Internet filter and a server backup system and upgrade as needed.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$8,000
	Maintain wireless network access in all areas of the school building and upgrade as needed.	✓ \$2,000 / \$0 / \$10,000	✓ \$2,000 / \$0 / \$10,000	✓ \$2,000 / \$0 / \$10,000
To provide consistent and timely technical and curriculum support	Create a District Technology Integrator position.			✓ \$13,333 / \$6,666 / \$10,000
	Participate in SAU-wide Technology Coordinator meetings.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0

	Continue to contract outside technical support as needed. Include technology funding in the district budget process.	✓	✓	✓
	Establish a help system that works for staff. Possibly have staff members who are tech savvy be a "team tech leader" as a stipend position to lead and model technology integration and troubleshoot minor issues.	✓	✓	✓
		\$4,000 / \$1,300 / \$2,668	\$4,000 / \$1,300 / \$2,668	\$4,000 / \$1,300 / \$2,668
To secure appropriate funding from a variety of sources.	Research and use the most fiscally responsible methods for acquiring technology resources.	✓	✓	✓
		\$0 / \$0 / \$0	\$0 / \$0 / \$0	\$0 / \$0 / \$0
	Establish a team to write grants.	✓	✓	✓
		\$0 / \$0 / \$0	\$0 / \$0 / \$0	\$0 / \$0 / \$0
	Maintain community involvement in the funding process through our Technology Committee.	✓	✓	✓
		\$0 / \$0 / \$0	\$0 / \$0 / \$0	\$0 / \$0 / \$0
	Efficiently coordinate the use of funds from Title II, Title II-D, Title V, REAP Grant, IDEA-B Grant and other sources.	✓	✓	✓
		\$0 / \$0 / \$0	\$0 / \$0 / \$0	\$0 / \$0 / \$0

## ACTION PLAN - 2 Community Collaboration

**Goal:** Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Weare schools in SAU 24, the state, and the global community.

Objective	Action Steps	Year 1	Year 2	Year 3
Use technology to promote parental involvement.	Establish a once a year “IT Is Fun” night. Parents will explore various apps, games, sites that enhance learning. Led by teachers, staff and IT Committee.	✓ \$0 / \$0 / \$500	✓ \$0 / \$0 / \$500	✓ \$0 / \$0 / \$500
	Newsletters will include a “Tech Talk” section in the monthly news.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Continue to increase awareness of school activities and events through continuous website updates.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Offer education/exploration sessions for parents and community members (May include: PowerSchool, Google Apps, Website Navigation, Internet Usage and Safety.)	✓ \$0 / \$0 / \$500	✓ \$0 / \$0 / \$500	✓ \$0 / \$0 / \$500
	Survey parents and community to identify what they would like for education/exploration sessions.	✓ \$0 / \$0 / \$0		

Use technology to enhance communication and foster collaboration with the Weare community.	Tech integration updates will be shared at monthly board meetings and shared with district newsletter.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Work with the staff to develop teacher pages, posting newsletters, homework, and class activities on class webpages.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
Use technology to foster collaboration with other school, the state and global community.	Tech teams in the SAU will get together bi-annually to address how they are reaching tech goals, enhancing parent involvement.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Technology Committee will attend workshops on best practices in tech integration to support the 21 <sup>st</sup> Century Learner. This will be shared at faculty meetings.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0

### ACTION PLAN - 3 ICT Literacy

**GOAL:** Integrate the use of technology and digital content into the core curriculum and align with *National Educational Technology Standards* (students and teachers), *New Hampshire State Standards*, and *Standards for the 21<sup>st</sup> Century Learner* in order to advance technology literacy and to facilitate content learning of all students.

Objective	Action Steps	Year 1	Year 2	Year 3
To ensure successful and effective uses of technology by developing strategies for purchasing and integrating software and online resources into the curriculum.	Continue subscriptions to online educational tools.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Provide access to Virtual Learning Academy.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Explore digital curriculum resources.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Assist teachers in continuing to further integrate technology into the daily curriculum to meet NH State Standards.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Provide support, training and collaboration time for technology integration for teachers to meet New Hampshire State Standards, Standards for the 21 <sup>st</sup> Century Learner, and NETS-Teachers.	✓ \$1,500 / \$1,500 / \$1,500	✓ \$1,500 / \$1,500 / \$1,500	✓ \$1,500 / \$1,500 / \$1,500
	Collect data on technology integration and usage to design and deliver appropriate professional development.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0

	Continue to review and revise technology curriculum to align with NETS-Students:			
	a. Creativity and Innovation	✓	✓	✓
	b. Communication and Collaboration	✓	✓	✓
	c. Research and Information Fluency	✓	✓	✓
	d. Critical Thinking, Problem Solving, and Decision Making	✓	✓	✓
	e. Digital Citizenship	✓	✓	✓
	f. Technology Operations and Concepts	✓	✓	✓

#### **ACTION PLAN - 4 Digital Portfolio.**

**GOAL:** Students in grades 4-8 will create and manage their digital portfolio, which is an electronic collection of their work.

Objective	Action Steps	Year 1	Year 2	Year 3
To provide a system for students to demonstrate competencies using technology resources.	Create a blank digital portfolio for all incoming 4 <sup>th</sup> grade students.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Maintain portfolio during the student's tenure at CWUES and WMS.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Final review of student work at the completion of 8 <sup>th</sup> grade.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Train teachers on populating student digital portfolios.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0

**ACTION PLAN - 5 Professional Development**

**GOAL:** Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum.

Objective	Action Steps	Year 1	Year 2	Year 3
To provide ongoing sustained technology related professional development for all educators.	Increase awareness of professional development opportunities such as "Open NH" courses and SAUniversity.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Provide opportunities for staff to visit other districts or schools to increase awareness of technology uses.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0
	Offer Technology based in-house professional development opportunities.	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0	✓ \$0 / \$0 / \$0

**ACTION PLAN - 6 Annual Evaluation**

**GOAL:** Annually evaluate the effectiveness of the action steps in this plan.

Objective	Action Steps	Year 1	Year 2	Year 3
Annual evaluation of Technology Plan to ensure that technology action items reflect current needs, that available technology resources are effective and to review new trends in technology.	Measure access to technology resources through multiple data points including but not limited to teacher surveys, professional development, reflections, workshop attendance, etc.	✓	✓	✓
	The Technology Plan Committee will meet annually to evaluate the effectiveness of this plan.	✓	✓	✓
	The Technology Plan Committee will report annually the results of the yearly evaluation.	✓	✓	✓
<b>GRAND TOTAL</b>		\$128,350 / \$50,000 / \$139,168	\$127,350 / \$65,250 / \$136,118	\$110,850 / \$107,250 / \$175,118

## **Policies and Procedures**

### **Blocking and Filtering Measures**

In compliance with the Children’s Internet Protection Act (CIPA) the Weare School District utilizes a SonicWALL NSA 4600 Internet Security Appliance to filter access to the Internet. A subscription to SonicWALL’s premium content filtering service is budgeted for and renewed annually. The Technology Coordinator supplements this service with customized keyword and site blocking.

### **Copyright and Fair Use Policy**

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

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

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

# Acceptable Use of Electronic Network & Internet Resources Policy

IJNDB  
Adopted 5/11/2011

## School Administrative Unit 24

### Purpose of This Document

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

### Qualifying for Use

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

### Internet Access and Safety Policy

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

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

#### **Internet Safety Policy**

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

### Code of Conduct

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

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

##### **Users:**

- a. shall not evade, change or exceed resource quotas or disk usage.
- b. Shall not eat or drink in the immediate vicinity of any computer or network asset.
- c. shall register all personal computers and devices with the Technology Department before using them on any SAU 24 network.
- d. Shall not set up or participate in Internet or LAN-based proxy or sharing applications.

- e. must notify staff about security problems, unacceptable Internet sites or inappropriate communication.
- f. shall not install/upload software to SAU 24 computers or store software on network servers without authorization from the technology department.
- g. Shall recognize that Network Logs vary depending on the server and are kept for no more than 45 days.
- h. are responsible for making back-up copies of their critical documents.
- i. shall refrain from cyberbullying.
- j. shall not reveal personal information on the Internet or plan to meet people contacted through the Internet unless part of a classroom activity.
- k. Shall not access or create profane, obscene, unlawful, discriminatory, violent, or hateful material.
- l. SAU 24 network resources will not be used for personal gain (e.g. - such as, but not limited to printing, personal photos, eBay, Craig's list, second jobs...)
- m. shall not share their usernames/passwords with any individual.
- n. shall not willfully attempt to bypass content filters.

### **Privacy**

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

### **Copyright and Plagiarism**

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

### **District Web Site**

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

### **Vandalism**

- a. Vandalism is defined as any malicious attempt to damage or disrupt the physical computers, software, network systems or data of other users.

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

**Email/Direct Communication**

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

**Research & Reference**

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

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

**Violations of the Acceptable Use Policy**

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

**Student Users**

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

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

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

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

**Faculty/Staff Users**

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

**Legal References:**

**RSA 194:3-d, School District Computer Networks See also JICE, JICDD, JIC KDC, EGA Children’s Internet Protection Act (CIPA)**

## Pupil Safety and Violence Prevention - Bullying

JICK  
Adopted 8/20/2013

See also JBAA, JIC, JICD, IHBA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

prohibited.

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

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

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

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

#### **False Reporting**

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

#### **Reprisal or Retaliation**

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

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

#### **Process To Protect Pupils From Retaliation**

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

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

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

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

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

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

information about an act of bullying.

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

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

Staff and Volunteers

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

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

Pupils

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

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

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

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, website posting, etc.). Parents will be informed of the program and the means for pupils to report bullying acts toward them or other pupils. They will also be told that to help prevent bullying at school they should encourage their children to:

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

Additional Notice and School District Programs

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

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

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

violations of this policy.

#### Pupil Reporting

1. Any pupil who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal or the designee. If the pupil is more comfortable reporting the alleged act to a person other than the Principal or the designee, the pupil may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or designated volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.
3. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

#### Staff Reporting

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

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

#### A) External Reports

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

#### B) Internal Reporting

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

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

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

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

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

interest of the victim or perpetrator. Any waiver granted shall be in writing.

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

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

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

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

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

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

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

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

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

**XV. Appeal**

For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

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

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

**Legal References:**

*RSA 193-F:3, Pupil Safety and Violence Prevention Act*

*RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed*

*NH Code of Administrative Rules, Section Ed 306.04(a)(8), Pupil Harassment*

**RSA 193:13, Ed. 317**

## Cyber-bullying

### WEARE SCHOOL DISTRICT

JICDD  
Adopted 9/15/2009

#### Cyber-bullying Threats Student Discipline: Out-of-School Actions

*See also JIA, JIC*

#### **PURPOSE:**

The Board recognizes that there are growing occurrences of "cyber-bullying" and threatening language being used by individuals on the internet, both in school and while off-campus. Any form of cyber-bullying by staff or students upon any other students or staff, or any such conduct that materially or substantially interferes or disrupts the school's mission or any activities is prohibited and will not be tolerated.

#### **DEFINITION:**

Cyber-bullying includes, but is not limited to, the following actions: harassing, teasing, defaming, intimidating, threatening, stalking or terrorizing another person by sending or posting through the internet or other electronic devices inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including "blogs" or other use of technology.

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

Students who believe they have been victims of cyber-bullying should report their concerns to a teacher or the building principal. Any staff member who believes they have been a victim or learns of an occurrence of cyber-bullying and/or internet threats shall report the same to the building principal. Students or staff who believe they have been victims of cyber-bullying are encouraged to print the relevant material and provide copies to the building principal. The administration will promptly investigate reports of cyber-bullying and take the necessary action, including reporting to local law enforcement if necessary.

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

- a. Violate any school district rules or regulations or laws;
- b. Contains threats of violence against staff members or students;
- c. Threatens vandalism to school property;
- d. Suggests or advocates physical harm to staff members or students;
- e. Threatens to create or creates a disruption to the school's educational mission, purpose and objectives; or
- f. Interrupts or severely impedes (or threatens to interrupt or impede) the day-to-day operations of the school.

A student whose behavior is found to be in violation of this policy will be subject to discipline, up to and

including suspension. Any staff member whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal.

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

## Data Management

EH

Adopted 9/19/2006

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

1. All requests for public information are to be forwarded to the Superintendent immediately upon receipt. The Superintendent shall thereupon make a determination as to whether or not the information requested is public in nature. If public, the Superintendent shall provide the information in a timely manner which does not disrupt the operation of the schools.
2. In accordance with RSA 91-A:4, if the Superintendent finds the information to be public in nature, he or she shall direct that it be reproduced on the premises. The party requesting the information is to be charged the cost of reproduction and any other expenses entailed in locating and retrieving the information. If the information is in active use or otherwise unavailable, the party requesting the information will be notified immediately upon it becoming available.
3. If the Superintendent finds the information not to be public in nature, he or she shall so inform the requesting party and shall for no reason release such information.
4. If the Superintendent is unable to ascertain whether or not the information requested is public in nature, he or she is hereby authorized to request, on behalf of the Board, an opinion from the Board's attorney as to the nature of the information. Such opinion requests will be made within ten (10) days of the original request for the information. The Superintendent shall notify the person requesting such information that an opinion is to be requested of the attorney and shall notify such person immediately upon receipt of an answer from the attorney.

### **Legal Reference:**

*RSA 91-A:4, Minutes and Records Available for Public Inspection*

*NH Code of Administrative Rules - Section Ed. 306.04(a)(4), Records Retention*

See also EHB

## Records Retention

EHB

Adopted 9/19/2006

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

### **Legal References:**

*RSA 91-A, Right to Know Law*

*RSA 189:29-a, Records Retention and Disposition*

*NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*

*NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*

*20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*

*Appendix EHB-R, Records Retention Schedule*