



Technology Plan

Approved by Technology Committee

October 31, 2014

Adopted by BOE

Adopted by KSDE

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I. Committee Membership/Stakeholder Representation

This section identifies the membership of your Technology Plan Committee. Membership should include representatives from all constituencies: Students, teachers, administrators, parents, educational institutions, and the community.

Awareness

A list of contributors is provided but does not describe the constituencies they represent. Equitable representation is not apparent due to the lack of detail.

Emerging

A list of contributors is provided with the constituencies they represent. Representation is not provided across all constituencies

Leadership

A comprehensive list of contributors is provided with the constituencies they represent. Representation is provided across all constituencies.

List the members of your committee, their title, and identify the constituency each member represents:

Nancy Crowell	Superintendent
Rex Richardson	High School Principal/Alternative School Principal
Diane Finn	Middle School Principal
Lynn Thrall	Elementary School Principal
Jerald Rash	Virtual Ed School Principal
Boyd Shaw	Board of Education
Terry Wynn	Technology Director-Classified
Lorna Herrman	Classified
Mike Wieggers	Community
Cindy McCabe	Parent
Terri Houtz	High School Teacher
Diane Brown	Middle School Teacher
Tracy Flanagan	Elementary School Teacher
Corinna Finn	Alternative School Teacher
Kenzie Jones	Elkhart High School Student
Cambry Cline	Elkhart Middle School Student

II. Mission and Vision

TECHNOLOGY - “A KEY TO EVERY CHILD LEARNING.”

Philosophy

Through the integration of emerging technology, we will provide our teachers and our students with the best possible tools to teach and learn, promoting every student’s lifelong progress. We will provide an atmosphere of learning which will be meaningful & exciting for all students.

OBJECTIVES FOR USD 218

- Develop a plan and reevaluate it each year.
- Train all staff in the use of information technologies.
- Develop the position of a tech coordinator & employ someone to assume that position.
- Enhance teaching and learning through the integration of technologies into the curriculum.
- Teach keyboarding, data base, spreadsheets and word processing.
- Select and update appropriate software.
- Provide students and staff access to information networks.
- Telecommunications between administrative offices, libraries, counselors’ offices, teachers’ classrooms, computer labs and community.
- Develop partnerships with business organizations and civic groups.
- Develop an integrated technology core curriculum.
- Develop an integrated vocational curriculum.
- Develop an efficient maintenance program for all technology.

III. Instructional Technology Mission

USD 218 continually strives to provide a technology rich learning environment for staff and students through an integrated standards based curriculum and access to the latest technological advancements. By working together, students, faculty, and community create an atmosphere of learning that provides opportunities to learn to work together, improve problem solving skills, increase technology competencies, learn to make responsible and ethical decisions, and adapt to an ever-changing society. The result is an increase in leadership, communication, and achievement.

IV. District Summary of Progress

Members of the technology program at USD 218 attend teacher in-services and training workshops in order to stay up to date with all of the latest technology. USD 218 purchases the newest technology so as to enhance the learning possibilities of its students and faculty members. Our district administers surveys to students, faculty, personnel, and community members. This is done to get an understanding of everyone's feelings toward the technology throughout USD 218 and to find out what people consider to be our strengths and weaknesses in our technology department. The technology committee of USD 218 gathers numerous times throughout the year in order to discuss and review the policies and procedures of the current technology plan.

V. Technology Needs Assessment

The following resources were utilized to determine technology priorities within the district:

1. Periodic, impromptu administration, teacher, and student interviews and discussions.
2. Surveys – administered throughout the year
 - a) Parent/Community
 - b) Administration/Faculty
 - c) Student
3. End-of-the-year technology inventory
4. Vocational requirements
5. Seward County Community College and Garden City Community College discussions
6. District Technology Committee meetings
7. Revenue sources from local, state, and federal funds and grants
8. Input from business and community members in collaboration meetings

Below is a description of each of the resources and how they were utilized:

1. **Periodic, impromptu administration, teacher, and student interviews and discussions:** On an ongoing basis, technology committee members host discussions with various school populations to determine technology needs, including hardware, software, staff development, and technology integration.
2. **Surveys** are administered to parents, community members, administration, faculty, and students. Community and parent surveys assess the technology skill and comfort level of adults. These surveys provide the committee with data on the connectivity level of student homes. Surveys given to administration and faculty members assess technology skill levels, usage and integration across the curriculum as well as instructional delivery methods. Staff members are also asked to create their dream technology wish list. Student surveys will assess technology skill levels, the impact they feel technology has on their learning, how they would like to see teachers incorporate technology, and what technology they would like to access. Data compiled from all surveys allows the committee to determine needs and prioritize future technology acquisition, staff development, and learning opportunities for students and community members.

3. **End-of-year technology inventory:** The district technician completes an end-of-year inventory to account for all technology in the district. This inventory is analyzed to determine what equipment needs to be replaced, moved, repaired or added to meet the educational needs of the district.
4. **Vocational requirements:** Vocational courses offered are analyzed for technology needs to ensure proper support of the established student competencies.
5. **Seward County Community College and Garden City Community College discussions:** Each fall SCCC & GCCC meets with adjunct teachers to discuss course objectives, curriculum and learning strategies. An articulation agreement between the district and SCCC and GCCC allows students to take concurrent courses for credit. Hardware and software needs for each course are addressed at this time.
6. **District Technology Committee meetings:** The District Technology Committee meets regularly throughout the school year to monitor progress toward meeting the goals of the district technology plan. Major duties of the committee include the sharing of information, ideas and requests from constituent groups, the evaluation of current methods and practices, the recommendation of new technologies, resources, and strategies gleaned from current research, and the proposal of purchases and adoptions of technologies to the Superintendent and Board of Education.
7. **Revenue sources from local, state, and federal funds and grants:** Possible resources of revenue for technology include the district general fund, the local option budget, and federal funds and grants.
8. **Input from business and community members in collaboration meetings:** Discussions are held to determine ways that the groups can assist each other in meeting their individual goals. Education leaders learn what skills are needed to be successful in the workforce. Also, they discover what services the school can provide to meet the needs of the community and surrounding businesses. In turn, community and business leaders are offered opportunities to enhance and aid in the educational arena.

Data collected from the surveys and school improvement plan needs drive planning for technology acquisitions. After reviewing survey results and the school improvement plan, the technician and the technology committee work together to make recommendations to the district administration. The administration uses the survey results and the technician/committee recommendations to make proposals to the Board of Education. During the school year, the technician takes care of the needs that often arise. He/she discusses the needs with the administrative council and appropriate action is taken.

VI. District Technology Infrastructure Goals & Objectives

It is the goal of the technology committee that teachers have access to resources needed to integrate technology into instructional delivery across the curriculum. Another goal of the committee is to provide students with learning opportunities that include meaningful technology experiences across the curriculum. Involving the community in the school will also increase learning opportunities for students. To these ends, the district focuses on providing the hardware and software necessary to support the curricular goals. The E-rate funds are used to supply the district with Internet service, web hosting (SOCS), as well as the firewall that is in place. The funds are used as well to fund the telephone service in the district.

The following is a list of current hardware, software and peripherals within the district:

HARDWARE & PERIPHERALS

Elkhart Elementary School

Computer Lab – The current lab consists of 25 PC platform computers.

Plasma TV/Apple TV- These sets are mobile and can be moved based upon teacher need.

Classroom Performance System (CPS) units – Four sets of software and student handheld remotes

Classroom Computers – There are four mobile lab units with 20 computers on each. The Title I has two carts: One with Ten and One with Fifteen.

Library - Two computers and a printer are available for teacher use. There is one portable cart with twenty computers, one printer, and a cart of 30 iPads that are available for student use. One PC server, workstation, barcode reader, and printer are available for media specialist use.

Teacher Computers – All teachers (18) currently have an Apple iMac on their desktop.

Office – Administration has three Apple computers, a laptop, and three printers. There are also two 2-way radios, one fax, and two label writers. There is an iPad for administrative use.

Printers – Ten printers are available for teacher use. They are located in central locations for easy access for all.

Digital photography equipment, including still and video cameras – Seven cameras are available for teacher and student use.

TV/DVD/VCR – Eight TV's, eight VCR's, and four DVD's are on carts for use in the classroom. There is a cart with a 50" plasma TV with a blue ray and internet access.

Scanner – Two scanners are accessible to all teachers for use in instructional activities.

Fax – a fax machine is offered for teacher use.

Copy machine – Two copy machines are available for use.

One Video Camera and Surveillance Monitors

Elkhart Middle School

Computer Labs – Two computer labs containing a total of forty computers are available for student use, both consisting of Mac platform computers. Two 32" TV's with S video hooked to presentation computer in each lab.

Whiteboard technology – Two sets, including a Whiteboard, computer, projector, five digital cameras, three video cameras, and wireless mouse are available for teacher use in the classroom. These sets are mobile and can be moved based upon teacher need.

Plasma TV/Apple TV- These sets are mobile and can be moved based upon teacher need.

Classroom Performance System (CPS) units – Two sets of software and student handheld remotes

Mobile Computer Lab – There are nine mobile labs consisting of twenty Mac computers. Each lab also consists of a laser printer. A wireless access point (airport) is available for use in individual classrooms.

Library – Five computers and a printer are available for teacher use. One PC server, workstation, barcode reader, and printer are available for media specialist use as well as a 60" LED TV with Blu-Ray and Apple TV.

Teacher Computers – All teachers (13) currently have an Apple iMac on their desktop.

Office – Administration has two Apple computers, a laptop, and three printers. There are also two 2-ways radios, one cell phone, and one iPad.

Printers – Three printers are available for teacher use. They are located in central locations for easy access for all. There are ten available for student use.

Digital photography equipment, including still and video cameras -- Five cameras are available for teacher and student use. There are three video cameras that are housed in the library for teacher and student use.

Presentation equipment – Five projectors

TV/DVD/VCR – Nine TVs in the classroom on the wall and 8 VCRs in classroom on the wall. There are 6 portable TVs, 4 portable VCRs, and 8 portable DVDs. There is a cart with a 50” plasma TV with a blue ray and Internet access.

Fax – a fax machine is offered for teacher use.

Copy machine – Four copy machines are available for use. Three are for teachers only.

One Video Camera and Surveillance Monitors

Elkhart High School

Computer Labs – Two computer labs containing a total of forty computers and four printers are available for student use, both consisting of PC platform computers.

Art Lab - Three Apple iMacs and one laser color printer for student use.

Video Production Lab - One MacPro, and three iMacs and one laser printer.

Yearbook Lab - Eight Apple iMacs, one scanner, and one printer for student use.

Counselor’s Office - Seven Apple iMacs and two printers for use. There is also one scanner available for counselor use.

Whiteboard technology - Three sets, including a Whiteboard, computer, projector and wireless mouse are available for teacher use in the classroom. These sets are mobile and can be moved based upon teacher need.

Plasma TV/Apple TV- These sets are mobile and can be moved based upon teacher need.

Classroom Performance System (CPS) units - There are two sets of software and student handheld remotes.

Mobile Computer Lab - Three mobile labs of 20 Mac Book Pro laptops, a laser printer, and a wireless access point (airport) is available for use in individual classrooms. There is also one mobile lab of 10 iMac Books laptops in the ESL room.

Library – Twelve Apple iMac computers and three printers are available for student and class use. One PC server, workstation, barcode reader, and printer are available for administrative use. There are four carts with a 50” plasma TV with a blu-ray player and Internet access, as well as a 55” LED TV with blu-ray player and Apple TV. 25 iPads on a cart with a printer.

Teacher Computers – All teachers (20) currently have an Apple iMac on their desktop.

Office – Administration has four computers, a color laser printer, two black and white printers. There are seven 2-way radios, one base radio, one digital camera, and one administrative cell phone as well. There is also a laptop and iPad for administrative use.

Printers – Two printers are available for teacher use. They are located in central locations for easy access for all.

Digital photography equipment, including still and video cameras – One VHS camera used in the music department as well as 2 digital cameras used in that department. The art department has one digital camera. The journalism department has two digital cameras. The computer/video production classrooms have two video cameras, three flip video cameras, and two digital cameras.

Presentation screen – There is one small portable screen for presentations in classrooms, one larger screen for presentations in the auditorium, and one portable large screen.

TV/DVD/VCR – The library has 4 TVs for teacher and student use as well as 8 DVD/VCR combos, 18 VCRs, 2 DVD players, and 1 Blue Ray. There are six classrooms with 50” plasma TV with Blu-Ray and Apple TV.

Scanner – Two scanners are accessible by all teachers for use in instructional activities.

Fax – One fax machine is offered for use in classroom activities.

Copy machine – Three copy machines are available for use but only one for student use.

Three Video Camera and Surveillance Monitors

Point Rock Alternative

Mobile Computer Lab – Mobile lab of 10 Mac Book Pro laptops on hand for student use as well as 10 iPads on a cart for use.

Teacher computers – iMac and four laptops

Printer – One printer is available for use by students and two for teachers.

Copy machine – One copy machine is available for use.

Radios-One 2-way radio

One a-phone

One Video Camera and Surveillance Monitors

District Office

Six iMac computers

Two laser black/white printers, two color laser printers, one thermal ID badge printer, HP Laser Jet 1102, and Canon travel printer.

One copy machine

Four label writers

One postage meter

Three laptops

One 2-way radio and one base radio

One emergency scanner

2 TV's

One fax machine

One digital camera

One weather radio

One Mac Pro

Two iPads for Administrative use

One door system with three monitors

Three a-phones

Biometric Time Clock System with 10 biometric scanner located within the District.

Technology Department

Various spare hardware parts are kept in inventory for emergency needs

NETWORK

Our district consists of three separate physical buildings – elementary, middle and high schools.

All buildings are connected to one another on a WAN (Wide Area Network) and to the Internet with single-mode fiber optic cable.

District is dual platform so students are exposed to both Mac and PC formats.

Deep Freeze is used to protect all PC computers.

SonicWall Pro Firewall is installed to protect the Local Area Network (LAN) and to filter Internet content.

Access to the Internet through fiber at 30.0 MB connection

Thirty-two Cisco switches keep the network connected.

Five servers host our programs, software, and websites.

Hot spots are available across each campus through eighteen wireless access points (airports).

Maintenance and Transportation

One PC computer, one iMac computer, two printers, one laptop, and one iPad

Twelve 2-way radios

One emergency scanner

32" LED with a DVD player

Handheld Diagnostic Computer

Auditorium

Sound System

Rack Equipment

Main Speaker System

Delay Fill Speaker

Stage Monitor System

Stage Wiring

Booth Equipment

Playback/Recording Equipment

Wireless/Wired Microphone System

Projection System

Apple TV

Wireless Hot Spot

Sporting Events

Three PA systems

Two wireless microphones

Rack Equipment

Main Speaker System

Playback Equipment

60" Plasma TV with a camera system

Two digital cameras

One DVD burner

SOFTWARE

Elkhart Elementary School, Elkhart Middle School and Elkhart High School

Operating Systems – All computers are equipped with the latest version of necessary operating system that is supported by that computer.

Integrated Software – Microsoft office is used by Mac and PC platforms throughout the district as well as the software iWork.

Student Management System –PowerSchool and PowerTeacher are used to manage all student data, including demographic information, attendance and grades.

Communication Software – The First Class email system is used by all district employees to facilitate communication and to transfer files. Outlook and Gmail are also used by the district employees to receive communications from other areas. EHS students access email via Gmail through web browser.

Library Management System –Spectrum

Educational Software – Various software programs are purchased and used by teachers across the curriculum to support the goals of the building school improvement plan and to meet curricular standards. The software e2020 is used in the high school and PRA.

Point Rock Alternative

Operating Systems – All computers are equipped with the latest version of necessary operating system that is supported by that computer..

Integrated Software – Microsoft Office is used by students and teachers.

Educational Software – Various software programs are purchased and used by teachers across the curriculum to support the goals of the building school improvement plan and to meet curricular standards. Students use e2020.

District Office

Alpha Net Version 3 (community sign)

Hub Manager Professional Version 8.0 for USD 218 door access

Asure ID 2009

Quicken 1.74

District-Wide Software

MAPP accounting software

Renaissance Place
Star Reading
Star Math
Accelerated Reader

Skills Tutor

Norton Antivirus

Power School and PowerTeacher

Read 180

MAP Testing

SOCS

Compass

ASURE Biometric

Student Management System –PowerSchool, and PowerTeacher is used to manage all student data, including demographic information, attendance and grades.

Communication Software – First Class email system is used by all district employees to facilitate communication and the transfer of files. Outlook Express is also used to send and receive communications from other areas.

VII. Curriculum Integration

A1 Technology Use Goals and Objectives

Goal 1:

USD 218 will use technology to support the goals of the School Improvement Plan as well as to enhance the instructional delivery of state curricular standards.

Objective 1.1

All students will improve reading comprehension skills.

Tools: the guided reading programs, STAR, Accelerated Reader, leveled reading books, animated literacy, Cooperative Learning, web authoring software, Skills Tutor, Compass, Study Island 3rd-8th, Cete, and other online resources.

Evaluation: MAP, Kansas State reading assessment, STAR, AR reading scores, guided reading tests, diagnostic reading tests

Objective 1.2

All students will improve in problem solving skills.

Tools: thinking maps, Cooperative Learning, Compass, online and software testing programs

Evaluation: MAP, Kansas State math assessment, STAR, teacher created tests

Objective 1.3

All students will increase technology skills.

Tools: wireless mobile laptop labs, Whiteboard units, Classroom Performance Systems (CPS), computers in the classroom, dedicated computer labs, computers in the library, integration of technology into all curricular areas, established technology curriculum standards, internet access, cable access, televisions, DVD players and VCR's, fax machines, digital cameras and video, on the job technology training with school technicians

Evaluation: yearly surveys, teacher created assessments, cross-curricular projects and assignments, teacher evaluations

Goal 2:

Every educator will have the training, resources and support necessary to implement and integrate technology across the curriculum.

Objective 2.1:

All staff will integrate technology across the curriculum.

Tools: workshops, teacher academy trainings, technology committee, in-house training

Evaluation: student, parent, staff and community surveys, PDC paperwork, lesson plans, evidence of technology use for instructional gain (artifacts), administrative observations

Objective 2.2:

All staff will expand knowledge of how to use technology to support the goals of the school improvement plan as outlined in the results based staff development plan.

Tools: workshops, in-service, teacher academies, access to technology support, online resources

Evaluation: staff surveys, PDC paperwork, lesson plans, administrative observations

Objective 2.3:

All district staff will have access to technology support.

Tools: vendor support, district technician and assistants, peer support and collaboration

Evaluation: survey, technology budget and report, technology team, technology troubleshooting/repair request sheets

Objective 2.4

The school district will provide time and support to develop technology skills which will enhance student learning.

Tools: early release staff development time, district technician and assistants, peer support and collaboration.

Evaluation: surveys, early release agenda, technology budgets, minutes from technology meetings.

Goal 3:

The school district will use technology to increase communication and community involvement to ensure that district goals and needs are attained.

Objective 3.1:

The school district will provide access to resources and learning opportunities for the community.

Tools: SCCC college courses, Emerging Technologies, Powerschool, school web pages, local school channel 12

Evaluation: community surveys, course syllabi, numbers of projects completed from community members and businesses, hits on web page, logins to Powerschool

Objective 3.2

The school district will promote community involvement in school through the use of technology and education.

Tools: school web page, newspaper articles, local school channel 12, and presentations to community organizations, advisory councils, community information electronic sign, and local TV school channel.

Evaluation: surveys, enrollment figures, anecdotal feedback, minutes from advisory council meetings, hits on web page

Goal 4:

The district will provide modern tools and resources for staff and students.

Objective 4.1:

The district will continually assess needs and purchase technology hardware, software, networking and all other needs.

Tools: wish list, surveys, inventory, district budget, recommendations from technology committee, technician, administration, district technology plan and available grant monies.

Evaluation: survey, annual evaluation of technology plan and budget, board of education minutes, technology committee minutes

A2 Technology Use Assessments

Baseline data has been established, and attainment of the technology goals and objectives is assessed and monitored on a yearly basis. Qualitative and quantitative data from the assessment is used to drive decision-making regarding technology integration into the curriculum.

By using several different evaluations and assessments, the district collects both qualitative and quantitative data. Quantitative data is collected from local and state assessments. Qualitative data is collected from surveys.

Various local and state assessments are used to measure student improvement. Results are then used to drive decisions made about technology. In all goal areas of the School Improvement Plan, technology is used as a support tool. As a result, it can be assumed that improvement in each goal area is at least somewhat attributable to the use of technology.

Student, community, and staff surveys are revised and administered annually. Baseline data has been established and yearly results are then used to make decisions about integrating technology into the curriculum, technology purchases, and staff development programs.

Goal 1

Objective 1.1

There are many resources available in USD 218 to evaluate student performance in reading. The following items measure reading comprehension: the MAP, Accelerated Reading, guided reading tests, and the state reading assessment. The STAR test is a vocabulary test that helps determine a student's starting point in the guided reading program. Other resources that are available are the Study Island, Cete, Compass and the formative test builders.

Objective 1.2

The MAP, the Kansas math assessment and teacher created tests all measure student mastery on problem solving skills. Study Island and Cete formative programs are used for mathematical problem solving skills.

Objective 1.3

Technology skills will be assessed by yearly surveys, given to students, staff and community. Teacher created assessments, cross-curricular projects and assignments determine a student's proficiency in the use of technology. Teacher observation will also play a part in assessing student technology skills.

Goal 2

Objective 2.1

Integration of technology will be assessed by annual surveys by students, staff and community. The paperwork submitted to the professional development committee will measure the level of application and impact of technology use by teachers in the classroom. Lesson plans and administrative observation will also provide evidence of integration.

Objective 2.2

The technological support of the School Improvement Plan will be measured by staff surveys, PDC paperwork, lesson plans and administrative observations.

Objective 2.3

Access to technological support will be measured by staff survey and the number of assistance/repair requests submitted to the district technician. The technology budget also shows evidence of access.

Objective 2.4

Time and support to develop technology skills are measured in the following ways. Yearly surveys are administered to staff and students. Early release agendas and sign-in sheets document what is offered and who attended. The committee minutes document discussion of technology needs, issues and purchases. The budget allows for purchases of needed technologies.

Goal 3

Objective 3.1

The surveys completed by community members provide information as to the learning interests and helps to plan future learning events. Course syllabi give detailed information on what is taught. By looking at the hits on the district web page and logins to Power School, the committee knows if the information is being accessed.

Objective 3.2

The promotion of community involvement in school through the use of technology will be assessed in the following ways. Surveys and enrollment figures measure the level of satisfaction within the community. Anecdotal feedback gives specific information in many areas. Minutes from advisory council meetings document feedback from many different parts of the community. Hits on the web page counts how many people access district information.

Goal 4

Objective 4.1

Providing modern tools and resources for staff and students will be assessed by means of annual surveys. An annual evaluation of the technology plan will be conducted by the technology committee and noted in the committee minutes. Changes will be approved by the Board of Education and noted in the minutes.

B1 Curriculum Integration and Enhancement

Alignment to the vision -- curricular integration and enhancement

Technology is a vital part of the School Improvement Plan. Learning opportunities for teachers are provided through scheduled in-services. Technology is integrated into learning activities. The technology committee consists of teachers from all levels, the USD 218 Board of Education, district lead technician, administrators, business community leaders, parents and students. The committee will train and support all teachers with integrating technology into the curriculum. They will also make certain the school improvement process goals will be addressed. The technology committee will stay abreast of current research and share new ways to integrate technology to further student performance.

The district technology curriculum is based on the ISTE standards. Following the technology curriculum ensures that students master the necessary skills.

The professional development committee meets monthly. Staff development needs in the area of technology are discussed when needed. The professional development committee and the technology committee collaborate to find learning opportunities in the area of technology integration. Technology learning opportunities are offered through in-services.

Software purchases support the local standards based curriculum and the School Improvement Plan. This will help to strengthen student academic mastery. The technology committee and the technician will be available to assist teachers with integration and curriculum alignment. It is expected that all instructors will continue to advance in the integration of technology into their instruction.

B2 Curriculum Integration Assessments

Baseline data has been established and regular, ongoing assessment provides quantitative and qualitative data to drive curricular decision-making.

USD 218's technology curriculum is aligned with the ISTE standards. Goal 1 objectives directly support the School Improvement Plan. The Goal 1 evaluations will assess the level of curriculum integration. It is implied that academic growth witnessed in areas addressed by the School Improvement Plan is partly due to integration of technology. Baseline data is established in all areas and is recorded within the School Improvement Plan.

Surveys administered each year measure the level of integration of technology across the curriculum. Support is in place to aide teachers in reaching the innovator/leadership level.

VIII. Technology Professional Development

A. Professional Development-Teachers and Administrators

Technology professional development is articulated in an action plan including multiple strategies and resources and supports building level research based professional development plans and student learning objectives and outcomes. Technology professional development is ongoing and leads to student learning activities in the classrooms.

The professional development committee and the technology committee along with the district lead technician work together to plan staff development activities. These staff development activities support the goals of the professional development plan and supports the School Improvement Plan.

Teachers can earn PDC points for attending and integrating what they have learned at professional development learning opportunities. Taking what the teachers have learned, applying it to instruction, and evaluating the impact on the student learning process can earn additional points.

Plan of Action

The results based staff development plan is used for NCA/QPA School Improvement. The timeline guides staff toward a successful progression through the following levels:

- Knowledge
- Model/demonstration
- Low risk practice with feedback
- On the job practice with feedback
- Follow up
- Long-term maintenance

Staff Development Outcome

All teachers will integrate technology into curriculum based instruction. As a result, the goals of the School Improvement Plan will be realized.

Evaluation

PDC paperwork, state assessment results, MAP results, teacher created test results, administrative observations

B. Technology Professional Development Assessment

Technology professional development clearly brings staff forward in a measurable way. A variety of appropriate assessments are implemented and used to monitor this progress on a regular basis. Qualitative and quantitative data from the assessments are used to drive decision-making regarding professional development.

The technology professional development will be assessed by the following means:

- **Yearly professional development survey**
The staff development survey will help determine what teachers already know and what areas need to be addressed. Goal: to meet all teachers' professional development needs
- **Annual technology survey**
The technology survey will measure teacher skill level and the use and integration of technology. Goal: to provide resources needed to enhance teacher skill and increase integration of technology into classroom instruction.
- **Local workshop/in-service evaluations**
Evaluations will be distributed at the closing of trainings. Goal: Tailor workshops and in-services to better meet teacher needs.
- **Wish Lists**
Principals request wish list from all teachers and staff to determine the needs for hardware, software and professional development. Goal: to be able to meet as many of the reasonable requests as possible.

IX. District Technology Plan Budget

Enter the projected budget amounts for the three years that your plan covers.

School Year: 2015-2016

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Sources with amount per Sources</u>
Professional Development	\$ 300	Rural Education Achievement Program
Telecommunications and Internet Access	\$ 36,234	LOB
Materials and Supplies (i.e. Software)	\$ 23,927	LOB \$1148 General
Equipment (i.e. Hardware)	\$100,000	CO
Maintenance and Support	\$ 20,880	LOB \$4500 General
Other	\$106,000	General
Total	\$287,041	

School Year: 2016-2017

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Sources with amount per Sources</u>
Professional Development	\$ 300	Rural Education Achievement Program
Telecommunications and Internet Access	\$ 36,234	LOB
Materials and Supplies (i.e. Software)	\$ 23,927	LOB \$1148 General
Equipment (i.e. Hardware)	\$100,000	CO
Maintenance and Support	\$ 20,880	LOB \$4500 General
Other	\$106,000	General
Total	\$287,041	

School Year: 2017-2018

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Sources with amount per Sources</u>
Professional Development	\$ 300	Rural Education Achievement Program
Telecommunications and Internet Access	\$ 36,234	LOB
Materials and Supplies (i.e. Software)	\$ 23,927	LOB \$1148 General
Equipment (i.e. Hardware)	\$100,000	CO
Maintenance and Support	\$ 20,880	LOB \$4500 General
Other	\$106,000	General
Total	\$287,041	

Board Approved District Policies

A. USD 218 Students and Guest Technology Use Handbook

New technology is always on the horizon. An attempt to identify all technologies and list possible misuses of them is impossible. Therefore, throughout this technology handbook, the term “technology” will be used to reference all existing and new devices or systems that are now used or that will be invented in the future. Such technologies now include computers, handheld devices, cell phones, iPads, and digital cameras. What is to come is unknown. The policies and procedures in this handbook apply to any form of technology whether it is specifically mentioned or not.

As part of their academic work for specific classes, or for general interest research, students may have access to internal and external computer networks. The external computer network is often called the “Internet.” While reasonable efforts will be made to provide supervision when students are using computer networks, neither school staff, nor the district can guarantee the accuracy or appropriateness of information which may be accessed by students. Parents who are concerned about this situation should discuss the issues with teacher or the principal/designee.

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students, who violate these rules or any other classroom rules relating to computer use, are subject to disciplinary action.

Computer materials or devices created as part of any assigned district responsibility or classroom activity undertaken on school time shall be the property of the board. The board’s rules governing ownership of employee or student-produced computer materials are on file with the clerk and are available upon request.

Students shall not install software on district computers or computer systems.

Children’s Internet Protection Act– The district shall implement the Children’s Internet Protection Act (CIPA). The superintendent shall develop a plan to implement the Children’s Internet Protection Act. This plan shall be on file with the board clerk and in each school office with Internet

access, and copies shall be available. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

B. DISCIPLINARY ACTION RELATED TO MISUSE OF TECHNOLOGY

Student failure to abide by the Acceptable Use Policy may result in disciplinary action following disciplinary procedures established in the district with the following qualifications:

1. Student misuse of the system is defined in the Acceptable Use Policy. The definitions therein are not exclusive. If a student is clever enough to invent a new way of misusing technology, and it is reasonable that the student would know what he/she is doing is improper, the student may nonetheless be disciplined.
2. Student use of the district's technology is a privilege granted to students by the district, not a legal right. Since it is a privilege, the district may restrict any student's use of technology or the net system if the student abuses that privilege.

Disciplinary Action

The following are levels of discipline that will be enforced by teachers and the administration. Any level of discipline may be selected, depending on the individual situation and the severity of the violation.

Level 1 – In situations where the student is suspected to have misused the system, the instructor shall discuss the matter with the student, informing the student of what the student is suspected to have done, hear the student's side of the story, and institute action deemed appropriate by the teacher. Parents will be notified.

Level 2 – In situations where there have been repeated infractions or where the student has engaged in extreme misuse of the system, which may or may not directly result in suspension or expulsion, the principal may revoke technology privileges for a period of time appropriate for the situation.

Level 3 – In extreme situations, which may or may not directly result in suspension or expulsion, the Superintendent or designee may take school disciplinary action(s) and/or appropriate legal action(s). Access privileges may be revoked.

Suspension or Expulsion: If the student has violated the Acceptable Use Agreement in a way that leads to suspension or expulsion, discipline shall be administered, appealed, and controlled by the Board Policy on discipline [JDD]. In all other situations, the above procedures apply.

Appeals: Except in situations where the discipline administered was suspension or expulsion, students or parents may appeal any decision at the district level of appeal under this regulation by using the district's Uniform Complaint Procedures, [JCE]. Where the student is suspended or expelled, appeal procedures based on the district guidelines [JDD] will apply.

C. "NETIQUETTE" ON THE INTERNET

All users of the USD 218 technology and networks are expected to abide by the generally accepted rules of network etiquette (netiquette). Informal rules of behavior have evolved for the use of and communication on the Internet and other on-line services. These rules of behavior include, but are not limited to, the following:

1. Be polite. Do not write or send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarity, or any inappropriate language.
3. Do not reveal your personal address or phone numbers or those of others.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. All communications and information accessible via the network should be assumed to be private property which is subject to copyright laws.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Do not use the network in such a way that would disrupt the use of the network by other users (i.e., downloading very large files during prime time, sending mass e-mail messages).
9. Adult patrons, visitors, or other guests allowed network access are serving as ambassadors and representatives of the district. Conduct and message content on the network should positively reflect on the district's reputation.

D. POLICY FOR ACCEPTABLE USE OF TECHNOLOGY AND NETWORKS

The following policy for acceptable use of technology and networks (including e-mail, all software, video and digital equipment, and the Internet) shall apply to all district administrators, faculty, staff, and students.

1. The user shall not erase, change, rename, or make unusable anyone's computer files, programs, or disks (except for authorized staff members).
2. The user shall not let other persons use his/her name, log-in, password, or files for any reason (except for authorized staff members).
3. The user shall not use or try to discover another's password or in any way access another person's e-mail or other files (except for authorized staff members).
4. The user shall not change any file that does not belong to the user.
5. The user shall not falsify his identity to others.
6. The user shall not use district school technology or networks for any non-instructional or non-administrative purpose (i.e., games or activities for personal use).
7. The user shall not use technology for unlawful purposes, such as illegal copying or installation of software.
8. The user shall not copy, change, or transfer any software or documentation provided by district schools, teachers, or other students without permission.
9. The user shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, Trojan Horse, or similar name.
10. The user shall not deliberately use technology to annoy or harass others with language, images, innuendoes, or threats. The user shall not deliberately access, send or create any obscene or objectionable information, language, or images.
11. The user shall not intentionally damage the technology, the network system, damage information belonging to others, misuse system resources, or allow others to misuse system software.
12. The user shall not tamper with computers, networks, printers, or other associated equipment, except as directed by the teacher.
13. The user shall not circumvent security measures on school or remote computers or networks.
14. The user desiring to take home technology equipment (digital and/or video cameras) must first have the instructor's permission. The cameras shall be used in the same manner as if it were at school. Technology equipment (cameras) will only be checked out at the end of the school day and must be returned before school begins the next morning.
15. All information on any school or district network is considered property of USD 218 unless specified by law, students and staff shall have no expectation of privacy for any information created, stored, or used on any district computer system.
16. The user shall not use the technology or network in ways that violate federal, state, or local statutes.

17. While resources should be consulted for various assignments, words or ideas cannot be copied directly and they should be properly cited, with credit given to the original authors. Images taken from another source must also be cited properly. High school students will submit their written work to "Turn It In" for Plagiarism.

E. KANSAS COMPUTER CRIME LAW

Statute 21-3755: Computer crime; computer password disclosure; computer trespass.

(a) As used in this section:

- (1) "Access" means to instruct, communicate with, store data in, retrieve data from or otherwise make use of any resources of a computer, computer system or computer network.
- (2) "Computer" means an electronic device which performs work using programmed instruction and which has one or more of the capabilities of storage, logic, arithmetic or communication and includes all input, output, processing, storage, software or communication facilities which are connected or related to such a device in a system or network.
- (3) "Computer network" means the interconnection of communication lines, including microwave or other means of electronic communication, with a computer through remote terminals, or a complex consisting of two or more interconnected computers.
- (4) "Computer program" means a series of instructions or statements in a form acceptable to a computer which permits the functioning of a computer system in a manner designed to provide appropriate products from such computer system.
- (5) "Computer software" means computer programs, procedures and associated documentation concerned with the operation of a computer system.
- (6) "Computer system" means a set of related computer equipment or devices and computer software which may be connected or unconnected.
- (7) "Financial instrument" means any check, draft, money order, certificate of deposit, letter of credit, bill of exchange, credit card, debit card or marketable security.
- (8) "Property" includes, but is not limited to, financial instruments, information, electronically produced or stored data, supporting documentation and computer software in either machine or human readable form.
- (9) "Services" includes, but is not limited to, computer time, data processing and storage functions and other uses of a computer, computer system or computer network to perform useful work.
- (10) "Supporting documentation" includes, but is not limited to, all documentation used in the construction, classification, implementation, or modification of computer software, computer programs or data.

(b) (1) Computer crime is:

- (A) Intentionally and without authorization accessing and damaging, modifying, altering, destroying, copying, disclosing or taking possession of a computer, computer system, computer network or any other property;

- (B) Using a computer, computer system, computer network or any other property for the purpose of devising or executing a scheme or artifice with the intent to defraud or for the purpose of obtaining money, property, services or any other thing of value by means of false or fraudulent pretense or representation; or
- (C) Intentionally exceeding the limits of authorization and damaging, modifying, altering, destroying, copying, disclosing or taking possession of a computer, computer system, computer network or any other property.
 - (2) Computer crime is a severity level 8, nonperson felony.
 - (3) In any prosecution for computer crime, it is a defense that the property or services were appropriated openly and avowedly under a claim of title made in good faith.
- (c) (1) Computer password disclosure is the unauthorized and intentional disclosure of a number, code, password or other means of access to a computer or computer network.
 - (2) Computer password disclosure is a class A nonperson misdemeanor.
- (d) Computer trespass is intentionally, and without authorization accessing or attempting to access any computer, computer system, computer network or computer software, program, documentation, data or property contained in any computer, computer system or computer network. Computer trespass is a class A nonperson misdemeanor.
- (e) This section shall be part of and supplemental to the Kansas criminal code.

History: L. 1985, Ch. 108, § 1; L. 1992, Ch. 298, § 51; L. 1993, Ch. 291, § 93; L. 1994, Ch. 291, § 34; L. 1997, Ch. 66, § 2; July 1.

**F. ACCEPTABLE USE OF TECHNOLOGY AND NETWORKS
STUDENT/PARENT/GUARDIAN AGREEMENT**

In order to make sure that all members of the district community understand and agree to these rules of conduct, the district asks that both student and parent/guardian sign the following:

Acceptable Use of Technology

I agree not to hold USD 218 Public Schools, or any of its employees, or any of the institutions or networks providing access to networks, responsible for the performance of the system or the content or costs of any material accessed through it.

I have read the terms and conditions for Elkhart Schools' technology use and Internet access. I understand that this free access is designed for educational purposes. However, I also recognize that it is impossible to restrict access to all controversial materials, and I will not hold Elkhart Schools responsible for materials acquired or sent via the network.

I agree to abide by the Acceptable Use of Technology policies.

I do NOT agree to abide by the Acceptable Use of Technology policies.
(Failure to agree to this section will result in the student having no access to district technology.)

District Technology Checkout

I sign this form as a condition of checking out technology to take home as needed for academic use. I assume responsibility for any damage to and responsibility for, the repair and/or replacement of the technology while it is in my custody. I assume responsibility for any unauthorized use of the technology while it is in my custody and will supervise its use to see that the technology is used only for academic purposes. I will assume responsibility to pay for any damage, repair, and/or replacement for any damage done to district hardware that may result from my use of the technology. I will assume responsibility to pay for any damage, repair, and/or replacement for any damage done to district software that may result from a virus introduced as a result of my use of the technology. I will not add, remove, or copy any programs, software, or information in a manner that may violate copyright laws. I have reviewed the Kansas law included in the acceptable use policy. Personal devices are not allowed in school unless a school official gives special permission.

I agree to abide by the District Technology Checkout policy.

I do NOT agree to abide by the District Technology Checkout policy.
(Failure to agree to this section will result in the student NOT being allowed to take any form of technology outside of school.)

Release of Material on the Internet

I understand that USD 218 Elkhart School system is using the Internet as a means to communicate with the public and as a means to share student work with a larger audience. I further understand that one or more work products created by my child, i.e., photographs, pictures, images, written works, video tapes, etc. may be used on the district's computer network or networks. Use of any of these images or work products, like other student records, requires the release of the parent or guardian (or student 18 years of age or older) before they can be viewed on a computer network open to the public.

I hereby give my consent to, and authorize publication on the district computer system of any work product as noted above, made by my child, or publication of any school photograph in which my child may appear. I realize any person or persons may view the web site on which my child or my child's work product may appear. By signing this form, I agree to release and forever discharge Elkhart school, its agents, servants and employees, members of the USD 218 School Board and its members, from any and all claims, demands, losses, damages, costs, expenses, and attorney's fees growing out of, caused by, or arising in any manner out of the posting, publication, or use of my child's work product or image on the district's computer system.

I agree to allow the publication of my child's work and/or image on the district computer system.

I do NOT agree to allow the publication of my child's work and/or image on the district computer system.
(Failure to agree to this section will result in the student's work and/or pictures not being published on the district computer system.)

Student Signature: _____

Parent/Guardian Signature: _____ Date: _____

An authorized faculty designee will retain this form on file for duration of applicable computer/network/Internet use.

G. FILTERING SOFTWARE AND HARDWARE

SonicWALL Premium Content Filtering Service

H. USD 218 BULLYING/HARASSMENT PREVENTION PLAN

Statement of Intent - USD 218 is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Harassment/bullying of any kind are unacceptable in our district. If harassment/bullying do occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING district. This means that anyone who knows that harassment/bullying is happening is expected to tell the staff.

The USD 218 Board of Education prohibits acts of harassment or bullying. The Board of Education has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

What Is Harassment/Bullying - "Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts- i.e. internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual act or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil's actual or distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil's actual or distinguishing characteristic (see above), or is based on an association

with another person who has or is perceived to have any of these characteristics.

Harassment/Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumors, teasing
- Cyber: All areas of Internet, such as email & internet chat room misuse
- Mobile: threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Signs and Symptoms

A child may indicate by signs or behavior that he or she is being harassed or bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to become truant
- Becomes withdrawn anxious, or lacking in confidence
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has lunch or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

These signs and behaviors could indicate other problems, but harassment/bullying should be considered a possibility and should be investigated.

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

USD 218 believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board of Education's approved code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the target (victim) of the act. The consequences and remedial measures may include, but are not limited to, the examples below:

Possible Consequences

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Possible Remedial Measures/Outcomes

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Counseling

- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the harassment / bullying offense
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Student Intervention Team, as appropriate.

The principal and/or the principal's designee shall be responsible for determining whether an alleged act constitutes a violation of this policy. In doing so, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

Reprisal or retaliation against any person who reports an act of harassment or bullying is prohibited. The administrator shall determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation after consideration of the nature, severity, and circumstances of the act.

Falsely accusing another as a means of harassment or bullying is prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

School officials will annually educate, train, and disseminate the policy to all school staff, students, and parents.

RESOURCE INFORMATION [BULLYING]

The following are web sites that are excellent resources of information with regard to the aggressive or passive/aggressive behavior known as bullying.

- www.StopCyberbullying.org
- www.teenangels.org
- www.WiredSafety.org
- www.isafe.org
- www.privacyrights.org
- *The Parent's Guide to Protecting Your Children in Cyberspace* by Parry Aftab, www.aftab.com
- *Cyber Bullying: No Muscles Needed* by Joan Lisante, www.connectforkids.org
- National PTA, www.pta.org
- For teachers: Kansas NEA Educator's Resource Library; Web site; *Bullyproof* series of professional development workshops, www.knea.org
- *An Educator's Guide to Cyberbullying and Cyberthreats* by Nancy Willard, M.S., J.D., published by the Center for Safe and Responsible Internet Use, www.cyberbully.org

I. GIFT ACCEPTANCE

Any organization or individual making a gift to the district shall have the prior approval of the Board of Education. All gifts will be regarded as district property.

Persons or organizations desiring to make gifts to the schools should contact the Superintendent.

Excess or unusable district-owned equipment and supplies will be disposed of at the discretion of the Board.

J. TECHNOLOGY INVENTORY

Located in the District Technology Coordinator's Office and is available upon request

K. TECHNOLOGY BUDGET

USD 218 currently follows a 5-year rotation for administration, teacher, and student technology that includes the upgrading of hardware and software. Electrical power requirements for district facilities are monitored and adjustments are made as the need for new technology arises.

L. EQUITABLE DISTRIBUTION OF TECHNOLOGIES

USD 218 technology departments' coordinates with the superintendent, building administrators, and teachers to develop a plan to distribute the technology to best meet the needs of students, staff, and patrons.

M. ACCESSIBILITY AND COMPLIANCE WITH SECTION 508

USD 218 works in conjunction with High Plains Cooperative to provide impaired students the necessary means through technology to meet their educational goals. The district also offers financial maintenance support to finance any other equipment needed.