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<u>Date:</u> July 12, 2018

<u>Consent Agenda Item (Action Item):</u> Approve Floyd County Digital Conversion Handbook for 2018-2019 school year.

<u>Applicable Statue or Regulation:</u> BOE Policy 01.11 General Powers and Duties of the Board.

<u>Fiscal/Budgetary Impact:</u> No additional costs to the district compared to 2017-2018 school year.

<u>Recommended Action:</u> Approve as presented.

<u>Contact Person(s):</u> Courtney DeRossett, CIO

CIO

Superintendent

Floyd County Schools

Digital Conversion

Handbook

2018-2019

Floyd County Schools
Digital Conversion Handbook

Digital Conversion Contact
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Floyd County Digital Conversion Initiative

Excellence is the goal of the Floyd County School System (FCS) and the implementation of the digital conversion (DC) will transform teaching and learning to ensure that students learn at higher levels while mastering content standards. The DC will foster new creative and innovative ways of learning and will be observable through the following student behaviors:

Student Observable Behavior Sample List:
- *Students* demonstrate creativity and innovation using technology
- *Students* engage in inquiry, project, and problem-based learning
- *Students* access resources, information and research anytime, anywhere
- *Students* become creators of content rather than always consumers
- *Students* demonstrate proper use of information and technology to construct and demonstrate knowledge
- *Students* use technology to think critically and solve problems
- *Student's* access digital content for informational and research purposes
- *Students* communicate/collaborate with peers/teachers via electronic communications
- *Students* engage in dynamic presentations of content
- *Students* enhance communication skills through the use of digital information and multimedia content
- *Students* become more aware of the instructional purpose of using technology in learning
- *Students* model digital citizenship

Through our digital conversion, students will have the world at their fingertips. It is our belief our conversion will enable learning to meet students at all levels while ensuring they are fully prepared for the 21st Century and are College/Career ready. FCS strongly believes that technology is a "tool" to enhance instruction and when used appropriately will take our classrooms to new levels of learning for all students.

This Handbook will outline several items that will ensure the success of the initiative implementation while ensuring everyone has a clear understanding of the guidelines for our Digital Conversion.

Ownership

FCS retains sole right of possession and ownership of all devices utilized in the Digital Conversion and grants permission to the student to use the device according to the rules and guidelines set forth in this document. Failure to follow the terms of this handbook may result in disciplinary action, including but not limited to confiscation of any and all devices accessed by the student and revocation of student access to FCS technology. FCS reserves the right to monitor and log the use of its technology and network by users and examine user files and materials as necessary. Additionally, FCS administrative staff has the right to collect and/or inspect the device at any time, including via electronic remote access; and to alter, add, or delete installed software or hardware. **There is no reasonable expectation of privacy while using FCS computers, networks, or technology.**

Equipment Provided Through DC Program

- All Devices include a laptop, protective case, charger, software, and other miscellaneous items (hereinafter collectively referred to as the "Device"). FCS will retain records of the serial numbers of provided equipment.

Responsibility for Electronic Data

- It is the sole responsibility of the Student to backup data as necessary. FCS does not accept responsibility for backup of student material.

Device Use and Guidelines

The primary goal of FCS's available technology is to enrich the learning that takes place on a daily basis. Technology offers opportunities for teaching and learning in ways that traditional instruction cannot replicate.

Following is a list of guidelines that govern the use of FCS's devices and network resources. *Students must follow these guidelines at all times when using FCS technology.*

Network Resources in this document *refers* to all aspects *of the* districts owned *or* leased equipment, including, but not limited to, computers, printers, scanners and other peripherals, as well as email, internet services, servers, network files and folders, and all other technology-related equipment and services. These guidelines apply to any use of the districts network resources whether this access occurs while on or off campus.

Students will

- Only access the system for educational purposes during school hours (this includes the use of networked printers in the building)
- Use appropriate language and be respectful of others
- Not use devices to engage in harassment, bullying, or cyberbullying of any individual
- Observe and respect license and copyright agreements
- Keep usernames and passwords and personal information confidential (Student names, telephone numbers, and addresses should *NEVER* be revealed over the system)
- Return the device to FCS at the end of the school year for system updates and re-imaging of the device

Students may not use network resources
- For accessing, viewing, downloading, displaying, transmitting, creating, or otherwise possessing or disseminating material that contains inappropriate language or actions, pornography or other sexually explicit material
- To download, stream or listen to Internet-based music, video and large image files not for school work, as this slows the performance of the network for all users. FCS will monitor the network for violations
- To access web sites or other content blocked by the district, via codes, proxy anonymizers or any other method
- To conduct any activity that violates district/school rules, FCS Board Policy, or the law
- To access the data or account of another user
- To install any software onto FCS devices unless instructed to do so by your teacher or school technology coordinator. (This does not pertain to normal updates to existing programs on the computer)
- To copy FCS school software (copying school owned software programs is considered theft)
- Attempt to change any FCS network or server configuration or the configuration of the device
- To use any option that "remembers" your password. The easiest way to breach security is to allow someone else to use your login account. Anyone who has access to your account, even for a few minutes, has access to your email, your local data, your server account, and any website to which you saved your password
- Give user name(s) and/or password(s) to anyone other than parents/or legal guardians
- Video tape staff or students without their consent or knowledge and permission
- Forward email commonly known as "SPAM"
- Instant message or chat during class unless related to academic expectations set forth by the teacher

Discipline
Any student who violates the guidelines and expectations relative to this handbook and technology use will be subject to disciplinary action, up to and including suspension or expulsion from school. If there is evidence that a violation has occurred, then an FCS administrator or designee will decide appropriate consequences in accordance with board policy, school policy and the law.

Student violations may also result in the student's access to FCS technology being limited or revoked, and/or students having their hard drives restored to original settings. The school will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school's electronic system or devices.

FCS Monitoring of Devices
FCS will do everything possible to keep students safe when using technology. This includes installing content filtering on all devices. It is possible that restricted content may not always be stopped by filtering technology. FCS does not have control of content posted on the Internet, nor does it have control of incoming email. Sites and content accessible via the Internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented,

threatening, racially offensive, illegal or otherwise inconsistent with the mission of our school system. FCS expects students to use technology appropriately and follow all policies when using the internet, and believes that parent/or legal guardian supervision of technology use outside of school is of critical importance to ensuring student safety and compliance with district policies and federal, state, and local law. Students found in violation of the policy will be subject to disciplinary action under FCS policies.

Device Care and Damages

Device Damages
- If a device is damaged, the school (teacher, administrator) must be notified immediately.
- FCS reserves the right to charge the student and parent/or legal guardian for damages to the device at the rates listed in the chart below when damage occurs due to *intentional conduct or gross negligence* as determined by FCS administration. Examples of gross negligence include, but are not limited to:
    a. Leaving equipment unattended and unlocked, this includes damage or loss resulting from an unattended and unlocked device while at school
    b. Lending equipment to others
    c. Using equipment in an unsafe environment
    d. Using the equipment in an unsafe manner
    e. Not utilizing protective case assigned by the district and device is broken
    f. Any drop or physical damage of the device

- If the Device's charger is damaged or lost, the student is responsible for replacing it with the same model.
- It is the goal to provide students with a "loaner" device if their device is not working properly or is damaged while their device is being repaired. Students will not be able to take the loaner device home. Students will sign for the "loaner" device each morning the device is in use and the student will be responsible for any damages to the device while in the student's possession that day, before signing back with the teacher.

Note: *If the student leaves the school district and does not turn in the device and case, FCS will make a reasonable effort to obtain the device and case. If those efforts are unsuccessful, FCS will treat it like a stolen device and will notify the appropriate authorities.*

Device Damage Fees
- In the event damage to the device is not covered by the warranty and within the student's control, the student and parent/or legal guardian will be billed according to the following scale:

    - Keyboard (ONLY)
        - First Incident - $25
        - Second & each time after - $50

    - All other damages:
        - First Incident - $100
        - Second Incident - $150
        - Third & Beyond Incident(s) - $200-$350

Note: The administration has the authority to waive the charge if the cause of damage is judged to be beyond the student's control and is viewed as an accident.

Lost or stolen devices will be assessed as follows
- *Year 1 $350*
- *Year 2 $250*
- *Year 3 $150*
- *Year 4 $50*

Note: If a student loses or has a device stolen the corresponding price for the device must be paid in full at the time of the loss. Additionally, if an administrator determines that the loss is a result of student negligence the student will lose the privilege of taking a device home for 1 "school" year.

Device Purchase Program
- The FCS digital conversion initiative will include a student device purchase program. At the end of four years the student will be able to purchase their device for $50 if they choose to do so. No device will be able to be purchased before the device has been in the district four years.

Student Use of Device

Student Use in Classrooms
- It is the goal of FCS for every student grades 5-12, when the program is fully implemented, to utilize the technology device to enhance learning and ensure college/career readiness. Therefore, students will be required to take their device to each class each day, unless told differently by the teacher for that specific day.

Bringing the Device to School
- *It is imperative that students bring their device and charging unit to school each day for their learning.* Teachers will be designing their lessons and classrooms based on students having access to their device.
- The device must be kept in the FCS provided carrying case at all times when it is not being used.
- Students who accidentally leave their device at home may have access to a limited number of "Loaner" Devices. (Leaving the device at home may lead to disciplinary action)

Charging of Devices
- *It is the students' responsibility to have their devices charged each day when they come to school.* During a normal school day a typical laptop fully charged can be used the entire day for classes with no additional charging required. If a student comes to class with a device that is not charged, specific consequences may occur for the student.
- Students should establish a routine at home for the charging the device. The charging time of the device and responsibility is very similar to the charging of a cell phone.
- It is the student's responsibility to maintain the power adapter and cable. The student or parent/or legal guardian will replace lost or damaged power adapters or cables with the same model. *It is recommended that students NOT use the prongs on the charger to wrap the power cord, as over time, this has proven to damage the cord.*

Downloading Programs & Personalizing the Device
- Only FCS's Technology Department or its authorized representatives may install applications/software on student devices.(This does not pertain to normal updates to existing programs on the computer)
- Stickers and other markings on the outside of the device will not be allowed. Each device is easily identified by a serial number that is placed on the device by FCS and may NOT be removed.

Ear Buds/Headphones
- The use of "ear buds"/headphones in class and/or during the regular day must be authorized by the classroom teacher or administrator.

Student Access to the Internet
- At school, students will have access to the Internet through the school network. When not at school, students can access the internet on district devices if they have Internet access available to them in their home or other locations.
- The device's content filter will also be in place when students access the internet outside of the school. Therefore, sites that are "blocked" at school will also be "blocked" in other locations where students access the internet.
- If prohibited or inappropriate web sites or content are accessed by accident, the student should immediately leave the site and report the incident to an adult.
- Students may access the internet on their district device at any time outside of school. As with any other internet-enabled device, *FCS recommends that parents/or legal guardians monitor their student's time and activities on the Internet.*

Outlook Email for Students: All FCS students are issued a Microsoft Outlook email account. Outlook allows students to safely and effectively communicate and collaborate with FCS staff and classmates.

The effective use of email is:
- A 21st Century communication tool
- Used in careers and higher education settings
- A way to meet the National Educational Technology Standards (NETS)

Guidelines for Email Usage
- Email should be used for educational purposes only
- Email transmissions may be monitored by staff at any time to ensure appropriate use. This means that teachers may check students' email
- All -mail and all contents are property of the district
- Email should only be used by the authorized owner of the account
- Students need to protect their passwords

Unacceptable Use Examples
- Non-education related forwards (e.g. jokes, chain letters, and images)
- Harassment, profanity, obscenity, racist terms.

- Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities

Video Capability: Each student laptop is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21^{St} Century tool and to develop 21^{St} Century communication skills.

> **Examples of Use:** Web cams are to be used for educational purposes only, under the direction of a teacher. Examples include:

- *Recording videos or taking pictures to include in a project*
- *Recording a student giving a speech and playing it back for rehearsal and improvement.*
- *Recording a classroom lesson for playback for improvement (Teacher permission required)*

Gaming: Any games must be in support of education.

Printing at School: Any documents that require printing should be printed at school. This means there should be no school-required reason for printing at home. If a student chooses to print schoolwork at home, we suggest using the following options:

- Save the file on a thumb/flash drive and use the home computer to print.
- Email the file to the student's outlook email account or share with Google Drive Account. Use the home computer to access the web-based outlook, and print from the home computer.

Safe and Appropriate Use of Technology
- Students will receive instruction in safe, ethical, and appropriate use of technology prior to issuance of a device. It is important that students are aware of safe and appropriate use of technology for their own protection, and to ensure the safety of others.
- Topics covered in these learning sessions will include information on cyberbullying and cyber-harassment, inappropriate web sites, online safety including use of social networking platforms and chat rooms, plagiarism, and misuse of the equipment. Students will also learn how to respond to inappropriate or unsafe situations that may arise on the Internet. (As always, any situation should be reported to the classroom teacher and/or building principal)
- Students will be *__required to obtain a Digital Driver's License.__* This is a free digital citizenship course that students will complete. Can be accessed at : https://otis.coe.uky.edu/DDL/launch.php

Locked Classrooms: All classrooms should be locked anytime students are out of the room when they can't take device with them. I.e. lunch

Device Care
Students are expected to follow all the specific guidelines listed in this document and take any additional precautions to protect their assigned device.

General Care Reminders
- Treat this equipment as if it were your own property.
- Do not attempt to remove or change the physical structure of the device, including the keys, screen cover or plastic casing.
- Do not remove or interfere with the serial number or any identification placed on the Device.
- Keep the equipment clean. For example, don't eat or drink while using the device.
- Back up your data. Never consider any electronic information safe when stored on only one device.
- Do not put stickers or use any type of markers on the device.
- Removable computer skins/covers purchased must fit the computer properly and cause no damage when removed and must be approved by the building administrator.
- Do NOT charge your device while it is in the bag.
- Close the lid of the computer when it is not in use, to save battery life and protect the screen and shut computer off if not used for extended period of time.
- **NEVER** walk from one location to another with an open computer. This is applicable at school and at home.
- The device bag, along with the device and other equipment, must be stored in a safe place (A locker, when locked, is considered a safe place). The device should not be left on the floor where it might be stepped on, or within reach of small children or pets. *The Device should not be left in a car or anywhere it might be exposed to extreme temperatures.*
- Devices left in bags in unattended classrooms or other areas are considered "unattended" and will be confiscated by faculty or staff as a protection against theft. If confiscated, the student may be subject to disciplinary action.
- Laptops should be stored on the hook or on its side standing up. **(if available).** Never pile things on top of it.
- Never leave it on the bottom of the locker.
- Never leave the locker set to open without entering the combination/key.
- Always use the handle, strap, or two hands to carry the laptop.
- Center the laptop on the desk.
- Follow all directions given by the teacher.

Care of Laptop at Home

- Charge the laptop fully each night.
- Use the laptop in a common room of the home.
- Store the laptop on a desk or table - never on the floor!
- Protect the laptop from:
    - Extreme heat or cold
    - Food and drinks
    - Small children
    - Pets

Device Case

- Each student will be given a protective case that they are required to use to carry their device in during the school day and outside of school. This is the only bag that is approved for the device to be placed in. It is important to keep the bag clean, and take time to remove any items like paper clips that can scratch the exterior of your device.

Keep the Device Away from All Liquids

- Exposure to liquids will severely damage a device. Water, pop, juice, power drinks, coffee, etc. will all ruin your device completely. Open cans of pop and cups of coffee (even those with lids) are especially dangerous. Do not put a bottle of water/pop/etc. in your backpack with your device-even if it is sealed.

Device Problems

- It is a student's responsibility to maintain a 100% working device at all times.

Troubleshooting and Loaners

1. Student tries to fix the problem.
2. Always try restarting the laptop as the first step in troubleshooting.
3. If appropriate, student may ask a classmate for help.
4. Students are reminded not to waste too much time troubleshooting so they do not miss too much class time.
5. Students should ask teacher when appropriate for assistance.
6. If basic repair steps do not work the teacher will contact the student tech team, the Technology Coach or the Technician for assistance.
7. If the problem results in a lengthy period for repair a loaner may be distributed to the student.
8. Student has the responsibility to frequently save all electronic data as FCS assumes no responsibility for lost data/work.

Only One User
- NEVER allow anyone else to use your device. Parents or guardians may utilize the device for the sole purpose of monitoring a student's use or classwork; personal or business use of a device by a parent or guardian is prohibited. Loss or damage that occurs when anyone else is using it will be the student's responsibility.

Shutting Down the Device
- Fully shut down the device when it won't be used for an extended duration. Simply putting your device to sleep by closing the lid and not using it for several days can drain the battery to a point where it may no longer accept a charge.

Parent/Guardian

FCS makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the laptops in the home. There are several responsibilities assumed by the parent/guardian. These are outlined below.

- Sign the Student/Parent Device Agreement Form: That Parents/ Guardians have read, understand and agree to the information/terms in the digital conversion handbook, the student pledge and Floyd County Schools Acceptable Use Policy. Additionally, in order for students to be allowed to take their laptops home, a student and their parent/guardian must sign the Student/Parent Laptop Agreement. The Parent/guardian must attend the orientation event held at the school which provides background information.
- FCS Electronic Use Policy and Acceptable Use Procedure: Review and Sign

The parent/guardian must agree to monitor student use at home, and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

- Investigate and apply parental controls
- Develop a set of rules/expectations for laptop use at home. Some websites provide parent/child agreements for you to sign
- Only allow laptop use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms
- Demonstrate a genuine interest in what your student is doing on the laptop. Ask questions and request that they show you his or her work often.

Floyd County Acceptable Use Policy

Parents/Legal Guardians can view the acceptable use policy by visiting the following web address: **goo.gl/Fq1aZf**

Right to Waive 24/7 Access

- Parents/Legal Guardians have the right to waive their child's 24/7 access to the device by notifying in writing the principal of the school. A record will be kept on file. The student will still have access to the device while at school, but will not be allowed to remove the device from school. A location will be provided to store and charge the device at school.

Curriculum Integration

The ISTE NETS for Students include six standards for technology integration into curriculum. First, an overview of each standard is provided for reference. Next, each standard is described in detail with grade specific examples provided.

<u>Overview of ISTE NETS for all K-12 Students</u>
1. *Creativity and Innovation:* Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. *Communication and Collaboration:* Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. *Research and Information Fluency:* Students apply digital tools to gather, evaluate, and use information.
4. *Critical Thinking, Problem Solving, and Decision Making:* Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. *Digital Citizenship:* Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. *Technology Operations and Concepts:* Students demonstrate a sound understanding of technology concepts, systems, and operations.

<u>Detailed ISTE NETS and Grade Level Examples</u>
The list below includes currently available District technologies and technologies we plan to explore for implementation in specific grade levels.

Floyd County School District Technology Curriculum Grades K-2				
Standard	**Skills**	**K**	**1**	**2**
Creativity and Innovation	By the end of 2nd grade each student will:			
	use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts		x	x
Communication and Collaboration	By the end of 2nd grade each student will:			
	work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project			x
	use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others		x	x
Research and Information Literacy	By the end of 2nd grade each student will:			
	interact with internet based resources		x	x
	use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners			x
Critical Thinking, Problem Solving, and Decision making	By the end of 2nd grade each student will:			
	explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)		x	x
	use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners			x
Digital Citizenship	By the end of 2nd grade each student will:			
	describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses		x	x
	identify personal information that should not be shared on the Internet (e.g., name, address, phone)		x	x
	know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information		x	x
Technology Operations and Concepts	By the end of 2nd grade each student will:			
	discuss advantages and disadvantages of using technology			x
	be able to use basic menu commands to perform common operations (e.g. Open, close, save, print)		x	x
	recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)		x	x
	discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)		x	x
	use developmentally appropriate and accurate terminology when talking about technology		x	x
	understand that technology is a tool to help complete a task, and is a source of information, learning, and entertainment		x	x
	demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, websites)		x	x

Floyd County School District Technology Curriculum Grades 3-5

Standard	Skills	3	4	5
Creativity and Innovation	By the end of 5th grade each student will:			
	produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	x	x	x
	use a variety of technology tools and applications to demonstrate creativity by creating or modifying works of art, music, movies, or presentations	x	x	x
	participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity	x	x	x
Communication and Collaboration	By the end of 5th grade each student will:			
	use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects			x
	identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)	x	x	x
	use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	x	x	x
Research and Information Literacy	By the end of 5th grade each student will:			
	identify search strategies for locating information with support from teachers or library media specialists	x	x	x
	use digital tools to find, organize, analyze, synthesize, and evaluate information	x	x	x
	understand and discuss that web sites and digital resources may contain inaccurate or biased information	x	x	x
	understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	x	x	x
Critical Thinking, Problem Solving, and Decision Making	By the end of 5th grade each student will:			
	use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	x	x	x
	use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems		x	x
	use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)		x	x

Digital Citizenship	By the end of 5th grade each student will:			
	discuss scenarios involving acceptable and unacceptable uses of technology (e g , file-sharing, social networking, text messaging, cyber bullying, plagiarism)		x	x
	recognize issues involving ethical use of information (e.g , copyright adherence, source citation)	x	x	x
	describe precautions surrounding personal safety that should be taken when online	x	x	x
	identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	x	x	x
Technology Operations and Concepts	By the end of 5th grade each student will:			
	use basic input and output devices (e g , printers, scanners, digital cameras, video recorders, projectors)	x	x	x
	describe ways technology has changed life at school and at home	x	x	x
	Understand and utilize basic Keyboarding Skills	x	x	x
	demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	x	x	x
	know how to exchange files with other students using technology (e.g., network file sharing, flash drives)			x

Floyd County School District Technology Curriculum Grades 6-8				
Standard	**Skills**	**6**	**7**	**8**
Creativity and Innovation	By the end of 8th grade each student will:			
	apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	x		
	create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience	x		
	illustrate a content-related concept using a model, simulation, or concept-mapping software			
Communication and Collaboration	By the end of 8th grade each student will:			
	use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences			x
	use collaborative digital tools to explore common curriculum content with learners from other cultures			x
	identify effective uses of technology to support communication with peers, family, or school personnel	x		
Research and Information Literacy	By the end of 8th grade each student will:			
	use a variety of digital resources to locate information	x	x	x
	evaluate information from online information resources for accuracy and bias	x	x	x
	understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	x	x	x
	identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)	x	x	x
	employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping system) to gather, view, and analyze the results for a content-related problem		x	x
Critical Thinking, Problem Solving, and Decision Making	By the end of 8th grade each student will:			
	use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	x	x	x
	evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)	x		
	gather data, examine patterns, and apply information for decision making using available digital resources			x
	Utilize technology to complete 8th Grade Capstone project to address a real world issue			x

Floyd County School District Technology Curriculum Grades 6-8

Standard	Skills	6	7	8
Digital Citizenship	By the end of 8th grade each student will:			
	provide accurate citations when referencing information sources		x	x
	discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	x	x	x
	discuss the consequences related to unethical use of information and communication technologies	x	x	x
	discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	x		x
	create a media-rich presentation with the appropriate and ethical use of digital tools and resources	x	x	x
	discuss the long term ramifications (digital footprint) of participating in questionable online-activities (e.g., posting photos of risqué poses, underage drinking, or making threats to others)	x	x	x
	describe the potential risks and dangers associated with online communication	x	x	x
Technology Operations and Concepts	By the end of 8th grade each student will:			
	identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	x	x	x
	use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	x	x	x
	Exhibit proficient keyboarding skills			x
	know how to create and use various functions available in a database (e.g., filtering, sorting, charts)			x
	identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	x		
	use accurate technology terminology	x		
	use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics		x	x
	discuss possible uses of technology to support personal pursuits and lifelong learning			x
	understand and discuss how assistive technologies can benefit all individuals	x		

Floyd County School District Technology Curriculum Grades 9-12					
Standard	**Skills**	**9th**	**10th**	**11th**	**12th**
Creativity and Innovation	By the end of 12th grade each student will:				
	apply advanced software features (e.g., built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations				
	create a web page				
	use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, websites, presentations, photo galleries)				
Communication and Collaboration	By the end of 12th grade each student will:				
	identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)				
	use available technologies (e.g., desktop conferencing, e-mail, video conferencing, instant messaging, Link) to communicate with others on a class assignment or project				
	collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)				
	plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive websites, videoconferencing)				
	describe the potential risks and dangers associated with online communications				
	use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules,)				
Research and Information Literacy	By the end of 12th grade each student will:				
	develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)				
	identify, evaluate, and select appropriate online sources to answer content related questions				
	demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming)				
	distinguish between fact, opinion, point of view, and inference				
	evaluate information found in selected online sources on the basis of accuracy and validity				
	understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched				
	research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)				

Critical Thinking, Problem Solving, and Decision Making	By the end of 12th grade each student will:				
	use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning				
	analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs				
	devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results				
	12 Grade Capstone Project: Identify a real world issue/problem and Create multimedia presentation/web page/ etc... to share information on the issue with recommendations to address the issue.				
Digital Citizenship	**By the end of 12th grade each student will:**				
	identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)				
	discuss possible long range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking on cultures and society				
	discuss and demonstrate proper etiquette as online communications				
	identify ways that individuals can protect their technology systems from unethical or unscrupulous users				
	create appropriate citations for resources when presenting research findings				
	discuss and adhere to fair use policies and copyright guidelines				
Technology Operations and Concepts	**By the end of 12th grade each student will:**				
	complete at least one online credit, or non-credit, course or online learning experience				
	use an online tutorial and discuss the benefits and disadvantages of this method of learning				
	explore career opportunities congruent with ILP. Also, view careers in science, technology, engineering, and mathematics and identify their related technology skill requirements				
	describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, video conferencing, online file sharing, global positioning software, LINK)				
	participate in a virtual environment as a strategy to build 21st century learning skills				
	assess and solve hardware and software problems by using online help or other user documentation				
	explain the differences between freeware, shareware, open source, and commercial software				
	participate in experiences associated with technology-related careers				

	identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)				
	understand and discuss how assistive technologies can benefit all individuals				
	demonstrate how to import/export text, graphics, or audio files				
	proofread and edit a document using an application's spelling and grammar checking functions				

Each standard should be aligned to high school class/classes in which it will be mastered. It is the responsibility of the school leadership and SBDM council to ensure that each standard is taught and student mastery is achieved.   Here is example of class legend:

Technology Classes: CA (Computer Applications), WD (Web Design), CP (Computer Programing)
HS Classes: A-Anatomy, AC-Accelerated Chemistry,, APE-AP English, AS-Academic Support, B-Biology-Chemistry, E-Economics, E#-English
Grade, G-Government, H-Health, HB-Human Behavior, J-Journalism, L-Law, P-Physics, Psy-Psychology, Pub-Public Speaking, USH-US History, WH-World History, Z-Zoology, YAL- Young Adult Literature

Create school class legend and place class/classes in appropriate box to ensure systemic implementation and mastery of all standards.

Respect-Intellectual-Property

Respect-Yourself

Digital-Citizen

Respect-Others

Protect-Others

Protect-Yourself

Protect-Intellectual-Property

Introduction

A good digital citizen will experience the advantages of the digital world but they will be identifiable, speak using the appropriate language, judge what is appropriate and ethical behavior, uphold their responsibilities and be virtuous.

The internet is a little like the proverbial elephant that never forgets. Our digital footprints are not like the footprints on the beach, washed away by the next wave or rising tide. Rather they are like footprints left to dry in the wet concrete of the footpath. They are a permanent reminder of our actions, inactions and interactions. To navigate and to survive in this dynamic digital world requires some basic rules and guidelines, we call these **principles** of digital citizenship.

The Digital Citizen will follow six principles of citizenship

1. Respect yourself
2. Protect yourself
3. Respect others
4. Protect others
5. Respect intellectual property
6. Protect intellectual property

The principles of digital citizenship are the same principles that we would want our students to apply to their day to day interactions in the real world. In both the virtual and real worlds, we expect our students to respectful and protective of themselves, their peers and others they interact with and the environment. By implementing these principles in the digital world we can draw parallels to our physical world.

Respect yourself

This is being a virtuous citizen. It is too easy to present yourself in an unflattering or even inappropriate manner. Respecting yourself starts with the name you use to present yourself. How often do we see social networking or twitter names that are suggestive and questionable? Or the images posted to social sites that are provocative, revealing or less than flattering? Increasingly employers are searching social networking sites to research potential employees. How does your profile, online name and image portray you as a potential member of a professional organization?

Recommendation:

- Select names and images that portray you in a positive light.
- Do not post any information that you would not want your mother, grandparent or employer to see.
- Leave blank, questions about your relationships, experimentation with drugs and sexual activities or preferences.
- Apply ethical approaches like:
    - I will show respect for myself through my actions.
    - I will select online names that are appropriate,

- o I will consider the information and images that I post online.
- o I will consider what personal information about my life, experiences, experimentation or relationships I post.
- o I will not be obscene.

Protect yourself.

Be careful what information you share on line and who you share that information with. While the internet can be an incredible learning tool always remember that like in the real world the virtual world has people that do not always make the right decisions.

Recommendations:

- Think about the information you are posting, what will it mean to an outsider viewing it? What will it mean without the prior information your audience (friends, blog subscribers, twitter followers etc.) may have?
- Don't publish a schedule of your activities
- Set the privacy settings on your tools to control access to your updates, posts or profile.
- Be sure of the facts you post.

- Use ethical approaches like:
- I will ensure that the information, images and materials I post online will not put me at risk.
- I will not publish my personal details, contact details or a schedule of my activities.
- I will report any attacks or inappropriate behavior directed at me.
- I will protect passwords, accounts and resources.

Respect others
As a responsible cyber or digital citizen, we model respect for other people. In the past, gossip was limited to your immediate field of friends and acquaintances, but with the advent and uptake of digital technologies the potential audience for gossip and innuendo is global. Flaming is the term used to describe a post or thread that attacks a person and this is very disrespectful and not a practice of a good digital citizen.

Recommendations:

- If you have nothing nice to say, then say nothing.
- ***Don't forwarded it, don't visit it don't condone it.***
- Teach and talk about real relationships.
- Use statements and ethical guidelines like:
  - o I will show respect to others.
  - o I will not use electronic mediums to bully, harass or stalk other people.

- o I will show respect for other people in my choice of websites,
- o I will not abuse my rights of access and I will not enter other people's private spaces or areas.

Protect others

Every social networking site, instant messaging tool, chat room, wiki, blog and social media has a report abuse contact. USE IT! We can protect others by not tolerating and reporting behavior that is inappropriate or unacceptable.

Don't forward emails that are derogatory, delete them.

By sitting by quietly as a person is cyberbullied in a threaded discussion, we encourage the attacker and validate their position. You cannot sit by and let such behavior continue.

Recommendations:

- Have a policy of zero tolerance for unacceptable behavior, Report abuse.
- Don't forward or pass on unacceptable material – delete it. Stop the trail at your trash can.
- ***Consider the other persons feelings and act accordingly.***
- Use statements like this - I will protect others by reporting abuse, not forwarding inappropriate materials or communications; and not visiting sites that are degrading, pornographic, racist or inappropriate.

Respect Intellectual Property

There is so much information out there, there are so many amazing materials to share and so many people have given their precious time for free. This facet of the digital citizen is to respect or honor Intellectual property. Honoring intellectual property is not hard and requires little more than common courtesy, like:

- Citing the source of images and information
- Giving credit when credit is due.
- Linking to websites rather than downloading and reposting

Recommendation:

- I will suitably cite any and all use of websites, books, media etc.
- **I will validate information.**
- I will use and abide by the fair use rules.

Protect Intellectual Property

The term piracy conjures up ideas of sailing ships, eye patches and swash buckling adventure. However the reality of piracy is simple;

PIRACY IS THEFT!

No matter what face you put on it, no matter whether it is software, music or movies PIRACY is THEFT!

Most of us would never consider walking into a video store and stealing a DVD and yet we use programs that do exactly that.

Recommendations:

- I will request to use the software and media others produce.
- I will use free and open source alternatives rather than pirating software.
- I will purchase, license and register all software.
- I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses.
- I will act with integrity.

Evaluation

The district will annually conduct a summative evaluation of the digital conversion implementation. The evaluation will be conducted by a committee of teachers/principals involved in the implementation and will include results from: Surveys, data to include district/classroom/ school assessments (formative/summative) and state assessment results. An evaluation report will be developed and presented to the Floyd County Board of Education on an annual basis addressing the districts essential question. How does the use of the resource improve student achievement in a measurable way over time?

Components of the evaluation will include but not be limited to:

- Utilization of the wireless networks by staff, students and guest
- Inventory of devices available for student use
- Annual staff survey on DC initiative
- Number of staff participating in technology training offered by the district
- Review of progress toward successful implementation of the curriculum outlined in this handbook by grade level
- Number and enrollment within blended and online coursework
- Classroom, school, district and state data on formative/summative student achievement to include gap population.

APPENDIX

Student:

1. I accept responsibility for the care and protection of my device.
2. I accept responsibility for the care and protection of a "loaner" device assigned to me.
3. I will bring my device to school every day and ensure my device is fully charged and ready to use daily.
4. I will complete my Digital Driver's License, practice good digital citizenship and understand that my device is for educational use only.
5. I will always supervise my device or leave it in a secure location.
6. I will carry my device in my assigned case and ensure that no food or drink is around my device.
7. I understand I am responsible for backing up all data on my device.
8. I will report loss, theft, and/or malfunction immediately.
9. I will not change the appearance of my device with drawings or stickers and I will keep identifying codes on my device.
10. I understand that my device is subject to inspection at any time without notice and remains the property of the Floyd County Public Schools.
11. I will follow the policies outlined in the *Device Handbook* and the *Acceptable Use Policy* at all times.
12. I agree to return the device, case, and power cords in good condition at the end of the school year or if I terminate enrollment at FCS for any reason.
13. I have read, understand and agree to the Acceptable Use Policy (AUP) for the Floyd County Schools.

Parent/Guardian:

As the parent(s) or guardian(s) of _____, we have read, understand, and agree with the requirements outlined in the device policy handbook, student responsibility form and the Floyd County Acceptable Use policy. Additionally, we agree to support the digital conversion initiative by monitoring the use of the device while at home.

We will:

- Investigate and apply parental controls
- Develop a set of rules/expectations for laptop use at home.
- Only allow laptop use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms
- Demonstrate a genuine interest in what your student is doing on the laptop. Ask questions and request that they show you his or her work often.
- Ensure student brings device to school daily fully charged.
- Ensure the student turns the device in at school before summer break or participates in the buy-back program at the end of the 8th & 12th grade years.
- I have read, understand and agree to the Acceptable Use Policy (AUP) for the Floyd County Schools.

Lastly, we agree to attend parent/guardian orientation on an annual basis which will allow our child to utilize the device at home

I agree to all requirements outlined in the Device Policy Handbook, Student Responsibility Form and Acceptable Use Policy.

Student Name (Please Print): _____ Student Signature: _____

Date: _____

Parent/Guardian Name (Please Print): _____ Parent/Guardian Signature: _____

Date: _____

Floyd County Schools

Digital Conversion

Device Transfer Form

Student Name: _____ Device Serial Number: _____

Sending School: _____

Technology Coach Signature: _____

Principal/Designee Signature: _____

Receiving School: _____

Technology Coach Signature: _____

Principal/Designee Signature: _____

Floyd County Schools

Digital Conversion

SBDM Commitment Form

We understand that the FC Digital Conversion is a commitment to change the way students are educated in Floyd County Schools. We agree to ensure that all policies and procedures with regards to instruction are in line with the digital conversion initiative. Additionally, we realize that the device is only a tool to enhance education opportunities for students and we are committed to ensuring growth opportunities for our staff to ensure effective use of the device. Lastly we acknowledge that the device is a district owned device and our school will ensure that all devices are accounted for on regular basis to protect the DC program. We understand that a lack of accounting of the device may result in our school being charged for the cost of the device.

Principal Signature: _____

SBDM Approval Date: _____