

FALL RIVER PUBLIC SCHOOLS

TECHNOLOGY PLAN



Fall River Public Schools

Technology Plan 2006-2009

"Fall River Celebrates Technology"

FALL RIVER PUBLIC SCHOOLS
OFFICE OF TECHNOLOGY
417 ROCK STREET
FALL RIVER, MA 02721

2007 - 2009

The Fall River Public Schools Technology Plan (FRPSTP) "**Fall River Celebrates Technology**" is a working document that shows how we plan to use technology to revitalize the Fall River Public School System with student-focused content and methods. We intend to establish a technological link between schools and our community. We also intend to provide substantial professional development and support to our professional staff. It is our blueprint for the future. The Fall River Technology Committee consists of administrators, teachers, support staff, community members, and business partners.

Fall River Technology Committee

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EXECUTIVE SUMMARY

“FALL RIVER CELEBRATES TECHNOLOGY – OUR BLUEPRINT FOR THE FUTURE”

INTRODUCTION AND BACKGROUND

In 1995, the Massachusetts Department of Education requested that all school districts submit a Local Technology Plan so that they would be eligible to receive state and local technology funding, including grant awards and E-Rate discounts. The DOE approved all plans filed between 1995-1996, and has maintained annual updates since 1998 by requiring districts to file reports on their progress online. The most current plan was filed with the Massachusetts Department of Education on January 10, 2008. This plan is a living document which is continually being updated to reflect current technology advancements and expansion in technology.

The Fall River School District wrote a five-year Technology Plan in 2005. What follows is an extension of that basic plan. It is much more streamlined than the original. It does not include the extraneous information that the state originally required for grant funding purposes. It is instead, a straight forward document that assesses our current status, redefines our mission, creates a new vision, sets new goals, and determines a rationale and “*blueprint*” that maps a path for an educational environment in which technology is further used to enhance the administrative process, the teaching process, and most importantly, the learning process.

The Massachusetts Department of Education has outlined a set of six benchmark standards to guide districts in establishing goals for their local technology plans.

Benchmark 1: Commitment to a Clear Vision and Mission Statement.

Benchmark 2: Technology Integration

Benchmark 3: Technology Professional Development

Benchmark 4: Accessibility of Technology

Benchmark 5: Infrastructure for Connectivity

Benchmark 6: Access to the Internet outside the School Day

Using these six Technology Benchmark Standards for the year 2006-2007, the Fall River Technology Advisory Team sought to utilize this as a guide for developing and updating the districts Technology Plan. In developing a new set of goals, emphasis was placed on the current status of professional development, technology integration, communication, and network infrastructure.

FALL RIVER'S PLAN

Our plan, *“Fall River Celebrates Technology”*, will guide the design, attainment, and changes of the infrastructure, hardware, software, and instructional support system that will enable us to achieve these goals. Our schools will further leverage their technology to make progress on many levels. We will be better able to utilize appropriate resources, gather reliable assessment data, and fulfill management responsibilities. Additionally, our staff will be better able to individualize and integrate instruction and address different learning styles. Finally, we will be able to expand our ability to communicate with students, parents, business partners, and the community.

As advances in technology move forward, schools must sustain flexible, vigorous plans to meet the challenge these developments present. This new Technology Plan not only confirms our commitment to the districts mission, but also expands upon it to insure that technology also enhances learning, instruction, communication, professional development, and information management.

TECHNOLOGY MISSION STATEMENT

The Fall River Public Schools are committed to the belief that all students will be successful learners and will be prepared to function as citizens, workers and consumers in a technological society.

We believe...

- technology enhances the quality and scope of teaching and learning
- all stakeholders will receive equitable access to technology
- technology should be integrated across the curricula to maximize effective and meaningful instruction
- Through the expanded use of digital media, assistive technologies, and universally designed instruction, diverse learners have access to the curriculum, including those with learning and communication disabilities, cognitive impairments, visual and auditory impairments, and physical challenges.
- administrators, staff, and students must be provided with the appropriate tools, instruction and methodology to fully integrate technology in the education process
- technology resources must continually be evaluated, assessed, and upgraded to ensure maximum opportunity for all learners to be competitive in a technological world
- all learners will have the opportunity, through technology, to reach their full potential and lead lives as participants in the political and social life of the Commonwealth and as contributors to its' economy.

CURRENT STATUS

Our vision is our destination; our current status is our starting point. A clear understanding of where we are is vital to making an effective technology plan.

The purpose of the following assessment is to establish a base-line data from which to work. We will consider the current status of our network infrastructure, inventory, operations maintenance/upgrade plans, software tools, instructional staff, professional development, staff and student use, and our technology budget

BUDGET

In order to provide students of the Fall River Public Schools with an education which is appropriate for 21st century learners, we must attain the following budgetary support:

- Hardware for staff and students (software and licensing must be included with hardware)
- Software for staff and students
- Network infrastructure
- Instructional Technology Specialists (minimally in compliance with DOE Standards)
- Technology Technicians (minimally in compliance with DOE standards)
- Technology Administrative Personnel
- Professional Development (minimally in compliance with DOE standards)

The district has a budget for its local technology plan with line items for technology in its operational budget. It includes funding for staffing, district-wide administrative hardware and software, technology professional development, support, and contracted services. The district sets aside funding annually for the co-payment and non-discounted elements of each E-Rate application. A copy of this budget, which is updated regularly, is available from the Office of the Chief Financial officer.

For all other staffing, hardware, software, professional development, support, and contracted services, the district leverages the use of federal, state, and private resources. Copies of the budget are available from the Fall River Public Schools – Chief Financial Officer.

NETWORK INFRASTRUCTURE, HARDWARE AND UPGRADES

The City of Fall River implemented a major networking effort in 2002, which continues at the present. We find that the current infrastructure is no longer adequate for the amount of network traffic we have. We are working with Verizon and MecNet to form a partnership that will provide fiber cable directly to our schools. Compared to Category 5 copper (or better), which we currently have, optical fiber offers better network performance and is easier to install and test for a comparable cost. Fiber, with its virtually unlimited bandwidth, unsurpassed reliability, and ability to support all current and future protocols, is the natural choice for our district. This will gradually replace the two separate systems that have been employed to create connectivity among our buildings (An institutional loop - I-loop – provided by Comcast - connects the Administrative and K-8 schools). Internally, category 5 cabling (or better) provides the networking of the buildings. The two systems have been interfaced thus providing district-wide connectivity. Our Internet gateway is located at the Durfee High School. This gateway is in the form of 5 T1 lines with a shared circuit provided by MECnet Technology Systems. The replacement of the I-Loop will drastically reduce network “downtime” across the district. Each school will have its own separate connection. We will operate in a Star rather than an I-Loop formation. We will continue to upgrade our infrastructure with state of the art switches and wireless equipment. We have been able to fund these initiatives with a 74% reimbursement from the Schools and Libraries Division (E-Rate).

Twelve file servers (1 UNIX, 5 NT and 2003 Servers) control the interface between the District’s wide area network and the Internet. They work together in a very complex way to authenticate and allow academic and administrator users to pass through a protective firewall (JoeBox). Other servers in the district house the student administration software (X2) and the financial/accounting system (MUNIS).

MECnet currently provides the district with internet-access, email, and serves as the web-host for the district’s website. It is installed on a server that is currently located at 2 Republic Rd., North Billerica, MA 01862.

Today, 91% of the classrooms and all of the district buildings are networked to allow access to the Internet, email, and student/staff file servers.

Presently, the Fall River Public Schools have approximately 2,900 computers (Level A, B and C as defined on the following page) in the school system for student, staff and administrative use. The district has evolved from standalone computers in classrooms to wireless and mobile wireless lab technology.

The following information in the chart below is supplied by the D.O.E. in the 2006 publication – *Technology in Massachusetts Schools* – April 2006

Fall River's Current Data as of June 30, 2006

MASSACHUSETTS DEPARTMENT OF EDUCATION COMPUTER SPECIFICATION CATEGORIES

	Students Per Computer Type	Students Per Computer Type	Students Per Computer Type	% Of Classrooms w/Access to	% Of Classrooms w/Access to	
District Name	Type A	Type A/B	All Types	Internet	LAN	Year
Fall River	11.27	6.13	4.70	90.6	87.6%	2006

<p>Category A Memory: 256 MB RAM or higher Processor: PC - Pentium 4 (or equivalent) Macintosh - G4 OR G5 (or equivalent) (or equivalent configurations to meet the stated function)</p>	<p>Category B Memory: From 128 up to 256 MB RAM Processor: PC - Pentium III (or equivalent) Macintosh - G3 (or equivalent) (or equivalent configurations to meet the stated function)</p>
<p>Category C Memory: Less than 128 MB RAM Processor: PC - Pentium II or lower Macintosh – Apple PowerPC 604e or lower (or equivalent configurations to meet the stated function)</p>	<p>These categories have changed each reporting year. This reflects the 2006 values</p>

In summary, our data network has become a fundamental part of our communication and instructional system. Fall River will continue to increase the networking infrastructure and purchase additional hardware as needed.

ACCESS TO THE INTERNET BEYOND THE SCHOOL DAY

The Fall River Public School District is very proud of its up-to-date website that provides both informational and instructional information for all stakeholder groups, including but not limited to parents, staff, students, and the community. All departments and schools are encouraged to develop a webpage detailing information about their schools and students.

The district works with community groups to ensure that students and staff have access to the Internet outside of the school day. This list is updated on a regular basis. The current version follows:

Public Access to Computers

Location	Hours	Telephone
Fall River Public Library	Monday-Thursday – 9AM – 9PM Saturday-Sunday – 9AM – 5PM	508-324-2700
Fall River Public Library South Branch	Monday-Thursday – 9AM – 9PM Saturday-Sunday – 9AM – 4PM	508-324-2708
Fall River Public Library East Branch	Monday-Thursday – 9AM – 9PM Saturday-Sunday – 9AM – 4PM	508-324-2709
Bristol Community College	Monday-Friday – 9AM – 10PM Saturday-Sunday – 9AM – 5PM	(508) 678-2811

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OPERATIONS MAINTENANCE

Fall River has a full-time network manager and two full-time technicians who dedicate their time maintaining the district's infrastructure and hardware. In addition, Fall River has contracted outside technicians and independent contractors. Technology coaches, media specialists, teachers and interns volunteer at various levels to help maintain equipment within the district. The district will review its technical support structure as it plans next year's budget. We will continue to take advantage of interns and volunteers from local community colleges and technical institutes and will strive to increase technical support from all avenues including additional full-time technicians. The district will also utilize E-Rate funding to support network maintenance.

SOFTWARE

The Fall River Public Schools now have a policy for purchase and procurement of software that is coordinated through the Office of Technology and supervised by the Chief Information Officer and the Director of Technology Management. Recommendations for purchases are generally made through principals and department heads. The District has coordinated records for software licenses. We currently have licenses (either individual or site) for:

- Microsoft Windows XP/NT/2000
- Microsoft Office 97/98/2000/2003/2004/XP Pro
- Studio MX
- Adobe Photoshop/Adobe Illustrator
- Norton Anti-Virus
- Sophos Enterprise
- Harcourt Brace Reading Software
- Accelerated Reader
- File Maker Pro 7
- Lexia – Early Reader – Primary Reader – Strategies for Older Students (SOS)
- Waterford Reading (ELLP Grant)
- Inspiration
- Kidspiration
- Study Island
- Type To Learn
- Boardmaker
- Co-Writer
- Intelli-Tools Software
- Viewlet
- Savvy

TECHNOLOGY SUPPORT STAFF

Presently, Fall River Public Schools have 1 FTE (full time equivalent) Chief Information Officer, 1 FTE District Technology Facilitator, 1 FTE SIMS Coordinator, 1 FTE Network Administrator, 1 FTE Webmaster, 1 FTE Data Specialist, 4 FTE Data Technicians, 2 FTE Technical and Support Specialists, 24 FTE within the Instructional Technology and Media Services Department as well as 26 Technology Coaches (volunteer/stipend positions). The assignment is as follows:

TITLE	LOCATION
Chief Information Officer 1 FTE	District
Coordinator of SIMS 1 FTE	District
Network Manager 1 FTE	District
Technical and Network Support Specialists 2.8 FTE	District
District Technology Facilitator 1 FTE	District
Webmaster 1 FTE	District
Data Specialist 1 FTE	District
Data Technicians 4 FTE	District
Technology Coaches 26 Volunteer	School - Based
Educational Television Studio/Audio Visual Technician – 3 FTE	High School
Science/Engineering/Technology Education Teachers – 7 FTE	High School
Instructional Media Specialists 1 FTE	High School
Media Center Specialist 1 FTE	High School
Technology Resource/Media Specialists 3 FTE	Middle Schools
Technology Education Teachers 6 FTE	Middle School
Instructional Technology Specialists – 3 FTE	Elementary Schools

The Massachusetts DOE has established a benchmark calling for 1 DOE certified Instructional Technology Specialist for every 100 computers and 1 technical support person for every 60-100 staffers. Fall River currently has 1 FTE's technician for every 1450 computers and one technology specialist for every 88 staff members. As technology expands we must seek to expand the services of our staff to meet the needs of our students, staff and the community.

PROFESSIONAL DEVELOPMENT

Like many school districts, Fall River began offering technology related professional development workshops many years ago. Typically, the focus of these workshops was on “how to use the hardware,” or “how to use a piece of software.”

The type of professional development workshops that are now offered within the District are more reflective of an integration of technology and curriculum and better aligned with the standards. Feedback from staff indicates that the workshops have been very successful and have established an appropriate balance between necessary skill building and curriculum focus.

In compliance with the Education Reform Act, the District has been very proactive in its support of professional development. Last year an impressive number of district-run workshops were conducted in-house. In addition, Fall River will continue to contract services from the Ed Tech Leaders Online (ETLO), Mass Networks, and MESPA. It will continue to partner with Bristol Community College and UMass Dartmouth in offering professional development opportunities.

In addition, our district has now made the decision to utilize the NWEA’s Measures of Academic Progress tests as the primary assessment vehicle for all students in grades 3-9. This assessment is totally computer based. Significant professional development has been given in the 2005-2006 school year in both the use of this new technology and the procedure for uploading and downloading the data electronically.

Also two professional development programs are building our teacher’s capacity to incorporate high-quality online professional development by using wireless networking and laptops. This provides teachers and administrators the flexibility necessary to further their development.

ASSESSMENT OF STAFF AND STUDENT USE

In the fall of 2006, Fall River Public Schools participated in a district wide survey, “Fall River Technology Assessment Survey online through the use of SurveyMonkey.Com. This survey was designed to determine the complex factors influencing the successful use and availability of technology. At the district level, these include: resources, leadership, physical network, professional development, curriculum and instruction models, and the curriculum standards. At the student level, these include: teacher preparedness, resources, and student use at home. The survey responses represent only a portion of the questions, but give an excellent indication of general use trends and attitude towards technology

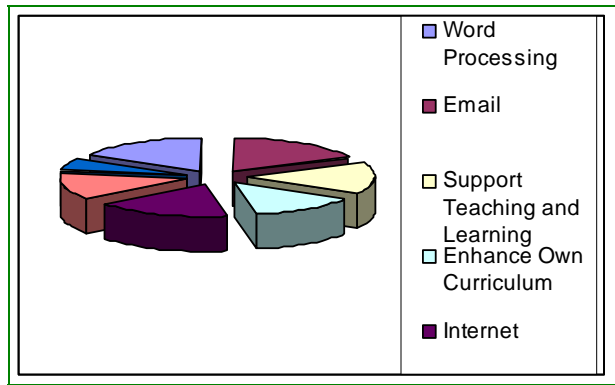
ADMINISTRATORS, TEACHER AND SUPPORT STAFF

SURVEY RESPONSES

Participants were asked how often they used a computer, what subjects’ technology is currently being used, and the skill level. The most commonly cited use:

USE OF TECHNOLOGY	%
Word Processing	88%
Email/Communication	94%
Support Teaching and Learning	74%
Enhance Own Curriculum	67%
Internet	90%
Research	66%

Online Professional Development	28%
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Participants were also surveyed to determine what value they placed on hardware, equipment, or peripherals. Survey responses indicated that:

- Administrators placed most value on having the email, Internet access, the use of projection equipment for professional development and planning. The principals' responses appeared to be determined by comfort levels with technology.
- Teachers placed most value on having direct access to technology - a classroom computer, printing, professional development, e-mail, and Internet access. Responses indicate that teacher use of technology was primarily used for instruction, administrative use and professional development opportunities.
- Support staff placed most value on printing and technical support. Less value was placed on projectors and Internet access.

STUDENT SURVEY RESPONSES

Participants were asked how often they used a computer, their skill level, and what subjects' technology is currently being used. The most commonly cited use of computers was for:

- Students use computers more at home than school.
- Computer use included: email, Internet, chatting, playing games, word processing and shopping.
- High School students reported greater use of technology than their counterparts in elementary or middle school.
- Subjects' frequently integrating technology included: English/Language Arts, History, and Foreign Language. Technology use was not integrated to in math and science classes.

Overall, students indicated a high comfort level with the use of computers for all grade levels.

CONCLUSION ABOUT STAFF AND STUDENT USE

Some general conclusions:

- Technology use is affected by user comfort level with hardware, software and peripherals.
- Teachers reported using computers for preparation for teaching more than for direct instruction.
- More frequent use of technology in ELA and Math at the elementary and high school level than middle school level.
- 82% of the students have a computer at home with Internet access.
- 70% of the students spend 2-3 hours per day using a computer at home, but only 48% use a computer to do school assignments.
- A significant increase in technology use at the elementary levels.

RECOMMENDATIONS

1. Increase online professional development and wireless access to the Internet.
2. Increase collaboration between The Office of Technology, The Office of Instruction, Technology Specialists, and Technology Coaches.
3. Increase technology integration professional development workshops and opportunities within the district.
4. Ensure equity in technology across the district by maintaining current levels of technology in both older and newly constructed schools.
5. Purchase additional network printers to replace stand alone inkjet printers.
6. Increase technical support staff to improve timely maintenance, repairs and upgrades.
7. Continue to centralize all software and hardware purchases through the Department of Technology to ensure quality, compatibility, and inventory
8. Increase understanding of computer technologies and digital media that support Universal Design for Learning (UDL).
9. Increase use and acquisition of digitized versions of printed text.

MISSION, GOALS, AND VISION

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MISSION STATEMENT

In order to prepare our students to meet the challenge of our ever-changing world, Fall River Public Schools will insure that technology is an integral factor of the educational process. It will be used to enhance learning, instruction, communication, and information management in a manner that is both equitable and accessible to all.

GOALS

1. To improve administrative efficiencies from the classroom to the central office.
 2. Develop a set of hardware and software standards for the district.
 3. To strengthen the electronic communication links between schools and the community to access, manage and share information related to the educational process.
 4. To provide computer based assessment for all students in grades 2-12 with a 24 access to scores for data driven instruction at the classroom level.
 5. To improve ability to evaluate the specialized technology needs of students with disabilities.
 6. To establish consistent, appropriate, professional development for all staff.
 7. To improve instructional and curricular technology integration to enrich teaching and learning.
 8. To strengthen the working knowledge of concepts of Universal Design for Learning and integration of UDL to standards-based curriculum for diverse learning populations.
 9. To develop technology competencies for staff and learning outcomes for students.
 10. To strengthen the links among the schools and the community through the use of web based applications.
 11. To improve the ability to interface special education, X2database, reports, and web-based IEP programs with the school system's organization of administrative data and student records.
 12. To improve the management of assistive technology equipment, including set-up, operation, maintenance, and repair of said equipment.
 13. To utilize web site content management development software, such as SAVVY, to allow more participation in the development and use of web based information for students, staff, teachers and the community.
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VISION

1. Technology will be incorporated into the daily management and operation of classrooms, schools, and the Central Office. It will also serve as an essential element of School Improvement Plans and The District Improvement Plan.
2. All classrooms, libraries, and school offices will be sufficiently equipped and configured to provide all members of the learning community, including students, staff, and parents, with easy and equitable access to emerging and expanding information technologies.
3. Provide training opportunities to ensure our staff has the appropriate competencies and support needed to use educational technology to deliver instruction. To deliver online professional development.
4. Educational technology will be integrated into the curriculum and used in an equitable manner by all students as an essential element of student success.
5. Facilitate inclusive schooling using print-based text combined with the most current universally designed materials and assistive technologies including digital text, digital media, and computer technologies.
6. Both students and staff will achieve a level of proficiency in using information technologies.
7. Ensure that students with disabilities receive appropriate assistive technology materials in order to access the curriculum and participate in state and district assessment protocols.

This plan will necessitate a culture shift within the District and throughout the community. It will essentially change how we teach, learn, manage information, and communicate with each other. We must be very careful however, to give great care and consideration to the methods and process of this reform.

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GOALS, INITIATIVES AND TIMELINES IN SUPPORT OF EDUCATIONAL REFORM

The following goals and initiatives take this plan from the big picture (Mission Statement and Vision) to the more immediate and specific. They confirm that technology initiatives support the learning outcomes expressed in the curriculum frameworks. They reflect our intention to provide district-wide equity. They validate our efforts to upgrade the skill and knowledge levels of our professional staff. They attest our intent to be more effective managers of our schools and classrooms. They embody our belief that the existing school culture must evolve.

ADMINISTRATIVE AND MANGEMENT GOALS AND INITIATIVES

Goal 1: To improve administrative efficiencies from the classroom to the central office.

INITIATIVE Administration and Management	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
1A – Expand student and community access to Fall River’s electronic network.	x	x	x	In-progress, work is ongoing in the following areas:
	Elementary Level:			
	x			<ul style="list-style-type: none"> • New PC lab at Doran School • Installed new PC’s at Watson, Tansey, Fowler, Tansey, and Westall (Fall 2006)
	x			<ul style="list-style-type: none"> • 2 Toshiba Laptop mobile carts (30 laptops, printer with wireless airport base) were purchased for 4 schools. Additional carts are scheduled for purchase over the next two years.
	x	x	x	<ul style="list-style-type: none"> • Servers installed for instructional data and software (funded through E-Rate)

INITIATIVE Administration and Management	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
1A – Expand student and community access to Fall River’s electronic network.	<u>Middle School Level:</u>			
	X			<ul style="list-style-type: none"> New PC Lab installed at Henry Lord (30 PC’s)
	X			<ul style="list-style-type: none"> 3 of 4 middle school buildings are now wireless – OSX (G5) network.
	X	X	X	<ul style="list-style-type: none"> Servers were installed for instructional data and software. (e-Rate Funding)
	<u>High School Level:</u>			
	X	X	X	<ul style="list-style-type: none"> System Software Upgrades
	X			<ul style="list-style-type: none"> World Language Lab/ELA Lab/Math Lab/Science Lab (January 07)
	X	X	X	<ul style="list-style-type: none"> Administrative computer upgrades
	X			<ul style="list-style-type: none"> Computer (PC) Math/ELA Lab
	X	X	X	<ul style="list-style-type: none"> Guidance/Counseling PC Upgrades
X	X	X	<ul style="list-style-type: none"> Palm Pilot X2 SIMS Project 	
1B – Provide email accounts to new staff upon completion of orientation.	X	X	X	Staff will be provided with a web-based email account upon appointment and will be provided with training and support.

INITIATIVE Administration and Management	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
1C – Staff will have electronic access to needed information about their students e.g. schedules, attendance record, transportation, discipline record, emergency information, etc.	x	x	x	The X2 SIMS is currently in place throughout the district. All student data is kept electronically. Teachers are now able to access this data from their desktop.
	x	x	x	The Palm Pilot Project is a SIMS coordinated with X2. It is in place at the High Schools and three middle schools
1D – The technology tools that are used for administrative purposes will be standardized across the district in order to facilitate training, support, and maintenance.	x	x	x	Ongoing Process – Data scanning and file management systems plans are currently underway
1E – Create a portal to access curriculum related websites for Math and English Language Arts.	x	x	x	Staff has full use of the MassONE Virtual Education Space Portal.
1F – Maintain the Fall River Public Schools web site	x	x	x	Our web site is constantly evolving. Each school and department has an active link on our web site. We are coordinating plans with MecNet to utilize a partner agency for the management of content on our site. This will provide ease of use and access to parent groups and our community in general.

INITIATIVE Administration and Management	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
1G –Provide educators with student data and information they can use to improve teaching and learning including access to IEP goals for students.	x			In collaboration with Northwest Evaluation Association (NWEA), schools in the Fall River District (grades 3-9) participated in a computer- administered assessment program “Measures of Academic Progress” (MAP) - Test results provided data on student’s instructional level and measures academic growth in the areas of mathematics, reading, and language usage.
1H – Initiate the EPIMS Project which will require districts to submit previously uncollected data on individual educators, it will replace the current District and School Staffing Report, which collects staff information in the aggregate. It will also replace Schedule 13, the school finance office's staffing report, which collects staff information in full time equivalents (FTEs). The data collected will be linked with the licensure data the Department currently maintains in ELAR, the Educator Licensure and Recruitment database. This will be correlated with our X2 Data System.	x	x	x	The Massachusetts Department of Education anticipates collecting data through EPIMS from all districts and charter schools in October 2007. The Fall River Public Schools would like to take part in this pilot program commencing in the fall of 2006

Fall River’s Administrative and Management initiatives will improve data management and communications throughout the school district. The above initiatives will greatly simplify our network infrastructure while at the same time improve its reliability and performance. Administrators and instructional staff will be able to gather, analyze and interpret student performance data. We continue to expand access to this data through both improved and expandable network and wireless technologies.

HARDWARE AND SOFTWARE GOALS AND INITIATIVES

Goal 2: Develop a set of appropriate hardware and software standards for the district.

INITIATIVE Hardware and Software	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
2A – Update and maintain hardware (desktops, laptops, servers etc.) and software inventory within the district.	x	x	x	On-going yearly process – We are negotiating with School Dude to initiate an online asset management inventory system
Include detailed inventory of all E-Rate purchases	x	x	x	E-Rate tracking is now in place. School based administrators will be responsible for inventory at the building level.
2B – Continue to phase out obsolete technologies.	x	x	x	The Director of Buildings and Grounds in collaboration with the business manager has developed a yearly plan with City Departments on recycling and auctioning off obsolete technologies. We are converting to a fully PC system.
2C – The District will hire two additional full-time computer technicians whose primary job responsibility will be to maintain equipment in good working order and update software and assistive technology as necessary.	x	x	x	The district will review its technical support structure as it plans next year’s budget. It will continue to take advantage of interns from local community college and technical institutes and will strive to increase technical support from all avenues including two additional full-time technicians.
2D – The District will maintain a sufficient inventory of spare parts and replacement equipment such that down time is minimized.	x	x	x	As hardware becomes obsolete and unworkable, it will be dismantled and repurposed for spare parts and taken off the inventory database.

INITIATIVE Hardware and Software	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
2E – Develop a plan for hardware and software acquisitions and maintenance.	x	x	x	The Office of Technology will continue to implement a district-wide procedure for hardware and software purchases.
	x	x	x	A program of regular maintenance, preventive maintenance, and continuous upgrade will be implemented.
2F – Establish software requirements and guidelines.	x	x	x	Instructional software purchases must be made in accordance with the procedures and standards outlined in Appendix F to include the needs of all students and specifically those students who may have physical challenges
2G – Continue to provide low and high tech assistive technology devices and software to students with physical and/or learning disabilities.	x	x	x	The district will continue to assess the educational and technology needs of students with disabilities (e.g. computer based instruction, alternative computer access, positioning, augmentative communication systems, assistive learning devices, and mobility) through an interdisciplinary team approach. Recommendations for equipment and/or software will be based on the team's recommendation.

In order to attain the administrative and management goals and initiatives in this plan, hardware and software standards must be established. The use of a standard set of tools will simplify training, technical support and software maintenance.

Quality instructional software is a key component in achieving our curriculum and instructional goals. It is therefore recommended, that future software purchases be made in accordance with district guidelines. In addition, educational software will be selected in the same manner in which other instructional materials are selected, giving care to avoid sexual, ethnic, racial or religious stereotypes or biases. Furthermore, in order to insure compatibility with existing hardware configurations, network protocols, and licensing agreements, all software purchases will be channeled through the Office of Technology. This department will maintain an electronic software inventory that will include version numbers, license restrictions, system requirements, and curriculum frameworks addressed with the software.

COMMUNICATION AND INFORMATION ACCESS GOALS AND INITIATIVES

Goal 3: To strengthen the electronic communication links between schools and the community to access, manage and share information related to the educational process.

INITIATIVE Expand hardware	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
3A – Expand hardware (portable hardware and wireless labs) according to Initiative 2E.	X	X	X	Progress has been made in this area; however, our goal will be to provide classroom teachers with a wireless laptop, PDA’s and workstations. Advances in technology have brought about a change in the way institutions offer instruction V-Brick solutions are focused on the possibility of sharing knowledge with each user, bridging distance and helping students communicate across continents, reaching distant communities, and enriching student learning through technology.
3B – The District will expand its web site to include information about district departments, school activities athletic events, community outreach, and teacher/parent/student/portals.	X	X	X	The Fall River Public Schools web site will maintain links that provide information in the following areas: administration, individual schools, employment opportunities, current school events, school year calendar, technology support, professional development, district policies and procedures, a staff directory, parent registration information, school committee members and meeting dates, and municipal websites. Technology Coaches will have the ability to maintain their school websites through the use of content management solutions..
3C – Email addresses for all staff will be posted in the directory of District’s web site www.fallriver.k12.ma.us	X	X	X	Fall River’s current Web Mail portal “CommuniGate” will be transferred to “MECnet Web” in the 2006 school year. This will include calendars, file storage, contacts, and EZ Post. These offerings will expand to include other emerging technology.
3D – Increase the number of network nodes for each classroom, parent centers, media center and office to 100%. Continue to expand desktop access to Internet and Email.	X	X	X	With the deployment of wireless technology, Fall River is 97% networked district. As defined under Initiative 1A, Parent Centers have been established in the high school and two middle schools. Communication between community, parent and students will continue to evolve and every opportunity to gain community access to our network will be explored.
3E – Expand connectivity between School District and the Fall River Public Library.	X	X	X	Currently, the high school middle schools and three elementary schools provide a link to the SAILS collaborative which connects the city and neighboring community libraries.

Fall River’s communication goals will improve communication throughout the school and community. It will enable students, teachers, parents and community members to access, manage and share information concerning curriculum, school and community events, and to share information and enhance communication related to the educational process provided by the Fall River Public Schools.

PROFESSIONAL DEVELOPMENT GOALS AND INITIATIVES

Goal 4: To establish consistent, appropriate, professional development for all staff.

INITIATIVE Professional Development	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
4A – Professional staff achieve a level of technological proficiency.	x	x	x	Instructional staff will be expected to achieve a level of technological proficiency that will enable them to effectively use technology with their students.
4B – Assess technology competencies for administration, staff and support staff.	x	x	x	In October of 2006, administrators, teachers and support staff completed a Technology Assessment Survey (FRTAS).The results were analyzed in order to design and offer sufficient and appropriate workshop opportunities.
4C – Work with the Professional Development Director to establish appropriate technology workshops and courses.	x	x	x	Coordination with the Office of Professional Development will ensure workshops and offerings are aligned with the curriculum frameworks and district improvement plan. Implementation of the X2 Professional development Module will streamline this process.
	x	x	x	Professional development for the instructional staff will encompass both skill building and ways to use technology to leverage gains in student performance as outline in the NCLB Title IID Technology Enhancement Grant.
4D – Create an electronic posting and registration form online.		x	x	Initiation of X2 Professional Development Software Module

INITIATIVE Professional Development	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
4E – Provide district wide training to special education teachers in developing web-based IEP’s and create availability in all schools	x	x	x	Initiation of X2 Special Needs Software Module in cooperation with the Massachusetts Department of Education and the SIMS Office.
4E – Continue to expand collaborative partnerships with local colleges, community learning centers, and DOE technology training opportunities.	x	x	x	In addition to the system wide sponsored technology professional development opportunities, the district will continue to contract services from the, MassONE, Ed Teach Leaders Online (ETLO), Mass Networks, PALMS, and MESPA. The FRPS will continue to partner with Bristol Community College and UMass Dartmouth if offering professional development opportunities.
4F – Continue to expand the instructional technology instructors’ base for professional development workshops and training.	x	x	x	Currently, the Office of Technology conducts workshops within the district. We plan to expand our base of instructors by utilizing our Technology Coaches for professional development training within the district.
4H – Increase professional development opportunities for administrators, teachers and support staff. .	x	x	x	Currently offered within the district: <ul style="list-style-type: none"> • in-school and after school workshops • graduate courses • weekend format workshops • ETLO Online Professional Development • Video Streaming Training opportunities offered by Rhode Island PBS and Teacher Wires (WGBH) • Moodle Open Source Distance Learning (Online Course) Training and Development

Based on the results of the district-wide survey, our goals are to increase staff awareness of the types of courses and workshops available in the district and throughout the community. In regard to the professional development, we must make certain that the staff development programs offered are of high quality and that the process is ongoing and inclusive, providing growth opportunities for novice through experienced users. Moreover, the focus must be on the curriculum, with the technology component being an integral, but secondary priority. This will help us better align our curriculum with national standards, the Common Core of Learning and state Curriculum Frameworks.

INSTRUCTIONAL AND CURRICULAR TECHNOLOGY INTEGRATION GOALS AND INITIATIVES

Goal 5: To improve instructional and curricular technology integration to enrich teaching and learning

INITIATIVE Technology Integration	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
5A – Increase the number of technology specialists to support classroom teachers in their efforts to integrate technology into the curriculum.		X	X	<ul style="list-style-type: none"> • Elementary – 6 FTE’s • Middle School – 6 FTE’s • High School – 4 FTE’s
5B – Design and implement a K-12 Technology Curriculum Plan that aligns with the DOE Frameworks.	X	X	X	Students will be expected to achieve a level of technological proficiency at each grade level. Technology will become an important tool for enriching the learning process.
5C – Expand access to web streaming media.	X	X	X	Continue the Kuss Middle School Science Department collaboration with NASA in a live streaming video initiative. Current Projects: emissions, which replicate a NASA emission using grade level skills and long distance learning – involved with Marshall and Goddard Space Centers. Moodle Training South East Virtual Academy (SEVA) RI PBS
5D – Review the Curriculum Frameworks and identify opportunities for technology integration.	X	X	X	Continue the Technology Coach Program throughout the FRPS to integrate technology and the curriculum.

INITIATIVE Technology Integration	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
5E – Devise guidelines and policy for the evaluation and upgrade for all content-specific software.	X	X	X	<p>The District will maintain and upgrade the instructional software collection in order to provide appropriate and timely teaching/learning materials.</p> <p>All content-specific software must be aligned to the curriculum frameworks and meet specific guidelines in order to be purchased.</p>
5F – Support project-based learning with technology throughout the district.	X	X	X	<p>Technology will continue to be a vital tool in our district. In those schools that have Instructional or Resource Technology Specialists, the amount of project-based learning activities will increase significantly. Specialists will collaborate with teachers to ensure that technology will be integrated into the curriculum and address the different learning styles of their students.</p>

The integration of technology into the curriculum is a challenging endeavor. The instructional staff, principals, and administrators all face a paradigm shift.

- The instructional staff must be willing to make changes in their approach to instruction. They must be empowered with the needed technical skills and they must be supported in their efforts.
- Administrators must insist that technology be integrated into the curriculum and they must hold staff accountable through the evaluation process.
- Administration must make a financial commitment to support this effort.

Technology tools will be integrated into classroom instruction when they will result in a performance gain for students. Furthermore, the above initiatives have been established to promote problem solving, inquiry and critical thinking.

LEARNING OUTCOMES FOR STUDENTS GOALS AND INITIATIVES

Goal 6: To develop learning outcomes for students as well as provide students with increased opportunities to work independently and to go beyond the scope of the standard curriculum.

INITIATIVE Learning Outcomes for Students	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	STATUS
6A – Develop a set of student competencies in the area of instructional technology as defined under Initiative 5B .	X	X	X	Students will be expected to achieve a level of technological proficiency at each grade level. Technology will become an important tool for enriching the learning process.
6B – Provide staff training to address student technology competencies.	X	X	X	District-wide workshops explaining the scope and sequence of the specific skills related to the use of technology and student standards and methods used for evaluation. (Tech Coach Program)
6C – At the middle school level, develop assessment strategies to measure student achievement of technology competencies. (Prior to graduating from 8 th grade, students will be assessed in the areas listed in the status column)	X	X	X	Software applications offered to all middle school students in grades 6-8: <ul style="list-style-type: none"> • Word Processing • Spreadsheets • Multi-media • Electronic Research/Web Quests
6D – Continue to expand the High School Technology Program.	X	X	X	Explore additional opportunities for students to use technology in preparation for their vocational or college careers.

When students are taught how to use technology, we believe that:

- By using a variety of strategies and methods will increase student learning
- Technology will become a vital tool for enriching the learning process.
- Meaningful interaction with the community workforce will be vital ingredient to student learning
- By using digital media as a primary learning tool, diverse learners will have equal access to the curriculum, including those with learning and communication disabilities, cognitive impairments, visual and auditory impairments, and physical challenges.
- Digital media is a flexible curriculum tool that is more accessible and usable by students, thus inclusive schooling will be more successful.
- Technology will make it easier for students to match their strengths with the appropriate tools to achieve success. We will be able to create a more flexible learning environment, which matches the variety of technological tools with varying learning styles.

EVALUATION PROCESS

The Fall River Public Schools recognizes the need for evaluation of the district and school technology plans, as well as the need for ongoing evaluation of the effectiveness of technology resources toward attainment of education goals. The effectiveness of all academic resources, including technology resources, is evaluated regularly by the academic departments utilizing the particular resource, as they are best equipped to evaluate, with the help of the Chief Information Officer and the Director of Technology Integration and Management when appropriate. Additionally, students contribute data relative to their progress toward their specific curricular goals, along with the effectiveness of the resources available. Data for review is collected by the Director of Technology Integration and Management via reports, surveys, interviews, and discussions at meetings and training sessions.

Prior to purchasing technology resources, the district assesses the products and services being recommended to ensure that they are appropriate, valid, in alignment with district, state, and federal standards, and able to be utilized in the technology environment/infrastructure for which they are proposed. Any available research on the effectiveness of the resources is taken into consideration. This evaluation is a joint effort of the academic departments and the Office of the Chief Information Officer.

Additionally, the Fall River Public School Department reviews its Technology Plan and technology practices in at least two different ways: 1.) All technology strategies and projects are reviewed on an ongoing basis throughout the year; mid-course corrections in response to new developments and opportunities are standard practice; 2) The Office of Technology and the Technology Committee conducts a review of its District Technology Plan twice yearly, its alignment with district goals and plans, its alignment with state Curriculum Frameworks, standards, and guidelines, and its alignment with federal standards, guidelines, and requirements. Data for review is collected by the Technology Office via surveys, interviews, and discussions at meetings and training sessions. Test data is also analyzed for any pertinent information.

CLOSING REMARKS

In closing, we must acknowledge that technology now plays a very significant role in our lives and we cannot turn back. Recognizing this fact, we must make every effort to empower our young people with the skills, aptitudes, and attitudes that will ensure their future success. To accomplish this, we must move this school system forward so that we will be equipped to do the job.

As a school district we must decide how to proceed and when. This plan has addressed those issues. It has addressed our current situation and identified the needs. It has created a vision and has determined a direction with timelines. It should increase our confidence as we move forward.

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APPENDIX “A” --- Fall River Technology Assessment Survey

Survey Results – 513 Participants

How often and in what subjects is technology (computers, hand-held electronic devices such as calculators, the Internet, digital cameras, video equipment, etc.) are currently being used?

Technology Operations and Concepts	
325 63%	Use a variety of external peripherals (e.g., digital camera, camcorder, CD-RW, scanner) and connect them to a computer
286 56%	Resolve basic technical difficulties (e.g., soft reboot, paper jam, ink cartridge replacement).
386 69%	Select a printer and print a document with appropriate orientation within page setup.
247 48%	Connect the cables and cords correctly such that a computer is functional.
222 43%	Identify, download and use multimedia, graphic, sound and video files.
319 62%	Install new software from a variety of sources (e.g., CD, downloads, plug-ins and applications) per district policies.
426 83%	Access the Internet, identify and use navigation features of browser (e.g., "go," "back," "forward").
316 61%	Use correct terminology in speaking about Internet communications (e.g., browser, search engine, URL, and hyperlinks) and add a Web site to Favorites or Bookmark it for future reference.
431 84%	Create, send, and retrieve a message using email.
267 52%	Send an email attachment, open and save one to the desktop.
388 75%	Use editing and formatting features (margins, cut and paste, spelling, and page numbers). Insert images (e.g., graphics, clip art) from other files into word-processed documents.
406 79%	Create a report, newsletter using word-processing, or desktop publishing software.
184 35%	Create a spreadsheet using simple formulas.
133 25%	Customize formatting of charts or graphs created in spreadsheet.
286 55%	Create a simple multimedia presentation (using PowerPoint, KidPix, ClarisWorks, etc.)
Teaching & Learning with Technology	
313 61%	Integrate technology into the curriculum of one's subject and/or grade level with assistance of a coach, mentor or other staff member.
256 50%	Use technology to support learner-centered strategies that address all students.
412 80%	Use the Internet for curriculum development and instruction (e.g. Web Quests, eboard)
348 67%	Use appropriate technology tools to enhance one's own curriculum (e.g. projectors, laptops, digital cameras)
412 80%	Use word processing to support teaching and learning (e.g., letters home to parents, course syllabi, flyers, worksheets, students' stories, etc.)
441 86%	Use technology to gather curriculum-specific information from CD-ROMs and Internet.
191 37%	Manipulate data using charting tools and graphic organizers (e.g., concept mapping, and outlining software) to connect ideas and organize information.
482 93%	Use email to communicate with teachers and other professionals about curriculum content and procedures.

Average Use of Technology in the CORE Content Areas - 2006

Subject	Daily	1 Day Per Week	Monthly	Rarely
Reading/ELA	51%	33%	15%	1%
Math	45%	50%	5%	0%
Science	60%	34%	5%	1%
Social Studies	33%	42%	12%	3%

Classify Items of Importance – 1 through 5 (1 = Least Value to 5 = Vital)

Printing	80%
Technical Support	96%
Internet Access	92%
PD in Technology	80%
Classroom Computers	96%
Email	71%
Mobile Carts/Labs	75%

District-wide Professional Development:

Staff who received formal technology PD	40%
Available hours for formal PD	26,955
Participants in online PD	25%
Staff involved in technology PD within the past year.	137
Staff involved in co-teaching, technology PD or mentoring	48

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APPENDIX “B” --- Fall River Student Technology Assessment Survey

Access To Technology	
82%	I have access to a computer at home.
81%	I have internet access at home.
73%	I use the computer lab or laptop computers at school.
91%	I am comfortable using computers.
54%	I use the computer for my schoolwork.
Technology Operations and Concepts	
66%	I download and use multimedia, graphics, sound and video files.
84%	Access the Internet, identify and use navigation features of browser (e.g., "go," "back," "forward").
55%	Use correct terminology in speaking about Internet communications (e.g., browser, search engine, URL, and hyperlinks) and add a Web site to Favorites or Bookmark it for future reference.
12%	Create, send, and retrieve a message using email.
10%	Send an email attachment, open and save one to the desktop.
62%	Use editing and formatting features (margins, cut and paste, spelling, and page numbers). Insert images (e.g., graphics, clip art) from other files into word-processed documents.
58%	Create a report, newsletter using word-processing, or desktop publishing software.
30%	Create a spreadsheet using simple formulas.
30%	Create charts or graphs from spreadsheets
49%	Create a simple slide show or presentation (using PowerPoint, ClarisWorks, KidPix, etc.)
26%	Create an outline, diagram, web or concept mapping (using Inspiration, Kidspiration or MS Word)
24%	I had a keyboarding class in school.

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APPENDIX “C”
STUDENT SKILLS RELATED TO THE USE OF TECHNOLOGY
(Based on National Educational Technology Standards for Students)

SUMMARY OF STUDENTS SKILLS – K-12	
Grade K-2	<p>Focus on concepts of computer technology.</p> <ul style="list-style-type: none"> • Teachers facilitate the integration of computers into their lessons as a tool; similar to the way they would use a dictionary or a flip chart. • Teachers introduce computer use as a tool to reinforce skills taught in the classroom. • Students enter text and employ simple editing techniques. • Students engage in hands-on use of the computer including naming parts and understanding how to use keyboard and hardware properly.
Grade 3-5	<p>Focus on computer use, the Internet, and software applications.</p> <ul style="list-style-type: none"> • Students learn the proper use of keyboard and typing techniques (20 or more WPM by the end of Grade 5). • Students become independent users of computer productivity tools (AppleWorks, Microsoft Word, PowerPoint, etc.), incorporating their use to generate some (not all) oral and written reports/projects, and to gather, tabulate, and analyze data (at least one report/project per major discipline). • Students practice problem-solving skills through computer simulation in various subjects. • Students locate and analyze information using appropriate technologies, e.g. CDROM, online databases, etc. • Students, with supervision, use telecommunications to communicate with other classrooms in the system, the state, country, and world as a means for gathering and sharing information.
Grade 6-8	<p>Focus on research, data analysis, and problem solving.</p> <ul style="list-style-type: none"> • Students are proficient users of common productivity tools (Word, PowerPoint, Excel, etc) and search engines. • Students use computers, the Internet, and electronic communication to gather, analyze, organize, and present information in the form of projects/reports (oral and written) in all major disciplines.
Grade 9-12	<p>Focus on research, problem solving and data analysis.</p> <ul style="list-style-type: none"> • Students routinely use computers, the Internet, and electronic communications to complete their assignments, to publish reports and projects, and to analyze scientific and mathematical data.

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APPENDIX “D”

K-12 TECHNOLOGY CURRICULUM PLAN

Grade Level	Technology Curriculum	State Standard
Pre-K	<ol style="list-style-type: none"> 1. Students practice responsible use of technology systems, information, and software 2. Learn basic components of a computer system and functions. <ul style="list-style-type: none"> • Use mouse correctly. • Startup and shutdown properly. • Place the cursor at a specified location on the screen. • Load from and save to the hard drive. • Print • Access CD-ROM 	<ol style="list-style-type: none"> 1.1 Develop basic skills for using hardware and applications. 1.2 Use correct terminology for basic components and develop understanding of their basic functions. 1.3 Follow classroom rules for responsible use of computers.
K	<ol style="list-style-type: none"> 1. Students use productivity tools to collaborate technology-enhanced models, prepare publications, and produce other creative works. <ul style="list-style-type: none"> • Create pictures using a draw program • Create a text document using a word processor • Utilize the font, size, style, and color functions in a word-processing environment • Combine text and graphics 	<ol style="list-style-type: none"> 1.4 Explore basic formatting features of a word processing program. 1.10 Explore the use of drawing and painting applications for class projects.
Grade 1	<ol style="list-style-type: none"> 1. Students use telecommunications to collaborate in constructing, publish, and interact with peers, experts, and other audiences. 2. Use a variety of technology resources (multimedia resources interactive books, educational software) for problem solving, communication, and illustration of thoughts, ideas, and stories. 3. Demonstrate basic proper keyboarding and word-processing skills. <ul style="list-style-type: none"> • Locate and use letters, numbers, and special keys on the keyboard, including shift key functions, delete key, and spacebar • Load from and save to floppy disk, hard drive, and server • Operate CD-ROMs independently • Combine text, graphics, and sound • Retrieve and modify word processing documents • Add graphic to word processing document. 	<ol style="list-style-type: none"> 1.3 At district and teacher's discretion explore and develop keyboarding skills. 2.4 Develop understanding of how the computer is a tool for learning.
Grade 2	<ol style="list-style-type: none"> 1. Using keyboards and other common input and output devices (including adaptive devices when necessary) effectively. 2. Use a variety of productivity tools (word processing, draw programs, electronic graphic organizers) for directed and independent learning activities. <ul style="list-style-type: none"> • Create a slideshow • Create an electronic web, concept map, or other graphic organizer. 	<ol style="list-style-type: none"> 1.5 Explore basic formatting features of a word processing program. 1.9 Collaborate with classmates and teacher to create a multimedia presentation to communicate learning with other.

<p>Grade 3</p>	<ol style="list-style-type: none"> 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) effectively. <ul style="list-style-type: none"> • Demonstrate basic proper keyboarding skills (e.g., identify left-hand and right-hand keys, locate and use symbols keys and special function keys) • Identify and locate “home row” on keyboard 2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborating writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. <ul style="list-style-type: none"> • Create multimedia presentations 	<ol style="list-style-type: none"> 1.3 At district and teacher’s discretion explore and develop keyboarding skills. 3.4 Collaborate with classmates and teacher to create a multimedia presentation to communicate learning with others.
<p>Grade 4</p>	<ol style="list-style-type: none"> 1. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. <ul style="list-style-type: none"> • Access bookmarked Web sites • Navigate independently within a Web site. • Enter URLs into browser • Cite electronic resources 2. Use general-purpose productivity tools and peripherals to support personal productivity, remediation skill deficits, and facilitate learning throughout the curriculum. <ul style="list-style-type: none"> • Demonstrate mastery of basic word-processing skills (e.g., manipulating and formatting text, using the tab key, properly spacing words, sentences, paragraphs, using the spell checker, etc.) • Demonstrate mastery of basic draw program skills (e.g., using basic shape drawing tools, pattern fills, changing line colors and thickness, etc.) 3. Introduce the basic functions and purpose of databases and spreadsheets. <ul style="list-style-type: none"> • Demonstrate basic understanding for organizing information into charts, tables, and diagrams. 	<ol style="list-style-type: none"> 1.5 Explore and understand the basic function and purpose of a database. 1.6 Explore and understand the basic function and purpose of a spreadsheet. 2.2 Explore practices for evaluating Web sites. 3.1 Explore and develop understanding of how to gather information from a variety of electronic sources, including teacher-selected Web sites, CD-ROM, encyclopedias, and automated card catalog. 3.2 Explore the use of application programs for organizing information into charts, tables, and diagrams.
<p>Grade 5</p>	<ol style="list-style-type: none"> 1. Use technology for research, problem solving, and communication. <ul style="list-style-type: none"> • Students use technology to locate, evaluate, and collect information from a variety of sources. • Use electronic resources such as encyclopedias, search engines, directories, dictionaries, and thesaurus. • Students use technology tools to process data and report results. 2. Use keyboards and other common input and output devices efficiently. <ul style="list-style-type: none"> • Develop keyboarding skills (15-20 wpm). • Refine proper keyboarding techniques, incorporating appropriate reaches and understanding of ergonomics concepts. 3. Use general-purpose productivity and content-specific tools to support personal productivity and group collaboration, remediation skill deficits, and facilitate learning throughout the curriculum. <ul style="list-style-type: none"> • Demonstrate advanced word processing skills (e.g., insert page #, set tabs, margins, line spacing; insert headers and footers, columns, bullets, numbering, text boxes, text alignment, etc.). • Apply formatting, editing, and proofreading skills to keyed copy. • Demonstrate advanced draw program skills (e.g., use all draw tools effectively, group objects, use layering, and create graphics for export into other programs). • Create multimedia presentations. • Use CD ROMs for independent research. • Operate a scanner and digital camera effectively. 	<ol style="list-style-type: none"> 1.15 Operate peripheral equipment. 1.16 Develop efficient keyboarding techniques. 1.17 Identify and use editing and formatting features of a word processing program. 1.18 Insert images from other files into a word-processed document. 3.9 Communicate results of research and learning with others using the most appropriate tools.

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| <ol style="list-style-type: none"> 1. Use telecommunications to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. <ul style="list-style-type: none"> • Use Internet search engines and directories. • Navigate Web sites independently. • Understand the parts of a URL address. • Discuss and abide by proper “Netiquette” and safety strategies for telecommunications. • Cite electronic resources in correct bibliographic format. 2. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments) to support learning and research. <ul style="list-style-type: none"> • Design, create, and analyze information from databases. • Design, create, and analyze information from spreadsheets. • Create charts and graphs from spreadsheet data. • Integrate software applications (e.g., import graphics into word-processing, graphics into spreadsheets, etc.). • Design and create desktop-published or word-processed reports, and multimedia presentations. • Design, create, and analyze information for concept mapping, flow charting, and outlining. | <ol style="list-style-type: none"> 1.19 Describe structure and function of database and identify components. 1.20 Create an original database, defining field formats and adding new records. 1.21 Perform simple operation in a database. 1.22 Describe structure and function of spreadsheet and apply formatting features. 1.23 Create an original spreadsheet, entering simple formulas. 1.24 Produce simple charts from a spreadsheet. 1.25 Identify and use navigation features of browser. 1.26 Identify basic elements of a Web site. 1.32 Create a slide presentation using appropriate applications. 2.7 Explain and demonstrate ethical and legal behavior in copying files, applications, and media. 2.12 Validate a Web site for authenticity. 3.7 Use search engines effectively to find relevant, unbiased, and current information on a subject. 3.8 Organize information that is collected using a variety of tools. 3.9 Communicate results of research and learning with others using the most appropriate tools. 3.10 Manipulate data using charting tools and graphic organizers to connect ideas and organize information. |
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<ol style="list-style-type: none"> 1. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. <ul style="list-style-type: none"> • Create multimedia projects (transferring, downloading and converting text, graphics, sound, video, animation, hyperlinks, etc.) • Demonstrate and understanding of desktop publishing and word-processing principles and file formats. 2. Use telecommunications to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. 3. Demonstrate proficiency in the use of content-specific tools, software, and simulations. <ul style="list-style-type: none"> • Create simple Web page. • Create images applying math coordinates using drawing software. • Create, analyze, import/export and adjust spreadsheet data and formulas. • Display spreadsheet data in various chart forms. • Import and link charts into word-processed documents. • Create multimedia/video slide shows. • Use a variety of external peripherals and understand how they connect to a computer. 4. Use various specialized technology tools/programs for problem solving, decision-making and creativity. <ul style="list-style-type: none"> • Simulation software • Computer-aided design. 	<ol style="list-style-type: none"> 1.38 Identify and use methods for transferring, downloading, and converting graphic, sound, and video files. Use different graphic file formats when appropriate. 1.39 Save a word-processed document in different file formats. 1.40 Use a variety of external peripherals and understand how they connect to a computer. 1.46 Use advanced formatting features of spreadsheet application. 1.47 Use formulas in a spreadsheet application. 1.48 Import/export data between spreadsheet and other applications. 1.49 Customize formatting of charts or graphs created in spreadsheet. 1.53 Know how to select and use search engines. Understand the differences between search engines. 1.57 Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files. 1.58 Identify capabilities of technology resources and understand how they can be used for lifelong learning. Explain how to evaluate electronic sources of information. Cite electronic sources correctly. 3.13 Integrate electronic research results into a research project. 3.15 Present information, ideas, and results of work using any of a variety of communications technologies. 3.16 Collect, organize, analyze, and graphically present data using the most appropriate tools. 3.19 Demonstrate how specialized technology tools can be used for problem solving, decision-making, and creativity.
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**FALL RIVER PUBLIC SCHOOLS
OFFICE OF TECHNOLOGY**

APPENDIX “E”

TECHNOLOGY COMPETENCIES FOR PROFESSIONAL STAFF

Technology Competencies for Teachers

A Fall River Public School Teacher...

- Is a competent user of the District’s email system
- Is a competent user of the following components of Microsoft Office:
 1. Word Processing
 2. Spreadsheet
 3. Presentation
- Can effectively use the available instructional software that addresses the curriculum frameworks for the subject(s) he/she teaches.
- Can effectively use the Internet and at least one search engine.
- Can effectively integrate technology into the delivery system of curriculum.
- Can effectively use technology to differentiate instruction.
- Uses technology to engage students in active learning.
- Uses technology to promote high-order thinking in students.
- Is familiar with the District’s Technology Plan.
- Can use a scanner to scan pictures and text.
- Can use a digital camera.
- Can explain and advocate to students the ethical behaviors regarding technology use and the Fall River Public Schools Acceptable Use Policy.

Technology Competencies for Administrators

A Fall River Public School Administrator...

- Is a competent user of the District’s email system
- Is a competent user of the following components of Microsoft Office:
 1. Word Processing
 2. Spreadsheet
 3. Presentation.
- Can effectively use the Internet its search engines.
- Is familiar with the District’s Technology Plan.
- Can effectively evaluate staff in their use of instructional technology.
- Is familiar with the capabilities and basic operation of the X2 Student Information System (SIMS)
- Uses the District’s website as a communication link to the community.
- Can explain and advocate to students the ethical behaviors regarding technology use and the Fall River Public Schools Acceptable Use Policy.

Technology Competencies for Secretaries

A Fall River School Secretary...

- Is a competent user of the District’s email system
- Is a competent user of the following components of Microsoft Office:
 1. Word Processing
 2. Spreadsheet
 3. Presentation.
- Can effectively use the Internet and at least one search engine.
- Is a competent user of the X2 Student Information Management System (SIMS)

FALL RIVER PUBLIC SCHOOLS
OFFICE OF TECHNOLOGY

APPENDIX “F”

INSTRUCTIONAL SOFTWARE AND HARDWARE PURCHASES

An effective technology plan begins with a focus on learning goals. A basic rule of technology acquisition is that hardware (equipment) purchases should be driven by the software (instructional materials and applications) that best suit our school district's instructional needs. Reliability, compatibility and ease of use are important considerations in acquiring both hardware and software. Focusing on "cutting edge" or "state-of-the-art" items can be a waste of resources, unless they address a specific need.

One challenge in outlining hardware and supporting equipment needs is determining the right degree of specificity. We must account for important constraints, such as cost or compatibility. In addition, we must be vigilant in our planning, to include collaboration with the appropriate departments to ensure a degree of consistency and compatibility with our hardware, software and network capabilities. To that end, the following guidelines have been established:

- ◆ All technology purchase considerations must be approved centrally through the Office of Technology - Chief Information Officer

- ◆ The Office of Technology will be responsible for consulting with the appropriate departments to determine:
 - a. Necessity
 - b. Compatibility
 - c. Reliability
 - d. Affordability
 - e. Alignment with the Fall River Public Schools District Improvement Plan

- ◆ The Office of Technology will then approve or make recommendations to the requests.

- ◆ The Office of Technology will maintain an inventory and the location of the following:
 - a. Computer Hardware/Peripherals
 - b. Software/Licenses
 - c. Warrantees

FALL RIVER PUBLIC SCHOOLS

OFFICE OF TECHNOLOGY

ASSESSMENT OF THE TELECOMMUNICATION SERVICES, HARDWARE, SOFTWARE, AND OTHER SERVICES THAT WILL BE NEEDED TO IMPROVE EDUCATION

E-RATE

This section is an assessment of the E-Rate eligible telecommunication services, hardware, software, and other services are requested by the Fall River Public Schools for funding year 10. The user ID field to be used on the corresponding funding request identifies each of the following sub-sections.

TELECOMMUNICATION

CENTREX/POTS

THE FALL RIVER PUBLIC SCHOOLS HAS APPROXIMATELY 650 CENTREX LINES IN ITS SCHOOLS. THIS IS ESSENTIAL FOR COMMUNICATION BETWEEN SCHOOLS, DISTRICT OFFICES AND PARENTS.

Centrex service is requested for all schools and district offices. As VOIP becomes an available technology we would like to expand our phone service to include this emerging technology.

INTERNET SERVICE PROVIDER

Access to the Internet is a key infrastructure component to many of the Fall River Public Schools instructional technology programs. The Fall River Public Schools utilizes Internet links through T1 lines to provide for high network reliability. The Fall River Public Schools monitors Internet access bandwidth utilization on a continuous basis. These measurements are used to define Internet access link capacity requirements and are the basis for an E-Rate funding request.

Internet service is requested for all schools and district offices.

LONG DISTANCE

Long distance telephone service is necessary to provide effective communication between the schools and various stakeholders and information and support providers. The Fall River Public Schools carefully monitors its long distance service utilization. Funding will be requested based on the results of this monitoring.

Long distance telephone service is requested for all schools and district offices.

NETWORK MAINTENANCE

The Fall River Public Schools has Centrex lines and network wiring at all its schools. To ensure effective communication and network access for students, funding is requested to maintain the infrastructure that supports these functions.

Network maintenance is requested for all schools and district offices.

SERVERS- INTERNAL CONNECTIONS

As schools receive technology upgrades, which include extensive network wiring, LAN equipment and a number of workstations they require network servers for such E-Rate eligible purposes as providing DHCP, DNS services. A funding request is submitted for upgrading servers at schools that have problematic servers and servers that are out of warranty.

Servers are requested for the following schools:

Morton Middle	Wixon	Watson	Talbot Middle	Lord Middle
Carroll	Durfee High	Coughlin	North End	Doran
Fowler	Greene	Healy	Westall	Watson

SERVER/INTERNAL CONNECTIONS MAINTAINENCE

The Fall River Public Schools maintains a complete inventory of server equipment used in its network and for what purposes they are used. Most such servers are used for E-Rate eligible uses. This inventory is to be used as the basis for the server maintenance funding request to be submitted to the E-Rate.

Server maintenance/internal connections is requested for all schools.

SWITCHES

As schools undergo network upgrades and purchase additional workstations, switches are needed to be able to add these workstations to the network. Switches are requested for the following schools:

Durfee High	ACESE Boys Club	Lord Middle	Talbot Middle	Kuss Middle
Morton Middle	Wixon	North End	Watson	Spencer Borden
Carroll	Connell	Coughlin	Davol	Doran
Fowler	Greene	Healy	Westall	Lincoln

WIRELESS LAN

To keep pace with the additional workstations being purchased and facilitate network and internet access, wireless LANs are being added to schools where data wiring isn't available. The Fall River Public Schools is requesting funding for the e-rate eligible access points for the following schools:

Durfee High	Alternative H.S.	Lord Middle	Talbot Middle	Kuss Middle
Morton Middle	Fall River Alternative	Westall	Wixon	Spencer Borden
Carroll	Connell	Coughlin	Davol	Doran
Fowler	Greene	Healy	Laurel Lake	Lincoln
Letourneau	Osborn	Small	North End	Watson

WIRELESS PHONES

The Fall River Public Schools has approximately 40 wireless phones that enhance communication between schools, district office and parents. A continuous assessment is made of usage.

Wireless phone service is requested for all schools and district offices.

Funding Year 8 – 2005 – E-Rate Commitments			
District/School	Service	Amount	Percent
FRPS District	Internet Access	\$40,563.84	74%
FRPS District	Telecom Service	\$158,226.50	74%
Connell	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 8,256.60	90%
Davol	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 9,174.00	90%
Lincoln	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 11,058.37	90%
Healy	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 13,873.00	90%

Funding Year 9 – 2006 – E-Rate Commitments			
District/School	Service	Amount	Percent
FRPS District	Internet Access	\$ 34,667.68	74%
FRPS District	Telecom Service	\$129,992.54	74%
FRAP	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 26,988.75	90%
H.S. Alternative	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 46,795.75	90%
Osborn	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 22,033.37	90%
Laurel Lake	Internal Connections - Wiring/Drops/Switches/Cables/Servers	\$ 27,201.29	90%
ACESE	Maintenance Of Internal Connections	\$ 13,999.92	90%
Connell	Maintenance Of Internal Connections	\$ 17,741.27	90%
Davol	Maintenance Of Internal Connections	\$17,831.23	90%
Doran	Maintenance Of Internal Connections	\$ 31,432.54	90%
FRAP	Maintenance Of Internal Connections	\$ 10,484.96	90%
H.S. Alternative	Maintenance Of Internal Connections	\$ 16,875.00	90%
Healy	Maintenance Of Internal Connections	\$ 22,213.12	90%
Kuss	Maintenance Of Internal Connections	\$27,787.44	90%
Laurel Lake	Maintenance Of Internal Connections	\$ 20,373.77	90%
Lincoln	Maintenance Of Internal Connections	\$ 23,647.46	90%
N.B. Borden	Maintenance Of Internal Connections	\$ 19,631.27	90%
Osborn	Maintenance Of Internal Connections	\$ 11, 655.04	90%
Small	Maintenance Of Internal Connections	\$ 11,362.46	90%
Westall	Maintenance Of Internal Connections	\$ 25,110.00	90%
PENDING			
Belisle	Internal Connections - Wiring/Drops/Switches/Cables/Servers		80%
Carroll	Internal Connections - Wiring/Drops/Switches/Cables/Servers		80%
Coughlin	Internal Connections - Wiring/Drops/Switches/Cables/Servers		80%
Talbot	Internal Connections - Wiring/Drops/Switches/Cables/Servers		80%
Wixon	Internal Connections - Wiring/Drops/Switches/Cables/Servers		80%



FALL RIVER PUBLIC SCHOOLS

**INTERNET/ NETWORK
ACCEPTABLE USE POLICY**

FALL RIVER SCHOOL COMMITTEE

Dr. Nicholas A. Fischer, Superintendent

Hon. Edward M. Lambert, Jr., Chairman

Brian Bigelow, Vice-Chairman

Kevin Aguiar

Shawn Cadime

Mark Costa

Timothy McCoy

Marilyn Roderick

Dr. Nicholas A. Fischer, Superintendent

December 2006



Fall River Public Schools

Acceptable Use Policies

"Fall River Celebrates Technology"

Executive Summary

Network Acceptable Use Policy

Users are responsible for good behavior on school computers just as students are responsible in class or school hallways. Communications on the network are often public in nature. General school rules for behavior and communication apply.

The network is provided for staff and students and other users to conduct research, school business and communicate with others. Access to the network services is given to staff, students, and others who agree to act in a considerate, legal and responsible manner. ***Access is a privilege – not a right.***

Although the district will make every effort to promote the proper and safe use of the Internet, individual users are responsible for their behavior and communications over the network. The district has installed a filter on the network to restrict access to areas on the Internet that are illegal or inappropriate for students in the school setting. Accessing inappropriate material remains a possibility and parents and guardians, as well as staff members, are responsible for setting and conveying standards to our students.

It is presumed that all users will comply with the Fall River Public Schools Network Access Policy and will honor the following rules:

Responsible Users may:

- Do school business and send appropriate district reports, municipal, state, and federal agencies.
- Use the Internet to research educational topics and assigned classroom projects.
- Use the Internet to communicate and send messages related to district.
- Use the network to do other school business and/or classroom work.

Responsible User may:

- **NOT** use the Internet for any illegal purposes.
- **NOT** engage in "cyber-bullying" or use impolite or abusive language.
- **NOT** violate the rules of common sense or etiquette.
- **NOT** change computer files that do not belong to the user.
- **NOT** send or receive copyrighted materials without permission.
- **NOT** share a restricted password with anyone.
- **NOT** change or tamper with network configurations.
- **NOT** place unapproved hardware or software on the network including LAN/WAN or wireless devices

Within reason, freedom of speech and access to information will be honored.

During school, teachers will guide students toward appropriate materials. Network administrators may review staff and student files and communication to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers and computers will always be private.

Fall River Public Schools Internet and Network Acceptable Use Agreement

1.0 Purpose

1.1 The Fall River Public Schools provide employees and students with access to the Fall River Public Schools Data Network (hereinafter referred to as The Data Network), which also serves as our gateway to the Internet.

1.2 The Data Network has been developed for educational purposes. It is intended to assist in preparing students for a successful life in the 21st century. The Data Network provides access to a wide range of information resources and the ability to communicate with people throughout the world. The term “educational purposes” includes use of The Data Network for curriculum activities, and professional or career development activities related to education.

1.3 Additionally, The Data Network will be used to enhance productivity through increased communication within the District and assist its employees in upgrading their skills through greater exchange of information with their peers. The Data Network will also assist the District in communicating with parents, social service agencies, government agencies, and businesses.

1.4 *The Data Network may not be used for personal commercial purposes, such as, but not limited to, offering, providing, or purchasing goods and/or services for personal use.*

2.0 District Responsibilities

2.1 The Network Manager will oversee access to The Data Network and will establish processes for establishing the following: individual and class accounts; authorization for installation of all software; quotas for disk usage on the system; retention and archival schedules; District virus protection process; review of filtering issues, and other necessary activities.

2.2 The principal/supervisor or designee will serve as the site based coordinator for The Data Network. The site based coordinator in partnership with the Network Manager and the Director of Technology Management will approve building-level activities. Together they will ensure employees receive proper training in the use of the network and the requirements of this policy. In addition they will establish a system to ensure that students using The Data Network receive adequate supervision and network orientation. The building principal/supervisor will post the network policy in appropriate locations, and be responsible for interpreting and enforcing the District Internet/Network Acceptable Use Agreement at the school/building level.

2.3 When using the Internet for class activities, teachers will select material appropriate to the students and relevant to the course objectives. In order to determine the appropriateness of the material contained on, or accessed through websites, teachers will preview required materials prior to student use. Teachers will provide guidelines and resource lists to assist their students in developing the necessary skills to ascertain the reliability of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who may hold divergent views.

2.4 The Fall River Public Schools will maintain a web presence and will continue to develop dynamic web pages that will present information about the District and our community.

2.5 With the approval of the Chief Information Officer, the Principal and the Director of Technology Management, schools and classes may establish web pages on the District web site that present information about the school and/or individual class activities.

2.6 The Fall River Public Schools will continue to use filters and/or contracted sources to block access to inappropriate sites in accordance with the Children’s Internet Protection Act (CIPA).

3.0 Access to the System

3.1 The Internet/Network Acceptable Use Agreement will govern all utilization of The Data Network. Student use of the system will also be governed by applicable sections of the Administrators Handbook, Staff Notices, and relevant student handbooks.

3.2 All District employees and students will have access to the World Wide Web through the District's networked computers. Parents/Guardians may specifically request that their children not be provided such access by indicating so on a letter to the principal of the school in which the student is enrolled. Upon receipt of such letter, the Fall River Public Schools will make its best effort to restrict all Internet access. However, there can be no guarantee that such a student can be restricted at all times.

3.3 E-mail access will be provided to all staff as necessary. In general, students may be provided access at the request of the teacher or building coordinator with the approval of the Chief Information Officer, Director of Technology Management and the parent/guardian.

3.4 A guest, such as a visiting teacher or student, may receive an individual account at the discretion of the Chief Information Officer if there is a specific, District-related purpose requiring such access. Use of the system by a guest must be specifically limited to a district-related purpose. An account agreement will be required and a parent/guardian signature will be required if the guest is a minor.

4.0 Parent/Guardian Notification and Responsibility

4.1 The District will publish and make available to all parents/guardians The Data Network policies governing its use on its' website www.falliversschools.org. In addition, principals and teachers **WILL** require staff, students, parents and guardians to sign Internet/Network Acceptable Use Agreement before allowing network access.

4.2 The Fall River Public Schools Acceptable Use Agreement contains restrictions on the access of inappropriate material. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the Fall River Public Schools to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/guardians to specify to their children what material is and is not acceptable for their children to access through The Data Network.

4.3 Fall River Public Schools will provide students and parents with guidelines for the student's personal safety while using the Internet. The Fall River Public Schools will utilize the resources of NetSmartz (<http://www.netsmartz.org/>) and I-Safe (<http://www.isafe.org/>) as vital components of the technology curriculum at all grade levels.

5.0 District Limitation of Liability

5.1 The Fall River Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its data network will be error-free or without defect. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service, or personal physical, psychological, or monetary damages. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for unauthorized financial obligations arising through the use of the system.

6.0 Due Process

6.1 Fall River Public Schools will cooperate fully with local, county, state, and federal officials in any investigation concerning or relating to any illegal activities conducted through The Data Network.

6.2 Violations of the Internet/Network Acceptable Use Agreement will carry serious consequences and will result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the Administration of the Fall River Public Schools and/or City, County, State or Federal authorities. Disciplinary actions will be tailored to meet specific concerns related to the violation. These disciplinary actions may include termination, suspension, or expulsion.

6.3 The Chief Information Officer, the Network Manager or the Director of Technology Management, may terminate the account privileges of a user by providing notice to the user. Guest accounts not active for more than 30 days may be removed, along with the user's files, without notice to the user.

7.0 Search and Seizure

7.1 The Data Network is the property of the school department and its storage systems are therefore subject to inspection by the administration at any time. System users have a limited privacy expectation in the contents of their personal files on The Data Network.

7.2 Routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the District Internet/Network Acceptable Use Agreement, the law or the disciplinary code. The nature of the investigation will be in the context of the nature of the alleged violation.

7.3 An individual search will be conducted if there is suspicion that a user has violated the District Internet/Network Acceptable Use Agreement, the law, or the disciplinary code. The nature of the investigation will be in the context of the nature of the alleged violation.

8.0 Internet Acceptable Use Agreement

8.1 Existing copyright law will govern the use of material accessed through The Data Network. Because the extent of copyright protection of certain works found on the Internet is unclear, users will make a standard practice of requesting permission from the holder of the work and respect copyright law.

8.2 When using The Data Network, the user agrees to take full responsibility for his or her own connecting to the Internet through this network. Therefore, all users shall assume full liability, legal, financial, or otherwise, for their use for The Data Network.

8.3 Access to the Internet provided by The Data Network is provided for classroom activities, professional and career development in line with the educational goals of the district.

8.4 The Internet connection is not to be used for any non-educational purposes including, but not limited to, commercial solicitations.

8.5 The user of The Data Network Internet connection becomes an extension of the Fall River Public Schools and is expected to abide by the rules of conduct set forth by the District. Students should reference the Student Handbook where applicable. ***Inappropriate behavior will not be allowed.***

8.6 The user will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images.

8.7 The user will not post information that could cause damage or disruption. This includes, but is not limited to, the posting of broadcast messages or other actions that cause congestion of the network or interfere with the work of others.

8.8 The user will not engage in any form of "cyber-bullying". This includes, but is not limited to, email, text messages, cell phone calls, or website postings.

8.9 The user will not engage in personal attacks, including prejudicial or discriminating attacks.

8.10 The user will not knowingly or recklessly post false or defamatory information about a person or organization.

8.11 The user will not install unauthorized hardware, software, wireless routers, or download unauthorized software from any remote location.

8.12 Users will not attempt to go beyond their authorized access, make deliberate attempts to disrupt system performance, destroy data (by spreading computer viruses or by any other means), or engage in other illegal activities.

8.12 *The user will not disseminate passwords, codes, access telephone numbers, or account numbers to unauthorized persons.*

8.13 The user will not use The Data Network to access material that is profane or obscene (e.g., pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (e.g., hate literature).

9.0 District Network Use Policy Letter

The Fall River Public Schools is pleased to continue to provide Internet services for its staff and students. Parents and guardians please read the following policy carefully.

[This is a sample letter that will be placed on official Fall River Public Schools Letterhead]

SAMPLE

Dear Parents/Guardians,

The Internet is a global network that will provide your child with access to a wide range of information. Your child will also be able to communicate with people from throughout the world. Use of the Internet for educational projects will assist in preparing your child for success in life and future careers.

It is possible that your child may find material on the Internet that you would consider objectionable. District Internet/Network Acceptable Use Policy restricts access to material that is inappropriate in the school environment. Although our staff will supervise student use of the Internet, we cannot guarantee that your child will not gain access to inappropriate material. There may be specific material on the Internet that is not in agreement with your family's values. We would like to encourage you to use this as an opportunity to have a discussion about how these values should guide your child's activities while on the Internet.

The smooth operation of our network relies upon the proper conduct of our users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to accept. In general the guidelines describe educational, ethical, legal and efficient use of network resources.

You have the option of requesting that your child not be provided with access to the Internet. To exercise this option, please send a written request to the principal of your child's school.

In the event that your child is provided with the opportunity for an individual e-mail account, you must specifically authorize it. You and your child will then sign a Student E-Mail Agreement to establish such an account.

Sincerely,

Dr. Nicholas A. Fischer
Superintendent of Schools

Terms and Conditions for Network Access

Levels of Student Access

The following levels of access will be provided through the District System. As noted, parents may request that their child not have any access to the Internet by writing to their child's principal.

World Wide Web - All students will have access to the Web through the District's networked computers.

E-mail Accounts – Students may be granted e-mail access through a classroom account (if applicable). A teacher supervises this type of account. Students may be provided with an individual account under special circumstances at the request of their teacher and with approval of the technology manager and their parent. A written account agreement will only be required for an individual account, which must be signed by the student and his or her parent.

Responsibility

To use the Internet through the Fall River Public Schools, the user agrees to take full responsibility for his or her own actions. The Fall River Public Schools will not be held liable for the actions of anyone connecting to the Internet through this link. Therefore, all users shall assume full liability, legal financial, or otherwise, for their actions.

Due to the manner in which information can readily be placed on the Internet, the School System will not be held responsible for the accuracy or the quality of the information obtained by the user through the Internet. District and building facilitators will make reasonable efforts to maintain reliable service and user privacy, but they cannot absolutely guarantee that the system will always be available and/or reliable, that files will always be saved and that privacy will be completely guaranteed.

Acceptable Use

Student access to the Internet provided by The Fall River Public Schools Data Network is provided for classroom activities, professional or career development in line with the educational goals of the district. We expect students to behave in the on-line world the same as they would in an ordinary classroom.

Unacceptable Use

The Internet connection is not to be used for any non-educational purposes including commercial solicitations.

The user of the Fall River Public Schools Data/Internet Network connection becomes an extension of the Fall River Public Schools and is expected to abide by the rules set forth in the Fall River Public Schools Acceptable Use Policy and student handbooks where applicable. Inappropriate behavior will not be allowed.

The user will not:

- use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images
- post information that could cause damage or disruption
- engage in personal attacks, including prejudicial or discriminatory attacks
- engage in cyber-bullying of any type or form (text messaging, email or cell phone)
- knowingly or recklessly post false or defamatory information about a person or organization
- place any unauthorized hardware, software, or wireless devices on the Data Network

Safety

The safety of the Internet user is of utmost concern. In order to assure personal safety, the user must never reveal detailed personal information such as home addresses or telephone numbers. Users will not agree to meet with someone they have met on-line without parent/guardian approval and participation. Users will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or makes them feel uncomfortable.

The safety of the system is also a concern of the Fall River Public Schools. User will not attempt to go beyond their authorized access, install software, download unauthorized software, make deliberate attempts to disrupt system performance or destroy data (via computer viruses or any other means), or engage in other illegal activities.

Plagiarism and Copyright Infringement

The user will not plagiarize (copy) works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

Inappropriate Access to Material

The user will not use the Fall River Public Schools Data Network to access material that is profane or obscene (e.g., pornography), that advocates illegal acts, or that advocates violence or discrimination toward other people (e.g., hate literature). Should a user encounter an inappropriate site, the user will immediately close the connection and refrain from downloading any materials. The user will report the access of the site to the person in charge of the Internet connection site where the access occurred.

The Fall River Public Schools reserves the right to periodically review the Web Sites accessed by individual users. These reviews will help to ensure the educational purposes for which the Internet connection is provided.

Parents/Guardians should instruct student users if there is additional material that they think it would be inappropriate for a student user to access. The district fully expects student users to follow parent's instructions in this matter.

Violations

Violations of the Internet/Network Acceptable Use Agreement can carry serious consequences and could result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the Administration of the Fall River Public Schools and/or City, County, State, or Federal authorities. Any question or allegations concerning adherence to the Acceptable Use Policy may be brought to the attention of the Network Manager, the Director of Technology Management or the site principal/supervisor.

Fall River Public Schools Web Page Policy

I. PURPOSE

The Fall River Public Schools has established a district-wide web page that links users to web pages for the district's individual schools. The Fall River Public Schools maintain these web pages for educational purposes only, for support of the educational mission of the Fall River Public Schools.

All published pages and corresponding links to other sites must relate to FRPS educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the FRPS's web pages and maintaining the web pages in a manner consistent with this policy and the FRPS's Internet/Network Acceptable Use Policy. The Webmaster must approve all links from the FRPS web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to FRPS's educational mission. Staff members may not publish or link to personal web pages as part of the FRPS web site. Any evidence of such action by the staff will result in formal disciplinary actions by the FRPS.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork) may be published on the FRPS web pages, as detailed below.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct, and free of spelling errors. Student work may deviate from this standard if there is acknowledgment of the developmental stage of the student(s). Web pages should be well-organized and professional in appearance.

IV. SAFETY PRECAUTIONS

A. In general identifying information about students, such as first and last names, personal phone numbers, or home addresses, must not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student and the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.