

FARMINGTON RIVER REGIONAL SCHOOL DISTRICT  
FARMINGTON RIVER ELEMENTARY SCHOOL  
555 NORTH MAIN ROAD  
OTIS, MA 01253



# FRRSD DISTRICT TECHNOLOGY PLAN

September 2014 - June 2017

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**FARMINGTON RIVER REGIONAL SCHOOL DISTRICT**

**DISTRICT TECHNOLOGY PLAN COMMITTEE**

**2013-14**

**Mrs. Austin and Mrs. Flower sincerely thank the members of the 2013-14 Technology Plan Committee for their diligence, insight, and proactive approach to revising the District Technology Plan for 2014-17. This plan is a viable document for decision-making and accountability around the many technology issues that will arise over the next three years.**

**DISTRICT TECHNOLOGY PLAN COMMITTEE MEMBERS:**

**Jo Ann D. Austin**

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**Sherry Decelle**

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**Christine McArthur**

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## **INTRODUCTION**

The Farmington River Regional School District is located in Otis, Massachusetts, in the southeastern corner of Berkshire County. The District is comprised of students from Otis and Sandisfield. The combined population of both towns is about 2000. Both communities are beautiful, rural woodland areas with waterways such as the Farmington River and the Otis Reservoir. Wildlife abounds and open spaces are valued and maintained by local, state and federal agencies. There is no industry in either town; a few small businesses and restaurants dot the roadside. Public transportation is not available and that leaves students isolated from enrichment activities, although the Berkshires are filled with dance, theater, music, artists, artisans, authors, and historic places of note. There is a public library in Otis and Sandisfield. Both communities attract large numbers of summer visitors who own/rent property on the waterways and in the woods but are only here from June through August.

The Farmington River Regional School District is part of the Small Rural Schools Network. The District is comprised of one school which houses approximately 150 Pre-school through Grade 6 students from Otis and Sandisfield. **(Students who complete Grade 6 are tuitioned out from our District to Lee or Berkshire Hills Regional School District)** A full range of academic and support services is offered to students in regular, special, Enrichment, and Title I education. Students also receive weekly instruction in art, music, physical education, health, Library Media, and instructional technology; foreign language exploration is offered to students in grades 4-6. There are many intramural offerings, as well as an art club, chess club, chorus and drama groups, band, scout troops, and a variety of after school, outdoor activities. Our students are well versed in outdoor activities in all seasons, learned from family and community members.

Due to the isolated area of the two towns that make up the school district, many homes do not have access to DSL, "dial up" or satellite internet. If students do not receive equitable and high quality technology training at school, as well as the application and experience using the technological skills they learn at school, they will not be on a level playing field with their 7<sup>th</sup> grade colleagues when they move on to middle school in other communities that are more suburban and not classified as "Small Rural Schools" by the federal government.

In 2001, the Ma. Board of Education established the Educational Technology Advisory Council (ETAC) to advise the Department on issues relating to the use of technology in schools. ETAC developed the School Technology and Readiness (STaR) Chart to illustrate the "complex set of interactions of people, materials and dimensions" that is involved in using technology effectively in schools. ETAC believes that the *STaR Chart* represents "the beginning of a new strategic plan for Massachusetts to improve student learning with the use of technology." Based on the recommendations of the *STaR Chart* and advice from stakeholders across the Commonwealth, the Department has developed this new set of guidelines for schools to use in technology planning.

The Department also has developed a tool called *TSAT* (Technology Self-Assessment Tool) that can be used to evaluate teacher and staff. The *TSAT* has been designed for:

1. Teachers: to determine their own levels of technology proficiency and to identify personal technology professional development needs.
2. Schools/Districts: to assess their professional development needs and to plan professional development activities that will help all teachers become proficient in technology.
3. The State: to gather and report data on technology competencies and technology professional development.

The Massachusetts Department of Education has adopted the Technology Self-Assessment Tool developed by the Boston Public Schools in 1997. Working together with Boston Public Schools and educators across the state, the Department has updated the content and aligned this tool with the Massachusetts Recommended PreK-12 Instructional Technology Standards, the ISTE Technology Standards, and the ETAC *STaR Chart*.

Farmington River Regional School District will continue to use all of these tools in the implementation of this Technology Plan, as well as using the *TSAT* and other DOE-recommended tools to inform our Professional Development decisions and offerings.

### **District Mission Statement**

The Farmington River Regional School District is committed to providing a quality educational experience that is appropriate for all aspects of a child's development and includes the family, staff and community in a meaningful way. It is our goal to provide each and every child with the values, knowledge and skills needed to achieve full potential in his or her personal and work life and to contribute actively to the civic and economic life of our diverse and changing democratic society.

### **District Technology Mission Statement**

Farmington River Regional School District will incorporate technology as a natural part of the educational process. Through an integrated, comprehensive framework governing the acquisition, application, and evaluation of all aspects of technology, the District will ensure that all students become proficient in the use of technology. Staff, at all levels, will receive training and equipment necessary for them to properly perform their professional work. Parents/guardians and community members will be offered training in the current trends and applications of technology.

### **District Vision Statement**

To attain our vision of excellence for all students in a challenging, supportive and welcoming environment.

### **District Technology Vision Statement**

It is the vision of the Farmington River Regional School District that technology will assist our students in becoming skilled, knowledgeable and self-directed learners. Students will use technology on a regular basis, integrated into the curriculum, to investigate real-life situations, individually and in small groups.

It is also the vision of the Farmington River Regional School District that all staff will become efficient and effective in facilitating and managing the learning environment so that every student can achieve excellence.

**Massachusetts Dept. of Elementary and Secondary Education: SIX  
BENCHMARKS FOR TECHNOLOGY PLAN IMPLEMENTATION**

The FRRSD Technology Plan is patterned after the DESE Six Benchmarks for Technology Plan Implementation. The six benchmarks from DESE are listed below:

**BENCHMARK 1:** Commitment to a clear Vision and Mission Statement  
A. Vision, mission, goals  
B. Budget

**BENCHMARK 2:** Teacher and student use of technology  
A. Teacher use of technology  
B. Student use of technology  
C. Staffing  
D. Parents/guardians and community members

**BENCHMARK 3:** Technology Training and Professional Development  
A. Tech Prof. Dev. provided by the district  
B. Topics covered in Tech. Training and Prof. Dev.  
C. Tech. Prof. Dev. Plan and Activities

**BENCHMARK 4:** Accessibility of Technology  
A. Students per instructional computer  
B. Replacement Cycle  
C. Technical support

**BENCHMARK 5:** Infrastructure for connectivity  
A. Internet access  
B. Distance Learning activities

**BENCHMARK 6:** Access to the internet outside the school  
A. Up to date website  
B. Student access to computers outside the school/school day

## **FRRSD Technology Benchmark 1**

### **Commitment to a Clear Vision and Mission Statement**

#### **A. What the District will do:**

- Continue to upgrade and replace technology equipment to meet the District recommendation of a 2:1 ratio of "A" computers.
- Provide Professional Development opportunities for all faculty, staff, administrators, parents/guardians, and community members.
- Provide teachers with the tools to meet the *Pre-K to 12 Instructional Technology Recommended Standards* in all areas of the curriculum.
- Provide adequate qualified and certified technical personnel as recommended by the DESE.
- Ensure proper data collection procedures in order to meet required SIMS and EPIMS deadlines, School Breakfast and Lunch programs, and other data reporting requirements.
- Provide assistance and instruction to professional staff in the acquisition and interpretation of standardized data via EdWin; these data will inform instruction, assessment and the deployment of student support services.
- The district has a technology team consisting of professional staff, parents, administrators and members of the community.

#### **B. What the District will budget:**

- The district will continue to provide a budget for its local technology plan with separate line items for technology in its operational budget
- The budget will include funding for staffing, hardware, software, professional development, support services and contracted services for network maintenance and off-site data storage
- The District will leverage the use of available state and federal grants and local school funds to fund the technology initiatives.
- The District will provide for sufficient budget to procure the non-discounted elements of the plan procured through the E-Rate program. Local funds will be used to purchase internet services and telecommunication services. These funds will be included in the annual budget.

#### **C. How the District will perform an annual evaluation:**

- The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis. Prior to purchasing



any technology, the district assesses the products and services that are needed to improve teaching and learning. This is done through staff surveys, meetings and administrative input.

- The district's technology plan includes an annual evaluation process that enables the district to monitor its progress in achieving its technology goals and benchmarks, using identified criteria and rating scores, and to make mid-course corrections in response to new developments and opportunities as they arise. The Technology stakeholders meet to assess what is working and what needs to be changed or upgraded to meet the District Goals and Benchmarks.

• The District annually assesses the telecommunication services, hardware and software and other services to improve student learning. The Business Manager and Administrators along with the Technology Committee will meet to assess and adjust these services as necessary.

## **FRRSD Benchmark 2**

### **Technology Integration**

#### **A. Teacher and Student Use of Technology**

Every teacher in every grade and subject area is given school-owned technology upon being hired. Each staff member is given a school email account and has free access to the school's network. Teachers and Paraprofessionals can take the technology tools home and they can keep them year round, for coursework, planning lessons, and any other school-related tasks.

- **Outside of the Classroom** - The goal: 90% of teachers use technology every day, including lesson planning, student assessment, administrative tasks, communications, and collaboration and they share information about these uses with each other.
- **Within the Classroom** - The goal: at least 100% of teachers use technology appropriately with students each week. Examples of usage are: research, multimedia, simulations, data interpretation, communications and collaboration.

It is the goal that as technology is upgraded in classrooms, it will be used as a tool for differentiated learning. Additionally, all teachers can access the Computer Lab with their students when the Technology Coordinator is not conducting student classes. Teachers can borrow two carts of student tablets from the Computer Lab, for use in the classrooms and library media center.

- **At least 90% of students from grades 4-6 show proficiency in all *Massachusetts Recommended PreK-12 Instructional Technology Standards* for their respective grade level. The Technology Coordinator and the Technology Consultant provide weekly instruction in the Computer Lab to all students in Grades K-6, using the state technology standards as the weekly curriculum lesson guide.**
- **At least 90% of teachers are working to meet the proficiency level as defined by the TSAT. This would be measured by teachers taking the test either on line or on paper. This is part of the teacher evaluation process.**
- **The district has an AUP (Acceptable Use Policy) for staff and students regarding Internet use. It is posted on the district web site and published in all student handbooks. Parents must sign a document every year that they agree with the AUP or the student cannot access the internet. There is also an AUP for all Faculty and Staff members that must be signed on an annual basis.**

## **B. Staffing**

- **The District employs a fulltime District Instructional Technology Coordinator and a part-time Technology Consultant (two days per week).**

The Instructional Technology Coordinator provides all student instruction in the Computer lab, arranges/provides staff training, maintains the network, troubleshoots and repairs all software and hardware, and oversees the implementation of the District's Acceptable Use Policy. Additionally, the IT Coordinator provides updates in technology policies (i.e. cyberbullying, social networking, etc.), and also serves on relevant District committees. The Technology Consultant assists the IT Coordinator in the above-listed tasks.

### **FRRSD Benchmark 3**

#### **FRRSD Technology Professional Development**

- A. At least 75% of district staff will have participated in 45 hours of high-quality technology professional development covering technology skills and the integration of technology into instruction.**
- B. Technology professional development is Sustained and Ongoing.** The District provides annual, ongoing training in specific areas of need as determined through staff self-evaluation and based upon the needs identified in the District's School Improvement Plan.
- C. Planning includes assessment of District and teachers' needs.** The TSAT evaluation tool will be used annually to review the levels of competencies. This is an on-going process as in will have to include new staff as well as present staff.
- D. Trainings for families and community - the Instructional Technology Coordinator will provide a minimum of two (2) onsite trainings.**

### **FRRSD Benchmark 4**

#### **District Accessibility of Technology**

- A. Students and Staff per Instructional Computer**
  - The goal is to have a ratio of fewer than two students per high-capacity, Internet connected device. A long-term goal (2014-2017) is to provide new high capacity devices to replace the laptop computers in the Computer Lab and to maintain a 1:1 ratio of high capacity devices for each student in Grades 4-6, while attaining a 3:1 ratio of laptop computers in Grades K-3.
  - The District will continue to provide each professional staff person with a high capacity, internet connected computer.
  - The District will replace/upgrade devices as needed.

## **B. Technical Support**

- **Goal to provide timely in-classroom technical support** - the District makes a commitment to provide timely in-classroom technical support with clear information as to how to access this support, so that technical problems will not cause disruptions to teachers' use of technology in the classroom.
- **Full-time Instructional Technology Coordinator** - The District Instructional Technology Coordinator maintains the day to day network. She is supported by a part-time Technology Consultant. As the number of high-capacity devices grows, the need to monitor and upgrade this staffing ratio will increase.
- **Part-time Technology Coordinator to support all staff and student devices.** Presently there is a part time Technology Consultant who works two days per week. She assists the IT Coordinator in any task as needed, including assisting the student lessons and preparing hardware for lessons. The need to expand this position beyond two days per week will be evaluated annually, when budget is prepared.

## **FRRSD Benchmark 5**

### **FRRSD Infrastructure for Connectivity**

#### **A. Internet Access**

- The District provides connectivity to the Internet in all classrooms, offices, and work areas, including wireless connectivity.
- The District provides a wireless fiber optics network, at the speed of 5 mbs to every classroom, office, and work area.

#### **B. Networking (LAN/WAN)**

- The District provides a wireless network in the one school in the District.
- The District provides internal services for secure file sharing, backups, scheduling, e-mail, and web publishing.
- The District provides off-site, external back-up of the server.

### **C. E-Learning Environments**

- The District encourages the development and use of innovative strategies for delivering specialized courses through the use of technology. Pearson Learning Tools and the IXL sites are available for use by all staff and students at school and at home.
- The district has connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level
- Classroom applications of e-learning include courses, cultural projects, and virtual field trips
- All staff can access web-based training via the school's network.

### **FRRSD Benchmark 6**

#### **FRRSD Access to the Internet outside the School Day**

- A. The District maintains an up-to-date web site that includes information for parents, staff and the community.**
- B. The District works with community groups to ensure that students and staff have access to the Internet outside of the school day.**  
Currently, the local public library in both District towns is available for this service.

### **District Technology Plan Goals for 2014-17**

- 1. Evaluate, upgrade and replace technology as needed to meet the FRRSD District's recommended benchmark of a 2:1 computer to student ratio of recommended "type A" computers, as required by PARCC.**
- 2. Provide opportunities for students in our two rural towns to become proficient in the use of controlled/monitored internet technology at school.**
- 3. Provide appropriate technology staffing to support student and staff training as well as maintenance of our computers, network and website, as recommended by the benchmarks below.**
- 4. Continue to provide data driven High Quality Professional Development to all staff, faculty and administration.**
- 5. Continue to provide faculty with in-house Curriculum, Instructional and Assessment Technology support and instruction to assist staff in integrating technology into all subjects of the curriculum.**
- 6. To provide training opportunities for our District's parents/guardians and community members so that they can acquire an understanding of the current trends and applications of technology.**
- 7. Provide the tools and high quality training to all subject area teachers (regular education, special education, Title I, and special subject teachers) so that they can provide school wide enrichment activities within their classrooms.**

8. Provide high quality technology instruction to all teachers and support staff in the use of technology to assist in providing differentiated instruction to all students ranging from Special Education through Gifted and Talented.
9. In the Library Media Center.
  - A. Provide electronic tools and training for all students in multiple research skills and ways to acknowledge source material.
  - B. Evaluate, upgrade, and replace technology as needed, to manage the circulation of library materials.
  - C. Explore and implement ways for students to access the school library circulation from home after school hours.
10. Provide the tools and software to disseminate any required data collection, including, but not limited to attendance data, MCAS data, SIMS data, EPIMS data, financial data, student grading systems and any required reporting by the DESE or Federal Government agencies, including the Federal Breakfast/Lunch Program, state and federal grants.

## **ASSESSMENT OF FRRSD TECHNOLOGY PLAN IMPLEMENTATION OF BENCHMARKS AND GOALS**

The FRRSD Technology Committee will meet annually in April-May to:

- review the District Technology Plan for any changes in policy, inventory, and staff development issues
- assess annual progress made in each of the **Six Technology Benchmarks** for the FRRSD District Technology Plan Implementation
- assess progress made in implementing/attaining the ten (10) **District Technology Plan Goals**

Progress will be assessed using specific input and evidence from the Instructional Technology Coordinator, school staff, students, and parents.

**DISTRICT TECHNOLOGY PLAN IMPLEMENTATION RATING SCORES** (listed below) will be assigned to each of the **Six District Technology Benchmarks** and the ten **District Technology Plan Goals**:

**Ongoing** - the goal is continuously addressed and is moving toward the endpoint of 100% (ex. - 100% of teachers use technology as part of the daily instruction) or toward maintaining an ideal ratio (Ex. - reaching a 1:1 ratio of students to high capacity computers) or meeting a State requirement (providing high quality professional development for all staff).

**Attained** - the goal has been attained and the District can move on to the next goal (Ex. - developing a policy for cyberbullying and having it adopted by School Committee).

**Partially attained** - part of this goal has been attained but other parts have not been attained and need to be accounted for in the next year's Technology Plan. (Ex. - the District purchased the recommended video cameras for the computer lab but was not able to afford the Smart Board)

**Not addressed or attained** - the entire goal was not addressed or was addressed but not attained, even partially.

These results of the rating scores for each of the Six District Technology Benchmarks will impact the next year's District Technology Plan. Even though this is a 3-year plan, adjustments will need to be made by the Technology Committee from year to year, to address any goal that was only **partially attained** or **not addressed/attained** in the current year.



### **ACTIVITIES TIMELINE OF ANNUAL TECHNOLOGY - 2014-15**

In addition to the regular responsibilities of the position, the Instructional Technology Coordinator, along with other key people, will perform annual activities outlined in the District Technology Plan.

**July and August:**

Instructional Technology Coordinator, along with the Principal and other relevant personnel, plans professional development activities for teachers, paraprofessionals, and other employees. This information is placed on the master professional development calendar.

**August:**

At the Staff Orientation Meeting, the day before the first day of school, the Instructional Technology Coordinator will review all technology policies with all building staff and will secure the annual AUP from all employees.

**September:**

At Open House, the Information Technology Coordinator will provide information to families about the new Samsung Galaxy 3 tablets that students will be using. She will also survey families to determine what technology topics parents would like to receive training in at the school. There will be two family/community training sessions scheduled during the school year.

**October - December:**

The Information Technology Coordinator, in collaboration with the Principal and Business Manager, will develop a draft budget for all aspects of technology for the FY16 budget draft.

**October - February:**

The Information Technology Coordinator will inform the Supt. of any needs beyond the current FY15 budget that will improve technology instruction and that should be pursued for purchase by February 2015.

**January-February:**

In collaboration with the Business Manager, the Information Technology Specialist will complete the online, annual DESE reports for the District and submit them to the DESE.

**March:**

**The Information Technology Specialist, assisted by her Technology Consultant, will administer the TSAT to every teacher, paraprofessional, and administrator in the District.**

**April - May:**

**The Informational Technology Coordinator will convene the Technology Plan Committee to review the plan goals and evaluate the attainment of each goal, using the assessment ratings in the plan.**

**The Technology Plan Committee will also develop a Timeline of Annual Technology Activities for 2015-16.**

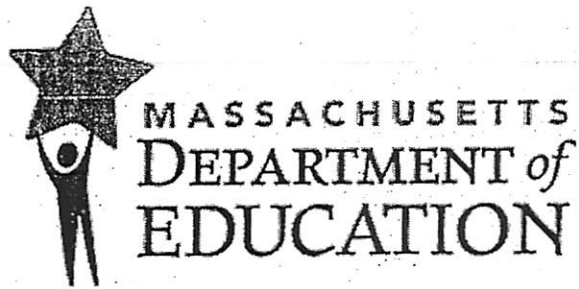
**June:**

**The Technology Committee will present the Technology Plan goal attainment report to the School Committee.**

**APPENDIX TO FRRSD DISTRICT TECHNOLOGY PLAN**

**2014-2017**

- A. MA. DEPT. OF ELEMENTARY AND SECONDARY SCIENCE AND TECHNOLOGY/ENGINEERING STANDARDS**
- B. 2013-14 DISTRICT TECHNOLOGY DEVICE INVENTORY**
- C. DISTRICT STAFF TECHNOLOGY LOAN AGREEMENT**
- D. DISTRICT EMPLOYEES AUP**
- E. DISTRICT POLICY ON STAFF USE OF SOCIAL NETWORKING WEBSITES**
- F. DISTRICT PROTOCOL FOR ALL EMPLOYEES EMAILING PARENTS/GUARDIANS**
- G. SCHOOL NETWORK INFORMATION RESOURCE POLICY FOR STUDENTS**
- H. STUDENT POLICY ON ELECTRONIC DEVICES, CELL PHONES, AND OTHER COMMUNICATION DEVICES**



**DRAFT REVISED**

**Massachusetts  
Science and Technology/Engineering  
Standards**

**Pre-K to Grade 8 by grade and Introductory High School Courses**

*Based on the Next Generation Science Standards*

**December, 2013**

**This set of draft revised STE standards will remain in draft form until they are moved forward for adoption in the 2015-2016 school year. Please direct all input on these standards, including comments, suggested edits, and questions, to:**  
**[mathsciencetech@doe.mass.edu](mailto:mathsciencetech@doe.mass.edu)**

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# *Introduction to the Standards*

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## **Key shifts in the draft revised Science and Technology/Engineering (STE) standards**

The STE standards are intended to drive coherent, rigorous instruction that results in student mastery and application of scientific, technological and engineering knowledge, reasoning, and skills. The draft revised standards reflect several key shifts from prior Massachusetts standards, a number of which reflect similar shifts in recent mathematics and ELA standards:

- 1. Integration of disciplinary core ideas and practices reflect the interconnected nature of science and engineering.*  
The standards integrate disciplinary core ideas (concepts) with scientific and engineering practices (skills). Currently, Massachusetts science and technology/engineering standards focus primarily on content. The integration of rigorous concepts and practices reflects how science and engineering is applied and practiced every day and is shown to enhance student learning of both.
- 2. Preparation for post-secondary success in college and careers.*  
The standards articulate key knowledge and skills students need to succeed in entry-level, credit-bearing science, engineering or technical courses in college or university; certificate or workplace training programs requiring an equivalent level of science; or comparable entry-level science or technical courses, as well as jobs and postsecondary opportunities that require scientific and technical proficiency to earn a living wage.
- 3. Science and technology/engineering concepts and practices progress coherently from Pre-K to high school.*  
The standards emphasize a focused and coherent progression of knowledge and skills from grade band to grade band, allowing for a dynamic process of knowledge and skill building throughout a student's scientific education. The progression gives students the opportunity to learn more sophisticated material and re-conceptualize their understanding of how the natural and designed world works, leading to the scientific and technical understanding needed for post-secondary success.
- 4. Focus on deeper understanding and application of concepts.*  
The standards are focused on a small set of disciplinary core ideas that build across grades and lead to deeper understanding and application of concepts. The standards are written to both articulate the broad concepts *and* key components that specify expected learning.
- 5. Each discipline is integrated in grade-by-grade standards Pre-K to grade 8.*  
To achieve consistency across schools and districts and to facilitate collaborative work, resource sharing, and effective education for transient populations, the PreK to grade 8 standards are presented by grade level. All four disciplines, including earth and space science, life science, physical science, and technology/engineering are included in each grade to encourage integration across the year and through curriculum, including the use of crosscutting concepts and nature of science themes.
- 6. The STE standards are coordinated with the Commonwealth's English Language Arts and Mathematics standards.*

Also consistent with NGSS, many standards include *clarification statements*, which supply examples or additional clarification to the performance expectations, and *assessment boundary* statements which are meant to specify limits to large-scale assessment. These are not intended to limit or constrain curriculum or classroom instruction; they are meant to clarify the expectations for student performance.

The use of an “\*” at the end of some standards designates those standards that have an engineering design application. This is also consistent with NGSS.

Finally, unlike NGSS, some standards presented here may have multiple performances or multiple parts. There are some standards that needed additional statements or components to convey the richness of expected student outcomes.

[This section draws from and is an adaptation of NGSS Appendix A.]

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**PreK-LS2: Ecosystems, Interactions, Energy, and Dynamics**

**PreK-LS2-1(MA).** Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.

**PreK-LS2-2(MA).** Using evidence from the local environment explain how familiar plants and animals meet their needs where they live. [Clarification Statement: Basic needs include water, food, air, shelter, and, for most plants, light. Examples of evidence can include squirrels gathering nuts for the winter and plants growing in the presence of sun and water. The local environment includes the area around the student's school, home, or adjacent community.]

**PreK-LS2-3(MA).** Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.

**PreK-LS3: Variation of Traits**

**PreK-LS3-1(MA).** Use observations to explain that young plants and animals are like but not exactly like their parents. [Clarification Statement: Examples of observations include puppies that look similar but not exactly the same as their parents.]

**PreK-LS3-2(MA).** Use observations to recognize differences and similarities among themselves and their friends.

**PreK: Physical Sciences**

**PreK-PS1: Matter and Its Interactions**

**PreK-PS1-1(MA).** Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.

**PreK-PS1-2(MA).** Investigate natural and human-made objects to describe, compare, sort and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.

**PreK-PS1-3(MA).** Differentiate between the properties of an object and those of the material of which it is made.

**PreK-PS1-4(MA).** Recognize through investigation that physical objects and materials can change under different circumstances. [Clarification Statement: Changes include building up or breaking apart, mixing, dissolving, or changing state.]

**PreK-PS2: Motion and Stability: Forces and Interactions**

**PreK-PS2-1(MA).** Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.

**PreK-PS2-2(MA).** Through experience, develop awareness of factors that influence whether things stand or fall. [Clarification Statement: Examples of factors in children's construction play include using a broad foundation when building, considering the strength of materials, and using balanced weight distribution in a block building.]

**PreK-PS4: Waves and Their Applications in Technologies for Information Transfer**

**PreK-PS4-1(MA).** Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.

**PreK-PS4-2(MA).** Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.

**K-PS2: Motion and Stability: Forces and Interactions**

**K-PS2-1. Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

[Note: K-PS2-2 from NGSS is not included.]

**K-PS3: Energy**

**K-PS3-1. Make observations to determine that sunlight warms materials on Earth's surface.** [Clarification Statement: Examples of materials on Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

**K-PS3-2. Use tools and materials to design and build a prototype of a structure that will reduce the warming effect of sunlight on an area.\***



## Grade 1: Physical Science

### **1-PS4 Waves and their Applications in Technologies for Information Transfer**

- 1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.** [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks, a stretched string or rubber band, and a drum head. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
- 1-PS4-3. Determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.** [Clarification Statement: Effects can include some or all light passing through, creation of a shadow, or redirecting light.] [Assessment Boundary: Assessment does not include quantitative measures.]
- 1-PS4-4. Use tools and materials to design and build a device that uses light or sound to send a signal over a distance.\*** [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

[Note: 1-PS4-2 from NGSS is not included.]

## Grade 1: Technology/Engineering

### **Grade 1 K-2-ETS1 Engineering Design**

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change in order to define a simple design problem that can be solved by developing or improving an object or tool.\***
- K-2-ETS1-2. Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.\***

[NOTE: K-2-ETS1-3 is found in Grade 2]

## Grade 2: Physical Science

### 2-PS1: Matter and its Interactions

- 2-PS1-1.** Describe and classify different kinds of materials by observable properties of color, strength, flexibility, hardness, texture, and absorbency.
- 2-PS1-2.** Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose.\* [Clarification Statement: Examples of properties could include, color, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment is limited to qualitative and relative observations.]
- 2-PS1-3.** Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects. [Clarification Statement: Materials should be pure substances or microscopic mixtures that appear contiguous at observable scales. Examples of pieces could include blocks, building bricks, or other assorted small objects.]
- 2-PS1-4.** Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and burning paper.]

### 2-PS3: Energy

- 2-PS3-1(MA).** Design and conduct an experiment to show the effects of friction on the relative temperature and speed of objects that rub against each other. [Clarification Statement: Examples could include an object sliding on rough vs. smooth surfaces.] [Assessment Boundary: Observations of temperature and speed are qualitative.]

## Grade 2: Technology/Engineering

### Grade 2: K-2-ETS1: Engineering Design

- K-2-ETS1-3.** Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.\*

[Note: K-2-ETS1-1 and K-2-ETS1-2 are found in Grade 1]

### **3-LS3 Heredity: Inheritance and Variation of Traits**

- 3-LS3-1. Provide evidence, including through the analysis of data, that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.** [Clarification Statement: Examples of inherited traits that vary can include the color of fur, shape of leaves, length of legs, and size of flowers.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance nor prediction of traits. Assessment is limited to non-human examples.]
- 3-LS3-2. Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.** [Clarification Statement: Examples of the environment affecting a characteristic could include normally tall plants grown with insufficient water or light are stunted; a lizard missing a tail due to a predator; and, a pet dog that is given too much food and little exercise may become overweight.]

### **3-LS4 Biological Evolution: Unity and Diversity**

- 3-LS4-1. Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.** [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Comparisons are limited to physical or observable features; not to include dynamic processes or genetics.]
- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.** [Clarification Statement: Examples might include rose bushes of the same species, one with slightly longer thorns than the other which may prevent its predation by deer; and color variation within a species that may provide advantages so one organism may be more likely to survive and therefore more likely to leave offspring such as rock pocket mice. Examples of evidence could include needs and characteristics of the organisms and habitats involved.]
- 3-LS4-3. Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved.]
- 3-LS4-4. Analyze and interpret data about changes in the environment in an area and describe how the changes may affect the ability of organisms that live in that area to survive and reproduce.** [Clarification Statement: Environmental changes should include changes to landforms, distribution of water, climate, and availability of resources. Changes in the environment could range in time from a season to decades. Data should be provided.] [Assessment Boundary: Assessment is limited to a single environmental change, however, it is understood that environmental changes are complex.]
- 3-LS4-5(MA). Provide evidence to support a claim that the survival of a population is dependent upon reproduction.** [Assessment Boundary: Assessment does not address details of reproduction.]

## **Grade 3: Physical Science**

### **3-PS2 Motion and Stability: Forces and Interactions**

- 3-PS2-1. Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object.** [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force magnitude, only qualitative and relative. All descriptions of gravity are limited to a force that pulls objects down.]
- 3-PS2-3. Conduct an investigation to determine the nature of the forces between two magnets based on their orientations and distance relative to each other.** [Assessment Boundary: Assessment is limited to forces produced by magnetic objects that can be manipulated by students.]
- 3-PS2-4. Define a simple design problem that can be solved by applying the use of the interactions between magnets.\*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

[Note: 3-PS2-2 from NGSS is not included.]

## Grade 4: Overview

### *Matter and Energy*

In grade 4, students observe and interpret patterns related to the transfer of matter and energy on earth, in physical interactions, and in organisms. Students learn about energy—its motion, transfer, and conversion—in different physical contexts. Grade 4 students interpret patterns of changes over time as it relates to the deposition and erosion in landscape formation. They study today's landscapes to provide evidence for past processes. Students learn about a broader set of animal internal and external structures that support life, growth, behavior, and reproduction. They work through the engineering design process, focusing on developing solutions by building, testing, and redesigning prototypes to fit a specific purpose. Each domain relates to the use of matter and energy over time and for specific purposes.

## Grade 4: Earth and Space Sciences

### **4-ESS1: Earth's Place in the Universe**

**4-ESS1-1. Construct a claim with evidence that changes to a landscape due to erosion and deposition over long periods of time result in rock layers and landforms that can be interpreted today. Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape.** [Clarification Statement: Examples of evidence and claims could include rock layers with shell fossils above rock layers with plant fossils and no shells, indicating a change from deposition on land to deposition in water over time; and, a canyon with rock layers in the walls and a river in the bottom, indicating that a river eroded the rock over time.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanisms of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]

### **4-ESS2: Earth's Systems**

**4-ESS2-1. Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion by water, ice, wind, and vegetation.** [Clarification Statement: Mechanical weathering can include frost wedging, abrasion, and tree root wedging. Erosion can include movement by blowing wind, flowing water, and moving ice.] [Assessment Boundary: Assessment does not include chemical processes.]

**4-ESS2-2. Analyze and interpret maps of Earth's mountain ranges, deep ocean trenches, and the placement of volcanoes and earthquakes to describe patterns of these features and their locations relative to boundaries between continents and oceans.**

### **4-ESS3: Earth and Human Activity**

**4-ESS3-1. Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.** [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials.]

**4-ESS3-2. Evaluate the design of a solution on its potential to reduce the impacts of an earthquake, flood, tsunami or volcanic eruption on humans.\*** [Clarification Statement: Examples of solutions could include a proposal for an earthquake resistant building and improved monitoring of volcanic activity.]

**Grade 4 3-5-ETS2 Technological Systems**

**3-5-ETS2-1(MA).** Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants. These modifications can be improvements to existing technologies or the development of new technologies.\*

**3-5-ETS2-2(MA).** Describe that technological products or devices are made up of parts. Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.\*

## Grade 5: Life Science

### 5-LS1: From Molecules to Organisms: Structures and Processes

**5-LS1-1.** Support an argument with evidence that plants get the materials they need for growth and reproduction chiefly through a process in which they use air, water, and energy from the sun to produce sugars and plant materials. [Assessment Boundary: The chemical formula or details about the process of photosynthesis is not expected.]

### 5-LS2: Ecosystems: Interactions, Energy, and Dynamics

**5-LS2-1.** Develop a model of a food web to describe the movement of matter among producers, primary and secondary consumers, decomposers, and the air and soil in the environment: a. show that plants produce sugars and plant materials; b. show that some animals eat plants for food and other animals eat the animals that eat plants; and c. show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil. [Clarification Statement: Emphasis is on matter moving throughout the ecosystem. Waste includes matter in the form of gasses (such as air), liquids (such as water), or solids (such as minerals or nutrients).] [Assessment Boundary: Assessment does not include molecular explanations.]

**5-LS2-2(MA).** Compare at least two designs for a compost to determine which is most likely to encourage decomposition of materials.\* [Assessment Boundary: Assessment is limited to qualitative descriptions or comparisons of decomposition.]

## Grade 5: Physical Science

### 5-PS1: Matter and Its Interactions

**5-PS1-1.** Use a model of matter as made of particles too small to be seen to explain common phenomena involving gasses, phase changes between gas and liquid, and dissolving. [Clarification Statement: Examples of common phenomena the model should be able to describe include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

**5-PS1-2.** Measure and graph the weights of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling or combining substances, the total weight of matter is conserved. [Clarification Statement: Assume that reactions with any gas production are conducted in a closed system.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]

**5-PS1-3.** Make observations and measurements to identify substances based on their unique properties, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility. [Clarification Statement: Examples of substances to be identified could include baking soda and other powders, metals, minerals, and liquids.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

**5-PS1-4.** Conduct an experiment to determine whether the mixing of two or more substances results in new substances with new properties.

### 5-PS2: Motion and Stability: Forces and Interactions

**5-PS2-1.** Support an argument with evidence that the gravitational force exerted by Earth on objects is directed toward the Earth's center. [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

### 5-PS3: Energy

**5-PS3-1.** Use a model to describe that the food animals digest: a. contains energy that was once energy from the sun, and b. provides energy and materials for body repair, growth, motion, body warmth, and reproduction. [Clarification Statement: Examples of models could include diagrams and flow charts.] [Assessment Boundary: Details of photosynthesis or respiration are not expected.]

## Grade 6: Life Science

### **Grade 6 MS-LS1 From Molecules to Organisms: Structures and Processes**

**MS-LS1-1. Provide evidence that organisms (unicellular and multicellular) are made of cells.**

[Clarification Statement: Evidence can be drawn from multiple types of organisms, such as plants, animals and bacteria.]

**MS-LS1-2. Develop and use a model to describe the ways parts of cells contribute to key cellular functions of obtaining nutrients and water from its environment, disposing of waste, and producing energy: a. the nucleus contains genetic information (DNA) which regulates a cell's activities; b. chloroplasts are the site of photosynthesis which produces necessary glucose and oxygen; c. mitochondria facilitate cellular respiration (energy production); d. vacuoles store materials, including water, nutrients and waste; e. the cell membrane is a protective barrier that enables nutrients to enter the cell and wastes to be expelled; and f. the cell wall provides structural support to some types of cells.** [Clarification Statement: Functions should focus on basic survival needs.] [Assessment Boundary: Assessment does not include specific biochemical steps or chemical processes, ATP, or active transport through the cell membrane.]

[Note: MS-LS1-3, MS-LS1-4, MS-LS1-5, and MS-LS1-7 are found in Grade 7. MS-LS1-6 and MS-LS1-8 from NGSS are not included.]

### **Grade 6 MS-LS4 Biological Evolution: Unity and Diversity**

**MS-LS4-1. Analyze and interpret evidence from the fossil record to infer patterns of environmental change resulting in extinction and changes to life forms throughout the history of the Earth.** [Clarification Statement: Examples of evidence include sets of fossils that indicate an environment, anatomical structures that indicate the function of an organism in the environment, and fossilized tracks that indicate behavior of organisms.] [Assessment Boundary: Assessment does not include the names of individual species, geological eras in the fossil record, nor mechanisms for extinction or speciation.]

**MS-LS4-2. Construct an argument using anatomical structures to support evolutionary relationships among and between fossil organisms and modern organisms. Include evidence showing that: a. some organisms have similar traits with similar functions because they were inherited from a common ancestor, b. some organisms have similar traits that serve similar functions because they live in similar environments, and c. some organisms have traits inherited from common ancestors that no longer serve their original function because over time, their environments have changed.**

[Note: MS-LS4-4 and MS-LS4-5 are found in Grade 8. MS-LS4-3 and MS-LS4-6 from NGSS are not included.]

## Grade 6: Physical Science

### **Grade 6 MS-PS1 Matter and Its Interactions**

**MS-PS1-6. Plan and conduct an experiment using exothermic and endothermic reactions to explain that the type and concentration of the reacting substances affects the amount of thermal energy released or absorbed.** [Clarification Statement: Examples of chemical reactions could include dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to factors of concentration, time, and change in thermal energy (measured by temperature).]

**MS-PS1-7(MA). Use a particulate model of matter to explain that density is the amount of matter (mass) in a given volume. Measure the mass and volume of regular and irregular shaped objects and calculate their density.**

**MS-PS1-8(MA). Conduct an experiment to show that many materials are mixtures of pure substances that can be separated into the component pure substances.** [Clarification Statement: Examples of common mixtures include salt water, oil and vinegar, milk, concrete, and air.]

[Note: MS-PS1-1, MS-PS1-2, MS-PS1-4, MS-PS1-5, and MS-PS1-9(MA) are found in Grade 8. MS-PS1-3 from NGSS is not included.]

# Technology Inventory - Farmington River Regional School District - 2013

	Samsung Galaxy Tab 3-10.1 (Year 1)	Samsung Galaxy Tab 3-7.0 (Year 1)	HP - 6535B Laptops (Year 5)	HP - 4530S Laptops (Year 2)	Compaq Laptops (Year 9)	HP Touch Desktop PC (Year 2)	Samsung Galaxy II Tablets	Pad 2 Tablets (Year 3)	Proj.	Printer/ Copiers	Mimio Hub	Mimio Vote	Mimio Doc. Camera	Scanner	Digital Camera	Flip Video Camera
Pre-K	2		2	2			2			1	1					
Kindergarten	1		1	1	2		1		1		1			1		
Grade 1	1		2	1					1		1					
Grade 2	1		4	1					1		1		1			
Grade 3	1		4	1					1		1		1			
Grade 4	1		3	1	2				1		1					
Grade 5	1		19	1					1		1		1			
Grade 6	1		17	1					1		1		1			
Art	1				1											
Music	1		1													
PE/Health	1		1													
Lab + Portable Cart	1	22	24	1	1				2	2	1	1			1	4
Speech/OT/Guidance	2		2		1											
Library/Enrichment	2	22			2					1						
Resource 1	1		1	1	2											
Resource 2	1			2				2		2						
Admin	4		1			5		1		6						
Nurse						1										
Maintenance					1											
Kitchen			1			1				1						
Support Staff	9															
Outside Programming								2								
Totals	32	44	83	13	12	7	3	5	9	14	8	1	4	2	1	4



**FARMINGTON RIVER REGIONAL SCHOOL DISTRICT  
FARMINGTON RIVER ELEMENTARY SCHOOL  
555 NORTH MAIN ROAD  
Otis, Ma. 01253**

**DISTRICT STAFF TECHNOLOGY DEVICE LOAN AGREEMENT**

**STAFF MEMBER NAME:** \_\_\_\_\_

**ITEM NAME:** \_\_\_\_\_

**SERIAL NUMBER:** \_\_\_\_\_

**CONDITION OF ITEM AT TIME OF LOAN:** \_\_\_\_\_

**DATE OF LOAN:** \_\_\_\_\_

**The technology device (listed above) is being loaned for the purpose of instructional/work-related use only.**

- ❖ Using the technology device for instructional/work-related use is allowed within the school environment and any other location where staff may perform work duties.
- ❖ This device must be at your work station/classroom whenever school is in session.
- ❖ If the staff person removes this device from the school building, it is the staff person's responsibility to keep the device secure and free from damage.
- ❖ Staff will report any problems with the device that has been loaned to them immediately to Mrs. Laurie Flower, Instructional Technology Coordinator.

**The Staff Person named above is responsible to maintain the technology device in good working order, and will be held responsible to pay an amount up to the replacement value of a new technology device if the technology device is lost, stolen, damaged or otherwise compromised while in his/her possession.**

**I have read this District Technology Device Agreement and understand and agree to my responsibility for the use, care, and replacement of this device while in my possession.**

**STAFF SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## **FARMINGTON RIVER REGIONAL SCHOOL DISTRICT**

### **ALL District Employees – FRRSD AUP – Acceptable Use Policy**

The Farmington River Regional School District is providing computer network and Internet Access for student and faculty/staff use. Crocker Communications is our Internet Service Provider.

The Internet is a global network that offers vast, diverse, and unique resources to all students and faculty/staff. The purpose of this network is to enhance the educational experience, enable faculty/staff to collect and report data to state and federal agencies, to apply for grants, and to access information. The Internet promotes resource sharing, instructional support, communication and research beyond the school walls. Information and databases can be accessed from such sites as NASA, The Library of Congress, ERIC, research institutions, and government institutions along with a vast variety of web sites.

The use of the school network and Internet is a privilege, not a right. Faculty/staff must agree to obey specific standards of online behavior, language, content and security. It is expected that the user comply with the rules listed below. Users must abide by this **Acceptable Use Policy**. This **Acceptable Use Policy** must be read and signed by all employees annually before access to school network and the Internet is permitted.

The school system will not be responsible or liable for the actions of the user. Users will assume full liability, legal, financial, or otherwise for their actions. The Farmington River Regional School District takes all reasonable precautions to filter out controversial materials. However, it is impossible to monitor all materials or controversial information. Since the positive access of materials outweighs the objectionable, the end user must submit to strict guidelines and responsibilities. If a Farmington River Regional School District faculty/staff member violates any of the provisions mentioned below, future internet access and use of school-owned computers/hardware may be denied or suspended and appropriate progressive disciplinary action will be taken by the Principal or Superintendent, and/or designees.

#### **A. Educational Purpose**

- Limited to Educational Purpose including classroom activities (curriculum, instruction, assessment, lesson-planning, etc.), career development and limited high-quality self-discovery activities.
- Not to be used as a public forum. Farmington River Regional School District reserves the right to place reasonable limits on materials posted or accessed through the school system.
- Not to be used for personal or school commercial purposes. You may not offer, provide or purchase products or services through the Internet. The only person authorized to purchase products for school use, using school budget funds, through the Internet is the FRRSD Business Manager.
- The Internet is not to be used for political lobbying, but may be used to communicate with elected officials.
- The use of Internet resources may not be used in violation of any U.S., State or local regulation.

- Internet resources may not be used to upload, download, or distribute pornographic, obscene, sexually explicit or threatening material.
- Internet resources may not be used to infringe on copyright or to plagiarize materials. Faculty/ staff should cite sources of information acquired over the Internet in their bibliographies. The format to follow is found in the *MLA* guide.

#### **B. Faculty/Staff Internet Access**

- Faculty/Staff will have access to the Internet throughout the school building.
- When e-mail accounts are set up, written-Acceptable Use agreements must be signed.
- An Acceptable Use agreement must be renewed on a school-year basis.
- A school authority must pre-approve all personal web pages before they are uploaded. Material must be related to school activities.
- Users will be responsible for their own actions.
- Users will not change settings on the browser or any other applications, unless pre-approved by the Instructional Technology Coordinator.
- Users will not alter any material on a computer other than their own files.
- No user may attempt to "hack" into any computer or server.
- Non-educational games will not be played, accessed or downloaded.
- Permission must be given by the Instructional Technology Coordinator before any software is downloaded to a disk, file, or printer.
- Users will not load software onto their assigned school computer.
- Users must immediately disclose to your administrator any message you receive that is inappropriate or makes you feel uncomfortable.
- Faculty/Staff users will abide by the Farmington River Regional School District expectations for maintaining confidentiality about all students. Information about our students is confidential and should never be discussed in public places or where the discussion may be overheard by others or read by others; this includes e-mail. No student data obtained via any type of electronic records (i.e. Aims Web, Pearson, AP Web) should be shared and will be considered Confidential. No passwords assigned by users of these programs may be shared with other Faculty/Staff/Admin users. All passwords will be kept on file with the Instructional Technology Coordinator.
- Designated Faculty/Staff users of Test Wiz, Data Warehouse and any other web-based sources of student information will utilize their passwords to access confidential student data to develop confidential printed reports and to develop improvement plans.

#### **C. Unacceptable Uses**

- Posting of personal contact information about yourself or other students, teachers or people. Personal information includes your address, telephone, school address, work address, photos, etc.
- Downloading inappropriate materials, commercial software, shareware or freeware.
- Receiving or transmitting information pertaining to dangerous instrumentalities such as bombs, automatic weapons, or other firearms, weaponry, or explosive devices.
- Gaining unauthorized access any file servers in the Farmington River Regional School

District, outside file servers, or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal.

- Deliberately attempting to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- Engaging in any illegal act such as arranging for a drug sale, purchase of alcohol, participating in a criminal gang activity, threatening persons, etc.
- Damaging school computers, through physical damage to and/or loss of the computer, negligence resulting in damage and/or loss, or reconfiguration of the computer systems, is considered vandalism.
- Accessing chat rooms.
- Using obscene language or profanity.
- Sending or displaying offensive messages or pictures.
- Attaching personal laptops to the network or internet without permission

#### **D. Consequences of Violating Rules on Computer or Network Use**

Violation will result in the loss of internet/computer privileges for a period of time commensurate with the offense and progressive disciplinary action by the School Administration. Faculty/Staff will be held responsible for any damage/loss they cause to any and all computers assigned to them for their school use and will be subject to school rules regarding damage/loss to school property. This will include, but is not limited to, repairs and/or replacement of damaged/lost computer hardware and repairs to the school network. If applicable, law enforcement agencies may be involved.

The Farmington River Regional School District owns all computers assigned to students and staff for their school use. The District, through its Administrators and its designee, the Instructional Technology Coordinator, has the right to view/access the content and activity of any school-owned computer at any time.

**E. Procedures for the Employee Acceptable Use Policy (AUP) Agreement for Internet/Computer Network Use**

1. Annually, on the day before the first day of school, the Instructional Technology Coordinator will distribute and review the District Employee AUP at the employee meeting.
2. At this meeting, the Instructional Technology Coordinator will have each employee of the District sign and return the AUP Signature page below and she will keep these documents on file for the school year, in her Computer Lab.
3. When a new employee is hired, within 10 days of the hire, the Instructional Technology Coordinator will review the AUP Policy with the new hire and secure their signature on the form below.

**FRRSD EMPLOYEE AUP AGREEMENT SIGNATORY**

After reading and reviewing the Acceptable Use Policy (AUP) with the Instructional Technology Coordinator, I understand the AUP and will abide by the stated *Terms and Conditions* as identified in the AUP.

I understand that if I violate any regulations of the AUP, my privileges may be revoked and progressive disciplinary action, and possible dismissal, may be taken, along with any appropriate legal action.

I also release the Farmington River Regional School District and all other organizations related to the Farmington River Regional School District Internet connection from any liability or damages that may result from my use of the Internet or school network. I accept full responsibility and liability for the results of my actions.

EMPLOYEE NAME (PRINTED) \_\_\_\_\_

EMPLOYEE SIGNATURE \_\_\_\_\_

DATE OF SIGNATURE: \_\_\_\_\_

**Policy on Staff Use of Social Networking Websites**

The Superintendent and the School Principal will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.
  - a Teachers may not list current students as "friends" on networking sites.
  - b. All e-contacts with students should be through the district's computer and telephone system, except emergency situations.
  - c. All contact and messages by after-school activity coordinators (i.e. intramurals, chorus, band, clubs, etc.) with student members shall be sent to all student members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the school principal.
  - d. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
  - e. Inappropriate contact via e-mail or phone is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principal and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

**FIRST READING - DECEMBER 6, 2010**

**SECOND READING - JANUARY 3, 2011**

**APPROVED BY THE FARMINGTON RIVER REGIONAL SCHOOL COMMITTEE ON JANUARY 3, 2011.**

**Revised – April 7, 2014**

## **FRRSD PROTOCOL FOR ALL EMPLOYEES EMAILING PARENTS/GUARDIANS**

The Superintendent encourages, supports and applauds all employees' efforts to establish and maintain on-going communication between school and home. We know that such communication improves students' academic achievement and social skills. When using technology to assist us in developing and maintaining these communication tasks, we need to be aware of the possible pitfalls when using communication tools such as email.

All email sent by all FRRSD employees, using FRRSD internet access and equipment, for any reason, is a matter of public record, subject to the Public Records Regulations of Massachusetts and is the property of the FRRSD. School-produced email, like any other school document, can be subpoenaed by a court of law and can be used as evidence in a court of law. Your school emails are not subject to the Freedom of Information Act (FOIA) because FRRSD is not a federal entity.

Because of these restrictions, we direct all FRRSD employees to conduct all school business involving emailing on the school internet connection only, using their school email address only. Otherwise, if you conduct school business on your home internet connection, using your home internet address, the entire contents of your home/personal email cache is subject to the Public Records Regulations of Massachusetts and can be subpoenaed by a court of law and can be used as evidence in a court of law.

Do not mix FRRSD business emails with your home/personal emails.

### **WHEN EMAILING PARENTS/GUARDIANS FOR ANY REASON:**

1. Never say anything by email that you wouldn't want published.
2. Never use email for matters of controversy or distress. When you have a serious matter to discuss, it is always best to meet with the parent/guardian face to face.
3. Do not send multiple emails on the same topic within the same 24-hour period. Generally, the parent/guardian will respond as quickly as they can. If they haven't responded within 48 hours, you may try re-sending your last email.
4. The rules for civility in email are the same as for face-to-face meetings. Convey a positive tone in your email which can set the stage for a cordial working relationship with the parent/guardian.
5. Use complete sentences, proper grammar, correct spelling and the standard conventions of the English language. Proofread before sending! Remember, you are making a professional impression.
6. Try to assure that your emphasis on a topic is not perceived as harassing. If you need more than two (2) emails on the same topic, you should call the parent/guardian to set up a conference.
7. Maintain strict guidelines for confidentiality of email contents, particularly regarding health, disability, and behavioral issues of any and all students. Do not use any student, all employees or parent names in your email.

8. Do not shout, scream, or yell. The use of ALL CAPS in an email is considered the equivalent of shouting. If you really need to emphasize a word or a short phrase, try using italics or a different font style instead of capital letters.
9. Offensive language and threats are not allowed. Be civil and respectful.
10. Do not forward jokes, cartoons, photos, inspirational messages or other non-school business material. You are to use school email and equipment to perform school business communications.

Revised by School Committee on April 7, 2014



## **SCHOOL NETWORK INFORMATION RESOURCE POLICY**

Category: Student Rights & Responsibilities  
File No: K.E

First Reading: 8/3/98  
Second Reading: 8/17/98  
Adopted: 8/17/98  
Revised: 4/7/2014

1. Access to Network Information Resources is to be used only to pursue educational objectives through student-conducted communication, research and other structurally related activities. Students are responsible for good behavior on all school computers just as in the classroom and during other school activities.
- 2 Each student will be given an account, which will entail use of a user's name and personal password. The District will maintain a list of user names and personal passwords. Each student with network access shall be assigned "cloud" storage. Information stored in the "cloud" is designed to allow access only to students assigned to that storage space, authorized teachers and administrators. The files and communications may be reviewed at any time by authorized teachers and administrators.
3. The District's Information Technology Coordinator may issue a "class" account to groups of students which may be used for specific purposes for a specific period of time.
4. The following activities are not permitted:
  - a. Accessing, uploading, downloading, transmitting, displaying, or distributing obscene or sexually explicit material; transmitting obscene, abusive, or sexually explicit language as each is defined by the District.
  - b. Damaging computers, computer systems or computer networks; vandalizing, damaging or disabling the property of another person or organization; debilitating or disabling computers, systems or networks or the spreading of computer "viruses."
  - c. Violating copyright law.
  - d. Using another person's password.
  - e. Trespassing in another person's folders, work or files.
5. The staff, the District and its employees are not responsible for any damages incurred, including, but not limited to, loss of data resulting from delays or interruption of service, for the loss of data stored on District resources, or for personal property used to access District resources.
6. The District is not responsible for the accuracy, nature or quality of information stored on District resources or gathered through District-provided access.
7. The District is not responsible for financial obligations resulting from student use which is not authorized. All such financial obligations whether billed to the District or the student is to be paid for by the student's parent or guardian.
8. Violation of this policy may be determined at the building or classroom level in accordance with existing practice or the Student Handbook and may result in a loss of access to Network Information Resources.

9. Annually, on the day before the first day of school, the Instructional Technology Coordinator will review the School Network Information Resource Policy with all employees at the employee meeting.
10. The School Network Information Resource Policy will be placed in every employee handbook and every employee will sign the handbook signatory page at the back of the his/her handbook, indicating that they have read and understand the policies therein.
11. Employees will return all handbook signatory pages to the Supt.'s Office no later than Sept. 15<sup>th</sup> of every school year.

**POLICY: Student electronic devices, cell phones and other communication devices**

**Electronic devices:**

Student possession and/or use of hand-held devices by students in school is considered disruptive to the educational process, unless authorized by a teacher or administrator. Such possession and/or use is prohibited. All electronic devices used in the school building before/during/ after school will be confiscated and stored in the Principal's Office.

**Student Cell Phones / Other types of Communication Devices**

Student cell phones (and other types of communication devices) may be brought to school, but must be turned off from the time the student arrives until the end of the school day when the student is dismissed from school. Any student observed using a cell phone (or other type of communication device) during the school day will have his/her cell phone or device confiscated, stored in the Principal's Office and the student's parents will be notified. The cell phone or device will be returned to the student at the end of the school day.

**NOTE WELL:** The Farmington River Regional School District is not responsible for any item lost, damaged or stolen.

**CONSEQUENCES: Electronic Devices and Cell Phones / Other Types of Communication Devices**

**1<sup>st</sup> Offense:**

Discipline report filled out and sent home to parents. The student retrieves the device or phone at the end of the school day.

**2<sup>nd</sup> Offense:**

Discipline report filled out. Parent contacted by Principal for phone conference and the parent must retrieve the device or phone.

**3<sup>rd</sup> Offense:**

Suspension from school for one (1) day and a parent conference with the Principal will be held prior to student reinstatement.

**Revised by School Committee – April 7, 2014**