

## **APPENDIX A: LCWM Technology Survey**

Please judge your level of achievement in each of the following competencies. Select the number which best reflects your current level of skill attainment. (Be honest, but be kind.) Level 3 is considered mastery. This tool is to help you do a self-analysis to determine the areas in which you should continue to learn and practice. It will also help in planning in-service training programs. After you have answered all questions, click the "Submit" button to finish the survey.

**Responses are anonymous.**

\* Required

Select the building(s) where you teach \*

Elementary

Secondary

### **Beginning Rubrics**

#### **I. Basic computer operation \***

1 - I do not use a computer.

2 - I know the basic operations of using a mouse, clicking, and working with windows. I can use the computer to open, run and close a few specific, preloaded programs. Computer use has little effect on how I work. I am somewhat anxious I might damage the machine or its programs.

3 - I can set-up my computer and peripheral devices, load software, print, and use most of the operating system tools like the clipboard, clock, find command, and recycling bin. I can connect to my school's network, and run programs that require a CD/DVD. I use virus protection software that scans my files on a regular basis.

4 - I can run several programs simultaneously, and have multiple windows open at the same time. I can customize the look and sounds of my computer. I use techniques like shift or control clicking to work with multiple files. I feel confident enough to teach others some advanced procedures and techniques.

#### **II. File management \***

1 - I do not save any documents I create using the computer.

2 - I save documents I've created but often have difficulty finding them. I do not store duplicates of my files on local/external drives or servers for back-up purposes.

3 - I have a filing system for organizing my files, and can locate files quickly and reliably in folders and subfolders. I backup my files to local/external drives, file server, or Internet storage site on a regular basis. I save my files with the appropriate extension to facilitate cross-platform use.

4 - I regularly run a disk cleanup on my hard drive, and use a backup program to make copies of my files on a weekly basis.

### **III. Microsoft Word/Google Docs \***

1 - I do not use a word processor, nor can I identify any uses or features it might have which would benefit the way I work.

2 - I occasionally use the word processor for simple documents that I know I will modify and use again.

3 - I use a word processor for nearly all my written professional work: memos, tests, worksheets, and home communication. I can edit my document using commands like copy and paste, find, undo, and "save as." I can spell check, and change the format of a document. I can paginate, preview and print my work. I can use tables within my documents. I feel my work looks professional.

4 - I can save my documents in different file formats so others who use a different word processor application than I do can open it. I take advantage of collaborative writing/editing environments. I use the word processor not only for my work, but have used it with students to help them improve their own communication skills.

### **IV. Microsoft Excel/Google Sheets \***

1 - I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.

2 - I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers.

3 - I use a spreadsheet for several professional applications such as keeping a budget or analyzing student data. My spreadsheets use labels, formulas and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.

4 - I can import a spreadsheet into a word processing document or presentation program when needed. I use the spreadsheet not only for my work, but have used it with students to help them improve their own data keeping and analysis skills

### **V. Microsoft Access \***

1 - I do not use a database, nor can I identify any uses or features it might have which would benefit the way I work.

2 - I understand the function of a database and can locate information within one that has been pre-made. I can add or delete data in a database.

3 - I use databases for professional applications. I can create a simple original database that has a professional application such as an address book by defining fields and creating layouts. I can find, sort and print information that is useful to me.

4 - I can use formulas with my database to create summaries of numerical data. I can use database information to do mail merge in a word processing document. I use the database not

only for my work, but have used it with students to help them improve their own data keeping and analysis skills.

#### **VI. Graphics and Digital Image use \***

1 - I do not use graphics in my word processing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.

2 - I can open and create simple pictures with the painting and drawing programs.

3 - I use both pre-made clip art and simple original graphics in my word-processed documents and presentations. I can edit clip art, change its size, and place it on a page. I can use most of the drawing tools. I can use the clipboard to take graphics from one application for use in another. I can take, import, edit, and use images from a digital camera and flash drive in my work. The use of graphics in my work helps clarify or amplify my message.

4 - I use graphics not only for my work, but have used them with students to help them improve their own communications. I can use graphics and digital images to create a professional looking newsletter. I can do basic editing of digital video production.

#### **VII. Microsoft PowerPoint/Google Slides Presentation software use \***

1 - I do not use PowerPoint or presentation software, nor can I identify any uses or features it might have which would benefit the way I work.

2 - I can navigate through a pre-made presentation program. I can create a simple presentation using a program's templates or wizards.

3 - I can create my own computer presentations that can be used to accompany a lesson in my classroom. These presentations use graphics and text fields. I know some basic rules of graphic design that can apply when designing the presentation. I can use a projector to display the presentation to a class. The computer generated slides help reinforce or amplify my message.

4 - I can link to other programs and to websites from my presentations. I use presentation programs with students in their own information keeping and communication efforts.

#### **VIII. Internet use \***

1 - I do not use the online resources available in my building, nor can I identify any uses or features they might have which would benefit the way I work.

2 - I understand that there is a large amount of information available to me as a teacher that can be accessed through the internet.

3 - I use the internet to access professional and personal information from a variety of sources including, online library catalogs and periodical databases, and other sources. I have an e-mail account that I use on a regular basis to communicate with parents and other professionals. I use the district-specific networked resources that are available to me such as file storage space, student information, IEP forms, curriculum guides, and online forms. I have a strategy for analyzing the quality of information I find online.

4 - Using the Internet, I am an active participant in online discussions, can download files and programs from websites. I use the Internet to share documents with my colleagues for collaborative review and editing. I accept student work sent to me electronically. I use Internet resources with my students.

#### **IX. Student assessment \***

1 - I do not use the computer for student assessment.

2 - I understand that there are ways I can keep track of student progress using the computer. I keep some student produced materials on the computer, and write evaluations of student work and notes to parents with a word processing program.

3 - I effectively use an electronic grade book to keep track of student data and/or I keep portfolios of student produced materials on the computer. I use the electronic data during parent/teacher conferences. I use the grading, attendance, report card/progress report, and discipline system provided by my district.

4 - I rely on the computer to keep track of outcomes and objectives individual students have mastered. I use that information in determining assignments, teaching strategies, and groupings.

#### **X. Ethical use understanding \***

1 - I am not aware of any ethical issues surrounding computer use.

2 - I know that some copyright restrictions apply to computer software.

3 - I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials. I demonstrate ethical usage of all software and let my students know my personal stand on legal, moral, and safety issues involving technology. I know and enforce the school's technology policies and guidelines, including its Internet Acceptable Use Policy. I have a personal philosophy I can articulate regarding the use of technology in education.

4 - I am aware of other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

### **Self-Evaluation Rubrics for Advanced Teacher Computer Use**

#### **I. Instructional software use \***

1 - I do not use instructional software as a part of my instructional program, nor am I aware of any titles that might help my students meet their learning goals.

2 - I use a few computer programs as an instructional supplement, as a reward, or with special needs children.

- 3 - I use several programs (drill and practice, simulations, tutorials, etc.) chosen by my department or grade level to help all my students meet specific identified learning objectives. The software allows me to teach and/or reinforce concepts more effectively than traditional methods. When it is available, I use the software's management system to help assess individual student performance. I use the school's integrated learning system in a purposeful way and help assess its overall effectiveness.
- 4 - I seek out new programs for evaluation and adoption. I know sources of software reviews and keep current on developments in computer technologies through professional reading and conference attendance. I share my findings with other professionals.

## **II. Using technology to improve student writing \***

- 1 - I am not familiar with any technologies that would allow me to help my students improve their writing skills.
- 2 - I ask that the final draft of some student writing assignments be word-processed. I do not expect or encourage my students to compose or edit using the computer.
- 3 - I help students use the computer in all phases of the writing process from brainstorming to editing. This may include the use of idea generators, graphic organizers, outlining tools, spelling and grammar checkers, desktop publishing tools, and web page editing. I use technology to help students share their work for a wide reading audience. I can find and use best practices data on improving writing with technology.
- 4 - I store portfolios of my students' work electronically. I share successful units with others through print and electronic publishing and through conference presentations and workshops. I look for specific technology tools for helping my students improve their writing skills.

## **III. Information literacy skills using secondary sources \***

- 1 - I am not familiar with the term information literacy, nor do I know why such skills are important.
- 2 - As a part of my curriculum, I have library research projects, and I support the library skills taught by the media specialist. I am aware that there are electronic resources available to my students.
- 3 - My curriculum includes at least two information literacy projects, team-taught with the media specialist. I understand the information literacy process and design student projects so that they require higher level thinking skills, use and cite electronic information sources, require the use of computer productivity software, and are authentically assessed. I ask students to use technology to help them share the results of their research with others. I reinforce information literacy skills on a daily basis as opportunities arise.
- 4 - I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require information literacy skills. I share successful units with others through print and electronic publishing and through conference presentations and workshops.

#### **IV. Information literacy skills - primary sources \***

- 1 - When asking students to do research, I expect them to only use secondary sources like books, magazines, or reference materials.
- 2 - As a part of my curriculum, I have some units which require the collection and use of original data. I generally can predict the outcome of such experiments.
- 3 - My curriculum includes at least two information literacy projects that require the collection of original data to answer a genuine question. I may use tools to collect data like computerized probes and sensors, online surveys, interviews, or digitized sources of historical records, as well as tools to record, organize, and communicate the data such as databases and spreadsheets. I ask students to use technology to help them share the results of their research with others.
- 4 - I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require information literacy skills. I share successful units with others through print and electronic publishing and through conference presentations and workshops.

#### **V. Modification of instructional delivery \***

- 1 - I have one or two effective methods of delivering content to my students. I do not use technology that requires that I change my instructional methodology.
- 2 - I have tried units or projects that are student-directed, use small groups, or are highly individualized, but I primarily use teacher-directed, whole group instruction.
- 3 - I use a variety of instructional delivery methods and student grouping strategies routinely throughout the year. I can design activities and approaches that both best fit the learning objectives and the availability of the technology available to me. I can use small groups working cooperatively or in rotation to take advantage of student to equipment ratios of greater than one to one.
- 4 - I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to engage my students and meet curricular goals. I work with a team of fellow teachers to create, modify and improve my practices in this area.

#### **VI. Assessment of student performance \***

- 1 - I evaluate my students using objective tests only.
- 2 - I evaluate some student performances or projects using subjective criteria. I save some student work for cumulative folders and parent conferences, and print some electronically produced student work.
- 3 - I use a wide range of assessments to evaluate student projects and performances. I can use technology to help create assessment tools like checklists, rubrics, and benchmarks that help the student assess his own performance and allow me to objectively determine the quality of student

work. I ask students to keep both a physical and electronic portfolio of their work. I have a computerized means of aggregating performance data for my class that I use to modify my teaching activities and strategies.

4 - I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to help assess student learning. I work with a team of fellow teachers to create, modify, and improve my work in this area.

## **VII. Individualization of instruction and educational program \***

1 - I modify my curriculum or instructional methods only for students with identified special needs.

2 - I occasionally give students the choice of assignments in my class, but all class members (unless they are in special education) must meet the same learning objectives within the same time frame. Skill remediation is done during summer school or informally during or after school.

3 - With the assistance of the student, parents, and appropriate specialists, I create a learning plan for each of my students. I track the accomplishment of learning goals in the plan using a computerized tool. I use this tool during parent conferences and for school or state reporting.

4 - I provide suggestions about the content and design of the individualized computerized planning and report tools.

## **VIII. Fostering home-school communications \***

1 - I use the traditional methods of communication with the home: telephone, report cards, progress reports and print school or classroom newsletters.

2 - I send emails to parents who request it in response to specific inquiries. I use my district or building's generic parent/guardian mailing list to distribute messages of general interest.

3 - I maintain a parent/guardian mailing list to distribute information about what is happening in my classroom. I maintain a classroom web page that has basic information about my classroom and curriculum including study guides, notification of upcoming evaluations, assessment criteria of projects, class expectations, etc.

4 - I use a web page or web interface to my grade book to provide real-time information to parents about individual student's progress in my class. I formally work with parent organizations to teach parents how to access school information electronically.

## **IX. Adaptive technologies \***

1 - I am not aware of how technology can help students with physical or mental limitations.

2 - I work with students who may bring with them special devices that allow them to work and communicate in the classroom.

3 - I use technology when appropriate to help students with special learning needs. This includes detailed individualized education plans and specialized communications devices.

4 - I provide professional growth opportunities for other teachers in the use of adaptive technologies.

#### **X. Professional growth and communication \***

1 - I do not use electronic resources for professional growth or communication.

2 - I can find lesson plans and some research in online databases. I correspond with parents and other teachers using email.

3 - I use the Internet and other online resources to obtain research, teaching materials and information related to the content of my classes. I read online newsletters and journals to keep current on educational practices. I participate in online discussion groups that are related to my area of education. I use a computerized presentation program when giving workshops or speaking at conferences. I take part in webinars.

4 - I organize professional growth opportunities for other teachers and feel comfortable teaching other staff members about the use of technology.

#### **XI. Research and evaluation of technology use \***

1 - I have not attempted to determine whether the use of instructional technology has made a difference in my student's learning or classroom climate.

2 - I gather, use, and share anecdotal information and observations about student use of technology in my classroom.

3 - I use action research and aggregated data to accurately determine whether the technology and methodology I am using has an impact on how well my students learn and on school climate.

4 - I participate in formal studies of the impact of technology on student learning conducted by professional groups and academics. I have designed such studies as part of my own professional education. I report electronically and print the findings of my research to other professionals.

### **Self-Evaluation Rubrics for Teacher Internet Use**

#### **I. Email and electronic mailing lists \***

1 - I do not use email.

2 - I understand the concept of email and can explain some administrative and educational uses for it.

3 - I use email regularly and can: read and delete messages, send, forward and reply to messages, create nicknames, mailing lists, and a signature file, send and receive attachments, use electronic mailing lists and understand the professional uses of them, read and contribute to a professional electronic mailing list.



4 - I can send group mailings and feel confident that I could administer an electronic mailing list. I use activities that require email in my teaching. I can locate lists of subject-oriented mailing lists.

## **II. The Internet \***

1 - I do not use the Internet.

2 - I am aware that the Internet is a means of sharing information on the Internet. I can browse the Web for recreational purposes.

3 - I can use a web browser to find information on the Internet, and can list some of the Web's unique features. I can explain the terms: hypertext, URL, http, and html. I can write URLs to share information locations with others. I can use search engines to locate subject specific information and can create bookmarks to Web sites of educational value.

4 - I can configure my web browser with a variety of helper applications. I understand what "cookies" do and whether to keep them enabled. I can speak to the security issues of online commerce and data privacy.

## **III. Search tools and evaluation strategies \***

1 - I cannot locate any information on the Internet.

2 - I can occasionally locate useful information on the Internet by browsing or through remembered sources.

3 - I can conduct an efficient search of Internet resources using search engines. I can use advanced search commands to specify and limit the number of hits I get. I can state some guidelines for evaluating the relevance of sites and the quality of the information I find on the Internet. I can write a bibliographic citation for information found.

4 - I can identify some specialized search tools for finding software and email addresses. I can speculate on future developments in online information searching including other kinds of intelligent search agents.

## **IV. Newsgroups and electronic mailing lists \***

1 - I have no knowledge of newsgroups or electronic mailing list functions.

2 - I know that there are resources in a variety of formats available on the Internet, but cannot confidently access them.

3 - I read the newsgroups that interest me on a regular basis, and I can contribute to newsgroups. I can subscribe, unsubscribe and contribute to electronic mailing lists (listservs) related to my educational field.

4 - I know how to find, configure, and use the specialized tools for newsgroups and mailing lists. I can access and search mailing list archives. I use the resources found in these areas with my students.

#### **V. Web page construction \***

- 1 - I cannot edit my teacher web page that can be viewed with a web browser.
- 2 - I can save text as an html file with a command in my word processor. I know a few simple html commands.
- 3 - Using web page tools, I can: view web pages as a source documents, create a formatted web page that uses background color, font styles and alignment, graphics, and tables, include links to other parts of my document or other Internet sites in my page, know basic guidelines for good web page construction and the district's web policies.
- 4 - When appropriate, I can register my pages with search engine sites. I can help write web creation policies for design, content, and use.

#### **VI. Learning opportunities using the Internet \***

- 1 - I am not aware of any ways the Internet can be used with students in my classroom.
- 2 - I occasionally allow my students to use the Internet to find information.
- 3 - I know a variety of projects and activities that effectively use the Internet to instruct and involve students. I know a source for collaborative projects, can direct students to online tutorials and learning resources.
- 4 - I can design and implement an Internet project or maintain an educational Internet site.

#### **VII. Netiquette, Online Ethics, and Current Issues Surrounding Internet Use in K-12 Schools \***

- 1 - I am not aware of any ethics or proprieties regarding the Internet nor am I unaware of any issues dealing with Internet use in a school setting.
- 2 - I understand a few rules that my students and I should follow when using the Internet. I understand that the Internet is sometimes a controversial resource, which many educators and parents do not understand.
- 3 - I have read and used Common Sense Media or other sources, and follow the rules outlined. I know and read the FAQ files associated with sources on the Internet. I can list some of the critical components of a good Acceptable Use Policy and know and use our district's. I can identify print and online resources that speak to current Internet issues like: censorship/site blocking software, copyright, legal and illegal uses, data privacy, security.
- 4 - I can use my knowledge of the Internet to write good school policies and activities that help students develop good judgment and good information skills.

## APPENDIX B: Technology Survey Results

	2011	2015
Basic computer operation		
Level 1	0	2
Level 2	6	4
Level 3	16	15
Level 4	11	26
File Management		
Level 1	0	2
Level 2	11	6
Level 3	22	36
Level 4	0	3
Word Processing		
Level 1	0	2
Level 2	7	4
Level 3	20	23
Level 4	6	18
Spreadsheet Use		
Level 1	11	4
Level 2	10	16
Level 3	10	14
Level 4	2	9
Database Use		
Level 1	11	19
Level 2	15	16
Level 3	6	8
Level 4	1	4
Graphics and Digital Image Use		
Level 1	11	6
Level 2	6	3

Level 3	11	25
Level 4	5	13
PowerPoint Presentation Software Use		
Level 1	12	6
Level 2	6	5
Level 3	8	22
Level 4	7	14
Network and Internet Use		
Level 1	0	6
Level 2	6	7
Level 3	25	21
Level 4	2	13
Student Assessment		
Level 1	7	11
Level 2	14	6
Level 3	12	23
Level 4	0	7
Ethical Use Understanding		
Level 1	0	2
Level 2	18	17
Level 3	12	16
Level 4	3	12
Instructional Software Use		
Level 1	4	10
Level 2	16	18
Level 3	10	11
Level 4	3	8
Using Technology to Improve Student Writing		
Level 1	15	17
Level 2	14	14
Level 3	4	13
Level 4	0	3
Information Literacy Skills Using Secondary Sources		
Level 1	11	15
Level 2	21	19
Level 3	1	8
Level 4	0	5
Information Literacy Skills Using Primary Sources		

Level 1	12	16
Level 2	16	16
Level 3	5	7
Level 4	0	8
Modification of Instructional Delivery		
Level 1	7	8
Level 2	15	11
Level 3	7	16
Level 4	4	12
Assessment of Student Performance		
Level 1	4	9
Level 2	20	13
Level 3	7	15
Level 4	2	10
Individualization of Instruction and Educational Program		
Level 1	6	7
Level 2	19	28
Level 3	8	7
Level 4	0	5
Fostering Home/School Communications		
Level 1	4	12
Level 2	21	18
Level 3	5	13
Level 4	3	4
Adaptive Technologies		
Level 1	7	7
Level 2	16	13
Level 3	8	20
Level 4	2	7
Professional Growth and Communication		
Level 1	1	3
Level 2	16	12
Level 3	15	25
Level 4	1	7
Research and Evaluation of Technology Use		
Level 1	20	16
Level 2	11	20
Level 3	2	9
Level 4	0	2

#### Email and Electronic Mailing Lists

Level 1	0	2
Level 2	4	4
Level 3	13	13
Level 4	14	28

#### The World Wide Web

Level 1	0	2
Level 2	11	7
Level 3	16	27
Level 4	6	11

#### Search Tools and Evaluation Strategies

Level 1	0	2
Level 2	9	5
Level 3	23	31
Level 4	1	9

#### Newsgroups and Electronic Mailing Lists

Level 1	5	5
Level 2	15	20
Level 3	13	15
Level 4	0	7

#### Web Page Construction

Level 1	12	6
Level 2	18	16
Level 3	3	20
Level 4	0	5

#### Learning Opportunities Using the Internet

Level 1	1	3
Level 2	16	18
Level 3	15	20
Level 4	1	6

#### Netiquette, Online Ethics and Current Issues Surrounding Internet Use in K-12 Schools

Level 1	2	2
Level 2	25	24
Level 3	4	12
Level 4	2	9

## APPENDIX B: Survey Results

<b>2015 vs. 2011 Technology Survey Chi Square results</b>			
	Each table has 3 degrees of freedom		
	p=.05	p=.01	p=.001
Chi-square of the table must be larger than.....	7.82	11.35	16.27

<b><i>Basic computer operation</i></b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	0	6	16	11	33
expected	0.825	4.125	12.7875	15.2625	
Chi-square	0.83	0.85	0.81	1.19	3.67
<b>2015 observed</b>	2	4	15	26	47
expected	1.175	5.875	18.2125	21.7375	
Chi-square	0.58	0.60	0.57	0.84	2.58
Column totals	2	10	31	37	80
Chi-square column totals	1.40	1.45	1.37	2.03	<b>6.25</b>
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<b><i>File Management</i></b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	0	11	22	0	33
expected	0.825	7.0125	23.925	1.2375	
Chi-square	0.83	2.27	0.15	1.24	4.48
<b>2015 observed</b>	2	6	36	3	47
expected	1.175	9.9875	34.075	1.7625	
Chi-square	0.58	1.59	0.11	0.87	3.15
Column totals	2	17	58	3	80
Chi-square column totals	1.40	3.86	0.26	2.11	<b>7.63</b>
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<b>Word Processing</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	0	7	20	6	33
expected	0.825	4.5375	17.7375	9.9	
Chi-square	0.83	1.34	0.29	1.54	3.99
<b>2015 observed</b>	2	4	23	18	47
expected	1.175	6.4625	25.2625	14.1	
Chi-square	0.58	0.94	0.20	1.08	2.80
Column totals	2	11	43	24	80
Chi-square column totals	1.40	2.27	0.49	2.62	<b>6.79</b>

<b>Spreadsheet Use</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	11	10	10	2	33
expected	6.513157895	11.28947368	10.42105263	4.776315789	
Chi-square	3.09	0.15	0.02	1.61	4.87
<b>2015 observed</b>	4	16	14	9	43
expected	8.486842105	14.71052632	13.57894737	6.223684211	
Chi-square	2.37	0.11	0.01	1.24	3.74
Column totals	15	26	24	11	76
Chi-square column totals	5.46	0.26	0.03	2.85	<b>8.61</b>
					SIGNIFICANT

<b>Database Use</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	11	15	6	1	33
expected	12.375	12.7875	5.775	2.0625	
Chi-square	0.15	0.38	0.01	0.55	1.09
<b>2015 observed</b>	19	16	8	4	47
expected	17.625	18.2125	8.225	2.9375	
Chi-square	0.11	0.27	0.01	0.38	0.77
Column totals	30	31	14	5	80
Chi-square column totals	0.26	0.65	0.01	0.93	<b>1.86</b>
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<b>Graphics and Digital Image Use</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	11	6	11	5	33
expected	7.0125	3.7125	14.85	7.425	
Chi-square	2.27	1.41	1.00	0.79	5.47
<b>2015 observed</b>	6	3	25	13	47
expected	9.9875	5.2875	21.15	10.575	
Chi-square	1.59	0.99	0.70	0.56	3.84
Column totals	17	9	36	18	80
Chi-square column totals	3.86	2.40	1.70	1.35	<b>9.31</b>
					SIGNIFICANT

<b>Powerpoint Presentation Software Use</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	12	6	8	7	33
expected	7.425	4.5375	12.375	8.6625	
Chi-square	2.82	0.47	1.55	0.32	5.16
<b>2015 observed</b>	6	5	22	14	47
expected	10.575	6.4625	17.625	12.3375	
Chi-square	1.98	0.33	1.09	0.22	3.62
Column totals	18	11	30	21	80
Chi-square column totals	4.80	0.80	2.63	0.54	<b>8.78</b>
					SIGNIFICANT

<i>Network and Internet Use</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	0	6	25	2	33
expected	2.475	5.3625	18.975	6.1875	
Chi-square	2.48	0.08	1.91	2.83	7.30
<b>2015 observed</b>	6	7	21	13	47
expected	3.525	7.6375	27.025	8.8125	
Chi-square	1.74	0.05	1.34	1.99	5.12
Column totals	6	13	46	15	80
Chi-square column totals	4.21	0.13	3.26	4.82	<b>12.42</b>
					SIGNIFICANT

<i>Student Assessment</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	7	14	12	0	33
expected	7.425	8.25	14.4375	2.8875	
Chi-square	0.02	4.01	0.41	2.89	7.33
<b>2015 observed</b>	11	6	23	7	47
expected	10.575	11.75	20.5625	4.1125	
Chi-square	0.02	2.81	0.29	2.03	5.15
Column totals	18	20	35	7	80
Chi-square column totals	0.04	6.82	0.70	4.91	<b>12.48</b>
					SIGNIFICANT

<i>Ethical Use Understanding</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	0	18	12	3	33
expected	0.825	14.4375	11.55	6.1875	
Chi-square	0.83	0.88	0.02	1.64	3.36
<b>2015 observed</b>	2	17	16	12	47
expected	1.175	20.5625	16.45	8.8125	
Chi-square	0.58	0.62	0.01	1.15	2.36
Column totals	2	35	28	15	80
Chi-square column totals	1.40	1.50	0.03	2.79	<b>5.73</b>

<i>Instructional Software Use</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	4	16	10	3	33
expected	5.775	14.025	8.6625	4.5375	
Chi-square	0.55	0.28	0.21	0.52	1.55
<b>2015 observed</b>	10	18	11	8	47
expected	8.225	19.975	12.3375	6.4625	
Chi-square	0.38	0.20	0.14	0.37	1.09
Column totals	14	34	21	11	80
Chi-square column totals	0.93	0.47	0.35	0.89	<b>2.64</b>
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<i>Using Technology to Improve Student Writing</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	15	14	4	0	33
expected	13.2	11.55	7.0125	1.2375	
Chi-square	0.25	0.52	1.29	1.24	3.30
<b>2015 observed</b>	17	14	13	3	47
expected	18.8	16.45	9.9875	1.7625	
Chi-square	0.17	0.36	0.91	0.87	2.31
Column totals	32	28	17	3	80
Chi-square column totals	0.42	0.88	2.20	2.11	<b>5.61</b>

<i>Information Literacy Skills using Secondary Sources</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	11	21	1	0	33
expected	10.725	16.5	3.7125	2.0625	
Chi-square	0.01	1.23	1.98	2.06	5.28
<b>2015 observed</b>	15	19	8	5	47
expected	15.275	23.5	5.2875	2.9375	
Chi-square	0.00	0.86	1.39	1.45	3.71
Column totals	26	40	9	5	80
Chi-square column totals	0.01	2.09	3.37	3.51	<b>8.98</b>

<i>Information Literacy Skills Using Primary Sources</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	12	16	5	0	33
expected	11.55	13.2	4.95	3.3	
Chi-square	0.02	0.59	0.00	3.30	3.91
<b>2015 observed</b>	16	16	7	8	47
expected	16.45	18.8	7.05	4.7	
Chi-square	0.01	0.42	0.00	2.32	2.75
Column totals	28	32	12	8	80
Chi-square column totals	0.03	1.01	0.00	5.62	<b>6.66</b>
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<i>Modification of Instructional Delivery</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	7	15	7	4	33
expected	6.1875	10.725	9.4875	6.6	
Chi-square	0.11	1.70	0.65	1.02	3.49
<b>2015 observed</b>	8	11	16	12	47
expected	8.8125	15.275	13.5125	9.4	
Chi-square	0.07	1.20	0.46	0.72	2.45
Column totals	15	26	23	16	80
Chi-square column totals	0.18	2.90	1.11	1.74	<b>5.94</b>

<i>Assesment of Student Performance</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	4	20	7	2	33
expected	5.3625	13.6125	9.075	4.95	
Chi-square	0.35	3.00	0.47	1.76	5.58
<b>2015 observed</b>	9	13	15	10	47
expected	7.6375	19.3875	12.925	7.05	
Chi-square	0.24	2.10	0.33	1.23	3.92
Column totals	13	33	22	12	80
Chi-square column totals	0.59	5.10	0.81	2.99	<b>9.49</b>

<i>Individualization of Instruction and Educational Program</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	6	19	8	0	33
expected	5.3625	19.3875	6.1875	2.0625	
Chi-square	0.08	0.01	0.53	2.06	2.68
<b>2015 observed</b>	7	28	7	5	47
expected	7.6375	27.6125	8.8125	2.9375	
Chi-square	0.05	0.01	0.37	1.45	1.88
Column totals	13	47	15	5	80
Chi-square column totals	0.13	0.01	0.90	3.51	4.56
					----- ----

<i>Fostering Home/School Communications</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	4	21	5	3	33
expected	6.6	16.0875	7.425	2.8875	
Chi-square	1.02	1.50	0.79	0.00	3.32
<b>2015 observed</b>	12	18	13	4	47
expected	9.4	22.9125	10.575	4.1125	
Chi-square	0.72	1.05	0.56	0.00	2.33
Column totals	16	39	18	7	80
Chi-square column totals	1.74	2.55	1.35	0.01	5.65

<i>Adaptive Technologies</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	7	16	8	2	33
expected	5.775	11.9625	11.55	3.7125	
Chi-square	0.26	1.36	1.09	0.79	3.50
<b>2015 observed</b>	7	13	20	7	47
expected	8.225	17.0375	16.45	5.2875	
Chi-square	0.18	0.96	0.77	0.55	2.46
Column totals	14	29	28	9	80
Chi-square column totals	0.44	2.32	1.86	1.34	5.96

<i>Professional Growth and Communication</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	1	16	15	1	33
expected	1.65	11.55	16.5	3.3	
Chi-square	0.26	1.71	0.14	1.60	3.71
<b>2015 observed</b>	3	12	25	7	47
expected	2.35	16.45	23.5	4.7	
Chi-square	0.18	1.20	0.10	1.13	2.60
Column totals	4	28	40	8	80
Chi-square column totals	0.44	2.92	0.23	2.73	<b>6.31</b>

<i>Research and Evaluation of Technology Use</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	20	11	2	0	33
expected	14.85	12.7875	4.5375	0.825	
Chi-square	1.79	0.25	1.42	0.83	4.28
<b>2015 observed</b>	16	20	9	2	47
expected	21.15	18.2125	6.4625	1.175	
Chi-square	1.25	0.18	1.00	0.58	3.01
Column totals	36	31	11	2	80
Chi-square column totals	3.04	0.43	2.42	1.40	<b>7.28</b>

<i>Email and Electronic Mailing List</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	0	4	13	14	31
expected	0.7948717949	3.179487179	10.33333333	16.69230769	
Chi-square	0.79	0.21	0.69	0.43	2.13
<b>2015 observed</b>	2	4	13	28	47
expected	1.205128205	4.820512821	15.66666667	25.30769231	
Chi-square	0.52	0.14	0.45	0.29	1.40
Column totals	2	8	26	42	78
Chi-square column totals	1.32	0.35	1.14	0.72	<b>3.53</b>

<i>The World Wide Web</i>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	0	11	16	6	33
expected	0.825	7.425	17.7375	7.0125	
Chi-square	0.83	1.72	0.17	0.15	2.86
<b>2015 observed</b>	2	7	27	11	47
expected	1.175	10.575	25.2625	9.9875	
Chi-square	0.58	1.21	0.12	0.10	2.01
Column totals	2	18	43	17	80
Chi-square column totals	1.40	2.93	0.29	0.25	4.87

<i>Search Tools and Evaluation Strategies</i>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	0	9	23	1	33
expected	0.825	5.775	22.275	4.125	
Chi-square	0.83	1.80	0.02	2.37	5.02
<b>2015 observed</b>	2	5	31	9	47
expected	1.175	8.225	31.725	5.875	
Chi-square	0.58	1.26	0.02	1.66	3.52
Column totals	2	14	54	10	80
Chi-square column totals	1.40	3.07	0.04	4.03	8.54
					SIGNIFICANT

<i>Newsgroups and Electronic Mailing Lists</i>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	row totals
<b>2011 observed</b>	5	15	13	0	33
expected	4.125	14.4375	11.55	2.8875	
Chi-square	0.19	0.02	0.18	2.89	3.28
<b>2015 observed</b>	5	20	15	7	47
expected	5.875	20.5625	16.45	4.1125	
Chi-square	0.13	0.02	0.13	2.03	2.30
Column totals	10	35	28	7	80
Chi-square column totals	0.32	0.04	0.31	4.91	5.58

<i>Web Page Construction</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	12	18	3	0	33
expected	7.425	14.025	9.4875	2.0625	
Chi-square	2.82	1.13	4.44	2.06	10.44
<b>2015 observed</b>	6	16	20	5	47
expected	10.575	19.975	13.5125	2.9375	
Chi-square	1.98	0.79	3.11	1.45	7.33
Column totals	18	34	23	5	80
Chi-square column totals	4.80	1.92	7.55	3.51	<b>17.78</b>

<i>Learning Opportunities Using The Internet</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	1	16	15	1	33
expected	1.65	14.025	14.4375	2.8875	
Chi-square	0.26	0.28	0.02	1.23	1.79
<b>2015 observed</b>	3	18	20	6	47
expected	2.35	19.975	20.5625	4.1125	
Chi-square	0.18	0.20	0.02	0.87	1.26
Column totals	4	34	35	7	80
Chi-square column totals	0.44	0.47	0.04	2.10	<b>3.05</b>

<i>Netiquette, Online Ethics, and Current Issues Surrounding Internet Use in K-12 Schools</i>					
	Level 1	Level 2	Level 3	Level 4	row totals
<b>2011 observed</b>	2	25	4	2	33
expected	1.65	20.2125	6.6	4.5375	
Chi-square	0.07	1.13	1.02	1.42	3.65
<b>2015 observed</b>	2	24	12	9	47
expected	2.35	28.7875	9.4	6.4625	
Chi-square	0.05	0.80	0.72	1.00	2.56
Column totals	4	49	16	11	80
Chi-square column totals	0.13	1.93	1.74	2.42	<b>6.22</b>



## **APPENDIX C: Acceptable Computer/Internet Usage Policy**

Revised: 3-18-13 Rev. 2011

### **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

*[Note: School districts are required by statute to have a policy addressing these issues.]*

#### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

#### **II. GENERAL STATEMENT OF POLICY**

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

#### **III. LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

#### IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of 524-2 employment; or civil or criminal liability under other applicable laws.

#### V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
  - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
  - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not

make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information 524-3 about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message. *[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]*

- a. This paragraph does not prohibit the posting of employee contact information on school district web pages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related web pages may include personal contact information about themselves on a webpage. However, employees may not post personal contact

information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or 524-4 another individual on social networks, including, but not limited to, social networks such as “MySpace” and “Facebook.”
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
9. Users will not use the school district system for conducting business,

for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance 524-5 from the appropriate teacher or, in the case of a school district employee, the building administrator.

## VI. FILTER

*[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts which seek technology revenue pursuant to Minn. Stat. § 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the*

*following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]*

### **ALTERNATIVE NO. 1**

***For a school district which does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under state law, Minn. Stat. §125B.15.***

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.

**[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use “other effective methods” to restrict student access to such materials.]**

### **ALTERNATIVE NO. 2**

**Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.**

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal 524-6 law.

### **ALTERNATIVE NO. 3**

**School districts which receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children’s Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy which contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.**

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
2. Child pornography; or
3. Harmful to minors.

B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during

use by an adult, to enable access for bona fide research or other lawful purposes.

- D. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in 524-7 chat rooms and cyberbullying awareness and response.

***[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]***

## **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

## **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and email files. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and email files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.



## **IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.524-8
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

## **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or non deliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or

online resources.

- d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.524-9
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.524-10
5. A statement that the school district's acceptable use policy is available for parental review.

### **XIII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

### **Legal References:**

15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act)  
17 U.S.C. § 101 et seq. (Copyrights)  
20 U.S.C. § 6751 et seq. (Enhancing Education through Technology Act of 2001)  
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)  
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)  
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011)  
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)  
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)  
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)  
Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored  
Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil 524-11 Records)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School  
District Property by Non School Persons)