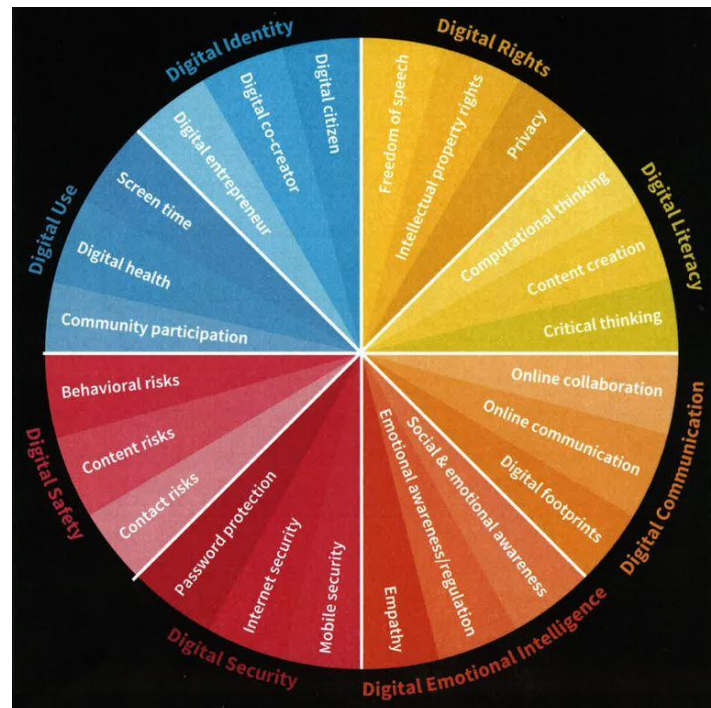


# HAVRE PUBLIC SCHOOLS TECHNOLOGY CURRICULUM



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HPS Technology Curriculum – Student Learner Goals  
Student Performance Indicators

KINDERGARTEN Student Learner Goals

**K.01 – Students will use digital tools and resources for problem solving and decision making.**

1. Students will identify and investigate a problem and generate possible solutions
  - a) Students will identify a problem with teacher assistance
  - b) Students will investigate a problem using digital tools with teacher assistance
  - c) Students will generate possible solutions using digital tools with teacher assistance
2. Collect data and information using digital tools
  - a) Students will give an example of data
  - b) Students will collect data using a digital tool with assistance (thermometer, camera, weather station, survey, Internet, database, CD/DVD with assistance)
3. Students will organize collected data and information using a variety of digital tools
  - a) Students will name possible categories to be used for sorting data
  - b) Students will sort collected data using a digital tool (e.g., graphic organizer, spreadsheet, graphing software with assistance)
  - c) Students will organize information using digital tools (e.g., graphic organizer, spreadsheet, graphing software with assistance)
4. Students will experience the diversity and point of view of Montana American Indians using digital information
  - a) Students will use digital information that includes diverse perspectives about Montana American Indians with assistance

**K.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will identify and explore online collaboration and communication tools with assistance
  - a) Students will experience online communication tools with teacher assistance (e-mail, blogging)
  - b) Students will participate in whole class online collaboration projects (Flat Stanley, author communication, pen pals)
2. Students will identify and explore safe, legal, and responsible use of digital collaboration and communication tools
  - a) Students will discuss and follow the district's student acceptable use policy
  - b) Students will discuss Internet safety – identify protection, bullying prevention, password protection, and personal safety
3. Students will communicate the results of research and learning with others using digital tools with assistance
  - a) Students will observe and discuss digital presentations
4. Students will explore how technology has expanded the learning environment beyond the traditional classroom
  - a) Students will establish a connection with others using a digital tool with assistance

**K.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

1. Students will use digital tools for personal expression (Painting and graphics programs)
2. Students will use various digital media to share information and stories
3. Students will use technology to discover connections between facts with assistance

4. Students will understand ownership of digital media
5. Students will use and identify digital tools and skills to construct new personal understandings

**K.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will demonstrate the skills needed to use communication, information, and processing technologies
2. Students will define and clarify the limitations of various media resources including mouse, keyboard, screen, software, hardware, power buttons, and printer
3. Students will use appropriate terminology when communicating about current technology including mouse, keyboard, screen, software, hardware, power buttons, printer, cursor, being online
4. Students will apply existing knowledge to learning of new technology skills

**FIRST GRADE Student Learner Goals**

**1.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will identify and investigate a problem and generate possible solutions, using technology as a resource.
  - a) Students will identify a problem with teacher assistance
  - b) Students will investigate a problem using digital tools with teacher assistance
  - c) Students will generate possible solutions using digital tools with teacher assistance
2. Collect data and information using digital tools
  - a) Students will give an example of data with assistance
  - b) Students will collect data using a digital tool (thermometer, camera, weather station, Internet, CD/DVD with assistance)
3. Students will organize collected data and information using a variety of digital tools
  - a) Students will name possible categories to be used for sorting data
  - b) Students will sort collected data using a digital tool with assistance appropriate to grade level.
  - c) Students will organize information using digital tools (e.g., graphic organizer, graphs, and pictures with assistance)
4. Students will experience the diversity, and point of view of Montana American Indians using digital information
  - a) Students will use digital information that includes diverse perspectives about Montana American Indians with assistance

**1.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will identify and explore online collaboration and communication tools
  - a) Students will experience online communication tools with teacher assistance (e-mail)
  - b) Students will participate in whole class online collaboration projects (Flat Stanley, author communication, pen pals, class-to-class, blogging projects)
2. Students will identify and explore safe, legal, and responsible use of digital collaboration and communication tools
  - a) Students will discuss and follow the district's student acceptable use policy
  - b) Students will discuss Internet safety – identify protection, bullying prevention, password protection, and personal safety
3. Students will communicate the results of research and learning with others using digital tools with assistance
  - a) Students will observe and discuss digital presentations

4. Students will explore how technology has expanded the learning environment beyond the traditional classroom

a) Students will establish a connection with others using a digital tool with assistance

**1.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

1. Students will use digital tools for personal expression (Painting and graphics programs)

2. Students will use various digital tools to create an illustrated story

3. Students will use technology to discover connections between facts with assistance

4. Students will understand ownership of digital media and identify themselves as digital authors

5. Students will use and identify digital tools and skills to construct new personal understandings

**1.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will demonstrate the skills needed to communicate information, and use processing technologies

a) Students will define and clarify the limitations of various media resources including mouse, keyboard, screen, software, hardware, power buttons, and printer

2. Students will use appropriate terminology when communicating about current technology including mouse, keyboard, screen, software, hardware, power buttons, printer, cursor, being online

3. Students will apply existing knowledge to learning of new technology skills

SECOND GRADE Student Learner Goals (NOTE: Many of these are introductory skills)

**2.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will identify and investigate a problem and generate possible solutions

a) Students will identify a problem with teacher assistance

b) Students will investigate a problem using digital tools with teacher assistance

c) Students will generate possible solutions using digital tools with teacher assistance

2. Collect data and information using digital tools

a) Students will give an example of data

b) Students will collect data and information using a digital tool (thermometer, camera, weather station, survey, Internet, database, CD/DVD with assistance)

3. Students will organize collected data and information using a variety of digital tools on paper

a) Students will create and record categories to be used for organizing data

b) Students will sort organized data and information using digital tools (graphic organizer, timeline, spreadsheet, graphing software with guidance)

4. Students will experience the diversity, and point of view of Montana American Indians using digital information

a. Students will use digital information that includes diverse perspectives about Montana American Indians with assistance

5. Students will use digital tools and skills to construct new personal understandings.

6. Students will recognize the work of others needs to be noted in their work

**2.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will identify and explore online collaboration and communication tools with assistance

a) Students will experience online communication tools with teacher assistance (Skype, Facetime)

- b) Students will participate in whole class online collaboration projects (Flat Stanley, author communication, pen pals, class-to-class, blogging projects)
- 2. Students will identify and explore safe, legal, and responsible use of digital collaboration and communication tools
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss Internet safety – identify protection, bullying prevention, password protection, and personal safety
- 3. Students will communicate the results of research and learning with others using digital tools with assistance
  - a) Students will observe and discuss digital presentations
- 4. Students will explore how technology has expanded the learning environment beyond the traditional classroom
  - a) Students will establish a connection with others using a digital tool with assistance

**2.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

- 1. Students will use digital tools for personal expression including music, sound, or video programs to create a project
- 2. Students will use various digital tools to create and share a project with teacher guidance
- 3. Students will use technology to discover and organize facts with assistance
- 4. Students will understand ownership of digital media and identify themselves as digital authors
- 5. Students will use and identify digital tools and skills to construct new personal understandings
- 6. Students will be able to explain how digital tools are used in work and play

**2.04 – Students will possess a functional understanding of technology concepts and operations.**

- 1. Students will demonstrate the skills needed to communicate information, and use processing technologies
  - a) Students will share where they got their information from
- 2. Students will use appropriate terminology when communicating about current technology
- 3. Students will apply existing knowledge to learning of new technology skills

THIRD GRADE Student Learner Goals

**3.01 – Students will use digital tools and resources for problem solving and decision-making. (Many of these are introductory skills.)**

- 1. Students will identify and investigate a problem and generate possible solutions
  - a) Students will identify a problem
  - b) Students will investigate a problem using digital tools with guidance
  - c) Students will generate possible solutions using digital tools with guidance
- 2. Collect data and information using digital tools
  - a) Students will give an example of data
  - b) Students will collect data and information using a digital tool (thermometer, camera, weather station, survey, Internet, database, CD/DVD) with guidance
  - c) Students will identify the accuracy of digital information with guidance
- 3. Students will organize collected data and information using a variety of digital tools
  - a) Students will decide how to record information with guidance
  - b) Students will collect data and determine which information is useful with guidance
  - c) Students will organize data into categories using a digital tool (graphic organizer)

4. Students will experience the diversity and point of view of Montana American Indians using digital information
  - a) Students will explain personal bias
  - b) Students will evaluate relevance and currency of information with guidance
  - c) Students will compare information from multiple sources, including digital sources
  - d) Students will use digital information that includes diverse perspectives about Montana American Indians with assistance
5. Students will share information ethically and note sources
  - a) Students will recognize the work of others needs to be noted in their work
  - b) Students will note the source of information used in a digital project

### **3.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will identify and explore online collaboration and communication tools with assistance
  - a) Students will experience online communication tools with teacher assistance (blogging)
  - b) Students will participate in whole class online collaboration projects (Flat Stanley, author communication, pen pals, class-to-class, blogging projects)
2. Students will identify and explore safe, legal, and responsible use of digital collaboration and communication tools
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss Internet safety – identity protection, bullying prevention, password protection, and personal safety
3. Students will communicate the results of research and learning with others using digital tools with assistance
  - a) Students will observe and discuss digital presentations
4. Students will explore how technology has expanded the learning environment beyond the traditional classroom
  - a) Students will establish a connection with others using a digital tool with assistance

### **3.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

1. Students will use digital tools for personal expression including music, sound, or video programs to create a project
2. Students will use various digital tools to create and share a multimedia project
3. Students will use technology to discover connections between facts
4. Students will understand ownership of digital media and identify themselves as digital authors
5. Students will use and identify digital tools and skills to construct new personal understandings
  - a) Students will demonstrate the use of digital tools
  - b) Students will explain how digital tools influence work and play

### **3.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will demonstrate the skills needed to communicate information, and use processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will demonstrate developmentally appropriate keyboarding skills
  - c) Students will locate and correctly use basic parts of various digital devices (desktop computer, digital camera, and printer)
  - d) Students will follow lab/classroom rules related to responsible use of digital equipment

- e) Students will effectively use operating systems and user interfaces (file management and software settings)
- 2. Students will use appropriate terminology when communicating about current technology
- 3. Students will apply existing knowledge to learning of new technology skills

#### FOURTH GRADE Student Learner Goals

#### **4.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will identify and investigate a problem and generate possible solutions
  - a) Students will identify a problem
  - b) Students will investigate a problem using digital tools (create a survey, collect data, research a question)
  - c) Students will generate possible solutions using digital tools
2. Collect data and information using digital tools
  - a) Students will give an example of data
  - b) Students will collect data and information using a digital tool (thermometer, camera, weather station, survey, Internet, database, CD/DVD with guidance)
3. Students will organize collected data and information using a variety of digital tools
  - a) Students will create and record categories to be used for organizing data
  - b) Students will organize collected data using a digital tool (graphic organizer, spreadsheet, graphing software)
  - c) Students will determine which information is useful and decide how to record information
  - d) Students will organize data into categories using a digital tool (graphic organizer)
4. Students will identify the accuracy, diversity, and point of view, (including Montana American Indians) of a website.
  - a) Students will explain the difference in basic domain names (.com, .gov, .edu, .org, .net)
  - b) Students will recognize that all authors have a personal bias
  - c) Students will evaluate relevance and currency of information
  - d) Students will compare information from multiple sources, including digital sources
  - e) Students will identify the accuracy of digital information with guidance
  - f) Students will use digital information that includes diverse perspectives including information about Montana’s American Indians with assistance
5. Students will share information ethically and note sources
  - a) Students will create projects using digital information ethically
  - b) Students will note the source of information used in a digital project

#### **4.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will identify and explore safe, legal, and responsible use of digital collaboration and communication tools
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss and follow Internet safety rules – identify protection, bullying prevention, password protection, and personal safety
2. Students will communicate the results of research and learning with others using digital tools with assistance
  - a) Students will observe and discuss digital presentations
3. Students will explore using technology within the learning environment
  - a) Students will identify technology used within the classroom.
  - b) Students will use technology to conduct online research

- c) Students will use technology to create a project (PowerPoint, Excel, etc.)

**4.03 – Students will apply digital tools and skills to construct knowledge and develop products and processes**

1. Students will use various digital tools to create and share a multimedia project
2. Students will use technology to discover and organize connections between facts
3. Students will understand ownership of digital media and identify themselves as digital authors
4. Students will use and identify digital tools and skills to construct new personal understandings
  - a. Students will develop a new personal understanding using digital tools
  - b. Students will compare and contrast how digital tools influence work and play

**4.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will demonstrate the skills needed to communicate information, and use processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will demonstrate developmentally appropriate keyboarding skills
  - c) Students will locate and correctly use basic parts of various digital devices (desktop computer, digital camera, and printer)
  - d) Students will follow lab/classroom rules related to responsible use of digital equipment
  - e) Students will effectively use operating systems and user interfaces (file management and software settings)
2. Students will use appropriate terminology when communicating about current technology
3. Students will apply existing knowledge to learning of new technology skills

**FIFTH GRADE Student Learner Goals**

**5.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches to explore alternative solutions
  - a) Students will identify a problem
  - b) Students will investigate a problem using digital tools
  - c) Students will explore alternative solutions with assistance
2. Collect relevant data and information on a subject from a variety of digital resources
  - a) Students will define the term “database” and provide examples from everyday life (e.g., library catalogues, school records, telephone directories)
  - b) Students will gather data from relevant digital sources
  - c) Students will cite sources appropriately
  - d) Students will collect and organize data using a digital tool with assistance
3. Students will analyze and ethically use data and information from digital resources
  - a) Students will classify and organize data
  - b) Students will identify ethical practices related to privacy, plagiarism, viruses, and file sharing
  - c) Students will be aware of copyright law to protect the ownership of intellectual property and explain possible consequences of violating the law
  - d) Students will use Fair Use Guidelines for using copyrighted materials (images, music, video, text) in school projects
4. Students will compare the accuracy, diversity, and point of view, including Montana American Indians using digital information



- a) Students will use multiple sources to recognize the accuracy, relevance, and diversity of information (e.g., authenticity, validity)
- b) Students will recognize point-of-view of multiple sources

**5.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will experience online collaboration and communication tools with teacher assistance (blogging)
  - a) Students will participate in whole class online collaboration projects (Author communication, pen pals)
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible digital citizenship appropriately using personal safety, identity protection, bullying prevention, password protection
3. Students will communicate the results of research and learning with others using digital tools
  - a) Students will observe and discuss digital presentations
4. Students will use technology in a global learning environment
  - a) Students will establish a connection with others using a digital tool
  - b) Students will collaborate with others outside the classroom that are studying common topics
  - c) Students will participate in a global learning environment with guidance

**5.03 – Students will apply digital tools and skills with creativity and innovation to express him/herself, construct knowledge and develop products and processes**

1. Students will apply a variety of digital tools to create an original work for personal and group expression
2. Students will use various digital tools to design, create, and share a multimedia project demonstrating knowledge learned from research
3. Students will use and identify digital tools and skills to construct new personal understandings
  - a) Students will compare and contrast how technology affects life
  - b) Students will develop a new personal understanding using digital tools

**5.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will demonstrate appropriate keyboarding skills
  - c) Students will locate and correctly use basic parts of various digital devices (desktop computer, printer)
  - d) Students will follow lab/classroom rules related to responsible use of digital equipment
  - e) Students will effectively use operating systems and user interfaces (file management and software settings)
2. Students will use appropriate terminology when communicating about current technology
3. Students will apply existing knowledge to learning of new technology skills

**SIXTH GRADE Student Learner Goals**

**6.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches to explore alternative solutions
  - a) Students will identify a problem
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will explore alternative solutions with assistance
2. Students will collect relevant data and information on a subject from a variety of digital resources
  - a) Students will use digital tools to collect data
  - b) Students will use online source(s) to access information using appropriate citations
  - c) Students will compare the content of existing databases
3. Students will analyze and ethically use data and information from digital resources
  - a) Students will classify, organize, and graph data
  - b) Students will discuss ethical practices related to privacy, plagiarism, viruses, spam, hacking and file sharing
  - c) Students will identify copyright law to protect the ownership of intellectual property and explain possible consequences of violating the law
  - d) Students will discuss Fair Use Guidelines for using copyrighted materials in school projects
4. Students will compare the accuracy, diversity, and point of view, including Montana American Indians using digital information
  - a) Students will use multiple sources to recognize the accuracy and diversity of information
  - b) Students will use multiple sources to recognize the relevance of information
  - c) Students will use multiple sources to show relevance of information
  - d) Students will show point-of-view of multiple sources
5. Students will share information ethically and appropriately cite sources
  - a) Students will ethically share data and information from digital resources
  - b) Students will cite sources with appropriate formatting with guidance

#### **6.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will use online collaboration and communication tools with teacher assistance
  - a) Students will experience online collaboration projects with teacher assistance
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible cyber citizenship appropriately using personal safety, identity protection, bullying prevention, password protection
3. Students will communicate the results of research and learning with others using digital tools
  - a) Students will observe and discuss digital presentations
4. Students will use technology in a global learning environment
  - a) Students will establish a connection with others using a digital tool
  - b) Students will collaborate with others outside the classroom that are studying common topics
  - c) Students will participate in a global learning environment with guidance

#### **6.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

1. Students will apply a variety of digital tools to create an original work for personal and group expression
2. Students will use a variety of digital tools to create a product

- a) Students will gather knowledge on a topic from a variety of appropriate digital resources including data and graphics
  - b) Students will design a simple product that demonstrates knowledge that has been learned from research
  - c) Students will develop a product explaining the information or concepts learned
  - d) Students will present the product to an audience using a variety of digital tools
3. Students will use technology to recognize trends and possible outcomes
    - a) Students will access various digital resources to gather and summarize data with guidance
    - b) Students will communicate ideas and concepts using various digital resources
  4. Students will define and clarify the limitations and options of each media resources of the Fair Use Guidelines of the US Copyright Law as it pertains to images, music, video, and text in school projects
  5. Students will use and identify digital tools and skills to construct new personal understandings
    - a) Students will compare and contrast how technology affects life
    - b) Students will develop a new personal understanding using digital tools

**6.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will demonstrate developmentally appropriate keyboarding skills appropriate for grade level
  - c) Students will locate and correctly use basic parts of various digital devices
  - d) Students will follow lab/classroom rules related to responsible use of digital equipment
  - e) Students will effectively use operating systems and user interfaces
2. Students will use appropriate terminology when communicating about current technology
3. Students will use existing knowledge to explore and implement new technologies as appropriate

SEVENTH GRADE Student Learner Goals

**7.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches to explore alternative solutions
  - a) Students will identify a problem
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will explore alternative solutions with proficiency
2. Students will collect relevant data and information on a subject from a variety of digital resources
  - a) Students will use digital tools to collect data
  - b) Students will use online source(s) to access information using appropriate citations
  - c) Students will perform searching in a database
3. Students will analyze and ethically use data and information from digital resources
  - a) Students will organize and manipulate data with digital tools
  - b) Students will discuss ethical practices related to privacy, plagiarism, viruses, spam, hacking and file sharing
  - c) Students will describe copyright law to protect the ownership of intellectual property and explain possible consequences of violating the law
  - d) Students will discuss Fair Use Guidelines for using copyrighted materials in school projects
4. Students will compare the accuracy, diversity, and point of view, including Montana American Indians using digital information
  - a) Students will use multiple sources to recognize the accuracy and diversity of information

- b) Students will use multiple sources to recognize the relevance of information
  - c) Students will use multiple sources to show relevance of information
  - d) Students will show point-of-view of multiple sources
5. Students will share information ethically and appropriate cite sources
- a) Students will ethically share data and information from digital resources
  - b) Students will cite sources with appropriate formatting with guidance

**7.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will select and use online collaboration and communication tools with teacher assistance
  - a) Students will participate in whole class online collaboration projects with teacher assistance
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible cyber citizenship appropriately using personal safety, identity protection, bullying prevention, password protection
3. Students will communicate the results of research and learning with others using digital tools
  - a) Students will observe and discuss digital presentations
4. Students will use technology in a global learning environment
  - a) Students will establish a connection with others using a digital tool
  - b) Students will collaborate with others outside the classroom that are studying common topics
  - c) Students will participate in a global learning environment with guidance

**7.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

1. Students will apply a variety of digital tools to create an original work using multiple digital tools for personal and group expression
2. Students will use a variety of digital tools to create a product
  - a) Students will gather knowledge on a topic from a variety of appropriate digital resources including data, graphics, or events
  - b) Students will design an original product that demonstrates knowledge that has been learned from research
  - c) Students will develop a product explaining the information or concepts learned
  - d) Students will present the product to a targeted audience using a variety of digital tools
3. Students will use technology to recognize trends and possible outcomes
  - a) Students will access various digital resources to gather and summarize data with guidance
  - b) Students will compare and contrast data to identify patterns and trends using various digital resources
  - c) Students will communicate ideas and concepts using various digital resources
4. Students will define and clarify the limitations and options of each media resources of the Fair Use Guidelines of the US Copyright Law as it pertains to images, music, video, and text in school projects
5. Students will use and identify digital tools and skills to construct new personal understandings
  - a) Students will compare and contrast how technology affects life
  - b) Students will develop a new personal understanding individually and collaboratively using digital tools

**7.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome

- b) Students will demonstrate developmentally appropriate keyboarding skills
  - c) Students will locate and correctly use basic parts of various digital devices
  - d) Students will follow lab/classroom rules related to responsible use of digital equipment
  - e) Students will effectively use operating systems and user interfaces
2. Students will use appropriate terminology when communicating about current technology
  3. Students will use existing knowledge to explore and implement new technologies as appropriate from situation to situation

## EIGHTH GRADE Student Learner Goals

### **8.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches to explore alternative solutions
  - a) Students will identify a problem
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will explore alternative solutions independently
2. Students will collect relevant data and information on a subject from a variety of digital resources
  - a) Students will select and use appropriate use digital tools to collect data
  - b) Students will use online source(s) to access information using appropriate citations
  - c) Students will perform searching in a database
  - d) Students will evaluate relevant data and information from multiple digital resources
3. Students will analyze and ethically use data and information from digital resources
  - a) Students will organize and manipulate data with digital tools
  - b) Students will employ ethical practices related to privacy, plagiarism, viruses, spam, hacking and file sharing
  - c) Students will employ copyright law to protect the ownership of intellectual property and explain possible consequences of violating the law
  - d) Students will apply the Fair Use Guidelines for using copyrighted materials in school projects
4. Students will compare the accuracy, diversity, and point of view, including Montana American Indians using digital information
  - a) Students will use multiple sources to recognize the accuracy and diversity of information
  - b) Students will use multiple sources to recognize the relevance of information
  - c) Students will use multiple sources to show relevance of information
  - d) Students will show point-of-view of multiple sources
5. Students will share information ethically and appropriate cite sources
  - a) Students will ethically share data and information from digital resources
  - b) Students will cite sources with appropriate formatting with guidance

### **8.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will select and use online collaboration and communication tools with teacher assistance
  - a) Students will participate in whole class online collaboration projects with teacher assistance
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will operate within the guidelines of the law to collaborate and communicate ethically, safely, and responsibly
  - c) Students will discuss and follow Internet safety practices and responsible cyber citizenship appropriately using personal safety, identity protection, bullying prevention, password protection
3. Students will communicate the results of research and learning with others using digital tools

- a) Students will observe and discuss digital presentations
- 4. Students will use technology in a global learning environment
  - a) Students will establish a connection with others using a digital tool
  - b) Students will collaborate with others outside the classroom that are studying common topics
  - c) Students will participate in a global learning environment

**8.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes**

1. Students will apply a variety of digital tools to create an original work using multiple digital tools for personal and group expression
2. Students will use a variety of digital tools to create a product
  - a) Students will gather knowledge on a topic from a variety of appropriate digital resources including data, graphics, or events
  - b) Students will design an original product that demonstrates knowledge that has been learned from research
  - c) Students will produce an original digital product explaining the information or concepts learned
  - d) Students will present the finished product to a targeted audience using a variety of digital tools
3. Students will use technology to recognize trends and possible outcomes
  - a) Students will access various digital resources to gather and summarize data with guidance
  - b) Students will compare and contrast data to identify patterns and trends using various digital resources
  - c) Students will communicate ideas and concepts using various digital resources
4. Students will define and clarify the limitations and options of each media resources of the Fair Use Guidelines of the US Copyright Law as it pertains to images, music, video, and text in school projects
5. Students will use and identify digital tools and skills to construct new personal understandings
  - a) Students will compare and contrast how technology affects life
  - b) Students will develop a new personal understanding individually and collaboratively using digital tools

**8.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will demonstrate developmentally appropriate keyboarding skills
  - c) Students will locate and correctly use basic parts of various digital devices
  - d) Students will follow lab/classroom rules related to responsible use of digital equipment
  - e) Students will effectively use operating systems and user interfaces
2. Students will use appropriate terminology when communicating about current technology
3. Students will use existing knowledge to explore and implement new technologies as appropriate from situation to situation

**NINTH GRADE Student Learner Goals**

**9.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions

- a) Students will discuss a problem from multiple perspectives
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will propose alternative solutions
2. Students will collect relevant data and information on a subject from a variety of digital resources
    - a) Students will discuss options for and justify choice of digital resources
    - b) Students will use a variety of digital resources
    - c) Students will collect data and/or information on a specific subject
  3. Students will select from an array of digital tools to organize and analyze data from a variety of resources
    - a) Students will discuss options for organizing and analyzing using digital tools
    - b) Students will use a variety of digital tools to organize and analyze data
  4. Students will evaluate and synthesize data and information
    - a) Students will discuss data/information, checking for relevance and logic
    - b) Students will analyze data using digital tools
    - c) Students will discuss results of analysis for relevance and logic
    - d) Students will discuss possible solutions and make a recommendation based on the data
  5. Students will share data and information ethically and appropriately cite sources
    - a) Students will examine ethics of data sharing and using citations
    - b) Students will cite sources with appropriate formatting
    - c) Students will apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance

#### **9.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects
  - a) Students will experience online communication tools with teacher assistance (chat, blogging, discussion forums, Skype, Google Tools)
  - b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection
  - c) Students will discuss responsible use of digital media and explain possible consequences of misuse
  - d) Students will collaborate and communicate legally, ethically, safely, and responsibly
3. Students will synthesize and communicate the results of research and learning with others using various digital tools
  - a) Students will observe and discuss digital presentations
4. Students will use technology in a global learning environment
  - a) Students will establish a connection with others using a digital tool
  - b) Students will collaborate with others outside the classroom that are studying common topics
  - c) Students will participate in a global learning environment

#### **9.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes**

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes
  - a) Students will define a task, consider approaches to the task, and select the approach that will suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather and discuss available materials, resources, and digital tools
  - d) Students will select at least two digital tools for use in the project
  - e) Students will create a project
2. Students will evaluate and employ a variety of digital tools to effectively produce an original work
  - a) Students will define a task, consider approaches to the task, and select the approach that will suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather and discuss available materials, resources, and digital tools
  - d) Students will select at least two digital tools for use in the original work
  - e) Students will create an original work by combining at least two mediums
3. Students will use models and simulations to identify trends, predict outcomes, and investigate information
  - a) Students will define terms: model, simulation, trend, and outcome
  - b) Students will list benefits and limitations of models and simulations
  - c) Students will discuss benefits and limitations of models and simulations
  - d) Students will explain the usefulness of a model/simulation for analyzing a given task
  - e) Students will use model/simulation to investigate a given task
4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media
  - a) Students will define and clarify the limitations of various media resources of the Fair Use Guidelines of the US Copyright Law as it pertains to student projects
  - b) Students will compare and contrast student options and choices regarding copyright of digital media
5. Students will use digital tools and skills to construct new personal understandings
  - a) Students will evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools)
  - b) Students will assume shared responsibility for collaborative work while using digital tools
  - c) Students will develop a new personal understanding individually and collaboratively using digital tools

**9.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will locate and correctly use parts of various digital devices
2. Students will use appropriate terminology when communicating about current technology
3. Students will use and transfer current knowledge to explore and implement new technologies as appropriate

TENTH GRADE Student Learner Goals

**10.01 – Students will use digital tools and resources for problem solving and decision-making.**



1. Students will use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions
  - a) Students will discuss a problem from multiple perspectives
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will propose alternative solutions
2. Students will collect relevant data and information on a subject from a variety of digital resources
  - a) Students will discuss options for and justify choice of digital resources
  - b) Students will use a variety of digital resources
  - c) Students will collect data and/or information on a specific subject
3. Students will select from an array of digital tools to organize and analyze data from a variety of resources
  - a) Students will select and use a variety of appropriate digital tools
  - b) Students will examine options for organizing and analyzing using digital tools
4. Students will evaluate and synthesize data and information
  - a) Students will examine data/information for relevance and logic
  - b) Students will analyze data using digital tools
  - c) Students will examine results of analysis for relevance and logic
  - d) Students will explore multiple perspectives for solving a problem and make a recommendation
5. Students will share data and information ethically and appropriately cite sources
  - a) Students will present solutions in an ethical manner, with guidance
  - b) Students will cite sources with appropriate formatting
  - c) Students will apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance

#### **10.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects
  - a) Students will experience online communication tools with teacher assistance
  - b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others
  - a) Students will discuss and follow the district’s student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection
  - c) Students will discuss responsible use of digital media and explain possible consequences of misuse
  - d) Students will collaborate and communicate legally, ethically, safely, and responsibly
3. Students will synthesize and communicate the results of research and learning with others using various digital tools
  - a) Students will observe and discuss digital presentations
4. Students will use technology that supports collaboration, learning, and productivity in a global environment
  - a) Students will compare collaborative digital tools
  - b) Students will select the appropriate tool for collaborating with others
  - c) Students will participate in a global learning collaboration by communicating with others outside the classroom

**10.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes**

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes
  - a) Students will define a task, consider approaches to the task, and select the approach that will suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather and discuss available materials, resources, and digital tools
  - d) Students will select at least two digital tools for use in the project
  - e) Students will create a project by presenting ideas through at least two mediums to suit audience and purpose
2. Students will evaluate and employ a variety of digital tools to effectively produce an original work
  - a) Students will define a task, consider approaches to the task, and select the approach that will suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather and consider available materials, resources, and digital tools
  - d) Students will select at least two digital tools for use in the original work
  - e) Students will create an original work by combining at least two mediums
3. Students will use models and simulations to identify trends, predict outcomes, and investigate information
  - a) Students will evaluate benefits and limitations of models and simulations
  - b) Students will evaluate the usefulness of a model/simulation for analyzing a given task
  - c) Students will use model/simulation to investigate a given task
  - d) Students will discuss results of the investigation
4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media
  - a) Students will explore the various legal protections for digital works
  - b) Students will chose an appropriate legal protection
  - c) Students will apply chosen legal protection to students' original works with guidance
  - d) Students will follow copyright and intellectual property regulations
  - e) Students will cite sources appropriately
5. Students will use digital tools and skills to construct new personal understandings
  - a) Students will define and clarify the limitations of various media resources of the Fair Use Guidelines of the US Copyright Law as it pertains to student projects
  - b) Students will compare and contrast student options and choices regarding copyright of digital media

**10.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will locate and correctly use parts of various digital devices
  - c) Students will effectively use operating systems and user interfaces (file management, settings, control panel, etc.)
2. Students will use appropriate terminology when communicating about current technology
3. Students will use existing knowledge to explore and implement new technologies as appropriate

ELEVENTH GRADE Student Learner Goals

**11.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions
  - a) Students will discuss a problem from multiple perspectives
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will propose alternative solutions
2. Students will collect relevant data and information on a subject from a variety of digital resources
  - a) Students will compare and contrast options for digital resources
  - b) Students will use a variety of digital resources
  - c) Students will collect data and/or information on a specific subject
3. Students will select from an array of digital tools to organize and analyze data from a variety of resources
  - a) Students will select and use a variety of appropriate digital tools
  - b) Students will compare and contrast options for organizing and analyzing using digital tools
4. Students will evaluate and synthesize data and information
  - a) Students will compare/contrast data/information for relevance and logic
  - b) Students will analyze data using digital tools
  - c) Students will compare/contrast results of analysis for relevance and logic
  - d) Students will compare/contrast a variety of possible solutions and make recommendation
5. Students will share data and information ethically and appropriately cite sources
  - a) Students will present solutions in an ethical manner, with guidance
  - b) Students will cite sources with appropriate formatting
  - c) Students will apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance

**11.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects
  - a) Students will experience online communication tools with teacher assistance
  - b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others
  - a) Students will discuss and follow the district's student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection
  - c) Students will discuss responsible use of digital media and explain possible consequences of misuse
  - d) Students will collaborate and communicate legally, ethically, safely, and responsibly
3. Students will synthesize and communicate the results of research and learning with others using various digital tools
  - a) Students will observe and discuss digital presentations
4. Students will use technology that supports collaboration, learning, and productivity in a global environment
  - a) Students will evaluate collaborative digital tools
  - b) Students will select tools for collaborating with others to suit audience and purpose

- c) Students will participate in a global learning collaboration by communicating with others outside the classroom

**11.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes**

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes
  - a) Students will define a task, evaluate multiple approaches and select an appropriate approach to suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather materials, resources
  - d) Students will consider various combinations of media
  - e) Students will select the most appropriate combination for the task
  - f) Students will create a project by presenting ideas through at least two mediums to suit audience and purpose
2. Students will evaluate and employ a variety of digital tools to effectively produce an original work
  - a) Students will define a task, evaluate multiple approaches to the task, and select the approach that will suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather materials and resources and engage prior knowledge of tools available
  - d) Students will consider various combinations of media and select the most appropriate combination for the original work
  - e) Students will create an original work by combining multiple digital tools to best suit intended result
3. Students will use models and simulations to identify trends, predict outcomes, and investigate information
  - a) Students will determine whether using a model/simulation would be beneficial in evaluating a situation
  - b) Students will justify the use of a model/simulation for evaluating a situation
  - c) Students will evaluate available models/simulations and select the best tool for analyzing a situation
  - d) Students will use model/simulation to identify trends, predict outcomes, and investigate information
  - e) Students will evaluate results of model/simulation in terms of benefits and limitations of the model/simulation
4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media
  - a) Students will compare/contrast the various legal protections for digital works
  - b) Students will explain the use of chosen appropriate legal protection
  - c) Students will apply chosen legal protection to students' original works
  - d) Students will follow copyright and intellectual property regulations
  - e) Students will cite sources appropriately
5. Students will use digital tools and skills to construct new personal understandings
  - a) Students will evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools)
  - b) Students will demonstrate ability to work effectively with diverse teams
  - c) Students will assume shared responsibility for collaborative work while using digital tools
  - d) Students will develop a new personal understanding individually and collaboratively using digital tools

**11.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
  - a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will locate and correctly use parts of various digital devices
  - c) Students will effectively use operating systems and user interfaces (file management, settings, control panel, etc.)
2. Students will use appropriate terminology when communicating about current technology
3. Students will transfer current knowledge to learning about new technologies as appropriate

**TWELFTH GRADE Student Learner Goals**

**12.01 – Students will use digital tools and resources for problem solving and decision-making.**

1. Students will use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions
  - a) Students will discuss a problem from multiple perspectives
  - b) Students will investigate using multiple approaches with digital tools
  - c) Students will critique alternative solutions
  - d) Students will justify selected solutions
2. Students will collect relevant data and information on a subject from a variety of digital resources
  - a) Students will critique options for digital resources
  - b) Students will use a variety of digital resources
  - c) Students will collect data and/or information on a specific subject
3. Students will select from an array of digital tools to organize and analyze data from a variety of resources
  - a) Students will select and use a variety of appropriate digital tools
  - b) Students will compare and contrast options for organizing and analyzing using digital tools
4. Students will evaluate and synthesize data and information
  - a) Students will critique data/information for relevance and logic
  - b) Students will analyze data using digital tools
  - c) Students will critique results of analysis for relevance and logic
  - d) Students will critique possible solutions and justify chosen solution
5. Students will share data and information ethically and appropriately cite sources
  - a) Students will present solutions in an ethical manner, with guidance
  - b) Students will cite sources with appropriate formatting
  - c) Students will apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance

**12.02 – Students will collaborate and communicate globally in a digital environment**

1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects
  - a) Students will experience online communication tools with teacher assistance
  - b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)
2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others

- a) Students will discuss and follow the district's student acceptable use policy
  - b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection
  - c) Students will discuss responsible use of digital media and explain possible consequences of misuse
  - d) Students will collaborate and communicate legally, ethically, safely, and responsibly
3. Students will synthesize and communicate the results of research and learning with others using various digital tools
- a) Students will observe and discuss digital presentations
4. Students will apply technology that supports collaboration, learning, and productivity in a global environment
- a) Students will evaluate collaborative digital tools
  - b) Students will select tools for collaborating with others to suit audience and purpose
  - c) Students will plan and implement a global collaborative project using digital tools

**12.03 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes**

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes
- a) Students will define a task, critique multiple approaches and justify the best approach to suit audience and purpose
  - b) Students will develop a timeline for a project
  - c) Students will gather materials, resources
  - d) Students will engage prior knowledge of tools available
  - e) Students will critique various combinations of media
  - f) Students will justify the most appropriate combination for the task
  - g) Students will tailor a project by combining multiple digital tools to best suit the audience and purpose
2. Students will evaluate and employ a variety of digital tools to effectively produce an original work
- a) Students will define a task, critique multiple approaches to the task and justify the best approach to suit intended result
  - b) Students will develop a timeline for a project
  - c) Students will gather materials and resources and engage prior knowledge of tools available
  - d) Students will critique and justify the various combinations of media
  - e) Students will create an original work by combining multiple digital tools to best suit intended result
3. Students will use models and simulations to identify trends, predict outcomes, and investigate information
- a) Students will determine whether using a model/simulation would be beneficial in evaluating a situation
  - b) Students will justify the use of a model/simulation for evaluating a situation
  - c) Students will critique available models/simulations and select the best tool for analyzing a situation
  - d) Students will critique results of model/simulation in terms of benefits and limitations of the model/simulation
  - e) Students will justify the usefulness of a particular model/simulation based on the results of the analysis
4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media
- a) Students will critique the various legal protections for digital works

- b) Students will justify the use of chosen appropriate legal protection
  - c) Students will apply chosen legal protection to students' original works
  - d) Students will follow copyright and intellectual property regulations
  - e) Students will cite sources appropriately
5. Students will use digital tools and skills to construct new personal understandings
- a) Students will evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools)
  - b) Students will demonstrate ability to work effectively with diverse teams
  - c) Students will assume shared responsibility for collaborative work while using digital tools
  - d) Students will develop a new personal understanding individually and collaboratively using digital tools

**12.04 – Students will possess a functional understanding of technology concepts and operations.**

1. Students will apply and refine the skills needed to communicate information using processing technologies
- a) Students will click on icons, buttons and menus to produce a desired outcome
  - b) Students will locate and correctly use parts of various digital devices
  - c) Students will effectively use operating systems and user interfaces (file management, settings, control panel, etc.)
2. Students will use appropriate terminology when communicating about current technology
3. Students will transfer current knowledge to learning about new technologies as appropriate

## THE FRAMEWORK FOR SCHOOL SYSTEM TECHNOLOGY SUCCESS

*\*Adapted from CoSN (The Consortium for School Networking)*

The Framework for School System Technology Success consists of three primary implementation categories for operational readiness in a digital environment. These categories of essential areas outline the practices needed to be a successful digital school system.

The categories are aligned to CoSN's Framework of Essential Skills, which contains ten specific skill areas:

1. Leadership & Vision
2. Strategic Planning
3. Ethics & Policies
4. Instructional Focus & Professional Development
5. Team Building & Staffing
6. Stakeholder Focus (insufficient data collected to include in HPS framework)
7. Infrastructure
8. Information and Data Management
9. Communications Management
10. Business Management

### 1. Leadership and Vision

The executive team works together to develop a shared vision with all stakeholders for effective and strategic technology use. The vision describes how technology infused teaching and learning will support students in gaining the skills and knowledge they will need for success in college and the modern workplace. Student outcomes drive the educational vision, which describes how technology will be used to support school system goals.

1A. Shared Vision – School system leaders have created a shared vision for creating and sustaining a digital environment that is aligned with the school system strategic plan and goals.

Evidence:

- School District Work Plan, developed and revised annually

1B. Executive Leadership – A cross-functional executive leadership team meets periodically to monitor and communicate progress.

Evidence:

- Weekly “LTN” Meetings in the Superintendent’s office, Area Reports, District Advisory Meetings, Administrative meetings, and building-level leadership team meetings.

1C. Distributed Leadership – Decision-making is distributed to the school system staff that is closest to the day-to-day operations, information, and impact of specific decisions.

Evidence:

- [Monthly](#) Administrative Meetings with Building Principals

1D. Innovation and Experimentation – The school system supports action research, experimentation, and innovative practice.

Evidence:

- Recognition of Innovative Teaching and Leading Program, Teacher and Classified Employee of the year recognition.



1E. Flexibility and Adaptability – The school system has an appropriate and quick response to changes in internal or external conditions.

Evidence:

- District utilizes IPADS, Chromebooks, and Bytespeed laptop computers, Apple TV's, Provides training (August Institute and Curriculum) related to technology integration

1F. Data-Informed Decision Making – The school system uses evidence, data, and research in making educational and operational decisions.

Evidence:

- K-5 Mileposts, 6-8 Successmaker (DIBELS, AR Reading and Math)

1G. Continual Improvement – The school system is continually improving its processes and outcomes.

Evidence:

- Accreditation process and curriculum revision cycle, curriculum templates are posted online

1H. Equity – The school system ensures that all students have equitable access to, and use of, technology inside of school facilities and supports equitable access outside of school facilities.

Evidence:

- District provides wireless password to students and community members, online technology supports are available through the website.

## 2. Strategic Planning

School system leaders utilize their high-level view of the school system to identify the steps needed to transform the digital vision into a long-range plan, complete with specific goals, governance, objectives, and action plans.

2A. Clear Goals – The school system has clear and aligned goals.

Evidence:

- Havre Public School Board's Strategic action plan includes short and long-term goals.

2B. Measures and Metrics – The school system regularly measures progress against goals.

Evidence:

- Utilization of programs to measure progress

2C. Governance – The school system has an effective governance process.

Evidence:

- School handbooks identify expectations and appropriate use policies. School district policies outline procedures for the district.

2D. Resource Alignment – Resources are aligned to build capacity according to defined school system priorities.

Evidence:

- School budgets include components that are allocated to expenditures related to technology

2E. Instructional Goals Precede Technology Goals – School system use of technology follows the goals and vision for teaching and learning.

Evidence:

- Staff utilizes technology standards by grade level.

2F. Technology Planning – The school system plans for technology implementation, funding, and evaluation.

Evidence:

- Technology curriculum review is a part of the 5-year review process defined in ARM.

### 3. Ethics and Policy-

The school system leadership team models responsible decision-making and manages the creation, implementation, and enforcement of policies related to the social, legal, and ethical issues linked to technology use throughout the school system.

3A. Legal Compliance – The school system understands and adheres to applicable local, state, and federal laws.

Evidence:

- School administrators are properly licensed and hold certification from the State of Montana, including coursework and training in school, state, and federal law. School handbooks are reviewed annually and approved by the board of trustees. School district policies are aligned with MCA, state, and federal law and are updated in accordance with recommendations from the MTSBA.

3B. Responsible Use – The school system maintains policies for responsible and ethical use of technology and reviews them regularly.

Evidence:

- 2016-2017 the school district is adopting a new technology agreement, acceptable use policy, and password procedures. Student identification numbers are being transferred to the 9-digit state coding effective 2017-2018.

3D. Data Storage and Retention – The school system maintains policies for the storage and retention of data.

Evidence:

- Data storage and retention is referenced in school board policy and in the building handbooks.

3E. Disaster Recovery and Business Continuity – The school system maintains policies for disaster recovery and business continuity.

Evidence:

- There are written policies regarding disaster recovery and these policies are fully followed.

3F. Data Security – The school system maintains policies for ensuring information and data security

Evidence:

- There are written policies and procedures for ensuring data security and these policies are fully followed.
- These policies are compliant with local, state, and federal law and conform to industry practice.

3G. Student Data Privacy – The school system maintains policies for assuring appropriate student data privacy and such policies comply with local, state and federal laws.

Evidence:

- School and District Administration regularly discuss procedures related to the safekeeping of student data. Student names are only to be used and cited in documents that are attached to emails. A “disclosure” statement has been discussed at the administrative level.

3H. Environmental Conservation – The school system maintains environmentally friendly policies for the purchasing, disposing, and responsible use of technology.

Evidence:

- There are written policies for purchasing and disposing of technology and these policies adhere to best practice for energy saving and environmental protection.

3I. Policy Effectiveness – The school system reviews and improves policies relating to technology on a regular basis.

Evidence:

- Technology and the technology plan is reviewed on a 5 year cycle, however, the technology department is regularly reviewing practices, devices, and strategies on how to improve technology use at the building level.

#### 4. Instructional Focus and Professional Development

School system leaders budget, plan, and coordinate ongoing, purposeful professional development using technologies for all staff.

4A. Adaptation of Innovative Practices – The school system encourages staff to bring in best practices from the field and adapt them to their own circumstances.

Evidence:

- Teachers are encouraged to share their learning experiences from best practices conferences at building level meetings, and are expected to complete the HPS post-professional development survey found on the district website.

4B. Student Ownership – school system encourages use of technology to support student ownership of their learning.

Evidence:

- Students have access to a variety of technology tools: iPads, Chromebooks, Bytespeed laptops, and computer labs. The district strives to provide meaningful professional development to teachers regarding the implementation of technology in their daily lessons.

4C. Balanced Outcomes – The school system values and uses multiple metrics of student success, including content area mastery, as well as 21st century skills.

Evidence:

- The district works with the Seven-Step Framework on curriculum review, including the construction of content-based matrices that encourage higher level thinking, questioning, and learning.

4D. Data-Informed Instruction – Teachers use formative and summative assessment data to customize their instruction.

Evidence:

- The elementary schools use STAR, Dibels, and Smarter Balanced test results to make decisions regarding programming. The High School uses MONTCAS Science and the ACT as two forms of standardized assessment to evaluate student achievement.

4E. Professional Development – Professional Development is experiential, ongoing and job-embedded.

Evidence:

- A professional development committee brings to the administration ideas about areas of interest from the staff. Decisions based on data gathered (from IPI for instance) weigh in heavily when decisions are made regarding the selection of professional development for the district.

4F. Collaborative Professional Development – Professional development is collaborative, with teachers advancing their practice together.

Evidence:

- A professional development committee brings to the administration ideas about areas of interest from the staff. Decisions based on data gathered (from IPI for instance) weigh in heavily when decisions are made regarding the selection of professional development for the district.

4H. Continual Improvement – The school system is continually improving its processes and educational practices.

Evidence:

- The school system has a continuous improvement plan. ESSA legislation dictates that this plan will be inclusive of other improvement efforts across the district.

## 5. Team Building and Staffing

School system leaders create and support cross-functional teams for decision-making, technology support, professional development, and other aspects of the school system’s technology program. The school system aligns resources to functional requirements. The school system hires motivated, self-directed staff.

5A. Organizational Structure – The school system has an effective, functional, streamlined organizational structure.

Evidence:

- Grade-level schools, admin team, “Who should I ask?” district organizational chart

5B. Cross-functional Structures – school system operations are cross-functional not siloed.

Evidence:

- District Advisory Council, district and building level committees, Parent Organizations, Booster Club

5C. Motivating Environment – The school system fosters an environment that supports intrinsic motivation for all staff.

Evidence:

- Innovative Teaching and Leading, Way to Go, Havre Pride

5D. Functional Alignment – Functions are clearly aligned to the school system goals.

Evidence:

- Strategic Work plan poster (bullet points the direction of the district)

5E. Human Resources – The school system allocates the human resources required to support all functions.

Evidence:

- Director of Personnel/Assistant Superintendent, Personnel Administrative Assistant, Superintendent’s Administrative Assistant.

5F. Communication Transparency – The school system communicates, in a timely and clear fashion, information that impacts stakeholders.

Evidence:

- IC Messenger, Radio, Newspaper, Twitter

5G. Job Descriptions – The school system has job descriptions and evaluations for all staff.

Evidence:

- Job descriptions on file in the personnel office and on admin shared folder “RobinBlue” on the district network

6. Stakeholder Focus- A brief survey was available online but few respondents made this a category that is not included in our plan.

## 7. Infrastructure

The school system maintains a robust infrastructure that aligns to industry standards and is adequate to meet the needs of stakeholders.

7A. Security – The school system has effective architecture, design, and maintenance to support current and emerging security concerns, including virus/malware protection, intrusion detection, patch management, and application controls.

Evidence: (See HPS Electronics Agreement, Acceptable Use Agreement, Password Protocols)

- The school system regularly conducts a technology security audit (including passwords and role-based permissions to data) and promptly addresses concerns.
- The school system reviews and modifies network security policies and access to reflect current needs of a digital school system.
- The school system addresses the security of digital communication and remote access.
- The school system has established general controls in areas of access, systems development and maintenance, documentation, operations, and security.

7B. Network Standards – The school system uses industry-accepted standards for hardware and networks.

Evidence:

- The school system has established and enforces a set of published hardware standards including Internal Network, Devices, LAN, Primary Network, WAN, Security Cameras, Phones/VOIP, and wireless.

7C. Connectivity – The school system network supports current capacity needs and can be expanded to meet future needs.

Evidence:

- Review occurs biannually

7D. Software and Device Management – The school system has the tools and processes to effectively manage school system software and devices.

Evidence:

- The school system is utilizing tools and systems that allow for effective management of devices and software.
- The school system selects and employs tools that allow for the evolving use and management of mobile devices.
- Standards and processes are in place for replacement of computing devices based on the needs of the evolving business functions and learning environments. (district is moving to Chromebooks and Bytespeed Laptop computers)

## 8. Information and Data Management

The school system manages the data systems that are needed for operations and instruction. There are general controls in the areas of access, system development and maintenance, documentation, operations and physical security. To the extent possible, systems are integrated and interoperable and provide each

user with a simple interface to the functionality he/she needs. The school system maintains appropriate controls and safeguards for both student and staff personal information.

8A. Comprehensive Education Architecture – The school system provides data systems configured to provide the information the school system needs while also meeting the needs of all end users in systems such as:

- SIS
- Finance
- HR
- Health
- Special Ed
- Parent Notification Systems
- Data Warehouse
- Content Management
- Assessment
- Security and camera systems
- SSO / Identity Management
- Learning Management Systems

8B. Data Systems Access – The school system has appropriate and well-designed data systems readily available to stakeholders.

Evidence:

- The school system tracks and reports on system access and reliability in order to meet stakeholder expectation and service level agreements.
- The school system minimizes the number of obstacles to system access through reducing the number of unique username and password sign-ons.

8C. Data Integration – The school system has a data architecture plan that integrates systems and data that support a streamlined workflow

Evidence:

- Disparate data systems are connected in a way that automates and efficiently transfers data.

8D. Work Flow – The school system has created and implemented workflow efficiencies throughout the organization.

Evidence:

- The technology department can demonstrate that it has reduced redundancy in systems and data entry through workflows that automate data routing and approval processes and that allow for efficient information sharing.
- Users are satisfied that systems meet their business and learning needs.

8E. Privacy Protection and Security – The school system maintains processes and systems to protect student and staff personal information.

Evidence:

- The school system limits and delimits the collection, sharing, and storage of data to those data necessary to perform the school system's functions.
- There is evidence that the school system is in full compliance with federal, state, and local laws.
- The school system has a plan in place to communicate their privacy efforts to stakeholders.
- The school system is adhering to student data privacy standards and best practices.

- The school system protects access to systems and data, granting access only to authorized individuals.

8F. Effective Data Reporting – The school system provides accurate, appropriate, and timely reporting of data.

Evidence:

- The school system has processes to assure clean data and accurate information.
- The school system provides reports and data to key stakeholders in a timely manner.

8G. Standardized Assessment – The school system provides a technology environment that meets the needs of standardized assessments.

Evidence:

- The school system meets infrastructure and device standards for its state and local testing needs.
- Bandwidth is sized to manage the online testing requirements while not impacting other instruction or school system functions.

8H. Data System Performance – The school system is constantly improving the effectiveness and efficiency of enterprise IT systems.

Evidence:

- A process exists for reporting, tracking, and resolving problems and technical issues specific to improving individual system performance, efficiency, and effectiveness.
- IT leadership meets regularly with stakeholders and implements processes to gather feedback and consider stakeholder requests.

## 9. Communications Management

The school system manages the platforms and messages used to communicate transparently with internal and external stakeholders, effectively using both emerging and mature technologies as appropriate.

9A. Communications Systems – The school system maintains effective communications systems to communicate with stakeholders.

Evidence:

- IC Messaging System

9B: Marketing – The school system effectively markets its digital vision to all stakeholders.

Evidence:

- New web and email address- blueponyk12.com

9C: Mobile Communications – The school system provides access to communication tools via mobile devices.

Evidence:

- See school website for connectivity resolutions

## 10. Business Management

The school system manages budget, financial operations, disaster recovery, and business continuity effectively. The school system determines the return on investment for all technology implementations. School system leaders foster good relationships with vendors, potential funders, and other key groups.

10A. Sustainability – The school system has funding plans and approaches that assure the long-term sustainability of school system technology resources.

Evidence:

- Havre Public Schools has a perpetual Technology Levy in place for each the High School and Elementary technology funds.
- Havre Public Schools has a comprehensive budget with appropriate and adequate sources of funding for device and system refresh, network expansion, digital instructional resources, and professional development for its staff.
- Havre Public Schools provides evidence that cost analysis models (total cost of ownership, value of investment, purchasing or leasing devices/network services, outsourcing for expertise not on staff) are frequently used and updated.

10B. Roadmapping – The school system is prepared for future device and network demands.

Evidence:

- Havre Public Schools maintains a multi-year ‘roadmap’ technology plan that starts with the end-user in mind (teachers, administrators, students, support staff, etc.).
- This plan has realistic assumptions about the growth in demands based on end-user needs (e.g. internet bandwidth and wide area network bandwidth, network architecture, capacity, reliability, industry standard, flexibility for growth).
- The plan includes appropriate devices based on identified purpose.
- Appropriate databases, repositories, and functional data systems are included in the plan.
- The implementation plan (roadmap) has identified budgets that support that growth.

10C. Funding – The school system secures appropriate annual funding to meet the needs of the school system technology plan and staffing.

Evidence:

- Havre Public Schools maintains an approved budget based on combined perpetual levies, investments, and federal dollars for revenue to cover expenditures for infrastructure, storage and backup, devices, tools, digital content, internet access, and professional development.
- The school system fosters good relationships with the community and potential partners in support of a strong technology base.
- The school system has aligned capital, categorical and operational funding sources to adequately address planned expenditures.

10D. Resources – The school system allocates resources to align with program goals and priorities.

Evidence:

- Havre Public Schools has a Technology Plan in place to include the Technology coordinator as part of the administrative conversations around priorities and expenditures.
- This collective work and decision-making have resulted in a comprehensive funding model that directly supports the technology plan (roadmap).

10E. Federal Funds – The school system makes effective use of eRate, Title, and other funding programs.

Evidence:

- Havre Public Schools conducts an annual application for maximum, timely, and appropriate federal funding (e.g. eRate, Title I, Title II, etc.).
- Havre Public Schools follows USAC and other applicable rules and regulations to archive records of transactions, and to track purchased assets.

10F. Purchasing – The school system employs effective purchasing practices.

Evidence:



- Havre Public Schools follows federal, state, and local regulations in expending dollars to implement the technology plan.
- Havre Public Schools secures competitive pricing from all available sources.
- Technology leadership demonstrates successful partnerships with vendors to meet the school system's needs.

10G. Disaster Recovery – The school system has effective disaster recovery processes in place.

Evidence:

- Havre Public Schools has a documented, comprehensive disaster recovery plan that is routinely practiced and updated.

10H. Business Continuity – The school system has effective business continuity processes in place.

Evidence:

- Havre Public Schools has implemented a documented business continuity plan that is updated annually and practiced/tested by the appropriate departments or department partnerships.

**ELECTRONICS AGREEMENT**

I understand that the sole justification for Havre Public School District to permit a staff member to use school equipment away from the school campus is to enable that faculty member to gain or enhance skills and create instructional materials which will ultimately benefit our students.

This form is a statement of my assumption of responsibility for the Electronic item listed below. I understand that this policy is in effect during the period of time that the item is regarded as my “staff member computer”. The electronic device is school property, but I am responsible for the security of that device, regardless of whether it is used in the classroom, at my place of residence or in any other location, such as a car or airport. In the event my employment/affiliation with Havre Public School District ceases for any reason, I agree to return the device to the school prior to my departure. If the school offers a purchase program, I have the option to purchase the device at the District’s determined price. If I fail to return the electronic item or indicate that I would like to purchase it if that option is available, I acknowledge the District will deduct the cost of the item from any or all of the final pay I may have due to me.

I understand that it is my responsibility to pay for the device if any theft or damage occurs while in my possession.

\_\_\_\_\_  
Teacher/Staff Member Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Electronics Model

\_\_\_\_\_  
Serial Number

\_\_\_\_\_  
School Tag Number

\_\_\_\_\_  
Teacher/Staff Member’s Signature

\_\_\_\_\_  
Director of Technology’s Signature

# Havre Public Schools Password Policy

## 1. Overview

Passwords are an important aspect of computer security. A poorly chosen password may result in unauthorized access and/or exploitation of Havre Public Schools' resources. All users, including contractors and vendors with access to Havre Public Schools' systems, are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords.

## 2. Purpose

The purpose of this policy is to establish a standard for creation of strong passwords, the protection of those passwords, and the frequency of change.

## 3. Scope

The scope of this policy includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Havre Public Schools facility, has access to the Havre Public schools network, or stores any non-public Havre Public Schools information.

## 4. Policy

### 4.1 Password Creation

4.1.1 Users are required to create unique and secure passwords for their Havre Public Schools accounts.

4.1.2 Generic passwords such as *123456*, *password*, or your name are strictly prohibited.

4.1.3 Users must not use the same password for Havre Public schools accounts as for other non-Havre Public Schools access (for example, personal ISP account, personal email, bank accounts, and so on).

4.1.4 Users are required to have a separate password for their district Infinite Campus account.

### 4.2 Password Change

4.2.1 User will be required to change their network passwords a minimum of once a year

### 4.3 Password Protection

4.3.1 Passwords must not be shared with anyone. All passwords are to be treated as sensitive, confidential Havre Public Schools information.

4.3.2 Passwords must not be inserted into email messages or any other forms of electronic communication.

4.3.3 Passwords must not be revealed over the phone to anyone.

4.3.4 Do not reveal a password on questionnaires or security forms.

4.3.5 Do not hint at the format of a password (for example, "my family

name").

4.3.6 Do not share Havre Public Schools passwords with anyone, including administrative assistants, secretaries, managers, co-workers, or family members.

4.3.7 Do not write passwords down and store them anywhere in your office. Do not store passwords in a file on a computer system or mobile devices (phone, tablet) without encryption.

4.3.8 It is highly recommended to not use the "Remember Password" feature of applications (for example, web browsers).

4.3.9 Any user suspecting that his/her password may have been compromised must report the incident to the HPS Tech Department and change all passwords.

## 5. Policy Compliance

### 5.1 Exceptions

Any exception to the policy must be approved by the Superintendent or his designee in advance.

### 5.2.

Any violation of this policy, or negligent act resulting a violation of this policy, is subject to discipline in accordance with District policy and applicable collective bargaining agreement. The School District reserves the right to seek remedies available under the law to recover financial losses to the School District resulting from employee negligence or intentional acts covered by this policy.

Any loss of data or data breach that occurs under this policy will be the responsibility of the offender.

## 6 Revision History

Date of Change	Responsible	Summary of Change
November 2016	HPS Tech Committee	Created and approved
April 2017	Mr. Mueller	Edited Language

# Havre Public Schools Acceptable Use Policy

## 1. Overview

Havre Public Schools' intentions for publishing an Acceptable Use Policy are not to impose restrictions that are contrary to Havre Public Schools' established culture of openness, trust and integrity. Havre Public Schools is committed to protecting its employees, partners and the company from illegal or damaging actions by individuals, either knowingly or unknowingly. Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of Havre Public Schools. These systems are to be used for business purposes in serving the interests of the district, and of our students and staff in the course of normal operations.

Effective security is a team effort involving the participation and support of every Havre Public Schools employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

## 2. Purpose

The purpose of this policy is to outline the acceptable use of computer equipment at Havre Public Schools. These rules are in place to protect the employee and Havre Public Schools. Inappropriate use exposes Havre Public Schools to risks including virus attacks, compromise of network systems and services, and legal issues.

## 3. Scope

This policy applies to the use of information, electronic and computing devices, and network resources to conduct Havre Public Schools business or interact with internal networks and business systems, whether owned or leased by Havre Public Schools, the employee, or a third party. All employees, contractors, consultants, temporary, and other workers at Havre Public Schools and its subsidiaries are responsible for exercising good judgment regarding appropriate use of information, electronic devices, and network resources in accordance with Havre Public Schools' policies and standards, and local laws and regulation. Exceptions to this policy are documented in section 5.2

This policy applies to employees, contractors, consultants, temporaries, and other workers at Havre Public Schools, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by Havre Public Schools.

## 4. Policy

### 4.1 General Use and Ownership

4.1.1 Havre Public Schools' proprietary information stored on electronic and computing devices whether owned or leased by Havre Public Schools, the employee or a third party, remains the sole property of Havre Public Schools.

4.1.2 You have a responsibility to promptly report the theft, loss or unauthorized disclosure of Havre Public Schools proprietary information.

4.1.3 You may access, use or share Havre Public Schools proprietary information only to the extent it is authorized and necessary to fulfill your assigned job duties.

4.1.4 Employees are responsible for exercising good judgment regarding the reasonableness of personal use. Individual departments are responsible for creating guidelines concerning personal use of Internet/Intranet/Extranet systems. In the absence of such policies, employees should be guided by departmental policies on personal use, and if there is any uncertainty, employees should consult their supervisor or manager.

4.1.5 For security and network maintenance purposes, authorized individuals within Havre Public Schools may monitor equipment, systems and network traffic at any time.

4.1.6 Havre Public Schools reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

### 4.2 Security and Proprietary Information

4.2.1 All mobile and computing devices that connect to the internal network must comply with the *Acceptable Use Policy*.

4.2.2 System level and user level passwords must comply with the *Password Policy*. Providing access to another individual, either deliberately or through failure to secure its access, is prohibited.

4.2.3 It is the responsibility of the employee to ensure that screens are locked when your device is unattended, in order to ensure the safety of all data.

4.2.4 Postings by employees from a Havre Public Schools email address to newsgroups should contain a disclaimer stating that the opinions expressed are strictly their own and not necessarily those of Havre Public Schools, unless posting is in the course of business duties.

4.2.5 Employees must use extreme caution when opening e-mail attachments received from unknown senders, which may contain malware.

### 4.3 Unacceptable Use

The following activities are, in general, prohibited. Employees may be exempted from these restrictions during the course of their legitimate job responsibilities (e.g., systems administration staff may have a need to disable the network access of a host if that host is disrupting production services).

Under no circumstances is an employee of Havre Public Schools authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing Havre Public Schools-owned resources.

The lists below are by no means exhaustive, but attempt to provide a framework for activities that fall into the category of unacceptable use.

#### 4.3.1 System and Network Activities

The following activities are strictly prohibited, with no exceptions:

1. Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by Havre Public Schools.
2. Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which Havre Public Schools or the end user does not have an active license is strictly prohibited.
3. Accessing data, a server or an account for any purpose other than conducting Havre Public Schools business, even if you have authorized access, is prohibited.
4. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate management should be consulted prior to export of any material that is in question.
5. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
6. Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home.
7. Using a Havre Public Schools computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction.
8. Making fraudulent offers of products, items, or services originating from any Havre Public Schools account.
9. Making statements about warranty, expressly or implied, unless it is a part of normal job duties.
10. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes.
11. Port scanning or security scanning is expressly prohibited unless prior notification to HPS Tech Department is made.
12. Executing any form of network monitoring which will intercept data not intended for the employee's host, unless this activity is a part of the employee's normal job/duty.
13. Circumventing user authentication or security of any host, network or account.
14. Interfering with or denying service to any user other than the employee's host (for example, denial of service attack).

15. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/Intranet/Extranet.
16. Providing information about, or lists of, Havre Public Schools employees to parties outside Havre Public Schools.

#### 4.3.2 Email and Communication Activities

When using company resources to access and use the Internet, users must realize they represent the school district. Whenever employees state an affiliation to the district, they must also clearly indicate that "the opinions expressed are my own and not necessarily those of the school district". Questions may be addressed to the Personnel Department.

1. Sending unsolicited email messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam).
2. Any form of harassment via email, telephone or paging, whether through language, frequency, or size of messages.
3. Unauthorized use, or forging, of email header information.
4. Solicitation of email for any other email address, other than that of the poster's account, with the intent to harass or to collect replies.
5. Creating or forwarding "chain letters", "Ponzi" or other "pyramid" schemes of any type.
6. Use of unsolicited email originating from within the Havre Public Schools networks of other Internet/Intranet/Extranet service providers on behalf of, or to advertise, any service hosted by Havre Public Schools or connected via Havre Public Schools' network.
7. Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam).

#### 4.3.3 Blogging and Social Media

1. Blogging by employees, whether using Havre Public Schools property and systems or personal computer systems accessing district networks, is also subject to the terms and restrictions set forth in this policy. Limited and occasional use of Havre Public Schools systems to engage in blogging is acceptable, provided that it is done in a professional and responsible manner, does not otherwise violate Havre Public Schools' policy, is not detrimental to Havre Public Schools' best interests, and does not interfere with an employee's regular work duties. Blogging from Havre Public Schools systems is also subject to monitoring.
2. Employees are prohibited from revealing any confidential or proprietary information when engaged in blogging.
3. Employees are also prohibited from making any discriminatory, disparaging, defamatory or harassing comments when blogging or otherwise engaging in any conduct prohibited by Havre Public Schools whether using Havre Public Schools property and systems or personal computer systems accessing district networks.
4. Employees may also not attribute personal statements, opinions or beliefs to Havre Public Schools when engaged in blogging. If an employee is expressing his or her beliefs and/or opinions in blogs, the employee may not, expressly or implicitly, represent



themselves as an employee or representative of Havre Public Schools. Employees assume all risk associated with blogging.

## 5. Policy Compliance

### 5.1 Compliance Measurement

The HPS School Board of Trustees will verify compliance to this policy through various methods, including but not limited to, business tool reports, internal and external audits, and feedback to the policy owner. The Superintendent or his designee shall have the final say in the execution of this process.

### 5.2 Exceptions

The Superintendent must approve any exception to the policy in advance.

### 5.3 Non-Compliance

Any violation of this policy, or negligent act resulting in a violation of this policy, is subject to discipline in accordance with District policy and applicable collective bargaining agreement. The School District reserves the right to seek remedies available under the law to recover financial losses to the School District resulting from employee negligence or intentional acts covered by this policy.

## 6. Related Standards, Policies and Processes

Password Policy

## 7. Revision History

Date of Change	Responsible	Summary of Change
November 2016	HPS Tech Committee	Created/Edited
April, 2017	Mr. Mueller	Edited Language