

Learning & Information Technology Services

3900 Broadway
Everett, WA 98201
www.everettsd.org



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Department Overview

The Learning & Information Technology Services Department is committed to providing a wide-range of technology services:

In our classrooms: Collaboration, connections, and professional development to support the integration of technology in teaching and learning.

Across the district: Technical support services for all computer related hardware, software and network issues.

If you need technical support, HELP Desk is available 7:30 am to 4:30 pm each weekday.
Call 385-HELP (4357)

Behind the scenes: Data systems, computer and network operations, and telecommunications that keep the district running!

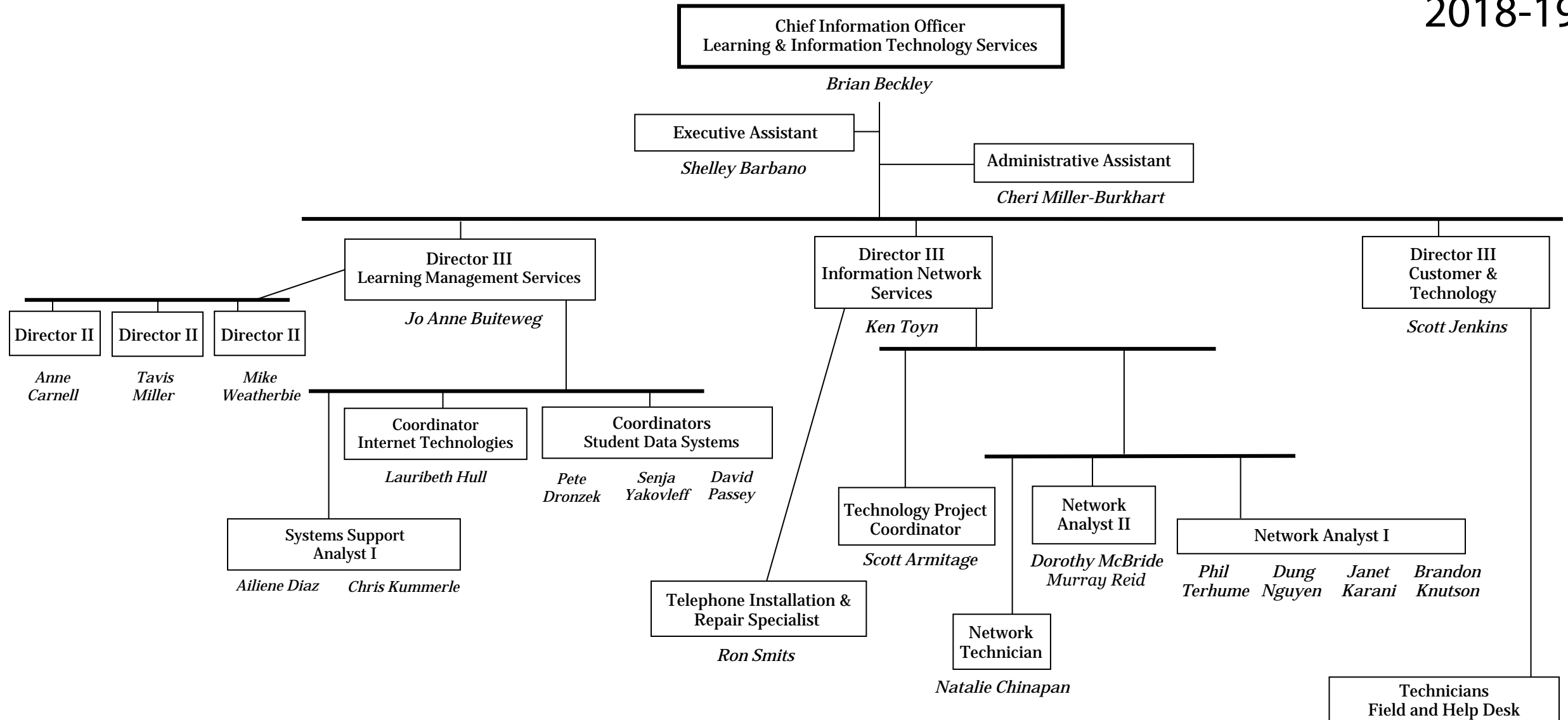
Everett Public Schools is investing in technology that has equipped our staff and students with resources that strengthen teaching and learning. Through careful design and thoughtful application, technology is accelerating, amplifying, and expanding the impact of the effective teachers. Our students are set on the path of mastering the digital world as one of the many skills they will need in leading and shaping the future.

As technology blends deeper into daily living, so we are weaving it seamlessly into the learning landscape. Blended learning incorporates technology into everyday learning so our students are developing into well-rounded, healthy, and flexible thinkers in the virtual world and face to face. Transformative use of technology has enriched collaboration, communication, creativity, and critical thinking. Students are entering the global arena exploring a wide variety of perspectives guided by instructional who are fostering citizenship skills such as empathy, respect for the diversity and worth of others, and advocacy for self, school and community.

Integrating technology in Everett Public Schools is equipping students to reach deeper, acquire the knowledge, attitudes and skills to adapt to the rapidly changing world with a growth mindset. They are empowered to evolve personally and professionally



Learning & Information Technology Services Organization Chart 2018-19



Everett Public Schools

Learning & Information Technology Systems

The learning and information technology systems department is responsible for developing and managing data processing and telecommunications systems to improve the management and instructional operations of the district. The department is also responsible for providing service and support to schools and administrative offices in the procurement and use of technology to enhance student learning and district operations.

Brian Beckley, Chief Information Officer	4200
Shelley Barbano, Executive Assistant	4201
Cheri Miller-Burkhart, Administrative Assistant	4200
Ken Toyn, Director III, Information Network Services.....	4209
Instructional technology support and development, student and financial database management, data communications and telephone systems management	
Scott Armitage, Technology Project Coordinator.....	4236
Murray Reid, Network Analyst II.....	4215
Dorothy McBride, Network Analyst II	4216
Dung Nguyen, Network Analyst I.....	4218
Brandon Knutson, Network Analyst I, Security	4217
Phil Terhune, Network Analyst I.....	4219
Janet Karani, Network Analyst I.....	4226
Natalie Chinapan, Network Technician.....	4241
Ron Smits, Telephone Installation & Repair Specialist.....	4221
Jo Anne Buiteweg, Director III, Learning Management Services	4014
Supports technology professional development for all parts of the organization, serves as application managers for student information systems, reporting tools, website, and learning and instructional systems	
Anne Carnell, Director II.....	4015
Tavis Miller, Director II.....	4274
Mike Weatherbie, Director II.....	4207
Pete Dronzek, Coordinator, Student Data Systems.....	4223
Senja Yakovleff, Coordinator, Student Data Systems.....	4213
David Passey, Coordinator, Student Data Systems	4205
Lauribeth Hull, Coordinator, Internet Technology	4208
Ailiene Diaz, Systems Support Analyst I.....	4013
Chris Kummerle, Systems Support Analyst I.....	4211

Scott Jenkins, Director III, Customer & Technology Services4206
Network and computer end-user technical support, technical consultation and advisory services

Help Desk385-HELP (4357)

Maurine Munoz, Help Desk Technician 4357
Rob McCaul, Help Desk Technician..... 4357
Marylou Nakonecznyj, Help Desk Technician..... 4357
Laura Serrato, Help Desk Technician..... 4357
Simran Takhar, Field Technician.....4239
Jarrett Songstad, Field Technician (audio visual).....4245
Chris Hoover, Field Technician.....4239
Brian Mahre, Field Technician.....4239
Drew Holzinger, Field Technician.....4239
Oksana Rekhtin, Field Technician.....4239
PattyAnn Toomey, Field Technician4239
Jason Grim, Field Technician4239
Keith Jacobson, Field Technician.....4239
Tony Jaeger, Field Technician.....4239

District Technology Policies

2124

2125

2125P

3245

3245P

3246

3246P

5225

5225P

6550

6550P

INSTRUCTION

Digital Citizenship and Media Literacy

A. Purpose

In recognition of the fact that students use technology to learn and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The district is committed to educating every student on how to use technology in ways that deepen their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the district's educators guide students' exploration of the digital landscape, they will ensure students apply 21st century skills and foster their critical and creative thinking skills to prepare them for college, career, and life. Students, in turn, are expected to appropriately and responsibly engage with and express their voices in the digital landscape.

B. Definitions

The district is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate students examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate students remain aware of the ways in which media can influence beliefs and behavior. In addition, media literate students are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate students are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers students to participate as informed and active citizens in a democracy.

C. Elements of Successful Implementation

The district is dedicated to the following practices to promote digital citizenship and media literacy for all students.

Student Instruction

In recognition of the fact that students are consumers and creators of information and ideas, the district promotes integration of digital citizenship and media literacy instruction at all levels. The district recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics.

Online privacy, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications. ([Policy 3245](#) and [Procedure 3245P](#), Technology)

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze text and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials ([Policy 2312](#) and [Procedure 2312P](#), Copyright Compliance). Students will also learn how to access and create intellectual property legally.

Online self-image and identity

Students will learn about their “digital footprint” and the persistence and protection of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the importance of collaborating and ethically interacting with others online.

Professional Development

The district supports teachers and instructional leaders in developing proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic district policy and practice.

Policy and Practices

The district acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The district annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The superintendent or designee is authorized to develop further procedures and guidelines if appropriate.

Communications and Engagement

The district acknowledges that parents/guardians and community stakeholders are partners in developing students as digital citizens and life-long learners. The district encourages parents'/guardians' active engagement in the process of educating students to become media-literate digital citizens.

Cross References:	Policy 2125	Web-based Resources and Other Online
		Educational Services
	Policy 2311	Selection and Adoption of Instructional Materials
	Policy 2312	Copyright Compliance
	Policy 3204	Prohibition of Harassment, Intimidation and Bullying
	Policy 3245	Technology
	Policy 3246	Personal Electronic Devices
	Policy 3300	Corrective Actions
	Policy 3600	Student Records
	Policy 4340	Public Access to District Records
	Policy 4400	Election Activities
	Policy 5161	Civility in the Workplace
	Policy 5225	Technology
	Policy 5270	Disciplinary Action and Discharge
	Policy 6550	Data Security and Privacy
Legal References:	RCW 28A.650.010	Definitions
	RCW 28A.650.045	Digital citizenship, internet safety, and media literacy

Adopted: May 22, 2018

INSTRUCTION

Web-based Resources and Other Online Educational Services

Everett Public Schools recognizes that the availability of innovative online technologies which engage students in relevant learning opportunities are rapidly advancing in accessibility and applicability. As a result, there are a number of challenges facing the district around the appropriate use of these supplementary resources and materials including: alignment with district instructional goals and adopted curriculum, data management and security, and in protecting our students and families' privacy.

The board authorizes the superintendent or designee to develop procedures to oversee web-based resources and other online educational services. The superintendent or designee will establish procedures that identify the processes and approvals by which student access is provided, the data utilized in providing this access, and the types of online resources utilized for instruction and achievement tracking and analysis.

Cross References:

[Board Policy 2114](#)

[Board Policy 2124](#)

[Procedure 2125P](#)

[Board Policy 2311](#)

[Board Policy 2312](#)

[Board Policy 3204](#)

[Board Policy 3246](#)

[Board Policy 3250](#)

[Board Policy 3300](#)

[Board Policy 3600](#)

[Procedure 3600P](#)

[Board Policy 4340](#)

[Board Policy 4400](#)

[Board Policy 5270](#)

[Board Policy 5225](#)

[Procedure 5225P](#)

[Board Policy 6550](#)

[Procedure 6550P](#)

Online Learning

Digital Citizenship and Media
Literacy

Web-based Resources and Other
Online Educational Services

Selection and Adoption of
Instructional Materials

Copyright Compliance

Prohibition of Harassment,
Intimidation and Bullying

Use of Personal Electronic Devices

Release of Student Directory
Information

Corrective Actions

Student Records

Student Records

Public Access to District Records

Election Activities

Disciplinary Action and Discharge
Technology

Technology

Data Security and Privacy

Data Security and Privacy

Legal References:

[RCW 28A.604](#)

[15 U.S.C §§ 6501-6505](#)

Student user privacy in education
rights

Children's Online Privacy Protection
Act (COPPA)

[20 U.S.C. § 1232g](#)

[34 CFR Part 99](#)

Family Educational rights and
Privacy Act
FERPA Regulations

Adopted: August 23, 2016
Updated: February 2018
Updated: May 2018

INSTRUCTION

Web-Based Resources and Other Online Educational Services

Everett Public Schools utilizes various web-based resources to provide learning opportunities to students both in and out of school. Online programs are also utilized by the district to collect and organize student achievement data in order to enhance the educational program for students. This procedure identifies the process through which student access to web-based resources and other online education services are provided, the data utilized in providing this access, the types of online resources utilized for instruction and achievement data tracking and analysis, and expectations for parent communication.

To provide certain useful educational and enrichment software, applications, and web-based resources (resources), the district may contract with an operator to provide the resources. These resources may include those adopted by the board as part of an instructional program, as well as those identified by professional staff, with approval by the building principal and curriculum department, as appropriate for supplemental instructional use.

Resources not part of a board adopted instructional program which are determined by professional staff to enhance learning and require students or faculty to create a student account, allow students to upload or post content, or allow two-way communication between students or between students and an employee, must be formally reviewed prior to use beginning with completion of the Web-based Resources Registration form (Appendix A).

In general, district instructional program web-based resources and other online educational services are selected, approved and implemented in a way that protects the confidentiality of students' personally identifiable information to ensure student privacy and avoid promotional marketing directed to students and their families. Often, in order to allow a student to use a particular resource within the instructional program, the district will have to create an account for the student. The Federal Trade Commission (FTC), the federal agency charged with enforcement of the Children's Online Privacy Protection Act (COPPA), has published guidance for COPPA in schools that allows operators to rely upon a school to provide consent on behalf of parents when the operator will only use personal information collected from students to provide the services for which the school has contracted with the operator. When professional staff request to utilize supplemental web-based resources and other online educational services, the products are reviewed to assure the COPPA standards are met.

Among COPPA obligations is a requirement that a website or online service operator that collects personal information from students under the age of thirteen (13) must obtain verifiable parental consent prior to collecting such information. In order to obtain verifiable parental consent, the operator must:

1. Post a clear and comprehensive online privacy policy describing their information practice for personal information collected online from students;
2. Provide direct notice to parents regarding the types of personal information that it collects from students; and
3. Give parents the option of consenting to the collection and use of the information.

District instructional program web-based or online services approval is part of the annual [Student Responsibilities and Rights Handbook](#). Supplemental web-based resources and other online educational services, once approved, require professional staff obtaining parental consent for student use for elementary and middle school students. (Appendix B or C)

Cross References: [Policy 2125](#) Web-Based Resources and Other Online
 Educational Services
 [Board Policy 6550](#) Data Security and Privacy

Adopted: August 2016
Updated: February 2018

Appendix A

Web-Based Resources Registration Form

Please use the following form if you are directing students to a website that requires any one of the following:

1. Requires creation of a student account; or
2. Allows students to upload or post content that is graded or otherwise assessed by a teacher; or
3. Allows two-way communication between students or between students and an employee.

Your name: _____

Address of website: _____

Website administrative account username: _____

Website administrative account password: _____

List the information students will have to provide during account creation, e.g. first and last name, student ID number, etc.

- _____
- _____
- _____
- _____

List what classes this website will be used in: _____

☐ I have read and agree with Policy and Procedure 2125, Web-based Curricular Materials, Classroom Websites and Achievement Tracking Products

☐ I have developed a lesson to teach my students the appropriate use of this website.

The registration of a website with accompanying administrative account information is in accordance with district Policy and Procedure 6550, Data Security and Privacy.

This form must be submitted annually and updated if additional classes are directed to access the website.

The administrative account information provided in this form will remain confidential. It will only be accessed should a situation necessitate accessing the website.

Only the following information may be elicited from a student as a condition of creating an account with the website: student name, last four digits of phone number, gender, zip code, school name, grade level, and local student ID number.

Principal Approval

This material has been: ☐ approved ☐ disapproved because: _____

Principal signature: _____ Date: _____

Learning Management Services (LMS) Approval

This material has been: ☐ approved ☐ disapproved because: _____

LMS Director/Designee signature: _____ Date: _____

Adopted: August 2016

Updated: June 2017

Appendix B (Parent Notification of Additional Non-District Website or Application)

Date _____

Dear Parent/Guardian:

I am your child's _____ teacher, and I am writing to inform you that this year I will be using a non-district website or application located at _____ in my instruction. At the start of the school year you received notice of the online service providers whose products are used at our school and their contact information, including the providers' website addresses.

While not included on that list, this website or application has been approved by the school principal and the Learning Management Services (LMS) director/designee in compliance with Procedure 6550P, Data Security and Privacy.

To access the website or application, students ☐ will / ☐ will not need to create an account that will require some student-specific data be provided. Pursuant to Procedure [3250P](#), only the following information may be utilized in creation of an account: student name, last four digits of phone number, gender, zip code, school name, grade level, and local student ID number.

You may opt your child out of use of this web-based application by completing the information below. In the event that you opt your child out of use of this web-based application, necessary accommodations will be made to ensure that your student's education is not adversely affected.

Sincerely,

Teacher name _____

c: Principal

THIS PORTION TO BE COMPLETED BY THE PARENT/GUARDIAN

☐ **ALLOW** my student _____ to have access to the web-based
Print student name
application(s) referenced above.

☐ **DO NOT** allow my student _____ to have access to the web-based
Print student name
application(s) referenced above.

Parent: _____ Signature: _____ Date: _____
Print name

Adopted: August 2016
Updated: June 2017

Appendix C

Date

Dear Parent/Guardian:

I am your child's _____ teacher, and I am writing to inform you that this year I will be using a website located at _____ in my instruction. This teacher-created website will provide students with the ability to access instructional activities posted to the site, communicate with other students and me through the site, and/or post work for me to assess.

Although this website will not be hosted by Everett Public Schools, it will comply in all respects with Policy 6550, Data Security and Privacy. I will be responsible for maintaining the content of the website, and the website has been registered with the Learning Management Systems director or designee pursuant to Procedure 6550P.

To access the website, students ☐ will / ☐ will not need to create an account that will require some student-specific data be provided. Pursuant to Procedure 6550P, only the following information may be utilized in creation of an account: student name, last four digits of phone number, gender, zip code, school name, grade level, and local student ID number.

I encourage you to take an active part in reviewing the content of this website as a way to keep current in your child's classroom activities. If you have any questions about this initiative, please contact me. If you do not want your student participating in this initiative, please complete the opt out section below and return to me.

If your child does not have access to the internet, or if you have questions regarding the district's policy in relation to teacher web pages/sites, please contact [principal].

Sincerely,

Teacher name

c: Principal

THIS PORTION TO BE COMPLETED BY THE PARENT/GUARDIAN ONLY IF OPTING OUT

☐ **DO NOT** allow my student _____ to have access to the web-based application(s) referenced above.

Print student name

Parent: _____ Signature: _____ Date: _____
Print name

Adopted: August 2016

STUDENTS

Technology

The board of directors recognizes the importance of technology in providing quality education and opportunities for students. The board believes that access to technology resources and the skills students develop play an important part in the learning process and the success of students in the future.

The superintendent shall develop procedures that encourage student use of technology and the school district's computer networks, while establishing reasonable controls for its lawful, efficient and appropriate use.

To help ensure student safety and citizenship in appropriate, ethical online activities, students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Cross References:	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 3204	Prohibition of Harassment, Intimidation and Bullying
	Procedure 3245P	Technology
	Board Policy 3246	Use of Personal Electronic Devices
	Board Policy 4411	Working Relationships with Law Enforcement, Child Protective Services and the County Health Department
	Board Policy 5225	Technology
	Procedure 5225P	Technology
	Board Policy 6505	Video Security on School District Grounds or Property

Legal References:	Protecting Children in the 21st Century Act	
	18 USC §§ 2510-22	Electronic Communications Privacy Act
	20 USC §§ 6801, 6777, 9134	Children's Internet Protection Act (CIPA)
	47 USC § 254	Requirements for certain schools with computers having Internet access

Adopted:	<u>April 26, 2005</u>
Update:	<u>March 2006</u>
Updated:	<u>December 2011</u>
Revised:	<u>May 22, 2012</u>
Admin. Review:	<u>January 2013</u>
Updated:	<u>February 2018</u>
Updated:	<u>May 2018</u>

STUDENTS

Technology

Students using technology in the educational process is an everyday occurrence. It is a goal of Everett Public Schools to provide students access to information, technology, and to develop technological skills. Technology is an integral part of the curriculum, physical environment and delivery of instruction. For the purposes of this policy, "technology" includes, but is not limited to, computers, hardware, software, the network, Internet access, scanners, copiers, facsimile machines, cameras, and personal electronic devices (PEDs)

Additionally, Everett Public Schools has a vested interest in and encourages the use of PEDs (e.g., smartphones, tablets, slates, notebooks, laptops, personal computers, cellular phones, and other similar electronic devices.) Refer to [Procedure 3246P](#) for information on appropriate use of PEDs. A PED can play a positive role in furthering our students' learning. The Everett Public Schools' wireless network permits students with a district network account and PED to access the Internet. For purposes of this procedure, the "network" includes, but is not limited to, a set of devices connected via a wired or wireless network owned and operated by the district to give authorized users the ability to share, store, and access digital resources and content located on another connected computer, network device, or online service. All use of the network must support education and research and be consistent with the mission of the district.

Equitable Access

1. Schools throughout the district will have equitable access to technologies and provide educational opportunities to use those technologies.
2. Students with special needs, including those with identified disabilities, benefit greatly from the use of technology. In many cases, technology can remove barriers to learning.

Appropriate Use

1. It is the expectation of the district that students effectively and appropriately use available technology.
2. Appropriate safeguards are established to ensure the security of district and student data.
3. All users of technology shall comply with current copyright laws.
4. Filtering services are in use on all computers with access to the Internet. The system is designed to block or filter access to Internet content the district deems inappropriate, including pornography and any depictions that are inappropriate, obscene, or are harmful to minors.
5. No user will attempt to breach or modify device hardware and software security measures. Students and staff will immediately notify the site technician if tampering with the device is suspected.
6. No user will attempt to modify the physical appearance or operating system of any technology equipment. This includes, but is not limited to, unauthorized software updates, and copying or installing non-district licensed software.

Student Care of Equipment

Students are responsible for the care and safekeeping of the district-provided laptop that is assigned to them. Students must follow the guidelines and recommendations included in the [*Technology Handbook for Students and Parents*](#) to ensure their technology is always in working order and is not damaged. Damage to the device must be reported immediately to school administration following the process outlined in the [*Technology Handbook for Students and Parents*](#).

General Use of Everett Public Schools Technology

1. Users must make diligent efforts to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.
2. Before users are given access to the system, the district will endeavor to provide appropriate training.

Personal Security

1. Users of technology shall maintain the confidentiality of personal information such as complete names, addresses and telephone numbers, and identifiable photos should remain confidential. Students should never reveal confidential information without permission from their teacher and parent(s)/guardian(s). No user may disclose, use or disseminate any personally identifiable information about others without authorization.
2. Students should never make appointments without parent/guardian permission to meet in person people whom students have contacted using technology.
3. Students should report to a school administrator, teacher, or security staff any dangerous or inappropriate information or messages on the Internet, in email, instant messages, blogs, online forums, social media sites, or other electronic media.

Student Access to and Use of Technology

Students are expected to exercise good judgment and use network resources in an appropriate manner. All use of the network must support education and research and be consistent with the mission of the district. Use of electronic resources provided by the district is a privilege.

In order to maintain the privilege, students must learn and comply with all of the provisions included in this Student Technology Use Agreement. Violation of any of the conditions of use may be cause for revocation of the student's privilege of network access and/or disciplinary action in accordance with district policies and procedures. In addition, violations of this use agreement may result in referral to law enforcement.

1. Schools shall collect an acknowledgment signed by parent(s)/guardian(s) indicating that those parent(s)/guardian(s) have received and agreed to the conditions for student use of technology as specified in the [*Technology Handbook for Students and Parents*](#).
2. Student access to and use of technology, including Internet access, is granted on a continuing basis unless a parent/guardian chooses to revoke permission or access is revoked by the district. Parents/guardians may notify the school of their intent to withdraw permission for use of technology by notifying the school in writing.

Internet Safety

Students will be educated about appropriate online behavior, including interacting with individuals on social media sites and in online forums, and cyberbullying awareness and response.

1. The Everett Public Schools' wireless network will provide filtered Internet access. Everett Public Schools is not responsible for or liable for student access to any other network accessed while the device is operated on district property or at any school-sponsored activity or event off school property (including Internet service provided by any commercial service provider.)
2. A PED shall not be used in a manner that disrupts the educational process, including but not limited to, posing a threat to academic integrity.
3. Devices shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.

Personal Information and Inappropriate Content

- A. Students should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail, or as content on any other electronic medium;
- B. Students should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy;
- D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority; and
- E. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);

- C. Email inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district email boxes;
- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively.

Acceptable Use Guidelines

When a student is using district technology or when a student is using a PED while on district property or at a school-sponsored activity or event off school property, access to and use of technology is authorized, provided the student adheres to the following Student Technology Use Agreement at all times.

Student Technology Use Agreement

1. All use of technology must be in support of education, classroom learning and Everett Public Schools' operations and must be consistent with the mission of Everett Public Schools. The district reserves the right to prioritize use and access to the system.
2. Any use of technology must conform to state and federal law, technology use policies, and Everett Public Schools' policies, procedures and directives. It should be recognized and understood that a PED may not be compatible with district systems. District support staff will provide technical support on a best effort basis. Access to Everett Public Schools' network with a PED is not guaranteed.
3. Using the district network for personal or private gain or benefit, commercial solicitation, or compensation of any kind is prohibited.
4. Using the district network for political purposes in violation of federal, state, or local laws is prohibited. Technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
5. There is no expectation of privacy for any user of the district's technology, including but not limited to Internet use and email. Materials created, stored, sent, or received on district technology are subject to review by the district and may be subject to a public records request under the state Public Records Act.
6. Subscriptions to mailing lists, bulletin boards, online forums, commercial online services and other information services must be directly related to classroom curriculum.
7. Diligent effort must be made to conserve technology resources.
8. Technology shall not be used to disrupt the operation and use of technology by others; technology system components, including hardware or software, shall not be destroyed, modified, removed or abused in any way.
9. Use of technology to harass others or gain unauthorized access to any service or information and/or damage the components of a service or information is prohibited.

10. Users are responsible for the appropriateness of the material they transmit or publish using technology. Hate mail, harassment, intimidation, bullying, discriminatory remarks or other antisocial or uncivil behaviors are prohibited. This may also include the manufacture, distribution, or possession of inappropriate digital images.
11. Use of any technology on district property or at any school-sponsored activity or event off school property, including PEDs, to access, store or distribute inappropriate, obscene or pornographic material is prohibited.
12. Use of cameras, including those in cell phones or other PEDs, is prohibited in restrooms, locker rooms, or any other location where there is a reasonable expectation of personal privacy.
13. Connecting or attaching any computer or networking equipment or components to the Everett Public Schools' network via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the district's chief information officer or designee is prohibited. Unauthorized computer or networking equipment or components will be removed without notice. Connection of any personal electronic device is subject to all procedures in this document and district policy.

Copyright

Federal copyright law prohibits the reproduction, distribution, adaptation, public display and public performance of copyrighted materials without the permission of the copyright owner, unless such copying or use constitutes a "fair use" or is otherwise exempt under applicable law. Guidance on fair use and applicable exemptions is provided in [Procedure 2312P](#), Copyright Compliance.

Ownership of Work

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the district or unless such work has been paid for under a written agreement with the district. If created while an employee of the district or under an agreement with the district, the work will be considered the property of the district. Staff members must obtain a student's permission prior to distributing a student's work to parties outside of a school or the district. Sources outside the classroom or school must be cited appropriately.

Security

1. System log-ins or accounts are to be used only by the authorized owner of the account for authorized purposes.
2. Users may not share their system, computer or software passwords with others or leave an open file or session unattended or unsupervised. Account owners are responsible for all activity under their account.
3. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users or attempt to gain unauthorized access to any data or entity on specific computers or the network.
4. Communications may not be encrypted so as to avoid district security review.
5. Users will maintain security practices as determined by the district or as necessary to maintain security.

Privacy

It is the policy of Everett Public Schools that district technology be used only for district-related educational purposes. Students will have no expectation of privacy when utilizing district technology. When responding to a public records request under the Washington Public Records Act, the district will access all district technology to provide a complete response.

The district reserves the right to inspect, without notice, to review, monitor, and log, as appropriate, all activity using district technology.

District Responsibilities

Everett Public Schools shall:

1. Review, monitor, and log, as appropriate, all technology activity for responsible and acceptable use consistent with the terms of the policies and procedures.
2. Make determinations on whether specific uses of technology are consistent with its Student Technology Use Agreement.
3. Remove a user's access to technology, with or without notice, at any time the district suspects that the user is engaged in unauthorized activity or violations of this procedure. In addition, further disciplinary or corrective action(s) may be imposed for such activity or violations in accordance with district policies and procedures.
4. Cooperate fully with law enforcement investigations concerning, or relating to, any suspected or alleged inappropriate technology activities.
5. Under prescribed circumstances, non-student or non-staff use of technology may be permitted provided such individuals demonstrate that their use furthers the purpose and goals of the district and is authorized by a district administrator.

Liability

The district cannot guarantee the availability of technology resources and will not be responsible for any data that may be lost, damaged, or unavailable due to technical or other difficulties. The district cannot ensure that all electronic transmissions are secure and private and cannot guarantee the accuracy or quality of information obtained. The district will employ technology protection measures to comply with federal and state requirements to filter or block material the district deems inappropriate. However, no known process can control or censor all illegal, defamatory, or potentially offensive materials that may be available to the user on information systems accessible through the use of district resources.

Cross References:	Board Policy 3240	Student Conduct Expectations and Sanctions
	Board Policy 3245	Technology
	Board Policy 3246	Use of Personal Electronic Devices
	Procedure 5225P	Technology

Adopted: April 2005
Revised: June 2006
Revised: July 2009
Revised: June 2011
Updated: December 2011
Revised: May 2012

Revised: August 2013
Updated: March 2017
Revised: June 2017
Updated: May 2018
Revised: September 2018



STUDENT TECHNOLOGY USE AGREEMENT

Student Information

Student Name	Student ID	Grade
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Student Agreement

- I have read the Everett Public Schools Student Technology Use Agreement (3245P).
- I have read the Parent/Student Technology Handbook.
- I will bring my device to school each day with a full charge and ready to use.
- I will not leave my device unattended at any time while at school or in a public place.
- I will not remove the district barcode label or mark my device in any way with markers, stickers, scratches, engravings, etc.
- I will not attempt to remove, alter or repair any hardware and/or modify my device's operating system in any way.
- If I have problems with my device, I will stop using it and ask my teacher or a technician for assistance.
- I understand that I may lose my technology equipment privileges as a result of inappropriate behavior, and may be financially responsible for damage to or loss of any district issued device.
- I understand stolen or missing devices must be reported to school administration within 24 hours, or on the next school day.
- I will return the equipment when requested by the district and at the end of the school year.
- I understand that if the device is not returned a report will be filed with local law enforcement in order to activate the tracking feature to recover the device.
- I understand that I will be charged for any missing or damaged equipment including the tablet, keyboard, power supply and cable, student bag and digital inking pen(s).

<i>Student Name (Printed)</i>	<i>Student Signature</i>	<i>Date</i>
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Parent Agreement

- I have read the Everett Public Schools Student Technology Use Agreement (3245P)
- I have read the Parent/Student Technology Handbook.
- I will ensure my student brings his/her device to school each day with a full charge and ready to use.
- I understand that my student may lose his/her technology equipment privileges as a result of inappropriate behavior, damage, neglect, or loss.
- The district reserves the right to charge the user the full cost for repair or replacement of the device when damage or loss occurs due to negligence as determined by school administrators. ([RCW 28A.635.060](#))
- If the device is not returned or missing, you acknowledge your responsibility for the cost.
- I understand stolen or missing devices must be reported to school administration within 24 hours, or on the next school day.
- I understand my student must return the equipment when requested by the district and at the end of the school year.
- I understand that if the device is not returned a report will be filed with local law enforcement in order to activate the tracking feature to recover the device.
- I understand that I will be charged for any missing or damaged equipment including the tablet, keyboard, power supply and cable, student bag and digital inking pen(s).
- I accept responsibility to monitor and ensure appropriate use of the internet and websites when my student accesses the internet outside of the district's network.

<i>Parent/Guardian Name (Printed)</i>	<i>Parent/Guardian Signature</i>	<i>Date</i>
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Acknowledgement of Receipt of Technology Equipment (*to be completed during device checkout*)

I acknowledge that I have received the following equipment: tablet/keyboard, power supply with cable, student bag and digital inking pen(s).

<i>Student Name (Printed)</i>	<i>Student Signature</i>	<i>Date</i>
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Adopted: June 2017
Revised: July 2018

STUDENTS

Use of Personal Electronic Devices

Personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices are integral tools in our society. They serve as a means of communication (telephone, email, text, etc.), a calendar, camera, organizational tool, a clock, information gathering/research tool, electronic book, note taker, dictation device, music provider, a student engagement tool and many other purposes. It is recognized that many of these purposes are useful in an educational setting. The use of PEDs to benefit student learning is authorized and encouraged.

The superintendent shall develop procedures for the appropriate use of PEDs by students in the classroom.

Cross References:	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Board Policy 3204	Prohibition of Harassment, Intimidation and Bullying
	Board Policy 3231	Searches of students and Their Property
	Board Policy 3245	Technology
	Procedure 3245P	Technology
	Procedure 3246P	Use of Personal Electronic Devices
	Board Policy 3300	Corrective Actions

Adopted: July 2, 2013
Updated: February 2018
Updated: May 2018

STUDENTS

Use of Personal Electronic Devices

Students will be advised at the beginning of the school year as to proper cell phone and other Personal Electronic Devices (PED) etiquette at school. Students are responsible for the PEDs they bring to school. Everett Public Schools shall not be responsible for loss, theft, damage or destruction of devices brought onto school property or to school-sponsored activities or events off school property.

Elementary and Middle School Students

Elementary and middle school students will follow the guidelines published in their school handbooks.

High School Students

We encourage staff to allow the use of student PEDs when appropriate to the instructional target and learning experience. High school students may use their cell phones and other PEDs for personal use during transition periods, at lunch and before/after school. Students are expected to silence their PEDs when entering a classroom. Headset device usage within the classroom will not be allowed unless specifically authorized by the teacher.

Use of personal electronic devices at Everett Public Schools is considered a privilege and not a right and may be revoked by a principal, assistant principal, or principal's designee. All authorized use at school shall be in compliance with district policy and school rules.

The following steps will generally be taken if the student violates district policy or school rules regarding PEDs.

Step 1 Warning from classroom teacher to the student.

Step 2 Warning and teacher calls home or emails the parent/guardian of the student informing them that the next step will be a referral to the office.

Step 3 Teacher informs student he/she is writing a referral to the office. Teacher calls home or emails parent/guardian of the student to inform them a referral to the office has been made. The student will be given an after school detention or other appropriate consequence.

Step 4 If violation of school rules regarding PEDs persists, school discipline policies will be followed.

Acceptable Use Guidelines for Electronic Devices

1. A principal, assistant principal, or principal's designee may search a student's PED if the principal, assistant principal, or designee has reasonable grounds to suspect that the search will yield evidence of the student's violation of the law or school rules. Search of a student's PED may reasonably include social media or cloud-based applications being used on that device at or around the time of the search. The search must be reasonably related to the objectives of the search and the nature of the suspected infraction.

2. Everett Public Schools will not be held liable for commercial service charges that occur from the use of a student's PED. It is the parent's responsibility to make sure their student understands the usage options that are available to them and whether a student's service plan includes Internet access and all related costs.
3. A PED shall not be used in a manner that disrupts the educational process, including but not limited to, device tethering or posing a threat to academic integrity.
4. Devices shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.
5. Students shall comply with any additional school and/or district rules developed concerning the appropriate use and storage of PEDs.
6. Students who violate these conditions of use will be subject to disciplinary action, including losing the privilege of bringing PEDs onto school property, suspension, or expulsion. In addition, a principal, assistant principal, or principal's designee may confiscate the student's PED where appropriate, such as when it poses a threat or danger, is used to cheat on assessments and exams, or contains evidence of violation of district policies or school rules. In this instance, the PED shall be returned only to the student's parent/guardian.

Cross References:

[Board Policy 3246](#)

Use of Personal Electronic Devices

Adopted: July 2013

HUMAN RESOURCES

Technology

The goal of the use of technology in Everett Public Schools is to improve performance and achievement for all students and employees, and increase productivity and efficiency in the day-to-day operations of Everett Public Schools.

Appropriate safeguards will be in place to ensure the security of Everett Public Schools' systems, records or data that may be accessible through the use of technology.

The superintendent will develop a procedure for carrying out this policy.

Cross References: [Board Policy 2124](#)
[Board Policy 2125](#)

[Board Policy 3245](#)
[Procedure 3245P](#)
[Board Policy 4400](#)
[Board Policy 5215](#)
[Procedure 5225P](#)
[Board Policy 6505](#)

[Board Policy 6550](#)

Digital Citizenship and Media Literacy
 Web-based Curricular Materials, Classroom
 Websites and Achievement Tracking
 Products
 Technology
 Technology
 Election Activities
 Conflicts of Interest
 Technology
 Video Security on School District Grounds
 or Property
 Data Security and Privacy

Adopted: April 26, 2005
 Updated: June 2007
 Updated: February 2012
 Updated: February 2018
 Updated: May 2018

Human Resources

Technology

The use of district technology by Everett Public Schools employees is vital to its daily activities. Effective instruction and efficient operation and management require a staff that is skilled in the use of technological tools. Ongoing training is essential.

Additionally, Everett Public Schools permits the use of personal electronic devices (“PEDs”, e.g., smartphones, tablets, slates, notebooks, laptops, cellular phones, and other similar mobile electronic devices.) We believe that a PED can play a positive role in furthering our staff and students’ learning. The Everett Public Schools wireless network permits individuals with a district network account and a PED to access the Internet.

Access

Employees will have access to job-appropriate technologies while being provided opportunities to use those technologies.

Appropriate Use

1. It is the expectation of the district that employees effectively and appropriately use available technology.
2. Inappropriate use should be reported to appropriate district officials.
3. All users of district technology shall comply with current copyright laws.

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The district will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

General Use of Everett Public Schools Technology

1. Diligent effort by all users must be made to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.
2. Prior to having access to district technology, every effort shall be made to provide appropriate training.

Personal Security

Staff should not share personal information about employees or students without appropriate authorization.

System Use

1. All use of district technology must be in support of education and Everett Public Schools' operations and consistent with the mission of the district. Everett Public Schools reserves the right to prioritize use and access to district technology.
2. Any use of district technology must be in conformity with state and federal law, system use policies and district policy.
3. Use of district technology for commercial solicitation is prohibited except as allowed by law.
4. District technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
5. Subscriptions to mailing lists, bulletin boards, chat groups, commercial online services or other information services must be directly related to classroom curriculum or the job responsibilities of the employee.
6. District technology and/or personal PEDs shall not be used to disrupt the operation and use of district technology by others. District technology, including hardware and software, shall not be destroyed, modified, removed or abused in any way.
7. Use of district technology to develop programs or institute practices that harass other users or gain unauthorized access to any technology service or information and/or damage to the components of a technology service or information are prohibited.
8. Users are responsible for the appropriateness of the material they transmit or publish. Hate mail, harassment, discriminatory remarks or other antisocial behaviors are prohibited. This may also include the manufacture, distribution, or possession of inappropriate digital images.
9. Use of district technology to access, store or distribute obscene or pornographic material is prohibited.
10. The use of district technology, including cell phones, to conduct and communicate district business via email, district social media and text are all subject to the Washington Public Records Act. Thus, text messaging is prohibited except for emergencies, safety-related matters or to communicate routine, non-substantive time-sensitive matters.
11. Physically connecting or attaching any computer, networking equipment or device to district technology via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the director of the Information Systems and Technology Department, is prohibited. Unauthorized computer or networking equipment or components will be removed without notice and immediately investigated for security violations.

Use of Personal Electronic Devices (PEDs) and Accounts

Staff may possess and use personal wireless/Wi-Fi PEDs, provided that such devices do not pose a threat to academic integrity, disrupt the learning or work environment or violate the privacy rights of others. Any district business that is conducted on an employee's personal PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal. The district prohibits the conduct of district business using text messaging or personal email or personal social media accounts except in emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.

Staff in possession of personal PEDs shall observe the following conditions:

1. The Everett Public Schools wireless network will provide filtered Internet access. Everett Public Schools is not liable for access to any other network accessed while the PED is operated in district buildings (including Internet service provided by any commercial service provider). Everett Public Schools will not be responsible for unauthorized financial or resource obligations (i.e. subscriptions and license fees) resulting from the use of, or access to, the district's computer network or the Internet.
2. PEDs shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.
3. Staff are responsible for the personal PEDs they bring to school. The district shall not be responsible for loss, theft, damage or destruction of PEDs brought onto district property or to district-sponsored or related events or activities. It should be recognized and understood that a PED may not be compatible with district systems. District support staff will provide technical support on a best effort basis only. Access to district systems with a PED is not guaranteed.
4. Everett Public Schools will not be held liable for commercial service charges that occur from the use of an individuals' PED. It is the employee's responsibility to make sure they understand the usage options that are available to them and whether their provider's service plan includes Internet access and all related costs.

Security

1. Users are responsible for maintaining the confidentiality of their user IDs and passwords and will not leave an open file or session which is unattended or unsupervised. Account/ID owners are ultimately responsible for all activity and security breaches under their accounts/IDs or via their PED.
2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users on district technology or attempt to gain unauthorized access to any data or entity on specific computers or the network.
3. Communications may not be encrypted so as to avoid district security review.
4. Users will avoid using easily-guessed passwords and will be required to change passwords regularly (90 days) or as necessary to maintain security.
5. District employees shall not share their passwords with students.

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- A. Change passwords according to district policy;
- B. Do not use another user's account;
- C. Do not insert passwords into e-mail or other communications;
- D. If you write down your user account password, keep it in a secure location;
- E. Do not store passwords in a file without encryption;
- F. Do not use the "remember password" feature of Internet browsers; and
- G. Lock the screen or log off if leaving the computer.

Internet Safety

Personal Information and Inappropriate Content:

- A. Staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail, or as content on any other electronic medium;
- B. Staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy;
- D. If dangerous or inappropriate information or messages are encountered, staff should notify the appropriate school authority; and
- E. Be aware that the persistence of digital information, including images and social media activity, may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering and monitoring technology services are in use on all district technology with access to the Internet using district technology. Filtering and monitoring systems are designed to block or filter access to Internet content the district deems inappropriate, including pornography and any depictions that are obscene or are harmful to minors in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- C. Email inconsistent with the educational and research mission of the district may be considered SPAM and blocked from entering district email boxes;

- D. The district will provide appropriate adult supervision of Internet use while at school. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively.

No Expectation of Privacy

It is the policy of Everett Public Schools that district technology is to be used for district-related purposes. Employees have no expectation of privacy when utilizing district technology or when conducting district business using PEDs or accounts.

When responding to a public records request under the Washington Public Records Act, the district will access all district technology to provide a complete response. In addition, the district will access PEDs if the employee has used a personal device, personal email account or personal social media account to conduct district business.

The district reserves the right to inspect, without notice, to review, monitor, and log, as appropriate, all activity using district technology when:

- 1. It is considered necessary to maintain or protect the integrity, security or functionality of district or other computer resources to protect the district from liability;
- 2. There is reason to believe that the users have violated this policy or otherwise misused computing resources;
- 3. An account appears to be engaged in unusual or unusually excessive activity; and
- 4. It is otherwise required or permitted by law. Additionally, the username and computing services of the individuals involved may be suspended during any investigation or misuse of computer resources.

District Responsibilities

Everett Public Schools shall:

- 1. Review, monitor, and log, as appropriate, all activity on district technology for responsible use consistent with the terms of the policy and procedures.
- 2. Make determinations on whether specific uses of district technology are consistent with these acceptable use guidelines.
- 3. Remove a user's access to district technology, with or without notice, at any time the district suspects that the user is engaged in unauthorized activity or violating this policy. In addition, further disciplinary or corrective action(s) may be imposed for violations of the policy.
- 4. Cooperate fully with law enforcement investigation(s) concerning, or relating to, any suspected or alleged inappropriate activities on district technology or any other electronic media.

5. From time to time, the district will make a determination on whether specific uses of district technology are consistent with the regulations stated above. Under prescribed circumstances, non-student or non-staff use may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district and is authorized by a district administrator.

Discipline and Consequences for Unauthorized Use of Technology

Violation of Everett Public Schools' expectations for use of technology may be cause for disciplinary action up to, and including, termination of employment.

Cross References:	Board Policy 3245	Technology
	Procedure 3245P	Technology
	Board Policy 4400	Election Activities
	Board Policy 5225	Technology
	Board Policy 6550	Data Security and Privacy

Adopted:	<u>April 2005</u>
Revised:	<u>June 2011</u>
Updated:	<u>February 2012</u>
Revised:	<u>August 2015</u>
Updated:	<u>February 2018</u>
Revised:	<u>September 2018</u>

Acceptable Use of District Technology

In order to receive access to district technology, this Acceptable Use Policy (AUP) form must first be completed, signed and the original forwarded to the Human Resources Department.

Everett Public Schools Technology Access			
Date (print)	First Name	Last Name	Site/Department
<p>My signature below indicates that I have read and understand the Everett Public Schools (EPS) Technology Policy 5225 and Procedure 5225P, and that I agree to the conditions of this policy.</p> <p>_____</p> <p>Employee signature (required)</p>			

My initials below and signature above indicates the following:

<u>Statement</u>	<u>Initials</u>
I have reviewed a copy of the EPS AUP.	
I have read and understand all aspects of the AUP.	
I understand that all information stored on the district's computers, networks, and all other district technology is the sole property of EPS.	
I understand that I have no expectations of privacy for my use of the EPS's computers, networks, and all other district technology.	
I understand that any district business that is conducted on my PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal.	
I understand that the district prohibits the conduct of district business using text messaging or personal email or personal social media accounts except in emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.	

Adopted: August 2015

MANAGEMENT SUPPORT

Data Security and Privacy

Organizational, Staff and Student Data

The data world has grown considerably more complex in the quantity and breadth of data, the internal and external demands to access and analyze data along with the sophistication of its use. As a result, there are a number of challenges facing the district around management, security and the use of data whether it be student, staff or related to the district as an organization. The purpose of this policy is to provide guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safeguarding the security of the data and the privacy of our students, staff and the district as an organization.

Regardless of the device with which Everett Public Schools data is accessed, staff members and contractors are expected to protect student, staff and district-related personal and sensitive information at all times. This policy covers the use of district-purchased devices, as well as devices used by employees and/or contractors that are not owned by the district to access district data, web-based tools and services, including applications.

Data permeate all aspects of the district ranging from individual student performance information, to the classroom, schools, operations departments, and the school board; and thus, this policy must serve a wide-range of needs. In light of the rapidly changing data environment, the accompanying procedure should be annually reviewed. The superintendent or designee will establish procedures that define the district's responsibilities for data security and privacy.

Cross References:	Board Policy 1332	Authorization of Signatures
	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Procedure 2125P	Web-based Resources and Other Online Educational Services
	Board Policy 3250	Release of Student Directory Information
	Board Policy 3600	Student Records
	Procedure 3600P	Student Records
	Board Policy 5225	Technology
	Procedure 5225P	Technology
	Procedure 6550P	Data Security and Privacy
	Everett Public Schools Business Information Manual	

Legal References: [RCW 28A.604](#)
[Trust Policy 430](#)

[20 U.S.C. § 1232g](#)
[34 CFR Part 99](#)

Student user privacy in education rights
Health Insurance Portability and Accountability
Act of 1996 (HIPAA) – Privacy, Security, and
Reportable Breach Notification Policies
Family Educational Rights and Privacy Act
FERPA Regulations

Adopted: August 23, 2016
Updated: March 2017
Updated: February 2018
Updated: May 2018

MANAGEMENT SUPPORT

Data Security and Privacy

It is expected that all employees, volunteers and agents will safeguard student and district data and adhere to the following expectations to protect student and staff privacy and district information as afforded by law.

Definitions

District Data	District data is information created, collected, maintained, transmitted, or recorded by or for the district to conduct district business. It includes data used for planning, managing, operating, controlling, or auditing district functions, operations, and mission; and student and/or staff information created, collected, and maintained by the district including but is not limited to, information in paper, electronic, audio, and visual formats.
Personal Data	Personal data is information created, collected, maintained, transmitted, or recorded by district owned devices, media, or systems that is personal in nature and not related to district business. Personal data includes, but is not limited to, information in paper, electronic, audio, and visual formats. (Staff see Procedure 5225P for Acceptable Use Policy.)

Roles

Data Users	Data users who access district data must comply with: all applicable laws and regulations; district rules, policies, procedures, and standards; and contracts.
Data Managers	Data managers are individuals assigned specific data management responsibilities. They typically have operational responsibility for the management of district data in their functional area.
Data Stewards	Data stewards are designated administrators whose functional areas of responsibility include the creation or origination of and the accessibility to district data. They have overall responsibility for procedures, defining access, managing, and maintaining district data.
Data Governance Group	Data governance group is made up of key data and system stewards who are responsible for the coordination of data entry, security, reporting and accessibility to district data. The group has the responsibility to define, review and promote practices aligned with federal, state, and district policies and procedures.

Chief Information Officer	Chief information officer is responsible for planning and directing strategic, secure, and sustainable use of technology for the purpose of ensuring future use of district-wide instructional, communications and administrative technology is viable. This position coordinates and provides oversight of the data governance group.
Service Providers	Service providers include vendors, strategic partners, higher education institutions or organizations that enter into agreements or contracts with the district. Vendors, partners and outside organizations are responsible to abide by all policies and procedures (research, gift, etc.) and/or enter into contracts that safeguard district data.

Responsibilities

Data Users Responsibilities

Staff members with access to personally identifying information should consider themselves data users and are responsible to ensure the security of data. These responsibilities include:

1. Understand the important of protecting and securing district data as an asset and follow standards and best practices.
2. Understand the use of data in accordance with applicable legal, regulatory, administrative, and contractual requirements; intellectual property or ethical considerations; and strategic or proprietary worth and/or district rules and policies.

Data Manager Responsibilities

Due to job duties and data access, data managers are designated employees who have greater levels of responsibility to ensure the security of data and inform data users. These responsibilities include:

1. Promote the importance of protecting and securing district data as an asset and establish standards and best practices.
2. Attend trainings and remain current regarding the importance of protecting and securing district data as an asset and establish standards and best practices as applied to the stewardship of a specific system.
3. Document and disseminate committee decisions and other relevant information to other data managers and data users.
4. Respond to requests and questions submitted to the district's records office at publicrecords@everettsd.org.

Data and System Stewards Responsibilities

Due to job duties and data access, data and system stewards are designated employees who have greater levels of responsibility to ensure the security of data and train data managers. These responsibilities include:

1. Comply and implement district policies and procedures for the access, use, disclosure, and protection of district data.

2. Provide operational guidance and training regarding data access, use, and compliance with district rules, policies, standards and procedures, as well as applicable legal, regulatory, administrative, and contractual requirements relating to data integrity, security, and confidentiality.
3. Facilitate appropriate district system and data access and relinquishment.
4. Serve as a member of the “data governance group”.
5. Remediate reports of unauthorized data access, misuse, or integrity issues.
6. Report suspected loss, unauthorized access, or exposure of institutional data to the chief information officer.

Data Governance Group Responsibilities

Under the leadership of the chief information officer, the data governance group has the responsibility to review practices and proposals to ensure the security of electronic district data.

1. Provide guidelines for systems requiring integration or use of district data.
2. Create resources to inform and educate data users, data managers and data and system stewards to access and maintain security.
3. Publish and maintain data access procedures and approval processes for managing institutional data.
4. Define methods for ensuring security of district data, contributing to improving security practices, and establishing standards as applied to system stewardship.
5. Facilitate appropriate district system and data access and relinquishment.

Chief Information Officer

The chief information officer has the responsibility for providing leadership to the data governance group.

1. Appoint members to the data governance group.
2. Facilitate the group to ensure the district’s data is secure in a multitude of district and service providers systems.
3. Oversee appropriate district system and data access and relinquishment.
4. Report verified loss, unauthorized access, exposure of institutional data, or data breach to the superintendent.

Compliance

The Health Insurance Portability and Accountability Act of 1996 (HIPPA)

The Everett School Employee Benefit Trust (Trust) sponsors group health plan benefits for eligible employees of the Everett School District (district). The group health plan is sponsored by the district and the Everett Education Association (collectively the Plan Sponsor). The group health plan is subject to the (i) privacy rules and the security rules of HIPPA, (ii) breach notification for unsecured protected health information rules under the Health Information Technology for Economic and Clinical Health Act, enacted as part of the American Recovery and Reinvestment Act of 2009 (collectively the Protected Health Information Laws), and (iii) applicable Washington state law. Generally, the plan sponsor is not directly subject to the Protected Health Information Laws, but the Protected Health Information Laws restrict the ability of the group health plan and the plan sponsor to use and disclose protected health information. The Trust has adopted policies and procedures to comply with the Protected Health Information Laws and are the documents that govern the Trust's, the group health plan's, the district's, and the plan sponsor's compliance with such laws.

Records Management

With the enormous amounts of data and concerns for protecting privacy, it is essential that federal, state and district regulations be adhered to in the use and sharing of data, as well as to its destruction.

Data Destruction

To prevent unauthorized disclosure, district data must be properly disposed of using destruction methods that meet the legal, regulatory, and/or district retention requirements. The [Local Government Common Records Retention Schedule](#) (CORE) and [Local Government Records Retention Schedule School Districts and Educational Service](#) provides the requirements for the secure destruction of district data as outlined in the district [Business Information Manual](#).

Public Records

When requests for data are made by the public, the requestor will follow the procedures outlined in [Policy 4340](#) Public Access to District Records.

Contract Management

Student and Staff Systems

1. All proposed contracts involving the release or sharing of student and staff data must be submitted to the chief information officer or designee. The chief information officer or designee will convene the data governance team consisting of representation from Learning Management Services, Information Systems and Technology, Business Services and the department or school submitting the contract for review.
2. The default option should be that entities that want access to Everett Public Schools student and staff data shall use the Everett Public Schools contract template.

3. In the event that the entity insists that Everett Public Schools begin with the entity's standard contract (and the entity has the negotiation leverage to insist), the proposed contract shall be reviewed by the chief information officer to determine compliance with law and protection for student privacy.
4. The data governance group will be knowledgeable about the Family Educational Rights and Privacy Act (FERPA), the Children's Internet Protection Act (CIPA), and Children's Online Privacy Protection Act (COPPA) and their associated regulations, as well as Board Policy and Procedure 3600, Student Records, and Board Policy 3250, Release of Directory Information, and the FERPA forms used by Everett Public Schools.
5. The starting point for all contracts will be that no personally identifiable student and staff information will be shared to anyone other than a school official with a legitimate educational interest in the information.
6. If personally identifiable student and staff information must be shared to effectuate the purpose of the contract, the chief information officer or designee will determine if the data shared shall be defined as narrowly as possible and contain contract provisions consistent with Everett Public Schools' obligations under FERPA, a specific FERPA exception applies, or whether parental consent will be necessary.
7. Outside entities will be designated as school officials only in rare cases and only by the chief information officer or designee.
8. All contracts involving the release or sharing of student and staff data shall be maintained by the Business Department in a single location.
9. The chief information officer or designee, in consultation with the Everett Public Schools Director of Business Services and counsel as needed, shall review all contracts to determine whether they contain adequate protections for notification and indemnification of Everett Public Schools in the event of a data breach or violation of student and staff privacy.

Service Providers for Student Use

It is the expectation of school service providers to protect all student personal information they collect, how they use the data and share the student personal information ([RCW. 28A.604.020](#)). School service means a website, mobile application, or online service that:

- a) Is designed and marketed primarily for use in a K-12 school;
- b) Is used at the direction of teachers or other employees of a K-12 school; and
- c) Collects, maintains, or uses student personal information. A school service does not include a website, mobile application, or online service that is designed and marketed for use by individuals, or entities generally, even if also marketed to a United States K-12 school. A school service provider is an entity that operates a school service to the extent that it is operating in that capacity.

School service providers may collect, use and share student personal information only for purposes authorized by the relevant educational institution or teacher or with the consent of the student or the student's parent or guardian. School service providers may not sell student personal information with the exception of a purchase, merger, or other type of acquisition of a school service provider. School service providers may not use or share any student personal information:

- 1) For purposes of targeted advertising to students; or
- 2) To create a personal profile of a student other than for supporting authorized purposes authorized by the relevant educational institution or teacher, or with the consent of the student or the student's parent or guardian.

School service providers must obtain consent before using student personal information in a manner that is materially inconsistent with the school service provider's privacy policy or school contract for the applicable school service in effect at the time of the collection.

In an effort to maintain privacy of student data, these requirements are not to be construed to apply to general audience websites, general audience mobile applications, or general audience online services even if login credentials created for a school service provider's website, mobile application, or online service may be used to access those general audience websites, mobile applications, or online services. It is also not intended to impede the ability of students to download, export, or otherwise save or maintain their own student data or documents.

Cross Reference: [Policy 6550](#) Data Security and Privacy

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Integrated Technology Plan

2016-22

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Introduction

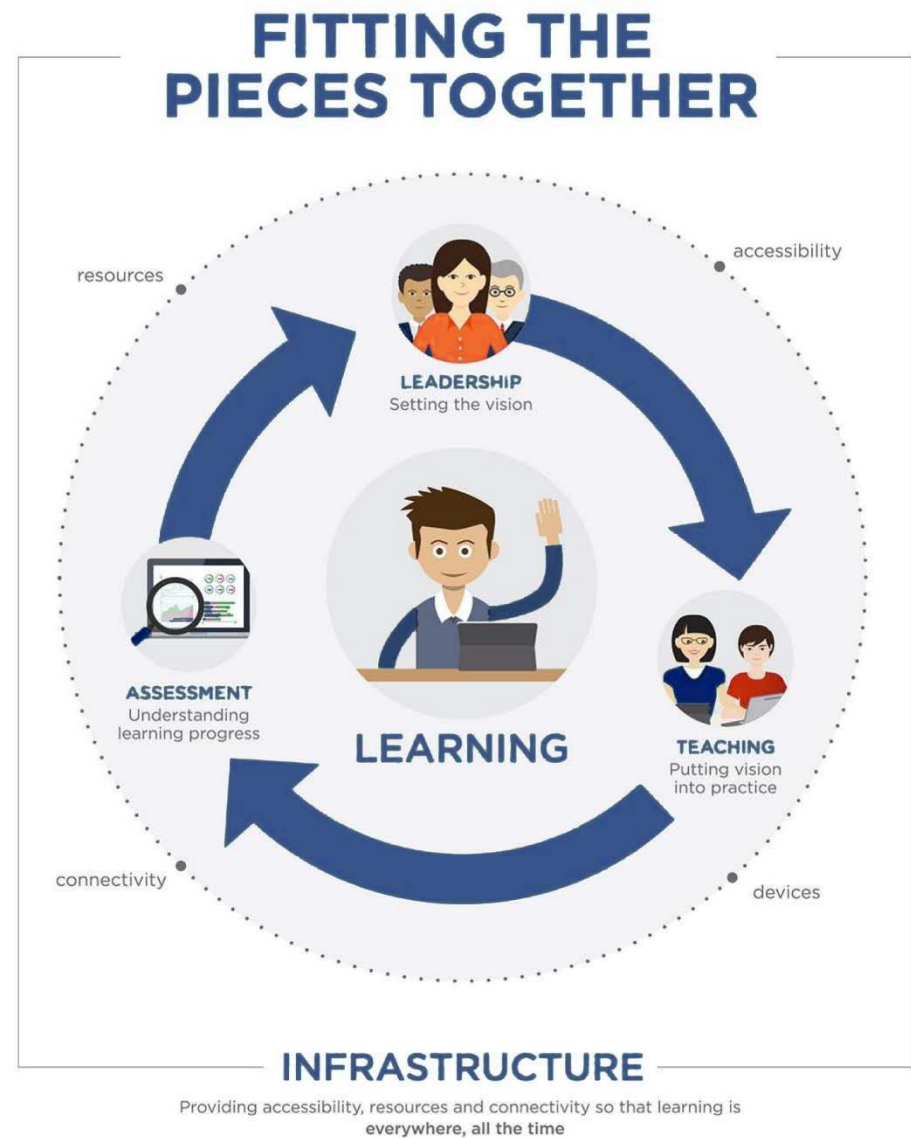
Technology has the power to enable each member of our learning community to engage deeply in learning. “Technology” is more than a device. Buying software alone does not lead to increased efficiency. Simply supplying a device to each student is not enough to increase achievement. The tools must be purposefully used to have impact.

Leveraging technology throughout the district’s operations advances efficiency and effectiveness leading to more innovative practices.

Leveraging technology within teaching equips students to achieve college and career readiness standards.

Proficient in 21st century skills, college and career ready students use critical thinking, collaboration, communication, creativity, citizenship, and character to adapt to the emerging needs of a changing world.

Everett Public Schools is setting a vision for technology-transformed learning throughout the system. Through a coordinated effort, the vision will allow for each and every member of the organization to thrive.



Executive Summary

Everett Public Schools' six-year Integrated Technology Plan (ITP) spans 2016 through 2022. This plan focuses on creating technology-rich environments to achieve our mission of inspiring, educating, and preparing each student to achieve to high standards, contribute to our community, and thrive in a global society. The plan includes operational system enhancements and professional learning support for each staff member. Integrating technology will be a part of transforming every facet of the organization's continuous improvement work.

To construct this plan, the district adopted the National Office of Education Technology Plan (NETP) goal areas: **leadership, learning, teaching, assessment, and infrastructure** adding our own local goal of **community outreach** to assure fully utilizing and informing our community. In each goal area, the plan highlights strategies, key measures, and who is responsible for executing action plans in which learning, enriched by technology, engages all learners.

Developing the plan included consultation with our district leaders, association members, and the Technology Advisory Council (TAC). The plan elements evolved from board priorities, community conversations, a student technology summit, and input from multiple staff groups. Content-specific elements involved contributions from various departments including Information Systems and Technology, Teaching and Learning, Special Education, and Curriculum, Assessment, and Special Programs. Related action plans will further identify specific strategic instructional technology initiatives, resource requirements, and related costs, budgets, and timelines.

We will be successful when our students demonstrate they are well-rounded, healthy, and flexible thinkers with global perspectives who can access resources and collaborate. We will be successful when each staff member develops their talents, engages in problem-solving and innovates within their work to enhance the system.

Research-based

Digital opportunities for enriching personal and professional lives surround staff, students and families in school, in community, at work, and at home. Technology advancements are moving rapidly and require schools and educators be adaptable.

As the exploration phase of this plan began, Everett Public Schools consulted with industry experts, neighboring districts, and school districts heavily invested in technology across the state and nation, as well as strategic partners. Teams visited schools and attended forums with other instructional and technical leaders to assist in the design of this plan. As a part of that discovery process, leadership and the Technology Advisory Council (TAC) reviewed research and a variety of models on how to best use technology for rigorous, personalized learning for students in the classroom.

In *Project RED's* national study, conducted in 2010, more than 1000 schools were analyzed to determine the factors that contributed to the success or failure of the school's initiative to provide Internet access for every student. According to *Project Red*, properly implemented educational technology includes learners' continuous access to a computing device to substantially improve achievement. Across other studies on computers in school several key qualifiers are called out specifically to differentiate between device purchases and an effective education technology implementation. Examining technology's impact on schools involves hundreds of interrelated factors which determine whether technology promotes student achievement. At the forefront is how educators manage education pathways for students. For devices to make a difference it requires technology-transformed instruction, in which educators use digital tools to strengthen curriculum, instruction, and assessment.

The Integrated Technology Plan accounts for the key factors defining a properly implemented technology initiative in which learning is not simply enhanced but transformed. Key implementation factors include an instructional design for deeper learning, leaders trained in change management, and principals leading the integrating of technology in their schools.

Other key implementation factors outlined in this plan center on learning, teaching, and assessment in the forms of digitally supported intervention classes, online collaboration, regular use of computers within content instruction, online formative assessments, and monthly virtual field trips.

Final factors involve keeping technology accessible for all students, at all times; this requires a well-developed technical and support infrastructure.

These key factors have shown to improve engagement, attendance, and increase student achievement. Schools are successful when they use the digital environment to strengthen teaching and learning where technology redefines the task serving as a catalyst for change. Devices have the most impact when used for collaborative learning, as access to personalized learning, and when teachers expand their skills in on-going professional development.

Conclusion

The learning culture both within and beyond classroom walls is critically important to ongoing success. Interactive, technology-enriched environments offer opportunities to develop interpersonal skills and create relationships as students and staff connect to a larger network of experts and resources. The Integrated Technology Plan is designed to ensure the district provides innovative technology tools to staff and students as part of creating an equitable, accessible, and sustainable system.

Implementation Process

1. Prepare action steps as a leadership team for each goal area (leadership, teaching, learning, assessment, and infrastructure) and integrate into Annual Operating Plan (AOP).
2. Budget financial resources to sustainably fund the various digital, human, and technological resources necessary to meet the goals of the plan both from capital, general fund, and other sources.
3. Coordinate with school administration, associations leadership, operational managers, directors, and cabinet leadership to identify activities and outcomes leveraging technology in the annual operating plan, department plans, and school improvement plans.
4. Use advisory councils and strategic partnerships to review plans and progress toward plans' goals.
5. Install robust infrastructure in advance of device deployment to assure equitable access to high-speed 24/7 connectivity.
6. Expand building staff to address both technical and instructional support for the expansion and utilization of technology.
7. Coordinate with curriculum, instruction, special education, categorical programs, and assessment departments related to a core instructional design to align learning technology tools to instructional and curricular goals and universal access.
8. Develop technology proficiency expectations and accompanying professional development offerings in collaboration with each district working group.
9. Plan with shared leadership team training for all teachers' abilities to reach proficient and distinguished levels in effectively creating technology-transformed learning environments.
10. Review annually the effectiveness and efficiency of deployment/upgrade plans for central systems to confirm or reconsider short-term and long-term requirements, assure equitable access, and upgrade or update as needed.
11. Review annually roles and responsibilities for plan's action steps and re-evaluate targets.

Integrated Technology Plan Goals 2016-22

Goal 1: 	All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.
Goal 2: 	All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.
Goal 3: 	All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally-connected society.
Goal 4: 	All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.
Goal 5: 	All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.
Goal 6: 	All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

Goal 1: Leadership

National Education Technology Plan 2016:

For systemic changes in learning and teaching to occur, education leaders need to create a shared vision for how technology can best meet the needs of all learners and to develop a plan that translates the vision into action.



All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.

Strategies	Key Measures	Coordinating Departments
Change Management and Instructional Shift		
Embed strategies from the Integrated Technology Plan (ITP) into the Annual Operating Plan, department plans, and school improvement plans.	Goals and strategies appear in the Annual Operating Plan, department plans, and school improvement plans along with review of evidence of implementation and impact	Cabinet, Department Heads, Building Leadership
Implement change management strategies related to the transformational uses of technology across all stakeholder groups.	Usage statistics of devices, platforms, and software Student achievement indicators (disciplinary rates, dropout rate, assessment scores) Student engagement survey	Cabinet, Department Heads, Building Leadership
Promote a culture of innovation in supporting learning that encourages experimentation and professional growth.	Protocols and resource parameters developed allowing staff to propose action research ideas Danielson and AWSP frameworks	Cabinet, Learning & Information Technology Services, Building Leadership
Assess the value and alignment of current technology solutions and inventories to intended educational outcomes, college and career readiness standards, and operational efficiencies and contrast with other solutions, products and processes, including openly licensed content.	Completed review of district and building instructional tools Usage statistics	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Operational Department Heads, Building Leadership
Ensure that policies, procedures and resources equip instructional staff with the right tools and ongoing support to personalize learning and raise student achievement while also maintaining the confidentiality of student, family, and staff data.	Number of applications reviewed following procedures and policies	Cabinet, Extended Cabinet, Learning & Information Technology Services, Building Leadership
Ensure that policies, procedures, and resources equip operational staff with the right tools and ongoing support to improve efficiency and effectiveness while also maintaining the confidentiality of student, family, and staff data.	Policies and procedures implemented related to digital system tools and software that aligns effectiveness, efficiency targets while safeguarding student, family, and staff data as evidenced in audits	Cabinet, Extended Cabinet, Operational Department Heads, Learning & Information Technology Services, Building Leadership
Implement standards-based digital curriculum, supplemental resources, and operational systems through a selection process that includes an examination of state, national, industry-specific, and global digital resources that align with district infrastructure requirements.	Verification that planned use of adopted curriculum and operational systems align with technical and instructional support resources	Cabinet, Extended Cabinet, Operational Department Heads, Learning & Information Technology Services, Curriculum, Assessment and Special Programs, Teaching and Learning, Building Leadership

Professional Learning related to Technology		
Collaborate with curriculum, instruction, assessment, and special program leaders to leverage technology such that teachers increase engagement and deepen learning reflected in proficient and distinguished levels of teaching.	Proficiency standards in technology adopted and embedded throughout instructional professional development Ratings on Danielson Framework in areas related to technology integration	Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning & Information Technology Services, Building Leadership
Collaborate with all operational department leaders to integrate technology into the design of trainings including on-site and job-embedded professional learning offerings such that staff leverage technology to improve effectiveness, efficiency, and communication.	Number and variety of professional learning opportunities by work group Survey of staff technology proficiency levels Usage statistics of digital tools	Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Department Heads, Learning & Information Technology Services, Technology Integration Facilitators, Building Leadership
Integrate into student, parent, community, and all areas of professional learning across all departments best practices related to data literacy, security, and privacy requirements clarified through policies and procedures.	Number of staff trained related to best practices Usage statistics on analytics software Number of security and privacy incidents	Department Heads, Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning & Information Technology Services, Building Leadership
Finance		
Secure sustainable funding streams from all funding sources for human and non-capital costs for technology initiatives including appropriate strategic community and industry partnerships.	Allocation of non-capital funds related to Integrated Technology Plan Preservation of instructional and technical support beyond capital-funded implementation Number and variety of strategic partnerships and their contributions to implementation of Integrated Technology Plan	Cabinet
Develop funding models and plans for sustainable technology purchases while paying special attention to eliminating those resources and tasks made obsolete by technology.	Reduction of paper and copying expenses Utilization of online storage Retention and storage requirements	Cabinet, Extended Cabinet, Department Heads, Learning & Information Technology Services
Ensure that instructional materials adoptions include sustainable funding for the management of products; access for all users on and off-site, ongoing training for all students and staff; and include online and digital resources.	Annual budget for new staff and product update training beyond adoption year Usage statistics for each digital resources both off and on-site	Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning & Information Technology Services

Goal 2: Teaching

National Education Technology Plan 2016:

Carefully designed and thoughtfully applied technology can accelerate, amplify, and expand the impact of effective teaching practices when educators take full advantage of technology-rich learning environments.



All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.

Strategies	Key Measures	Coordinating Departments
Train staff in the SAMR model, components of blended learning, 21st century skills, and inquiry-based instruction in order to embed technology-enriched instruction throughout the mapped curriculum focused on student proficiency in content, educational technology, and college and career readiness standards.	Number of staff completing integrated technology training Student proficiency and growth in standards and 21st century skills Observations of technology-enriched lessons identified as Substitution, Augmentation, Modification, Redefinition	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Model and train staff in technology-enhanced instructional approaches using a variety of learning technologies to support both formal and informal learning.	Usage statistics on instructional tools, course management system and other learning technologies Surveys/ratings of professional learning	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators, Teachers
Implement research-based, technology-transformed intervention programs to provide personalized learning in conjunction with teacher-facilitated large and small groups and one-on-one instruction (e.g. ELL, special education, Title I).	Usage statistics of intervention program resources Student growth within each program	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Integrate best practices related to digital citizenship, data literacy, security, and privacy requirements into instruction and staff training to promote responsible use of technology and online learning environments, web-enabled collaboration, and communication networks.	Assessment of student and staff understanding of digital citizenship	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators

Goal 3: Learning

National Education Technology Plan 2016:

Using technology to transform learning experiences with the goal of providing greater equity and accessibility.



All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally-connected society.

Strategies	Key Measures	Coordinating Departments
Leverage technology to allow learners to pursue personal interests, innovations, and interactive learning opportunities; to collect and use data; to consider ideas in more than one way; to collaborate with peers, mentors, and experts; and to produce representations of knowledge and perspective.	Student samples from across courses highlighting student performances and reflections Usage statistics of applications	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Demonstrate responsible use of technology through safe, respectful, and secure use of online learning environments, web-enabled collaboration, and communication networks.	Policies and procedures created and training provided Number of incidents where guidelines are reported as not being followed	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Implement a credited program where students can participate in transforming technology use in their school by training them in technology integration and sustaining infrastructure, practicing leadership, and training others in using technology.	Number of students engaged in program Student satisfaction survey Program effectiveness survey Certifications earned by students participating in program	STEM-Career and Technical Education, Learning & Information Technology Services, Building Leadership
Access learning resources, classes, and training in current and emerging digital tools and applications.	Number of trainings and attendees regarding the use of digital tools Usage statistics for staff use of digital tools Surveys/ratings of professional learning	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators

Goal 4: Assessment

National Education Technology Plan 2016:

Technology-enabled assessments support learning and teaching by communicating evidence of learning progress and providing insights to teachers, administrators, families, and, most importantly, the learners themselves. These assessments can be embedded within digital learning activities to reduce interruptions to learning time.



All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.

Strategies	Key Measures	Coordinating Departments
Design and implement valid, reliable, and rigorous formative and summative digital assessments aligned to the content standards and integrating the 21st century skills.	Usage statistics for assessments Number of content-specific performance tasks Number of common assessments developed and in use Student proficiency and growth as measured by assessments	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Provide professional development to interpret results from different types of assessments, utilize assessment tools, and access data dashboards to give students, educators, parents, and other stakeholders timely and actionable feedback.	User feedback on design of data dashboards Usage statistics of analytics tools Number and attendance at professional development offerings	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Support with system tools a model of assessment that includes ongoing gathering and sharing of data for continuous improvement of teaching and learning within practices, policies, and regulations that ensure privacy and information protection for staff and students.	Policies and procedures for student and staff data developed and implemented Usage statistics of assessment and analytics tools	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Identify and implement assessment technologies that allow for embedding a wide variety of assessment items which engage and motivate learners while assessing content standards and the 21 st century skills.	Usage statistics on assessment technologies Student proficiency and growth as measured by assessment technologies	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Maintain inventory of supported devices for administration of practice and actual online assessments (local, state, and national).	Number of supported devices at each site	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Assessment Department

Goal 5: Outreach

National Education Technology Plan 2016:

In addition to working with teams within educational organizations to create an implementation plan, leaders also should solicit input and feedback from a broad range of influencers: administrators, teacher-leaders experienced in using technology to support learning, professional organizations, boards of education, knowledgeable members of the community, business leaders, cultural institutions, colleagues in other districts, and parents.



All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.

Strategies	Key Measures	Coordinating Departments
Communicate with all stakeholders (staff, families, community), in a variety of venues and formats, key elements of the Integrated Technology Plan, implementation phases, and action steps.	Number of communication modes utilized for Integrated Technology Plan information Website analytics on Integrated Technology Plan website and its key resources	Cabinet, Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Provide policy explanations and resource options to support families as students bring home school devices.	Number of communication modes used for policy information	Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Develop resources and trainings for students, families, and other key stakeholder groups to support student use of devices, instructional and productivity software, and collaboration environments.	Analytics for online training resources Number of trainings offered and variety of attendees	Communications, Learning and Information Services, Teaching and Learning, Building Leadership
Establish feedback loops to support continuous improvement of action plans by engaging staff, students, families, community, and key stakeholders for feedback on the clarity of information provided, how to take advantage of trainings, and resources available and the student and family experience with devices at home and within the community.	Number and variety of participants providing feedback Number of responses to surveys	Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Collaborate with area agencies, civic groups, strategic partners, cultural organizations, business leaders, vendors, and community organizations in connecting families to resources and opportunities to extend student learning through use of technology beyond the school programs.	Number of events, event attendance, and survey returns	Cabinet, Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Increase the capacity to provide safe and secure access to the Internet within the community, through industry partners and at home, with a special focus on equity of access.	Number of homes connected using district-provided service, number of strategic partnerships to expand Wi-Fi access	Cabinet, Learning & Information Technology Services
Engage a wide range of stakeholders to evaluate innovative technologies that can transform student learning.	Number of events and event attendance	Cabinet, Communications, Curriculum, Assessment, and Special Programs, Special Education, Learning & Information Technology Services

Goal 6: Infrastructure

National Education Technology Plan 2016:

Learning, teaching, and assessment enabled by technology require a robust infrastructure. Key element of this infrastructure include high-speed connectivity and devices that are available to teachers and students when they need them. Aside from wires and devices, a comprehensive learning infrastructure includes digital learning content and other resources as well as professional development for educators and education leaders.



All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

Strategies	Key Measures	Coordinating Departments
Create and implement sustainability plans for technology life cycle management that include sustainable funding sources, district-wide and onsite technical support, network security, access, performance and services, device refresh plans, data security of operational and student systems, and the development and use of online collaboration environments.	Status of technology lifecycle management plan Identified funding sources for sustaining the Integrated Technology Plan	Cabinet, Learning & Information Technology Services, Finance
Provide sufficient and qualified technical personnel to manage and maintain the technology infrastructure and related services.	Work order statistics Satisfaction surveys Ratio of technical staff to technologies	Human Resources, Learning & Information Technology Services
Provide every student and teacher access to at least one mobile device, appropriate software, and resources for research, communication, multimedia content creation and collaboration.	Total computers deployed to students and educators in four-year refresh cycle with appropriate software and resources	Learning & Information Technology Services, Technology Integration Facilitators
Ensure throughout district facilities staff and students have ubiquitous, reliable, safe, and secure access to the Internet and adequate wireless connectivity.	Number of wireless access points installed throughout the district Internet bandwidth capacity and utilization	Learning & Information Technology Services
Provide services to support safe and secure access to Internet connectivity with a special focus on equity of access.	Number of devices connecting using district-provided service Usage analytics of online learning resources	Learning & Information Technology Services
Provide adequate and reliable network bandwidth, services and infrastructure to ensure electrical access, data, voice, and video services are effectively and efficiently supporting technology utilization and integration into teaching, learning, safety and operations.	Network bandwidth capacity and utilization	Learning & Information Technology Services, Facilities and Planning
Ensure selection process for all online resources include a full technology review including data security, user account management, technical and network requirements, integration, and rostering protocols and that all products have a designated application manager.	Number of resources reviewed compared to number of resources implemented Number of resources leveraging Active Directory Inventory of products and application managers	Cabinet, Curriculum, Assessment, and Special Programs, Operational Department Heads, Learning & Information Technology Services
Create vision of form, furniture, and function of all spaces in the school environment and how they may be defined as learning spaces that support 21st Century learning including classrooms, library, open areas, outside areas, and their relationship to virtual environments.	Design elements incorporated into schools	Curriculum, Assessment and Special Programs, Facilities and Planning, Learning & Information Technology Services, Teaching and Learning

Appendix A: Activities leading to creation of ITP

- October 11, 2016 – Board presentation on end of 2010 Technology Action Plan activities and review of fully drafted Integrated Technology Plan 2016-22
- September 20; October 18; November 15, 2016 – 2016-17 Technology Advisory Council final revisions
- February 2; March 14; May 31, 2016 – 2015-16 Technology Advisory Council review of National Education Technology Plan, proposed aligned goals and draft of district technology plan
- April 26, 2016 – Passage of Everett Bond and Replacement Capital Levy
- March 11, 2016 – Professional development technology sessions for teachers and instructional paraprofessionals
- March 1, 2016 – Student Technology Summit with high school students regarding the future of technology in Everett Public Schools
- February 24-26, 2016 NCCE Conference on Instructional Technology
- February 16, 2016- Professional development technology sessions for maintenance, food service and office personnel
- January 28, 2016 – Instructional Leadership Team worked with Jeff Utecht, consultant on integrating technology into learning
- January 26, 2016 – Board approval of Resolution 1122, Replacement Levy for Safety, Building and Instructional Technology Improvements
- January 19, 2016 – Demonstration of digital inking and use of One Note from Renton Mid/High Prep teacher and students
- January 12, 2016 – Technology Professional Development Leadership Team work with Jeff Utecht
- January 12, 2016 – Review of draft proposed capital bond and levy
- January 7, 2016 – Superintendent Leadership Team worked with Microsoft's James Whittaker on foster innovation
- December 15 and 16, 2015 – Anytime, Anywhere Learning Foundation's *Design, Deploy, Transform* Workshop
- November 30, 2015 – OSPI – ESD189 Open Educational Resources Workshop
- October 27, 2015 - Capital bond/levy development update - Board work session
- October 23, 2015 – Microsoft technology visit on cyber security, network management and products under development
- October 13 and 14, 2015- New Pedagogies for Deep Learning: Deep Learning Lab 2015
- September 24; October 13, 2015 - Community engagement event on technology and facilities - Our communities' students: The next generation of innovators
- September 29 and 30; October 1, 2015 – EdLeader 21 National Conference
- August 26; September 15; October 21- November 9, 2015 -2015-16 Technology Advisory Council input on capital levy
- January 20; February 11- March 3; April 7; June 2, 2015 – 2014-15 Technology Advisory Council studied *Project Red*, the Anytime, Anywhere Learning Foundation, Intel and gave input on capital levy development
- May 19; June 3, 2015- Kent School District school, 1:1 plan review and technology visits
- May 27, 2015 - Board presented information on the timeline and process steps for redeveloping a capital bond proposal
- May 11, 2015 – Teacher Tech Talk on needs for technology and professional learning in schools
- April 28; May 5; May 19, 2015 - Community fishbowl engagement events on capital facilities and technology
- April 1, 2015 – Technology team visited Bellevue School District
- March 24, 2015 - Capital planning update
- February 26 & 27, 2015 Board members and district leadership attended Microsoft Executive Briefing
- February 10, 2015 - Capital bond and levy development update

Appendix B: References

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Appendix C: Contributors to ITP Development (2015-17)

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Technology Handbook for Students and Parents

2018/2019



1:1 device usage



Letter from Superintendent

Welcome to year #2 of 1:1 technology!

In 2016, Everett residents voted “yes” and paved the way for every student in every school in the district to access an educational computing device – no more sharing a row of computers at the back of a classroom or waiting your turn at the computer lab down the hall. This 1:1 rollout and long-range maintenance and replacement plan phases through 2022 and is flexible enough to dovetail with future educational technology innovation we know will be available between now and then.

With advice and insights of the Superintendent’s Technology Advisory Council, our district Integrated Technology Plan is designed to leverage how technology is used to teach and learn and how it is used to operate and support schools efficiently.

As students and staff have repeatedly said, this 1:1 access – at home and at school – “... is a game changer.”

“Mastering technology, learning to use it to access information, store and process and use information to solve problems and create solutions – all this is key to students graduating with skills and abilities to lead and shape the world.”

As you read, enjoy and use this Technology handbook, know it represents the vision and commitment of hundreds of community, parents and staff who envisioned a time when the technology gap would be eliminated and every student would have his or her own learning device.

Our school board and I extend a grateful “thank you” to those who helped make this dream a reality and who continue to support our communities’ children by saying “yes” to these and other educational opportunities.



Dr. Gary Cohn
Superintendent

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History, the future, and core values



Overview

In 1992, this district was one of the state's first to ask its residents to support educational technology in schools. At that time, nearly 70 percent of the voters resoundingly said "yes!" That initial technology levy and subsequent ones during the last quarter century laid the foundation for the 1:1 rollout launched in 2017 and continuing through 2022 (see chart to the right)

Technology is more than a keyboard and monitor. Thus, the district's Integrated Technology Plan (which spans 2016-2022) incorporates nationally recognized core values which drive how we make decisions about technology which foster ethical, equitable and effective technology use. Those are:



All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.



All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.



All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally-connected society.



All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.



All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.



All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

1:1 rollout schedule for each fall



Everett and Sequoia high schools, Garfield, Lowell and Monroe elementary schools



Gateway and North middle schools; three more elementary schools



Cascade and Jackson high schools, Cedar Wood, Jackson and Whittier elementary schools



Three more elementary schools



Eisenhower, Evergreen and Heatherwood middle schools; Forest View, Jefferson, Mill Creek and View Ridge elementary schools



Remaining elementary schools



Intro to 1:1 devices



What does 1:1 (one to one) mean?

One computing device for EACH student.

What does that look like in each school?

Each student in 1:1 schools has access to a computing device. Each middle and high school student may take that assigned device back and forth between school and home. Each elementary student uses a device at school during the school day.

How does 1:1 help learning?

Technology is an educational basic in school today. It is a tool necessary for students to successfully use, produce and create information in a 21st century classroom – and to be prepared for the world they will enter after graduation.

1:1 access levels the playing field for all students. When each student has a device similar to all other students, learning opportunities are equitable. All students then have the same tools aligned with classroom learning.

Being able to take laptops home extends learning beyond the school day and expands opportunities for collaboration for middle and high school students.

Elementary students have more technology access than existed when they left classrooms to use school computer labs. Now 1:1 elementary classrooms each have a computer cart with enough computers for each student. While in school, elementary students learn how to use and care for their devices in readiness for taking them home as middle and high school students.

What is included in 1:1 technology?

Microsoft Office 365

Web based Microsoft Office suite with cloud file storage and Outlook email. Students collaborate with their teachers and peers, and work on their files from any location with internet access. While enrolled in Everett Public Schools, students may download Microsoft Office on up to five home devices.

Windows Ink-Enabled Convertible Laptop

A device for high school students runs Windows 10. The device can be used as both a tablet and a laptop. Students use the stylus to draw, take notes and write directly on the screen.

Google Cloud Apps

Web based application suite with cloud file storage and Google Classroom. Students collaborate with their teachers and peers, and work on their files from any location with internet access.

Chromebook

A device for elementary school students running Google Chrome OS. Student tasks are primarily accomplished in the Chrome browser on the device, with all of their work stored in the cloud.

The district is committed to classroom technology because it:

- » Promotes student engagement and learning enthusiasm
- » Encourages collaboration among students, teachers, parents, community and people throughout the world through interactive networking
- » Guides students' learning and knowledge production
- » Opens students' access to information and opportunities to connect to this learning in meaningful and relevant ways



Device responsibility



What are parent and guardian responsibilities with 1:1 devices?

Before receiving a device, each student and parent or guardian must sign the Student/Parent One-to-One Agreement at the beginning of the school year EACH YEAR.

Each student turns in the 1:1 device over summer break. This is when the district's Learning and Information Technology Services department refreshes each device and readies it for the new school year.

When school begins again in the fall, students, parents and guardians sign the Student/Parent One-to-One Agreement. Then each student is re-issued his or her original device for the upcoming school year.

The best way to keep students safe and on task is to have adults present and involved. The Student/Parent One-to-One Agreement explains parent and guardian obligations to monitor how students use devices away from school. Parents and guardians must agree to monitor student use at home and away from school.

What happens if a 1:1 device is lost or stolen?

If a 1:1 device is:

- Not returned,
- Intentionally damaged,
- Lost because of negligence, or
- Stolen, but not reported to school and/or police in a timely manner,

the student and/or parent or guardian are responsible for repair or replacement costs.

What happens if a student withdraws or leaves the district without returning a device?

If this happens, the student becomes responsible for the device's full replacement cost. Standard district rules for restricting records and transcripts apply until the replacement cost is received or the device returned in good condition. To recover the device, the district may report the loss to local law enforcement.

Ways to be involved in how your student uses a 1:1 device:



Check out the parental controls options available through your internet service provider and/or your wireless router.



Work with your student to develop an agreed-upon set of expectations and rules for how and when the device is used at home.



Allow the device's use only in common rooms of your home, not in isolated areas or bedrooms.



Be genuinely curious about what your student is doing and learning with the device. Ask questions and ask to see the work underway. You will be intrigued and likely "get hooked" on learning too.



Rules for using your device >>



Are there rules about how I use my device?

Yes. It is important you know and understand the responsibilities students and families undertake when using these learning devices.

Although each device is checked out to an individual student, each device is owned by the district.

In general the rules require students to use the devices ethically, legally and efficiently for learning. Students who violate the rules are subject to disciplinary action.

Security rules:

- **DO NOT** share logins or passwords with anyone except parents or guardians
- **DO NOT** develop or use programs to harass others, hack, bring in viruses, or change others' files
- **DO** follow internet safety guidelines
- **DO** share with your teacher any information you may have about security problems
- **DO NOT** discuss security issues with other students

Classroom rules:

- Follow the guidelines and rules established by your teacher.

Content rules:

All files must be school appropriate. Inappropriate materials include references to:

- Alcohol, tobacco, or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

Locker rules

- Never leave the device at the bottom of the locker or pile things on top of the device
- Always lock your locker

Classroom rules (Good habits!)



- Never leave your device unattended for any reason
- Center your device on your desk or table
- Close the lid before you carry your device
- Lock your device (Press the Windows key + L) before walking away from it



Lock Computer (WIN-L)

Home rules

- Store the power cord and charger at home
- Charge your device fully each night
- Use and charge your device in a common room at home
- Store your device on a desk or table, never on the floor
- Protect your device from:
 - Extreme heat or cold
 - Food and drink
 - Small children and pets

Basic rule of thumb:

When using your device, you must be able to answer “yes,” to each question:



Am I using this device to support my learning?



Am I using this device in ways that follow all local, state and federal laws?



Am I using the device in “school appropriate” ways?



Traveling rules

- Do not leave your device in a vehicle, especially where someone outside the vehicle might see it
- Carry your device using your backpack or the carrying case handle
- If someone threatens you in an effort to take your device, don't resist. Give it up. Then notify a school staff member when you get to school or a parent or guardian when you get home. The district partners with local law enforcement to recover stolen devices.

If someone threatens you in an effort to take your device, don't resist. Give it up. Then notify a school staff member when you get to school or a parent or guardian when you get home. The district partners with local law enforcement to recover stolen devices.



What-you-are-prohibited-to-do rules:



Doing any of the following means you are subject to disciplinary action:

You may not:

- Deface district-issued equipment in any way. This includes but is not limited to marking, painting, drawing or marring any surface of the devices.
- Put stickers or additional markings on the devices, cases, batteries, or power cords and chargers. If you do, you are responsible for any cost to repair or replace the damaged items.
- Loan your device or its components to other students for any reason. If you do, you are responsible for the cost of any lost or damaged devices or components.
- Install software, except through a district-approved process.
- Modify a device's operating system in any way.
- Modify district browser settings or use other techniques to avoid being blocked from inappropriate content or to conceal internet activity.

Email rules

Students in 1:1 schools use email to communicate and collaborate with district classmates and staff.

Email dos and don'ts

- **DO** protect your password – you are the ONLY authorized user of your account
- **DO** use email for educational purposes only
- **DO NOT** use email for jokes, chain letters, advertisements, individual profit or gain or political activities
- **DO NOT** use email for harassment, profanity, obscenity, racist remarks, cyber-bullying, hate mail or discrimination
- **DO** remember all student email is archived, can be reviewed if there is a concern, and is the property of Everett Public Schools

File storage rules

Save your work to Office 365 or another cloud-based storage area your teacher designates. If you save your work on your device's hard drive, it could be lost if the hardware fails.

Web Cam rules

Your device's web cam is an extraordinary opportunity to use a 21st century tool to practice and build communications skills. The web cam's use is limited to educational purposes, under your teacher's direction. (Check out the Dos and Don'ts on previous page.)

Gaming rules

At school – online gaming is not allowed, UNLESS it is related to education, AND you have teacher permission.

At home – you may enjoy online gaming if your parent or guardian gives permission, your school work is complete, the game's content supports education and is school-appropriate, and the game does not involve downloading software.

Desktop backgrounds and screensaver rules

1. All images must meet the Electronic Acceptable Use Guidelines, available online, everettsd.org/cms/lib/WA01920133/Centricity/Domain/904/AUP.pdf
2. All images must be appropriate. No guns, weapons, pornographic materials, inappropriate language, alcohol, drugs, or gang-related symbols. Such images on your device will result in disciplinary action. You may lose your privilege of using such a device.

Things not-to-do

- Access or explore online locations or materials that do not support classroom learning or are inappropriate for school assignments
- Send or forward non-school related email
- Use the network for illegal activities, including copyright, license or contract violations



- Take part in cyber-bullying or use objectionable language in public or private messages. For example, racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous language
- Post anonymous messages or unlawful information on the network
- Invade someone else's privacy
- Falsify permission, authorization or identification documents
- Reveal your home address or phone number or someone else's address or phone number
- Use another person's account or password, or allow another person to access your account or password
- Obtain copies of, or modify files, data or passwords belonging to someone else
- Download or install any software including shareware and freeware without authorization
- Download music, games, images, videos, or other media without your teacher's permission
- Vandalize or tamper with equipment, programs, files, software, network performance or other network components
- Download and use hacking software
- Knowingly place a computer virus on a computer or network
- Coach, help, observe or join any unauthorized activity on the network
- Gain unauthorized access on the network
- Attempt to access or access sites blocked by the district filtering system
- Use the network for financial or commercial gain, advertising, or political lobbying

Technical support



How to get help when your device does not work as it should

Four steps to follow if you have trouble with your device:

1. Trouble shoot your device yourself; Google it
2. Ask a trusted classmate to help
3. Ask your teacher for help
4. Visit the school's technician; check out the technician's drop-in times posted in your school library

How your technician helps

- Your technician will troubleshoot and fix the device, if possible. If the malfunction is related to your device's warranty, the district sends it back to the manufacturer for repair. (Manufacturers cover defect malfunctions for four years.) Your technician may issue you a loaner device to use during repair time. Your loaner device may be a laptop or Chromebook with less functionality than the device being repaired.
- If your device has been misused or intentionally damaged or neglected, your technician will determine if it can be made to function again.
 - If the device can be made functional again, your technician will record visible damage in the district's inventory system. This damage is part of your record in connection with your device.
 - If the device cannot be made to function again, your technician will follow procedures for intentionally damaged devices or those damaged by negligence.

Four steps to follow if you have trouble with your device:



**TROUBLE SHOOT
YOUR DEVICE
YOURSELF**



**ASK A TRUSTED
CLASSMATE
TO HELP**



**ASK YOUR
TEACHER
FOR HELP**



**VISIT THE
SCHOOL'S
TECHNICIAN**



Damaged or stolen devices



What happens when devices are damaged or stolen?

- The district's self-insurance covers the costs for accidental damage or theft. There is a difference between an "accident," and "negligence." If your device's damage is deemed intentional or the result of negligence, you may be disciplined and held responsible for the cost of repairing or replacing your device.

If your device is lost, damaged or stolen, you must report this to your school administrator within 24 hours – or the next school day if the damage happens on a weekend or during a school break.

If your device is lost or stolen, work with your school administrator or designee to file a report within 24 hours. The Learning and Information Technology Services (LITS) department will assign you a loaner device. Once your device is recovered, or 90 days have expired (whichever is sooner), you return the loaner device to the LITS department.

Each student's device has recovery software enabling law enforcement to remotely lock and disable it. This renders the device unusable until returned to its registered user.

If your stolen device is recovered within 90 days,

- The LITS Department will evaluate its condition to determine if it is functional
- If the device is functional, LITS will return it to you
- If the device is not functional or cannot be made to operate functionally again, LITS will issue you a replacement device IF the theft is not the result of your negligence and IF you have followed district protocols.

If your stolen device is not recovered within 90 days,

- The district will pay its replacement cost, IF the device was secured on district property
- You will be responsible for its replacement cost IF the device was checked out to you, and you failed to follow the district protocols to safeguard it.

If you need to replace a peripheral item,

- such as a pen, power supply, check with your school treasurer to purchase from the supplies available at your school. Items with more cost value (tablets, keyboards or computers) must go through the “lost or stolen” reporting process at your school.

Replacement costs

High school Windows laptop

*Replacement costs vary based on model**

Complete Computer	\$1200 - \$1400
Tablet Portion	\$1000 - \$1100
Keyboard Portion	\$200 - \$300
Power Supply & Cable	\$20 - \$50
Digital Inking pen	\$30 - \$50
Backup Stylus	\$30 - \$50
Case	\$10 - \$15

Elementary school Chromebook

*Replacement costs vary based on model**

Complete Computer	\$400 - \$450
Power Supply & Cable	\$20 - \$50

** The cost ranges listed above are bulk pricing costs. These are the cost ranges the district paid when it bought the devices over the last two years. All fines for lost, stolen or damaged devices will be based upon these costs.*

Frequently asked questions



Questions most often asked by students, parents and guardians

What if my student is leaving the district?

We are sorry to see you go. Be sure to turn in your device and all accessories as part of your withdrawal process. You can turn these components in to your school technician, office manager or librarian. Please be sure you are returning all components. You may be fined for any missing components or device damage caused by negligence. Another student will use your device after you are gone, and that student will appreciate the care you have taken with it.

Are middle and high school students required to take devices home each day?

Yes – so devices are charged and ready for class. Students are responsible for having devices charged and ready to go each day – just as they are responsible for bringing school supplies to class each day. Students who need to leave devices at school can arrange for that at school.

What if a battery is dead because a student forgot to charge it?



What a good example of why routine habits are important! Students are responsible for having devices charged and ready to go each day – just as they are responsible for bringing school supplies to class each day. It probably won't happen more than once or twice, but a student who forgets to charge a device may be able to borrow a spare power cable from school.

Parents and guardians can help establish charging habits with consistent reminders. If a student lives in multiple households, families may purchase extra cords and chargers.

What if my device needs to be repaired?

Sometimes, unexpected hardware or software failures, not your fault, do happen with computers. (See page 13 of this manual for steps to follow when that happens) If a device needs time to fix, a student may have a loaner device to use temporarily. It is a student's responsibility to treat a loaner device with the same diligent care as the original device.



What if my student forgets to bring the device to school?

Without a device, your student may miss out on instructional activities. Students are responsible for having devices charged and ready to go each day – just as they are responsible for bringing school supplies to class each day. Parents and guardians can help establish habits with consistent reminders.

Each school has some loaner devices. Priority for loaners goes to students who have equipment issues outside of their control. Students not bringing their laptop to school will be considered unprepared for class and may have to make adjustments. This could mean hand writing a document to be submitted electronically later. Makeup work may result from these necessary adjustments.

What about locker room security for devices?

A secure location is available for students in PE and on athletic teams, and PE and coaching staff will instruct students about those locations and security procedures. Please check with your coach or teacher and follow the directions specific to the school. During after-school events, a staff member locks devices in a secure location.

How will you protect my student from objectionable material?

Each device comes with filtering software that works at school and at home. The software screens out objectionable websites. Students learn about digital safety and responsibility and how to stay away from objectionable material and be safe online. However, no filtering system is perfect, and it is important parents and guardians monitor computer use and practice digital citizenship.

A good source of information about Digital Citizenship and Literacy is available on the district website at <https://www.everettsd.org/Page/23785>.

How does the district monitor compliance with acceptable use of computers and internet?

The district archives all internet traffic, including emails and files. These are searchable and subject to investigation and public records requests whenever there is a concern or request. While students may be able to delete their internet browsing history on an individual device, all internet activity is stored and searchable on the district network.

My student has her own device. Can she use that instead of the district one?

No – for several reasons, including safety, instruction, technical support and equity.

- Safety: District-installed web filters and other safety precautions help prevent students from accessing inappropriate or unsafe websites at school and at home.
- Instruction: District-installed software is not available on outside devices. The same software, and even the same version, is on each district laptop, so teachers are quickly and efficiently able to teach entire classes and help individual students.
- Technical Support: Support staff can provide robust technical support for district-provided devices. The same level of support is not available for non-district devices.
- Equity: Some families cannot afford the latest computer or even a computer at all. If all students are using the same device, they focus on what they are learning with devices, not on the differences among devices.

How does this work for students taking off-campus classes like Running Start and Sno-Isle?

Each student in all 1:1 schools is issued a device. Running Start students must coordinate training times and the process for checking out devices. Running Start and Sno-Isle students and parents and guardians must also complete the Student/Parent One-to-One Agreement so it is on file at school. Full time Running Start and Sno-Isle students must also routinely (at least once a quarter when meeting with school counselors) return to school for security updates and to maintain device accounts on the district network. Filtering software on off-campus devices is set to district standards, not to off-site standards.

What if we don't have internet access at home?

Although internet access isn't required, it is very helpful for students.



The Sprint Foundation chose Everett Public Schools to be part of its 1 Million Project. This means district high school students without internet access at home are eligible for a free wireless hotspot. Check with your school for the details.



What if a student forgets a password?

Teachers can help reset passwords.
School technicians can also help.

How long will the batteries last?

Each laptop has a rechargeable battery that, if fully charged, should last a full school day. The district replaces defective batteries at no charge.



Some battery-operated external components, such as certain models of digital inking pens, contain user-replaceable batteries. Batteries in these devices must be replaced by students as part of normal use.

Does this replace my textbook?

Not necessarily. The extent to which teachers use devices and other materials varies from class to class. Teachers across the district are working with devices and classroom material to identify what works best and in which combination. Teachers will continue to use digital devices and traditional materials such as textbooks. Digital tools help make understanding deeper and richer and open options for more resources and collaboration.

What if I don't sign the usage agreement? I do not want my family to be responsible for a device.

A student without a device at home is limited in learning and has less access to learning resources. If a student's parents or guardians refuse to sign the usage agreement, the student will still be able to access a device at school. This means reporting before school to a designated area to check out a device and returning there after school to check it back in.

What if I have concerns about the amount of time my student is spending in front of a screen?



You can help reduce non-productive, non-school screen time by:



Limiting the amount of time your child is using the device for entertainment



Keeping the bedroom as a screen free area; televisions; cell phones or computers don't need to be in your child's bedroom, especially at night



Encouraging your child to get plenty of exercise and daily physical activities



Increasing the amount of screen time your student spends ***creating*** content over the amount of time spent ***consuming*** content

Why being aware of how a student uses screen time is important. The most recent survey of media use by tweens and teens conducted by Common Sense Media (www.commonsensemedia.org) shows the typical U.S. tween (8-12 years-old) now averages about six hours of entertainment media use daily, excluding time spent at school or for homework. For teenagers (13-18 years-old), the average is nearly nine hours of entertainment media use daily.



Nondiscrimination statement

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Office – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104

Title IX Officer – Mary O'Brien, MO'Brien@everettsd.org, 425-385-4106

504 Coordinator – Becky Ballbach, rballbach@everettsd.org, 425-385-4063

ADA Coordinator – Becky Clifford, relifford@everettsd.org, 425-385-5250

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