

SCHOOL DISTRICT OF CLAY COUNTY

Green Cove Springs, Florida

Ben Wortham
Superintendent of Schools



PROCEDURES MANUAL FOR INSTRUCTIONAL TECHNOLOGY SERVICES

Clay County School Board Members:

Carol Vallencourt	District 1
Carol Studdard	District 2
Charles E. Van Zant, Jr.	District 3
Frank Farrell	District 4
Lisa Graham	District 5

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ACKNOWLEDGEMENTS

Committee Members:

Arlene Sherrod, Chair

Carolyn Grissom

Ted Jahn

Alisa Jones

Ruth Paine

Bill Ralls

Karen Robinson

This document has been prepared as a guide to inform employees, students, parents, and the community about available technologies and the policies and procedures relating to proper use of technology in the school system. The following are dictated by and must be in compliance with standards, policies and guidelines established by the following sources:

- Florida Statutes
- Southern Association of Colleges and Schools (SACS)
- State Standards
- Clay County School Board

District Contacts

Sharon Chapman
Tom Moore

Assistant Superintendent for Instruction
Chief Information Officer

Carolyn Grissom
Alisa Jones
Ruth Paine
Bill Ralls
Karen Robinson

Supervisor of Information Services
Supervisor of Instructional Support Services
Distance Learning Specialist
District Technology Integration Specialist
District Instructional Media Services Specialist

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What Everyone Needs To Know About Instructional Technology

Instructional Support Services is the department in the **Instructional Division** responsible for the use and integration of technology into the curriculum. A **Technology Integration Specialist** is available to help teachers integrate technology into the curriculum and assist in use of resources. A **Distance Learning Specialist** is available to help teachers with distance learning content and issues. Curriculum specialists are also available within the Instructional Division to help teachers use subject specific resources. A website is maintained at www.clay.k12.fl.us/ttc as a “one-stop” site for key instructional resources.

ESE is the department in the **Instructional Division** responsible for assistive technology. An **ESE Technology Specialist** is available to help teachers and administrators with assistive technology needs.

Information Services is the division responsible for telecommunications and network infrastructure, functions and security, hardware maintenance and, in most instances, software operability and installation. The Information Services Helpdesk is available via email or phone to assist users with telephone, network, or email issues.

Maintenance is the department in the **Support Services Division** responsible for electrical wiring necessary for hardware usage.

At each **school site** there are several key staff members to assist faculty and staff members. The administrator assigned curriculum at each school can direct users to appropriate staff. A **Technical Specialist** serves a similar position in most secondary schools but is a 12 month classified employee vs. a 10 month instructional employee. The responsibilities designated as teacher support for curriculum issues related to instructional technology may be assigned to another person at the school.

All elementary schools have a **Technology Coach** who is a regular classroom teacher who is paid a supplement to assist teachers with the use of instructional technology. A **Technical Support Assistant** is available in some locations to support and troubleshoot hardware and software issues, notifying the Information Services Helpdesk when additional support is needed.

Each school has an identified **Webmaster** who maintains the school website and a **Channel 29** contact who submits information for broadcast on the school district's educational access channel. There is also a **Blackboard Domain Administrator** who maintains the school's domain on Blackboard.

Many schools also have computer lab teachers who may or may not fill one of the above positions. Elementary and secondary education departments and curriculum specialists are available to support computer lab curriculum.

A directory of Instructional Technology/Network Specialists, Technology Coaches, Webmasters and Technical Support Assistants can be found at the Clay County School District webpage, www.clay.k12.fl.us/ttc. Workshops for these positions are regularly scheduled and attendance is necessary for each school to stay informed about resources and issues.

Instructional Technology

Instructional Technology refers to a digital learning environment that supports student achievement and focuses on technology integration, or the seamless use of technology, as a tool for communication, learning, research, collaboration, skill development, and production of student work.

This digital learning environment encourages anytime, anyplace teaching and learning to support curriculum standards and benchmarks as well as lifelong learning for all stakeholders.

Specific curriculum standards and benchmarks include:

- <http://www.floridastandards.org>
- [Florida Educator Accomplished Practices](#)
- [National Standards for Students, Teachers, and Administrators](#)

A matrix for Technology Integration, <http://fcit.usf.edu/matrix> , has been developed to illustrate how K-12 teachers can use technology to enhance learning. The matrix associates five independent characteristics of meaningful learning environments with five levels of technology integration.

Additional Instructional Technology resources relating to Technology Integration are located online at http://www.fldoe.org/bii/Instruct_Tech.

The Role of the Instructional Technology/Network Specialist

A job description for this position is located in the appendix.

The roles of this position include:

Administers the network serving the entire school.

Supports administrative data communication networks and data communication networks that allow users to access information throughout the district, state, nation, and world.

Serves as a member of the School Technology Committee, which is comprised of a representative from each department, including administrators.

Assists the School Technology Committee, which is responsible for developing and implementing an annual Technology Plan.

Assists the school's property manager with the inventory of the school's technology hardware and software, such as the fall Florida Department of Education Florida Innovates Survey.

Assists in training the school's faculty and staff related to the usage of the school's licensed software and hardware.

Facilitates integration of technology into the curriculum.

Attends meetings, workshops, conferences, and inservice activities related to technology.

Related Roles:

Telephone, EMS, air conditioning system, closed-circuit television system administration, classes in TV and/or video production fall outside the normal duties of this position.

The school web page is the responsibility of the volunteer webmaster at the school and falls outside the normal duties of this position.

It is suggested that the IT/Networking Specialist should not be assigned duties that take them away from network administration and ancillary responsibilities.

The Instructional Technology/Network Specialist or Education Technology Specialist or Coach is responsible for end products created by participants in Professional Development activities that he/she facilitates. Is it not the responsibility of the Instructional Technology/Network Specialist or Education Technology Specialist or Coach to maintain faculty inservice records.

District Technology Committee

A district technology committee is responsible for composing the District Technology Plan according to state and federal guidelines and requirements, and for developing policies and procedures for instructional and educational technology.

The district technology committee includes representative administrators from impacted departments, administrators from each school level, district curriculum specialists, representative support personnel, representative teachers, CCEA and CESPAs representatives, network specialists, and elementary technology coaches.

The committee is chaired by the Supervisor of Instructional Support Services, and is co-chaired by the Supervisor of Information Services, Assistant Superintendent for Instruction, and the Chief Information Officer.

The committee meets at least once a year with necessary agenda items dictating the need for additional meetings and/or sub-committee meetings.

School Technology Committee

Each school must have a technology committee representing each grade level and/or department in the school. The committee is chaired by the Instructional Technology Specialist or Coach, or for schools without such personnel, a person designated by the school Principal, and shall meet at least once a year.

The School Technology Committee:

- Assesses technology needs at the school
- Provides information for inclusion in the Technology Plan section of the School Improvement Plan
- Makes recommendations for spending available funds to correlate with the Technology Plan section of the School Improvement Plan
- Provides leadership and promotes Technology Integration
- Promotes and/or delivers professional development
- Disseminates information
-

Blackboard and Domain Administrators

Blackboard is a community learning management resource or system that includes an academic suite for personnel to create engaging learning content, assess and evaluate student performance, and facilitate student and parent participation, communication, and collaboration. Blackboard also includes a community suite that allows the school district to customize information by school, department, and/or user, extend teaching and learning beyond the classroom, and give one-stop access to information, resources, and services.

Each school has one or more Blackboard Domain Administrators designated by the Principal. The Domain Administrator has privileged rights to maintain custom information and to train and assist users at the school site.

Domain Administrators are trained to assist teachers in developing course and/or class websites following established guidelines for school, faculty, and staff web pages.

The **school principal** is ultimately responsible for content and review of Blackboard school domains and course and class Blackboard sites.

Content on teacher websites is covered in the Terms and Conditions for Use of Telecommunications and Networks in the Employee Handbook. The following forms are provided in the Appendix as guidelines for Blackboard websites:

[Blackboard Course Checklist](#)

[Blackboard Class Website Checklist](#)

[Non-Blackboard Class Website Checklist](#)

Guidelines for School, Faculty, and Staff Web Pages

A web page that is developed or sanctioned by a School Board of Clay County employee and that links the School District of Clay County to the employee must support the educational mission of the District and follow national, state, and local laws and policies. The following guidelines have been developed to ensure that information on such pages is appropriate for any Internet user to access.

The **District website** is maintained by the **District Webmaster**. School websites and department main websites are hosted on a district server and reflect a standardized style and design.

Class, course, and organization websites are hosted on Blackboard. These are merged with the District website at www.clayschools.net. Pre-login, visitors see the District website with a Blackboard tab. Post log-in, users see the school or District website and tabs associated with the user including My Blackboard.

The goal of a school or teacher webpage is to introduce visitors to the school or class, share information about the successes of the school or class, and link users to valuable educational resources and information.

The **school principal** is ultimately responsible for content and review of the school or class webpage.

Each school must have a school board employee who is designated as the **school webmaster**. The school webmaster is appointed by the principal on a voluntary basis. The school webmaster will be the only person at the school authorized to upload files to the district website. The school webmaster must coordinate efforts with the district webmaster. The school webpage should reflect school activities, student work, special projects, or aspects of the community the school serves. It is important to provide meaningful and current content. The official school homepage must be posted on the District server. The homepage must indicate the date of the last revision. The main school webpage must include a link to the District homepage, www.clay.k12.fl.us or www.clayschools.net.

Faculty and staff must follow webpage policies covered in the Terms and Conditions for Use of Telecommunications and Networks in the Employee Handbook. Faculty and staff web pages may be posted on Blackboard or the District server. Any webpage on another server that identifies a classroom, school, and/or the district must be approved by the **School Curriculum Council**. Faculty and staff web pages should provide meaningful and current content.

From time to time, school-associated organizations develop web pages to provide parents/students with relevant information. **Volunteers** developing these web pages must also adhere to these guidelines and notify the principal in writing of any web pages that identify the school and/or district.

Content on all the above web pages should be checked for **spelling and grammar** before posting. All work published should be free of spelling and grammatical errors. This also applies to student work published on the web, except as grade appropriate.

Local, state, and national laws govern release of **student information**. Student grades cannot be published with student names. Alias identification must be developed. This identification cannot be a social security number or the student identification number. A student's name with his/her picture is not to appear on a school or class website for any reason. Do not include a student's full name, home address, phone number, or full names of family members. **File names** for pages and images should be checked to ensure that student's names do not appear, i.e. – marysmith.gif, jimpaul.html.

Information on web pages should not indicate the **physical location** of a child at a specific time. A map of the school facility may not be posted.

No web page should allow visitors to contact any student directly. Communication concerning the content of any page must be directed to the principal or school webmaster. School home pages must include a **link to email** the school webmaster.

School or class web pages may contain small acknowledgements of school partnerships or sponsorships. Web pages may provide links to partner or sponsor's web pages.

All links to external sites must open in separate windows and are subject to final approval by the school principal. No documents may contain objectionable material or links to objectionable material as stated in the School District of Clay County Acceptable Use Policy.

All school and class web pages must conform to copyright regulations.

The following **style guide** is recommended but not required:

- Do not use "Under Construction" signs on a home page as it may remove your site from major search engines; construct the page before placing it on the web. If "Under Construction" graphics are necessary, please do not keep them on any page longer than four weeks.

- The date of the last update to the home page should be clearly identified for page viewers.
- Images should be displayed with width and height set. Large images should be avoided. Use thumbnails when available.
- Pages should accommodate a variety of browsers, including text-only browsers. Be sure to specify an <ALT> tag for graphics. Avoid making pages that require unusual plug-ins.
- Internal documentation should be contained in the source code. It should consist of the author's name (teacher's name may be more appropriate if author is a student), and creation and revision dates. Any unusual content or styles should be noted.
- Facilitate travel through your web pages. Provide hypertext links wherever possible. Keep URL's as simple as possible.
- Do not use spaces in file names.

Instructional Resources

The following websites maintain current information concerning Clay County instructional resources:

www.clay.k12.fl.us/ttc

www.clay.k12.fl.us/curriculum

[Distance Learning Blackboard website](#)

[District Library Media Blackboard website](#)

[Instructional Support Services Blackboard website](#)

- **Blackboard**

- **Use** of Blackboard is governed by the license agreement between Blackboard and the Clay County School Board.
- **Authorized users** are defined in the license agreement. Students and SDCC employees are loaded into Blackboard via TERMS. Other authorized users must be created by a Blackboard system administrator.
- **Courses** are loaded for teachers through TERMS but a teacher must go to the Control Panel under Settings – Course Availability to make courses active. Secondary teachers creating course sites should use the courses created by TERMS and should rename them in the Control Panel under Settings – Course Name and Descriptions.
- The **Course Merge Module** is available so a teacher can combine classes with multiple class periods.
- Elementary teachers creating course or class websites should ask the school domain administrator to create an organization for his/her course or website.
- Blackboard **Organization Websites** function similarly to Blackboard courses, and the teacher, or **Organization Manager/Leader**, uses the Control Panel to select students to enroll in the organization. (Control Panel – User Management – Enroll Users)
- Both Courses and Organizations have a **Grade Center** available. Teachers may use the Grade Center as a grade book, but secondary teachers must post interim or final grading period grades to Smart Web unless an administrator directs that all grades be posted to the official electronic grade book which is currently Smart Web.

- The teacher and administrative team are the only individuals who have rights to the individual teacher's grade book, electronic or print. With Blackboard, the teacher can allow other employees or parents access to the Grade Center. A school domain administrator can create **Observer** accounts. In order to share Grade Center data with **Observers**, Observers must first have user accounts created on the system with a system role of Observer. Next, Observers must be associated with Students enrolled in the course, and finally be granted access to the course.
- **Safe Assign** is a component of Blackboard similar to Turn-it-in.com.
- Blackboard **training** is available and can be coordinated through specialists at the Teacher Training Center located at FIH.
- **Wimba** is a component of Blackboard that provides web conferencing capabilities.

- **Calendars** – A WebEvent calendar is provided for each school and various district sites to enable users to post events to a multiple calendars as applicable. These calendars can then be viewed via the web, giving users the ability to view one or multiple calendars. WebEvent calendars can be accessed at www.clay.k12.fl.us/ttc by selecting Calendars. Each school has a delegated Calendar Administrator who reviews events submitted and adds approved events to the appropriate calendars. For additional information about WebEvent calendars, contact the Teacher Training Center.

- **C.L.I.P.** - [C.L.I.P.](http://www.clay.k12.fl.us/ttc) stands for Curriculum, Lessons, and Instructional Materials Portal, a resource that includes curriculum maps, lesson plans, and online access to textbook materials. Teachers have access to all materials in [C.L.I.P.](http://www.clay.k12.fl.us/ttc); students and parents can only access Courses and Unit Plans. All courses in green have information to access online textbook materials. Access C.L.I.P at www.clay.k12.fl.us/ttc by selecting [C.L.I.P.](http://www.clay.k12.fl.us/ttc). For additional information, contact the Teacher Training Center.

- **DataStar** is a suite consisting of FCAT Star, 504 Star, Parent Star, ESE Star, LEP Star, and PMP Star. DataStar provides information so administrators and teachers can individualize instruction based on specific data to improve student achievement. Parents can also monitor and track student achievement via Parent Star. Staff at the Teacher Training Center can direct users to the appropriate contacts for DataStar.

- **Destiny** is a library resource and textbook inventory and management program. Available in multiple languages at <http://destiny.clay.k12.fl.us>, Destiny has replaced the old card catalog and electronically searches the SDCC resources including print materials, Internet resources, electronic databases, eBooks, Accelerated Reader titles, textbooks and more. Additional information about Destiny library is available from the school media specialist or District Media Center. For additional information about Destiny textbook, contact Instructional Support Services.
- **Discovery Education Streaming Plus** (formerly United Streaming) is a subscription service that provides teacher access to [8,700 full-length videos](#) segmented into 80,000 content-specific clips tied directly to state and national standards that can be seamlessly integrated into the curriculum. For additional information, contact the school media specialist or District Media Center.
- **ISafe** is a resource for teachers, students, and parents to learn and gather resources about Internet safety. For additional information, contact the Teacher Training Center.
- **LearnKey** provides self-directed technology training for SDCC employees. For additional information, contact the Teacher Training Center.
- **Parent and Student Resources** – Many resources are also available to parents and students. Information about these resources can be accessed under the student tab when students or parents log in to Blackboard.
- **Podcasting** – Employees must follow podcasting policies covered in the Terms and Conditions for Use of Telecommunications and Networks in the Employee Handbook. Wimba may be used to create podcasts but in order to create non-Wimba school-related podcasts, employees must become Certified Clay County Podcasters. There are three courses that must be completed I to become Certified:
 - Podcasting in Education (Introduction)
 - Podcasting in Education (Intermediate)
 - Podcasting in Education (Advanced)

Once a person successfully completes all three courses, he/she will receive a certificate that certifies his/her eligibility to publish and promote podcasts that are sponsored by the School District of Clay County, Florida. In order for the employee to start publishing his/her podcast, it must go through an official approval process. A copy of the podcast, along with the completed required approval forms (see copies of these forms below) must be submitted as an "approval packet." If the podcaster is a school employee, the approval packet must be submitted to the school Curriculum Council for official approval. If the podcaster is a district employee, the approval packet must be submitted to his/her district administrator for official approval. If the podcast is not approved the first time it is submitted, appropriate feedback will be given to the podcaster so he/she may make needed adjustments and the podcast can then be resubmitted for approval. Once the podcast is approved, it can be published and promoted as a podcast sponsored by the School District of Clay County, Florida.

Forms Required for Podcast Approval Process:

- [*Design Standards for School and Department Audio and Video Podcasts - School District of Clay County, Florida*](#)
- [*School District of Clay County, Florida - Podcast Approval Form and Rubric*](#)
- [*School District of Clay County - Request for Approval of Non-Board Approved or Non-State Adopted SUPPLEMENTAL or CORE Instructional Materials*](#)
- **SmartWeb** is an electronic gradebook that is currently the official gradebook for recording grades to feed into TERMS. For additional information on SmartWeb, contact Information Services.
- **TransAct** is available for administrators to find forms in various languages. For additional information, contact the ESOL office.
- **Wimba** is a collaboration suite that includes web conferencing, voice, video, podcasting, instant messaging, application sharing, polling, whiteboarding, and content authoring software.
- **See Appendix for Additional Software Information**

Software Selection and Purchasing

Most software programs can be previewed through a company demo or on Internet web sites prior to purchase. Few companies send full software programs for preview. The Instructional Technology/Network Specialist or Technology Coach should be consulted to provide current information, software reviews, and other pertinent information and to ensure that software meets minimum system requirements. Software considerations must meet the needs of the school as stated in the Technology Plan within the School Improvement Plan.

Software Approval

Software programs not purchased by Clay County School Board fall subject to Clay County's Instructional Materials Procedures. See Clay County District Schools Handbook of Instructional Materials Procedures for more details regarding this information (Form ISS-2-2535 in appendix). Information Services must also approve and load software.

Software Review and Implementation

Any administrator planning to purchase and/or implement site or network instructional software must submit a software review form to Instructional Support Services at least four months prior to the purchase. Once the review form has been approved, an implementation planning meeting will be scheduled to include:

- Administrator from requesting site
- Technology personnel from requesting site
- Information Services Supervisor
- Information Services Network Specialist
- Information Services Programmer/Analyst
- Instructional Support Services Supervisor (if instructional software)
- Software Company Account Manager
- Software Company Implementation Technician
- Software Company Technical Consultant

- Software Company Training Specialist
- Facilities Representative

The software company must agree to these guidelines in order to be considered for purchase by the School District of Clay County:

1. Data created as a result of using purchased software is the property of SDCC.
2. Confidentiality Agreement must be in place with the vendor that narrowly defines the use of data stored on servers.

**SCHOOL DISTRICT OF CLAY COUNTY
SOFTWARE REVIEW**

Person requesting review: _____

School/Dept.: _____ Date: _____

Software Title: _____

Software Company: _____

Use of this software is related to:

____ School Improvement Plan

____ Sunshine State Standards

____ Technology Plan

____ Adaptive Technology

____ Other: _____

Software will be implemented _____ for site only or _____ district-wide.

If plant modifications, additional hardware, equipment, or furniture will be required, please explain below including responsible party for expenses:

Attach to this form a quote from the software company including contact information, technical requirements, and training information. Submit 1 copy of the form to Information Services and 1 copy of the form to Instructional Support Services at least four months prior to implementation. No purchase of software can proceed until approval is received.

FOR DISTRICT USE

DIVISION: IS INSTR FAC _____ APPROVED _____ DISAPPROVED

DATE: _____

Date for Implementation Planning Meeting: _____

SOFTWARE IMPLEMENTATION PLANNING MEETING

Software Title: _____ **Date:** _____

Attendees from SDCC:

Attendees from software company:

Meeting Goals:

Review request for software purchase

Review and confirm technical requirements

Review and confirm facility/equipment requirements

Review and confirm Student Information System issues

Review and discuss data or migration issues

Review quote, statement of work, and contract

Set timelines and expectations for implementation, training, etc.

Review request for software purchase

Identify sites:

Who will be the lead contacts for district and software company?

Coordination: _____

Technical: _____

Who will be the contacts supporting the program from the technical side after installation?

Who will be the contacts supporting the program from the functional side after installation?

Will training be provided for a district functional and technical team prior to user training?

Review and confirm technical requirements

Review system requirements:

What are the server specifications?

Where will the server(s) be located?

What are workstation specifications?

What type/speed of connectivity is required?

Will the application be made available outside the site/district?

Describe backup procedures:

Are any security certificates or additional software required?

Review and confirm facility/equipment requirements

What additional electrical or network connections are required?

Are any additional switches/ connectivity equipment required?

What additional furniture is required?

What additional computer peripherals are required?

Review and confirm Student Information System issues

Will student information be required?

Will data be imported?

What are required data elements including any unique terminology?

Review and discuss data or migration issues

Will there be any migration of data?

Who will export, map, import data?

When will data be extracted and imported?

Review quote, statement of work, and contract

Are there any policies or decisions that need discussion?

Are there software setup decisions to be addressed prior to installation?

Set timelines and expectations for implementation, training, etc.

TASK	ASSIGNED TO	DATE	COMPLETED?
SDCC send PO			
Sample data sent to software co.			
Equipment purchased			
Equipment configured/installed			
Data verified			
Installation information received			
Software received/installed			
Data completed and installed			
District technical and functional training			
User training			
Acceptance of system			
Maintenance			

A project timeline must be prepared that addresses:

- what is to be provided,
- who will provide,
- when it will be provided,
- how will the application be tested, and
- how will we measure success.

All affected parties must agree to the timeline and that sufficient resources will be supplied to meet the project plan.

QUESTIONS AND NEXT STEPS:

Use of Audio Visual Materials

Educators are responsible for wise use of audiovisual materials (i.e. videos, CD-ROM, DVD, etc.). The following policies should assist the classroom teacher:

All media must be previewed by the teacher prior to use in the classroom. All use of audiovisual materials, including television and software, must be documented in lesson plans as part of an instructional objective. Best practices for using videos limit viewing sections that are relevant to instruction.

There is no district wide approved AV list. Materials that are not part of library collections should be approved by the school curriculum council.

As videos become more readily available, concerns regarding copyright violations and misuse increase. One absolute prohibition that must always be kept in mind is that videos may not be used for entertainment or recreation unless public performance rights have been purchased. By copyright law, videos labeled "For Home Use Only" cannot even be used for their actual or intellectual value unless they are specifically related to a teaching activity. They must have a clear-cut instructional purpose and be used for face-to-face teaching activities only.

Films and filmstrips do not fall under these same copyright restrictions because of practices established well before the 1976 copyright revision. Films and filmstrips may be shown in schools as long as no fees are charged to viewers.

All media center videos must be screened prior to being placed on the library shelves. Audiovisual materials that are the property of a teacher or student must be cleared through the school Curriculum Council before use in the classroom. At no time may schools use rental videos, even if the rental store personnel signs a copyright release. Even the use of a rental video appropriate for instruction would be considered a contract violation.

District Media Center and Discovery Streaming

The District Media Center (DMC) and Discovery Streaming are two resources that are readily available and provide audiovisual materials which are considered acceptable for use. Teachers can check out District Media Center materials through Destiny. For additional information, contact the school media specialist or the District Media Center.

Copyright

Infringement of copyright protection is a violation of federal law. Clay County School Board complies with all federal copyright laws. It is the responsibility of each principal and media specialist to inform faculty and staff of current copyright laws for print and non-print materials. The Instructional Technology/Network Specialist or Coach coordinates with the media specialist to present the current copyright laws for electronic communication and computer software use. Documentation is required certifying that faculty and staff have been advised of current copyright laws. Signed county forms will be kept on file at the school site.

Educators bear the responsibility of copyright infringement. Use Gary H. Becker's *Copyright: A Guide to Information and Resources* as a guide when questions arise. A copy is available under Resources on the Instructional Organizer tab in C.L.I.P.

Censorship Policy

Instructional Technology/Network Specialists and Technology Coaches must resist all efforts by groups or individuals to censor media/technology materials. Challenged materials should be presented to the School Curriculum Council. Materials under question will remain in use until a decision has been made. A decision to remove materials from the school is based on the recommendation of the school Curriculum Council and the final decision of the superintendent or designee.

Challenged Materials

For an individual to request reconsideration of instructional materials, the following forms must be completed:

ISS-1-2501 is to be completed by any individual to review or request reconsideration or challenge the use of a specific instructional material. The form must then be returned to the principal who will consult with the media or technology specialist.

ISS-2-2535 should then be completed when the curriculum council reviews the materials and to report curriculum council recommendations for usage. Both forms should then be sent to the Supervisor of Instructional Support Services.

See appendix for copies of the forms.

Florida Innovates Survey

The Florida Innovates Survey, formerly Florida StaR (System for Technology Accountability and Rigor), is an annual survey required by the Florida Department of Education that solicits responses from K-12 principals and technology coordinators about how technology is used in schools, including questions about technology planning, infrastructure, and available equipment.

Principals and District Technology Coordinators are given passwords allowing access to the survey for their school or district only. The current URL is www.flinnovates.org/survey.

The results of the survey are reported online to schools and districts providing valuable data to be used for school and district technology planning and for federal reporting required of Enhancing Education Through Technology (E2T2) grant recipients. Results give valuable indicators for use in school technology planning, budgeting for resources, and assessment of progress with school, district, and state technology projects.

Technologically Literate Requirements

Federal regulations require that all teachers, administrators, and students (by the end of the 8th grade) be technologically literate. A teacher inventory of technology skills and an 8th grade technology assessment are administered to meet these federal regulations. For additional information, contact Instructional Support Services.

School District of Clay County Acceptable Use Policy

Administrators, Instructional Technology/Network Specialists, and Technology Coaches will facilitate the use of network and Internet resources within the guidelines of the District Internet policy.

Each Board employee who has access to the Internet must sign an Employee Network Responsibility Contract, which is maintained by a school administrator.

Employee Training:

Each cost center administrator shall conduct a yearly employee training session concerning proper use of telecommunications and networks. This training session may be in the form of a live presentation from a school or district technology specialist or a video presentation, which is available for checkout from the District Media Center. Verification of this training shall be filed yearly using the appropriate form provided (see appendix).

SCHOOL DISTRICT OF CLAY COUNTY
**Terms and Conditions for Use of
Telecommunications and Networks**

(Reference School Board Policy 4.59)

The School District of Clay County electronic network provides an exciting opportunity to expand learning for students and Board employees. With this opportunity comes the responsibility for appropriate use. Each student, parent, teacher, or Board employee should read this document carefully prior to signing the Code of Conduct or an Employee Network Responsibility Contract. A signature signifies receipt and understanding of the terms and conditions outlined in this document. If you have any objection to the following, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

SCHOOL DISTRICT OF CLAY COUNTY TELECOMMUNICATIONS NETWORK OVERVIEW

The School District of Clay County telecommunications network is accessible to all students and Board employees. The goal is to promote educational excellence for all students by facilitating resource sharing, accessing outside information and research, and encouraging technological innovation and worldwide communication.

INTERNET RESOURCES

The electronic network serves as an information highway providing the opportunity to expand learning by connecting computers worldwide and millions of individual subscribers. Students and Board employees will have access to:

1. Worldwide electronic mail communication;
2. Global information and news as well as the opportunity to correspond with other institutions;
3. Public domain and shareware computer software of all types;
4. Educational discussion groups on numerous topics;
5. Access to many university libraries and other libraries.

INTERNET WARNING

With worldwide access to information comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications that are not appropriate for school-aged children. The Clay County District Schools views information gathered from the Internet in the same manner as reference materials identified by schools. Specifically, the District supports resources that will enhance the learning environment with guidance from faculty and staff.

At school, student access to and use of the network will be under teacher direction and monitored by a school board employee as any other classroom activity. The school district is not able to prevent the possibility of user access to material that is not consistent with the educational mission, goals and policies of the school district.

USER GUIDELINES:

Internet access is coordinated through a complex association of government agencies and regional and state networks. It is the school district's intent that the Internet and our telecommunications network be used in a responsible, efficient, ethical and legal manner. The operation of the Internet relies heavily on the proper conduct of the users who must adhere to strict guidelines. If a district user violates any of these provisions, their account will be terminated and future access will be denied. In addition, serious violations may result in school disciplinary action or legal action in accordance with Clay County policies, up to and including termination of employment. A signature on the Code of Conduct or an Employee Network Responsibility Contract indicates that the user has read the terms and conditions carefully and understands their significance.

I. Acceptable Use: The use of your account must be in support of education and research that is consistent with the educational goals and policies of the Clay County District Schools. Users are encouraged to develop uses which meet their individual needs and that take advantage of the network's functions: Electronic mail, conferences, bulletin boards, databases and access to the Internet. Use of any other network or computing resources must be consistent with the rules appropriate to that network.

II. Privileges: The use of Internet is a privilege. Inappropriate use will result in the cancellation of that privilege. Each individual who accepts an account will receive information pertaining to the proper use of the network. School and district administrators will decide what is inappropriate use.

III. "Netiquette": You are expected to abide by the generally accepted rules of network etiquette. Be polite. Do not use vulgar or obscene language. Do not reveal your address or phone number or those of others. Please remember that electronic mail is not guaranteed to be private. Do not disrupt the network, the data, or other users.

IV. Unacceptable Uses of Network Include:

- A. Violating student or staff rights to privacy, or violating provisions of the Florida K-20 Education Code, FERPA, or HIPPA;
- B. Using the Internet without application of common sense;
- C. Using profanity, obscenity, or other language which may be offensive to another user, including bullying;
- D. Sending or accessing pornographic text and/or graphics;
- E. Accessing unauthorized games;
- F. Engaging in illegal activities (defined as a violation of local, state, and/or federal laws);
- G. Sending or receiving copyrighted materials, including computer software or material protected by trade secret, without permission;
- H. Plagiarizing;
- I. Reporting personal communications without the author's prior consent;

- J. Using the network for commercial activities, product advertisement, or financial gain;
- K. Knowingly transmitting viruses or other destructive programming;
- L. Transmitting spam or chain letters;
- M. Unauthorized soliciting for goods and services, including personal solicitations such as garage sale announcements;
- N. Posting personal views on social, political, religious or other non-business related matters;
- O. Unauthorized streaming of video or music, such as listening to radio stations via the Internet

V. Warranties: The School District of Clay County makes no warranties of any kind, whether expressed or implied, for the service it is providing. Clay County District Schools will not be responsible for any damages you suffer, including loss of data, nor will it be responsible for the accuracy or quality of information obtained through this Internet connection. Inappropriate Internet sites should be reported to the Information Services help desk.

VI. Security: Security is a high priority. If you identify a security problem you must notify a system administrator immediately. Do not show or identify the problem to others. Do not share passwords. Change passwords regularly. Do not use another individual's account. Attempts to log on as another user will result in cancellation of your privileges. Any user identified as a security risk or having a history of problems with other computer systems will be denied access.

VII. Vandalism: Vandalism will result in cancellation of your privileges and/or disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks. This includes the creation of or the uploading of computer viruses on to the Internet or host site. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.

VIII. E-Mail Policies:

- A. Individual e-mail accounts for students enrolled in grades K- 612 will only be established for legitimate educational purposes as determined by the school principal.
- B. No student may access his or her own external e-mail accounts.
- C. Teacher directed class accounts for students are acceptable.
- D. No personally identifiable e-mail addresses for students are to be published on the web;
- E. Parents have a right to request access their student's e-mail account. The Information Technology staff will evaluate these requests, which must be signed by the school principal.
- F. Students should promptly report to a teacher or another school employee any messages received that are inappropriate or that make them uncomfortable. Students shall not agree to contact or actually meet in person with anyone they met online unless a parent or guardian is aware of and approves the contact or meeting. Students should understand that predators often pose as others to gain student confidence and learn schedules or habits that make the personal safety of students vulnerable.

- G. District and school staffs will be issued school system e-mail addresses in the form: name@mail.clay.k12.fl.us. These accounts will be used for school business and may be published.
- H. E-mail transmission between SDCC employees regarding students may include student name, sports teams, course title, dates of attendance, and awards.
- I. Any e-mail transmission between SDCC employees regarding confidential student information or records or reports for which there is a right of privacy under FERPA or F.S. 1002.22 must be segregated into a student file folder or a confidential file folder upon receipt and may not be disseminated as public record.
- J. No e-mail communications containing confidential information as defined above shall be sent to anyone outside of the school district. If a parent or guardian wishes to communicate with staff via email or if a parent or guardian wants to allow email communications about his/her child to others outside of the school district, the parent or guardian of the student must personally come to the school and sign a request and consent for such transmission and provide the address to which such e-mail transmissions should be sent.
- K. Teachers may only communicate factual information. Subjective information such as behavior may not be communicated via email.
- L. The transmission of confidential information such as student ID numbers, addresses, or phone numbers and/or personnel information, such as social security numbers, addresses, or phone numbers, shall not be used in e-mail. Such information should be formalized into letters and memoranda. E-mail can be edited and redistributed without the knowledge or permission of the originator. There is also a presumptive right of the public to access public documents.
- M. It shall be the responsibility of the sending party to maintain a copy of original e-mail transmissions as required under the public records law;
- N. Individuals using e-mail in an inappropriate manner will be subject to penalties as described in Board Policy 2.17.
- O. The e-mail system and hardware equipment is owned by School District of Clay County and is intended for school district business use. Minor personal use of e-mail is acceptable but should not interfere with or conflict with school district business.
- P. Change e-mail passwords frequently.
- Q. Use of personal networks and/or email sent via non-district computers or service providers may still be subject to review if any school-related content is included in the communication.

IX. E-Mail Etiquette: Helpful guidelines:

- A. Make "subject" headings as descriptive as possible.
- B. Begin messages with a salutation, restating the question or issue being addressed in a response.

- C. Choose words carefully to avoid misunderstandings. Text does not permit verbal or expression clues which are usually necessary when statements are intended to be funny or sarcastic.
- D. Archive and/or delete e-mail files as soon as possible as appropriate under public records law.

X. Sponsors: School Board employees who supervise student access to the Internet are responsible for teaching proper techniques and standards for participation; appropriate online behavior including cyberbullying awareness and response, interacting with other individuals on social networking sites and in chat rooms as required by CIPA (Children's Internet Protection Act); guiding student access to appropriate sections of the network; and assuring that students understand that network misuse will result in the loss of access privileges.

XI. Web Pages: Users must adhere to the Guidelines for School, Faculty, and Staff Web Pages established in the Board adopted Technology Procedures Manual posted online. When posting on non-district web sites and identifying oneself as a School District of Clay County employee, content must be appropriate and not in violation of the conditions of The Code of Ethics and Principals of Professional Conduct of the Education Profession of Florida. The District's currently sanctioned web page hosts include the District webpage and the online Learning and Content Management System. Either is recommended for hosting SDCC web pages.

XII. Synchronous and Asynchronous Communication: Users on the District network shall only access online synchronous and asynchronous communication applications such as chat, blogs, wikis or social networking website functions such as discussion threads, document posting, RSS feeds, etc., for legitimate instructional purposes. Student interaction must take place within a teacher-moderated online environment. The District's currently sanctioned online Learning and Content Management System is recommended for delivery of these applications.

XIII. Podcasts and Vodcasts: Users must adhere to guidelines defined in the Board adopted Technology Procedures Manual posted online. When posting on non-district web sites and identifying oneself as a School District of Clay County employee, content must be appropriate and not in violation of the conditions of The Code of Ethics and Principals of Professional Conduct of the Education Profession of Florida.

XIV. Use of Screening/Web Filtering Tools: In compliance with federal guidelines, the School District of Clay County will use Web filtering tools that screen incoming text and graphics to restrict user access to material that is consistent with standards of selection of materials specified in Florida Statutes, Clay County School Board Rules, and the Clay County Handbook of Instructional Materials Procedures.

XV. Contracts: In order to access the network, District employees are required to enter into an "Employee Network Responsibility Contract." The School District of Clay County shall approve this form.

XVI. Exception of Terms and Conditions: All terms and conditions stated in this document are applicable to all users of the network. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of Florida, the United States of America, and School District of Clay County rules.

**SCHOOL DISTRICT OF CLAY COUNTY
EMPLOYEE NETWORK RESPONSIBILITY CONTRACT
(Reference School Board Policy 4.59)**

I understand and will abide by the School District of Clay County Terms and Conditions for Use of Telecommunications and Networks. Violations will result in loss of my access privileges. In addition, serious violations may result in disciplinary action and/or appropriate legal or criminal action being initiated against me according to the Clay County policies.

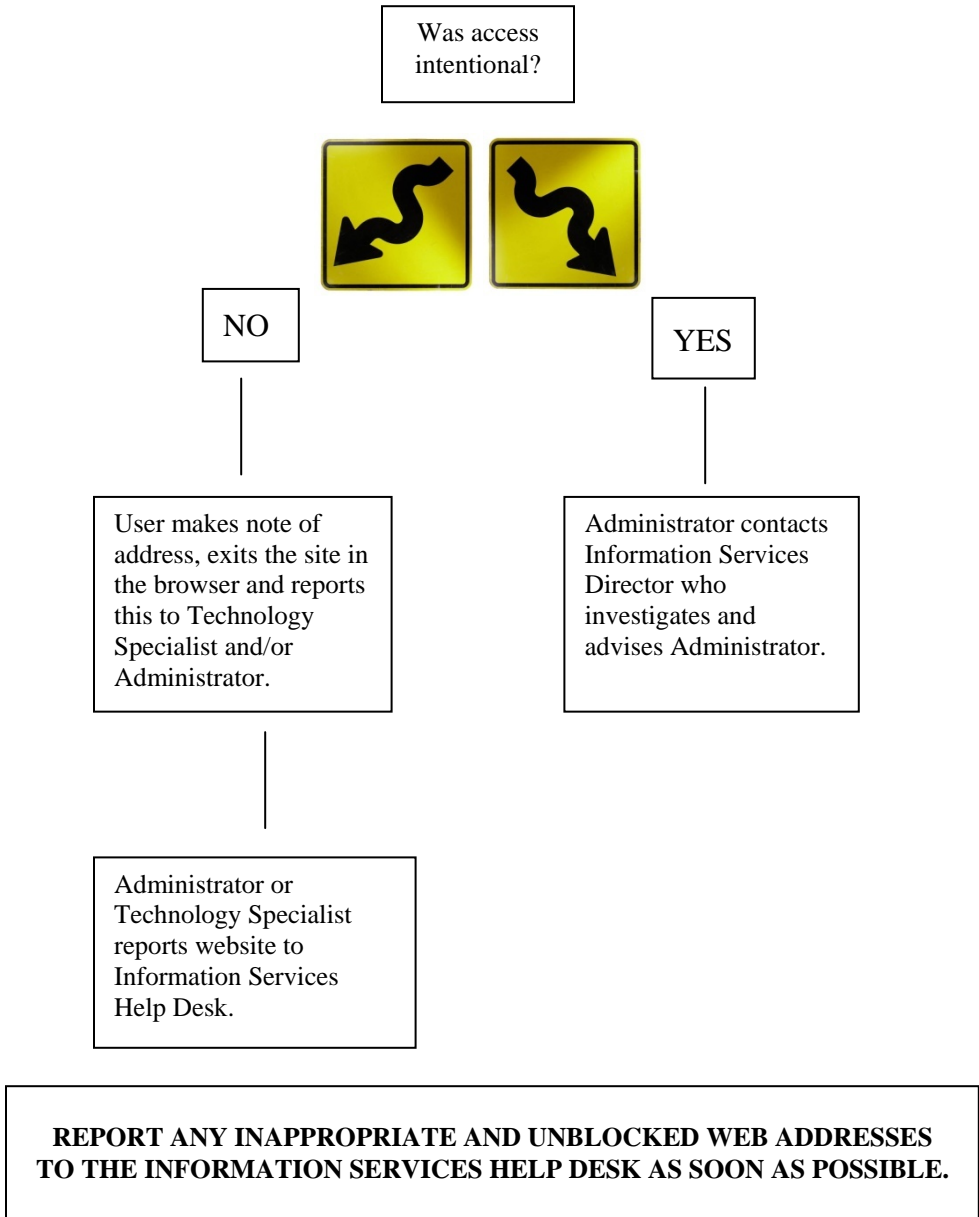
If I am a supervising teacher, I do agree to instruct the student on acceptable use of the network, proper network etiquette and Internet safety including appropriate online behavior including cyberbullying awareness and response, interacting with other individuals or social networking sites, and in chat rooms as required by the C.I.P.A., and will report and/or terminate privileges of any student using the network unacceptably. I will make reasonable efforts to monitor information made available while students are under my supervision and/or in my presence. I recognize and accept my responsibilities to be present while the network is being used by the student.

EMPLOYEE NAME (print): _____

SIGNATURE: _____ DATE: _____

SCHOOL/DISTRICT ADMINISTRATOR'S INITIALS: _____ DATE: _____

Procedure When Users Access Inappropriate Internet Content



REPORT ANY INAPPROPRIATE AND UNBLOCKED WEB ADDRESSES TO THE INFORMATION SERVICES HELP DESK AS SOON AS POSSIBLE.

E-mail Guidelines

Section VIII. F. in the Terms and Conditions for Use of Telecommunications and Networks defines acceptable use of e-mail transmissions regarding student information. The following Frequently Asked Questions are given for clarification.

FAQ's of E-mail Policy

Can We:

1. Request student records from other Clay County schools using name only?
Yes – if only student name is used and it does not identify ESE in any way
2. Send student name only listings to vendors such as Jostens for diploma printing?
(This being the way the company prefers to do business)
For diplomas: Yes – if only student name is used and it does not identify ESE in any way
For others: See #9.
3. Have teachers send “A” and “AB” Honor Roll lists to school office using student names only?
(Lists are then printed in the newspaper. Again, the newspapers request the list be sent to them through e-mail.)
Yes – if only student name is used and it does not identify ESE in any way
4. Send reminders to teachers regarding parent/teacher or IEP meetings with name, meeting time and location?
No – because this identifies a student as ESE
You can remind the teacher of an IEP meeting, but cannot use the student's name.
5. Send lists of students that have gone on field trips and need to be excused by their teachers?
Yes – if only student name is used and it does not identify ESE in any way
6. Send announcements of students that have excelled in Academic Team, ROTC, etc., and should be recognized using name only?
Yes – if only student name is used, it does not identify ESE in any way, and only factual information is given
7. Send lists of students who need to be excused for FCAT make-ups using name only?
Yes – if only student name is used and it does not identify ESE in any way
8. Communicate with parents to schedule meetings, etc.?
Yes – if only student name is used and it does not identify ESE in any way
9. Send test scores and student specific information to third party vendors?
Individual determination based on need – Confidentiality agreement required
 - Renaissance
 - Pearson
 - Cady & Cady
10. At any time send Social Security numbers?
NO!!
11. Send employee information, such as:
 - List of employees as part of a group? *Yes*
 - Social Security Numbers? *NO!!*
 - Name and addresses? *NO!!*
12. How is transitory defined?
Answered during training
13. Is the folder on the computer or a physical file folder?
Either is acceptable as long as the folder is segregated as a non-public record file
14. Who do we contact for clarifications?
Alisa Jones x5900612

Technology Organizations

DOE

The Department of Education has many resources for technology planning and implementation. See the web site at: <http://wwwfldoe.org>.

FACE

FACE the Florida Association for Computers in Education, Inc., www.facenet.org, was created to provide cohesive, unified organization to represent the concerns of people who are interested in instructional technology. Established in 1985, FACE is one of the fastest growing educational technology associations in the country. With over 1,500 members, the association serves K-12 teachers, college students, parents, and vendors.

FACE strives to furnish leadership and to foster advances in educational technology. It promotes and supports the development, dissemination, integration, and utilization of instructional technology in education, and works to ensure that these efforts result in the highest-quality use of instructional technology throughout the State of Florida.

FCIT

The Florida Center for Instructional Technology is located in the College of Education, University of South Florida, at Tampa, Florida. FCIT is funded by the Florida Department of Education, Bureau of Educational Technology, to provide leadership, instructional materials, and support services to educational institutions with regard to the integration of technology into K-12 education. See: <http://fcit.usf.edu>.

ISTE

International Society for Technology in Education developed the technology standards for teachers and students. See their web site at: <http://www.iste.org>.

APPENDIX

- CIPA (Children's Internet Protection Act)
- Curriculum Resources for Technology
- Job Descriptions:
 - Instructional Technology/Network Specialist
 - Elementary Technology Coach (Supplemented position)
- [Blackboard Course Checklist](#)
- [Blackboard Class Website Checklist](#)
- [Non-Blackboard Class Website Checklist](#)
- [Design Standards for School and Department Audio and Video Podcasts - School District of Clay County, Florida](#)
- [School District of Clay County, Florida - Podcast Approval Form and Rubric](#)
- School District of Clay County - Request for Reconsideration or Review of Instructional Materials
- [School District of Clay County - Request for Approval of Non-Board Approved or Non-State Adopted SUPPLEMENTAL or CORE Instructional Materials](#)
- Employee Network Responsibility Employee Training Certification (for site administrators)
- Photography/Video/Class Assignment(s) for ESE Students (not required for non-ESE students – see Student Code of Conduct)
- NETS for Students
- NETS for Teachers
- Technology Integration Matrix
- [Florida Educator Accomplished Practices \(Pre-Professional\)](#) (.pdf)
- [Florida Educator Accomplished Practices \(Professional\)](#) (.pdf)
- [Florida Educator Accomplished Practices \(Accomplished\)](#) (.pdf)

CIPA

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding for Internet access or internal connections from the E-rate program – a program that makes certain communications technology more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA. More recently, Congress enacted additional protections for children using the Internet.

What CIPA Requires:

- Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy and technology protection measures in place. An Internet safety policy must include technology protection measures to block or filter Internet access to pictures that are: (a) are obscene, (b) child pornography, or (c) harmful to minors (for computers that are accessed by minors).
- Schools and libraries must also certify that, as part of their Internet safety policy, they are educating minors about appropriate online behavior, including cyberbullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.
- Schools subject to CIPA are required to adopt and enforce a policy to monitor online activities of minors.
- Schools and libraries subject to CIPA are required to adopt and implement a policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.
- Schools and libraries are required to certify that they have their safety policies and technology in place before receiving E-rate funding.
- CIPA does not affect E-rate funding for schools and libraries receiving discounts only for telecommunications, such as telephone service.
- An authorized person may disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

Curriculum Resources for Technology

This is a list of software programs, Internet sites, and other resources that are commonly used in Clay County Schools. An attempt has been made to provide an appropriate grade level and give a category for the focus of the program. Please keep in mind that this list is constantly changing and refer to the date of the latest revision. Also, make sure to check with your school technology contact person to find out what's available at your school.

Program	Suggested Grade Level	Category of focus
A to Zap	K – 1	Student achievement, skill & practice
Academy of Reading	K – 12	Student achievement, assessment, skill & practice
Accelerated Math	Teacher use	Student achievement, databases, assessment, teacher resource, skill & practice
Accelerated Reader/Renaissance Place	K – 12	Student achievement, assessment, skill & practice
Achieves http://www.florida-achieves.com	2 and up	Student achievement, assessment, skill & practice, parent resource
Adobe Acrobat	Teacher use	Productivity
Adobe CS Master Collection (Contribute, Device Central, Dreamweaver, Encore, Fireworks, Flash, Illustrator, InDesign, Photoshop, Premiere Pro, Soundbooth, Stock Photos)	7 – 12 CTE Webmasters	Productivity
Blackboard	K – 12	Productivity, teacher resource, parent resource
Camtasia and SnagIT	Teacher use	Productivity
Data Star	Teacher / Parent use	Databases, assessment, teacher resources
Discovery Education Assessment (ThinkLink)	K-12	Student achievement, assessment
Discovery Streaming, Health, and Science	K – 12	Teacher resource
EasiTeach	K-12	Productivity
Easy Grade Pro	Teacher use	Database, teacher resource
EdHelper (Internet subscription)	Teacher use	Teacher resource
Ellis	K – 12	Student achievement, assessment, skill & practice

ExamView	Teacher Use	Productivity, Teacher resource
FASTT Math (Title I schools)	K-6	Student achievement, skill & practice
FCAT Explorer http://www.fcatexplorer.com	2 and up	Student achievement, assessment, skill & practice, parent resource
FCAT Science	7 – 8	Skill & practice
Geometer's Sketchpad (middle school math)	6 – 8	Student achievement, skill & practice
Graph Club	K – 6	Student achievement, productivity, skill & practice
Harcourt Math Center	K – 6	Student achievement, assessment, skill & practice
Heartbeeps Assessment	K – 6	Student achievement, assessment, skill & practice
House Series (Bailey's Book House, etc.)	K – 1	Student achievement, skill & practice
Incredible Tutor	2 – 6	Student achievement, assessment, skill & practice
Inspiration/Kidspiration	K – 12	Student achievement, productivity
Internet Explorer	K – 12	All categories
iSafe	K – 12	Teacher resource, parent resource
Kid Works Deluxe	K – 6	Productivity
Kurzweil	K – 12	Student achievement, skill & practice
Larsons	9 – 12	Student achievement, assessment, skill & practice
Library Databases (Gale, Destiny, eLibrary, Grolier, ProQuest, Teaching Books)	K – 12	Databases, teacher resources, parent resources
Mario Teaches Typing	3 – 6	Skill & practice
Math for the Real World	4 – 6	Student achievement, skill & practice
Microsoft Expressions	Teacher / Web Design use	Productivity
Microsoft Office (Word, PP, Excel, Access, Publisher)	K – 12 Teacher / Staff	Productivity
MyPoints http://www.my-points.org	Teacher / Staff use	Teacher resource
New Century	K – 12	Student achievement, assessment, skill & practice
Online Resources for textbook series	K – 12 Parents / Teachers	All categories

Orchard	K – 3	Student achievement, assessment, skill & practice
Oregon Trail	3 – 6	Student achievement, skill & practice
Outlook	Teacher use	Productivity
ParentLink	K – 12	Teacher resource, parent resource
Plato	7 and up	Student achievement, assessment, skill & practice
PRMN http://pmrn.fcrr.org	K – 12	Database, teacher resource, assessment
Reading A-Z (Internet subscription)	Teacher use	Teacher resource
Reading Counts	K – 12	Student achievement, assessment, skill & practice
Rosetta Stone	ESOL	Student achievement, skill & practice
SmartWeb – official gradebook	7 – 12	Database, teacher resource
SRI	K – 12	Databases, assessment, teacher resource
STAR Early Literacy	K – 2	Student achievement, assessment, skill & practice
STAR Reading and STAR Math	2 – 6	Databases, assessment, teacher resource
Success Maker – Title I Resource	K – 6	Student achievement, assessment, skill & practice
TERMS	Teacher / Staff use	Database, teacher resource
Texthelp	K – 12	Student achievement, skill & practice
Timeliner	K – 6	Student achievement, productivity
Tinkerplots	6 – 10	Student achievement, skill & practice
Ultra Keys	3 – 12	Assessment, skill & practice
VersaTiles Math	K – 2	Student achievement, skill & practice, assessment
Waterford – Title I Resource	K – 12	Student achievement, assessment, skill & practice
WICAT lab	9 – 12	Student achievement, assessment, skill & practice
Wimba	Teacher / Homebound Student use	Teacher resource

Supplemented Position #36
Educational Technology Coach

Responsibilities and duties for this position include:

Provides leadership on technology steering committee and in developing/updating technology plan.

Attends countywide district technology meetings and relevant workshops necessary to keep abreast of technological developments.

Assists in disseminating information and providing workshops within the school about new technology, hardware and software.

Assists in recommending appropriate software and hardware for student, parent, faculty, and administrative use.

Assists in ordering, securing, and setting up new technology.

Aids in troubleshooting software and hardware problems.

Keeps school administration posted on needed repairs of computers in school (maintain school policy).

Assists in the maintenance of school technology inventory and in responding to technology surveys.

Assists in writing grant proposals to acquire technology funds and support for the school.

Required Qualifications:

Must attend all meetings and workshops for Technology Specialist or Coaches, unless excused by designated District Administrator, in order to receive supplement and in order to be considered for reappointment for the following year.

Job Locator: I-2.2.84

Instructional Technology/Network Specialist

Position Grade: Teacher Salary Schedule

Evaluated by: Principal

Job Description:

The Instructional Technology/Network Specialist is directly responsible to the Principal. In collaboration with the school media specialist and the school technology committee, he/she is responsible for coordinating, organizing and facilitating the effective utilization of instructional technology within the school. He/she serves in a liaison relationship with district office personnel and technical representatives of vendors.

Responsibilities and duties of this position include:

1. Establish an environment which encourages use of instructional technology throughout the school.
2. Contribute to students' development of skills in the use of instructional technology resources.
3. Assist educators in planning for the use and integration of technology in the instructional program.
4. Assist teachers and staff with the selection and implementation of appropriate technology and software to support instructional objectives identified by state standards.
5. Model effective uses of appropriate instructional technology in the classroom and school media center for teachers and students.
6. Assist teachers and staff with the operation of computers, other hardware, and the network system in classrooms, media center, and office areas.
7. Manage the school-wide computer network system, whether by his/her own expertise or by accessing the appropriate personnel/resources to accomplish this.
8. Assist in the organization of technology resources for easy accessibility by students and educators.
9. Assist in the implementation of standard inventory and maintenance procedures for media/technology resources.
10. Incorporate principles of the district technology plan into the development of the school technology plan.
11. Develop and coordinate on-going implementation of the school technology plan, making modifications as needed.
12. Recommend budget requirements for an effective school media/technology program.
13. Participate in staff development training provided and/or promoted by the district.
14. Design, coordinate and provide instructional technology inservice opportunities for school-based personnel.
15. Serve as a member of district committees for the development of activities, training materials and programs to disseminate technology information and promote cooperation among schools.
16. Maintain such records and reports as are necessary to the successful execution of the job.
17. Perform other tasks and duties as assigned by the Principal.

Required Qualifications:

1. Currently possess, or eligibility to receive a valid Florida Educator's Certificate in Educational Media Specialist, K-12, or certification/eligibility for Florida Educator's Certificate or District issued certificate with appropriate training in technology.
2. Successful experience in the utilization of instructional technology in the classroom.
3. Ability to maintain effective working relationships with co-workers and students.
4. Evidence of professional growth by participation in activities such as inservice training, workshops, meetings, college course work, and professional organizations.

Desired Qualifications:

1. Master's Degree (or higher) in instructional technology or related technology field.
2. Specialized training in instructional technology.
3. Successful classroom teaching experience.
4. Leadership and organizational qualities.

Board Approved: 6/18/96

Revised: 8/20/98

Revised: 4/20/00, 8/17/06



SDCC Blackboard Course Checklist
 This checklist contains **Best Practices** that should be used by instructors
 to develop and maintain their Bb courses.

Directions:

Place a check-mark in the appropriate block beside each element below:

**Instructor
Self-Check**

1-Course Design:

Opening page prominently identifies the course “user-friendly” name and course instructor (i.e., Mr. Smith’s Third Period; Mrs. Smith’s Math Class).

If there is a course banner, it coordinates with the Course Menu Design and overall scheme.

Tool Panel contains grade appropriate tools that support and enhance the course.

All internal and external links work.

All external links open in a new window, if possible.

Spelling, grammar and punctuation are correct throughout.

Design is consistent and utilizes color and graphics effectively (limited animation).

2-Course Menu:

Course Menu provides links **essential** to course content and/or tools.

Course Menu organizes course content and tools well, and makes the course easily navigated.

All Menu links lead to content (i.e., you click on the Discussion Board link and you see content – it is not empty).

3-Content:

Content is up-to-date.

Course content loads relatively easily.

Staff Information provides instructor contact information and procedures (school phone number and email), and offers assistance to students and parents.

Content is reading-level appropriate throughout.

Content of course extends and supports learning beyond the classroom.

Content is consistent with educational aims of the SDCC and adheres to national, state, and local laws and policies.

Course does not contain objectionable material or links to objectionable material.

Content complies with all copyright laws.

(Ref., SDCC Copyright Guidelines posted in C.L.I.P.)

4-Routine Maintenance:

Course is archived on a routine basis (minimum of beginning, middle and end of each quarter).

***Recommended:**

Course documents are in pdf format.

Additional Comments:

This checklist is based on the following:

Guidelines for School, Faculty, and Staff Web Pages section of the *SDCC Procedures Manual for Instructional Technology Services*

SDCC Handbook of Instructional Materials Procedures

Clay County Acceptable Use Policy of Telecommunication section of the *SDCC Employee Handbook*



SDCC Blackboard Class Website Checklist
 This is a checklist of **Best Practices** that should be used when
 developing and maintaining a class website in Bb.

Directions: <i>Place a check-mark in the appropriate block beside each element below:</i>	Self-Check
Design:	
Opening page prominently identifies the teacher, school, grade level, etc.	
Site design is consistent and utilizes color and graphics effectively (limited animation).	
Site utilizes a standard font scheme common to users.	
All website internal and external links work.	
All external links open in a new window, if possible.	
Spelling, grammar and punctuation are correct.	
Site Navigation Menu organizes the site and makes it easily navigated.	
All Navigation Menu buttons lead to content (i.e., Staff Information button does not lead to an empty folder).	
Content:	
Site content complies with all copyright laws. (Ref. SDCC Copyright Guidelines posted in C.L.I.P.)	
Site content is appropriate for the general public, while providing viewers with a good overview of the class.	
Website contains up-to-date content.	
Content is grade-level appropriate.	
Content is consistent with educational aims of the SDCC and adheres to national, state, and local laws and policies.	
Site adheres to all web page guidelines and standards established in the Clay County Acceptable Use Policy of Telecommunications (Ref. SDCC Employee Handbook).	
Site does not contain objectionable material or links to objectionable material.	
Communication:	
Staff Information includes webmaster details and specific contact information (webmaster's name and email address/link)	
Student Safety:	
Viewers accessing the website are not able to contact any students directly.	
There are no student pictures identified by student names.	
Students' and/or family members' full names, home addresses, or phone numbers are not identified.	
The physical location of a student at a specific time is never identified.	
There is not a school facility map displayed or made available.	
Filenames for pages and images do not display student names.	
Students are not identified as staffed in any special education program.	

This checklist is based on the following:
Guidelines for School, Faculty, and Staff Web Pages section of the *SDCC Procedures Manual for Instructional Technology Services*
SDCC Handbook of Instructional Materials Procedures
Clay County Acceptable Use Policy of Telecommunication section of the *SDCC Employee Handbook*



SDCC

Non-Blackboard Class Website Checklist

Guidelines for developing and maintaining a class website that is not created in Blackboard (i.e., those created at Google Sites, TeacherWeb, etc.).

URL for this Website:

Teacher Name:

Teacher Signature:

Principal/Designee Name:

Principal/Designee Signature:

Curriculum Council Meeting Date:

Directions:

1. Non-Blackboard Class Websites should be developed and maintained according to the following guidelines. After developing the website, the teacher will complete a website self-check using this checklist. In order to move to Step 2, a check must be earned for each Review Element. The teacher's signature above indicates the website conforms, and will continue to conform to the guidelines of this checklist for the remainder of the school year.
2. This checklist along with access to the Non-Blackboard Class Website will be given to the Principal/Designee for evaluation. In order to move to Step 3, a check must again be earned for each Review Element. Needed revisions will be communicated to the teacher and once they have been made, the website may be submitted for re-evaluation. A Principal/Designee Signature above indicates the class website may be published, linked to the school web page, and submitted to the school Curriculum Council.
3. The Principal/Designee will present the checklist of the qualified website to the Curriculum Council. The checklist will be kept on file by the Principal/Designee for the remainder of the school year, and final approval will be noted in the meeting minutes.

REVIEW ELEMENT	Teacher Self Evaluation	Principal/Designee Evaluation
Design:		
Opening page identifies teacher, school, and/or grade level.		
Site design is colorful and utilizes graphics effectively.		
Site utilizes a standard font scheme common to users.		
All website internal and external links work.		
All external links open in a new window, if possible.		
Spelling, grammar and punctuation are correct.		
Site Navigation Menu accurately reflects site content and tools.		
Site is easily navigated using a consistent internal link structure (navigation links are displayed on each page).		
Content:		
Site content complies with all copyright laws. (Ref. SDCC Copyright Guidelines posted in C.L.I.P.)		
Site content is appropriate for the general public, while providing viewers with a good overview of the class.		
Website contains up-to-date content.		
Content is well organized and easily navigated.		
Content is grade-level appropriate.		
Content is consistent with educational aims of the SDCC and adheres to national, state, and local laws and policies.		
Site adheres to all web page guidelines and standards established in the <i>Clay County Acceptable Use Policy of Telecommunications</i> . (Ref. SDCC Employee Handbook)		
Site does not contain objectionable material or links to objectionable material.		
Communication:		
Teacher contact information is easily accessible to site viewers (school phone number and/or email with link).		
Student Safety:		
Viewers accessing the website are not able to contact any students directly.		
There are no student pictures identified by student names.		
Students' and/or family members' full names, home addresses, or phone numbers are not identified.		
The physical location of a student at a specific time is never identified.		
There is not a school facility map displayed or made available.		
Filenames for pages and images do not display student names.		
Students are not identified as staffed in any special education program.		

This checklist is based on the following:

Guidelines for School, Faculty, and Staff Web Pages section of the SDCC Procedures Manual for Instructional Technology Services
 SDCC Handbook of Instructional Materials Procedures
 Clay County Acceptable Use Policy of Telecommunication section of the SDCC Employee Handbook

Original-Teacher

Copy 1-Principal/Designee

Copy 2-Curriculum Council

Design Standards for School and Department Audio and Video Podcasts
School District of Clay County, Florida

- All school or department podcasts must reside on, and be hosted by, school district equipment, or district approved websites. Under no circumstances can information generated and published be maintained on unauthorized equipment or websites.
- Employees must follow podcasting policies covered in the Terms and Conditions for Use of Telecommunications and Networks in the Employee Handbook. Wimba may be used to create podcasts but in order to create non-Wimba school-related podcasts, employees must become Certified Clay County Podcasters.
- No podcast shall be published without authorization of the Principal of a school, or District Administrator of a department. If the podcast is a non-Wimba school-related podcast, authorization is granted only after the podcast has been formally approved by the school Curriculum Council or the District Administrator, using the forms described below. All podcasts that are submitted for approval must adhere to the standards presented in this document, as well as those used to develop the ***School District of Clay County, Florida – Podcast Rubric***. They must also be created by employees who have successfully completed the required certification courses to become SDCC Certified Podcasters. A copy of the podcast, the forms described below, along with all required documentation will be turned in for review as an **approval packet**.

✓ ***School District of Clay County, Florida - Podcast Approval Form***

The top portion of this form must be completed by the podcast creator(s) prior to submitting the podcast for approval. Only CCSB employees who are SDCC Certified Podcasters may create and submit a podcast for approval, therefore, verification of this certification must be attached to this form.

Concern must be paid to the intellectual property rights of others. Podcasts that are posted on the Internet are considered published works. It is a copyright violation to publish anything containing copyrighted material without either express written permission from the copyright holder, proof that the right to publish the material has been purchased, or proof that the material is in the Public Domain. If the material is not original and is not copyright protected, proof that it can be legally used in the podcast must still be provided. Appropriate attribution and

acknowledgement for all unoriginal segments of the podcast must be cited within the body of the podcast itself (either verbally stated in an audio podcast, or visually displayed in a video podcast), using correct MLA Format. There is a section on this form that deals with copyright documentation and there are only two choices. Either the podcast is completely original and does not contain any unoriginal material, or the podcast does contain some unoriginal material. Once the choice is indicated on the form and certified with the required signature(s) of the podcaster(s), the burden of proof is on the podcaster(s) to attach the appropriate documentation (as explained above).

School District of Clay County, Florida – Podcast Rubric

This rubric should be used for self-check for Wimba podcast, and it must be used to score the podcast during the formal review process for non-Wimba podcast. In order to be approved for broadcast, a podcast must score 50 or higher on the rubric. A podcast must also score a 10 for Copyright **and** a 10 for Student Safety in order to be approved. If there are any corrections or additions that need to be made in order for the podcast to be approved, they will be noted on the podcast approval form and the **approval packet** will be returned to the podcaster(s). Once everything is in order, the podcast may be resubmitted for approval.

- ✓ A completed Request for Approval of Non-Board Approved or Non-State Adopted SUPPLEMENTAL or CORE Instructional Materials Form (ISS-1-2535)

If the project consists of a series of episodes, the initial permission granted will be sufficient for the entirety of the current school year.

- All podcasts must reflect only educational, technological, or community information that affects the school or department. Information not related to the educational process, such as commercial endorsements or community information not related to school or department activities cannot be posted.
- Designers of all podcasts must be identified as the designer somewhere in the introduction. All adult podcasters should be identified by their names, and the schools or departments for which they are employed in Clay County District Schools. All student works will be published through the classroom teacher following the established approval procedures. In an effort to protect student identities, only student first names may be used in any podcast.

- All podcasts must state the District's Podcast Disclaimer Policy. This will be verbally stated on audio podcasts or visually displayed in a video podcast (preferably at the end).

The text of the disclaimer is:

The School District of Clay County makes every reasonable effort to assure the accuracy of information provided on podcasts under its direct control. However, the School District makes no warranty or guarantee that the information found on or via District podcasts is accurate, authoritative or factual.

References to commercial products or trademarks, either directly (by name) or indirectly, on podcasts are for informational purposes only and do not constitute an endorsement of any company and/or product by the School District of Clay County, nor does The School District assume any liability for information accessed at other sites outside of its direct control.

If you feel that information you have obtained from a podcast is inaccurate or offensive, we suggest you contact the original producer/distributor of that information.

- Podcasts must **not** be used as a forum for political or personal philosophy. They can, however provide information.
- Schools and departments posting a podcast are responsible for keeping all data in the podcast current. Old, out-of-date information should be updated regularly and podcasts that are no longer relevant should be removed from the host site.
- Adherence to the web page guidelines as stated in the Clay County Acceptable Use Policy of Telecommunications and Networks must be followed when publishing student pictures, names, or identification in any podcasts. Please note: If any IDEA/Part B information (disability information) is present in any photograph, video or class assignment, specific permission needs to be obtained from the parents prior to displaying or releasing the information using the ESE Photography/Video/ Class Assignment Permission Form.

These standards were adapted from the School District of Osceola County, Florida, Design Standards for School and Department Audio and Video Podcasts.

School District of Clay County, Florida - Podcast Rubric

Revised 8-2008

Podcast Created by: _____ School _____ Date _____

Podcasting Elements	Ready for Publishing = 10 points	Some Revisions Suggested = 5 points	Not Acceptable = 0 points	Score
<u>Educational Objective:</u> Ability to define objectives and explore learning techniques within the podcast.	Demonstrates significant evidence of stating learning objectives verbally or in writing. Content is strong and gives purpose to the podcast.	Demonstrates some evidence of learning objectives verbally or in writing. Content basically supports the purpose of the podcast.	Provides little or no evidence of stating learning objectives verbally or in writing. Content is questionable and should not be podcast.	
<u>Aesthetic Quality:</u> Sensitive to the principles of designing a podcast.	Skillfully handles text, visuals and audio to create a unique and effective presentation. Overall, this is an effective and aesthetically pleasing podcast.	Text and visuals (if provided) relate to audio. Graphic and audio elements reinforce podcast content and demonstrate basic functionality.	Text and visuals (if provided) are too simplistic, cluttered and busy. Little or no creativity, as well as little inventiveness present. Audio elements don't reinforce the podcast content.	
<u>Video Production:</u> Displays knowledge of video/multimedia production skills.	Effort to achieve high production values is clear. Presentation approaches professional quality.	Acceptable video production. No obvious errors. Elementary efforts to control timing, flow, transitions, audio levels, and camera techniques.	Poor display of knowledge of video production. No attempt to manipulate timing, flow, transitions. Technical or production errors present.	
<u>Audio Delivery:</u> Ability to present material in a professional manner.	Well rehearsed, smooth delivery. Enunciation, expression, and pace of delivery make podcast easy to listen to.	Basic but effective communication. More practice suggested, but podcast can be published as is.	Multiple instances of inappropriate communication. Monotone, incorrect use of grammar, poor voice projection.	
<u>Podcast Format:</u> Provides audience with a logical sequencing of events within the podcast.	Clear, well developed, and effective introduction, middle and end to podcast. All podcast creators are appropriately identified in the introduction, and there is a "tease" at the end encouraging listeners to tune in again next time.	Basic, but effective introduction, middle and end to podcast. Podcast creators are appropriately identified in the beginning and there is a "tease" at the end.	Little or no evidence of introduction, middle and/or end to podcast. None of the podcast creators are identified at the beginning, and there is no "tease" at the end.	
<u>Sources/Citations:</u> Cites sources of information presented.	All sources appear well researched and are correctly cited using MLS Format. Any music and/or sounds (even if original) are cited with name of composition, creator/artist (if known), and the source.	All sources are cited, some citation errors and/or formatting errors noted. Any music and/or sounds (even if original) are cited with name of composition, creator/artist (if known), and the source.	One or more citations not cited and podcast contains multiple citation errors. Any music and/or sounds (even if original) used in podcast are not cited.	
<u>Copyright:</u> All podcasts should be authored in accordance with the SDCC Copyright Guidelines posted in C.L.I.P.	Completely compliant according to SDCC copyright guidelines and policies posted in C.L.I.P.	Written permission was granted to use copyright material BUT that right was not stated in the podcast either verbally or in writing. The podcast may not be published until corrected.	Podcast contains copyrighted material without written permission from the artist, author and/or publisher. The podcast may not be published until this is corrected.	
<u>Student Safety:</u> All efforts should be made to ensure that students' identities are protected in a podcast.	Verified status of all students in the podcast, whether identifiable or not, to make certain display of their photographs is allowed according to the SDCC Student Code of Conduct. Students are identified by first name only .	Verified the status of some of the students in the podcast, whether identifiable or not, to make certain display of their photographs is allowed according to the SDCC Student Code of Conduct. The podcast may not be published until this is corrected.	Students can be identified on the podcast and their identities are not protected . The podcast may not be published until this is corrected.	
			Total Score	

All podcasts must have a score of 50 or greater before they can be broadcasted. No podcast may be submitted that does not score a 10 for Copyright **and** a 10 for Student Safety.

When scoring a basic audio podcast, the maximum score possible is 70 points. When scoring a video podcast, the maximum score possible is 80 points.

(This rubric was adapted from the *Osceola County, Florida Podcast Rubric*.)

School District of Clay County, Florida

Podcast Approval Form

For non-Wimba school-related Podcast

Revised 8-2008

Section I: To be completed by podcaster(s). All required documentation, completed forms, and signatures must be attached PRIOR to submitting the podcast for approval.

Podcast Created by: _____
Print the name(s) of the creator(s) of this podcast above.

_____ Documentation of SDCC Podcaster Certification for all creators listed above is attached. (Certificate(s) Attached)

Podcast Title: _____

Podcast Type: _____ Audio _____ Video

_____ (min.) **Length of Audio Podcast** _____ (min.) **Length of Video Podcast**

_____ **Yes/No:** This podcast will be part of a series of podcasts similar in topic and will be produced:

_____ Daily _____ Weekly _____ Monthly _____ Other (explain below)

NOTE: Initial permission granted will be sufficient for a series created during the current school year.

_____ **District's Podcast Disclaimer Policy:** The disclaimer is stated verbally/displayed visually in this podcast.

Copyright Documentation: (Choose only ONE option for copyright documentation)

_____ I/We certify that this podcast **does not contain** material that is either copyright protected, in the Public Domain and/or is licensed. Signed documentation to this effect is attached.

_____ I/We certify that this podcast **does contain** material that is either copyright protected, in the Public Domain and/or is licensed. This material has been appropriately cited with the body of the podcast using MLA Format. Documentation verifying permission to legally use this material it is attached.

Student Safety:

_____ I/We certify that the guidelines set forth in the Clay County Acceptable Use Policy of Telecommunications and Networks were adhered to in an effort to protect the identities of students in this podcast.

Signature(s) of Podcaster(s): _____

The above signature(s) certify that the above information and attached documents are accurate and adhere to the podcasting guidelines set forth by the School District of Clay County.

Section II: To be completed by reviewers during the formal review of this podcast.

_____ Information, signatures, forms and documentation required above are in order.

_____ Completed MIS ISS-2-2501 Request of Reconsideration or Review of Instructional Materials is attached.

_____ SDCC Podcaster Certification documentation (certificate) is attached for all listed podcast creators.

_____ Required signatures and documentation are attached to verify copyright information for this podcast.

Note requirement(s) missing from above which must be added to continue formal review process:

_____ This podcast has been formally reviewed by a school Curriculum Council or District Administrator following all appropriate procedures and using the required forms. The podcast rubric score meets the minimum required score of 50 points or greater, inclusive of the required 10 points for Copyright and 10 points for Student Safety. This podcast is **approved** for publishing.

_____ This podcast did not meet the minimum requirements of the podcast scoring rubric due to the reasons described below. *Corrections must be made and the podcast must be resubmitted in order to be approved.*

Principal's/District Administrator's Signature

Date

This form was adapted from the *Osceola County, Florida, Podcast Approval Form*

School District of Clay County

Request for Approval of Non-Board Approved or Non-State Adopted SUPPLEMENTAL or CORE Instructional Materials

School _____ Grade Level _____

Subject _____ Course _____

Type of Instructional Material: Textbook Novel Audio visual (tape, DVD, etc.)
 Workbook Software Other: _____

Title _____

Author, Editor, or Director _____

Publisher/Producer _____ ISBN # (If known) _____

Date material was reviewed by School Curriculum Council _____

This material is: Non-State Adopted
 Different from the Board Approved CORE textbook (Non-Board Approved)

List page numbers or frames and concerns cited by committee members: _____

Using criteria for content, presentation, and learning, check all that apply:

- The content aligns with state standards for the subject, grade level, and learning outcomes
- The level of difficulty/complexity is appropriate for the students and grade level
- The portrayal of gender, ethnicity, age, and social groups includes multi-cultural fairness
- The organization/presentation of the material allows students to explicitly identify ideas
- The material is not biased, has no profanity or adult situations, and contains no pornography
- The material is appropriate to support learning outcomes specified in standards
- This Instructional Material is recommended for classroom use
- This Instructional Material is not recommended for classroom use

Comments: _____

The Curriculum Council: Recommends approval of this Instructional Material
 Does not recommend approval of this Instructional Material

For Instructional Support Use

- The recommendation of your School Curriculum Council is accepted.
- Review of this material has been forwarded to a District Curriculum Council and no purchase of the Material can proceed until the school receives notification from the District Council.

Procedures are documented in the Handbook of Instructional Materials Procedures.

Teacher made materials and supplemental materials that are part of a district adoption are exempt.

AP and IB textbooks are also exempt.

**SCHOOL DISTRICT OF CLAY COUNTY
EMPLOYEE NETWORK RESPONSIBILITY
EMPLOYEE TRAINING CERTIFICATION**

(Reference School Board Policy 4.59)

A training session for all employees demonstrating the proper use of telecommunications and networks was held on (enter date) _____

The proper use of Terms and Conditions for Use of Telecommunications and Networks in the School District of Clay County was distributed to all employees at the site.

SCHOOL _____

ADMINISTRATOR'S NAME _____

SIGNATURE _____ DATE _____

The completed form should be sent to the District Media Center

ESE Photography/Video/Class Assignments(s) Permission Form

Your ESE child may be involved in school-related projects or activities which may be videotaped, photographed or result in class assignments. This information (photos, videos, class assignments) may be displayed at our school, distributed for media coverage, published on the internet for educational purposes (school website, teacher website or other educational websites), or may be posted on the internet, only first names with last initials will be used. When information is provided for media coverage, full names will be used. You should also be aware that this information may contain information related to your child's disability.

Please indicate below your wishes concerning recognition of your child through the use of your child's name, photograph, video or class assignment at our school, in the media, on the internet or at conferences.

Student Name _____

_____ Yes, I give my permission for my child's name, photograph, video or class assignment to be used at school, in the media, on the internet or at conferences.

_____ No, I do not give my permission for my child's name, photograph, video or class assignment to be used at school, in the media, on the internet or at conferences.

Parent/Guardian Signature

Date

The **ISTE**

National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

The ISTE

National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Technology Integration Matrix		Levels of Technology Integration into the Curriculum				
		Entry: The teacher uses technology to deliver curriculum content to students.	Adoption: The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended entry point.	Adaptation: The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.	Infusion: The teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas.	Transformation: The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
Characteristics of the Learning Environment	Active: Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer based training.	Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library.
	Collaborative: Students use technology tools to collaborate with others rather than working individually at all times.	Students primarily work alone when using technology.	Students have opportunities to utilize collaborative tools, such as email, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the day and across subject areas, students utilize technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
	Constructive: Students use technology tools to build understanding rather than simply receive information.	Technology is used to deliver information to students.	Students begin to utilize constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students utilize technology to make connections and construct understanding across disciplines and throughout the day.	Students use technology to construct, share, and publish knowledge to a worldwide audience.
	Authentic: Students use technology tools to solve real-world problems meaningful to them rather than working on artificial assignments.	Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Students have opportunities to apply technology tools to some content-specific activities that are based on real-world problems.	Students have opportunities to select and modify technology tools to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines.	By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.
	Goal Directed: Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.	From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.	Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities.	Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities at a level that would be unattainable without the support of technology tools.

TECHNOLOGY

The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

SAMPLE KEY INDICATORS:

- Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).
- Uses technology tools on a personal basis.
- Demonstrates awareness of and models acceptable use policies and copyright issues.



- Identifies and uses standard references in electronic media.
- Uses technology in lesson and material preparation.
- Identifies technology productivity tools to assist with management of student learning.
- Teaches students to use available computers and other forms of technology.
- Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.
- Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.
- Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
- Uses technology to collaborate with others.
- Develops professional goals relating to technology integration.
- The preprofessional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

TECHNOLOGY

The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

SAMPLE KEY INDICATORS:

- Routinely demonstrates a basic level of technology competency, and ensures that students have opportunities to attain basic technology literacy skills.
- Uses technology tools that enhance learning opportunities that are aligned with the Sunshine State Standards.
- Models legal and ethical uses of technology.
- Identifies and uses standard electronic media to provide instruction at appropriate student skill level.
- Uses technology to construct teaching materials and learning activities.
- Uses technology productivity tools to monitor and manage student learning.
- Teaches students to use available computers and other forms of technology as they relate to curricular activities.
- Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools.
- Reviews and recommends educational software tools for instruction.
- Uses and disseminates digital information to stakeholders through intranets and/or the Internet.
- Participates in collaboration via technology to support learning.
- Includes technology integration goals in a professional development plan.
- The professional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.



- Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
- Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situations and backgrounds.
- Develops short- and long-term personal and professional goals relating to the roles of a teacher.

TECHNOLOGY

*The **accomplished** teacher uses appropriate technology in teaching and learning processes.*

SAMPLE KEY INDICATORS:

- Teaches technology literacy at the appropriate skill levels.
- Evaluates and implements technology tools that enhance learning opportunities which are aligned with Sunshine State Standards and meet the needs of all learners.
- Teaches legal and ethical uses of technology.
- Evaluates and uses a wide range of instructional technologies (e.g., CD-ROM, interactive video, videotaping, and electronic libraries) to enhance the subject matter, assure it is comprehensible to all students, and develop higher-order thinking skills.
- Uses technology to construct a variety of teaching materials and assessment exercises, and applies current research on integrating technology when planning for instruction.
- Makes classroom management decisions based on data derived from the use of technology productivity tools and monitors student learning in a technology-enhanced environment.
- Facilitates student learning of technology as it relates to curricular activities.
- Facilitates and learns along with the students, empowering all students to become independent learners in a technology-rich, learner-centered environment.
- Analyzes and evaluates the effectiveness of educational software tools on student learning.
- Develops and publishes digital content and provides students with opportunities to gather and share digital information through intranets and/or the Internet.
- Collaborates via technology beyond the boundaries of the school to support learning.
- Incorporates technology integration goals in a professional development plan as addressed in the School Improvement Plan.
- The accomplished teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to physically or cognitively access the information provided in the general education curriculum at each school site.

