2019 Educational Technology Plan

For school years 2019-20, 2020-21, 2021-22

Approved by the Board of Directors August 1, 2019

Tracy Baer
Shannon Blanchard
Pat Fridgen
Scott Hart
Eric Holtzman

Lindsey Mowen
Paul Politis
Shannon Yates
Mike Still
# TABLE OF CONTENTS

BACKGROUND AND CONTEXT ........................................................................................................ 3

- District Core Beliefs .................................................................................................................. 3
- District Mission .......................................................................................................................... 3
- District Vision ............................................................................................................................. 3
- Equal Technology Opportunities (ETO) Overview ...................................................................... 3

PLAN DURATION ........................................................................................................................... 4

- Stakeholders ............................................................................................................................... 4
- Technology Advisory Committee (TAC) ..................................................................................... 5
- District Leadership Team ........................................................................................................... 6

CURRENT ASSETS AND SUPPORTS ............................................................................................ 6

- Infrastructure Overview ........................................................................................................... 6
- Infrastructure Objectives ........................................................................................................... 7
- Hardware Overview ................................................................................................................... 7
- Hardware Objectives .................................................................................................................. 9
- Learning Resources Overview .................................................................................................. 10
- Learning Resources Objectives ............................................................................................... 10

EDUCATIONAL TECHNOLOGY GOALS ....................................................................................... 13

- Overview of Goals .................................................................................................................... 13
- Instructional Program Goals ...................................................................................................... 13
  - Goal 1 ..................................................................................................................................... 13
  - Goal 2 ..................................................................................................................................... 14
- Professional Learning Goals ...................................................................................................... 14
  - Goal 3 ..................................................................................................................................... 14

- Infrastructure and Equipment Goals ......................................................................................... 15
  - Goal 4 ..................................................................................................................................... 15
  - Goal 5 ..................................................................................................................................... 15
  - Goal 6 ..................................................................................................................................... 16
  - Goal 7 ..................................................................................................................................... 16
  - GOAL 8 ................................................................................................................................... 16
  - GOAL 9 ................................................................................................................................... 17

- Student Devices .......................................................................................................................... 18

- Monitoring and Evaluation ......................................................................................................... 18

- Funding and Budget ................................................................................................................... 19

APPENDIX A - E ............................................................................................................................ 20
BACKGROUND AND CONTEXT

DISTRICT CORE BELIEFS

Beliefs guide behavior. Subsequently, to achieve anything you must have beliefs that serve as a foundation through the good and bad times. These are the true north of our organization’s compass. Our beliefs about children and learning are:

- We believe that all children can learn.
- We believe that success follows a child’s ability to read, write, and apply arithmetic.
- We believe that to be successful a child must develop character.
- We believe that the learning environment must be safe and secure.
- We believe that educational programs must be individualized, and instruction varied.
- We believe in seeking out, inducting and educating the best available staff.

DISTRICT MISSION

A community invested in empowering our students to strive for excellence to succeed in the future.

DISTRICT VISION

Every student will experience success and positively impact the world.

EQUAL TECHNOLOGY OPPORTUNITIES (ETO) OVERVIEW

ETO Mission Statement:

To foster a culture of growth and engagement, GASD will empower student success through effective communication, ongoing learning, and professional development.

ETO strives to enhance the teaching and learning environment by:

- Equalizing learning opportunities for all
• Providing immediate access to information and digital resources
• Allowing for innovative instructional strategies that provide an environment for creativity and engagement
• Increasing student engagement through individualization
• Providing ongoing professional development opportunities

**PLAN DURATION**

This technology plan will provide the district with a road map for the use of technology to support the ETO mission. This guidance will encompass increased student and teacher use of technology, powerful professional development for teachers and administrators, timely technical support, reliable infrastructure, expanded funding efforts, and continuous monitoring. The district Technology Advisory Committee (TAC) will meet periodically to monitor progress on the annual benchmarks and to recommend actions to ensure that the benchmarks are met. The committee will also come together on an annual basis to evaluate the goals and modify them for the following year(s) if necessary.

The Greencastle-Antrim School District Educational Technology Plan outlines our vision of where the District would like to be at the end of the 3-year period (June 30, 2022).

The Director of Technology, Chief Educational Officer, and the Superintendent are responsible for monitoring the implementation of this plan. The plan will be reviewed and revised on an annual basis. The Director of Technology will then work with the Superintendent and Chief Financial Officer to implement any required revisions directly with site-based administrators.

**STAKEHOLDERS**

The stakeholders of this technology plan include:

- Administrators
- Teachers
- Students
- Parents
- Community and Business Leaders
- District Office Staff Members
The Technology Advisory Committee is a group of GASD administrators, teachers, and community members who meet monthly to provide updates from GASD schools and input for GASD technology projects. The 2018-19 school year’s record of committee meeting agendas can be found at the link below:

https://drive.google.com/drive/folders/18p0XP2UGcqzLSdX6rW6SbM0X2DK7WGFu?usp=sharing

The 2018-19 Technology Advisory Committee members are:

- Dr. Kendra Trail – Superintendent
- Dr. Robert Crider – Chief Educational Officer
- Dr. Jolinda Wilson – Chief Financial Officer
- Dwight Bard – Director of Technology
- Dr. Edward Rife – High School Principal
- Ashley Martin – Middle School Assistant Principal
- Allison McKissick – Elementary School Assistant Principal
- Kevin Carley – Primary School Assistant Principal
- Alex Miller – High School Teacher
- Megan Brockway – High School Teacher
- Deena Kirkwood – Middle School Teacher
- Haven Benedict – Elementary School Teacher
- John Root – Primary/Elementary School Teacher
- Angela Garland – K-5 Parent Representative
- Mary Matson-Rowan – 6-12 Parent Representative

Beginning in 2019-20, the Superintendent and Director of Technology will form individual building level technology committees as a means of providing unique support and representation at a more granular level. These sub-committees will meet periodically with a goal of providing updates to the larger TAC group. New members will be selected for TAC in August of 2019 for the 2019-20 school year.
DISTRICT LEADERSHIP TEAM

The district leadership team is comprised of the Superintendent, Chief Educational Officer, Chief Financial Officer, Director of Special Education, building Principals, and Assistant Principals.

CURRENT ASSETS AND SUPPORTS

INFRASTRUCTURE

INFRASTRUCTURE OVERVIEW

The Greencastle-Antrim School District has made a substantial commitment to technology in the classroom. We currently have a district local area network in place with over 2800 network clients connected either by Ethernet or by Wireless Access Point. We have committed our server and network infrastructure to a refresh cycle of every four, and five years respectively. All equipment is leased to ensure the sustainability of these critical infrastructure components.

The district currently supports 173 switches, 154 access points, firewalls and content filters. Emphasizing Wi-Fi capabilities in the future allows the reduction of ports needed per classroom from approximately 10 to 2, resulting in a potential cost savings due to the reduction in per port costs.

The current local-area network is serviced by Cisco Meraki in a star topology, with the core switching and routing originating from the datacenter located at Tayamentasachta. Each school building is connected to the datacenter by a link-aggregated 20Gbps fiber connection. Each building’s MDF closet is connected via 10Gbps fiber to their respective IDF closets. All Wireless Access Points are connected to the IDF closets via CAT6 copper cable. Ethernet ports, however, remain at CAT5 or CAT5e. At this time, there are no plans to upgrade the Ethernet connectivity due to the downscaling of Ethernet requirements. Wireless Access Points are currently operating on 2.4GHz and 5GHz using 802.11ac standards. The district plans to upgrade to 802.11ax standards (or better) during the next network refresh cycle scheduled for July 2022.

District phone infrastructure is comprised of Avaya IP Office technologies, providing VoIP and analog services throughout the buildings. All classrooms are equipped with analog phones, while office staff and administrators are outfitted with VoIP handsets. Each building connects via Avaya’s Small Community Network (SCN) to route all general calls via the District’s PRI, provided by CenturyLink. Each building utilizes two, separate POTS lines for 911 service only, thus eliminating the need for the Avaya SCN to be present, as well as providing address information for 911 dispatch.
INFRASTRUCTURE OBJECTIVES

- Maintain infrastructure to meet site and district needs.
- Review bandwidth usage regularly and determine annually if bandwidth needs to be increased in order to meet site and district needs.
- Maintain 20Gbps backbone between sites.
- Expand Wi-Fi connectivity to include outdoor areas.
- Replace broken/deprecated network equipment as needed.

HARDWARE

HARDWARE OVERVIEW

The Greencastle-Antrim School District commits to the ETO vision to provide equitable access to classroom technologies throughout the district. This vision is met through the procurement, installation, maintenance, repair and retirement of the resources below:

Primary School (Grades K-2) – Per Classroom Technology

- 1 teacher laptop
- 1 classroom projector
- 1 document camera
- 1 analog telephone
- 1 intercom speaker
- network connectivity (wired and wireless)
- 4 desktop computers
- 5 or more iPads (to be added in SY19-20)

Primary School Labs and Carts (SY 19-20)

- computer lab of 30 desktops
- library of 4 desktops
- 3 mobile iPad carts of 15 iPads each

Elementary School (Grades 3-5) – Per Classroom Technology

- 1 teacher laptop
- 1 classroom projector
- 1 document camera
- 1 analog telephone
- 1 intercom speaker
- network connectivity (wired and wireless)
- 8 desktop computers
- 5 or more iPads (to be added in SY19-20)
Elementary School Labs and Carts

- Computer lab of 30 desktops
- Library of 8 desktops
- 1 mobile laptop cart of 20 windows laptops (to be removed by SY20-21)
- 2 mobile laptop carts of 30 Chromebooks each (to be removed by SY21-22)
- 2 mobile iPad carts of 15 iPads each (to be replaced by SY21-22)

Middle School (Grades 6-8) – Per Classroom Technology

- 1 teacher laptop
- 1 classroom projector
- 1 document camera
- 1 analog telephone
- 1 intercom speaker
- network connectivity (wired and wireless)
- 10 desktop computers (to be removed by SY20-21)

Middle School Labs and Carts

- Computer lab of 30 desktops
- STEAM lab of 30 iMacs
- 4 laptop carts of 15-20 windows laptops each (to be removed by SY20-21)
- 1 iPad cart of 15 devices (to be removed by SY20-21)

High School (Grades 9-12) – Per Classroom Technology

- 1 teacher laptop
- 1 classroom projector
- 1 analog telephone
- 1 intercom speaker
- network connectivity (wired and wireless)

High School Student Technology

- All students in grades 9-12 are to receive an iPad with keyboard/case combo in the 19-20 school year.
- High School STEAM department will receive 30 iMacs, and 80 MacBooks in the 19-20 school year.

All hardware is managed via the district’s outsourced IT contractor, Questeq. Questeq is directly responsible for ensuring devices are patched and maintained on a regular basis per industry standards.
HARDWARE OBJECTIVES

- Ensure equitable access to technology resources.
- Implement 1:1 computing in GAHS for all students grades 9-12 in SY19-20.
- Implement 30 seat iMac lab for GAHS STEAM in SY19-20.
- Deploy 80 MacBooks for GAHS STEAM in SY19-20.
- Implement 30 seat iMac lab for GAMS STEAM in SY19-20.
- Deploy 5 iPads per classroom in GAPS and GAES in SY19-20.
- Expand 1:1 computing to GAMS for all students grades 6-8 in SY20-21.
- Update classroom projection in GAHS and GAMS as needed for SY19-20.
- Have all classroom projection equipment updated for GAHS and GAMS by SY20-21.
- Replace broken/deprecated equipment as needed.
LEARNING RESOURCES OVERVIEW

Available educational and business-related software supported by the district include:

- Microsoft Office 365
- G Suite for Education
- Apple Classroom
- Adobe Creative Cloud
- BoardWorks
- Classroom Diagnostic Tools
- PowerSchool SIS
- PowerSchool SpecialEd
- CareDox
- iBoss Network Security
- Sophos Network Security
- Schoology
- Clever SSO
- ClassLink SSO
- McGraw-Hill Reading (grades K-8)
- McGraw-Hill Math (grades K-Algebra)
- McGraw-Hill Social Studies (grades 7-12)
- Edgenuity / CompassLearning
- Follet Destiny
- Heinemann Fountas & Pinnell
- SolarWinds Web Help Desk
- TestOut
- JAMF MDM
- BrightBytes
- LinkIT
- Forecast 5 Analytics
- MSDS Online
- EAW Security
- Orbit Software Bus Boss
- Harris Solutions ProSoft
- MysteryScience
- Scholastic Flix (Science, Freedom, Book)
- Renaissance Learning Accelerated Reader
- PA ETEP
- Turnitin
- NaviGate Prepared
- School Gate Guardian
- 1979 Revolution
- Big Teams
- LoTI Observer

LEARNING RESOURCES OBJECTIVES

- Promote safety and security of all students.
- Integrate technology into each classroom and curricular area.
- Ensure ETO goals are met K-12.
In 2013, the district outsourced all the technology department functions to Questeq to provide a full range of technical support for staff and students. Questeq is a provider of outsourced IT services, specializing in K-12 education, and is headquartered in Coroapolis, PA.

The onsite technology team consists of five members including two Desktop Support Engineers, an Infrastructure Engineer, an Applications Support Analyst, and a Director of Technology. The team utilizes a variety of tools to support their work including: Microsoft Systems Center Configuration Manager, JAMF Mobile Device Management, iBoss Web Filter, Sophos Firewall, Microsoft Office 365, G Suite for Education, and Cisco Meraki. The entire five-person team is on hand to provide telephone, e-mail, and direct contact support for the education technology goals of the district. In addition to the onsite staff, Questeq provides offsite support such as: 1st tier helpdesk support and services, project management services, network operation center support, and Erate consulting.

The Director of Technology works closely with key district personal to ensure district educational goals, and business goals, are being met from an IT perspective. Each week, the Director of Technology meets one-on-one with the Chief Educational Officer to discuss various educational resources and projects, as a means of keeping IT and curriculum in sync. Twice monthly, the Director of Technology meets as a member of a larger support services cohort, to discuss the various functions of the district. This cohort includes the Chief Financial Officer, Accounting Officer, Human Resources Director, Transportation Director, Food Services Director, and Maintenance Director. Once per week, the technology department meets to discuss ongoing and upcoming projects, support ticket status, and goals.

Cyber Security is an area of increasing importance to GASD as the number of online resources and the amount of data housed within them increases. Steps the district will undertake to mitigate the chances of a data breach include demoting staff access permissions from “local administrator” to “local user” on all Windows devices, working toward establishing a cyber security onboarding module for new staff to complete, and configuring active monitoring of potential infections at the network level through the district’s web filter appliance, and Microsoft SCCM. Additional measures, such as forcing two factor authentication, encrypting email messages, and increasing the frequency of required password changes, will also be evaluated over the course of the technology plan.

In the 2018-19 school year, the technology department responded to 2640 tickets. Maintaining the present level of technology support will be a crucial component in achieving the goals of this plan. One current challenge facing the district is the deployment of 1:1 computing at the high school for the 2019-20 school year. With this program comes a “net new” 400 devices. Although this is a significant increase in devices, we are not projecting the need for an additional staff resource at this time. However, we will evaluate the number of help desk tickets, as well as
the resolution time of tickets after this program has been implemented to determine if an additional staff resource 
may be needed for the planned deployment of a 1:1 program in grades 6-8 at the middle school.

**TECHNICAL SUPPORT OBJECTIVES**

- Continue to support curricular goals as defined by the Superintendent and Chief Educational Officer.
- Continue to support goals for business and support operations as defined by the Chief Financial Officer.
- The technology department will strive to meet service level agreements as defined by the existing 
  Questeq contract with the district.
- Review bandwidth usage regularly and expand bandwidth to meet site and district needs.
- Safety and security will remain a top priority as we help to support building level security, as well as cyber-
  security.

Additionally, with the implementation of 1:1 computing in the high school, and the deployment of equipment in
the high school STEAM department, we are recommending the removal of existing (outdated) computer carts
located in various classrooms throughout the building for SY19-20. As we expand 1:1 into the middle school in
SY20-21, a similar recommendation will be made as to the removal of legacy devices. Overall, as assets age and
become obsolete, assets will be evaluated for viable use and ultimately recycled as they reach the end of their life
expectancy.

As we continue to look at device procurement and support for grades K-12, we have been focused on developing a
life-cycle management plan to address fiscal responsibility and the appropriate refresh cycle of all IT assets. As a
part of this plan, 1:1 helps to address this concern for student devices in grades 6-12, as all student iPads fall into a
natural 3 to 4-year refresh cycle. We will work to develop a technology life-cycle plan in grades K-5, with an
expectation of having a recommendation to the board by the 2020-21 school year.

Lastly, to help support the vision of a life-cycle management plan, the technology department has made an effort
to enter into leasing agreements for all IT assets; including infrastructure and classroom technologies. By entering
into these leasing agreements, the district can expect to leverage our funding in a sustainable and predictable
manner. We predict by the 2021-22 school year, all hardware within the IT budget will be leased on a variable
refresh cycle (i.e. 3, 4 or 5-year lease agreements depending on device type and life expectancy).
### EDUCATIONAL TECHNOLOGY GOALS

#### OVERVIEW OF GOALS

1. Students will use technology in all content areas utilizing the ISTE-S standards; implemented through district technology scope and sequence plan, leading to increased engagement.
2. Students will learn about and understand issues related to the appropriate and ethical use of information technology, leading to the development of good digital citizenship habits.
3. Provide teachers with training to incorporate technology into teaching of all content areas.
4. Issue 1:1 iPads to all students in grades 9-12 for SY19-20.
5. Issue 5 iPads per classroom in GAPS and GAES for SY19-20.
6. Issue 1:1 iPads to all students in grades 6-8 for SY20-21.
7. Ensure technology integration in the GASD curriculum and explore the implementation and utilization of a digital warehouse for curriculum and curricular resources.
8. Replace ACE student machines with up-to-date hardware.
9. Replace legacy classroom display technology in GAHS and GAMS classrooms.

### INSTRUCTIONAL PROGRAM GOALS

#### GOAL 1

**Students will use technology in all content areas utilizing the ISTE-S; implemented through a district technology scope and sequence plan, leading to increased engagement.**

**Rationale:** Technology competency is becoming a requirement for the vast majority of occupations and industries. Successful students will be able to use technology to accomplish their goals and objectives.

**Checkpoints:**

- The district completed a baseline survey for technology utilization in the Spring of SY18-19.
- The district may measure the implementation of technology via HEAT / LoTI.
- The district will complete additional surveys via BrightBytes in the 2019-20 school year to show growth in the 4C’s, perception of technology, and correspondence to the ISTE-S standards for students.

*See Appendix A for Technology Scope and Sequence – K-12 ISTE Matrix*
GOAL 2

Students will learn about and understand issues related to the appropriate and ethical use of information technology, leading to the development of good digital citizenship habits.

Rationale: Students should know the risks, dangers, and expectations of the digital world in order to successfully navigate and operate within it.

Checkpoints:

- By June 30, 2020, 33% of schools in the district will implement a district-approved, grade differentiated Digital Citizenship curriculum to all students.
- By June 30, 2021, 66% of schools in the district will implement a district-approved, grade differentiated Digital Citizenship curriculum to all students.
- By June 30, 2022, 100% of schools in the district will implement a district-approved, grade differentiated Digital Citizenship curriculum to all students.

See Appendix B for Digital Citizenship Curriculum – K-12 Scope and Sequence

PROFESSIONAL LEARNING GOALS

GOAL 3

Provide teachers and administrators with training to incorporate technology into teaching of all content areas.

Rationale: By empowering teachers with the knowledge of how educational technology can improve student engagement, the use of the 4C’s, and the skills to act on that knowledge, teachers will raise the expectations and achievement levels around technology integration in their classrooms.

Checkpoints:

- By June 30, 2020, all teachers K-12 will have received two full days of professional development in the ISTE-S and ISTE-T standards, as well as frameworks to support Learning Focused Schools and Webb’s Depths of Knowledge. A vanguard group of teachers will be created and will receive an additional 4 days of Apple Professional Learning. It is an expectation that all teachers will have received Apple Teacher Certification.
- As new teachers are onboarded, all inductees will become Apple Teacher certified.
Professional development will be conducted in an ongoing manner; differentiated to the needs of the teachers participating in training.

**INFRASTRUCTURE AND EQUIPMENT GOALS**

**GOAL 4**

**Issue 1:1 iPad to all students in grades 9-12 for SY19-20.**

**Rationale:** To take full advantage of new learning opportunities, students will require a district issued iPad that allows for an engaging, immersive, creative, and supportive learning experience.

**Checkpoints:**

- Students in grades 9-12 will be issued an iPad in the 2nd semester of the 2019-20 school year.
- All students in digital foundations will receive digital citizenship training to support their 1:1 device experience.

*See Appendix C for implementation schedule*

**GOAL 5**

**Issue 5 iPads per classroom in Primary and Elementary schools for SY19-20.**

**Rationale:** To take full advantage of new learning opportunities, students will require a mobile device that allows for an engaging, immersive, creative, and supportive learning experience.

**Checkpoints:**

- All classrooms in the Primary and Elementary schools will receive 5 iPads per classroom to start the 2019-20 school year.
- All students will receive digital citizenship training as a part of the existing computer curriculum; offered on a 6-day cycle.

*See Appendix D for implementation schedule*
GOAL 6

Issue 1:1 iPad to all students in grades 6-8 for SY20-21.

Rationale: To take full advantage of new learning opportunities, students will require a district issued iPad that allows for an engaging, immersive, creative, and supportive learning experience.

Checkpoints:

- Students in grades 6-8 will be issued a 1:1 iPad during the 2020-21 school year.

GOAL 7

Ensure technology integration in the GASD curriculum and explore the implementation and utilization of a digital warehouse for curriculum and curricular resources.

Rationale: GASD curriculum cycle and development will include the integration of ISTE-S standards across the curriculum.

Checkpoints:

- By June 30, 2020, implement up-to-date curricular resources for Social Studies (grades 7-12)
- By June 30, 2021, implement up-to-date curricular resources for Science (grades 6-12)
- By June 30, 2023, implement up-to-date curricular resources for English Language Arts (grades K-8)
- By June 30, 2025, implement up-to-date curricular resources for Math (grades K-Algebra)

GOAL 8

Replace ACE student machines with up-to-date hardware

Rationale: GASD partnership with ACE program requires the use of classroom computers and internet connectivity to provide access to online curriculum.

Checkpoints:

- By August 1, 2019, ACE student desktops are to be supplanted with new hardware; compatible with the ACE curriculum.
GOAL 9

Replace legacy classroom display technology in GAHS and GAMS classrooms.

Rationale: To take full advantage of new learning opportunities, classrooms will require district issued display technology (i.e. 65”+ interactive display, or 65”+ non-interactive display) that allows for an engaging, immersive, creative, and supportive learning experience.

Checkpoints:

- By June 30, 2020, GAHS and GAMS classrooms will receive updated classroom display technology as needed.
- By June 30, 2021, all GAHS and GAMS classrooms will receive updated classroom display technology.
## STUDENT DEVICES

<table>
<thead>
<tr>
<th>School</th>
<th>Approx. # of Students</th>
<th>Actual 2018-19</th>
<th>Proposed 2019-20</th>
<th>Proposed 2020-21</th>
<th>Proposed 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAPS</td>
<td>670</td>
<td>400</td>
<td>600</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>GAES</td>
<td>700</td>
<td>675</td>
<td>760</td>
<td>760</td>
<td>760</td>
</tr>
<tr>
<td>GAMS</td>
<td>770</td>
<td>945</td>
<td>945</td>
<td>830</td>
<td>830</td>
</tr>
<tr>
<td>GAHS</td>
<td>900</td>
<td>610</td>
<td>1040</td>
<td>1040</td>
<td>1040</td>
</tr>
</tbody>
</table>

## MONITORING AND EVALUATION

The Director of Technology will be responsible for initiating the implementation of the Educational Technology Plan. Success indicators, as identified in the goals in the above sections, will be monitored and evaluated by the Greencastle-Antrim School District Technology Advisory Committee (TAC). Annual priority actions will be developed, acted upon, reviewed, and updated. The Director of Technology will be responsible for evaluating progress toward priority actions on a quarterly basis with the support of the district leadership team.

In addition, a report on infrastructure and classroom impact will be made to the School Board on an annual basis.
FUNDING AND BUDGET

The Greencastle-Antrim School District depends on the General Fund Budget to fund the district's budget. Based on the district’s goals and success indicators, each building’s principal works with interested stakeholders (teachers, students, parents and community) to determine how building monies are used to improve instruction and student achievement of all curricular standards.

See Appendix E for a sample 5 Year Technology Budget
**Greencastle-Antrim School District**

**Technology Scope & Sequence**

<table>
<thead>
<tr>
<th>Technology Scope &amp; Sequence</th>
<th>Key = Beginning (B), Developing (D), Mastered (M)</th>
<th>6-12 Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Operations &amp; Concurrency</strong></td>
<td></td>
<td>6-12 Resources</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Technology Scope &amp; Sequence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Logics / File Management**

<table>
<thead>
<tr>
<th>Logics / File Management</th>
<th>Key = Beginning (B), Developing (D), Mastered (M)</th>
<th>6-12 Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Personal Data Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Online Safety**

<table>
<thead>
<tr>
<th>Online Safety</th>
<th>Key = Beginning (B), Developing (D), Mastered (M)</th>
<th>6-12 Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Digital Identity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Scope & Sequence**

<table>
<thead>
<tr>
<th>Technology Scope &amp; Sequence</th>
<th>Key = Beginning (B), Developing (D), Mastered (M)</th>
<th>6-12 Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Keyboarding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mousing and Drawing**

<table>
<thead>
<tr>
<th>Mousing and Drawing</th>
<th>Key = Beginning (B), Developing (D), Mastered (M)</th>
<th>6-12 Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Communication &amp; Collaboration Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The virtual world and gaming tools to work collaboratively toward common goals.
The social media tools to connect, collaborate and share.
The digital tools such as blogs, websites and social media to crowdsource, crowdfund and mobilize a community toward a goal.
Create and maintain a digital portfolio or collection of works related to one’s learning.

**Technology Scope & Sequence**

**Word Processing**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Use a word processing application to write, edit, print and save assignments.
- Use the formatting tools to bold, italicize, underline, insert images and create hyperlinks.
- Highlight, copy and paste text within a document or from an outside source.
- Insert and resize images within a document.
- Copy, paste and delete images found from outside sources.
- Use the macro/functional tools to format paper using MLA, APA or other appropriate styles.
- Proofread and edit writing using built-in resources (i.e. dictionary, spell checker, thesaurus, grammar charts).

**Problem Solving & Computational Thinking**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Use technology tools to represent solutions to problems in a variety of ways (i.e., text, sound, pictures and numbers).
- The technology resources and tools to solve age-appropriate computing problems or for independent learning.
- Define an algorithm as a sequence of instructions and use the basic steps of algorithmic thinking to solve problems and design solutions.
- Use block-based visual programming interfaces to build a game, tell a story or solve a problem.
- Use 2D design tools to create prototypes, models and simulations to demonstrate solutions and ideas.
- Use 3D design tools to create prototypes, models and simulations to demonstrate solutions and ideas.

**Spreadsheets & Databases**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Understand that spreadsheets, databases and other specialized data tools are used to collect, manage, analyze and visualize data.
- Identify and explain terms and concepts related to spreadsheet (i.e., cell, column, row, header, labels, chart, graph).
- Enter/edit data and text into a spreadsheet and format spreadsheet to accumulate data.
- Calculate numerical equations using spreadsheet formulas and functions.
- Designate the format of cell to accommodate different kinds of text and numerical data.
- Deliver spreadsheet data to create tables, charts and graphs.
- Identify and explain terms and concepts related to database systems (i.e., field, set, subset, query, ordered, sorted).
- Enter/edit data and/or text into a database and use queries to find information.
- Use spreadsheets and databases to make predictions, solve problems and draw conclusions.

**Multimedia & Presentation Tools**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Use a digital camera, video camera or camcorder to record device to take pictures and videos.
- Capture images that incorporate rules of photography.
- Use photo and video editing tools to adjust images and add effects.
- Use music and multimedia tools.
- Use recording and editing equipment to record, edit and publish audio.
- Create, edit and format text, visuals and audio within a multimedia presentation.
- Create a series of slides and organize them to present research or convey an idea.
- Copy/paste or import graphics within a multimedia presentation. Be able to change the size and position on a slide.
- Insert songs, videos or other media on slides.
- Add a working hyperlink to a multimedia presentation.

**Internet Searching & Online Databases**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Use a refresh/forward button to navigate a web browser.
- Use pop-up blocking orstops to avoid pop-up advertisements.
- Create bookmarks and establish frequently used sites to the bookmark bar.
- Locate the URL of a website and make a distinction between the suffix .org, .com, .edu, .gov and international domains.
- Use the appropriate search engines to find information.
- Locate and use hyperlinks within web pages or documents.
- Use digital tools or platforms to organize, display, annotate and/or share a curated collection.
- Locate and add browse or other web apps or add-ons to custom learning.
- Access online catalogs and databases for research.

**Technology Scope & Sequence**

**Acceptable Use, Copyright & Informed Sources**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Locate required information on web pages and other digital resources and cite the appropriate style.
- The appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility and relevance.
- Transfer the information learned from online sources into your own words.
- Understand all rules and policies in the school’s acceptable use policy.
- Use the “shut down” or “restart” option in a computer.

**Technology Scope & Sequence**

**Organizational & Project Tools**

<table>
<thead>
<tr>
<th>Key</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>MASTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

- Use a calendar, task manager or other tools to organize one’s self as well as manage projects.
- The appropriate note-taking tools.
- Organize graphics, brainstorming applications or other digital tools to gather and organize information.
- The digital tools to create timelines of people, historical events, etc. to organize information sequentially.
Our K-12 Digital Citizenship Curriculum

Kids and teens today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Meanwhile, schools are dealing with the associated ramifications — like cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn — and for teachers to teach — digital literacy and citizenship skills.

Common Sense Education’s **FREE Digital Citizenship Curriculum** empowers students to think critically, behave safely, and participate responsibly in our digital world. These 21st-century skills are essential for students to harness the full potential of technology for learning. Taught by classroom teachers, librarians, technology specialists, health educators, and guidance counselors around the world, our K-12 curriculum:

- Introduces reliable, research-based information to students about digital media and their impact
- Offers a comprehensive yet balanced approach in addressing safety and security concerns, including ethics and behavior issues, as well as digital literacy skills
- Includes research-based lessons based on the work of Howard Gardner and the GoodPlay Project at the Harvard Graduate School of Education
- Provides student-centered, media-rich lesson materials that emphasize skill building, critical thinking, ethical discussion, media creation, and decision making to students of all ages
- Addresses the whole community by providing materials to educate parents and families about digital citizenship
- Satisfies criteria for CIPA E-rate compliance
- Aligns to the Common Core State Standards, the International Society for Technology in Education’s National Education Technology Standards (ISTE’s NETS), and the American Association of School Librarians (AASL) Standards
- Includes rich professional development resources such as tutorials, videos, and webinars

There are 80 lessons in the full K-12 curriculum, with supporting materials such as student handouts, assessments, educational videos, family tip sheets, and professional development resources. We suggest starting with our Scope & Sequence to determine which approach is right for your students.

Our Scope & Sequence consists of three units for grade bands K-2, 3-5, and 6-8 and four units for Grades 9-12. Each unit is comprised of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within this band.

Our curriculum is made available to educators and schools FREE thanks to the generous support of our funders. Browse our educator site to find a plethora of curricular materials. Our education program brings students, families, and educators together to create world-class digital citizens for the 21st-century.
Cross-Curricular Framework

**Privacy & Security**
Students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyze privacy policies.

**Digital Footprint & Reputation**
Students learn to protect their own privacy and respect others’ privacy. Our digital world is permanent, and with each post, students are building a digital footprint. By encouraging students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.

**Self-Image & Identity**
These lessons are designed to help students explore their own digital lives, focusing on their online versus their offline identity. Students learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships.

**Creative Credit & Copyright**
Living in a “copy/paste” culture, students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, students learn about copyright and fair use.

**Relationships & Communication**
Students reflect on how they can use intra-personal and interpersonal skills to build and strengthen positive online communication and communities. They delve into the concept of digital citizenship and digital ethics, and they reflect on their online interactions.

**Information Literacy**
Information literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, students learn how to evaluate the quality, credibility, and validity of websites, and give proper credit.

**Cyberbullying & Digital Drama**
Students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions — both negative and positive — can impact their friends and broader communities. Students are encouraged to take the active role of upstander and build positive, supportive online communities.

**Internet Safety**
Students explore how the Internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections. These foundational skills are just the beginning!
# Scope & Sequence

### Digital Citizenship Curriculum

Our Scope & Sequence consists of three units for grade bands K–2, 3–5, and 6–8 and four units for grades 9–12. Each unit is composed of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within a grade band. Our cross-curricular approach covers:

- Internet Safety
- Privacy & Security
- Relationships & Communication
- Cyberbullying & Digital Drama
- Digital Footprint & Reputation
- Self-image & Identity
- Information Literacy
- Creative Credit & Copyright

### GET TRAINED:
Use our Digital Citizenship Tutorial and professional development resources to learn best practices for teaching digital citizenship to your students.

### TEACH LESSONS: UNIT 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GOING PLACES SAFELY</td>
</tr>
<tr>
<td>2</td>
<td>A-B-C SEARCHING</td>
</tr>
<tr>
<td>3</td>
<td>KEEP IT PRIVATE</td>
</tr>
<tr>
<td>4</td>
<td>MY CREATIVE WORK</td>
</tr>
<tr>
<td>5</td>
<td>SENDING EMAIL</td>
</tr>
</tbody>
</table>

### GIVE ASSESSMENT*:

### TEACH LESSONS: UNIT 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STAYING SAFE ONLINE</td>
</tr>
<tr>
<td>2</td>
<td>FOLLOW THE DIGITAL TRAIL</td>
</tr>
<tr>
<td>3</td>
<td>SCREEN OUT THE MEAN</td>
</tr>
<tr>
<td>4</td>
<td>USING KEYWORDS</td>
</tr>
<tr>
<td>5</td>
<td>SITES I LIKE</td>
</tr>
</tbody>
</table>

### GIVE ASSESSMENT*:

### TEACH LESSONS: UNIT 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>POWERFUL PASSWORDS</td>
</tr>
<tr>
<td>2</td>
<td>MY ONLINE COMMUNITY</td>
</tr>
<tr>
<td>3</td>
<td>THINGS FOR SALE</td>
</tr>
<tr>
<td>4</td>
<td>SHOW RESPECT ONLINE</td>
</tr>
<tr>
<td>5</td>
<td>WRITING GOOD EMAILS</td>
</tr>
</tbody>
</table>

### GIVE ASSESSMENT: Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

### ENGAGE FAMILIES: Invite parents into the conversation with our Connecting Families program and resources.
Scope & Sequence Digital Citizenship Curriculum

Our Scope & Sequence consists of three units for grade bands K–2, 3–5, and 6–8 and four units for grades 9–12. Each unit is composed of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within a grade band. Our cross-curricular approach covers:

<table>
<thead>
<tr>
<th>Internet Safety</th>
<th>Privacy &amp; Security</th>
<th>Relationships &amp; Communication</th>
<th>Cyberbullying &amp; Digital Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Footprint &amp; Reputation</td>
<td>Self-image &amp; Identity</td>
<td>Information Literacy</td>
<td>Creative Credit &amp; Copyright</td>
</tr>
</tbody>
</table>

**GET TRAINED:** Use our Digital Citizenship Tutorial and professional development resources to learn best practices for teaching digital citizenship to your students.

**ONBOARD STUDENTS:** Introduce students to Digital Passport, our award-winning suite of games that help onboard students to the foundational skills of digital citizenship and internet safety.

**TEACH LESSONS:**

**UNIT 1**

1. **RINGS OF RESPONSIBILITY:** What kinds of responsibilities does a good digital citizen have?
2. **PRIVATE AND PERSONAL INFORMATION:** How can you protect yourself from online identity theft?
3. **THE POWER OF WORDS:** What should you do when someone uses mean or scary language on the Internet?
4. **THE KEY TO KEYWORDS:** Which keywords will give you the best search results?
5. **WHOSE IS IT, ANYWAY?** How can you show respect for other people’s work?

**GIVE ASSESSMENT**

**UNIT 2**

1. **STRONG PASSWORDS:** How can a secure password help you protect your private information?
2. **DIGITAL CITIZENSHIP PLEDGE:** How do you create a positive online community?
3. **YOU’VE WON A PRIZE!** What is spam, and what can you do about it?
4. **HOW TO CITE A SITE:** How do you cite different types of online sources?
5. **PICTURE PERFECT:** How can photos be changed on the computer, and how can that affect your feelings about the way you look?

**GIVE ASSESSMENT**

**UNIT 3**

1. **TALKING SAFELY ONLINE:** What’s the difference between Internet friends and in-person friends?
2. **SUPER DIGITAL CITIZEN:** How can people help others be good digital citizens?
3. **PRIVACY RULES:** How do you know if a website protects your private information?
4. **WHAT’S CYBERBULLYING?** What is cyberbullying, and how do you deal with it?
5. **SELLING STEREOTYPES:** How do we learn stereotypes of boys and girls from media messages?

**GIVE ASSESSMENT:** Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

**ENGAGE FAMILIES:** Invite parents into the conversation with our Connecting Families program and resources.
## GRADES 6 - 8

### Scope & Sequence Digital Citizenship Curriculum

Our Scope & Sequence consists of three units for grade bands K-2, 3-5, and 6-8 and four units for grades 9-12. Each unit is composed of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within a grade band. Our cross-curricular approach covers:

<table>
<thead>
<tr>
<th>Internet Safety</th>
<th>Privacy &amp; Security</th>
<th>Relationships &amp; Communication</th>
<th>Cyberbullying &amp; Digital Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Footprint &amp; Reputation</td>
<td>Self-image &amp; Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Creative Credit &amp; Copyright</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GET TRAINED

Use our Digital Citizenship Tutorial and professional development resources to learn best practices for teaching digital citizenship to your students.

### ONBOARD STUDENTS

Introduce students to Digital Compass, our award-winning suite of games that help onboard students to the foundational skills of digital citizenship and internet safety.

### TEACH LESSONS: UNIT 1

#### Completed

1. **DIGITAL LIFE 101:** What is the place of digital media in our lives?
2. **STRATEGIC SEARCHING:** What steps can help you find what you’re looking for when you search online?
3. **SCAMS AND SCHEMES:** What is identity theft, and how can protect yourself from it?
4. **CYBERBULLYING: BE UPSTANDING:** How do you judge the intentions and impact of people’s words and actions online?
5. **A CREATOR’S RIGHTS:** What rights do you have as a creator?

### TEACH LESSONS: UNIT 2

#### Completed

1. **MY MEDIA:** What are your personal media habits, and how much time do you spend with different forms of media?
2. **A CREATOR’S RESPONSIBILITIES:** What responsibilities do you have to respect others’ creative work?
3. **SAFE ONLINE TALK:** How should you handle inappropriate online talk?
4. **WHICH ME SHOULD I BE?** What are the outcomes of presenting yourself in different ways online?
5. **GENDER STEREOTYPES ONLINE:** What are gender stereotypes, and can they shape our experiences online?

### TEACH LESSONS: UNIT 3

#### Completed

1. **TRILLION-DOLLAR FOOTPRINT:** What is a digital footprint, and what does yours convey?
2. **IDENTIFYING HIGH-QUALITY SITES:** When can you trust what you find on the Internet?
3. **THE REALITY OF DIGITAL DRAMA:** Does the way we think about digital drama have anything to do with gender?
4. **CYBERBULLYING: CROSSING THE LINE:** When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?
5. **REWORK, REUSE, REMIX:** What rights do you have as a creator?

### EXTEND LEARNING

Challenge teens to take a real-world look at digital citizenship through student-directed, media-rich activities in Digital Bytes.

### *GIVE ASSESSMENT*

Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

### ENGAGE FAMILIES

Invite parents into the conversation with our Connecting Families program and resources.

[www.commonsensemedia.org/educators/scope-and-sequence](http://www.commonsensemedia.org/educators/scope-and-sequence)
Scope & Sequence Digital Citizenship Curriculum

Our Scope & Sequence consists of three units for grade bands K–2, 3–5, and 6–8 and four units for grades 9–12. Each unit is composed of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within a grade band. Our cross-curricular approach covers:

- Internet Safety
- Privacy & Security
- Relationships & Communication
- Cyberbullying & Digital Drama
- Digital Footprint & Reputation
- Self-image & Identity
- Information Literacy
- Creative Credit & Copyright

> GET TRAINED: Use our Digital Citizenship Tutorial and professional development resources to learn best practices for teaching digital citizenship to your students.

> ONBOARD STUDENTS: Invite students to explore digital dilemmas and practice decision-making — all without risking their real-world reputations — in the stories and mini-games of award winning Digital Compass.

> TEACH LESSONS: UNIT 1

1. DIGITAL LIFE 101: What is the place of digital media in our lives?
2. OOPS! I BROADCAST IT ON THE INTERNET: What are the consequences of oversharing online?
3. COPYRIGHTS AND WRONGS: How can I make responsible choices when I use other people’s creative work?
4. FEELING ON DISPLAY: Are girls and guys judged differently when they post photos online?
5. TURN DOWN THE DIAL ON CYBERBULLYING AND ONLINE CRUELTY: Which factors intensify cyberbullying and online cruelty, and what can you do to lessen them?

> GIVE ASSESSMENT*

> TEACH LESSONS: UNIT 2

1. MY ONLINE CODE: What does it mean to do the right thing online?
2. WHO ARE YOU ONLINE?: How do you present yourself to the world online and offline?
3. BUILDING COMMUNITY ONLINE: How can websites foster community online?
4. OVEREXPOSED: Sexting and Relationships: What are the risks and responsibilities when you share online in a relationship?
5. RISKY ONLINE RELATIONSHIPS: How can you tell when an online relationship is risky?

> GIVE ASSESSMENT*

> TEACH LESSONS: UNIT 3

1. RIGHTS, REMIXES, AND RESPECT: What should you consider when you use other people’s creative work?
2. TAKING PERSPECTIVES ON CYBERBULLYING: How does online cruelty affect the people involved?
3. WHAT’S THE BIG DEAL ABOUT INTERNET PRIVACY?: How do websites collect your personal information, and what can you do about it?
4. BECOMING A WEB CELEB: What does it mean to become an Internet celebrity?
5. COLLEGE BOUND: How can information you post on the Internet affect your future opportunities?

> GIVE ASSESSMENT*

Continued >
Scope & Sequence Digital Citizenship Curriculum

> **TEACH LESSONS:** UNIT 4

1 - **PRIVATE TODAY, PUBLIC TOMORROW:** How can you respect the privacy of others online?

2 - **DOES IT MATTER WHO HAS YOUR DATA?**: What are the upsides and downsides of companies collecting your data online?

3 - **BREAKING DOWN HATE SPEECH:** How can you create a community culture in which hate speech is unacceptable, both online and offline?

4 - **RETOUCHING REALITY:** What are the creative and ethical aspects of digital-photo manipulation?

5 - **COLLECTIVE INTELLIGENCE:** What are the benefits and drawbacks of people working together to create information online?

> **GIVE ASSESSMENT**

> **EXTEND LEARNING:** Challenge teens to take a real-world look at digital citizenship through student-directed, media-rich activities in Digital Bytes.

> **GIVE ASSESSMENT:** Assess your students’ learning of lesson objectives and gauge their understanding and attitudes through Interactive Unit-Level Assessments.

> **ENGAGE FAMILIES:** Invite parents into the conversation with our Connecting Families program and resources.
## APPENDIX C - GRADES K - 5 Apple Rollout Plan

<table>
<thead>
<tr>
<th>TIME</th>
<th>DATE</th>
<th>TASK</th>
<th>STATUS</th>
<th>FOCUS</th>
<th>DRI</th>
<th>TEAM MEMBERS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOW</td>
<td>8/20/19</td>
<td>Conduct an information session for teachers</td>
<td>L</td>
<td>Kendra</td>
<td>Bob Dwight</td>
<td>Occur during K-5 faculty meeting in the morning</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>10/14/19</td>
<td>Determine the cost of insurance (student costs)</td>
<td>E L</td>
<td>Dwight</td>
<td>Mark D</td>
<td>Complete insurance policies by 10-14 to be discussed at board work session on 10-17, with a board vote on 11-7</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Determine a device deployment model</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td></td>
<td>Devices to be delivered to rooms after configuration.</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Determine your distribution strategy</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td>Principals</td>
<td>Devices to be delivered to rooms after configuration.</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Select a protective case</td>
<td>COMPLETE</td>
<td>Angie / Chad</td>
<td>Dwight</td>
<td><a href="https://www.logitech.com/en-us/product/ruggedcombo2">https://www.logitech.com/en-us/product/ruggedcombo2</a></td>
<td></td>
</tr>
<tr>
<td>19/20 sc. yr.</td>
<td>on-going</td>
<td>Review student discipline processes and procedures</td>
<td>L</td>
<td>Kevin/Alison</td>
<td>K-12 Admin Team and Bob Dwight</td>
<td>Update code of conduct</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>8/1/19</td>
<td>Establish acceptable and responsible use policies</td>
<td>L</td>
<td>Kendra</td>
<td>Dwight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>8/1/19</td>
<td>Finalize in-school policies and procedures</td>
<td>L</td>
<td>Principals</td>
<td>Dwight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Create guidelines for content filtering</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td>Mark D</td>
<td>Using current web filtering technologies per CIPA</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>8/1/19</td>
<td>Establish managed settings and restrictions</td>
<td>E</td>
<td>Dwight</td>
<td>Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>8/1/19</td>
<td>Establish a repair processes</td>
<td>E</td>
<td>Dwight</td>
<td>Questeq</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Establish criteria for app approval</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td>Bob Dwight</td>
<td>Plan to revisit with TAC in Fall regarding re-assigning responsibilities among department heads / team leaders Bob looking to work with grade level teams to establish apps per grade level</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Create guidelines for spare devices</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td>Questeq</td>
<td>No spare devices offered -- broken/damaged devices handled via Apple Care</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Develop an app procurement strategy</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td>Questeq</td>
<td>Currently VPP assignment handled via Tech Dept. -- plan to revisit with TAC in Fall regarding re-assigning responsibilities among department heads / team leaders</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>7/15/19</td>
<td>Create and distribute Managed Apple IDs</td>
<td>E</td>
<td>Mark D</td>
<td>行政管理外部</td>
<td>Configure Azure AD and Apple School Manager</td>
<td></td>
</tr>
<tr>
<td>19/20 sc. yr.</td>
<td>on-going</td>
<td>Create a sustainable professional learning plan</td>
<td>L</td>
<td>Bob</td>
<td>Admin Team</td>
<td>Aug. 19th Apple; Small Group Sept. 10, 11; Feb. 4, 5; IU Days Jan. 17 and March 20, Goal 100% K-5 teachers and admin Apple certified will occur 1 time per month and 1/2 day January in-service</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>7/15/19</td>
<td>Configure Devices</td>
<td>E</td>
<td>Dwight</td>
<td>Questeq</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>COMPLETE</td>
<td>Create a backup strategy for user content</td>
<td>COMPLETE</td>
<td>Dwight</td>
<td>Questeq</td>
<td>D365 OneDrive, Google Drive, iCloud</td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>8/15/19</td>
<td>Distribute devices to teachers</td>
<td>E</td>
<td>Dwight</td>
<td>Questeq</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>8/22/19</td>
<td>Distribute devices to students</td>
<td>E</td>
<td>Dwight</td>
<td>Questeq</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONGOINGnis</td>
<td>Support your technical staff</td>
<td>L T</td>
<td>Graydon</td>
<td>Questeq</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>Align personnel to support the initiative</td>
<td>L</td>
<td>Bob</td>
<td>Apple Vanguard Team</td>
<td>Configure Azure AD and Apple School Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19/20 sc. yr.</td>
<td>on-going</td>
<td>Move the project focus from logistics to learning</td>
<td>T L</td>
<td>Bob</td>
<td>Bldg. Admin</td>
<td>Aug- 19th Apple; Small Group Sept. 10, 11; Feb. 4, 5; IU Days Jan. 17 and March 20, Goal 100% K-5 teachers and admin Apple certified will occur 1 time per month and 1/2 day January in-service</td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>Establish a full planning team</td>
<td>L</td>
<td>Angie / Chad</td>
<td>Dwight</td>
<td>Apple Vanguard Team</td>
<td>Configure Azure AD and Apple School Manager</td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>Determine a core set of native apps and digital content</td>
<td>E L T</td>
<td>Teacher leaders</td>
<td>same as line 17</td>
<td>Apple Vanguard Team and 100% Apple Teacher Certified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19/20 sc. yr.</td>
<td>on-going</td>
<td>Start professional learning for teachers</td>
<td>L T</td>
<td>Bob</td>
<td>Admin and Questeq</td>
<td>Apple Vanguard Team and 100% Apple Teacher Certified</td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>Foster digital citizenship (within the learning space)</td>
<td>T</td>
<td>Bob</td>
<td>Teachers</td>
<td>Configure and deploy Apple Schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>Develop a plan to leverage accessibility features on iPad or Mac that ensures all learners are supported</td>
<td>T E</td>
<td>Special Ed</td>
<td></td>
<td>Using current web filtering technologies per CIPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>COMPLETE</td>
<td>Develop teacher measurement strategy</td>
<td>COMPLETE</td>
<td>Bob</td>
<td>H.E.A.T. LoTI, and BrightBytes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Conduct an information session for parents</td>
<td>L</td>
<td>Kendra</td>
<td>Admin team</td>
<td>Kendra Admin team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Create a plan to inform parents and students of the project</td>
<td>L</td>
<td>Kendra</td>
<td></td>
<td>Kendra Admin team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Provide training on the Apple Classroom app</td>
<td>E L</td>
<td>Graydon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>7/22/19</td>
<td>Implement and integrate Apple Classroom</td>
<td>E</td>
<td>Mark D</td>
<td>Apple SE, Dwight</td>
<td>Tweak Apple School Manager with JAMF to sync all classrooms from SIS</td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>6/1/19</td>
<td>Provide training on the Apple Schoolwork app</td>
<td>E L</td>
<td>Graydon</td>
<td>Ongoing PD with APL and LUI</td>
<td>Configure and deploy Apple Schoolwork</td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>6/1/19</td>
<td>Implement and Integrate Apple Schoolwork</td>
<td>E L</td>
<td>Mark D</td>
<td>Apple SE, Dwight</td>
<td>Ongoing PD with APL and LUI</td>
<td>Configure and deploy Apple Schoolwork</td>
</tr>
<tr>
<td>FUTURE</td>
<td>6/1/19</td>
<td>Select a learning management system</td>
<td>T L E</td>
<td>Graydon</td>
<td>Teacher Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>6/1/19</td>
<td>Deploy a learning management system</td>
<td>T L E</td>
<td>Mark D</td>
<td>Teacher Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Determine how students will share and store work</td>
<td>T L E</td>
<td>Teacher Leaders</td>
<td>Mark D</td>
<td>Teacher Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Provide out-of-the-box training for teachers</td>
<td>E L T</td>
<td>Graydon</td>
<td>Ongoing PD with APL and LUI</td>
<td>Configure and deploy Apple Schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Select digital textbooks and content</td>
<td>E L T</td>
<td>Teacher Leaders</td>
<td>Bob</td>
<td>Teacher Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Create a strategy for measuring impact</td>
<td>L</td>
<td>Bob</td>
<td>Kendra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Monitor and measure project impact</td>
<td>L</td>
<td>Kendra</td>
<td>Bob Dwight</td>
<td>Kendra Bob Dwight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>Update the board on progress and impact</td>
<td>L</td>
<td>Kendra</td>
<td>Dwight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>HS DUE DATE</td>
<td>MS DUE DATE</td>
<td>TASK</td>
<td>STATUS</td>
<td>FOCUS</td>
<td>DRI</td>
<td>TEAM MEMBERS</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>-----------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>NOW</td>
<td>10/14/19</td>
<td>10/14/19</td>
<td>Determine a device deployment model</td>
<td>ON-GOING</td>
<td>L</td>
<td>Kendra</td>
<td>Leadership team</td>
</tr>
<tr>
<td>NOW</td>
<td>COMPLETED</td>
<td></td>
<td>Establish a full planning team (Members of the Tech Committee)</td>
<td>COMPLETED</td>
<td>L</td>
<td>Kendra</td>
<td>Leadership team</td>
</tr>
<tr>
<td>NOW</td>
<td>8/1/19</td>
<td></td>
<td>Create a plan to inform parents and students of the project</td>
<td>ON-GOING</td>
<td>L</td>
<td>Kendra</td>
<td>Leadership team</td>
</tr>
<tr>
<td>SUMMER</td>
<td>10/14/19</td>
<td></td>
<td>Establish a policy for missing or lost devices</td>
<td>ON-GOING</td>
<td>L</td>
<td>Dwight</td>
<td>Leadership team</td>
</tr>
<tr>
<td>SUMMER</td>
<td>10/14/19</td>
<td></td>
<td>Finalize in-school policies and procedures</td>
<td>ON-GOING</td>
<td>L</td>
<td>Dwight</td>
<td>Leadership team</td>
</tr>
<tr>
<td>SUMMER</td>
<td>10/14/19</td>
<td></td>
<td>Establish managed settings and restrictions</td>
<td>ON-GOING</td>
<td>E</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>10/14/19</td>
<td></td>
<td>Determine how students will share and store work</td>
<td>ON-GOING</td>
<td>T</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>10/14/19</td>
<td></td>
<td>Create a sustainable professional learning plan</td>
<td>ON-GOING</td>
<td>L</td>
<td>Bob</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>8/1/19</td>
<td>8/1/19</td>
<td>Mount, and connect projection devices and supplemental audio systems</td>
<td>ON-GOING</td>
<td>E</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>SUMMER COMPLETED</td>
<td></td>
<td></td>
<td>Create a backup strategy for user content</td>
<td>COMPLETED</td>
<td>E</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>7/8/19</td>
<td></td>
<td>Develop your Apple ID strategy</td>
<td>E</td>
<td></td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td>7/8/19</td>
<td></td>
<td>Create and distribute Managed Apple IDs</td>
<td>E</td>
<td></td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>7/8/19</td>
<td></td>
<td>Develop a technical support model</td>
<td>E</td>
<td>L</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td>7/8/19</td>
<td></td>
<td>Develop a plan to leverage accessibility features on iPad or Mac that ensures all learners are supported</td>
<td>E</td>
<td></td>
<td>Dwight</td>
<td>Special Ed</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Develop an app procurement strategy</td>
<td>COMPLETED</td>
<td>E</td>
<td>Dwight</td>
<td>Bob</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Determine a core set of native apps and digital content</td>
<td>COMPLETED</td>
<td>L</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM COMPLETED</td>
<td></td>
<td></td>
<td>Establish a repair process</td>
<td>COMPLETED</td>
<td>E</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Select and deploy a charging solution</td>
<td>ON-GOING</td>
<td>E</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Create guidelines for spare devices</td>
<td>ON-GOING</td>
<td>E</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Determine the cost of insurance (student costs)</td>
<td>ON-GOING</td>
<td>E</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM COMPLETED</td>
<td></td>
<td></td>
<td>Select a protective case</td>
<td>COMPLETED</td>
<td>E</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Determine your distribution strategy</td>
<td>ON-GOING</td>
<td>L</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Create a device distribution plan</td>
<td>ON-GOING</td>
<td>L</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Schedule distribution</td>
<td>ON-GOING</td>
<td>L</td>
<td>Dwight</td>
<td>Admin</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>8/1/19</td>
<td></td>
<td>Distribute devices to teachers</td>
<td>ON-GOING</td>
<td>E</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td>8/1/19</td>
<td></td>
<td>Host a parent information night</td>
<td>ON-GOING</td>
<td>L</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td></td>
<td></td>
<td>Provide training on the Apple Classroom app</td>
<td>L</td>
<td></td>
<td>Admin</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td></td>
<td></td>
<td>Implement and integrate Apple Classroom</td>
<td>T</td>
<td>E</td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td></td>
<td></td>
<td>Provide out-of-the-box training for teachers</td>
<td>T</td>
<td>E</td>
<td>Graydon</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td></td>
<td></td>
<td>Provide training on the Apple Schoolwork app</td>
<td>T</td>
<td></td>
<td>Graydon</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td></td>
<td></td>
<td>Implement and Integrate Apple Schoolwork</td>
<td>T</td>
<td></td>
<td>Graydon</td>
<td></td>
</tr>
<tr>
<td>1ST SEM</td>
<td>10/14/19</td>
<td></td>
<td>Select a learning management system</td>
<td>ON-GOING</td>
<td>L</td>
<td>T</td>
<td>Teachers</td>
</tr>
<tr>
<td>1ST SEM</td>
<td>11/30/19</td>
<td></td>
<td>Configure devices</td>
<td>E</td>
<td></td>
<td>Dwight</td>
<td></td>
</tr>
<tr>
<td>2ND SEM</td>
<td>10/14/19</td>
<td></td>
<td>Conduct an information session for parents</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ND SEM</td>
<td></td>
<td></td>
<td>Provide out-of-the-box training for students</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ND SEM JANUARY</td>
<td></td>
<td></td>
<td>Distribute devices to students</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ND SEM COMPLETED</td>
<td></td>
<td></td>
<td>Deploy a learning management system</td>
<td>COMPLETED</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ND SEM</td>
<td>2020 - 2021</td>
<td></td>
<td>Bring in student advisors</td>
<td>E</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/14/19</td>
<td>8/1/19</td>
<td></td>
<td>Prepare for information session for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td>8/14/19</td>
<td>8/19/19</td>
<td>Conduct an information session for teachers</td>
<td>ON-GOING</td>
<td>L</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Foster digital citizenship (within the learning space)</td>
<td>ON-GOING</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Support your technical staff</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Establish a help desk troubleshooting process</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td>10/14/19</td>
<td></td>
<td>Establish acceptable and responsible use policies</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Develop a strategy for documenting student progress</td>
<td>ON-GOING</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Develop teacher measurement strategy</td>
<td>ON-GOING</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Update the board on progress and impact</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Create a strategy for measuring impact</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSTANT</td>
<td></td>
<td></td>
<td>Monitor and measure project impact</td>
<td>ON-GOING</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>GOAL / PROJECT</td>
<td>EASE TERMS</td>
<td>SY 19-20</td>
<td>SY 20-21</td>
<td>SY 21-22</td>
<td>SY 22-23</td>
<td>SY 23-24</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>GAPS TEACHER LAPTOP</td>
<td>4 YEAR</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
</tr>
<tr>
<td>2</td>
<td>GAPS WHITEBOARD</td>
<td>5 YEAR</td>
<td>$ 22,100.00</td>
<td>$ 22,100.00</td>
<td>$ 22,100.00</td>
<td>$ 22,100.00</td>
<td>$ 22,100.00</td>
</tr>
<tr>
<td>3</td>
<td>GAPS, GAES APPLE TV</td>
<td>4 YEAR</td>
<td>$ 3,400.00</td>
<td>$ 3,400.00</td>
<td>$ 3,400.00</td>
<td>$ 3,400.00</td>
<td>$ 3,400.00</td>
</tr>
<tr>
<td>4</td>
<td>GAPS, GAES TEACHER IPADS</td>
<td>3 YEAR</td>
<td>$ 8,700.00</td>
<td>$ 8,700.00</td>
<td>$ 8,700.00</td>
<td>$ 8,700.00</td>
<td>$ 8,700.00</td>
</tr>
<tr>
<td>5</td>
<td>GAES TEACHER LAPTOP</td>
<td>4 YEAR</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
<td>$ 8,400.00</td>
</tr>
<tr>
<td>6</td>
<td>GAES WHITEBOARD</td>
<td>5 YEAR</td>
<td>$ 16,000.00</td>
<td>$ 16,000.00</td>
<td>$ 16,000.00</td>
<td>$ 22,100.00</td>
<td>$ 22,100.00</td>
</tr>
<tr>
<td>7</td>
<td>GAMS TEACHER LAPTOP</td>
<td>4 YEAR</td>
<td>$ -</td>
<td>$ 14,200.00</td>
<td>$ 14,200.00</td>
<td>$ 14,200.00</td>
<td>$ 14,200.00</td>
</tr>
<tr>
<td>8</td>
<td>GAMS, GAHS CLASSROOM DISPLAY TECHNOLOGY</td>
<td>5 YEAR</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
</tr>
<tr>
<td>9</td>
<td>GAMS TEACHER LAPTOP</td>
<td>4 YEAR</td>
<td>$ 13,000.00</td>
<td>$ 13,000.00</td>
<td>$ 13,000.00</td>
<td>$ 13,000.00</td>
<td>$ 13,000.00</td>
</tr>
<tr>
<td>10</td>
<td>STUDENT EQUIPMENT</td>
<td>5 YEAR</td>
<td>$ 6,100.00</td>
<td>$ 6,100.00</td>
<td>$ 6,100.00</td>
<td>$ 6,100.00</td>
<td>$ 6,100.00</td>
</tr>
<tr>
<td>11</td>
<td>HIGH SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>GAHS 1-1: Grades 9-12 (iPad with keyboard/case combo)</td>
<td>4 YEAR</td>
<td>$ 114,000.00</td>
<td>$ 114,000.00</td>
<td>$ 114,000.00</td>
<td>$ 114,000.00</td>
<td>$ 114,000.00</td>
</tr>
<tr>
<td>13</td>
<td>GAHS STEAM Lab (iMac Lab of 30 + mobile carts)</td>
<td>4 YEAR</td>
<td>$ 35,000.00</td>
<td>$ 35,000.00</td>
<td>$ 35,000.00</td>
<td>$ 35,000.00</td>
<td>$ 35,000.00</td>
</tr>
<tr>
<td>14</td>
<td>MIDDLE SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>GAMS 1-1: Grades 6-8 (iPad with keyboard/case combo)</td>
<td>4 YEAR</td>
<td>$ -</td>
<td>$ 80,000.00</td>
<td>$ 80,000.00</td>
<td>$ 80,000.00</td>
<td>$ 80,000.00</td>
</tr>
<tr>
<td>16</td>
<td>GAMS STEAM Lab (iMac Lab of 30)</td>
<td>4 YEAR</td>
<td>$ 17,000.00</td>
<td>$ 17,000.00</td>
<td>$ 17,000.00</td>
<td>$ 17,000.00</td>
<td>$ 17,000.00</td>
</tr>
<tr>
<td>17</td>
<td>ELEMENTARY SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>GAES CLASSROOM DESKTOPS (as is #s of 8 per classroom)</td>
<td>5 YEAR</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 51,000.00</td>
<td>$ 51,000.00</td>
<td>$ 51,000.00</td>
</tr>
<tr>
<td>19</td>
<td>GAES STUDENT IPADS (5 per classroom)</td>
<td>3 YEAR</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
</tr>
<tr>
<td>20</td>
<td>GAES MAKER SPACE - (pc lab of 30)</td>
<td>5 YEAR</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>21</td>
<td>PRIMARY SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>GAMS MAKER SPACE - (pc lab of 30)</td>
<td>5 YEAR</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>23</td>
<td>GAMS CLASSROOM DESKTOPS (as is #s of 4 per classroom)</td>
<td>5 YEAR</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 30,000.00</td>
<td>$ 30,000.00</td>
<td>$ 30,000.00</td>
</tr>
<tr>
<td>24</td>
<td>GAMS STUDENT IPADS</td>
<td>3 YEAR</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
<td>$ 27,000.00</td>
</tr>
<tr>
<td>25</td>
<td>ADMIN / SUPPORT STAFF EQUIPMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>STUDENT SOFTWARE / CURRICULUM SUPPORT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>STUDENT SOFTWARE / Curriculum Support Totals</td>
<td>COMBO</td>
<td>$ 75,000.00</td>
<td>$ 75,000.00</td>
<td>$ 75,000.00</td>
<td>$ 75,000.00</td>
<td>$ 75,000.00</td>
</tr>
<tr>
<td>28</td>
<td>ADMINISTRATION SOFTWARE / INFRASTRUCTURE SOFTWARE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>ADMIN / Infrastrucutre Software Totals</td>
<td>COMBO</td>
<td>$ 163,000.00</td>
<td>$ 163,000.00</td>
<td>$ 163,000.00</td>
<td>$ 163,000.00</td>
<td>$ 163,000.00</td>
</tr>
<tr>
<td>30</td>
<td>DISTRICT SUPPORT CONTRACTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Questron Support Contract</td>
<td>3 YEAR</td>
<td>$ 461,264.00</td>
<td>$ 461,264.00</td>
<td>$ 475,264.00</td>
<td>$ 483,264.00</td>
<td>$ 491,264.00</td>
</tr>
<tr>
<td>32</td>
<td>Internet (Comcast + JU12)</td>
<td>COMBO</td>
<td>$ 30,000.00</td>
<td>$ 30,000.00</td>
<td>$ 30,000.00</td>
<td>$ 30,000.00</td>
<td>$ 30,000.00</td>
</tr>
<tr>
<td>33</td>
<td>Phone (CenturyLink)</td>
<td>-</td>
<td>$ 25,000.00</td>
<td>$ 25,000.00</td>
<td>$ 25,000.00</td>
<td>$ 25,000.00</td>
<td>$ 25,000.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td><strong>$ 1,302,364.00</strong></td>
<td><strong>$ 1,405,111.56</strong></td>
<td><strong>$ 1,501,564.00</strong></td>
<td><strong>$ 1,515,664.00</strong></td>
<td><strong>$ 1,523,664.00</strong></td>
</tr>
</tbody>
</table>

SY 18 - 19 BUDGET: **$ 1,203,755.00**
DIFFERENCE YR TO YR: **$ 98,609.00**
SY 20-21 BUDGET: **$ 1,302,364.00**
SY 21-22 BUDGET: **$ 1,405,111.56**
SY 22-23 BUDGET: **$ 1,501,564.00**
SY 23-24 BUDGET: **$ 1,515,664.00**

KEY:
- Under Warranty / Purchased or Current Lease
- Under Warranty / New Lease
- Tech Refresh Needed - not currently budgeted
- Removed From Project

PROJECTS FOR SY 19-20
1. High School 1:1 project
2. High School STEAM equipment
3. Middle School STEAM equipment
4. GAPS, GAES legacy iPad replacement
5. High School / Middle School projection equipment

PROJECTS FOR SY 20-21
1. Middle School 1:1 project
2. Research K-5 lifecycle management plan

PROJECTS FOR SY 21-22
1. Implement K-5 lifecycle management plan