

**FRONTIER REGIONAL/UNION#38 SCHOOL  
DISTRICTS  
TECHNOLOGY PLAN  
2011-2016**

**Adopted** - July 1, 1996  
**Revised** - July 1, 2001  
**Revised** - January 1, 2004  
**Revised** - January 1, 2006  
**Revised** - January 1, 2007  
**Revised** - June 7, 2007  
**Revised** - January 1, 2011

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# **MISSION STATEMENTS**

## **FRONTIER REGIONAL MISSION STATEMENT**

The mission of the Frontier Regional School is to provide the highest quality education which values the individual, emphasizes community, builds a strong foundation for life-long learning and reflects the changing needs of society.

## **CONWAY MISSION STATEMENT**

The mission of the Conway Grammar School is to be a mutually dedicated staff, community, and student body that work together within a safe, supportive, respectful, and challenging environment to develop confident life-long learners who value individual differences and are responsive to global needs.

## **DEERFIELD MISSION STATEMENT**

The Deerfield Elementary School promotes the joy of lifelong learning.

## **SUNDERLAND MISSION STATEMENT**

To enable our children to realize and attain their full potential in a positive school environment that values individual differences and meets their diverse needs.

## **WHATELY MISSION STATEMENT**

The Mission of Whately Elementary School is to prepare our students in a supportive school and community to be confident, life-long learners.

# VISION, BELIEFS AND RATIONALE

## INTRODUCTION

Student learning is at the heart of what we do in the Frontier Regional/Union#38 School Districts. It is our belief that student learning is improved with the use of computer technologies. This plan begins with a vision for student learning, a statement of beliefs, and a rationale for creating and continuing to build networked learning environments. Benchmarks derived from the Massachusetts State Chart (appendix 1) provide guidance, development, and integration of technology into the school environment.

In 1996, educators and community members created a plan to implement the use of computer technologies in the Frontier Regional/Union#38 School Districts, based on increasing student skills in communication, information processing, and productivity. Since then, considerable work has been accomplished. Students and staff work within a networked environment in which classrooms, labs and library/media centers are equipped with networked computers. All computers are equipped with a suite of applications that include Microsoft Office used by all members of the learning community. All staff and students have network accounts. The districts are linked by a wide-area network.

In order to be eligible for E-Rate discounts, as well as federal and state technology funding, every school district is required to have a long-range strategic technology plan approved by the Department of Education.

The district recognizes the importance of reaching the articulated goals set forth by the U.S. Department of Education:

- All students and teachers will have access to information technology in their classrooms, schools, communities, and homes.
- All teachers will use technology effectively to help students achieve high academic standards.
- All students will have technology and information literacy skills.
- Research and evaluation will improve the next generation of technology applications for teaching and learning.
- Digital content and networked applications will transform teaching and learning.

## **Benchmark 1**

### **Commitment to a clear Vision and Mission Statement**

- A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2015-2016.
- B. The district has a technology team with representatives from a variety of stakeholder groups, including school committee members, administrators, and teachers. The technology team has the support of the district leadership team.
- C. Needs Assessment
  - 1. The district assesses the technology products and services that will be needed to improve teaching and learning.
  - 2. The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.
- D. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.
- E. Budget
  - 1. The district has a budget for its local technology plan with line items for technology in its operational budget.
  - 2. The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services).
  - 3. The district leverages the use of federal, state, and private resources.
  - 4. For districts that plan to apply for E-rate reimbursement, the technology plan specifies how the district will pay for the non-discounted portion of their costs for the services procured through E-rate.
- F. Evaluation
  - 1. The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis.
  - 2. The district's technology plan includes an evaluation process that enables it to monitor its progress in achieving its goals and to make mid-course corrections in response to new developments and opportunities as they arise.

## BELIEFS

- Our schools must prepare students for today's workplace and the workplace of the future.
- Our schools must prepare students to be lifelong learners, who are responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and world-wide.
- Our schools must stress the importance of ethical use of technology.
- Students need to be able to use a wide variety of technological tools to enhance their future success as students and workers.
- It is imperative for all students to have access to information via technology as a basis for lifelong learning.
- It is essential for all learners, including educators, to process and manage information through the skillful use of technology.
- Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in our rapidly changing information age.
- Networked technology systems permit efficient and effective communications within and outside the district.
- Technology allows us to better serve the diverse learning styles of our schools.
- Technology maximizes productivity and efficiency and enables schools to better prepare students for future learning.

## RATIONALE

To accomplish our vision for successful technology integration and use in our schools, our plan includes:

### **Benchmark 2 Technology Integration and Literacy**

#### A. Technology Integration<sup>1</sup>

1. Outside Teaching Time - At least 85% of teachers use technology every day, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.
2. For Teaching and Learning - At least 85% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the following: research, multimedia, simulations, data interpretation, communications, and collaboration (See the Massachusetts Recommended K-12 Instructional Technology Standards<sup>2</sup>).

#### B. Technology Literacy

1. At least 85% of eighth grade students show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards for grade 8.
2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2015-2016, 80% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT)<sup>3</sup>.

#### C. Staffing

1. The district has a district-level technology director/coordinator.

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<sup>1</sup> The Massachusetts Department of Education defines technology integration as the daily use of technology in classrooms, libraries, and labs to improve student learning.

<sup>2</sup> The Massachusetts Recommended K-12 Instructional Technology Standards are available on the Department's web site (<http://www.doe.mass.edu/edtech/standards.html>).

<sup>3</sup> The Technology Self-Assessment Tool is available as an interactive tool on MassONE, as well as a printable PDF checklist ([http://www.doe.mass.edu/edtech/standards/sa\\_tool.html](http://www.doe.mass.edu/edtech/standards/sa_tool.html)).

2. The district provides one FTE instructional technology teacher per 60-120 instructional staff.
3. The district has staff dedicated to data management and assessment.

### **Benchmark 3 Technology Professional Development**

- A. At the end of three years, at least 85% of district staff will have participated in 45 hours of high-quality professional development<sup>4</sup> that includes technology skills and the integration of technology into instruction.
- B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development. The professional development includes concepts of universal design and scientifically based, researched models.
- C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.<sup>5</sup>
- D. Administrators and teachers consider their own needs for technology professional development, using the technology self-assessment tools provided by the Massachusetts Department of Education or similar tools.<sup>6</sup>

### **Frontier Regional/Union#38 School Districts support a culture of continuous learning for staff that:**

- Provides introduction to networked systems.
- Supports using the basic network software.
- Develops school-based technology planning and learning.
- Builds online learning opportunities.
- Incorporates learning new curriculum (math, writing, etc.) with technology applications.

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<sup>4</sup> High quality professional development is described in the Massachusetts 2001 State Plan for Professional Development (<http://www.doe.mass.edu/pd/stateplan/>).

<sup>5</sup> Details are available on the Department's web site ([http://www.doe.mass.edu/edtech/standards/sa\\_tool.html](http://www.doe.mass.edu/edtech/standards/sa_tool.html)).

<sup>6</sup> A sample administrator technology self assessment tool is available on the Department's web site ([http://www.doe.mass.edu/edtech/standards/tsat\\_sampadmin.html](http://www.doe.mass.edu/edtech/standards/tsat_sampadmin.html)). The Technology Self-Assessment Tool (TSAT) for teachers is also available as a printable document and as an interactive tool on MassONE ([http://www.doe.mass.edu/edtech/standards/sa\\_tool.html](http://www.doe.mass.edu/edtech/standards/sa_tool.html)).

## Frontier Regional/Union#38 School Districts support instructional change that:

- Facilitates access to collegial support and best practice information from a wide variety of resources.
- Expands the variety of teaching tools and strategies to support diverse learning styles.
- Supports productive and efficient management of student assessment and portfolio data.
- Increases support for emerging instructional strategies: inter-disciplinary, collaborative, active learning options, and brain based layered curriculum.
- Enables curriculum, instruction and assessment to be developed and aligned with each other.
- Provides a system that helps students, parents and teachers work together to support educational outcomes. (Mass One)
- Pilots new teaching strategies, technologies, and instructional resources.
- Investigates emerging possibilities for electronic learning resources such as: e-books, wireless technology, personal digital assistants, scientific probes, video conferencing, on-line learning and streaming video.
- Uses Community Cable Access to improve communication and offer learning opportunities within our communities.

In the last several years, much has changed in the world of technology and in our understandings about literacy, teaching and learning. Our district goal is that there be a program of studies of 21<sup>st</sup> Century curriculum to include: rigor, relevance and relationships; each enhanced by technology use. The Frontier Regional/Union#38 School Districts have adopted *Technology Standards* for all students. These new standards emphasize communication, expands expectations for students to be responsible and ethical users of technology, uses technology for thinking, learning, and producing, and develops problem-solvers and effective users of information based on the National Education Technology Standard for Students, Teachers and Administrators. (Appendix 4)

### Benchmark 4

#### Accessibility of Technology

##### A. Hardware Access

1. The district has an average ratio of fewer than five students per high-capacity, Internet-connected computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)
2. The district provides students with access to portable and/or handheld electronic devices appropriate to their grade level.
3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices.

4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.
5. The district provides classroom access to devices such as digital projectors and electronic whiteboards.
6. The district has established a computer replacement cycle of five years or less.

#### B. Internet Access

1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if possible.
2. The district provides bandwidth of at least 10/100/1 Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1 Gb.

#### C. Networking (LAN/WAN)

1. The district provides a minimum 100 Mb Cat 5 switched network and/or 802.11b/g/n wireless network.
2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

#### D. Access to the Internet Outside the School Day

1. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.
2. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.

#### E. Staffing

1. The district provides a network administrator.
2. The district provides timely in-classroom technical support with clear information about how to access the support, so that technical problems will not cause major disruptions to curriculum delivery.
3. The district provides at least one FTE person to support 200 computers. Technical support can be provided by dedicated staff or contracted services.

**Benchmark 5**  
**Infrastructure for Connectivity**

- A. The district encourages the development and use of innovative strategies for delivering specialized courses through the use of technology.
- B. The district deploys IP-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.
- C. Classroom applications of e-learning include courses, cultural projects, virtual field trips, etc.
- D. The district maintains an up-to-date web site that includes information for parents and community members.
- E. The district complies with federal and state law<sup>7</sup>, and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.

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<sup>7</sup> Information about state regulations is available from the state's Record Management Unit (<http://www.sec.state.ma.us/arc/arcrmu/rmuidx.htm>).

# **APPENDIX 1**

## STAR CHART

## Massachusetts School Technology and Readiness (STaR) Chart

Key Areas	Teaching & Learning					
	A	B	C	D	E	F
Focus Areas/ Level of Progress	Impact of Technology on Teacher Role	Pattern of Teacher Use	Design of Instructional Setting	Curriculum Areas	Pattern of Student Use	Content of Training
<b>Early Tech</b>	Mostly teacher-centered lectures. Minimal student use of technology in instruction	85% teachers use technology as a productivity tool (e.g. e-mail, grades) and or as a classroom supplement (e.g. drill and practice).	Mostly computer labs or libraries; scheduled use only	Limited to teaching technology skills at different grade levels.	85% of students are developing skills to meet Massachusetts Standards 1 & 2.	Technology skills (e-mail, word processing, internet browser use, etc.) for teachers' professional use.
<b>Developing Tech</b>	Mostly teacher directed learning. Students use technology to work on individual projects.	85% teachers explore using technology to support curriculum goals (e.g. research, lesson planning).	Labs, libraries, many classrooms; flexible scheduling.	Use of technology is minimal in a few curricular areas across grade levels.	85% of students show proficiency in Massachusetts Standards 1 & 2 and are developing skills in Standard 3.	Training encompasses more complex professional uses (district applications such as attendance and report cards, scanners, cameras) and curriculum integration strategies.
<b>Proficient Tech</b>	Mostly teacher facilitated learning. Students use technology for cooperative projects in their own classroom.	85% teachers use technology for research, lesson planning, multimedia and graphical presentations and simulations, and share technology uses with colleagues.	Lab, libraries, all classrooms, and portable technology (e.g. wireless laptops or handheld electronic devices); flexible scheduling.	Integrated into most Framework curricular areas and activities at all grade levels.	85% of students show proficiency in all Massachusetts Technology Standards.	Training directly ties technology to its use in content areas and how to effectively manage it in the classroom.
<b>Advanced Tech</b>	Mostly student-centered learning, teacher as mentor/facilitator. Students use technology to communicate and collaborate outside the classroom.	85% teachers integrate evolving technologies that transform the teaching process by allowing for greater levels of access, interest, inquiry, analysis, collaboration, creativity, and content production.	Seamlessly integrated throughout classes and all content areas. Technology is available anytime both in school and within the community.	Integral to all curricular areas at all grade levels.	All students show proficiency in all Massachusetts Technology Standards.	Training focuses on modeling, mentoring and adopting new technologies as well as the integration of Universal Design and access considerations for all students.

## Massachusetts School Technology and Readiness (STaR) Chart

Key Areas Focus Areas/Levels of Progress	Educator Preparation and Development					Vision and Planning
	Capabilities of Educators	Leadership and Capabilities of Building Principals and District Administrators	Models of Professional Development	Levels of Understanding	Universal Access: Integration of Universal Design and Assistive Technology	
<b>Early Tech</b>	10% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	Recognizes benefits of technology in instruction to improve learning outcomes for all students. Minimal personal use (e-mail, word processing, internet browser use, etc.) Awareness of national standards for administrators.	Whole group, skill based training with minimal follow-up.	Most at entry or adoption stage (Students learning to use technology; teachers use technology to support traditional instruction).	Emerging awareness of universal design and assistive technologies (hardware/software) limited to special educators; few examples across the district of universal design strategies or assistive technology used to promote access to the general curriculum.	Minimal technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, grade book.
<b>Developing Tech</b>	30% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	Supports use of technology in instruction. Uses technology in daily work. Approaching proficiency of national standards for administrators.	Whole group curriculum based training with follow-up to facilitate classroom implementation.	Most at adaptation stage (technology used to enrich curriculum). Most beginning use with students.	Awareness of universal design and assistive technologies (hardware/software) by special educators & some general educators; universal design strategies or assistive technology used to promote access to the general curriculum demonstrated across all grade levels.	The technology plan is aligned with the Massachusetts Technology Plan, approved by the School Committee & supported by the Superintendent. Plan collaboratively developed by stakeholders (e.g. teachers, parents, community members, local business & individuals with disabilities), guiding policy & practice. Addresses local district teaching & learning standards.

<b>Proficient Technology</b>	60% meet ISTE and/or local district teacher technology competencies and implement into the school environment.	Recognizes and identifies exemplary use of technology in instruction. Uses technology skills in daily work, such as research and communication and models appropriately with staff. Provides constructive feedback to teachers on their technology use.	Coaching, modeling best practices, district-based mentoring. Involvement in a development/improvement process. Study groups.	Most at appropriate stage (technology is integrated, used for its unique capabilities).	Awareness of universal design and assistive technologies (hardware/software) by special educators and most general educators; universal design strategies or assistive technology used to promote access to the general curriculum demonstrated across all grade levels; staff are designated to provide AT assessment, procurement, support (training) and maintenance.	The technology plan aligns with the Massachusetts Technology Plan; integrated into district plan; used for internal planning, budgeting, applying for external funding and discounts. Teachers/administrators have a vision for technology use in support of student learning, teacher professionalism, and data management.
<b>Advanced Tech</b>	90% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.	Promotes exemplary use of technology in instruction. Models and uses in daily work in communication, presentations, on-line collaborative projects, and management tasks. Develops a school culture that expects all teachers to use technology. Advocates for the community integration of technology in instruction. Expects all teachers to use technology well.	Creates a culture of inquiry, sharing and knowledge building. Anytime learning available through a variety of delivery systems (e.g. Just in time support, mentoring, peer observation).	Most at invention stage (teachers discover and accept new uses for technology).	Systemic adoption of universal design curriculum development strategies and the seamless integration of assistive technology to promote access to the general curriculum for all students; staff are designated to provide AT assessment, procurement, support (training), and maintenance.	The technology plan and vision are focused on improving the success of all students based on needs, research, proven teaching and learning principles and is actively supported by the School Committee and Superintendent. Technology plan is collaboratively developed, guiding policy & practice; updated at least annually.

## Massachusetts School Technology and Readiness (STaR) Chart

<b>Key Areas</b>	<b>Administration and Support Services</b>					
<b>Focus Areas/Levels of Progress</b>	<b>Technical Support (hardware, operating system, network)</b>	<b>Curriculum Integration Staffing</b>	<b>Budget Levels</b>	<b>Budget Allocated for Technology (Total Cost of ownership)</b>	<b>Universal Design: Physical Access/Software &amp; hardware Compatibility</b>	<b>Students per Instructional Computer</b>
<b>Early Tech</b>	Technical support call-in; response time greater than 24 hours. Problems cause major disruptions to curriculum delivery using technology.	No district level Technology Director. Local instructional technology support is inconsistent.	Budget for hardware and software purchases and professional development.	Less than \$125. per student	Universal design and access considerations for computers, mobile technologies and eLearning tools are considered through individualized Education Programs (IEPS) for students with disabilities; no procurement policies in place to ensure usability and/or backwards compatibility.	10 or more students per Type A or B computer; no firm computer replacement policy established by district.
<b>Developing Tech</b>	At least one technical staff per 350 computers. same-day technical support for infrastructure problems by call-in. Problems sometimes cause major disruptions to curriculum delivery using technology. Network administrator.	District level Technology Director, One-half instructional technology specialist per 60-120 staff.	Budget for hardware and software purchases (new and replacement) and professional development, minimal staffing support, and some ongoing costs.	Between \$125-\$250 per students	Universal design & access considerations for limited number of computers, workstations, mobile technologies, and eLearning tools are established in areas of high student use (e.g. libraries, computer labs); limited awareness of procurement policies ensuring backwards compatibility.	Less than 10 students per type A and B computer; replacement policy established; one computer per teacher.
<b>Proficient Tech</b>	At least one technical staff per 200 computers. Same-day in-classroom technical support available. Problems infrequently cause major disruptions to curriculum delivery using technology. Network administrator.	District level Technology Director. Dedicated instructional technology specialist – one half person per 30-60 staff. Dedicated staff at district level for data management and assessment.	Budget for purchases, professional development, adequate staffing support, and ongoing costs. Other state, federal, and local programs directed to support technology funding. Business partnerships, donations, and other local funding designated for technology.	\$250 - \$375 per student	UD & access considerations for limited number of computers, workstations, & mobile technologies are established in areas of high student use (e.g. libraries, computer labs), some computers classrooms & administrative offices; routine implementation of procurement policies ensuring backwards compatibility.	Less than 5 students per type A and B computer; replacement cycle established for 6 years or less; one computer per teacher – possibility a laptop for homework. Most students have access to handheld electronics (e.g. PDA's, graphing calculators, Alpha Smarts). Maintains a list of places students can use technology outside of school.

<p><b>Advanced Tech</b></p>	<p>At least one technical staff per 150 computers for just-in-time support. Technical support is readily available on-site for both infrastructure and application problems. Problems do not cause major disruptions to curriculum delivery using technology. Network administrator</p>	<p>District Technology Director. Dedicated instructional technology specialist – one half person per 30-60 staff. Dedicated staff at district level for data management and assessment and to help produce integrated curriculum content.</p>	<p>Budget for purchases, incentives for professional development, sufficient staffing support, and ongoing costs. Appropriate budget to support district technology plan.</p>	<p>375 or more per student.</p>	<p>Universal design and access considerations for all computers, workstations, mobile technologies, and eLearning tools are implemented throughout the district.</p>	<p>One student per type A and B computer or other electronic device. Replacement cycle established for 5-8 years or less; one computer per teacher – possible a laptop for homework. 75% of computers meet Massachusetts A.B standards. School works with community to provide equitable access to technology for students and community members after school hours.</p>
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## Massachusetts School Technology and Readiness (STaR) Chart

Key Areas	Infrastructure for Technology				
	Internet Access Connectivity/Speed	E-Learning Environments	LAN/WAN	Other Technologies	Security
<b>Early Tech</b>	Dial-up connectivity to the Internet available only for a few computers. District wide acceptable use policy in place.	Web- and/or satellite-based interactive learning opportunities delivered synchronously, or asynchronously, on a scheduled or unscheduled basis, primarily for professional development on a limited basis.	Limited print/file sharing network at each school for lab, administration, and some classrooms. Some shared resources and providing some secure storage space.	Shared teacher use of resources such as telephone, TVs, VCRs, DVDs, and classroom sets of programmable calculators.	Backup and restoration procedures and virus protection to guard individual computers.
<b>Developing Tech</b>	Direct connectivity to the Internet available at each school and in most rooms. Adequate bandwidth to the school to avoid most delays.	Expanded web- and/or satellite based interactive learning opportunities with the possible addition of asynchronous video streaming or synchronous videoconferencing. The addition of courses for professional development for teachers and student courses at the high school and college level (K-16).	Most rooms connected to Internet via LAN/WAN and wireless connectivity where possible at each school with student access. Minimum 10/100 mb Cat 5 hubbed network. Basic servers for sharing some resources at each school.	Shared use of resources such as telephone, TVs, VCRs, and DVDs, classroom sets of programmable calculators, digital cameras, and scanners. Computer/Video projectors available.	Basic firewall protection and diligent upgrading of network vulnerabilities added to protect against external threats.
<b>Proficient Tech</b>	Direct connectivity to the Internet available in all rooms in all schools. Adequate bandwidth to each classroom over the LAN (10/100mb) to avoid most delays. Easy access for students and teachers including some wireless.	Development of connections for improved access to web-based and/or interactive IP-based video learning on the local, state, regional, national and international level (school to school, district to district, school/district to state, state to state, country to country). Applications to include courses, cultural projects, virtual field trips.	All rooms connected to Internet via LAN/WAN with significant wireless connectivity at each school with sufficient bandwidth for effective student access. Minimum 10/100mb Cat 5 switched network. Servers for providing secure storage, backups, schedule, e-mail, web. Students, teachers, and parents have easy access to educational resources from home and school (e.g. web portal).	Dedicated and assigned use of common technologies such as telephone, TVs and VCRs and DVDs. Programmable calculators assigned to each student as needed. In each school there is shared use of specialized technologies, digital cameras, scanners, handheld electronic devices, and computer/video projectors.	Adequate server and availability protection added to above for expanded capabilities and to ensure dependable access.
<b>Advanced Tech</b>	Direct connectivity to the Internet available in all rooms in all schools. Adequate bandwidth to each classroom over the LAN (10/100mb). Easy access for	Seamless IP-based infrastructure expanded to K-16 to allow development of high-quality web and video-based content. Content distribution available	All rooms connected to Internet via LAN/WAN with significant wireless connectivity at each school with sufficient bandwidth for	Fully equipped classrooms with computer/video projectors and technology that will enhance student instruction readily available as above as well as	Usage authentication added to above for mobile computer and home/external access requirements.

	<p>students and teachers including most wireless connectivity to enable interactive presentations and video.</p>	<p>for all students and teachers. Archives allow for content review asynchronously and sharing/distribution of these resources.</p>	<p>effective student access. All schools connected to the WAN (100mb/gb switched network) have sufficient servers and bandwidth for content delivery through resources such as video streaming and conferencing. Students, teachers and parents have easy access to educational resources from home and school (e.g., web portal).</p>	<p>using new and emerging technologies.</p>	
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# **APPENDIX 2**

Staff Survey

**FRONTIER REGIONAL/UNION #38 SCHOOL  
DISTRICTS  
2010-2011**

Please take a moment to fill out this short survey. The survey provides a snapshot of how prevalent technology is in education today, and what you believe about the technology. We plan to use this survey to track the growth of technology use in the district.

**Demographics:**

**STAFF:**

<input type="checkbox"/> Pre School	<input type="checkbox"/> Support Staff
<input type="checkbox"/> Elementary	<input type="checkbox"/> Administrator
<input type="checkbox"/> Middle School	<input type="checkbox"/> Instructional Assistant
<input type="checkbox"/> Secondary	

**Do you have a computer at home that you use for school related:**

email  Internet  other school activities

**Do you have a computer at home that you use for personal:**

email  Internet  other activities

**Do you have a website?**

School \_\_\_\_\_ Home \_\_\_\_\_

**Would you like to have a website?**

School \_\_\_\_\_ Home \_\_\_\_\_ No \_\_\_\_\_

**Do you use assistive technology tools with students?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If so, please list tools:

**Do you use hand held computers?**

School \_\_\_\_\_ Personal \_\_\_\_\_ No \_\_\_\_\_

**Do you use hand held computers with probes?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**From where do you receive information about teaching with technology? (Estimate the percentage for each category)**

Conferences \_\_\_\_\_

Journals \_\_\_\_\_

Local Resource Person \_\_\_\_\_

Other \_\_\_\_\_

**What, if anything, do you need to make technology an integral part of your school or classroom's curricular activities? Please use the numbers 1-5 where 1 represents a less urgent need and 5 represents a more urgent need.**

1. Need more training with technology and internet use      1      2      3      4      5

2. Need more training with curriculum and pedagogy that integrates technology      1      2      3      4      5

3. Need more time to change the curriculum to better incorporate the technology      1      2      3      4      5

4. Need more software that is curricular-based      1      2      3      4      5

5. Need more opportunities to work with colleagues to become more proficient using technology-enhanced curriculum units      1      2      3      4      5

6. Need more access to computers in the lab      1      2      3      4      5

7. Need more technical support to keep the computers working      1      2      3      4      5

8. Need more resources that illustrate how to integrate technology into the curriculum      1      2      3      4      5

Please read the descriptions of each of the six stages related to adoption of technology. Circle the number of the stage that best describes your level.

### **Stage 1: Awareness**

I am aware that technology exists but have not used it— perhaps I'm even avoiding it.

**Stage 2: Learning the process**

I am currently trying to learn the basics. I am sometimes frustrated using computers. I lack confidence when using computers.

**Stage 3: Understanding and application**

I am beginning to understand the process of using technology and can think of specific tasks in which it might be useful.

**Stage 4: Familiarity and confidence**

I am gaining a sense of confidence in using the computer for specific tasks. I am starting to feel comfortable using the computer.

**Stage 5: Adaptation to other contexts**

I think about the computer as a tool to help me and am no longer concerned about it as technology. I can use it in many applications and as an instructional aid.

**Stage 6: Creative application to new contexts**

I can apply what I know about technology in the classroom. I am able to use it as an instructional tool and integrate it into the curriculum.

**Stage 7: Creative application of new technologies**

I would like to integrate new technologies such as:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**NAME (optional)** \_\_\_\_\_

## **APPENDIX 3**

Frontier Regional/Union#38  
Acceptable Use Policy and Procedures

## EGD-1

# FRONTIER REGIONAL/UNION#38 SCHOOL DISTRICTS

## ACCEPTABLE USE POLICY-TECHNOLOGY

The Frontier Regional/Union#38 School Districts shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

### Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Frontier Regional/Union#38 School Districts. Violations of law may result in criminal prosecution as well as disciplinary action by the Frontier Regional/Union#38 School Districts.

### Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Frontier Regional/Union#38 School Districts as well as with law and policy governing copyright.

### Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

### Liability

The Frontier Regional/Union#38 School Districts shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Frontier Regional/Union#38 School Districts shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Amended:

CONWAY GRAMMAR SCHOOL 06/14/2007

DEERFIELD ELEMENTARY SCHOOL 06/06/2007

FRONTIER REGIONAL SCHOOL 06/12/2007

SUNDERLAND ELEMENTARY SCHOOL 06/19/2007

WHATELY ELEMENTARY SCHOOL 06/04/2007

**EGD-R**

**FRONTIER REGIONAL/UNION#38  
SCHOOL DISTRICTS**

**Electronic Resources Acceptable Use Procedures**

**A joint document drafted by the Technology in Education Partnership of Greater  
Franklin/Hampshire Counties**

*(School and district specific policies are appended to the end of this document)*

**Adopted by the following parties:**

**Amherst School District  
Amherst-Pelham Regional School District  
Franklin County Technical School  
Frontier Regional and Union 38 School Districts  
Gill-Montague Regional School District  
Greenfield Public Schools  
Hadley Public Schools  
Hawlemont Regional School District  
Mohawk Trail Regional School District  
Northampton Public Schools  
Orange Elementary Schools  
Pelham School District  
Pioneer Valley Regional School District  
Ralph C. Mahar Regional School District  
Rowe Elementary School**

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## I. Introduction

This document is a joint effort of the Franklin and Hampshire County public schools, adopted by the school superintendents and technology coordinators/administrators for the purpose of guiding appropriate use of technology in education. The electronic resources at the public schools in Franklin and Hampshire County are provided by and in consonance with their mission to:

- Improve education for all students through access to unique resources and partnerships;
- Improve learning and teaching through research, teacher training, collaboration and distribution of successful education practices, methods and materials.

In addition, we seek to ensure a healthy and appropriate use of technology resources by making provisions for:

- Prevention of access by users to inappropriate matter on the Internet;
- The safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communications;
- Prevention of unauthorized access, including “hacking” and other unlawful activities;
- Prevention of unauthorized disclosure, use and dissemination of personal information regarding minors; and
- The design of measures to restrict minors’ access to harmful materials; and
- Prevention of any and all inappropriate or illegal use.

Our electronic resources—including, but not limited to, computers and Internet access—allow users access to local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy, and are intended solely for educational purposes. Every user has the responsibility to respect the rights of every other user in our school communities and on the Internet. Users are required to conduct themselves in a responsible, ethical, and legal manner, in accordance with both school and district policies, rules, regulations and guidelines and the laws of the Commonwealth of Massachusetts and the United States.

The potential exists, outside the school/district network, for users to access inappropriate material. A user may intentionally or innocently access material inconsistent with our educational purpose and policies. While violations of school/district policy are cause for concern, we maintain the educational advantages of using the technology outweigh the disadvantages. It is the burden of parents and guardians to establish standards of use of electronic media consistent with school/district policy and to ensure that users comply with established policy. We respect each family's decision whether their child should or should not have access to the Internet. Parents should notify the school in writing if they do not want the student to use the Internet. The use of electronic resources is at the discretion of the schools/districts according to their individual electronic policy.

The following explains the TEP's common policies for acceptable use of the schools' and districts' technology. Policies specific to individual schools and districts are at the end of this document. Use of computer networks and the Internet are revocable privileges dependent upon compliance with school/district policy and these procedures. A user's failure to comply with policy shall result in limited network/Internet access, suspension of access, and/or other disciplinary action up to and including termination or expulsion.

## **II. General Provisions**

Greater Franklin County schools have established certain protocols to ensure the safety of our school communities, the security of computer networks, and compliance with applicable law. All users should be aware of the following provisions:

### **A. Network and Internet monitoring**

Most schools and/or their vendors have software and systems in place that monitor and record all Internet usage. Most security systems are capable of recording each web site visit, chat, newsgroup, e-mail message, and file transfer into and out of our internal networks for each user. We reserve the right to intermittently monitor Internet traffic and other usage of electronic resources, for instance, by tracking destination URLs of individual users. Users should have no expectation of privacy when browsing the web, sending or receiving e-mail, or using other electronic resources.

### **B. Filtering**

In accordance with the Children's Internet Protection Act (CIPA), passed by the U.S. Legislature in January 2001 (Public Law 106-554), our schools shall employ filtering software to block access to inappropriate content on all computers with Internet access. Our schools and districts certify that a policy of Internet safety and technology protection measures shall be enforced. Users are restricted from accessing visual depictions of subject matter that are obscene, pornographic, child pornographic or harmful to minors. In compliance with CIPA, our schools and districts shall, in furtherance of this set of Acceptable Use Procedures regarding Internet safety, monitor the online activities of users.

Users should be aware that filtering software will not block ALL inappropriate web sites. Users shall report all inappropriate sites not blocked by filters to a technology administrator for appropriate action. Filtering software may be temporarily disabled for users 18 and over by a technology administrator for educational research purposes.

Our schools and districts cannot be held responsible for misuse of material downloaded from any online service, or for inappropriate or sexually explicit material being obtained through the network.

## **III. User-specific Provisions**

### **A. All users**

Students, administrators, staff and faculty shall not:

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates on the basis of gender, national origin, sexual orientation, race, color, ancestry, religion, handicap or age.
3. Degrade, damage or disrupt equipment or system / network performance (for example excessive bandwidth use that disrupts the network for other users).
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.
6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.
8. Download, install, load or use programs without written permission of the technology coordinator/administrator.
9. Use the Internet even if they have a second job while not at school for personal commercial purposes or for political lobbying.
10. Use inappropriate, offensive, foul or abusive language.
11. Harass or annoy any other party with obscene, libelous, threatening or anonymous messages, objectionable information, images or language.
12. Forward chain letters.
13. Forward e-mail messages of broad interest—including virus alerts and jokes—to the entire school community (see number 5 below in the section "Students, staff and faculty must").
14. Knowingly make use of pirated software or violate software licensing agreements.
15. Engage in the practice of "hacking" or knowingly engage in any other illegal activity using the network.
16. Engage in any other inappropriate use of the system.

Students, staff and faculty must:

1. Use the Internet and other electronic resources only for legitimate educational purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to a technology administrator.
4. Avoid bulk e-mailing
5. Forward all e-mails of broad interest, such as virus alerts, to a technology administrator for appropriate distribution to the entire school community.
6. Treat all computer areas and equipment with the utmost care and respect
7. Abide by this procedure and specific school policy

## **B. Students**

Students may access the Internet only with adult supervision, and must notify a teacher or technology administrator immediately if they come across inappropriate content. In addition, students may not use the Internet to give out personal information (such as a home address, telephone number, or picture) about themselves or other students. Student use of electronic resources is restricted to teacher-approved projects and research.

## **IV. Electronic Communication**

School and district resources for electronic communication shall be used for educational purposes. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost for the district, but such messages will be treated no differently from other messages on the network. Prohibited electronic communications include, but are not limited to:

1. Use of electronic communications to send copies of documents in violation of copyright laws.
2. Use of electronic communication systems to send messages, access to which are restricted by laws and regulations.
3. Use of electronic communications to intimidate others or to interfere with the ability of others to conduct school/district business.
4. Constructing electronic communications to appear to be from someone else.
5. Obtaining access to the files or communications of others for the purpose of satisfying idle curiosity, with no substantial school/district business purpose.
6. Users will conform to the rules of e-mail archiving and document retention.
7. Any other communication in violation of this policy or the specific school policy.

## **V. Software**

### **A. Supported software**

Software which the District has standardized will be given priority in terms of installation, troubleshooting and training. A list of standardized and supported software, and other software owned by the district, will be updated from time to time and made available for viewing at a location designated by the superintendent, principal, or technology administrator or his/her designated agent.

### **B. Other software**

Installation, troubleshooting and training for all other software used by faculty, staff and students will be supported as time permits. Software to be used in the curriculum or in a lab environment must be purchased in "lab packs" of sufficient quantities to account for the greatest number of simultaneous users or as site licenses, and must be owned by the school/district. Single copies of software are considered evaluation copies and will not be supported, installed on multiple computers, or made available from the network to multiple computers.

### **C. Unsupported data, media and software**

Software which makes the computers and network harder to maintain and support and which offers little or no benefit over comparable software will not be supported. Do not install software, including downloaded freeware or shareware, on any computer. The technology coordinator/administrator reserves the right to uninstall unsupported media or

reimage any computer as necessary. No personal data or files are to be stored on the local hard drive of any computer. Please store data and files in your home directory.

## **VI. Data Storage and Backup:**

The technology coordinator/administrator has the right to reimage any computer as necessary.

No personal data or files should be stored on the local machine.

The school/district makes every effort to run regular backups on data and e-mail hosted on its systems and networks; however, it cannot guarantee that in the event of data loss or catastrophic failure all information will be recovered.

## **VII. Hardware:**

### **A. Use of equipment other than that owned by the school/district:**

1. The school/district does not support equipment brought in from the outside by any user.
2. The technology coordinator/administrator has the right to confiscate any outside equipment that interferes with operation of the system/network.
3. The school/district is not responsible for damage to or loss of equipment brought in from the outside.
4. Permission to set up any outside equipment on school premises must be given in advance by the technology coordinator/administrator or his/her designated agent.
5. Permission must be granted for use of electronic devices not owned or provided by the school/district.

### **B. Wiring of network devices:**

Any wiring of computers and peripherals must be done to in accordance with local and state building codes. The connectivity requests should be made through the IT department. The IT department is solely responsible for this process.

## VIII. Web Pages:

### A. General guidelines for student, teacher & classroom sites

#### 1. Posting

All web pages produced by faculty or staff that reference or depict the school/district are assumed to be school- or district-owned educational resources, created for the sole purpose of education, and shall be posted on a school-maintained web site, with the exception of school-authorized sites whose purpose is to simplify the process by which a page/site is posted. All student web sites/pages must be approved by authorized school personnel for posting prior to being posted.

#### 2. Disclaimers

If a user's home page is housed on a school/district server, but has links to sites/pages which are *not* housed on a school/district server, the user must include the following disclaimer:

*"The \_\_\_\_\_ District is not responsible for any content which is not hosted on our servers"*

Any school-related web page produced by staff but not housed on the school web site must be posted to an authorized site and must include the following disclaimer:

*"The contents of this site/page express the views of the author(s) only and do not necessarily express the views of the \_\_\_\_\_ School District."*

The school/district is not responsible for content on school-related web sites not housed on our site or on another authorized site.

#### 3. Student pictures and work

According to federal and state law, student personally identifying images and educational information cannot be posted on the web without prior written permission by the appropriate individual.

#### 4. Content

Do not advertise, endorse or link to any product or organization whose primary function is not to disseminate educational content (e.g., commercial enterprises or political groups). Certain fundraising information and links may be allowed, such as "shopforschool.com" or "marketday.com" and certain exceptions may be made for commercial entities who have significantly contributed to the school community (e.g., Verizon or Microsoft). These company links are allowed at the discretion of appropriate school administrators; please see school- and district-specific provisions at the end of this document for more information. In all cases, exceptions may be made when links to commercial or political groups are provided for legitimate

educational purposes—for instance, links to the sites of political parties for civics courses, or links to commercial entities for media literacy courses.

Proof your content and use a spell checker before posting. As an educational institution with a potentially broad audience, it is incumbent upon us to have grammatically correct content. Viewers often have high expectations and we must maintain a high level of accountability to our community.

#### **5. Copyright issues**

Make certain that copyrighted material conforms to the “fair use” test (<http://www.benedict.com/basic/fairuse/fairtest.htm>) and that all copyrighted material on your site is appropriately credited.

**EGD-E**

**FRONTIER REGIONAL/UNION #38  
SCHOOL DISTRICTS**

**ELECTRONIC RESOURCES ACCEPTABLE USE POLICY  
Consent and Waiver Form**

Name of User:

(Check One)

Administrator\_\_ Faculty\_\_ Staff\_\_ Student\_\_ Gr.\_

I certify that I have read and understand the Frontier Regional and Union #38 School District's Electronic Resources Acceptable Use Policy and pledge to abide by its provisions.

Signed\_

Date:

Parent or Guardian:

I certify that I am the parent or legal guardian of the student listed above, and that we have both read and understand the provisions of the Electronic Resources Acceptable Use Policy. Further I grant permission for the above named student to utilize this network in support of his/her education at Frontier Regional and Union #38 School District.

Signed:

Date:

Revised 05/07

# APPENDIX 4

NETS

## Comparing the Updated K-12 State Standards to the Refreshed ISTE NETS•S

As a general frame of reference for developing these standards, we continue to use the *Technology Foundation Standards for Students*, developed by the National Educational Technology Standards (NETS) Project. In January 2007, ISTE announced a draft revision of the NETS. We have incorporated the "Refreshed ISTE NETS" into this document.

**The goal of the NETS Project is to develop national standards for educational technology. The framework for the Refreshed ISTE NETS includes:**

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations

**In 2001, the Massachusetts Department of Education collapsed the six NETS standards into three standards. In this document, the Department once again incorporated the new NETS•S standards into the three standards of the *Massachusetts Technology Literacy Standards and Expectations* as follows:**

UPDATED MASSACHUSETTS TECHNOLOGY LITERACY STANDARDS	CORRESPONDING NETS FOUNDATION STANDARDS	CORRESPONDING REFRESHED ISTE NETS
Standard 1	Standards 1 and 3	Standards 1, 2, 3, and 4
Standard 2	Standard 2	Standard 5
Standard 3	Standards 3, 4, 5, and 6	Standard 6

To view the refreshed ISTE NETS, please visit the International Society for Technology in Education  
[www.iste.org/standards](http://www.iste.org/standards)

## 21<sup>st</sup> Century Skills

In addition to the *National Educational Technology Standards (NETS)* and the models of other states, the Massachusetts Department of Education also incorporates the recommendations from the partnership for 21<sup>st</sup> Century Skills<sup>1</sup> in this revised version of the Massachusetts K-12 Instructional Technology Standards.

The Partnership emphasizes that “states can provide students with a truly relevant education *only* if they incorporate 21<sup>st</sup> century skills into core subjects.” It also points out that “in fact, 21<sup>st</sup> century skills *enable* students to master core subjects.” In developing the Massachusetts standards, we have identified the technology skills needed to complement the six key elements of 21<sup>st</sup> century learning as identified by the Partnership:

1. Core subjects as identified by the No Child Left Behind Act of 2001. (In Massachusetts we also include the Massachusetts Curriculum Frameworks.)
2. Twenty-first century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.
3. Learning and thinking skills that include critical-thinking and problem-solving skills; communication skills; creativity and innovation skills; collaboration skills; contextual learning skills; and information and media literacy skills.
4. ICT literacy is information and communications technology literacy, for students to use technology to learn content and skills so that they know how to learn, think critically, solve problems, use information, communicate, innovate, and collaborate.
5. Life skills that include leadership, ethics, accountability, personal productivity, personal responsibility, people skills, self-direction, social responsibility.
6. 21<sup>st</sup> century assessments that measure the core subjects; 21<sup>st</sup> century content; learning and thinking skills; ICT literacy; and life skills. The use of modern technologies is recommended to “increase efficiency and timeliness.”

<sup>1</sup> The Partnership for 21<sup>st</sup> Century Skills is a tax-exempt 501 (c) 3 organization that includes approximately 26 member organizations. The Partnership’s original work was supported by a two-year grant from the U.S. Department of Education.