

CONWAY SCHOOL DISTRICT
SAU #9
Technology Plan

July 1, 2008 - June 30, 2011

(Approved by the Conway School Board 6/9/08)



Conway School District

**SAU #9
Technology Plan**

For the school years
2008 - 2009 through 2010 - 2011

School Board Members

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Director of Technology

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Committee Members

The Conway School District Technology Committee meets monthly to review policy, planning and technology integration. Members include:

Dale Anderson	Technology Coordinator, SAU 9
Rick Biche	Grade 8 Teacher, Kennett Middle School
Dr. Robert Gadomski	Assistant Superintendent, SAU 9
Paul Getchell	Technology Aide, Pine Tree Elementary School
Brian Hastings	Principal, Conway Elementary School
Todd Heysler	Computer Technician, SAU 9
Laura Jawitz	Principal, Pine Tree School
Dick Klement	Board Member, Conway School Board
Jack Loynd	Principal, Kennett High School
Kathy MacLean	Technology Aide, John Fuller Elementary School
Daniel Mac Leon	Computer Technology Teacher, Kennett High School
Neal Moylan	Director Career and Technology Center
Dan Poulin	Technology Aide, Conway Elementary School
Kevin Richard	Principal, Kennett Middle School
Richard Strachen	Technology Aide, Kennett Middle School
Greg Toler	Technology Aide, Career and Technology Center
Mark Zangari	Principal, John Fuller Elementary School

Mission

The mission of SAU #9 is to provide appropriate opportunities for learning, development, and functioning as life-long learners and responsible citizens in a global community.

To these ends, the mission of the District Technology Plan is to create an engaging and challenging learning environment supported by technology and that provides teachers, staff, and students with technology resources, meaningful professional development opportunities, a sustainable system for professional growth, and global connectivity through the appropriate use of technology.

Vision

Our district's technology plan is designed to further promote our mission by using "the technology tool" to support the district's curriculum, instruction and assessment goals. It is our vision to provide the resources and opportunities to ensure that students, Staff/Support Personnel, teachers, and administrators have mastered the necessary competencies to improve the learning experience, enhance teaching, and streamline the administrative operations of our district. Acquisition of these competencies will allow all of us to become contributing members of our global community.

The following competencies are incorporated into technology plan and learning environment:

Students

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Staff/Support Personnel

- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Productivity and Professional Practice
- Support, Management, and Operations

Teachers

- Technology Operations and Concepts
- Planning and Designing Learning Environments and Experiences
- Teaching, Learning, and the Curriculum
- Assessment and Evaluation
- Productivity and Professional Practice
- Social, Ethical, Legal, and Human Issues

Administrators

- Leadership and Vision
- Learning and Teaching
- Productivity and Professional Practice
- Support, Management, and Operations
- Assessment and Evaluation
- Social, Legal, and Ethical Issues

Technology Goals

The primary goal of this plan is to encourage and support the effective integration of technology into everyday classroom practices in order to improve student learning and success. To meet this goal we are committed to the following goals regarding technology in our district. These goals were developed in consultation with a wide range of documents including, N.E.T.S.

21st Century Literacy Skills

Students and staff will be able to use technology effectively in daily activities to achieve educational goals.

- Demonstrate a sound conceptual understanding of the nature of technology systems and view themselves as proficient users of these systems.
- Understand and model positive, ethical use of technology in both social and personal contexts.
- Use a variety of technology tools in effective ways to increase creative productivity.
- Use communication tools to reach out to the world beyond the classroom and communicate ideas in powerful ways.
- Use technology effectively to access, evaluate, process and synthesize information from a variety of sources.
- Use technology to identify and solve complex problems in real-world contexts.

Information Management

Members of the educational community will use technology to access and manipulate information.

- Students and staff will use technology for the acquisition of information.
- Students will use technology in the process of completing classroom work.
- Staff will use technology for classroom information management.
- Staff will use technology for administrative purposes.

Communication

- All staff will use email as one of the primary means of communication.
- Members of the educational community will use technology to share resources and information both within and outside the school district.
- Schools and the central office will make relevant information available through technological means to the greater community.

Professional Development

Successful embedding of technology into classroom practices requires a teacher workforce literate in 21st century skills and adaptable to the rapidly changing nature of technology. At odds is the paradigm of research based decision making and the rapid influx of new technologies with potential for impact on student learning. Therefore a professional development plan must include support for learning well supported techniques and pedagogy but also support innovative teachers in investigating new technologies.

- All staff will be able to efficiently utilize appropriate technology tools to meet their daily work needs.
- Teachers and staff will use technology to develop and/or implement units of study to meet the needs of the learner, which also align with New Hampshire State Frameworks.
- Staff will use technology for professional growth.

Professional Development, a critical component to attaining program and school goals as well as a primary focus of the No Child Left Behind legislation, receives SAU-wide attention. As evidence of SAU #9's commitment to having highly qualified teaching staff working with all students, the following has been in place and continues to be a main focus as we move forward.

- Contracted professional development time was provided to all staff and totaled more time than two graduate courses would have provided.
- Monthly professional development sessions allowed school-based professional development to have a substantive, on-going focus on specific goals with measurable outcomes related to teaching and learning.
- Making embedded professional development a reality, each school creates professional teams to research, review, and plan implementation of best practices.
- Efforts continue to assure all SAU #9 staff is highly qualified.

Access to Technology

As we continue to move forward, we strive to ensure that:

- Students and staff will be able to access appropriate technology to support the learning objectives.
- Increase the technology to students and staff ratios at each school.
- Maintain and upgrade network (including wireless) access at buildings to support all building areas and current needs.
- Develop and maintain a five year purchasing plan which includes a replacement schedule based on industry standards

Action Plan

Access to Technology Resources

- Develop a five year purchase plan "wish list" that will enable us to outline a three year, district wide purchasing program.
- Add additional wireless labs at each school.
- Increasing the number of desktop machines in classrooms.
- Upgrade infrastructures within buildings throughout the district.
- Explore options for outsourcing servers and/or increasing bandwidth.
- Increase school/community information through the upgrading of school websites and exploring avenues to increase parental access to student information.

Obsolescence and Material Disposition

- A minimum hardware performance benchmark will be determined each year by the technology committee.
- Hardware falling below the performance benchmark will be targeted for obsolescence and replacement where deemed necessary.

- The technology staff will be responsible for the disposition of the obsolete hardware including asset management documentation and adhering to the policies set forth by the district HAZMAT coordinator.
- Annual funds must be allocated for disposal of e-waste.

ICT Literacy

The Conway School District's ICT program integrates technology into all curricula for all K-12 students. The intent of this plan is to improve technology literacy for all students as outlined in the NH ICT Literacy Standards for K-12 Students (Ed 306.42) Information and Communication Technologies Program. The Conway School District believes that every student will need these essential 21st century skills to become successful global citizens, workers, and leaders. The focus of our ICT program is to provide opportunities at appropriate developmental levels for our students to:

Develop Ethical, Responsible Use

Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making.

Use Technology within Core Subjects

Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects.

Demonstrate Cognitive Proficiency

Use 21st century tools to develop cognitive proficiency in literacy, numeracy, problem solving, decision-making, and spatial/visual literacy.

Create Technology Foundations

Use 21st century tools to develop technical proficiency at a foundational knowledge level in hardware, software applications, networks, and elements of digital technology.

Create Digital Portfolios

Create digital portfolios, which represent proficient, ethical, responsible use of 21st century tools within the context of core subjects.

Professional Development

Ongoing professional development will include uses of technology such as Performance Tracker to ensure that teachers will be using technology to maximize student learning through more effective use of technology. Technology will also be utilized to analyze data to increase instructional effectiveness and student learning. Staff and students will be further educated to the "Conway School District Copyright Manual". Specifically, all students and staff will be aware of the Conway School District Policy EGAAA, "Copyright Materials". Students and staff will receive professional development pertaining to informational use and research citations of digital sources. Professional development can fall into two categories. First is basic training in systems and operations. This type of training assists individuals in learning currently used software. Typically this includes any productivity software in common use in the district and software for specific functions, such as MMS, our current student information system (SIS). The other category is training for embedding technology into classroom practice. These two types of training are fundamentally different and need to be addressed by different means.

Systems and Operations

Much of the use of typical school productivity and management technology is repetitive. Once a task is learned the user is proficient. New staff should receive basic training in regular operating software for their position. This would include training in current grading software for teachers or financial management software for office and administrative personnel. Some ongoing training will be necessary when new software is implemented.

Staffing

In an effort to improve the support of the technology program throughout SAU #9, the structure of the technology staff will be changed. Staffing will be as follows:

- One District Technology Director
- One Technician at Kennett High School
- One Technology Assistant at Kennett High School
- One Technician at the Mount Washington Career and Technical Center
- One Technician at Kennett Middle School
- One Technician to be shared between John Fuller Elementary School, Conway Elementary School, and Pine Tree Elementary School.
- Three Technology Assistants one at each of the elementary schools.
- Explore the feasibility of establishing a Technology Integration Teacher position at the elementary and middle school levels

Technology Integration, Three Year Plan

Year One – Assessment and Evaluation

- Assessment and evaluation of our current technology practices K-12. Report results and suggested changes back to teaching staff. Integration of IT Pathways, or similar program to provide logical, sequential steps to reaching the ICT Literacy standards within the time line of this three year plan.
- Reevaluation of administrator, principal, and teacher evaluations to incorporate knowledge, use, and support of technology throughout the district.
- Evaluation of Eagle Academy distance learning program for future expansion to the high school and middle school population within the time frame of this plan and as outlined in Ed 306.22.
- Assessment of the hiring requirements for new staff throughout the district to includes minimum level of technology skills.
- Assessment of the steps necessary to offer, or require, technology support in-house for current staff throughout the district.

Year Two – Development

Formation a technology integration committee whose purpose is to develop an integration plan which will incorporate Technology Literacy Competencies into core curricula using the Pathway Pipeline Model Benchmarks Chart that are aligned with the NH ICT Literacy Standards for K-12 students (ED306.42) Information and Communication Technologies Program. It will also align with National Education Technology Standards for Students (NETS•S). These benchmarks will be articulated across each grade and provide opportunities for students to demonstrate academic achievement through the use of technology. Our plan includes provisions for the development of digital portfolios as required by the ICT Literacy Standards, which became effective July 1, 2005. Additionally, opportunities will be provided for high school student to complete the state required ½ credit prior to graduation as outlined in (ED306.42-c).

- Develop and implementation revised administrator, principal, and teacher evaluations as pertains to the understanding and use of technology.
- Development of distance learning program to be included in course offering for the following year.
- Development of a hiring competency test for all district new hires as pertains to the understanding and use of technology

- Development of “Information and Integration Services” for teachers to ensure attainment for all outlined instructional goals.

Year Three – Pilot, Support and Assessment

- Address the recommendation of the Technology Integration Committee and pilot Technology Literacy Competencies into selected grade levels with on-going assessments by the Technology Integration committee.
- Pilot technology integration plan, provide professional development support for classroom teachers, via the Professional Learning Communities of the high school, in the area of technology integration. Assess the, effectiveness of Technology Integration Plan.
- Inclusion of “distance learning” in the course of studies.
- Evaluate the success of the “Information and Integration Services” provided to teachers and the extent to which it has aided in the attainment of our outlined instructional goals within the core curriculum.

Data Collection

The evaluation of technology takes place district-wide and in various ways. The teachers and staff participate in the State Required LOTI survey on an annual basis. LOTI results are shared with teachers and administration. On a district level all student biographic data is being collected using CRI's Generations program in separate databases located at the individual schools. It is the plan of the district to centralize all student data to a single location. Options include connecting all district schools to a central server via a WAN or outsourcing the data and connecting online.

Various software products are currently used throughout the district for grading and report cards. Grade Quick is currently use by the high school and middle school. Grade Quick offers the online availability of grades for parents. It is the intention of the technology planning committee to evaluate grading programs in an effort to standardize district wide while provided a convenient and accurate way for parents to view student’s status.

Implementation Plan

- Spring 2008 Evaluate current grading software at Kennett High School for posting grades on the internet for a limited number of teachers.
- 2008-2009 Begin online (parent and student access) grading at the middle school either through a pilot program or whole school implementation, expand a pilot program in the high school that targets specific

students in need. Transition elementary schools to software that will allow for online grading.

- 2009 – 2010 Pilot online grading (parent and student access) at the elementary schools. Expand high school pilot.
- 2010 – 2011 Full implementation of parent/student/teacher access online grading

Students in the high school are currently polled at the end of a course about the use of technology in that course. This program uses both online and paper forms. The district is looking at implementing this program district wide and including online community and parental input using online web forms. To date this has been an in-house system for both data acquisition and statistical analysis. We are currently looking at the benefits of using an online system like TAGIT.

The district is planning to develop online surveys and a work order system for faculty and staff to help guide improvements in the services and support of the technology department. Areas covered by these surveys will be: technology department performance, purchases, general technology needs, support services and suggestions. The results of the survey will be presented to the technology department, administration and the school board for evaluation and discussion. Logs of work orders will be provide to the technology coordinator for evaluation and recommendations.

The technology coordinator reports to the administrative team throughout the year on progress, comments and survey results. The technology coordinator also meets with the School Board budget sub-committee to discuss results and subsequent requests to clarify budget expenditures before the budget is approved.

Community Involvement

It is imperative that communication increases between the school and the community. To that end we will further develop school and district websites that encourage regular visitors and community involvement in school functions.

Filtering

To be in compliance with CIPA, internet access for each school is filtered for students and monitored for faculty and staff. Filtering is currently provided by FortiGate-60 Unified Threat Management (UTM) devices. Student access to internet sites is controlled by predefined categories as well as user-defined URL blocking, file-type blocking, protocol and port restrictions. Internet activity logs will be maintained at each campus for up to 30 days.

The technology committee will periodically review filtering and internet security for effectiveness. Enhancements to, or replacement of the system will occur when deemed necessary.

School Website Requirements

A website represents a unique opportunity to engage the school community with rich content while providing access to basic information for parents, students and community members. The rapid changes in technology in the past few years have generated numerous tools to create and manage websites with dynamic content. In the past the webmaster was the sole proprietor over information. Content Management Systems have given the power and speed of publishing back to the content creators.

People have come to expect more than just a static informational experience on the web. People, everyday, interact with content and with others through the web. It is a goal of the District to encourage the development of dynamic and interactive school websites that can attract regular visits from all stakeholders.

Qualities of an Exemplary School Website

- Values students and learning
- Logical, common layout
- Targets multiple audiences
- Interesting, relevant and timely content
- Seeks feedback and/or interaction
- Up to date static content
- Database backups meet industry standards for data redundancy

Provides the following functionality for the site visitor

- Multiple subscription formats (for example, RSS/ATOM and Email subscription)
- Multiple electronic contact means (for example, obfuscated email links and form mailers for individual staff)
- Search-able content
- Fully accessible(Section 508 compliant)
- Easy navigation
- Optimized for fast download (many families in our district use dial-up)
- Access to download common school forms

Provides the following basic information about the school

- Core values/mission statement
- Handbook
- School overview (structure)

- Staff directory
- Accountability information (NCLB, school report card)
- Library information
- Upcoming events
- Lunch menu
- Regularly updated School news/newsletter
- Links to relevant resources for students, parents and teachers
- Privacy policy
- Links to SAU 9
- Easy access to teacher, class, and project websites

Development of up to date websites will take time and it is hoped that we reach the level described above at each school by the end of this three year plan.

Evaluation

The Evaluation committee will be chaired by the Conway School District Director of Technology, Dale Anderson. The technology committee will meet monthly throughout the school year. In addition, individual technology meetings will meet on-site in each of the schools in the district to better address specific technology successes and needs, identified within the plan. Recommendations for improvement at all levels will be handled in an ongoing manner to best assure continuous improvement of technology use throughout the district.

Each year, the following evaluations will occur:

The IoTi survey will be conducted at each school. The results will be analyzed by the District technology Director, with the results being presented and discussed at one of the monthly technology meetings. The Technology committee members will then create and prioritize recommendations to be brought forward to the building principals, central office personnel, the school board, etc.

Prior to October 31st of each year, the Conway School District's five-year Technology Purchasing Plan will be reviewed. Progress will be evaluated and re-prioritizing will occur as necessary. The results will be used to encourage budget development throughout the district.

Prior to the end of each school year, the Conway School District Technology Plan 2008-2011 will be reviewed by the entire technology committee. Discussions will occur as to the progress that has been made towards the stated goals and to encourage continuous progress. Adjustments that are

deemed necessary will be identified at this time and plan for improvement will be established. Any revisions will be identified in the plan for future attention.

Prior to September 30th of each school year, the technology committee will make annual recommendations to principals so that budgetary considerations can be addressed to ensure that the technology needs of the district are included in the budget process.

Future Consideration

While the budget was being developed, the committee understood that the needs in the area of technology were in excess of our financial means. In an effort of responsible disclosure, the following list of, *future considerations*, were identified so that the technology committee would not lose sight of these items. It is our hope that all parties involved in our school district can explore “creative means” to accomplish as many of the *future considerations* as possible. We fully understand that all items on both lists are contingent on future budgeting and other available funding.

Expenditures	Qty.	Unit	Year 1	Qty.	Unit	Year 2	Qty.	Unit	Year 3
<u>Hardware</u>									
Computers									
Additional Laptops	24	800	19200	24	800	19200	24	800	19200
Backup Storage	1	6000	6000	1	6000	6000	1	6000	6000
Additional Carts for Laptops	1	1500	1500	1	1500	1500	1	1500	1500
Networking									
Network Switches	5	3000	15000	5	3000	15000	5	3000	15000
Internet Connectivity									
Option 3 (Fiber 100Gbps burst Backb	1	110000	110000	1	110000	110000	1	110000	110000
<u>Elementary School LAN Renovation</u>	1	40850	40850	1	40850	40850	1	40850	40850
<u>Software</u>									
MMS Upgrade									
KMS SQL & Gradebook	1	3800	3800						
KHS SQL & Gradebook	1	12000	12000						
JFES SQL & Gradebook	1	3800	3800						
ConEI SQL & Gradebook				1	3800	3800			
PTS SQL & Gradebook							1	3800	3800
Licensing/Upgrade	250	50	12500	250	50	12500	250	50	12500
<u>Staffing</u>									
Technology Integrator				1	45000	45000	1	45000	45000
Increase to Budget:			\$183,800			\$213,000			\$213,000

Policy and Procedure

EHAA

PROGRAM DEVELOPMENT/STAFF RESPONSIBILITIES FOR STUDENT INTERNET ACCESS

Staff must follow the Lab Use Policy and Procedures when scheduling use of District computer labs.

COMPUTER SECURITY, E-MAIL AND INTERNET COMMUNICATIONS ACCEPTABLE USE POLICY FOR CONWAY SCHOOL DISTRICT STAFF

Staff will employ electronic mail on a daily basis at work as a primary tool for communications. The district may rely upon this medium to communicate information, and all staff will be responsible for checking and reading messages daily.

The network is provided for staff and students to conduct research and communicate with others. Communications over the network are often public in nature therefore general rules and standards for professional behavior and communications will apply.

The School District will enforce the rules set forth below and reserves the right to change these rules at any time.

1. The computer hardware system, software and E-mail system are owned by the District, and all messages or data composed, stored; sent, or received using the system are and remain the private property of the District. They are not the property of the employee. Any personal property shall be stored on removable media (external devices).
2. The computer and E-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.
3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations.
4. The School District prohibits discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.

5. The electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.
6. To ensure the safety and well-being of staff and students, the School District reserves, and will exercise without prior notice, the right to read, review, audit, intercept, access or disclose any and all information on an employee's computer system or messages created, received or sent over the electronic mail system for any purpose, even if coded or pass worded.
7. The confidentiality of any message or data should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. The use of passwords for security does not guarantee confidentiality, or that the District will not retrieve it. All passwords must be disclosed to the computer administrator.
8. Any communications created, sent, or retrieved using E-mail may be read by individuals other than the intended recipient.
9. Notwithstanding the District's right to retrieve and monitor any E-mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail that is not sent to them. Any exception to this policy must receive prior approval by the Superintendent.
10. Employees are not to use others' passwords or allow others to use their password. Sharing passwords or leaving an unattended computer logged on constitutes a security breach and is a violation of this policy.
11. Any employee who violates this policy or uses the computer system or electronic mail system for improper purposes shall be subject to discipline up to and including discharge.
12. The District has the authority to terminate or limit access to any program at any time.

Computer lab use procedures will be developed by the administration.

The Network Supervisor will report inappropriate behaviors to the employee's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations, or complaints will be routed to the employee's supervisor for appropriate action.

Each employee will be given copies of this policy and procedures and will sign an acceptable use agreement and network information form before establishing an account or continuing their use.

I understand and accept the Staff Acceptable Use Policy.

Name (please print)

School

Signature Date

Adopted by Conway School Board – September 24, 2001

Reviewed with no change – February 5, 2004

Adopted by Conway School Board – 9/10/01

Revision Adopted – January 12, 2004

STUDENT INTERNET AND NETWORK ACCESS _____ EGA

The network is provided for students to conduct research for educational purposes. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility.

To gain access to the network and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form to the library desk. Students 18 and over may sign their own forms.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

DISTRICT INTERNET AND COMPUTER ACCEPTABLE USE

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, and installing appropriate filtering devices, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

During school, teachers of younger students will guide them toward appropriate materials.

As outlined in Board policy and procedures on access to electronic resources, the following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Downloading or installing any program from the Internet or other source
- Violating copyright laws
- Using another's password or allowing another user to use your password

- Trespassing in, deleting or moving another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

COPYRIGHT COMPLIANCE

EGAAA

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes.

- A. THE PURPOSE AND CHARACTER OF THE USE – The use must be for such purposes as teaching or scholarship and must be nonprofit.
- B. THE NATURE OF THE COPYRIGHTED WORK – Staff may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays, or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED – In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the Superintendent or the person designated as

the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Legal References: P.L. 94-553 Federal Copyright Law of 1976
(U.S. Code, Title 17)

Adopted by Conway School Board - September 10, 2001
Reviewed with no change – February 5, 2004