

RPS Technology Plan 2013-2016

Revere Public Schools
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Superintendent of Schools
Dr. Paul S. Dakin
Assistant Superintendent
Dr. Dianne K. Kelly
Assistant Superintendent
Christopher Malone
Director of STEM Disciplines
Matthew Costa
Information Technology Manager
Jonathan Ferrara

Local Technology Plan Guidelines

(School Year 2013-2014 through 2015-2016)

These guidelines are designed to help districts develop purposeful long-range technology plans. While not mandated, the guidelines represent recommended conditions for effectively integrating technology into teaching and learning.

There are several reasons that a school district should develop and maintain a technology plan. First, comprehensive planning helps the district take advantage of technology's power to improve teaching and learning. Technology has the power to engage and challenge students. Applications such as formative assessment tools can help teachers ensure that students are meeting the standards. By allowing teachers to access information about student learning, information systems make it possible for teachers to support individual students better. Virtual learning programs can increase the range of learning opportunities available to students, enabling them to study with experts and other students around the globe. Technology can also play a role in ensuring students' safety, by facilitating communication among school personnel and parents.

Funding is another reason technology planning is important. Every school district must have a long-range strategic technology plan approved by the Department of Elementary and Secondary Education in order to be eligible for E-Rate discounts and federal and state technology grants. Each school district is required to develop a 3- to 5-year plan, which should be kept on file locally. Each year, as part of the technology plan approval process, the Department asks districts to report on the progress they have made in implementing their plans through the Department's security portal. The Department reviews this data, along with the district's long-range plan, to approve the district's plan. To facilitate this process, the Department asks the district to post its long-range plan on its web site or to email a copy of the plan to the Department.

These guidelines are not mandated but rather recommended benchmarks for districts to meet by the end of the school year 2015- 2016. The Department will use these guidelines to gauge the progress of districts' implementation in order to approve their technology plans annually.

Vision Statement:

The mission of the Revere Public Schools is to develop literate, responsible citizens who will continue to pursue and to value learning. By establishing a learning partnership among school, home, and community that provides a safe learning environment based on high learning expectations for all, the Revere Public Schools will achieve its goal of preparing students for future success as active and positive contributors in our democratic society and global economy.

Community Demographics:

The City of Revere is situated in eastern Massachusetts (Suffolk County) and borders Winthrop, East Boston and Chelsea to the South, Everett and Malden to the West, Saugus and Lynn to the north and the Atlantic Ocean to the east. It comprises 10.0 square miles, although 4.1 square miles are open water and wetlands and not suitable for development. Of the 5.9 square miles of developed land, 70% is used for housing. Revere is located approximately 5 miles from downtown Boston.

Area: 10.0 square miles

Population: 2010- 51,755

College grads: 19.4%

Regional School grade plan: PreK-5, 6-8, 9-12

Household income: \$49,178 (Median)

Per-capita Income \$23,834

Median age: 37.2

Median home price (sales): 2010-\$344,400

See Revere statistics at [Revere home page](#)

School Enrollments: From: DESE District Profile 2014.

School	Grades Offered	Enrollment
Abraham Lincoln Elementary	PreK-5	661
A.C. Whelan Elementary	K-5	747
Beachmont Elementary	K-5	395
Garfield Elementary	PreK-5	764
Garfield Middle	6-8	503
Paul Revere Elementary	K-5	474
Revere High School	9-SP	1559
Rumney Marsh Academy	6-8	545
Seacoast High School	9-12	142
Susan B. Anthony Middle	6-8	508
William McKinley School	K-5	533

School Building Listing:

Abraham Lincoln School
68 Tuckerman Street
Revere, MA 02151
Telephone: 781-286-8270
Principal: Jodi Gennodie

A.C. Whelan School
107 Newhall Street
Revere, MA 02151
Telephone: 781-388-7500
Principal: Jamie Flynn

Beachmont School
15 Everard Street
Revere, MA 02151
Telephone: 781-286-8316
Principal: Percy Napier

Garfield Elementary School
176 Garfield Avenue
Revere, MA 02151
Telephone: 781-286-8296
Principal: Patricia DiGregorio

Garfield Middle School
176 Garfield Avenue
Revere, MA 02151
Telephone: 781-286-8298
Principal: Danielle Mokaba Bernardo

Paul Revere School
395 Revere Street
Revere, MA 02151
Telephone: 781-286-8278
Principal: Barbara Kelly

Revere High School
101 School Street
Revere, MA 02151
Telephone: 781-286-8222
Principal: Lourenco Garcia

Rumney Marsh Academy
140 American Legion Highway
Revere, MA 02151
Telephone: 781-388-3500
Principal: Richard Gallucci

Seacoast School
15 Everard Street
Revere, MA 02151
Telephone: 781-485-2715
Principal: Tom Misci

Susan B. Anthony Middle School
107 Newhall Street
Revere, MA 02151
Telephone: 781-388-75020
Principal: Joanne Willett

William McKinley School
65 Yeaman Street
Revere, MA 02151
Telephone: 781-286-8284
Principal: Edward Moccia

Benchmark 1

Commitment to a Clear Vision and Implementation Strategies

- 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. Excerpts from our District Improvement plan include:
1. Increase technology integration and use in all content curriculum areas.
 2. Provide a well maintained, progressively improving system of Pre K-12 schools that are safe and healthful, grade appropriately organized, technology enhanced, and aesthetically pleasing to maximize the effectiveness of the teaching and learning environment.
 3. Continue to post relevant information including curriculum guidelines, district and school improvement plans, handbooks, district benchmarks, standards-based instructional materials and other materials to the RPS website as a means to provide information to stake holders and improve teaching and learning.
 4. Expand the RPS website so that administration, staff, and students, have appropriate and current resources.
 5. Continue to align technology lessons with grade level subjects and curriculum.
 6. Implement/Continue using technology-based curricula including Achieve 3000, System 44, Agile Mind, PLATO, etc.
 7. Provide opportunities for students to complete course work through on-line formats.
 8. Provide professional development in the effective use of instructional technology including: iPads, document cameras, SMART Response, interactive boards and the software associated with this hardware.
 9. Implement program through which all students will have their own dedicated, internet ready, device (tablet, iPad, laptop, etc.) for academic use.
 10. Implement student email system
 11. Use Schoology and other effective online forums to communicate with students and parents.
 12. Provide professional development to teacher on Flipped and other Blended Learning strategies and resources.
 13. Continue to support librarians in the use of Destiny software program within all district libraries.
 14. Implement district-wide Technology Leadership Team.
 15. Implement school-based Technology Leadership Teams to inform the district team and to generate a communication system for school-specific technology issues and initiatives.
 16. Continue to expand the local cable channel (Channel 22) of RPS information and news to families.
 17. Continue to use the Parent Link phone system for timely notification of schedule changes and events to families.
 18. Continue to provide access to the parent portal of PowerSchool for all school families
 19. Work with parents to increase use of the parent portal of PowerSchool
 20. Regularly update the website including the addition of new tabs for family resources and to increase ease of navigation
 21. Ensure accurate records of existing hardware, software, and technology infrastructure for each school – complete audit through Ferguson Fellowship.
 22. Use technology (such as iPads) to collect classroom data as a means to improve instruction and identify teacher professional development needs.
- 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 school superintendent to implement the plan.

Technology Advisory Committee 2012-2016

Dr. Paul S. Dakin, Superintendent of Schools
Dr. Dianne Kelly, Assistant Superintendent
Christopher Malone, Assistant Superintendent
Matthew Costa, Director of STEM Disciplines
James Sicuso, Director of Administrative Technology
Jonathan Ferrara, IT Manager
Richard Anastas, Network Administrator
Carol A. Tye, Revere School Committee

Paul Amato, Webmaster and videographer
Chris Adams, Teacher, Revere High School
Candace Conley, Math Coach, Garfield Elementary School
Aislin Davis, Teacher, Revere High School
Damian DeMarco, Teacher, Seacoast Alternative High School
Jamie Flynn, Principal, Whelan Elementary School
Donna Grieco, Teacher, Garfield Middle School
Theresa Incerto, Teacher, Paul Revere Innovation School
David Kaufman, Teacher, Revere High School
Janelle Kruszewski, Teacher, A.C. Whelan Elementary School
Danielle Mokaba, Principal, Garfield Middle School
Sandra Paone, Teacher, A.C. Whelan Elementary School

C. Needs Assessment

1. The district assesses the technology products and services that will be needed to improve teaching and learning.

The Director of Technology, together with the Assistant Superintendent for Curriculum, Instruction, and Assessment and the building principals regularly reviews new products and current district programs to assess usefulness and efficacy. All new programs are piloted in one school before full adoption. Teachers and other school employees are solicited for technology needs on an annual basis.

2. The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.

Annual review of current technology programs is scheduled for Tuesday, January 10, 2014. This review includes the entire Technology Team. When possible, new programs are previewed in other districts. This year, we expanded the Achieve 3000 program to all elementary schools and two middle schools after piloting in 2 schools. In addition, the one-on-one iPad program which was piloted with Freshman only was expanded to all High School Students and we are now piloting at 8th grade in just one middle school. We will continue to use this cycle of piloting programs prior to full adoption to work out implementation issues and ensure efficacy prior to large-scale financial investment.

D. Budget

1. The district recognizes that technology plays a critical role in achieving its goals. The district has a budget that will ensure the implementation of its long-range technology plan.

The district has provisioned for the non-discounted portion of E-rate items through a separate budget line-item for technology. All E-rate reimbursements are deposited into the same account, creating a revolving source of funding. This year, our return for Priority 1 and 2 combined will be approximately \$300,000.00.

2. The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services).

All technology projects will include a sufficient budget to acquire, maintain and most importantly provide staff training for the items outlined. For larger projects such as redesign of the technology infrastructure, additional staff are hired during summer months.

3. The district seeks funding for technology programs from federal, state, and private resources, as well as from academic departments that are supported by technology. The district explores ways that technology can reduce costs and create efficiencies in other areas of the district budget.

The Revere Public Schools takes advantage of all grant opportunities afforded by the state and federal governments. We participate fully in the E-rate program and will continue to do so. The district employs a private consultant to ensure we are optimizing reimbursements through the e-rate program. The RPS also applied for and was granted a competitive Nellie Mae grant in 2013. These funds are currently in use enhancing the implementation of instructional technology and providing teacher professional development at Revere High School. We recently signed an MOU to partner with a local non-profit organization to implement on-line science resources in all high school science classes.

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.

The district has provisioned for the non-discounted portion of E-rate items through a separate budget line-item for technology. All E-rate reimbursements are deposited into the same account, creating a revolving source of funding.

E. Evaluation

1. The district routinely consults with technology staff before purchasing technologies items, to ensure that the items are appropriate, cost-effective, and sustainable.

All administrators are required to consult the IT Manager prior to adoption or purchase of any new software programs or of any new hardware. Our building-based IT Technicians also assist administrators with the selection of products that integrate well with existing products.

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.

The Technology Advisory Committee meets annually to assess progress on the previous year's goals and to establish new goals (or continuation goals) for the next school year. These goals are informed by the annual technology survey administered to the entire faculty. The Committee is also convened when any new Technology programs or opportunities present themselves. Thus mid-course corrections are enacted in a timely manner.

Benchmark 2 Technology Integration and Literacy

A. Technology Integration¹

1. Outside Teaching Time - At least 90% of teachers use technology every day, including some of the following areas: research, lesson planning, organization, administrative tasks, communications, and collaboration. Teachers explore evolving technologies and share information about technology uses with their colleagues.

100% of teachers use technology everyday as all attendance and grades are entered using the teacher's desk-top computer and out student information system. In addition, all school and district notices are sent through district e-mail. The Superintendent's daily blog is required reading for all employees which they access through a forced internet link to our district website.

2. For Teaching and Learning - At least 90% 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 analysis, communications, and collaboration. Teachers integrate evolving technologies that enhance student interest, inquiry, analysis, collaboration, and creativity.

100% of teachers use technology to complete at least some of the activities described above. Most teachers (roughly 90%) use technology as an integral part of their instruction and allow students to use technology as part of their learning. We continue to work with other teachers to help them understand the positive effect technology can have on student learning and to help them embrace the technology available to them.

B. Technology Literacy

1. At least 90% of eighth grade students show proficiency in all the *Massachusetts Technology Literacy Standards and Expectations* for grade eight².

The Revere Public Schools is working toward this goal as we re-design the 8th grade curriculum through the Common Core and the Massachusetts Curriculum Frameworks for Technology at the 8th grade level. We anticipate this project will progress as the state's implementation of the Common Core progresses and ancillary materials are created. In addition, our pilot of the one-on-one iPad program at grade 8 will, with success, be expanded to include all 8th grade students in the near future.

2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2014-2015, 90% of teachers will have mastered 90% of the skills in the Massachusetts Technology Self-Assessment Tool (TSAT).³

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

² The *Massachusetts Technology Literacy Standards and Expectations* are available on the Department's website (<http://www.doe.mass.edu/edtech/standards.html>).

Based on technology inquiries from our Intranet Help Desk, we can confirm that 90% of teachers have mastered 90% of these skills. We continue to work with other teachers to help them develop skills in these areas.

C. Staffing

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

The district has divided its Technology Department into three branches – Academic Technology, Administrative Technology and Infrastructure Technology. The lead positions in each branch are held, respectively, by Matthew Costa, James Sicuso, and Jonathan Ferrara.

2. The district provides one FTE instructional technology teacher per 60-120 instructional staff to coach and model.

The district employs 20 instruction technology teachers. With 530 total teachers, we exceed this required ratio. The coaching and modeling occurs as needed and upon request. In addition, Math and Literacy Coaches provide assistance with content-based instructional technology.

3. The district has staff dedicated to data management and assessment.

The Director of Administrative Technology is responsible for data management and Assessment. In addition, the district employs a Database Manager to assist with these duties.

Benchmark 3 Technology Professional Development

- A. At the end of five years, at least 90% of district staff will have participated in high-quality, ongoing professional development that includes emerging technology issues, technology skills, universal design, and research-based models of technology integration

Technology professional development occurs throughout the school day. Math Coaches, Literacy Coaches, and teacher Leaders demonstrate best practices in classrooms and at director meetings including model lessons that incorporate effective use of Instructional Technology. Having advanced beyond the need for basic technology instruction for teachers, much of our current technology professional development focuses on Blended learning and Flipped Classroom models. All new software programs are adopted only after the vendor has agreed to adequate staff training in implementation of the program. Whenever possible, as with the EDWIN Teaching and Learning System, we use a train-the-trainer model where key employees receive intensive training and then provide training to additional staff members. The trainers also provide on-going support to their colleagues. Teachers have been encouraged to participate in all DESE sponsored on-line courses. All teachers in the district receive professional development in differentiated instruction, Response to Intervention, and alternative instructional methods; thus meeting the guidelines for universal design.

³ The *Technology Self-Assessment Tool* is available on the Department's website (http://www.doe.mass.edu/edtech/standards/sa_tool.html).

- 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.

Math Coaches, Literacy Coaches, and Teacher Leaders demonstrate best practices in classrooms and at director meetings including model lessons that incorporate effective instructional technology applications. All teachers have been trained in the use of EDWIN Teaching and Learning. This year, we trained 50 teacher Leaders to facilitate Professional Learning Groups. These PLGs work to expand capacity in the effective use of instructional technology. At each grade span, we focus on age-appropriate programs. For example, the lower elementary level's primary program is Footsteps to Brilliance and Lexia Core 5 while the upper elementary focuses on Achieve 3000 and ANet. At the High School, the focus is on Flipped Learning and other Blended Learning methods. Ongoing professional development in these areas is provided beyond the school day for new employees. Whenever possible, we use a train-the-trainer model where key employees receive intensive training and then provide training to additional staff members. The trainers also provide on-going support to their colleagues. Teachers have been encouraged to participate in all DESE sponsored on-line courses. 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.

- 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.⁴

The Revere Public Schools uses a similar tool (Moodle) through which staff members identify their technology and technology professional development needs. This survey is scheduled to be administered again in Spring 2014.

- D. Administrators and teachers consider their own needs for technology professional development.⁵

We survey teachers and administrators regarding their needs and wants around professional development on an annual basis. In addition, for Director Meetings, each teacher selects a course that they feel best meets individual needs.

Benchmark 4 Accessibility of Technology

- A. Hardware Access

1. By 2014-2015, the district has an average ratio of one high-capacity, Internet-connected computer for each student. (The Department will work with stakeholders on a regular basis to review and define high-capacity computers.)

⁴ The *Technology Self-Assessment Tool* is available on the Department's website (http://www.doe.mass.edu/edtech/standards/sa_tool.html).

⁵ 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). Administrators may also want to refer to the *National Educational Technology Standards (NETS•A) and Performance Indicators for Administrators* published by the International Society for Technology in Education (http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A_2009.pdf).

Our district has 7057 students. We have roughly 5500 high-capacity, Internet connected devices. Thus our ratio of students to devices is less than 1.3:1. We look forward to working with the department to improve this ratio toward the goal of 1:1.

2. The district provides students with emerging technologies appropriate to their grade level.

LCD projectors and SMARTBoards are currently in 100% of classrooms. Senteo devices are available to all classrooms from grades K – 12. iPads are assigned to every high school student and are available in classroom sets of 6 for all EC-grade 2 classrooms. In addition, iPads will be assigned to all 8th grade students at one middle school in December 2013. Three of our schools have one-on-one Laptops for all 5th grade students. In addition, all schools have computer labs and moveable Computer on Wheels systems for use by classes of students.

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.

The district provides all technology needed to ensure all students are educated in the least-restrictive environment. We employ full inclusion in all of our schools. The K-12 math and ELA programs have embedded technology features to meet the individual learning styles of all students. In addition, we are currently piloting an internet-based curriculum program called Achieve 3000 for Science and Social Studies. This allows students to access content-based reading passages that are rated at or just beyond the students' current lexile level.

4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, interoperability and SIF compliance⁶.

The IT Manager leads our Infrastructure Technology department and oversees all technology purchases. This manager, along with the Director of Academic Technology and the Assistant Superintendent of CIA meet annually to review and revise the 3-year technology plan. These meetings focus on achieving the goals described in this standard. In addition, RTTT grant funds were used to procure vertical and horizontal components necessary to meet SIF regulations. Our technology team is ready to implement once the DESE SIF agents are ready.

5. The district provides technology-rich classrooms, with access to devices such as digital projectors, electronic whiteboards, and student response systems.

100% of all classrooms have their own digital projectors and electronic white-boards. Our percentage of classroom dedicated student response systems is lower (45%) but these systems are available to all teachers for use.

6. The district has established a computer replacement cycle of five years or less.

This goal occurs through our long-term technology planning. The computer renewal program is supervised by the IT Manager and generally occurs within the 5 year time frame.

B. Internet Access

⁶ For more information, see the website for the SIF Association (<http://www.sifinfo.org/us/index.asp>).

1. The district provides connectivity to the Internet for all computers in all classrooms in all schools, including wireless connectivity.

All classrooms have Internet access at up to 200Mbps on switched Ethernet fiber-optics. Wireless connectivity is provided in all buildings although some remote classrooms in older buildings do not have wireless access.

2. The district provides an external Internet connection to the Internet Service Provider (ISP) of 100Mbps per 1,000 students/staff.⁷

Currently the district provides an external Internet connection to the Internet Service Provider (ISP) of 200 Mbps. Our goal will be to increase to 1Gbps by 2017.

3. 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.

The district provides 1 Gb to each classroom. The network card for each computer is also 1 Gb. Thus, we meet this standard.

C. Networking (LAN/WAN)

1. The district provides internal wide area network (WAN) connections from the district to each school between schools of at least 1 Gbps per 1,000 students/staff.

All schools provide 2Gbps speeds to each building's core switch. Our plan is to move to 10 Gbps by 2015.

2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

The district has a system of secure servers that house all of our data files. The system is automatically archived and backed-up daily.

D. Access to the Internet Outside the School Day

1. The district provides access to its computer labs before and after school to ensure that students and staff have adequate access to the Internet outside of the school day.

The Revere Public Schools works with the Revere Public Library to ensure internet access. We assist them with their E-rate application and collaborate on effective hours of operation. In addition, several schools have evening library hours to provide internet and computer access to students and staff. The district is developing a plan through which students and staff can use personal devices to access our Internet services while protecting and ensuring the security of all confidential district materials. We are in the process of extending the wireless infrastructure from Revere High School to the Revere Public Library and other

⁷ For more information, see the 2008 report *High-Speed Broadband Access for All Kids: Breaking through the Barriers* published by the State Educational Technology Directors Association (SETDA), available on SETDA's website (<http://www.setda.org/web/guest/2020/broadband>).

public buildings that have high incidence of student use. After this is complete, our students will be able to access the internet through our network on their district-issued and personal devices.

2. The district disseminates a list of up-to-date list of places where students and staff can access the Internet after school hours.

Through the plan described in #1 above, teachers and students will have unlimited Internet access in and around all school buildings from 6:00 a.m. until 9:00 p.m. Access will be restricted during overnight hours to ensure building security.

Students with school-issued iPads and their own devices can access the internet throughout the city at a number of wireless hotspots.

E. Staffing

1. The district provides staff or contracted services to ensure that its network is functioning at all times.

The district has a dedicated team of 8 IT specialists to ensure the network is functioning at all times. In addition we work with an outside provider (MEC) that strives to provide 99% Internet up-time. At the High School, we have a team of 20 students who staff our Genius Bar to assist their peers, teachers, and other staff members with technology issues.

2. The district provides resolves technical problems within 24 hours, so that they do not cause major disruptions to curriculum delivery. The district provides clear information about how to access technical support, which can be provided in person or remotely.

All technology issues are dealt with in a timely manner – typically within an hour. All teachers and staff members can access technical support through our Internet-based HelpDesk and all teachers are trained to use the HelpDesk.

3. The district provides at least one FTE person to support 400 computers. Technical support can be provided by dedicated staff or contracted services.

We have 8 full time IT technologists. In addition, we have 2 full time IT assistants and the 20 0.25FTE Geniuses. This equates to 15 FTE Technology support personnel. With our 5500 computers, the ratio becomes 1:366; thus meeting the standard.

Benchmark 5 *these two sections need updates*** E-Learning and Communications**

- A. The district encourages the development and use of innovative strategies for delivering high-quality courses through the use of technology.

We offer PLATO courses for students, Virtual High School courses for students, and a Video-in-The Classroom course for teachers. In addition, we engage students in on-line

learning through Scientific Learning, Study Island, and other such programs. We also are adopting new curricula that incorporate web-based applications.

- 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.

Revere Public Schools has a video conferencing coordinator. The district currently has four schools that have distance learning labs and a mobile system for the remaining schools that can be operated from within a classroom.

- C. Classroom applications of virtual learning include courses, collaborative projects, field trips, and discussions.

We offer PLATO courses for students, Virtual High School courses for students, and a Video-in-The Classroom course for teachers. In addition, we engage students in on-line learning through Scientific Learning, Study Island, and other such programs. We also are adopting new curricula that incorporate web-based applications. Revere Public Schools has a video conferencing coordinator. The district currently has four schools that have distance learning labs and a mobile system for the remaining schools that can be operated from within a classroom.

- D. The district maintains an up-to-date web site that includes information for parents and community members.

Revere Public Schools has a web-master where updates are continuous. The district has a district web page with links to the individual schools. In addition, parents can link through our website to student performance data through the parent portal to our student information system. Beginning in 2011-2012, our parents will be able to complete their free and reduced lunch applications on-line.

Benchmark 6 Safety, Security, and Data Retention

- A. 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.

The district's AUP is CIPA-compliant and is updated annually. All students and teachers sign a release indicating they have read and understand the policy. In addition, both teachers and students receive training to understand the AUP. Beginning with the 2012-2013 school year, teachers will access and electronically accept the AUP and other such policy forms through Moodle.

- B. The district educates teachers and students about appropriate online behavior. Topics include cyberbullying, potential risks related to social networking sites and chat rooms, and strategies for dealing with these issues.⁸

⁸ To learn more about teaching students about safety and the Internet, see Net Cetera: Chatting with Kids About Being Online, a free guidebook produced through a partnership of federal agencies and the technology industry (<http://www.edgovblogs.org/duncan/2009/12/online-safety-guidebook-for-parents/>).

Such instruction occurs with all teachers upon hire. On-going instruction occurs through department/principal meetings. For students, these topics are covered through their technology classes beginning in elementary school. Six of our eleven schools have social programs such as Student Advisory periods during which these issues are discussed and addressed. Our goal is to have such programs in all eleven schools by the end of the 2014-2015 school year.

- C. The district has a plan to protect the security and confidentiality of personal information of its students and staff.⁹

All computers have anti-virus software, updated continuously, to protect against viruses and malware both of which have the potential to harvest personal and private information. In addition, our firewalls have similar protections at the entry point from the Internet.

- D. The district complies with federal and state law¹⁰, 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.

Our district archives all e-mails indefinitely and each e-mail originated from with the Revere Public Schools' system includes a disclaimer regarding privacy and public information.

⁹ To find out how state agencies in the Executive Branch must protect personal information, as well as to find training tools related to this effort, see the Commonwealth's website (<http://www.mass.gov/?pageID=afsubtopic&L=6&L0=Home&L1=Research+%26+Technology&L2=IT+Policies%2c+Standards+%26+Guidance&L3=Legal+Guidance&L4=Privacy+%26+Security&L5=Executive+Order+504&sid=Eoaf>).

¹⁰ Information about state regulations is available from the state's Record Management Unit (<http://www.sec.state.ma.us/arc/arcrmu/rmuidx.htm>).