

Standard VI Module Self-Rating Tool

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES

As a school administrator I understand the social, legal, and ethical issues related to technology use and ensure responsible adherence to acceptable practices. As a school administrator:

This Standard VI module self-rating tool incorporates the standard VI Maryland School Administrator Technology Measure for School Administrators (self-rating tool) which has been designed to help determine the technology knowledge and skills of Maryland school and C3 (cyberethics, cybersafety and cybersecurity) school administrator self-rating tool.

This self-rating tool is comprehensive, but it is organized into sections that help you gain a better understanding of your awareness of social, legal and ethical issues, including the depth and breadth of cyberethics, cybersafety and cybersecurity awareness topics, and gathering baseline data of your progress in actively improving your school's alignment with MSET Standard VI.

Indicator VIA:	
<i>I ensure equity of access to technology resources for all my students, teachers, and staff.</i>	
Level 1 Minimally/Not at all	I do not support adequate and equal access to technology resources to meet my school goals.
Level 2 Partially	I provide some/ minimal support for adequate and equal access to technology resources to meet my school goals among all my teachers, students, and staff.
Level 3 Generally	I support adequate and equal access to technology resources to meet my school goals among all my teachers, students, and staff.
Level 4 Completely	I ensure that all my teachers, students, and staff have adequate and equal access to technology resources to meet my school goals.
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

Indicator VIB:	
<i>I communicate, model, and enforce responsible use of technology as outlined in my school/ district's acceptable use policy and in copyright and intellectual property law.</i>	
Level 1 Minimally/Not at all	I do not communicate existing policies regarding the responsible and legal.
	I do not model the responsible and legal use of technology.

	I do not enforce district procedures for implementing the acceptable use policy.
Level 2 Partially	<p>I communicate sometimes/infrequently and/or inaccurately to my stakeholders, existing policies regarding the responsible and legal uses of technology according to the district's acceptable use policy, and copyright and intellectual property laws.</p> <p>I model on an infrequent basis the responsible and legal use of technology.</p> <p>I enforce on an infrequent basis district procedures for implementing the acceptable use policy.</p>
Level 3 Generally	<p>I communicate accurately and periodically to all stakeholders, existing policies regarding the responsible and legal uses of technology according to the acceptable use policy, and copyright and intellectual property laws.</p> <p>I model on an occasional basis the responsible and legal use of technology.</p> <p>I enforce on an occasional basis district procedures for implementing the acceptable use policy</p>
Level 4 Completely	<p>I communicate accurately and consistently (on-going) to all stakeholders, existing policies regarding the responsible and legal uses of technology according to the district's acceptable use policy, and copyright and intellectual property laws.</p> <p>I model on a consistent basis the responsible and legal use of technology.</p> <p>I enforce on a consistent basis district procedures for implementing the acceptable use policy.</p>
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

Indicator VI C: <i>I promote and enforce privacy, security, and online safety related to the use of technology.</i>	
Level 1 Minimally/Not at all	I do not support adequate and equal access to technology resources to meet my school goals.
Level 2 Partially	I communicate infrequently and/or inaccurately to stakeholders, existing district policies and guidelines and state and federal laws regarding privacy, security, and online safety. I provide minimal support for compliance by all faculty, staff, and students with district policies and guidelines and state and federal laws.
Level 3 Generally	I communicate accurately and periodically to all stakeholders, existing district policies and guidelines and state and federal laws regarding privacy, security, and online safety. I provide support for compliance by all faculty, staff, and students with district policies and guidelines and state and federal laws.
Level 4 Completely	I communicate accurately and consistently to all stakeholders, existing district policies and guidelines and state and federal laws regarding privacy, security, and online safety. I ensure compliance by all faculty, staff, and students with district policies and guidelines and state and federal laws
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

Indicator VID: <i>I promote and enforce environmentally safe and healthy practices in the use of technology.</i>	
Level 1 Minimally/Not at all	I do not communicate existing district policies and guidelines, and state and federal laws for appropriate configuration of technology resources for safe and healthy use by faculty, staff, and students.
Level 2 Partially	I communicate on an infrequent basis existing district policies and guidelines, and state and federal laws for appropriate configuration of technology resources for safe and healthy use by faculty, staff, and students.
Level 3 Generally	I communicate on an occasional basis existing district policies and guidelines, and state and federal laws for appropriate configuration of technology resources for safe and healthy use by faculty, staff, and students. I do not ensure enforcement of district policies and guidelines and state and federal laws for appropriate configuration of technology resources for safe and healthy use by faculty, staff, and students.
	I communicate on a routine basis existing district policies and

Level 4 Completely	<p>guidelines, and state and federal laws for appropriate configuration of technology resources for safe and healthy use by faculty, staff, and students.</p> <p>I ensure enforcement of district policies and guidelines and state and federal laws for appropriate configuration of technology resources for safe and healthy use by faculty, staff, and students.</p>
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

<p align="center"><i>Indicators VI A -D</i> C3* Committee</p> <p><i>I assure the creation of a C3* (Cyberethics, safety and security) Committee or C3 SIT Sub-committee (a group that leads the development of a school improvement plan that addresses social, legal and ethical needs, monitors the implementation of the plan, and revises it when appropriate.</i></p> <p>(* the committee or sub-committee may go by another name, for example, Internet Safety Committee. C3 is used to emphasize the need for the depth and breadth of topics within this domain)</p>	
Level 1 Minimally/Not at all	My school does not have a C3 committee established.
Level 2 Partially	<p>My school has a person or team of 1-2 team members assigned or my school uses the school district's staff and resources to address social, legal and ethical issues.</p> <p>In my school the C3 staff member addresses selected topics of interest/need related to cyberethics, safety and security areas- (for example, media specifically covers plagiarism; counselors covers cyberbullying)</p>
Level 3 Generally	<p>My school has a C3 committee with limited membership.</p> <p>My school's C3 committee works outside of or separate from the SIT committee.</p> <p>My school's C3 committee addresses selected topics of interest/need related to cyberethics, safety and security areas.</p> <p>My school's C3 committee activities include a select number of presentations or assemblies and target students and/or parents.</p>
Level 4 Completely	<p>My school already has an active C3 committee or C3 SIT sub-committee with wide representation.</p> <p>My school's committee has a mission and vision statement crafted, detailed plans developed to promote C3/social, legal and ethical awareness within the school and wider community, and has a detailed implementation and evaluation plan. The activities are embedded within the School's Improvement Plan.</p> <p>My school's committee carries out surveys/questionnaires to check</p>

	<p>that all members of the school understand the lines of responsibility and accountability.</p> <p>My school's committee is actively integrated within and collaborating with other relevant groups in school.</p> <p>My school's C3 committee plans are carried out throughout the year and target students, educators and parents.</p> <p>My school's committee is actively aware of the depth and breadth of topics related to cyberethics, safety and security and the plans address all or a large portion of the C3 topic areas.</p> <p>My school's committee helps to acquire and distribute technology (or other processes-considerations) to provide access for disabled students, students with special need, and students without technology/Internet access at home.</p>
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

<p><i>Indicator VIB:</i> Academic Integrity <i>I communicate, model, and enforce responsible use of technology as outlined in my school/ district's acceptable use policy and in copyright and intellectual property law.</i></p>	
<p>Level 1 Minimally/Not at all</p>	<p>In my school students know that cheating is not allowed.</p> <p>In my school students are required to cite resources.</p> <p>In my school no PD is offered to teachers regarding correct citation and updates copyright laws.</p>
<p>Level 2 Partially</p>	<p>In my school students know and understand that cheating is not allowed, and are required to cite resources.</p> <p>In my school several examples of how to properly cite resources are listed in the student handbook/ style manual and distributed to all students. An approved formatting style is used by all teachers.</p> <p>In my school teachers are asked to understand citation and copyright laws. In my school no PD is offered to teachers regarding correct citation and updates copyright laws.</p>
<p>Level 3 Generally</p>	<p>In my school several examples of how to properly cite resources are listed in the student handbook/ style manual and distributed to all students. An approved formatting style is used by all teachers. Plagiarism, paraphrasing and copyright topics are covered in particular settings (English/ media specialists)</p> <p>In my school most teachers model correct citation format and follow copyright and Fair Use Guidelines.</p>

	My school provides in-service training once a year/ beginning of year addressing correct citation format and copyright and Fair Use Guidelines.
Level 4 Completely	<p>In my school teachers lead discussion regarding explanations of consequences (short and long term) and how academic dishonesty impacts others.</p> <p>In my school class discussion on academic integrity also includes ties to college and employment opportunities.</p> <p>In my school several examples of how to properly cite resources are listed in the student handbook/ style manual and distributed to all students. An approved formatting style is used by all teachers.</p> <p>In my school plagiarism, paraphrasing and copyright topics are covered by all teachers, year round, in multiple classroom settings.</p> <p>In my school teachers throughout the year check and correct cited student work.</p> <p>In my school all teachers model correct citation format and follow all copyright and Fair Use Guidelines consistently (handouts and presentations)</p> <p>My school offers several opportunities for teachers to learn about correct citation format, copyright and Fair Use Guidelines, and best practices for promoting Academic Integrity.</p>
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

<p style="text-align: center;"><i>Indicator VIB:</i> AUP/Student Handbook <i>I communicate, model, and enforce responsible use of technology as outlined in my school/ district's acceptable use policy and in copyright and intellectual property law.</i></p>	
Level 1 Minimally/Not at all	<p>In my school no AUP or Student Code of Conduct document is available or document/s have not been updated within the last 3 years.</p> <p>In my school no professional development is provided to educators regarding the school's AUP (for students and employees).</p>
Level 2 Partially	<p>My School sends home the updated AUP and Student Code of Conduct Handbook for student and parent review at the beginning of the year.</p> <p>In my school updated AUP and Student Code of Conduct Handbooks are available for review in the main office.</p>

	<p>My school's AUP/Student Handbook include statements regarding plagiarism/cheating.</p> <p>My school's AUP/Student Handbook include statements regarding access to inappropriate materials for minors.</p> <p>My school's AUP/Student Handbook include statements regarding unauthorized access to another person's account or district computer and telecommunications.</p> <p>In my school a professional development activity is provided to educators regarding the school's AUP (for students and employees) and Student Code of Conduct.</p>
<p>Level 3 Generally</p>	<p>My school asks educators to go over the updated AUP and Student Code of Conduct Handbook at the beginning of the year and asks students to review with parents at home.</p> <p>In my school updated hardcopies of my school's AUP and Student Code of Conduct are readily available and easily accessible for review in the main office and are posted on our school's website.</p> <p>My school's AUP/Student Handbook includes detailed statements regarding plagiarism/cheating or other forms of Academic Dishonesty. Distinctions are made between different forms of academic dishonesty.</p> <p>My school's sends home or posts notices reminding parents to discuss AUP and Student Code of Conduct behaviors each year.</p> <p>My school's AUP/Student Handbook include statements regarding access to inappropriate materials for minors. Consequences of violations are spelled out.</p> <p>My school's AUP/Student Handbook include statements regarding the use of district networks for the sole purpose of education. My school's AUP/Student Handbook include statements regarding downloading, uploading or distributing files and materials that violate federal copyright and intellectual property laws.</p> <p>My school's AUP/Student Handbook include statements regarding cyberbullying/harassment using district computers. Consequences of violations are spelled out.</p> <p>In my school professional development activities are provided to educators throughout the year regarding the school's AUP (for students and employees) and Student Code of Conduct.</p>
<p>Level 4 Completely</p>	<p>My school asks educators to go over the updated AUP and Student Code of Conduct Handbook several times throughout the year. Students are also asked to review/discuss both documents with parents at home.</p> <p>In my school updated hardcopies of my school's AUP and Student Code of Conduct are readily available and easily accessible for</p>

	<p>review in the main office and are readily accessible through our school's website. Versions for our different ESL students/parents are also available.</p> <p>My school's sends home or posts notices reminding parents to discuss AUP and Student Code of Conduct behaviors several times throughout the year. My school's hosts a PTA presentation which covers and discusses AUP and Student Code of Conduct each year.</p> <p>My school's AUP/Student Handbook includes detailed statements regarding plagiarism/cheating or other forms of Academic Dishonesty. Distinctions are made between different forms of academic dishonesty. Consequences of violations are spelled out.</p> <p>My school's AUP/Student Handbook include statements regarding access to inappropriate materials for minors. Next steps are listed for both staff and students if inappropriate material is accessed unintentionally. Consequences of violations are spelled out.</p> <p>My school's AUP/Student Handbook include statements regarding the use of district networks for the sole purpose of education. My school's AUP/Student Handbook include statements regarding downloading, uploading or distributing files and materials that violate federal copyright and intellectual property laws. Consequences of violations are spelled out.</p> <p>My school's AUP/Student Handbook include statements against connecting personal storage devices to district computers. Consequences of violations are spelled out.</p> <p>My school's AUP/Student Handbook include statements regarding cyberbullying/harassment using electronic communication. Next steps are listed for both staff and students if reporting a case or instance of cyberbullying. Consequences of violations are spelled out. Impact of instance on the bully and the victim are mentioned.</p> <p>In my school opportunities for professional development activities are provided to educators throughout the year regarding the school's AUP (for students and employees) and Student Code of Conduct and the topics addressed within or associated with Social, Legal and Ethical issues.</p>
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

<p style="text-align: center;"><i>Indicator VIB:</i></p> <p style="text-align: center;">Cyberbullying</p> <p><i>I communicate, model, and enforce responsible use of technology as outlined in my school/district's acceptable use policy and in copyright and intellectual property law.</i></p>	
<p>Level 1 Minimally/Not at all</p>	<p>In my school, cyberbullying is not addressed or is addressed but minimally.</p> <p>My school's AUP/Student Handbook include statements regarding cyberbullying/harassment using district computers.</p> <p>In my school, no professional development is provided to educators and staff regarding cyberbullying.</p>
<p>Level 2 Partially</p>	<p>In my school, an activity such as a one day assembly or special counselor break out session is held to inform students about cyberbullying.</p> <p>In my school, counselors and administrators are provided professional development opportunities regarding cyberbullying.</p>
<p>Level 3 Generally</p>	<p>In my school, several activities such as a one day assemblies or special counselor breakout sessions are held throughout the year to inform students about cyberbullying.</p> <p>My school's AUP/Student Handbook include statements regarding cyberbullying/harassment using district computers. Consequences of violations are spelled out.</p> <p>My school asks educators to go over the updated AUP and Student Code of Conduct Handbook at the beginning of the year and asks students to review with parents at home. This includes the review on cyberbullying.</p> <p>In my school, counselors, administrators and educators are provided professional development opportunities regarding cyberbullying.</p>
<p>Level 4 Completely</p>	<p>In my school, a holistic approach is taken to address cyberbullying. Cyberbullying awareness is folded into our School Improvement Plan. Activities are planned throughout the year for students, educators and parents. Content is integrated throughout the content areas.</p> <p>In my school, counselors, administrators, educators and staff (lunch staff, bus drivers, teacher assistants and teacher aids etc) are provided professional development or training opportunities regarding cyberbullying. All staff understand how to identify potential cyberbullies and their victims. All staff understand the school's policies and next steps in reporting cases and instances. A holistic process to include students, counselors, administrators and parents (and in some cases law enforcement) is spelled out and all stakeholders understand the process.</p>

	<p>In my school all stakeholders are aware of the school/school district's consequences as well as the state/federal legal consequences of cyberbullying.</p> <p>My school's AUP/Student Handbook include statements regarding cyberbullying/harassment using electronic communication. Next steps are listed for both staff and students if reporting a case or instance of cyberbullying. Consequences of violations are spelled out. Impact on the bully and the victim are mentioned.</p> <p>My school asks educators to go over the updated AUP and Student Code of Conduct Handbook regarding cyberbullying several times throughout the year. Students are also asked to review/discuss both documents with parents at home.</p> <p>In my school teachers lead discussion regarding explanations of consequences (short and long term) regarding cyberbullying and how cyberbullying impacts others.</p> <p>In my school class discussion on cyberbullying also includes ties to college and employment opportunities.</p> <p>My school's sends home or posts notices reminding parents to discuss AUP and Student Code of Conduct behaviors several times throughout the year. My school's hosts a PTA presentation which covers and discusses AUP and Student Code of Conduct each year. Reminders and presentations targeting cyberbullying are included.</p> <p>In my school, we maintain a list of current counseling, law enforcement and online resources to provide students who become victims of cyber bullying.</p>
My Level	
Examples of Supporting Artifacts/Comments /Reflection	

<p style="text-align: center;"><i>Indicator VIB:</i></p> <p style="text-align: center;">Online Reputation Management</p> <p><i>I communicate, model, and enforce responsible use of technology as outlined in my school/district's acceptable use policy and in copyright and intellectual property law.</i></p>	
Level 1 Minimally/Not at all	In my school, Online Reputation management is not addressed.
Level 2 Partially	<p>In my school, students attend a one day assembly to inform them of the dangers of social networking.</p> <p>In my school, students are encouraged to use privacy settings on social networking sites.</p>

<p>Level 3 Generally</p>	<p>In my school, students are given a variety of opportunities to be informed about online reputation management.</p> <p>In my school, students are encouraged to use privacy settings on social networking sites, but are reminded that content can be accessed through other means even if privacy settings are on. Students are aware that their social networking sites can be seen by educators, law enforcement, sports recruiters, and employers. Students are aware that digital content is permanent.</p> <p>Students are reminded quarterly to search for their name to assure that others have not posted information that may tarnish their online reputations</p>
<p>Level 4 Completely</p>	<p>In my school, counselors, administrators, educators, and staff are provided professional development or training opportunities regarding modeling online reputation management. All staff understand the long term effects regarding questionable content. All staff understand the school's/school district's policies regarding electronic interaction with parents and students.</p> <p>In my school, students are reminded to post academic, sporting achievements and community outreach on their social networking sites as an example of content that maintains a good online reputation.</p> <p>In my school, students are encouraged throughout the year to use privacy settings on social networking sites, but are reminded that content can be accessed through other means even if privacy settings are on. Students are aware that their social networking sites can be seen by educators, law enforcement, sports recruiters, and employers. Students are aware that digital content is permanent.</p> <p>In my school educators and administrators maintain social networking sites as examples of positive ways to shape an online reputation.</p> <p>In my school, students, educators and parents are taught to use various search engines and alerts to notify them when their name or profile has been associated with content on the internet.</p>
<p>My Level</p>	
<p>Examples of Supporting Artifacts/Comments /Reflection</p>	

<p style="text-align: center;"><i>Indicator VIB:</i></p> <p style="text-align: center;">Internet Safety</p> <p><i>I communicate, model, and enforce responsible use of technology as outlined in my school/district's acceptable use policy and in copyright and intellectual property law.</i></p>	
<p style="text-align: center;">Level 1 Minimally/Not at all</p>	<p>In my school, internet safety issues are primarily handled through filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>In my school no PD is offered to teachers regarding internet safety issues.</p>
<p style="text-align: center;">Level 2 Partially</p>	<p>In my school, internet safety issues are primarily handled through filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook. However, a selected activity, such as a one day assembly for students is held to cover specific internet safety issues.</p> <p>In my school some PD is offered to teachers regarding specific internet safety issues, such as cyberbullying or internet predators.</p>
<p style="text-align: center;">Level 3 Generally</p>	<p>In my school, internet safety includes filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>In my school, several opportunities throughout the year are given to students to learn more about a variety of internet safety issues such as online predators, objectionable content, cyberstalking, cyberbullying, hate groups, online addiction, password strength, pop-ups, questionable attachments and messages, and information sharing.</p> <p>In my school, counselors, administrators, educators and staff (lunch staff, bus drivers, teacher assistants and teacher aids etc) are provided professional development or training opportunities regarding internet safety awareness.</p>
<p style="text-align: center;">Level 4 Completely</p>	<p>In my school, a holistic approach is taken to address Internet Safety. Internet safety awareness is folded into our School Improvement Plan. Activities are planned throughout the year for students, educators and parents. Content is integrated throughout the content areas. Internet safety strategies include filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>In my school, counselors, administrators, educators and staff (lunch staff, bus drivers, teacher assistants</p>

	<p>and teacher aids etc) are provided multiple professional development or training opportunities regarding internet safety awareness. All staff understand the breadth of topics included under the domain of internet safety. All staff understand the school's policies and next steps in reporting cases and instances. A holistic process to include students, counselors, administrators and parents (and in some cases law enforcement) is spelled out and all stakeholders understand the process.</p> <p>In my school, several opportunities throughout the year are given to students, parents and staff to learn more about a variety of internet safety issues such as online predators, objectionable content, cyberstalking, cyberbullying, hate groups, online addiction, passwords, pop-ups, questionable attachments and messages, and information sharing.</p> <p>My school asks educators to go over the updated AUP and Student Code of Conduct Handbook regarding internet safety issues several times throughout the year. Students are also asked to review/discuss both documents with parents at home.</p> <p>In my school teachers lead discussion regarding explanations of consequences (short and long term) regarding a variety of internet safety issues throughout the year.</p> <p>My school sends home or posts notices reminding parents to discuss internet safety topics several times throughout the year. My school's hosts a PTA presentation which covers and discusses internet safety topics each year. Reminders and presentations targeting a wide range of internet safety topics are included.</p> <p>In my school we maintain a list of current counseling, law enforcement and online resources for students, parents and staff .</p>
My Level	
Examples of Supporting Artifacts/Comments/Reflection	
<p><i>Indicator VIC:</i></p> <p><i>Internet Security</i></p> <p><i>I communicate, model, and enforce responsible use of technology as outlined in my school/district's acceptable use policy and in copyright and intellectual property law.</i></p>	

<p>Level 1 Minimally/Not at all</p>	<p>In my school, internet security issues are primarily handled through filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>In my school no PD is offered to teachers regarding internet security issues.</p>
<p>Level 2 Partially</p>	<p>In my school, internet security issues are primarily handled through filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>However, a selected activity, such as a one day assembly for students is held to cover specific internet security issues.</p> <p>In my school some PD is offered to teachers regarding specific internet security issues, such as identify theft or malware.</p>
<p>Level 3 Generally</p>	<p>In my school, internet security includes filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>In my school, several opportunities throughout the year are given to students to learn more about a variety of internet security issues such as hoaxes, viruses and other malicious self-replicating code, chain letters, ponzi schemes, spy and ad ware, phishing and pharming scams, identity theft, spoofing, and privacy.</p> <p>In my school, counselors, administrators, educators and staff (lunch staff, bus drivers, teacher assistants and teacher aids etc) are provided professional development or training opportunities regarding internet security awareness.</p>
<p>Level 4 Completely</p>	<p>In my school, a holistic approach is taken to address Internet security. Internet security awareness is folded into our School Improvement Plan. Activities are planned throughout the year for students, educators and parents. Content is integrated throughout the content areas. Internet security strategies include filters, firewalls, monitoring, and guidelines listed in our AUP and Student Code of Conduct Handbook.</p> <p>In my school, counselors, administrators, educators and staff (lunch staff, bus drivers, teacher assistants and teacher aids etc) are provided multiple professional development or training opportunities regarding internet security awareness.</p> <p>All staff understand the breadth of topics included under the domain of internet security. All staff understand the school's policies and next steps in</p>

	<p>reporting cases and instances. A holistic process to include students, counselors, administrators and parents (and in some cases law enforcement) is spelled out and all stakeholders understand the process.</p> <p>In my school, several opportunities throughout the year are given to students, parents and staff to learn more about a variety of internet security issues such as hoaxes, viruses and other malicious self-replicating code, chain letters, ponzi schemes, spy and ad ware, phishing and pharming scams, identity theft, spoofing, and privacy.</p> <p>My school asks educators to go over the updated AUP and Student Code of Conduct Handbook regarding internet security issues several times throughout the year. Students are also asked to review/discuss both documents with parents at home.</p> <p>In my school teachers lead discussion regarding explanations of consequences (short and long term) regarding a variety of internet security issues throughout the year.</p> <p>My school sends home or posts notices reminding parents to discuss internet security y topics several times throughout the year. My school's hosts a PTA presentation which covers and discusses internet security topics each year. Reminders and presentations targeting a wide range of internet security topics are included.</p> <p>In my school, we maintain a list of current counseling, law enforcement and online resources for students, parents and staff .</p>
My Level	
Examples of Supporting Artifacts/Comments/Reflection	

<p><i>Indicator VIC:</i></p> <p><i>Privacy</i></p> <p><i>I promote and enforce privacy, security, and online safety related to the use of technology</i></p>	
<p>Level 1</p> <p>Minimally/Not at all</p>	<p>My school does not address privacy issues with students and educators.</p> <p>In my school there is no professional development on</p>

	privacy requirements for teachers.
Level 2 Partially	<p>My school sends home a notice to parents to sign at the beginning of the year to inform them of their HIPPA and FERPA rights.</p> <p>In my school educators do not share passwords with anyone and do not post student pictures or names.</p>
Level 3 Generally	<p>My school sends home a notice to parents to sign to inform them of their HIPPA and FERPA rights. Explanations of examples are included.</p> <p>In my school professional development is held at my school to inform educators of students' HIPPA and FERPA rights.</p> <p>My school has guidelines for educators regarding posting student work, names and pictures online.</p>
Level 4 Completely	<p>My school sends home a notice to parents to sign at the beginning of the year to inform them of their HIPPA and FERPA rights. Explanations of examples are included. Versions for our different ESL students/parents are also available.</p> <p>My school has guidelines for educators regarding posting student work, names and pictures online.</p> <p>In my school educators at my school do not put student data on portable storage devices, on computers not protected with a password or send via email.</p> <p>In my school there are procedures for deleting information stored on copy machines with scanners and hard drives.</p> <p>In my school hard drives are wiped of student data before being used by another educator, returned to the district, or recycled.</p>
My Level	
Examples of Supporting Artifacts/Comments/Reflection	

<p><i>Indicator VIA:</i></p> <p><i>Equity</i></p> <p><i>I ensure equity of access to technology resources for all my students, teachers, and staff.</i></p>	
Level 1 Minimally/Not at all	<p>In my school, technology equity for students with special needs and / or non-access outside of school is not addressed or is addressed only minimally.</p> <p>In my school no professional development is provided</p>

	to educators regarding Assistive Technology and Universal Design or Digital Equity Strategies.
Level 2 Partially	<p>In my school, technology equity for students with special needs and / or non-access outside of school is addressed by a special committee.</p> <p>In my school professional development is provided to special education specialists regarding Assistive Technology and Universal Design and selected staff regarding Digital Equity Strategies.</p>
Level 3 Generally	<p>In my school, technology equity for students with special needs and / or non-access outside of school is embraced by all stakeholders.</p> <p>In my school a professional development activity is provided to educators regarding Universal Design and Digital Equity Strategies.</p>
Level 4 Completely	<p>In my school, technology equity for students with special needs and / or technology access outside of school is embraced by all stakeholders. My staff understands the UDL framework and how it applies to all students.</p> <p>In my school, a holistic approach is taken to address digital equity issues. Digital equity is folded into our School Improvement Plan. All staff are familiar with the UDL framework and strategies to improve curriculum design. All staff understand how to identify potential students with needs for assistive technology and/or additional technology access.</p> <p>In my school all staff understand the school's policies and next steps in working with a school assigned team to determine the best strategies, assistive technology devices/applications (or access to technology at home) and how to go about acquiring them for school and or at home. A holistic process to include students, counselors, administrators and parents is spelled out and all stakeholders understand the process.</p> <p>In my school, multiple professional development opportunities are provided to educators throughout the year regarding Assistive Technology , Universal Design and Digital Equity Strategies.</p> <p>In my school, we maintain a list of current counseling, assistive technology suppliers, technology access partners, and online resources related to these issues for our staff, students and parents.</p>
My Level	
Examples of Supporting Artifacts/Comments/Reflection	

