

# **Tonawanda City Schools**

## **3-Year Master Plan for Technology**

### **July 2022- July 2025**

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## **MISSION**

The Tonawanda City School District believes that we exist to serve the needs of our community of learners. Each student is unique and comes to us as a learner. The district's mission is to provide instruction, programs, strategies, and challenges in a caring, positive learning environment. Each student will become a critical thinker, a life-long learner, and a responsible, contributing citizen in a changing global society.

## **INTRODUCTION**

The school system encompasses the entire City of Tonawanda which is just under four square miles. There are 14,745 residents, per the 2019 census, with a median income at \$53,115. The per capita income for city residents is \$29,251. About 11.7% of the entire population lives below the poverty line, while 51.8% of our students are considered from poverty due to low income. Current households with a computer stands at 85% while households with a broadband internet connection is 80%.

Our district is classified as an average needs school district. The percentage of free and reduced lunch recipients ranges from 38% to 54% in the buildings.

The school district is made up of the following with the long term plan of September 2023 opening a new combined K-5 one campus building:

Schools	Students	Total Number of Staff Members in the District
Riverview Elementary UPK-4	353	275
Mullen Elementary K-4	283	
Middle School 5-8	517	
High School 9-12	527	

This plan builds upon and extends the previous technology plan to best meet the different and unique needs of all students in all learning environments. In today's rapidly changing world, students learn not only in the classroom, but also in the outside world through a combination of in-person instruction as well as virtual learning and independent study. This plan reflects the foundation that technology will no longer be a stand alone tool within the classroom, but instead an essential tool that supports instruction in a fluid manner.

Upon reflection from the experiences of the COVID-19 global pandemic, we have grown to become more flexible and capable in the delivery of instruction, using technology to connect with our students in ways that were previously nonexistent. Allowing education to continue from a student's and/or teacher's home when not possible to come to school has enabled educators in our district to maintain an ever important connection with students; specifically in a time of great need. Teachers and students are now equipped with the skill to pivot to a virtual learning environment should the need arise. At the

heart of the plan, our use of technology has evolved allowing us to connect with students in a digital environment and meet every student's unique needs, everyday.

## **TECHNOLOGY PLANNING COMMITTEE**

The District Technology Committee will examine the progress of technology implementation and its integration into the curricula. The Committee will meet multiple times per year to review and update the curriculum document. The District Technology Committee consists of the following members:

<b>Name</b>	<b>Title</b>	<b>Constituencies Represented</b>
Mary Beth Scullion	Assistant Superintendent	Central Office
Jessi Donner	Director of Technology	Central Office
Sarah Infante	Director of Compliance/Accountability	Central Office
Jeffrey Thorp	Board of Education Member	BOE
Daniel Calabrese	Board of Education Member	BOE
Kristin Schmutzler	Board of Education Member	BOE
Jennifer Patterson	Library Media Specialist	Middle/High School
Colleen Andres	Math Teacher	High School
Shawn Lodovico	Technology Teacher	High School
Christopher Taylor	Instrumental Music Teacher	Middle/High School
Laura Schmidt	Science Teacher/STEAM Coach	Middle/High School
Chuck Hout	Elementary Teacher	Mullen Elementary School
Carrie Oliver	Parent/ Elementary Teacher	Riverview Elementary School
Erin L. Wornick	Computer Support Technician	Districtwide
Patricia Bachman	Teaching Assistant LMC	High School
Karen Russell	Teacher Assistant	Middle School
Kim Honeck	STEAM Coach	Mullen/Riverview Schools
David Mileham	Tech Integration/Parent	Erie 1 BOCES

## **VISION**

Our vision is to equip each graduate with the technological skills necessary to be competitive in both higher education as well as in the workforce. This will be achieved by utilizing current technology, acquiring new and exciting ways to meet the needs of our students and to provide timely, relevant staff development. To ensure this, the integration of technology is meshed within the fabric of student learning platforms on a daily basis. This will prepare students for careers yet to be created as they grow to become members of a global, technologically connected world.

As a result of implementing this technology plan the following goals will be sought:

- I. Create a culturally and linguistically responsive learning environment, with the use of technology**
- II. Use technology to maintain professional growth and leadership that supports best practice in teaching and learning to improve student learning and achievement**
- III. Sustaining technology equipment and infrastructure to support 21st Century skills to enhance effective teaching and student learning focusing on problem solving and critical thinking**
- IV. Allow students to learn and communicate with teachers and the greater school community no matter their physical location or current health mandates to better foster School-Community Connections and maintain accurate up-to-date and transparent communication**

## **CURRICULUM SUPPORT WITH TECHNOLOGY**

### **A. Curriculum Integration Guide**

Our integration/assessment guide is based on the ISTE, Common Core Standards (CCLS), eighth grade technology course, NY State Computer Science and Digital Fluency Learning Standards, as well as annual curriculum updates and assessments. This will ensure each Tonawanda student is achieving the national and state technology standards and that we are providing a technology-enhanced, culturally and linguistically-responsive learning environment to support improved teaching and learning.

### **B. Technology Delivery**

Through the use of online environments and platforms, we will enhance instruction, increase student collaboration, and achievement. (District technology hardware includes Uteach Interactive Panels, Interactive Whiteboards, Chromebooks, Document Cameras, 3D printers, Drones, Google Applications, Plotter, CNC Engraver, APEX/GradPoint, WebCamera)

**Uteach Interactive Panels/Interactive Whiteboards-** Staff are able to use panels to instruct students on a daily basis whether the student is remote learning or in-person. They will be used to deliver new content and interact with students and the outside world while also providing a platform for streaming live feeds and/or videos.

**Chromebooks/Laptops-** Used for research and project outcomes as well as used for diagnostic and formative assessments (I-Ready, Read 180, SRI, Quizlet, NearPod, Castle Learning, and Google Classroom). Student Gmail accounts and staff Google accounts are also used for communication and access to Google Classroom and APPS as well as use of supplemental extensions to complete assignments and receive instruction. Students can further use flipped learning, an essential technology tool for instruction to take place during time of remote learning, to complete work at home.

**Digital Cameras-** Pictures of events taking place district wide for PR and communication for newsletters, website and photography instruction.

**Document Cameras/Lady Bug-** Use for instructional practice, showing pictures and 3D objects to the entire classroom audience. Also used in labs for experiments and demonstration and record and playback of what is captured. This tool is also essential for teachers to use during remote learning to assist in demonstration and connection.

**3D printer-** A pictorial drawing can be used to create a three dimensional object prototype. This tool can be used to solve real world problems and create products that represent solutions.

Drones- Used for aerial shots of facility, video competitions as well as for the teaching of aeronautics and engineering.

Plotter- Used to print out architectural drawings for competition, display and instructional practice.

CNC Engraver- Nameplates, plaques, drawings are created to support hands-on student learning opportunities.

APEX/GradPoint- Online credit recovery learning for non-traditional student learning.

WebCameras - Used for the purpose of collaborating and sharing lessons and ideas in an online, virtual environment.

### **C. Parental Communications & Community Relations**

The purpose of all communications is to gather information from shareholder groups as well as disseminate information about the plan itself. Information to be disseminated about the plan should include the Plan's purpose, its connection to School Planning Teams and the TCSD Strategic Plan, and should include which parents are members, the names of the Technology Committee members and how to contact them. Parents and students will be included in the dissemination process with copies of the plan being available in school libraries and offices as well as the district website.

Communication will be facilitated through the use of the website, global connect, Remind App, Parent Portal, mailings, electronic billboard, planners and events on campus.

### **D. Curriculum collaboration**

The District will also continue to include computer curriculum within Apex, MyView Literacy, SRI, Read 180/System 44, Imagine Learning, Iready, and Zearn learning platforms.

# **PROFESSIONAL DEVELOPMENT STRATEGIES**

## **A. Technology Staff Development**

The purpose of staff development is to prepare personnel to use technology to support the curriculum, manage instruction, and for communication. Staff development should provide opportunities for continuous growth in learning and should facilitate personnel in utilizing and becoming competent with all new and existing technologies within the district. This thought aligns with the district's 2021-2026 Five-Year Strategic Plan.

All classroom teachers should be prepared to meet the ISTE and NYS Computer Science and Digital Fluency Standards as well as Teacher Competencies (as seen in Appendix A.) This preparation may be accomplished during pre-service education or as part of a continuous district staff development program.

A professional development plan has been developed for building the capacity of educators and administrators in the attainment of the instructional technology with support through funding through the Smart Schools Grant in the purchase of chromebooks and Uteach panels. The work will include ways to enhance instruction through the use of these tools while also finding new and innovative ways to prepare students for the next five years.

## **B. Needs Assessment**

- Ongoing analysis and assessment of staff computer and technology needs
- Review of survey results to determine the needs of staff relative to the responses received from the September 2021 survey as well as the Teacher Technology Awareness Survey in Spring of 2021.
- Results will be used to drive staff development opportunities throughout the school year.
- Survey results can be found in Appendix B

## **C. Methods for Assessment**

- Workshop, seminar, and presentation evaluations
- Surveys, questionnaires, interviews, and online response forms
- Classroom evaluations

## **D. Means of Assessment**

- Staff development personnel program implementation
- District Technology Committee deliberations
- Building Technology Team proposals

## **E. The following Professional Development will be conducted:**

- Provide information on existing technology usage and opportunities as well as on-going updates

- Provide information on the use of technology as a means of instruction in teaching and learning, assessment, management and communication
- Provide on-site instruction for reinforcing the usage of existing technologies and incorporating new technologies and equipment
- Provide information on specific software for course work, and provide a systematic procedure for identifying and requesting new software applications
- Provide on-going staff support within each building and from the district level on an as needed basis
- Professional development will focus on addressing the needs of our English Language Learners to ensure equitable access. Asynchronous learning strategies will be developed as well as ways to use digital dictionaries, text-to-speech in Google Translate and delivering and accessing content in multiple languages . Teachers will be given opportunities to learn how to use chromebooks to increase options for students to demonstrate knowledge and skills in different ways within several different languages both in and out of school.
- Professional development will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Professional development opportunities will include: technology to support research and writing in the elementary classroom, secondary classroom and in a digital world; use of Ipads to assist vocabulary development and to enable nonverbal students to communicate effectively; assistive technology for instructional purposes including use of dictation, speaker, and communicative devices; technology for the assessment of student learning through voyeur abilities to monitor and analyze student progress and success and to also collaborate and provide instant feedback between the teacher and students in an online environment.
- Professional development will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Technology will be used to support research and writing in the elementary and secondary classrooms. Technology will support language acquisition when moving from learning letters to learning to read and write. Google Suite applications will be used to provide feedback, multiply forms of assessment and communication from teacher to student. Professional development will increase student digital citizenship and responsibility to safely support students' connection with the world. Electronic communication will allow for collaboration between school and home.

#### **F. Sources of Professional Development**

- Superintendent's Conference Days district-wide activities
- Building level staff development activities during faculty meetings
- District Technology Integration Support Specialist
- District Director of Technology

- Teacher Center
- Continuing Education Programs
- Library of Technology Resources
- Community training opportunities
- NYSCATE online
- SMART Start Grant Professional Development Opportunities and Turnkey Training
- Erie 1 BOCES, CSLO program

## **G. Addressing individual student needs**

The district will place a strong focus on utilizing technology to address the needs of our students experiencing homelessness and/or lack of resources in order to ensure equitable access to instruction and learning at all times.

A Digital Equity Survey will be issued annually in the month of November to serve as a source of data to help address the needs and to provide equitable learning “everywhere, all the time”. The survey will include questions regarding wifi access to address short and long term solutions to device and internet access, infrastructure and partnerships between school and home for the support of student learning. The following actions will be completed/offered based on needs and results of the survey:

- McKinney-Vento information is prominently located on school and district websites
- Online registration will be available beginning in the year 2022, and will be available in multiple languages
- Yearly surveys will be sent out to obtain current information on student needs, including access to wifi and/or living situations
- The district will provide an enrollment station for families that don't have access to computer technology
- Every student will be given a chromebook. Devices will be kept in working order at all times through the use of the school district help desk at each building. Additionally, as indicated by need, wifi hotspots will be provided to students to meet needs of online access for remote learning
- Step by step instructions are provided on the website for use of Google Suite and parent/student portal
- Classroom content and instruction will be available at any time and place through the use of Google Classroom and GSuite apps
- Classroom instruction will be live streamed or recorded on an as needed basis
- Teachers will conduct regular check in's with students in need and offer office hours
- Technology support and service is available 24/7 via the online digital assistance form which is available to students and parents through the school website
- The digital equity survey will also be used to determine how students connect to the school learning environment as a source of data to drive how needs are addressed

The district will use instructional technology to facilitate culturally responsive instruction and learning environments. Instructional technology will be used to strengthen relationships and connections with families to assist in building a culturally responsive learning environment for the purpose of enhancing student learning. The following actions will be in place throughout this three year term:

- Use of instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences
- Use of instructional technology to facilitate collaborative classroom projects among heterogeneous student groups as well as classroom projects that involve the community
- Use of instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies
- Use of the online survey platform PASS to proactively address barriers for social emotional learning to support overall student well-being

## CURRENT STATUS AND NEEDS

Technology issues of accessibility, equity, ethics, funding, and support must be sustained and extended as we implement our long-range technology plans. These issues will continue to be reviewed and adjusted by the District Technology Committee in its scheduled meetings as technology advances and programs change in order to meet new expectations.

**Current Status 3-Year Needs Table**

Current Status	Needs		
	Year 1	Year 2	Year 3
All classrooms have continual telephone service	Continue service, updates as needed	District will upgrade to VOIP phone systems	Continue service, updates as needed
All administrators have continual cellular phone service			
All offices have telephones			
All classrooms have either a Smartboard, Promethean board and/or UTEACH Panel	Remove obsolete computer hardware including out of date chromebooks	Add 1:1 devices for new K students	Add 1:1 devices for new K students
At least 1-4 desktop computers in each classroom	Service laser printers	Purchase new student desktops	Purchase new student and teacher desktops
Desktop computers in the LMCs	Add 1:1 devices for incoming UPK/K students	Purchase additional UTEACH Panels for El. Ed Teachers	Purchase additional UTEACH Panels for El. Ed Teachers
Mobile chromebook carts in every elementary classroom as needed			
1 business lab w/24 computers	Purchase additional UTEACH Panels for MS/HS Teachers		
All administrators and office staff have desktop computers and a mobile device (chromebook or laptop)	Purchase web cameras for each individual teacher.		
All desktop computers have printer support			
Students grades UPK-12 have 1:1 go-home chromebooks in a carrying case			

2 Mobile Cleartouch machines in the District office/high school campus to be shared for professional development purposes  2 Google Expedition Carts to be shared with STEAM labs  All teachers have a chromebook and a desktop computer.			
All computers on network with Internet  All computers have one or more Web browsers  All LMC's are fully automated with online catalog available 24/7	All desktop computers are connected to the network via ethernet, and wireless devices connected via WiFi.  All computers have Google Chrome, Microsoft Edge, and Mozilla Firefox web browsers.  LMC is using Destiny as of September 2018.  Need a plan to replace Dell Optiplex 3010/3020 desktop models as they are 7-8 years old.	updates as needed	updates as needed
All buildings have high speed fiber to interconnect district buildings to BOCES  All network switches  Windows servers  Migration to Gmail completed in Summer 2018  Website upgrade and OCR Compliant	Upgrade access points in elementary buildings  Servers we will replace the existing 3 Proliant servers and potentially upgrade or replace the Nimble CS1000.	Updates as needed  Replace backup system with ExaGrid	All servers updated to Windows Server 2022.

## **HARDWARE ACQUISITION AND UPGRADE PROCEDURES**

There is a range of microcomputer and related hardware located throughout the district which is allocated to the instructional levels according to its capabilities and educational requirements. When this equipment reaches the end of its useful service lifetime, it is returned to BOCES or recycled and replaced with new hardware at the current specification.

### **A. Software Acquisition Procedures**

Software used throughout the district is reviewed by the Director of Technology and Assistant Superintendent of Curriculum and Instruction. A process is in place to submit requests and further research its application through a set procedure that includes budgeting parameters. All current software is listed here: [TCSD Approved Software](#). The process to request new software/apps can be found here: [TCSD New Software Request Form, Extension/App/Website Request for Approval](#).

### **B. Technology Assessment Procedures**

The assessment and evaluation of the plan must be capable of generating quantitative data for making any needed adjustment to the action sequence. This will ensure the efficacy and vitality of the plan. The district will ensure that both are addressed during the regular assessment and evaluation process, and will use the data generated to improve the technology program.

This district plan for educational technology is a dynamic blueprint for systemic change. Therefore, we must review, refine, revise, and rewrite it as necessary to keep it viable. This requires that we examine it periodically to determine its continued effectiveness. The plan includes action steps that will indicate whether each of the goals is being met in the specified manner. This action plan will be used at technology committee meetings to assess the implementation of the technologies currently used.

### **C. Technical Support**

The district employs two full time computer support technicians, and three part -time BOCES microcomputer technical support positions.

## Hardware Acquisition & Upgrade Action Plan

<b>What</b>	<b>How</b>	<b>Time-line</b>	<b>Support</b>	<b>Responsibility</b>	<b>Indication of Success</b>
<b>Strategies/Actions needed to achieve goals</b>	<b>Major Tasks / Activities/Staf f Development</b>	<b>Date each action will be completed</b>	<b>Funding Sources to Be Used</b>	<b>1.Who is Responsible 2.Who works on task</b>	<b>Measurement of completion/achievement</b>
Identify areas of greatest instructional need, and areas where still usable older equipment can be reallocated	Periodic surveys of each building to review and prioritize their instructional/classroom management needs  Match current needs to equipment present in the district	Spring (Repeat each year in the spring)	TCSD Budget SMART Schools Funding and ESSER/ARP Funding	Director of Technology, principals, building tech. committees Technology Integrator (TI) and computer technician	Completed surveys compiled and reviewed by district technology committee  Reallocation proposals based upon rational analysis of needs and available equipment  Classroom Evaluations
Identify and track equipment that is no longer usable, and mark it to be either replaced or removed	Maintain equipment inventories Identify 1/6 of computers to be replaced district wide	June (Repeat each year in June)		District Technology Department Director of Technology	Identification and removal of oldest/most obsolete 1/6 of computers and chromebooks in the district  Implementation of plan each year
Identify equipment to be purchased that will provide the greatest educational impact within budgetary constraints	Apply the equipment standards adopted for the technology program in the district  Match program needs to equipment capabilities and characteristics	July/Aug (Repeat each year)	TCSD Budget SMART Schools Funding and ESSER/ARP Funding	Director of Technology  Assistant Superintendent for Instruction  Computer technician, principals, and building level committees	Acquisition proposal based upon rational analysis of needs and equipment capabilities and characteristics  Actual purchase and installation of equipment to address these needs
Purchase and install specified new equipment	Purchase items identified in #3  Install and test new equipment	July/Aug (Repeat each year)	Equipment line item in the General Fund as well as associated IPA/ERATE	Director of Technology  Asst. Super. for Curriculum and Instruction	Successful installation of new computers that are completely ready for use on the first day of school

	<p>prior to academic year</p> <p>Develop and install a tested image onto each machine with specified software and settings</p>			<p>Business Administrator</p> <p>IT Technical staff</p>	
Evaluate possible areas of growth in the technology curriculum that may require increased support with new computers/software/apps	<p>Survey staff for new course and curriculum ideas annually</p> <p>Seek approval from administration for the addition of new initiatives</p> <p>Purchase the necessary equipment and software to support initiatives</p>	ongoing	<p>General Fund Dependent on proposals</p>	<p>Building principals, and building level committees</p> <p>Secondary level department chairs</p> <p>Assistant Supt. for Curriculum And Instruction</p> <p>District IT Staff/Committee and the Director of Technology</p>	<p>Completed surveys compiled and reviewed by district technology committee</p> <p>Administration approval</p> <p>Purchase of required equipment and software</p>
Upgrade desktop operating systems and install updated virus protection	As new equipment is implemented, upgrade to current operating systems	ongoing	State software budget	IT technical staff	Successful upgrade and installation of virus and other security protection onto all district computers and monitored continually

## **ACTION PLAN AS RELATED TO OUR GOALS**

### **A. Statewide Learning Technology Plan Goals that will be aligned in our Action Plans:**

**NYSED Goal 1:** Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;

**NYSED Goal 2:** Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;

**NYSED Goal 3:** Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;

**NYSED Goal 4:** Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders;

**NYSED Goal 5:** Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

### **B. Tonawanda City Schools 2022-2025 Learning Technology Plan Goals**

**Goal 1:** Create a culturally and linguistically responsive learning environment, with the use of technology [Goal I](#)

**Goal 2:** Use technology to maintain professional growth and leadership that supports best practices in teaching and learning to improve student learning and achievement [Goal II](#)

**Goal 3:** Sustaining technology equipment and infrastructure to support 21st Century skills to enhance effective teaching and student learning focusing on problem solving and critical thinking [Goal III](#)

**Goal 4:** Allow students to learn and communicate with teachers and the greater school community no matter their physical location or current health mandates to better foster School Community Connections and maintain accurate up-to-date and transparent communication [Goal IV](#)

## **EVALUATION:**

The District Technology Committee dedicates evaluation time to the agenda of each meeting. The committee evaluates the progress of the plan at each meeting (four times during the school year) and also works in conjunction with the SMART Schools Committee, Strategic Planning Committee and the Professional Development Committee to ensure consistency across all planning within the district.

A. Sample Agenda:

- Review actions to date (progress of plan).
- Determine whether or not action is required to make sure the plan fits the most recent goals and strategies.
- Use tracking agenda & changes form to document.
- Share-out building initiatives, needs and concerns
- Analyze current surveys or submitted feedback

B. At the end of each school year, faculty, staff and administration will be given a qualitative and quantitative survey on the following:

- Use and understanding of technology
- Perceived deficiencies relating to hardware, software, training, access to technology and classroom time spent using technology

C. A report will be prepared based on the survey responses. The report will be reviewed at each committee meeting. The District Technology committee will make adjustments based on the review process at each meeting.

- Corrective actions will become addendums to the technology plan.

## **APPENDICES**

### **Appendix A Competencies**

#### **Student Competencies**

ISTE 2021:

<https://www.iste.org/standards/iste-standards-for-students>

#### **Teacher Competencies**

ISTE 2021:

<https://www.iste.org/standards/iste-standards-for-teachers>

#### **Educational Leader Competencies**

ISTE 2021:

<https://www.iste.org/standards/iste-standards-for-education-leaders>

#### **NYS Computer Science and Digital Fluency Standards**

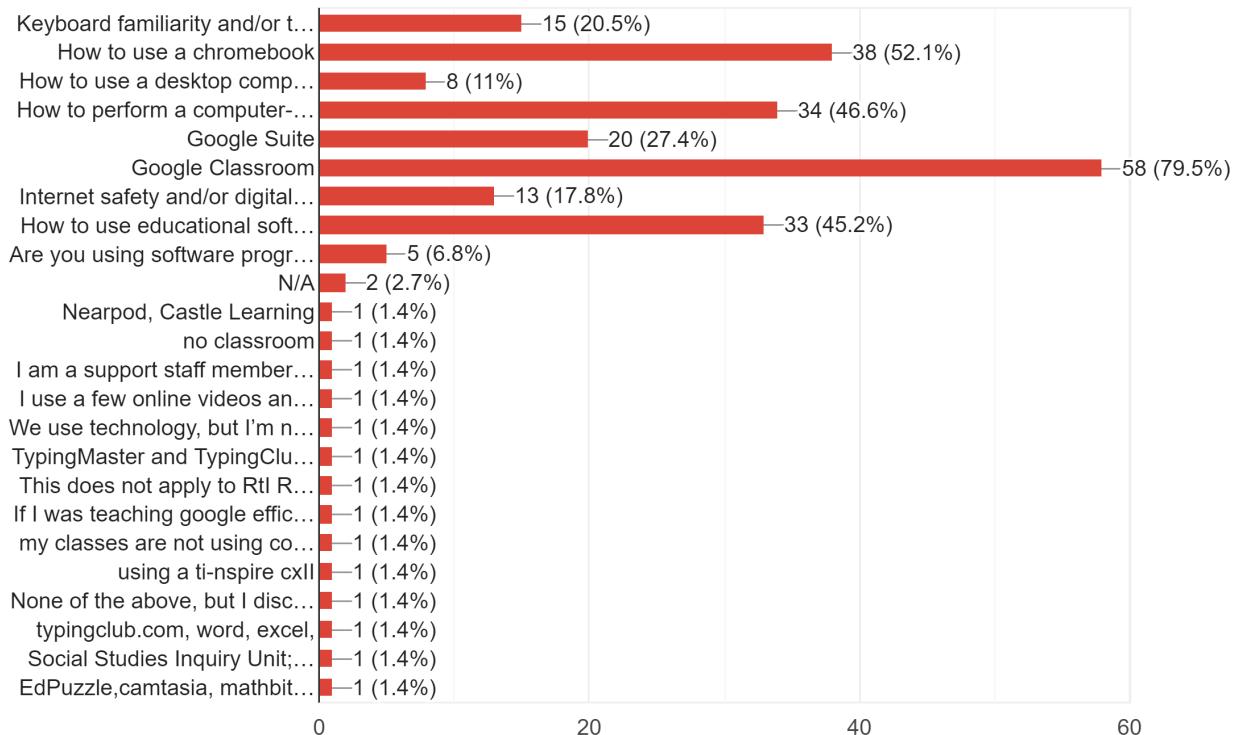
<http://www.nysesd.gov/common/nysesd/files/programs/curriculum-instruction/computer-science-digital-fluency-standards-k-12.pdf>

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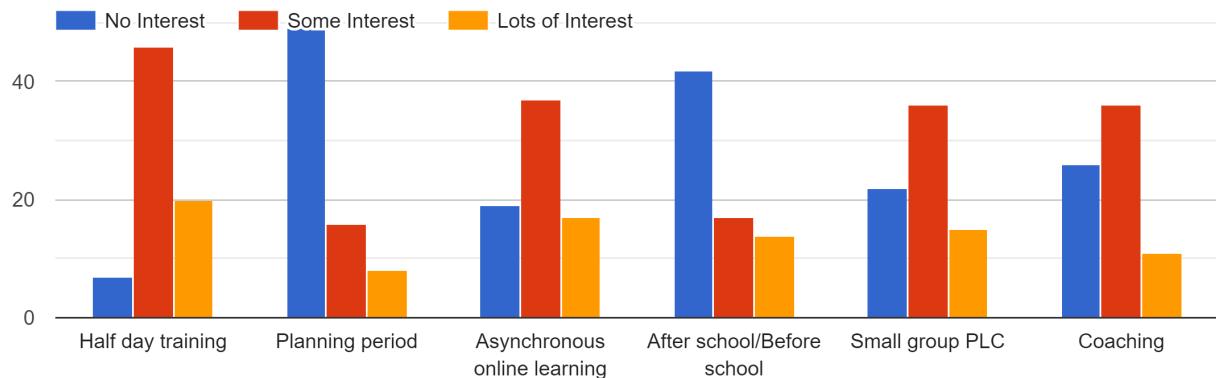
## Appendix B Professional Development Survey September 2021 Results

Which of the following topics for direct technology instruction are you currently completing in your classroom? (Please choose all that apply)

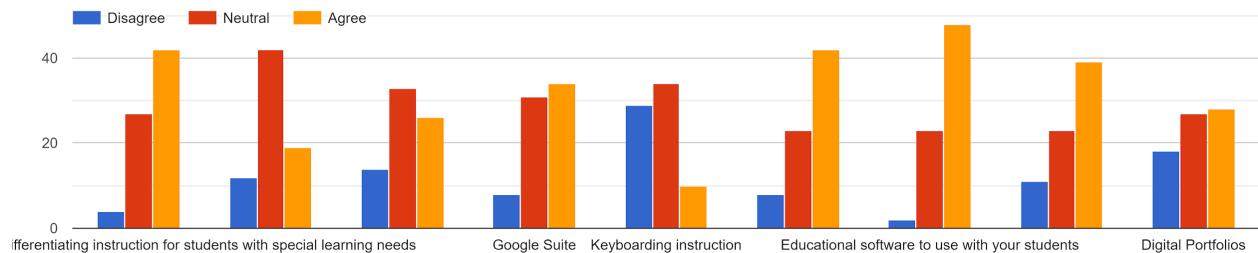
73 responses



Please rate your interest in attending technology professional development under the following conditions:



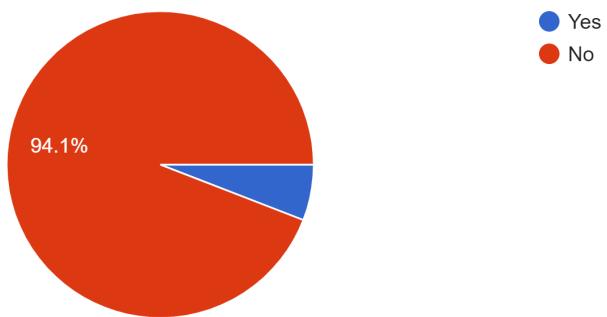
I would benefit from technology integration PD on...



## Technology Awareness Survey 2021 Results

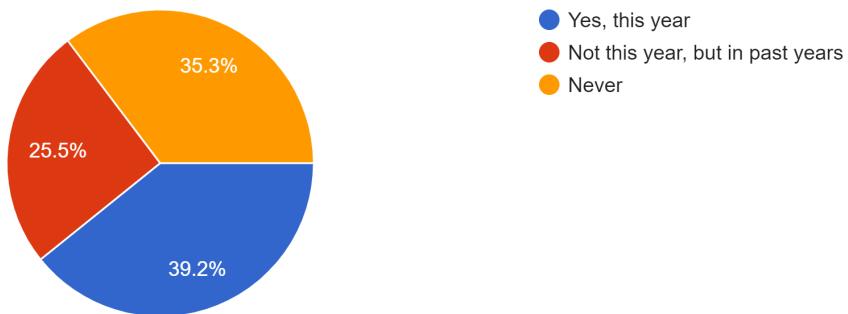
Have you ever helped students create their own digital profile online to showcase their strengths which could be shared with an employer, college or other outside organization?

51 responses



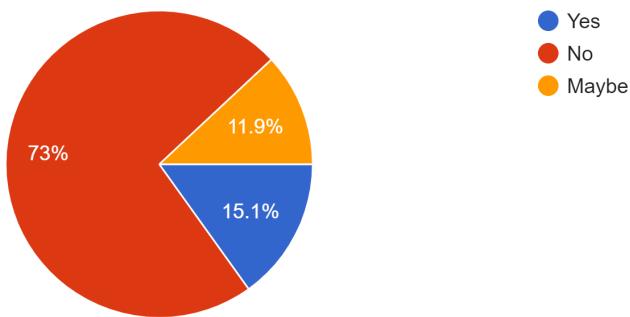
I have taught my students the importance of maintaining a positive online identity.

51 responses



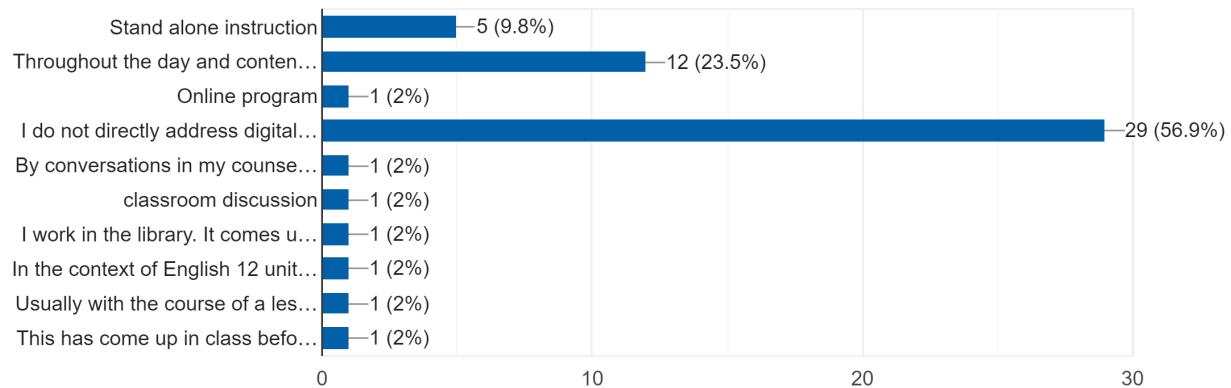
Are you aware of the current needs of the tradeable sector in Western New York area?

159 responses

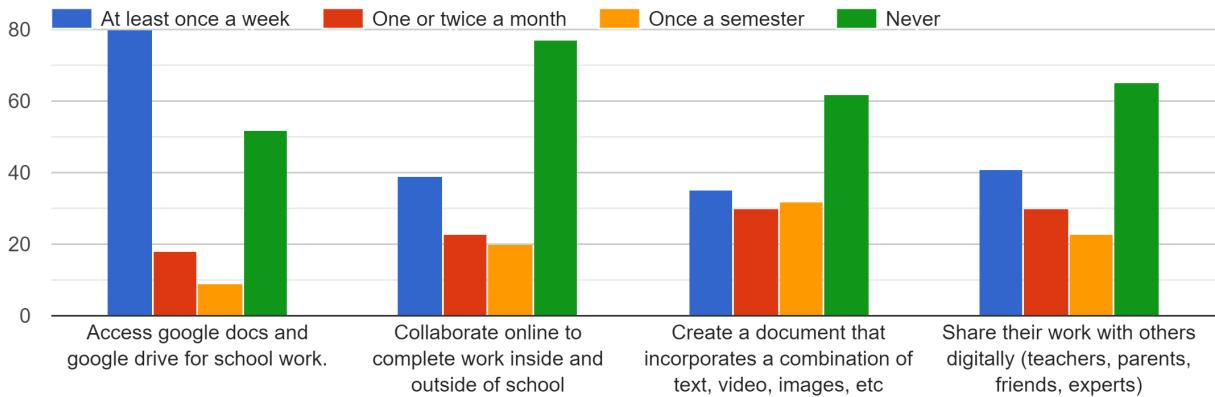


How do you currently address digital citizenship in your classroom:

51 responses

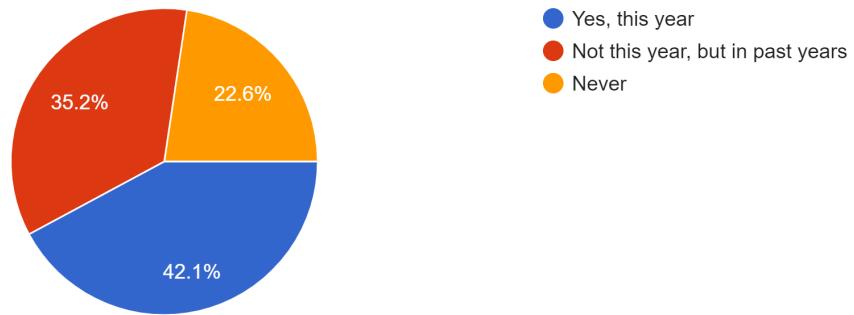


How often do you provide the following opportunities for your students?



I have taught my students the skills they need to be safe, responsible, and ethical when interacting online.

159 responses



**Appendix C****Hardware & Software Inventory 2021**

	Computer Labs	Classrooms	Library or Media	Admin Office	Other Location
<b>Computers (by type)</b>					
Desktops	--	401(S) + 210(T)	52	60	29
Laptops	--	271(S)+ 26(T)	2	65	11
Chromebooks				--	2,778 total
iPads	--	--	--	--	2
Surfaces	--	--	--	--	1
Zspace	--	--	--	--	15
<b>Peripherals</b>					
Printers	6	232	12	24	12
Scanners	--	15	--	2	--
<b>Software (by type)</b>					
MS Windows 7	--	--	--	--	--
MS Windows 8.1	--	--	--	--	1
MS Windows 10	48	860	54	125	40
Chrome OS					2,778
Microsoft Office	48	860	54	125	40
Smart Notebook	--	115	3	1	2
Activ Inspire	--	78	2	1	2
<b>Network Equipment</b>					
Switches 10/100					
Switches 1GB	6				50
<b>Telecommunicati on Links</b>					
Broadband GB					1

**Network Infrastructure (Location is at Tonawanda High School)**

**Physical Servers (running VMWare ESXi server virtualization software)**

3 HP Proliant DL360 Gen 9

**Virtual Windows and Linux Servers**

28 Virtual Machines

**Storage**

2 Nimble CS1000 Storage Arrays

**Backup**

Dell Integrated Data Protection Appliance 4400

<b>Appendix D</b>	<b>Software</b>
<b>Title</b>	<b>Licenses</b>
<b>ESchool</b>	
<b>Blackboard Connect</b>	
<b>Aesop (by Frontline)</b>	
<b>Microsoft Office</b>	Office365 Office 2016
<b>Microsoft Forefront Virus Protection</b>	
<b>Adobe</b>	Acrobat Pro 8 Acrobat Pro 2017 Indesign CS2 4.0 Photo Shop 9.0 Illustrator 10.0 Photo Shop 7.0 Dreamweaver CS4
<b>Adobe Design Standard CS6</b>	
<b>Asure ID</b>	
<b>DS Control Point (by: Pelco)</b>	
<b>Frontline Software/ IEP Direct</b>	
<b>Quecenter.com</b>	
<b>Siemens Energy Management System</b>	
<b>eNvision</b>	
<b>ExamGen HS</b>	Math, Science, Social Studies
<b>ExamGen MS</b>	Math
<b>Scholastic Achievement</b>	Read 180 stage A, B, C Reading counts Reading inventory System 44
<b>Gmail/G Suite Applications</b>	Educational Site License
<b>HS Cad Lab software</b>	Solidworks 2021 3DEXperience (online Solidworks) AutoCAD 2019 Chief Architect x10 Draftsight V1R52 RobotC Virtual Worlds
<b>Pearson Realize</b>	MyView (Easybridge)

<b>Imagine Learning</b>	Assessments and Instruction
<b>iReady</b>	Math,ELA instruction and assessment
<b>Other Online Software/Databases</b>	Apex BrainPop Bookshare Capstone Castle Learning Code.org CollegeBoard Desmos Destiny Discover Library Automation Discovery Education eDoctrina EdPuzzle eMathInstruction ExamGen FactCite Flipgrid Flocabulary Gaggle Grapoint Kami KITE Learning A_Z Lexia Mathbits Nearpod Newsela Problematice RazKids Screencastify Smartboard Socratic Spelling City World Book zSpace
<b>Smartmusic.com</b> <b>Sightreadingfactory.com</b>	

<b>Ladibug 2.0</b>	
<b>Flex 10 (HoverCam Software)</b>	
<b>Library Automation Software</b>	Destiny Discover
<b>Faronics Insight</b>	
<b>Chief Architect</b> <b>Solid Works</b> <b>Draftsite</b>	
<b>Maia (career education software)</b>	High School
<b>Virtual Business/Sports and Entrepreneurship</b> <b>Type to Learn 4</b> <b>Adobe Dreamweaver</b> <b>Microsoft Kodu Game Lab</b> <b>Minecraft</b> <b>TypingMaster</b>	

## **Appendix E      Student AUP and Supporting Policy**

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/694143/7315\\_Student\\_AUP.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/694143/7315_Student_AUP.pdf)

**SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING\*****General Criteria**

The availability of Internet access in the School District provides an opportunity for staff and students to access information and contribute to the School District's presence on the World Wide Web. The District/school/classroom Websites must relate to curriculum or instructional matters, school authorized activities, or general information of interest to the public pertaining to the District or its schools. Staff and students are prohibited from publishing personal home pages or links to personal home pages as part of the District/school/classroom Web Page(s). Similarly, no individual or outside organization will be permitted to publish personal Web Pages as part of the District/school/classroom Web Page(s).

Internet access for the creation of Web Pages is provided by the District and all information must be reviewed by the Website Manager prior to publishing it on the Web. Personnel designing information for the Web Pages must familiarize themselves with and adhere to District standards and procedures. Failure to follow District standards or responsibilities may result in disciplinary sanctions in accordance with law and/or the applicable collective bargaining agreement.

The District shall provide general training on relevant legal considerations and compliance with applicable laws and regulations including copyright, intellectual property, and privacy of student records as well as relevant District procedures to those staff members and students who are allowed to develop or place material on the District/school/classroom Web Page(s).

**Content Standards**

a) Approval for posting a Web Page must be obtained from the Website Manager or his/her designee(s). If at any time, the Website Manager/designee(s) believes the proposed material does not meet the standards approved by the District, it will not be published on the Web. Decisions regarding access to active Web Pages for editing content or organization will be the responsibility of the Website Manager/designee(s).

b) A Web Page must be sponsored by a member of the District faculty, staff or administration who will be responsible for its content, design, currency and maintenance. The sponsor is responsible for ensuring that those constructing and maintaining the Web Page have the necessary technical training and that they fully understand and adhere to District policies and regulations. The Web Page must include the name of the sponsor.

(Continued)

\**Customize to District* - intended as a template that should be customized to District practices as applicable.

**SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)**

- c) Staff or student work should be published only as it relates to a school/classroom authorized project or other school-related activity.
- d) The review of a Student Web Page (if considered a school-sponsored student publication) shall be subject to prior District review as would any other school-sponsored student publication.
- e) An authorized teacher who is publishing the final Web Page(s) for himself/herself or for a student will edit and test the Page(s) for accuracy of links and check for conformance with District standards and practices.
- f) A disclaimer statement about the content of Web Pages must be part of individual sites: Example: "The District has made every reasonable attempt to ensure that our Web Pages are educationally sound and do not contain links to questionable material or material that can be deemed in violation of the School District's Standards and Guidelines for Web Page Publishing Policy."
- g) Commercial advertising or marketing on the District/school/classroom Web Page(s) (or the use of school-affiliated Web Pages for the pursuit of personal or financial gain) shall be prohibited unless otherwise authorized in accordance with law and/or regulation. Decisions regarding Website advertising must be consistent with existing District policies and practices on this matter. School-affiliated Web Pages may mention outside organizations only in the context of school programs that have a direct relationship to those organizations (e.g., sponsorship of an activity, student community service project).
- h) Web Pages may include faculty or staff names; however, other personal information about employees including, but not limited to, home telephone numbers, addresses, e-mail addresses, or other identifying information such as names of family members may be published only with the employee's written permission.
- i) All Web Pages must conform to the standards for appropriate use found in the District's Acceptable Use Policy(ies) and accompanying Regulations regarding standards of acceptable use; examples of inappropriate behavior; and compliance with applicable laws, privacy, and safety concerns.
- j) All Web Pages must be approved through the designated process before being posted to the District/school/classroom Websites.
- k) All staff and/or students authorized to publish material on the District/school/classroom Web Page(s) shall acknowledge receipt of the District's Web Page Standards and agree to comply with same prior to posting any material on the Web.

(Continued)

**SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)****Release of Student Education Records/Directory Information:****Release of Student Education Records**

In accordance with the Family Educational Rights and Privacy Act (FERPA), unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student education records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

- a) Identifies and authenticates a particular person as the source of the electronic consent; and
  - b) Indicates such person's approval of the information contained in the electronic consent.
- Student Directory Information

Per FERPA, Districts must publish an annual public notice informing parents or eligible students of their right to refuse the release of student directory information and indicating a time period for their response. Following such public notice and a reasonable response period, the District may release such information to an outside group without individual consent.

**Parental/Eligible Student Consent Required and Privacy Concerns**

Written parental/eligible student consent shall be obtained by the District before education records or personally identifiable information contained therein is released to any party unless:

- a) Such release is authorized by the Family Educational Rights and Privacy Act, or its implementing regulations;
- b) The information released is "directory information" as designated by the District in accordance with FERPA. The District shall provide parents and eligible students with annual notification of their rights under FERPA and designation of directory information (i.e., disclosure of personally identifiable information contained in student records);
- c) For anything not specifically designated as "directory information" by the District, the District must receive a "signed and dated written consent" from the parent/eligible student prior to releasing such information (unless otherwise authorized per FERPA);

(Continued)

**SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)**

- d) However, even if student photographs are designated as directory information per FERPA, due to privacy and safety concerns, **the District requires specific affirmative written parent/eligible student consent prior to posting student photographs on District/school/classroom Web Pages.** Whenever possible, group photographs of students and/or the use of photographs where the student is not easily identifiable is preferable to the use of individual student photographs for safety reasons;
- e) Web Pages shall not include a student's full name, telephone number, address, e-mail address or post such information of other family members or friends. Posting of student names will be limited to first name only. Permission forms from parents are strongly suggested;
- f) Online posting of school bus schedules and/or other specific activity schedules detailing dates/times/locations (e.g., field trips) is prohibited on school-affiliated Websites as such information can pose risks of child abduction or other security concerns. Password protected Websites may be authorized by the Superintendent/designee.

**Use of Copyrighted Materials and "Fair Use" Exceptions/Intellectual Property and Works Made for Hire:****Copyrighted Materials**

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, "Fair Use" guidelines, licenses or contractual agreements, or the permission of the copyright proprietor. Web Page publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials or notice that such publication is in accordance with the "Fair Use" provisions of the Copyright Law.

**Fair Use of Copyrighted Materials**

Pursuant to Section 107 of the Copyright Law ("Fair Use" provisions), the use of copyrighted material for criticism, comment, news reporting, teaching, scholarship, or research may be permitted under certain circumstances.

However, any appropriation of someone else's work on the Internet is a potential copyright infringement. "Fair Use" provisions may not apply when a project created by a teacher or student is accessed by others over the Internet. If there is a possibility that school-affiliated Web Page(s), which incorporate copyrighted works under the "Fair Use" provisions, could later result in broader dissemination, it will be necessary to seek the permission of the copyright holder. The complex interplay between copyright law and the "Fair Use" provisions in educational multimedia projects should be considered in development of Web

Page publishing standards and reviewed by school counsel prior to District implementation for compliance with applicable law and regulations.

**SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)**

- a) Unless otherwise noted, always assume that work on the web is copyrighted. It is NOT necessary that the copyright symbol --© -- be displayed for the work to be protected by copyright laws.
- b) Proper attribution must always be given.
- c) Obtaining permission(s) from the copyright holder(s) (whether text, graphics or music) should occur during the developmental process or project, rather than waiting to seek permission upon completion of the project.
- d) Unauthorized electronic transmission of copyrighted materials is illegal.  
Intellectual Property/ Works Made for Hire

All works completed by employees as part of their employment shall be considered "works made for hire" as described in the United States Code Annotated, Title 17, Copyrights to the extent permitted by law. This determination includes, but is not limited to, the following activities:

- a) Work prepared by an employee within the scope of his/her employment, whether tangible or intangible;
- b) Work specifically ordered or commissioned for use as a contribution to a collective work, as enumerated in law.

Any work created within the scope of such a relationship will be considered a work made for hire when a regular employment relationship exists.

Work covered under this policy is the property of the School District, not the creator of such work. The District shall own any and all rights to such works, or derivatives thereof, unless there is a written agreement to the contrary.

**Student Work**

Students are the copyright holders of their own original work. The District must receive written permission from both the parent and the student prior to publishing students' original work on the District/school/classroom Websites.

### **Student Free Speech Issues (School-sponsored Publications)**

In general, School Districts can exercise editorial control over the style and content of student expression in school-sponsored publications, theatrical productions, and other expressive activities that students, parents and members of the public might reasonably perceive to bear the imprimatur of the school.

### **SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)**

However, the school's actions in such a case must be reasonably related to legitimate pedagogical concerns and may not amount to viewpoint discrimination.

#### **Consequences for Non-Compliance**

Web Pages that do not comply with the above criteria are subject to revocation of approval and removal from the District/school/classroom Websites.

#### **Staff**

Faculty or staff posting non-approved or inappropriate material on a school-affiliated Website are subject to the imposition of discipline, including possible suspension or revocation of access to the District's computer network, in accordance with law and applicable collective bargaining agreements. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

#### **Students**

Students posting non-approved or inappropriate material on a school-affiliated Website are subject to the imposition of discipline, including possible suspension or revocation of access to the District's computer network, in accordance with applicable due process procedures and the District Code of Conduct. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

#### **Oversight**

The Superintendent of Schools or his/her designee shall have the authority to approve or deny the posting of any proposed Web Pages on school-affiliated Websites based upon compliance with the terms and conditions set forth in this policy as well as applicable District practices and procedures.

Digital Millennium Copyright Act (DMCA), 17 United States Code (USC) Sections 101 et seq., 512 and 1201 et seq.

Family Educational Rights and Privacy Act of 1974, 20 United States Code (USC) Section 1232(g) 34 Code of Federal Regulations (CFR) Parts 99 and 201

Adoption Date 9/28/10

# POLICY

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T/EB

Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

**Access to Inappropriate Content/material and Use of Personal Technology or Electronic Devices**

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

**Standards of Acceptable Use**

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

(Continued)

# POLICY

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Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE POLICY) (Cont'd.)**

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

**Notification/Authorization**

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

"Affirmative Consent" (Opt-in) Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- Internet Safety/Internet Content Filtering Policy  
District Code of Conduct on School Property

Adoption Date 9/28/10  
Revised 2/28/12

# POLICY

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T/EB

Instruction

## **SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY**

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) The dissemination of the District's Acceptable Use Policy and accompanying Regulations to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet. Parental and/or student written consent, as may be applicable, shall be required prior to authorization for student use of District computers. All such agreements shall be kept on file in the District Office. In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

(Continued)

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T/EB

Instruction

## SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)

- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

*Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by a District Office administrator.*

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

### Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyberbullying awareness and response.

### Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

(Continued)

# POLICY

2012

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T/EB

Instruction

## **SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)**

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

### **Consent for Student Use**

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

"Affirmative Consent" (Opt-in) Student use of the District's computer system (DCS) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

### **Notification/Authorization**

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)

47 Code of Federal Regulations (CFR) Part 54

Education Law Section 814

**NOTE:** Refer also to Policy #7315 -- Student Use of Computerized Information Resources  
(Acceptable Use Policy)  
*District Code of Conduct on School Property*

Adoption Date 9/28/10

Revised 2/28/12