

WAYLAND-COHOCTON CENTRAL SCHOOL

Educational Technology Plan

Helping lifelong learners grow ...



2015-2018

www.wccsk12.org

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Executive Summary

Information Technology Mission Statement

Technology is the means to achieve new learning environments in today's classroom and workplace. A technology framework will help create "Smart Schools", making it possible to educate students in technologically advanced environments.

The District's Smart School Investment Plan (SSIP) ([Appendix K](#)) will be the method to integrate technology into daily teaching and learning. The Plan will help provide a wide array of digital resources for the Wayland-Cohocton Central School (WCCS) educational community, provide ongoing professional development resources, provide a technology device for every student, and provide a reliable and robust network with adequate supported resources. Many of these goals will be phased in over a period of time, and funding will come from several sources.

The following would transform our Learning Environment into a 21st Century Smart School:

- 1:1 Initiative
- Wireless devices
- Interactive Touch Displays
- High-speed broadband connectivity

Technology is the core of virtually every aspect of our daily life and work. We must leverage it to provide engaging and powerful learning experiences and content, as well as, resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve education systems at all levels. Technology combined with professional learning will help us execute collaborative teaching strategies to better connect our educators. Additionally, technology will help students to meet college and career readiness goals and develop their twenty first century skills. All of these beliefs will help us create a Smart School.

District Mission Statement

The Wayland-Cohocton Central School District mission is to educate all students to attain high levels of academic performance and creative problem solving skills while promoting positive growth in self-image, social skills and behavior. We believe all students can learn and achieve mastery and accept the responsibility to teach them to attain maximum educational potential.

Recognizing education as a lifelong process extending formally and informally throughout life. We are committed to providing all students with the competencies, individual attributes and love of knowledge to encourage and support this quest.

Through a continued process of communication and collaboration, the Board of Education has adopted the following:

Desired State

- Students will graduate with an academic background, learning and life skills that will make them marketable with employers and/or colleges.
- Students challenge themselves and build rigor throughout their academic career.
- Students will attain high levels of academic growth and creative problem solving skills while promoting positive growth in self-image, social skills and behavior.
- Students will take advantage of opportunities for self-growth through the exploration of extracurricular such as art, music, drama, sports, and community.
- That each student and school has parental buy-in and support.

Vision Statement

Based on the findings of the committee, the vision for the district includes (inside and outside of the classroom): providing and maintaining an infrastructure to support current and future technology needs, providing equitable access to instruction, materials and assessments for all students, and creating 21st Century Learning Expectations (the 4 C's - Communication, Collaboration, Critical Thinking, Creativity) in which all curricular areas will integrate consistent access to a variety of resources enabling students to become the center of the learning.

The goals that will lead to the technology vision are defined as:

1. Engagement of students and adults utilizing appropriate technology in their own learning
2. Building of capacity within our faculty, staff, students and parents/community to meet the requirements provided in New York State of the Regents Reform initiative
 - a. Common Core Teaching and Learning Standards implementation
 - b. Data-Driven Instruction
 - c. Teacher/Leader Effectiveness
3. Incorporate technological resources as a tool to improve current district curriculum.

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Technology is not limited to the discussion of hardware or software in a school district, it also includes:

- Access to current and future digital resources
- Online collaboration
- Enhanced differentiated instruction
- Blended Learning environment - a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace, while still attending a “brick-and-mortar” school
- Digital assessment (computer based assessments) - formative and summative
- Access to content in multimedia formats
- Automated, integrated, digital procedures and processes
- Promote Digital Citizenship with Internet Safety Education to include all grade levels, staff and community
- Offer continued training for technology as it is tied into the curriculum

The District will continually review the processes and strategies used and make amendments to this plan as needed, to meet the continuing change in technology. We will continually strive to find new resources for funding technology, to keep the most current technology available to the students, employees and community.

Chapter 2

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Curriculum Goals and Objectives

Purpose

The [Smart School Investment Plan](#) purpose is to make recommendations that promote and guide technology usage and integration into the WCCS District. This is accomplished by:

- promoting curriculum integration
- making recommendations and offering training needs
- promoting public relations
- creating equipment acquisition guidelines to meet NYS testing standards
- revising/updating District Technology Plan

The District initially included the following stakeholder groups and the following members:

Teacher Reps

Heather Deusenbery
Emily Quinn
Tiffany Colon
Kathy Bauer
Rich Miller
Terrie Applin
Sandi Quinlan
Shelby Webster
Chris Allen – Media Specialist
Jennifer Allen - Parent Member
Brad and Lorraine Brown - Community Member

Administration

Michael Wetherbee, Superintendent of Schools
Eileen Feinman – High School Principal
Jeremy Lonneville – Middle School Principal
Todd Campbell– Wayland Elementary School Principal
Jason Oliver - Cohocton Elementary School Principal
Rebecca Wager– Director of Curriculum & Instruction
David Mastin – Business Manager

IT Department

Lynn Siciliano - Technology Coordinator
Flo Cappiello - Network Administrator
Susan Cosgriff - Desktop Systems Administrator
Gregory Murray - AV Technical Coordinator

Students

Garret Beaupre 10th grade
Nicholas Ladd 11th grade
Jacob Burritt 12th grade

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The District's Professional Development Committee (PDC), including the District's Instructional Leadership Council (ILC) then created the following objectives that align with our plans goals.

| <u>Goal</u> | <u>SED Category</u> | <u>Objectives</u> | <u>Responsibility</u> | <u>Strategies</u> | <u>Equipment</u> | <u>Evaluation</u> |
|--|--------------------------|--|---|--------------------|---|---|
| 1. Engagement of students and adults utilizing appropriate technology in their own learning | | | | | | |
| | Curriculum | Student Instruction Expand student learning inside and outside the classroom (Implement different technologies: wireless, distance learning, video production, mobile devices; Continue Digital Citizenship Training) | IT Dept; Teachers, Administration, Media Specialist | Ongoing | Chromebooks ; Appropriate technology for specific project | Student projects and tests (formative and summative assessment data) Online student survey |
| | Professional Development | Staff Instruction Give staff training for curriculum integration; Introduce new technologies and software; enhance differentiated instruction | Edutech; Prof Dev Series; Dir of Curriculum; Vendors; Administration, Staff | Ongoing | Chromebooks , Mobile Lab, Computer Labs, wireless tablets | Online staff survey; Media Fair; Training Q&A Evals |
| | Professional Development | Community Offer adult evening classes in computer use, Google; Offer Digital Citizenship Evening Seminars | WCCS Adult Ed; Wayland Free Library | Ongoing | Chromebooks ; desktops in Labs | Enrollment response; online survey |
| 2. Building of capacity within our faculty, staff, students and parents/community to meet the requirements provided in New York State of the Regents Reform initiative | | | | | | |
| <ul style="list-style-type: none"> a. Common Core Teaching and Learning Standards implementation b. Data-Driven Instruction c. Teacher/Leader Effectiveness | | | | | | |
| | Implementation | Staff Implement the Student Goals and Objectives charts for K-12 | Administrators; Prof Dev Series; Dir of Curriculum; Staff | Ongoing | Use current hardware and software | Appendix A |
| | Communication | Parents Improve communication and collaboration between school and home (SchoolTool Parent Portal, G Suite, Parent Handbook) | Building Principals, Staff, IT Dept | Open House Ongoing | Chromebook; Online on WCCS webpage | Open House attendance and evaluation; Website count; Online parent survey |
| 3. Incorporate technological resources as a tool to improve current district curriculum. | | | | | | |
| | Professional Development | Staff Instruction Give staff training for curriculum integration; Introduce new | Edutech; Prof Dev Series; Dir of Curriculum; Vendors; | Ongoing | Chromebooks , Mobile Lab, Computer Labs, | Online staff survey; Media Fair; Training Q&A Evals |

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| | | technologies and software; enhance differentiated instruction | Administration, Staff | | wireless tablets | |
| | Evaluation | Conduct a needs assessment for necessary technology skills | IT Dept, Administration | Ongoing | Online on WCCS webpage | Online student, staff, teachers, parent and community survey; Survey of senior exit survey and post-graduates; Reduction of other learning gaps identified in the District |
| | Budgeting | Acquisition/Replacement Hardware Updates based on replacement plan, desktops, chromebooks, wireless devices, servers, storage, infrastructure | IT Dept; PDC; Administrators; Edutech; Lynx and Frontrunner | Ongoing | Purchase hardware | Database Inventory |
| | Budgeting | Acquisition/Replacement Software/subscription upgrades | IT Dept; PDC; Teachers; CSE; Edutech | Ongoing | Purchase licensing | Database Inventory |

In order to incorporate technology applications as part of the existing curriculum, and not as separate entities, applications need to be taught as part of existing subjects so students understand how technology is a tool that can make them more productive in any subject area.

The curriculum goals and objectives are the minimum standards that the Instructional Leadership Council (ILC) believes should be reached by each teacher and student.

Curriculum and Instruction Goals:

- Teachers use their knowledge of subject matter teaching and learning and technology to facilitate experiences that advance student growth.
- Students exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

Teachers will use the tools of technology to develop appropriate lesson plans, which will achieve the following desired outcomes for our students.

1. CREATIVITY AND INNOVATION - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. COMMUNICATION - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. RESEARCH and INFORMATION FLUENCY - Students apply digital tools to gather, evaluate, and use information.
4. CRITICAL THINKING, PROBLEM SOLVING, and DECISION MAKING - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. DIGITAL CITIZENSHIP - Students understand human, cultural, and societal issues related to technology practice, legal and ethical behavior.
6. TECHNOLOGY OPERATIONS AND CONCEPTS - Students demonstrate a sound understanding of technology concepts, systems, and operations.

Upon conclusion of the grade level, the student will be able to accomplish the following tasks at the following grade levels: exploring, working and proficient at that grade level (i.e. the student has working knowledge of the skill, strategy and concept and can complete without teacher assistance) (Appendix A).

Planning and Evaluation Process

The district plan will be updated annually to supply all staff, students and parents with technology training and devices necessary to be effective and productive. Since instruction and requisitions are based on the student goals and objectives, it is important that the ILC review and change the goals as standards are refined, students become proficient at earlier grades, new skills are needed, or parent/community needs change.

The following areas will guide in our yearly review:

- A. Analyze student goals and student assessments
 - Analyze Program Evaluation Reports (needs and recommendations, including Technology) ILC
 - Analyze data to evaluate implementation of new/changes in technology
 - Technology resources provide all students with comprehensive technology literacy skills
 - Assess the proficiency in the usage of technology by students and staff
 - Update/validate Technology goals and objectives PDC
 - Evaluate student objective chart (Appendix A) for implementation
 - Review subscription/software database (ensure that integration meets New York State's curriculum standards and student achievement)
 - Submit budget requests for next year IT
- B. Implement and Analyze Speak Up survey skill levels PDC
 - Students, teachers, parents and community surveys
 - *K-2 taken as a group survey. 3-12 individual survey
 - *Parent/Community link on District website, building Facebook pages/Twitter and/or email via Connect Ed., PTSA, Open Houses,

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| C. Support Professional Development | ILC |
| <ul style="list-style-type: none">● Technology training will occur on an ongoing basis with follow-up support● Staff routinely asked for feedback to determine areas of need for training● Evaluate each training● Staff attendance is recorded, and CTLE hours granted, at each training workshop | |
| D. Improve Parent Communication and Collaboration | All |
| <ul style="list-style-type: none">● Technology training will occur on an ongoing basis with follow-up support● Disseminate instructional technology information● Evaluate each parent trainings, sessions or communications | |
| E. Review infrastructure for Polices, Networking, Security | IT |
| <ul style="list-style-type: none">● Inform staff and students of new/changes in technology policies● Conduct audits yearly (hardware and software) to ensure compliance● Support and maintain network platforms and internet connectivity● Daily backup procedures are conducted● Password Security is in place for all staff and the network● Efficiency of network management software | |

Chapter 3

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Planning and Training

Professional Development

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. The Wayland-Cohocton Central School District (WCCS) will align with our District Professional Development Plan (PDP) in order to support teacher professional growth and appeal to their professional interests while also improving student achievement through increasing instructional capacity.

WCCS will provide quality opportunities for all district professionals to participate in professional development. Training will be offered at no cost to the faculty and staff. All staff will receive training in expanding their understanding and use of technology in their curriculum area through several avenues that exist in the following ways, but not limited to at the:

District Level:

- District Professional Development days
- Professional Development Series (PDS)
- New Teacher Orientation
- Mentoring/Coaching

Building Level:

- Faculty meetings
- PLC team meetings
- Grade level, team, department meetings

Individual Level:

- PDS sessions
- Summer PD offerings
- Online learning
- Off campus conferences/workshops
- Observations of colleagues (exemplars)

In addition, any new employee to the District will be expected to participate in New Employee Training held before the start of each school year following guidelines of the New Employee Computer Handbook. A record of professional training sessions will be kept in personnel files and tracked through the district Mentor program. All district documentation is based on submission of the District's Professional Development Plans Appendix B and must be submitted at the end of each school year to the Superintendent's office. All staff members are welcome and encouraged to track and submit professional hours each year.

Lastly, the Instructional Leadership Council (ILC), along with the Director of Curriculum and Instruction, ultimately ensures K-12 curriculum alignment, delivery and coordination of curriculum, skill development and assessments in order to have effective teaching and learning. During the District’s Program Evaluation Process each review committee will help evaluate the software/subscription needs during their program review. The IT Dept will assist with any software/subscription review and budgetary availability.

Instructional Technology Plan Implementation

Professional Development Committee (PDC) is committed to further developing collaborative professional learning communities based on integrative professional development for teachers, assessment and learning through the integration of technology and curriculum, and enhancing classroom environments. We will play a key role in the development and support of effective and high quality 21st Century educational experiences by implementing our District's Professional Development Plan (PDP) technology standard and objective.

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| Standard 9: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. | |
| Objective #2: District professionals will promote the development of a learning environment that facilitates the effective use of technology. | |
| Action Steps | Indicators of Success |
| <ul style="list-style-type: none"> ● Access effective use of appropriate technology ● Knowledge of supplemental tools to use with co-workers and/or students ● Knowledge of available District software, including specific content software, and hardware ● Trainings on District and/or building software and hardware ● Training for parents/guardian and families on technology | <ul style="list-style-type: none"> ● Ethical uses of technology ● Creation of optimal learning opportunities (use of and integration of) ● Effective and fluent use of technology ● Use of District purchased software and hardware ● Positive parent/community feedback ● Increase in parent engagement |

In order to implement these PDP action steps, for the next three years, the District will support faculty and staff by the following process:

1. Exploration - The teacher will explore skills, strategies and concepts that connect to current units of instruction. Teacher leaders will be trained in order to share their learnings not only in their classroom, but also with peers within their building.
2. Experimentation - The teacher will reinforce their skills, strategies and concepts introduced in year one. The district will support teachers and provide assistance in integrating instructional technology.

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3. Implementation - The teacher will implement the skills, strategies and concepts they have learned and developed over the past several years.

All of our technology professional development will revolve around instructional practice and modifying what we teach with effective instructional technology that moves our teachers further up the SAMR scale. SAMR stands for Substitution, Augmentation, Modification and Redefinition. SAMR is a framework through which we can assess and evaluate the technology we use in our classrooms. It is a lens for technology integration and a way to engage students in more active learning, similar to what they will encounter in working situations today and in their futures.

Year 1 - Exploration (2016-2017)

| Year 1 Technology Offerings | |
|---|--|
| Spring 2016 (May or June) - Faculty meeting | Pass out chromebooks and introduction (taking care of your chromebook: how to turn on, charging, carrying, cleaning, privacy; how to get to your drive + share implementation plans, including summer PD opportunities) |
| July 15, 2016 | Google Boot Camp - google educator certification/turnkey trainers for building/district (2-3 people per/building): Way - Nadia Frick, Maureen Peer Coh - Nikki Welch MS - Sandi Quinlan, Laura Freeman, Allison Clerkin HS - Rich Miller, Meghan Hoyt, Eileen Feinman |
| GAFE intro. 8:30-3:00pm a. July 14 - Dansville b. Aug. 8 - Wayland | *PD collaborative project between three area school districts (Wayland, Dansville, Bath) GAFE intro: Drive, Overview of google doc., sheets & slides (including appropriate sharing & collaborating, appropriate file editing) and guided work time, K.Derrenbacher |
| Summer Tech. Institute a. July 19 - Wayland b. Aug. 10 - Dansville c. Bath CSD offerings | 8:30-11:30 session 1 11:45-12:15 lunch 12:30-3:30 session 2 *Instructional focus and how you apply tech. to lessons <ul style="list-style-type: none"> ● Assessments/grading - floobaroo, forms, E.Quinn ● Math -Desmos, G(math), B.Hartman ● apps. and extensions, A.Kuhn ● Student work/assignments - Google Classroom, T.Colon |

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| | <ul style="list-style-type: none"> ● Google Sites, T.Colon ● PLC - Google Hangout, A.Kuhn <p>Other Additional Sessions to offer: Writing - Goobric Research and bibliography ease - easybib Daily 5 Guided reading/groups - autocrat</p> |
| <p>WCCS Training -</p> <ol style="list-style-type: none"> 1. Mass mailing to 5-12 parents Aug. 31, 2016 2. Aug 2016 New Teacher Orientation 3. Sept. 2016 - Student Training 4. Ongoing - Student Trainings | <p><u>New Teacher</u> - orientation/technology introduction</p> <p><u>Students:</u> Sept, 2016</p> <ol style="list-style-type: none"> 1. Taking care of your Chromebook <ol style="list-style-type: none"> a. Charging, carrying, privacy, Acceptable Use Policy <p>Ongoing</p> <ol style="list-style-type: none"> 1. Using Google Classroom <ol style="list-style-type: none"> a. Turning in assignments b. Responding appropriately to public posts 2. Using Google Drive <ol style="list-style-type: none"> a. Docs, Sheets, Slides, b. Sharing and collaborating, appropriate file editing c. Backing up files d. Might include extra time on specific apps if needed. 3. Using Google Calendar to keep track of school assignments <p><u>Parents/Families:</u> overview/introduction including Acceptable Use Policy</p> |
| <p>Nov. 17, 2016</p> | <p><u>K-8 Support Staff Professional Development</u></p> <p>Chrome Browser Simple K12 CTLE Overview</p> |

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| Nov. 18, 2016 | <u>Google Bootcamp Level 1 Training</u> - google educator certification/turnkey trainers 1. Nevada Greene 2. Carrie Malone 3. Dionne Barratt 4. Jeff Giordano 5. John Schnitter 6. Laurie Webster 7. Judy Bligh 8. Libby Nichols 9. Beth Gibbs 10. Lorelle Enos 11. Sara Belcher 12. Heather Reigelsperger 13. Tiffany Colon 14. Josh Petraitis |
| Spring 2017 | Continue to offer several CAFE style faculty meetings devoted to technology, an online Google Classroom for anytime/anywhere. Faculty Meeting PD Sessions: SimpleK12 |

Our goal will be to continue to implement our instructional technology goals through experimentation (Year 2) and then implementation (Year 3). Detailed plans will be developed as we progress through our implementation process.

In addition, a focus on parent/community/family communication and collaboration will develop. In year one, an overview/introduction to all parents and families will be offered at each building or District. Information will be included in the Parent Handbook on G Suite and Chromebooks to improve communication. Parents can access our student management system to view assignments, grades and communicate with school staff. Our District website provides District information and Staff Directory in order to communicate with anyone in the school. Training opportunities will also be available for parents/families on at-home accessibility and all the resources available. Training for parents will be offered through fact sheets in building newsletters, open houses, parent conferences and group sessions during district functions. The District will continue to offer technology specific trainings at night via our District Adult Education program.

college
 As we navigate through our implementation (Year 3), a process for troubleshooting and responding to help calls will continue to be put in place through the use of the email system. Assistance is requested in writing via email to TechTeam@wccsk12.org, in which both staff and parents can use. This ensures better tracking of problems and improves response time.

The IT Department has also established “Google Goodies,” technological tips and tricks are sent out weekly from the TechTeam and can be accessed at anytime via a Google shared folder. As well as, on-going collaboration and trainings with neighboring schools that are leaders in technology has been established.

Year 2 - Experimentation (2017-2018)

| Year 2 Technology Implementation Plans |
|---|
| <ul style="list-style-type: none">● Monitor and manage 1:1 computers in all Classrooms Grades 5-12,● Assist Primary School with developmentally appropriate technology that enhances, not detracts from, the unique learning needs of our youngest students.● Offer ongoing Professional Development along the SAMR Scale (helping teachers transition from Substitution and Augmentation to Modification and ultimately Redefinition)● Continue regional Summer Tech Institutes● Continue to send teachers to Google Bootcamps in order to train teachers to be Google Certified Educators and offer turn-key trainings within our district.● During the school year, continue to offer several CAFE style faculty meetings devoted to technology, an online Google Classroom for anytime/anywhere.● Explore and support expanded technology curriculum and/or course offerings such as, STEAM offerings, Coding curriculum, College courses, AP Computer class, integrate VR Expeditions in the classroom, Middle School general computer skills classes, etc...● Infuse awareness of what Digital Citizenship entails, informing staff, students and parents/community.● Student objective progression of skills K-12, is included in a PD session for all faculty and staff.● Continue streamlining software to promote district-wide efficiency with instructional technology support (Google Drive, Moby Max, AR, eDoctrina Assessment development and data analysis). See Chapter 4.● Outreach to Special Education and ELL staff and students to increase district capacity for employing technology effectively to allow greater access to general curriculum, instruction, and assessment for students with disabilities and English language learners.● Ensure equitable access to curriculum, assessment, and instruction with technology and assistive technology for students with disabilities and English language learners● Updating and enhancing our new district website.● Reach out to the community in more proactive ways |
| Evaluation Process |
| <ul style="list-style-type: none">● Teacher/student feedback will be solicited continuously in an informal manner and at least twice in a school year in a formal way through surveys.● The Professional Development Committee (PDC) will review and make adjustments yearly.● Teachers/administrators will review student performance to evaluate effectiveness of software applications and hardware in achieving goals.● PK-12 student progress in using computer technology will be measured by annual surveys, including awareness of ISTE standards. |

- We will continue to seek commencement level application of technology by which teachers can evaluate student technology skills in conjunction with content, literacy and other graduation level skills.
- A district survey (Speak Up) will allow faculty to annually give feedback to gauge the student abilities to use technology to complete assignments.
- Google Certified Trainers, Technology Teaching assistants/support will attend additional trainings each year relevant to their building level and share that information with students and teachers.
- MS and HS Course offerings to expand in STEAM both college bound students and skilled trades
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Digital Citizenship is included at many occasions throughout the school year for staff, students and parents.

Year 3 - Implementation (2018-2019)

Year 3 Technology Implementation Plans

- Direct instruction in computer and technology skills seamlessly in all classes as appropriate to increase student engagement and learning
- Student objective progression of skills K-12, is included in every classroom in order to be part of the curriculum and instruction in each building.
- Embed Digital Citizenship into instruction and routines.
- Design and provide targeted PD with all stakeholder groups
- Ongoing, embedded professional development for teachers and staff will continue to be accomplished during faculty meetings, online Google Classroom, after school, and the use of staff available for classroom support anytime.
- The PDC will continue to support and provide outreach directly to students and community.
- Manage printing throughout the district, monitor printing usage and encourage less reliance on paper.

Evaluation Process

- Review the SAMR Scale (helping teachers transition from Substitution and Augmentation to Modification and ultimately Redefinition) for staff to move toward student-centered learning where technology can transform the way students think and learn.

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- Ensure staff and students are aware of technology that is available and can be harnessed to provide greater access to the general curriculum, instruction, and assessment for students with disabilities and English Language learners.
- Continue to utilize SMART funding and implement our SSIP rotation schedule.
- Community outreach will occur after school and in evenings at Open Houses, conferences, PTSA and Parent surveys.
- Embed ISTE Standards.
- IT Department monitors printing usage and encourage less reliance on paper.
- Digital Citizenship is included and disseminated to all students, staff, parents, community (opening house presentations)
- Use of electronic portfolios for horizontal and vertical assessment alignment

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Guidelines for Standardization

The following general guidelines will be employed throughout the subsequent chapters to diligently distribute, standardize, and manage technology in Wayland-Cohocton Central School District.

In order to provide adequate, cost-effective access and support to familiar technology throughout our district, standardization of hardware and software is necessary. On the other hand, total standardization is neither practical nor conducive to creative growth. Therefore, Wayland-Cohocton employs a balanced strategy that standardizes many of the core capabilities using hardware and software options, while allowing for some specialized applications and “non-standard” technology options for those with unique educational needs.

Hardware and Software Acquisitions

All new hardware and software purchases will attempt to meet current industry standards. Computers will receive a standardized configuration to ensure a consistent and secure computing experience.

New Acquisitions

The IT Dept and the Administration will review all requests.

New requests will be processed through the IT Dept. It is our intention to replace equipment or upgrade software, according to the WCCS Technology Replacement Plan. A cycle of computer device replacement has been established to protect the District against obsolescence.

All purchases for offices will be on an as-needed basis.

All instructional technology requisitions, for hardware and software, should be based on the Curriculum Goals and Objectives as outlined in [Chapter 2](#).

District Level Software Support

The IT Dept will participate in the selection and purchasing process to determine compatibility, installation configurations, and management. Software are reviewed regularly to ensure that integration meets New York State's curriculum standards.

Educational Technical Service (Edutech) Level Software Support

The regional Edutech offers a computer customer assistance center help line. Contact for support can be by phone (1-800-722-5797) or email (helpdesk@edutech.org). Edutech will support the following software for WCCS District:

Finance Manager/NVision financial services including: Payroll, Personnel/Employee Attendance, Accounts Payable/ST-3 Revenue Accounting, Purchase Order Module.

SchoolTool student services including: Census, Scheduling, Medical, Faculty, Discipline, Student Attendance, Mark Reporting, Counseling, Transportation, Test Scoring and Parent Portal.

Library Support Services supported by Genesee Valley Educational Partnership (GVEP).

Nutrition Services, Heartland School Solutions, supported by Edutech.

LakeNET (Edutech) provides iBoss secure web filtering for internet services.

Hardware - District Level Support

The IT Dept handles technical troubleshooting and repairs.

Any repairs or diagnosis that the District personnel cannot handle are sent to either the vendor (for warranty service) or the local BOCES for technical contract service.

All maintenance will be performed "in-house" by District IT personnel unless determined by the Technology Coordinator or Audio/Visual Coordinator that it is necessary to be done elsewhere.

Disposal Policy

Reuse

All recycling of systems will be based upon use level requirements, software availability and curriculum goals. Computer and technical equipment will continue to be used by different people in the district, as long as it meets minimum usability level. At a time when there is no use for the equipment in the district, the equipment will be disposed.

Disposal

Equipment found to no longer meet minimum standards, device age, hardware/software operability for Wayland-Cohocton students and staff, is accumulated into an onsite storage area. A list of district equipment is submitted to the Board of Education for approval to dispose for recycling. A complete inventory of disposals is kept in a database and reported annually to our school insurance auditors.

Equipment purchased through Edutech is returned when no longer meets WCCS hardware standards.

For District owned equipment, we have partnered with our local Steuben County Transfer Station in Wayland for environmentally friendly recycling. Previously we partnered with REACT Recycling, Inc. of Horseheads, NY. All data contained on hard drives is erased with a utility that makes the hard drive no longer readable or accessible.

Chapter 5

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Equipment

The IT Dept records all hardware and software into an inventory database. Also, the Business Office's Purchasing Dept keeps inventory records of the hardware asset tags.

Inventory: Hardware & Software

| Computers (list by type) | Totals |
|---------------------------------|-----------------------------|
| A. Desktops | 623 |
| B. Chromebooks | 1232 |
| C. Laptops/Tablets | 347=302 laptops; 45 tablets |
| D. iPads | 195 |
| E. Smartboards | 116 |
| F. eWriters | 8 |
| G. Point of Sale - cafeterias | 7 |
| H. E-Readers | 121 |
| I. Signal Heating System | 2 |
| Peripheral Devices | |
| A. Printers | 123 |
| B. Scanners | 34 |
| C. Document Cameras | 54 |
| D. Sound Enhancement | 59 |
| E. Assistive/Adaptive Devices | 10 |
| F. Digital Cameras | 77 |
| G. TV Monitors | 106 |
| H. VCRs/Laser Disk Players | 107 |
| I. Projection Devices | 140 |
| J. Video Conferencing | 8 |
| K. DVD Players | 48 |
| _____ | _____ |

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| Standardized Software | |
|---|--|
| Google Suite for Education | productivity tools for classroom collaboration |
| iBoss | secure web gateway & filter |
| GoGuardian | chromebook mgnt & filtering |
| Windows Defender Security Ct | antivirus |
| MS Office Pro 2016 Suite | network site licenses |
| Naviance | K-12 college and career readiness |
| ExamGEN | Social Studies, Math, Science Gr 7-12 supplements |
| Adobe Creative Cloud | licenses for graphic arts lab; |
| Type-to-Learn | licenses for keyboarding in both ES comp labs |
| Follett Destiny | site licenses for both campuses for library |
| NutriKids Lunch Program | 7 POS registers and licensing |
| SchoolTool | student information system |
| Blackboard Connect5 | mass notification |
| FM/NVision | finance |
| CoWriter/Snap&Read/Clicker | special education |
| Renaissance Learning | Accelerated Reader for ES |
| CAD | Technology Lab |
| eDoctrina | curriculum, assessment and evaluation tools |
| Smart Notebook | application to create & manage lesson content |
| Castle Learning | online content review & assessment tool |
| MiniTab Math & IXL Math | online |
| Odysseyware | online curriculum and elearning solution |
| MobyMax | online math curriculum |
| Network Equipment | |
| A. Hubs/Switches (includes wireless hubs) | 190 WAP; 65 Switches |
| B. Routers | 1 |
| C. Physical Server | 5 |
| D. Virtual Server | 23 |
| Telecommunication Links | |
| A. Fiber Cable | We have our main 200Mbps Fiber line located in Wayland facility Rm 208 and a fiber 70Mbps line connecting our Cohocton facility to our Wayland facility. Our campus is connected to our internet service provider LakeNET through RoadRunner of Time Warner. |
| B. Cable Modem | 1 modem used for internet connection to main school. |

Computer Labs/Media Centers

The district has multimedia computer centers available for whole class instruction, independent student work, staff development and training, community education and afterschool programs.

- HS Lab 248 has 27 PC computers, scanner, freestanding video projector, 1 black laser printers, 1 color laser printer.
- 13 Chromebook carts with approximately 25-30 chromebooks on each cart.
- COH ES Lab 209 has 26 PC touch computers, scanner, 1 black and 1 color laser printers, Toshiba freestanding video projector, Smartboard with projector.
- WAY ES Lab 2 has 25 PC touch computers, scanner, 1 black laser printer, 1 color laser printer, direct connect to Smartboard with projector.
- HS Arts Lab 121 has 17 PC computers, 1 mounted video projector and screen, 1 color laser printer and scanner.
- HS Tech Lab 114 has 18 PC computers, 1 black laser printer and 1 3D printer are networked, Smartboard with video projector.
- HS Business Lab Rm 123, Smartboard with projector, 1 black laser printer.
- HS Library has 25 PC laptops, Kindles/Nooks for loan, scanner, Smartboard with video projector, 1 black laser printer. 1 copier printer, and 1 color laser printer, digital cameras/camcorders, DVD/BluRay players, 3 document cameras.
- MS Library has scanner, mounted video projector, 1 black laser printer and 1 color laser printer, 4 digital cameras, 3 DVD players, 3 document cameras.
- COH ES Library has 3 PC computers, 1 black laser printer, scanner, 2 digital cameras, 2 DVD players, 3 document cameras, Smartboard with projector.
- WAY ES Library has 8 PC computers, 1 black laser, 55” freestanding flat TV/VCR, scanner, 4 digital cameras, 4 DVD players, 3 document cameras.
- WAY ES Mini Lab Rm 24 has 25 laptop computers, 22 iPad IIs, 115 Chromebooks, 1 SmartBoard

Large Group Instruction Room (LGI)

This is a multipurpose hall. One of the activities is used for virtual field trips and long distance learning. The room has a laptop, a document camera, mounted LED Video Projector, DVD player; all are mounted on carts and podiums, screen. Sound and lighting systems are controlled in a booth. There is connectivity to district computer network.

Auditorium

This room contains sound and lighting systems in a booth; video projector; connectivity to the district computer network, screen.

Computer Technology Infrastructure

1. Windows 10, Chromebooks OS. A common desktop interface lets our users spend more time working. Ease in creating multimedia presentations attracts greater student/faculty interest in employing technology in the classroom. Desktop systems are scheduled for cyclical replacement to ensure users are trained on modern equipment and to minimize down time due to hardware failure.
2. Network Protocol TCP/IP. This standard ensures vendor interoperability and fault tolerant, efficient communication between devices.
3. Hardware Vendor(s) hardware is purchased from state-bid approved vendors offering tier one equipment. By purchasing reliable, low-cost hardware we are able to offer more resources to our learning communities. Low downtime due to quality components and ready parts availability ensures more technology-based learning time. Accidental Damage Protection Plans with hard based covers are purchased for all chromebooks.
4. Local Network Infrastructure - inter-building switched fiber optic 10 gigabit backbone with gigabit copper connections to servers/desktops. The fiber connection to our district is based in the Middle School Library and leased through Time-Warner. The fiber connection to our Cohocton Elementary School offers reliable, high-speed access to campus resources while saving on hardware costs. Likewise, the fiber connection to our transportation department allows high-speed access to a web-based transportation routing application and the student records database. The wireless infrastructure consists of Meru APs running 802.11ac with at least one AP in each classroom and multiple APs in large instruction locations and outdoors near sports fields.
5. Wide-Area Network Infrastructure - 200 mbs fiber. (Time-Warner contracted through LakeNET of Edutech). Students and teachers benefit from rapid internet searching and downloads, streaming video and audio, and distance learning, allowing more time spent learning rather than waiting for information on congested links. Remote access to school resources is available through Edutech's Cisco VPN solution. This allows some staff the flexibility to work from home.
6. Internet Service Provider - Time-Warner contracted through Edutech provides reliable, managed services resulting in high up time.
7. District Web Site - Contracted through rSchool Today (as of March 2015). Emphasis on ease of communication with community, social media, and mobile devices, the new website will enhance communication and collaboration with our community and parents. Teachers can create web pages on Google Sites linked to the our new website. The district internet web site (<http://www.wccsk12.org>) provides a wealth of school information to the community and parents.
8. Email Services-G Suite for Education. Message archiving for 6 years is deployed via GFI and Google Vault.
9. Internet Filter - GoGuardian and iBoss for Student Chromebooks, and iBoss for staff Chromebooks and Windows based PCs; iBoss is contracted through Edutech. With a district-controlled internet filter we are able to customize the configuration to allow teachers the freedom they need to efficiently search the internet for learning resources, while preventing students from visiting inappropriate sites.
10. Wireless Voice/Data Services - District administrators are able to work more effectively by being able to communicate anytime, anyplace via voice or email.
11. Office Automation - Microsoft Office 2016, G Suite for Education (formerly Google Apps for

Education).

12. Desktop Platform - Windows 10 Professional/Enterprise
13. Wireless Devices - Chromebooks, laptops, HP tablets, Surface Pro's, Nooks, Kindles, iPads and Androids
14. SPAM Filter - Integrated into G Suite for Education.

Ethernet and Coaxial Cabling:

Singlemode fiber optic cable is installed as the backbone cable between distribution racks.

A plenum CAT 5e or CAT 6-cable is installed for each data drop. All network drop locations are less than 300 feet from each patch panel and workstation outlets. The basic design is for 5 network drops to each classroom and 2 network drops to each office.

An underground conduit with network and coaxial cabling was installed from the K12 building to the bus garage.

Server Security

The servers and all networked computers are protected daily against virus attacks through software called AVAST! Antivirus for the PC platform.

Windows Critical Updates and Windows patches are automatically distributed daily to all networked computers to prevent any virus/malware attacks.

WCCS is running Windows 10 and Chrome OS as the standard operating systems.

Imaging computers with Microsoft Windows ImageX/PE software creates standard program images.

iBoss is a software application provided by BOCES Edutech, to secure our internet against inappropriate use.

GoGuardian is a software application that helps schools easily manage Chromebooks, protects students online, and assists teachers in teaching more efficiently.

Backup is done through snapshots which run daily on servers and every 2 hours on user data. Snapshots are stored on the Netapp F2520 and mirrored to the F2040 in Cohocton every night. Cohocton user data is mirrored to the F2520 in Wayland every night. Server backups are saved for 1 week. Data backups are saved for 3 months.

G Suite for Education has unlimited cloud storage for all staff and students.

Software purchased is secured in the IT Dept main office. All software must have a current license to be used on district computer equipment. Users may borrow certain software for installation on home computers if the license permits.

All labs, mobile carts, libraries, offices and classrooms are locked when not in use.

Identity Protection

Data is secured on the networks through Active Directory/G Suite for Education accounts and passwords .

Copies of all network passwords are kept secured in a database with the IT Dept and changed periodically. A copy is also kept in the Superintendent's vault.

Disaster Recovery

In the event of a disaster within any Wayland-Cohocton School Building, a formal plan has been created which provides for a comprehensive and systematic approach to protect and recover academic and business critical applications and vital data to ensure the shortest amount of downtime.

Chapter 6

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Budget

Funding Strategy

The district technology budget provides funds seamlessly to integrate effective instructional technology designed to enhance student engagement, transform teaching and increase student learning. This projection also includes replacement of servers/network hardware and software necessary to maintain the district infrastructure to a high standard. Additional funds are annually budgeted for specific hardware/software requests from end users.

Historical data from previous school budgets helps predict what budgetary monies are needed for future expenses. The budget and the NYS SMART Bond Act funds allocated to Wayland-Cohocton provide resources to cyclically replace computers and software in classrooms, labs, and libraries based on an annually updated projection plans. Capital Projects, Wind Pilot Funds, and Corning Community College (CCC) Funds have allowed WCCS to secure additional technologies.

A yearly replacement plan bases its acquisitions on:

- Review of technology plan to link purchases to the district’s budget and Smart Schools Investment Plan (SSIP) for funding.
- An “as-needed” basis, the District may also choose to purchase software and hardware through BOCES co-service contracts.
- Obtain grants for funding of hardware, training and implementation of technology by staff and administration.

The Board of Education and Administration has made conscious efforts to support technology allocations. Their intent is to continue support even in the event of a contingency budget. The Board recognizes the need for these monies as teaching aids for teachers, tools of the trade for administrative, management and support staff, and especially, as learning tools for students.

Budget Plan

The IT Dept will prepare an annual budget recommendation with input from ILC/PDC. This recommendation will be reviewed by the District administrative team as a part of their budget planning and submitted to the Superintendent. The budget plan will seek to provide a multiyear plan that implements the needs identified in the assessment. The budget is strategically supported by careful aligned planning with our SSIP to ensure appropriate instructional technology equipment, digital infrastructure and professional development are in place and maintained.

The District maintains an extensive replacement plan for all areas of technology and this replacement plan was used in developing the SSIP plan. We look at how best to leverage state aided hardware funds, BOCES aid on technology purchases, SSIP funds, and maintaining a consistent overall technology budget amount supported by all district technology funds. District funds will ensure the maintenance of our 1:1 devices.

The District's budget covers professional development, technical support, repair and maintenance, internet, and wireless costs, and will continue to be funded from the District's budget. Other funding sources the District has identified to sustain our investment in technology are Federal E-Rate funding, NYS Title grants, capital improvement projects, and other state/federal/private technology grants as they become available.

The Wayland-Cohocton School district maintains an inventory acquisition/disposition database that is audited annually. All devices are tagged, recorded, and managed in conjunction with our help desk ticket system. Quotes and packing slips are kept with a copy of the district PO. Staff members that have mobile technology assigned to them are required to sign an Chromebook Acceptable Use Policy and Implementation Guide for each device with the serial number and asset tag noted on the sheet, and kept on file. As devices are assigned to students, students and parents/guardians will be required to sign a Chromebook Acceptable Use Policy and Implementation Guide for the device, and kept on file. Chromebook use and care are reviewed with students and staff. All mobile devices are accounted for at the end of the school year.

IT support personnel maintain devices in good working order, track damages, facilitate repairs, and support distribution and collection.

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[**Appendix C Chromebook Acceptable Use Policy for Students**](#)

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[**Appendix E Chromebook Acceptable Use Policy for Non-Students**](#)

[**Appendix F Printer Policy**](#)

[**Appendix G Internet Safety Policy**](#)

[**Appendix H ISTE National Ed Technology Standards for Students**](#)

[**Appendix I ISTE National Ed Technology Standards for Teachers**](#)

[**Appendix J ISTE National Ed Technology Standards for Admins**](#)

[**Appendix K Final SMART School Investment Plan \(SSIP\) Overview**](#)

Appendix A Student Objective Charts

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K-4 Student Objective Chart

Grade K

| Topic | Skills | Approximate Weeks of Study |
|---------------------------------|---|----------------------------|
| General Technological Awareness | *The student can identify the components and terminology pertaining to computer devices | 2 |
| | *The student can properly log in/ log out/shut down a computer. | 2 |
| | *The student can use proper computer etiquette/follow AUP. | 2 |
| | *The student can use mouse/touchpad/screen/stylus | 2 |
| Keyboarding | *The student can identify and use letter and number keys. | all year |
| | *The student can use the spacebar and delete/backspace keys. | all year |
| Digital Citizenship | *Student will be safe using technology | all year |
| | *Understand the difference between our filter and no filter at home. | all year |
| | *Bullying prevention | all year |
| Internet Curriculum | *Web based sites used for testing, English and Math | all year |
| Word Processing | *Teaching basics of word processing skills | all year |

Grade 1

| Topic | Skills | Approximate Weeks of Study |
|---------------------------------|---|----------------------------|
| General Technological Awareness | *The student can identify the components and terminology pertaining to computer devices | 1 |
| | *The student can properly log in/ log out/shutdown a computer. | 1 |

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| | | |
|---------------------|--|----------|
| | *The student can use proper computer etiquette/follow AUP. | 1 |
| | *The student can use mouse/touchpad/screen/stylus and explain how it works. | 1 |
| Keyboarding | *The student can identify and use letter and number keys. | all year |
| | *The student can use the spacebar and delete/backspace/shift/punctuation keys. | all year |
| Digital Citizenship | *Student will be safe using technology | all year |
| | *Understand the difference between our filter and no filter at home. | all year |
| | *Bullying prevention | all year |
| Internet Curriculum | *Web based sites used for testing, English, and Math | all year |
| Word Processing | *Teaching basics of word processing skills | all year |

Grade 2

| Topic | Skills | Approximate Weeks of Study |
|---------------------------------|---|----------------------------|
| General Technological Awareness | *The student can identify the components and terminology pertaining to computer devices | 1 |
| | *The student can properly login/logout/shutdown a computer. | 1 |
| | *The student can use proper computer etiquette/follow AUP. | 1 |
| | *The student can use mouse/touchpad/screen/stylus and explain how it works. | 1 |
| Keyboarding | *The student can identify and use letter and number keys. | all year |
| | *The student can use the spacebar and delete/backspace/shift/punctuation keys. | all year |
| | *Introduce Type to Learn | all year |
| Digital Citizenship | *Student will be safe using technology | all year |

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| | | |
|---------------------|--|----------|
| | *Understand the difference between our filter and no filter at home. | all year |
| | *Bullying prevention | all year |
| Internet Curriculum | *Web based sites used for testing, English, and Math | all year |
| | *Teaching search engines and navigate the internet | all year |
| Word Processing | *Teaching basics of word processing skills and presentation software | all year |
| Communication | *Digital presentation to class | all year |

Grade 3

| Topic | Skills | Approximate Weeks of Study |
|---------------------------------|---|----------------------------|
| General Technological Awareness | *The student can identify the components and terminology pertaining to computer devices | 1 |
| | *The student can properly log in/log out/shutdown a computer. | 1 |
| | *The student can use proper computer etiquette/follow AUP. | 1 |
| | *The student can use mouse/touchpad/screen/stylus and explain how it works. | 1 |
| Keyboarding | *The student can identify and use letter and number keys. | all year |
| | *The student can use the spacebar and delete/backspace/shift/punctuation keys. | all year |
| | *Type to Learn | all year |
| Digital Citizenship | *Student will be safe using technology | all year |
| | *Understand the difference between our filter and no filter at home. | all year |
| | *Bullying prevention | all year |
| Internet Curriculum | *Web based sites used for testing, English, and Math | all year |
| | *Teaching search engines and navigate the internet | all year |

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| | | |
|-----------------|--|----------|
| Word Processing | *Teaching basics of word processing skills and presentation software | all year |
| | *Effective input of text, data and clipart/pictures | all year |
| Communication | *Digital presentation to class | all year |

Grade 4

| Topic | Skills | Approximate Weeks of Study |
|---------------------------------|---|----------------------------|
| General Technological Awareness | *The student can identify the components and terminology pertaining to computer devices | 1 |
| | *The student can properly login/logout/shutdown a computer. | 1 |
| | *The student can use proper computer etiquette/follow AUP. | 1 |
| | *The student can use mouse/touchpad/screen/stylus and explain how it works. | 1 |
| Keyboarding | *The student can identify and use letter and number keys. | all year |
| | *The student can use the spacebar and delete/backspace/shift/punctuation keys. | all year |
| | *Type to Learn | all year |
| Digital Citizenship | *Student will be safe using technology | all year |
| | *Understand the difference between our filter and no filter at home. | all year |
| | *Bullying prevention | all year |
| Internet Curriculum | *Web based sites used for testing, English, and Math | all year |
| | *Teaching search engines and navigate the internet | all year |
| Word Processing | *Teaching basics of word processing skills and presentation software | all year |
| | *Effective input of text, data and clipart/pictures | all year |
| Communication | *Digital presentation to class | all year |

**WAYLAND-COHOCTON SCHOOL DISTRICT
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|------------------------------------|
| 5-8 Student Objective Chart |
|------------------------------------|

Upon conclusion of the grade level, the student will be able to accomplish the following tasks at the following levels:

E = exploring W = working P = proficient

| Objective | 5 | 6 | 7 | 8 |
|---|---|---|---|---|
| Improve keyboarding proficiency, increase WPM. | W | P | P | P |
| Use advanced formatting techniques: fonts, sizing, cutting, pasting, alignment, and spacing. | E | W | W | P |
| Use advanced formatting techniques, incl. columns, merging. | | | | E |
| Use multi-tasking to import files such as pictures. | | E | E | W |
| Use search tools to locate specific information from Internet and multimedia reference tools. | E | W | P | P |
| Use terms, symbols, and other advanced techniques to restrict information searches. | | | E | E |
| Use Follett Destiny to access WCCS library card catalog. | E | W | W | P |
| Use Follett Destiny to search other library holdings. Use interlibrary loan offerings. | | | | E |
| Access and use access various media. | E | E | W | W |
| Explore uses of technology in a variety of careers. | E | E | E | E |
| Evaluate information sources for completeness and reliability. | E | E | W | W |
| Use word processing to produce a document. | E | W | P | P |
| Use a desktop publishing program to produce at least one "non-essay" type document. | E | W | W | P |
| Create and use a database. | E | W | W | W |
| Create and use a spreadsheet to solve problems. | E | E | W | W |

| Objective | 5 | 6 | 7 | 8 |
|--|---|---|---|---|
| Use a spreadsheet to produce charts and graphs. | E | E | W | W |
| Use an online program to apply knowledge gleaned from instruction. | E | E | E | P |

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| | | | | |
|---|---|---|---|---|
| Use flowcharts to illustrate a series of steps leading up to a final product. | E | E | W | W |
| Use spreadsheet programming to perform student generated calculations. | | E | E | W |
| Manipulate objects and text on interactive devices. | E | E | W | W |
| Digital Citizenship continued | E | E | W | W |
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**WAYLAND-COHOCTON SCHOOL DISTRICT
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|-------------------------------------|
| 9-12 Student Objective Chart |
|-------------------------------------|

Upon conclusion of the grade level, the student will be able to accomplish the following tasks at the following levels:

E = exploring W = working P = proficient

| Objective | 9 | 10 | 11 | 12 |
|---|----------|-----------|-----------|-----------|
| Use advanced formatting techniques, including columns, merging cells, and tables. | W | W | P | P |
| Use multi-tasking to import files such as pictures, and databases from other sources. | W | W | P | P |
| Use search strategies to locate specific information from the Internet, including Keyword and Boolean strategies. | W | P | P | P |
| Use technology to effectively deal with information in problem solving and decision making situation. | W | W | W | P |
| Use technology for information gathering, organizing and multimedia publishing. | W | W | W | P |
| Use technology to validate information by accessing, researching, and comparing data from multiple sources. | W | W | W | P |
| Use Follett Destiny to access WCCS library card catalog. | E | W | W | P |
| Use interactive virtual environments and media to effectively work with information. | P | P | P | P |
| Explore uses of technology in a variety of careers. | E | E | E | E |
| Use proper email etiquette | P | P | P | P |
| Ability to choose the appropriate software application to complete assignments. | W | W | P | P |
| Use a desktop publishing program to produce at least one “non-essay” type document. | W | W | W | P |
| Create and use a database spreadsheet. | E | W | W | P |
| Use graphic organizers leading to a final project | E | E | E | E |
| Create multimedia projects containing text, graphics, sound and movies. | E/W | W | P | P |
| Explore new technologies and continue discussions of digital citizenship | E | E | W | W |
| Manipulate objects and text on interactive systems | P | P | P | P |

Appendix B Internet Acceptable Use Policy (AUP) for Students

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Wayland-Cohocton Central School District Acceptable Use Policy and Rules for Technology Access

Introduction

The Wayland-Cohocton Central School District (WCCS) uses technology as a way of enhancing our mission to teach the skills, knowledge and behaviors students will need as responsible, productive and contributing citizens in a global community. In developing 21st Century technology skills, students learn collaboration, communication, creativity, and critical thinking throughout the school day. WCCS strives to provide up-to-date technology resources in a safe and secure environment to all students in the pursuit of innovative learning opportunities and in the development of lifelong learners.

This Acceptable Use Policy (AUP) and Rules for Technology Access (Rules) outline the guidelines and behaviors that all students are expected to follow when using school technology resources or when using personally-owned devices on the school campus. In that regard, students and parents must be aware that:

- The WCCS network is intended for educational purposes.
- All activity over the network or using district technologies is not private and may be accessed, reviewed, monitored and retained by the district and its representatives.
- Access to online content via the network may be restricted in accordance with our school policies and internet filtering required by federal regulations under the Children's Internet Protection Act (CIPA).
- The same guidelines for good behavior and respectful conduct offline also apply to online activities.
- Misuse of school resources can result in disciplinary action and/or loss of technology privileges.
- WCCS makes a reasonable effort to generally ensure students' safety and security online, but cannot monitor or be held accountable for individual student use of school technology resources – as it is not feasible to monitor all student use at all times.
- Users of the district network or other technologies are expected to alert a teacher or other staff member immediately of any concerns for safety or security.

Technology Resources Covered

WCCS may offer the privilege of Internet access, desktop computers, mobile computers or devices, whiteboards, videoconferencing capabilities, online collaboration capabilities, internet forums, email, and other forms of electronic technology and communication to students. This Acceptable Use Policy and the Rules apply to school-owned technology resources and the use of the WCCS network at any time, the use of the WCCS Internet connection, and/or the use of private networks and internet connections with or through school-owned technology. This Acceptable Use Policy and the Rules also apply to privately-owned devices accessing the WCCS network, the WCCS Internet connection, and/or private networks and internet connections while on school property. The Policies and Rules outlined in this document apply to all available technologies now and into the future, not just those specifically listed or currently available.

Usage Policies

All technology resources provided by the district are intended for educational purposes. All student users are expected to use good judgment and to follow the specifics as well as the spirit of this document: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; ask if you don't know or are unsure if a particular technology is permissible.

Web Access

WCCS offers its student users the privilege of access to the Internet, including web sites, resources, content, and online tools subject to this AUP and Rules. Access to the Internet will be restricted as required to comply with CIPA regulations and school policies. Web browsing may be reviewed and monitored, and web activity records may be retained indefinitely. 1:1

Students are expected to respect the web filter as a safety precaution, and shall not attempt to circumvent the web filter when browsing the Internet. If a user believes a site is unnecessarily blocked, the user should request a website review through a Faculty/Staff member for a final decision by the WCCS Information Technology (IT) Department.

Email

WCCS may provide student users with the privilege of email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, the account(s) should be used with care and are subject to this AUP and Rules. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origins; should use appropriate language; and should only communicate with other people as allowed by the District policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be reviewed, monitored and archived.

Social / Web 2.0 / Collaborative Content

Recognizing the benefits that collaboration brings to education, WCCS may provide student users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users subject to this AUP and these Rules. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally identifying information online.

Mobile Devices Policy

WCCS may provide student users with mobile computers or other devices to promote learning outside of the classroom. Users are subject to this AUP and these Rules, and for Chromebook users the 1:1 Chromebook Policy and Guidelines, when using school devices off the school network as well as on the school network. Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should immediately report any loss, damage, or malfunction to the IT Department. Users may be financially responsible for any damage resulting from negligence or misuse.

Personally-Owned Devices Policy

Student personally owned electronic devices are allowed/disallowed as follows (referenced in Student Handbooks):

- Wayland Elementary School – devices must be turned off and put away during school hours
 - Cohocton Elementary School - devices must be turned off and put away during school hours
 - Wayland-Cohocton Middle School - devices must be turned off and put away during school hours
- Wayland-Cohocton High School – devices may be carried and used in the Cafeteria, Study Halls and Hallways.
Use of devices in a classroom will be at the discretion of the teacher.
Devices must be in silent mode to avoid disrupting others.

WCCS is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school. WCCS reserves the right to monitor, inspect, and/or confiscate personal technology when administration has reasonable suspicion to believe that a violation of school policy or criminal law has occurred. WCCS prohibits use of personal technology in places where a person would reasonably expect some degree of personal privacy, such as bathrooms, lavatories, locker rooms and changing areas.

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A secure Guest Network may be provided for personally-owned devices in the future. An addendum to this Policy titled *Bring-Your-Own-Device (BYOD) Responsible Use Guidelines and Authorized Signature Form* will be distributed at that time.

Security

Student users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a district-provided computer or mobile device you are using might be infected with malicious software (e.g., virus, spyware, malware, adware, etc.), you must cease using it and immediately notify the IT Department. Do not attempt to remove the malicious software yourself or download any programs to help remove it.

Software Downloads

Student users should not download or attempt to download or install software programs through the school network or on school technology resources without express permission from the IT staff. You may be able to download other file types, such as images or videos. For the security of our network, download such files only from reputable sites, and only for educational purposes.

Student users 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 create by federal and state law.

Plagiarism/Copyright

Student users should not plagiarize content, including words or images, from the Internet, or use content as their own without properly citing or, if appropriate, obtaining the consent of the original creator or the owner. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted through the Internet should be appropriately cited, giving credit to the original author. Student work may be checked for potential plagiarism.

All communications and information accessible via the District Network and Internet access should be assumed to be subject to copyright, patent and trademark laws, unless otherwise stated. Transmission of any material in violation of United States Federal or State regulations is strictly prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

Netiquette

Student users should always use the Internet, network resources, and online sites in a courteous and respectful manner in accordance with this AUP and Rules. Users should recognize that among the valuable content online there is also unverified, incorrect, or inappropriate content. Users should only use trusted sources when conducting research via the Internet.

Users should remember not to post anything online that they would not want other students, parents/guardians, teachers, or future colleges or employers to see. Once something is online, it is permanently out there, leaving a digital footprint that can be tracked, shared and spread in ways you never intended.

Personal Information

Student users should never share their or anyone else's personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings perceived anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Users should never agree to meet in person someone they meet online without parent/guardian permission. If you see a message, comment, image, or anything else online that makes you uncomfortable or concerned for your personal safety, bring it to the attention of an adult immediately (such as a teacher/staff member if you are at school; parent/guardian if you are using the device at home).

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber-stalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of frightening, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, may result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities may be reviewed, monitored and retained.

Social Media

Teachers may use classroom Social Media and Social Networking Sites (SNS) for instructional purposes such as district based teacher web pages, Edmodo, Schoology, blogs, wikis, etc. to communicate with students, to assign and collect student work, or to provide online feedback to students. An example of classroom use may be the creation of a forum for class discussion taking place in a password protected online environment. Students can interact with their peers and their teacher to discuss a current class topic, sharing what they have discovered on the internet and voicing their opinions.

Teachers can upload homework, post school notices, moderate discussions and share materials. These online portals develop writing skills, encourage research skills and promote intellectual discussion. The district may permit limited communication or contact between staff and students on non-district based SNS (i.e., Facebook, Twitter, etc.) with prior approval and authorization.

Examples of Acceptable Use

I will:

- Use school technology resources at appropriate times, in appropriate places, for school-related educational activities.
- Use only my district assigned username and password; and keep them confidential.
- Follow the same guidelines for good behavior and respectful conduct online that I am expected to follow offline.
- Treat school technology resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- Cite sources when using online sites and resources for research.
- Recognize that use of school technology resources is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school technology resources.

This is not intended to be a complete list. Student users should use their own good judgment when using school technology resources and ask if they have questions.

Examples of Unacceptable Use

I will not:

- Use school technology resources in a way that could be personally, emotionally or physically harmful to the student or others.
- Deface, damage, steal, destroy or otherwise misuse school technology resources, including computer/device hardware, peripherals or any components.
- Attempt to find or access inappropriate images or content; accessing or the intent to seek inappropriate images or content is a violation of this Acceptable Use Policy and these Rules.
- Create a personal mobile "hot-spot" or utilize a "proxy site" for the purpose of circumventing network safety measures and filtering tools.
- Create, distribute or deploy multi-user servers or gaming software on or within the WCCS network.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent or circumventing the school's safety measures and filtering tools; circumventing or the intent to circumvent safety measures and filtering tools are violations of this Acceptable Use Policy and these Rules.
- Use school technology resources to send spam or chain mail.
- Plagiarize content I find online.
- Post or otherwise disclose personally identifying information, about myself or others.
- Meet someone in person that I met online.
- Use language online that would be unacceptable in the classroom.
- Use school technology resources for personal business or illegal activities, or to pursue information on such activities.

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- Access or bring inappropriate material or content (including defamatory, abusive, obscene, vulgar, profane, offensive, threatening, sexually oriented, racially offensive or illegal material) on to school property.
- Attempt to hack or access sites, servers, or content that isn't intended for my use.

This is not intended to be a complete list. Student users should use their own good judgment when using school technology resources and ask if they have questions.

Parental Responsibility

Students who engage in unacceptable use may be subject to discipline under the District's Code of Conduct and Discipline Policy. 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.

No Expectation of Privacy

There can be, and there is, no expectation of privacy with respect to a student's use of the district's technology resources, including the district's network and Internet access. The District retains the right to review, monitor and retain information relating to student use of school technology resources as well as the district network and Internet access for any reason, including, to assure compliance with applicable laws, rules and regulations, as well as compliance with the Acceptable Use Policy and Rules for Technology Access. This includes accessing and reviewing current use, stored information, logs of incoming and outgoing information, communications using the district network and Internet access, and all of its content.

Limitation of Liability

WCCS will not be responsible for damage or harm to a student's personal technology devices, software or data, including but not limited to cell phones, smart phones, files, data, or hardware. WCCS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network or using the school Internet access.

Violations of the Acceptable Use Policy and/or Rules for Technology Access

Violations of this Policy and these Rules may have consequences, including but not limited to:

- Suspension of network, technology, or computer privileges;
- Notification to parents/guardians;
- Detention or suspension from school and school-related activities;
- Legal action and/or prosecution.

The district will generally follow a progressive discipline policy with respect to violations. However, the district reserves the right to deviate from progressive discipline based on the specific circumstances and/or seriousness of a violation. Consequences will carry over to the following school year when appropriate. The progressive discipline policy is as follows:

| | |
|--------------------|--|
| 1st Offense | Student will lose 3 weeks of internet privileges and the student's parent/guardian will be notified. |
| 2nd Offense | Student will lose an additional 7 weeks of internet privileges (a total of 10 weeks) the parent/guardian will be notified and an administrative meeting will be held for possible additional consequences. |
| 3rd Offense | Student will lose 1 semester (20 weeks) of internet privileges, the parent/guardian will be notified and an administrative meeting will be held for possible additional consequences. |
| 4th Offense | Student computer and internet privileges will be permanently terminated and the student's parent/guardian will be notified. |

*Parent or Guardian Permission
For Student Use of Technology Resources*

As the parent/guardian of the below named child, I acknowledge that I have read the Acceptable Use Policy and Rules for Technology Access. I understand that the District's technology resources, network and Internet access for students is designed for educational purposes. I also recognize that it is impossible for Wayland-Cohocton Central School District (WCCS) to prevent misuse of the District's technology resources, network and/or Internet by a student, including access to controversial or inappropriate materials. As a result, I will not hold the District, its employees or agents responsible for materials and/or information a student may obtain through the District's technology resources, network and/or Internet access.

I understand Internet access includes the WCCS in-house network, District provided Internet and email access for students. I further understand there can be, and there is, no expectation of privacy with respect to a student's use of the District's technology resources, including the District's network and Internet access. The District retains the right to review, monitor and retain information relating to student use of school technology resources as well as the District's network and Internet access for any reason, including, to assure compliance with applicable laws, rules and regulations, as well as compliance with the Acceptable Use Policy and Rules for Technology Access. This includes accessing and reviewing current use, stored information, logs of incoming and outgoing information, communications using the District network and Internet access, and all of its content.

I understand that if a student violates the Acceptable Use Policy and Rules for Technology Access he/she may be denied use of the Internet at school and may be subject to discipline under the District's discipline rules. Unless otherwise indicated below, I hereby give permission for my child to use District technology resources, use the District network and access the Internet while at school and certify that:

1. I discussed the Acceptable Use Policy and Rules for Technology Access with my child;
2. My child understands that he/she is responsible for appropriate use of this privilege and is aware of the consequences of inappropriate use;
3. The information set forth on this form is correct;
4. This permission is valid from the date set forth below until the student leaves the District schools or I revoke this permission by submitting a written notice of revocation to the student's building principal.

Student Technology User's Contract

I have read and I agree to follow the Policies and Rules set forth in the Acceptable Use Policy and Rules for Technology Access. I understand that this privilege may be revoked for any violation of the rules.

_____ Grade _____ Graduation Yr _____

Student's Signature

Please Print Student's Name _____ **Student ID#** _____

Parent/Guardian Permission Slip: Read carefully and sign. Please sign one permission slip for **each** one of your WCCS children.

Mark only one box below.

YES. I grant permission for my son/daughter to have access to the District's technology resources and Internet access. Students will receive both Internet access and school network access.

NO. I do not wish my son/daughter to have access to the District's technology resources and Internet access. Students will receive school network access.

Parent's/Guardian's Signature

Date

Appendix C Chromebook Acceptable Use Policy for Students

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Wayland-Cohocton Central School District Student 1:1 Chromebook Policy and Implementation Guide

The focus of providing 1-to-1 Chromebooks in the Wayland-Cohocton School District (WCCS) is to provide current tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated both on and off school grounds throughout the educational program. The individual use of Chromebooks is a way to empower students to maximize their full potential and to prepare them for post-secondary education and the modern workplace. As Chromebooks are the legal property of the District, this policy outlines procedures and policies for students' proper use and maintenance of the District's Chromebooks.

Distribution of Chromebook

The issuance of a District Chromebook to each student is a privilege, not a right, and may be revoked at any time. Parents/guardians and students must sign the Chromebook Contract & Release Form before Chromebooks can be issued to their child.

Chromebooks and other related related equipment are issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or a school issued calculator. Students are expected to keep track of and to care for this equipment for the time period it is issued to them. Students/families may be financially responsible for damaged or lost equipment. With Chromebooks being the legal property of the district, this policy outlines procedures and policies for families to protect the District's Chromebook investment. The distribution of a District Chromebook to each student is a privilege, not a right, and may be revoked at any time.

Chromebooks will be collected at the end of each school year. Instructions for such will be given at a later date that time. Students leaving the District must return Chromebooks to the Information Technology Department (IT Department). Any Chromebook that is not returned without reasonable explanation will be considered stolen property, and law enforcement will be notified. In addition, students will be charged for the value of unreturned items.

Acceptable Use Policy

All WCCS users must comply with the Wayland-Cohocton Central School District Acceptable Use Policy and Rules for Technology Access (AUP), and the 1:1 Chromebook Policy and Implementation Guide, and the Contract & Release Form Parent/Student Agreement form, which you the student and your parent/guardians must sign. Any failure to comply may bring result in disciplinary action and/or immediate loss ly end your right of possession.

No Expectation of Privacy

There can be, and there is, no expectation of privacy with respect to a student's use of the District's technology resources. The District reserves the right to, without notice or consent, access, review, monitor and retain information relating to student use of District owned Chromebooks as well as the District network and Internet access, for any reason, including, but not limited to,: accessing stored information, reviewing logs of incoming and outgoing information and messages, as well as the content of that information, and to assure compliance with applicable laws, rules, and regulations and policies.

Appropriate Use

Chromebooks and other District technology are to be used for District educational purposes. Teachers may set additional requirements for Chromebook use in their classroom.

Liability

If the property Chromebook and related items are is not returned, or is intentionally damaged, the student is responsible for the cost of repair or the replacement value on the date of the loss. In the case of theft, a police report must be filed within 48 hours and provided to the school, the building principal and the IT Department. Failure to report the theft to the proper staff and follow the proper filing procedure will result in a full replacement cost to the student. If the Chromebook is lost because of negligence or intentional conduct, the student is responsible for the full replacement cost of the Chromebook and/or related items. If the Chromebook and related items are negligently or intentionally damaged, the student is responsible for the cost of repair or the replacement cost. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws.

Loss of Privileges

Failure to fully comply with all terms of this agreement Policy and the Student 1:1 Chromebook Contract & Release Form may result in the confiscation/loss of the Chromebook and/or disciplinary action by the District at any time. Unsupervised Chromebooks will be confiscated by staff. Disciplinary action may also be taken for leaving your if a student leaves his/her Chromebook in an unsupervised location. The District also reserves the right to revoke any or all students' Chromebook rights, at any time, in its sole discretion.

Scheduled and Unscheduled Evaluations/Inspections

Spot inspections of the Chromebooks will occur regularly by technical support staff on a scheduled or unscheduled basis. Some of the inspections will be scheduled through email and others will take place via remote connection to the Chromebook. Students with damaged Chromebooks who fail to report the damage will be subject to fines and to discipline. Students with inappropriate content or programs will be subject to loss of use and/or discipline and may also be fined.

Chromebook Use and Care

1. Students are responsible for charging the Chromebook battery each day.
2. Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
3. Always carry your Chromebook in the District provided Chromebook case.
4. When moving the Chromebook use two hands. Do not pick it up by the screen.
5. When placing your Chromebook on a table or desk, gently position it on the surface. Do not slam/swing the Chromebook onto the surface. Center the Chromebook on desks or tables to avoid it being bumped and falling to the floor.
6. Close the Chromebook lid whenever you are not using it, or if you are moving it around.
7. When moving between classes, put your Chromebook on Standby.
8. Use caution when carrying your Chromebook in a crowded hallway.
9. When placing your Chromebook in a locker, hang it in the carrying case on a coat hook. Never pile items on top of your Chromebook. Although the cases are padded to help protect the Chromebooks, they are not guaranteed to prevent damage.
10. Keep food, drinks, lotions and other harmful materials away from Chromebooks.
11. Never leave the Chromebook unattended in the hallway or any other public space.
12. Use your Chromebook on a table. Do not use it on the floor or other unstable surface.
13. When leaving for the day, completely shut down your Chromebook.
14. If at all possible, do not leave your Chromebook in the car. If you must leave it, lock it in the trunk or somewhere out of view.
15. Protect your Chromebook from exposure to extreme heat or cold. This includes in a vehicle.

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16. Clean the screen with a soft, dry antistatic, or microfiber cloth. Do not use window cleaner or any type of liquid on the Chromebook. You can also use pre-moistened eyeglass lens cleaning tissues to clean the screen.
17. Students are prohibited from:
 - a. Putting stickers on the Chromebooks, cases, batteries, or chargers.
 - b. Defacing WCCS issued equipment in any way. This includes but is not limited to marking, painting, drawing or marring any surface of the Chromebook or any stitching on the case. If such action occurs, the student will be fined and have to pay the cost of repair.

Chromebook User Guidelines

A student, in whose name a Chromebook is issued, will be responsible at all times for its appropriate educational use.

1. Teachers/Staff/Parents are responsible for should monitoring student/child use and care of the Chromebook. However, the District understands that it is impossible to monitor student/child use at all times.
2. Students may only log in under their assigned user name. Students may not share their password with other students.
3. District web filters are active at home, just as they are at school.
4. Students who identify or know about a security problem are expected to convey must immediately report the details to their teacher and/or IT Department without discussing it with other students.
5. Students are expected to notify a staff member immediately if they come across information, images or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
6. Students may not loan the Chromebook or its components to others, including other students, for any reason at any time. Students who do so are responsible for any loss.
7. All students have access to their Google drive on which to store data.

Google Apps for Education

Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools designed specifically for educational institutions. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms.

Web Apps and Extensions

Students are not allowed to install Chrome web apps and extensions from the Chrome Web Store without permission from the teacher.

Email

Email is to be used as a communication tool for school. One of the most common violations of the Acceptable Use guidelines by students is the sending of social or non-school related email.

- Email should be used for educational purposes only.
- All email and all contents are property of the District.
- Email transmissions, stored data, transmitted data, or any other use of online services by students, employees or other users is not private or confidential and may be accessed, monitored and reviewed by staff at any time for any reason, including to ensure appropriate use.
- Classroom-based compliance checks may be conducted at any time. This means that teachers can check your email.

Music/Movies/Games

Listening to music, watching movies or using games on your Chromebook is not allowed on the Chromebook during school hours without permission from the teacher.

Messaging

Messaging is not allowed during school hours without permission from the teacher. Permission will be given only for messaging that is useful in completing a school assignment. All communication must be related to the school assignment.

Chromebook Security

Two primary forms of security exist:

§ *Desktop Security*

Security is in place on the desktop to prevent and/or track certain activities. These include downloading or installing software on the Chromebooks, removing software, changing system settings, etc.

§ *Filtering/Monitoring Software*

WCCS maintains an Internet filtering/monitoring solution. This program automatically filters all student access to the Internet and monitors student activities on the computer both in school and at home. Please note, however, that there is no better security tool than an involved adult!

Damaged Equipment

§ *Repairs*

Occasionally, unexpected problems do occur with the Chromebooks that are not the fault of the user (computer crashes, software errors, etc.). The IT Department is prepared to assist students in resolving these issues; remedied at no cost.

§ *Loaner Chromebooks – “Hot Swaps”*

Temporary replacements, known as a Hot Swaps, are also available in the IT Department so that student learning is not disrupted by the repair process. Students are responsible for the care of the Sswap while it is issued to them. All of the same rules and regulations apply to Sswap computers, and students are expected to treat them as if they were their own. Students are required to save to their Google Drive in case they need to be issued a Swap.

§ *Accidental Damage vs. Negligence/Intentional Damage*

Accidents do happen. There is a difference, however, between an accident and negligence or intentional damage. The price that the District paid for the Chromebook includes: the Chromebook, case, charger and warranty. The Chromebook warranty will cover hardware failure that might occur through no fault of the student. After investigation by school administration, if the Chromebook is deemed to be intentionally or negligently damaged by the student, the student may be subject to discipline and/or the cost of repair or replacement. No Swap will be provided.

Lost or Stolen Equipment

In this section, “equipment” refers to Chromebooks, chargers and cases. Chromebooks and other equipment are issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or a school issued calculator. Students are expected to keep track of and to care for this equipment for the time period it is issued to them. Students/families may be financially responsible for damaged or lost equipment.

§ *Lost Equipment*

Reporting Process

If any equipment (the Chromebook, case or charger) is lost, the student or parent/guardian must report it to the school immediately, but no later than one school day after the loss. Students can let a teacher, administrator and/or IT Department know, and the staff member will assist him/her.

Financial Responsibility

The circumstances of each situation involving lost equipment will be investigated individually.

§ *Stolen Equipment*

Student Safety

Student safety always comes first. If a student is faced with an unsafe situation, such as theft, the student is advised to let the assailant have the equipment and to then immediately contact the police. For more information about child safety, go to <http://www.safekids.org/>.

Reporting Process

If any equipment is reported as stolen, a police report must be filed within 48 hours and a copy of the report must be immediately provided to the building principal or to the IT Department Director by the student or parent/guardian. Failure to timely report the theft to the proper staff and follow the proper filing procedure will result in the full replacement cost being charged to the student. In addition, if there is not clear evidence of theft, or the equipment

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has been lost due to student negligence or intentional conduct, the student and parent/guardian will be responsible for the full cost of replacing the item(s).

Financial Responsibility

The circumstances of each situation involving stolen equipment will be investigated individually.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws.

Fees and Repair Costs

- Students are expected to keep the Chromebooks in good condition.
- Students are expected to report any damage or malfunctions to their Chromebook as soon as possible. This means no later than the next school day. Students with damaged or malfunctioning Chromebooks who fail to timely report damage or malfunctions may be subject to loss of use, charges for damages, and/or discipline. Students who fail to report damage or abuse will be subject to replacement costs.

Damage and Replacement Cost List - for negligent or intentional damage or loss

Estimated Damage Fines Cost

- **Lost/Damaged Case \$20.00**
- **Unreported Lost/Stolen Chromebook \$200.00**
- **Intentional Cosmetic Damage \$15.00 up to the full cost of item**

Estimated Damage FinesCost

- **Cracked Screen \$35.00**
- **Broken Latch \$25.00**
- **Broken Chassis \$25.00**
- **Broken Keyboard \$25.00**
- **Broken or Missing Keys \$15.00-\$25.00**

Estimated Item Replacement Cost

- **Chromebook Case \$20.00**
- **Power Charger Cord \$28.00**
- **Chromebook \$200.00**
- **Full Package \$250.00**

Technology DisciplineConsequences

The discipline policies have been revised to encompass the one-to-one environment. The privilege of having a computer comes with a new set of responsibilities and new consequences.

Violations of this 1:1 Chromebook Policy may have consequences, including but not limited to:

- Notification to parents/guardians;
- Suspension of network, technology, or Chromebook privileges;
- Complete loss of Chromebook;
- Notification to parents/guardians;
- Detention or suspension from school and school-related activities; and/or
- Complete loss of Chromebook.
- Legal action and/or prosecution.

The District will follow a progressive discipline. Please also refer to the discipline provisions policy found in WCCS Acceptable Use Policy and Rules for Technology Access with respect to violations.

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Student Chromebook Contract & Release Form

This form must be filled out and returned after reading the policy.

I have read and understand the WCCS Acceptable Use Policy and Rules for Technology Access and the 1:1 Chromebook Policy and Implementation Guide. I accept the responsibility to use the school's equipment and I will follow the rulesterms and conditions contained those documents. I will not release any personal information on the Internet. This includes, but is not limited to, my full name, address, telephone number, and credit card numbers. I understand that this privilege may be revoked for any violation of the rules.

Parent/Guardian Permission: Read carefully and sign one permission slip for each of your children.

| | | | |
|----|-----|----|---|
| 1. | Yes | No | I, the parent/guardian of the below signed student, have read the WCCS Acceptable Use Policy and Rules for Technology Access and the WCCS 1:1 Chromebook Policy and Implementation Guide and accept the terms and conditions contained in them. |
| 2. | Yes | No | I, the parent/guardian of the below signed student, grant permission for my son/daughter to have access to Google Apps for Education. |
| 3. | Yes | No | I, the parent/guardian of the below signed student, grant permission for my son/daughter to bring their District- issued Chromebook home. |

Students will receive a Gmail account for school use. Email accounts are provided for HS and MS students and can only be used within our School email domain. Email from outside the district is blocked for students.

| | |
|---------------------------|------|
| Parent/Guardian Signature | Date |
| Student Signature | Date |

| | |
|-----------------------------|-------|
| Please print student's name | Grade |
| | |

Chromebook Issued: _____(Tag #/SN)

Appendix D Internet Acceptable Use Policy (AUP) for Staff

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Wayland-Cohocton Central School District Acceptable Use Policy and Rules (AUP) for Technology Access for Non-Students

Introduction

The Wayland-Cohocton Central School District (WCCS) Information Technology Department Acceptable Use Policy and Rules for Technology Access for Non-Students exists to guide the conduct of the non-student when on a WCCS campus or using WCCS technology as it pertains to technology resources. It is not intended to replace in part, or in whole, pertinent New York or federal laws. Such laws include, but are not limited to the Family Educational Rights and Privacy Act (FERPA, 20 USC § 1232g); the Health Insurance Portability and Accountability Act (HIPAA, Pub.L. 104-191); the Children's Internet Protection Act (CIPA, 47 USC § 254); the Children's Online Privacy Protection Act (COPPA, 15 USC § 91); the New York State Penal Law, Article 156; the Public Records Law; the Digital Millennium Copyright Act; the Computer Fraud and Abuse Act of 1986 (CFAA, 18 USC § 1030); the Computer Abuse Amendments Act of 1994; or obscenity and child pornography laws; NYS Freedom of Information Law (FOIL, NY Pub. Off. Law § 84) and the Digital Millennium Copyright Act (DMCA, 17 USC § 1201). In the event that this Policy conflicts with any of the aforementioned statutes and regulations, that statute and/or regulation will control.

In the event that any handbook distributed by the District or one of the schools of the district conflicts with this AUP, this AUP will control.

Non-students with access to the District's network agree to comply with the WCCS Acceptable Use Policy and Rules for Technology Access with applicable state and federal laws dealing with appropriate, responsible and ethical use of information technology. Non-students include instructional and non-instructional staff, school administration, members of the Board of Education, vendors and other guest users. Students have their own Acceptable Use Policy binding their use of District technology and network.

It is the responsibility of the non-student to be aware of the existing policies and to adhere to their guidelines. Non-compliance is a serious breach of the Wayland-Cohocton Central School District's standards and may result in legal and/or disciplinary action for all staff, employees and students. This Acceptable Use Policy and Rules for Technology Access (AUP) outline the guidelines that all non-students are expected to follow when using school technology resources or when using personally-owned devices on the school campus.

It is a general policy that the network/Internet will be used in a responsible, efficient, ethical, and legal manner in accordance with the WCCS District Mission. The network is not a public access service or a public forum. Failure to adhere to the AUP may result in suspending or revoking the offender's privilege of access. Any adult who uses the WCCS network must sign the Contract at the end of this AUP before they are allowed to use the WCCS Networks.

Data Security Officer

The designated WCCS Data Security Officer is the Superintendent of WCCS. The role of the Officer is to monitor the District's data security program and to have oversight of compliance with regulations, security policies, standards and guidelines. The Officer is responsible for coordinating and executing the District's security program and functions as a technology liaison to the District's students and non-students. The Officer also ensures all non-students are educated as to how to operate technology effectively and within the policies of this AUP.

Technology Resources Covered

WCCS may offer the privilege of Internet access, desktop computers, mobile computers or devices, whiteboards, videoconferencing capabilities, online collaboration capabilities, Internet forums, email, and other forms of electronic technology and communication to non-students. This AUP applies to school-owned technology resources and the use of the WCCS network at any time, the use of the WCCS Internet connection, and/or the use of private networks and Internet connections with or through school-owned technology. This AUP also applies to privately-owned devices accessing the WCCS network, the WCCS Internet connection, and/or private networks and Internet connections while on school property. The Policies and Rules outlined in this document apply to all available technologies now and into the future, not just those specifically listed or currently available.

Usage Policies

All technology resources provided by the District are intended for educational purposes. Acceptable uses of the network are activities which support learning and teaching. Incidental personal use of electronic resources is permissible but must not adversely affect the performance of employee's official duties or the organization's work performance, must not be disruptive of co-workers or students, must be of limited duration and frequency, should be restricted to matters that cannot be addressed during non-duty hours, and must not violate any other provisions of this Policy. Incidental use may not jeopardize the safety, security, effectiveness or usefulness of the District's technology resources.

• User Accounts

All Accounts

The District grants the privilege of a network account to complete tasks related to their job responsibilities to, among others, faculty and staff, school administration, members of the Board of Education, vendors and other guest users. This account grants access to log into WCCS technology resources.

Each non-student will be given a username and will be prompted to change their initial password that meets the following minimum complexity requirements:

Password Requirements:

- ✓ Passwords cannot contain the user's account name or parts of the user's full name that exceed two consecutive characters.
- ✓ Passwords must be at least eight characters in length or the number of characters specified in the Minimum password length policy setting.
- ✓ Passwords must contain characters from at least three of the following four categories:
 - English uppercase alphabet characters (A–Z)
 - English lowercase alphabet characters (a–z)
 - Base 10 digits (0–9)
 - Non-alphanumeric characters (for example, !\$,%,)
 - Enforced by server policy, user passwords will expire every 90 days and must be changed.

Guest users

Guest users will be provided access to a guest wireless session for limited and filtered Internet access. Tampering with this filter in any way may result in immediate revocation of IT privileges and penalties.

Termination

When employment with WCCS terminates, or duties are changed, the user account must be deleted, disabled, or changed. The Administration must fill out an Employee Status Form for Leave of Absence, Transfer, Resignation, Retirement or Termination to be initiated by the Superintendent's Secretary. Upon termination of employment, departing employees are prohibited from archiving or removing electronic or written files without Information Technology Department or Administrative permission.

• Web Access

It should be assumed that all web browsing is monitored and reviewed at all times, and web activity records may be retained indefinitely. Browsing is a privilege subject to this AUP, and each and every web page visited must comply with the District's policies and rules.

Non-students are expected to respect the web filter as a safety precaution, and shall not attempt to circumvent the web filter when browsing the Internet. If a non-student believes a site is unnecessarily blocked, he or she may request a website review through the Information Technology Department, then sent for a final decision by the Data Security Officer.

• Email

Email Accounts

Upon employment, the Information Technology Department establishes email accounts for designated WCCS employees for use during active employment. After employment is terminated, the account is disabled from the email system at the direction of the Superintendent or his/her designee.

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Filtering

WCCS uses Google Mail (Gmail) which has comprehensive virus and spam filtering protection. WCCS accepts no responsibility for any damage caused to personal devices by receiving emails from our email system.

Personal Use

Incidental, personal use of the email system is permitted; however, the personal use must not interfere with the employee's work or the work of others, and must not be prohibited by this policy or any federal, state or local law, statute, ordinance, rule or regulation.

Public Records

Email which is created or received by a WCCS employee in connection with the transaction of official business of the WCCS will be considered a public record, property of WCCS, may be subject to inspection and/or copying in accordance with NYS FOIL. Email use on District property is not to be construed as private.

Archival and Retention

Retention of email messages are covered by the same retention schedules as records in other formats, but are of a similar program function or activity. Email shall be maintained in accordance with the NYS Records Retention and Disposition Schedule ED-1 as outlined in the Records Management Policy. Email records may consequently be deleted, purged or destroyed after they have been retained for the requisite time period established in the ED-1 schedule. All email sent and received to an employee's email account shall be archived by the District for a period of no less than six (6) years. This time period was determined based on the possibility of emails that are the official copy of a record according to schedule ED-1.

Prohibited Uses of Email

The WCCS email system shall not be used for any unauthorized purpose including, but not limited to:

- a. Sending solicitations including, but not limited to, advertising the sale or receipt of goods or services for personal gain or other commercial activities, which have not been approved by WCCS.
- b. Sending copies of documents in violation of copyright laws or licensing agreements.
- c. Sending information or material prohibited or restricted by government security laws or regulations.
- d. Sending information or material which adversely affects the WCCS ability to carry out its mission.
- e. Sending information or material which may be perceived as representing the WCCS official position on any matter when authority to disseminate such information has not been expressly granted.
- f. Sending confidential or proprietary information or data to persons not authorized to receive such information, either within or outside the WCCS.
- g. Sending messages or requesting information or material that is fraudulent, harassing, obscene, offensive, discriminatory, lewd, sexually suggestive, sexually explicit, pornographic, intimidating, defamatory, derogatory, violent or which contains profanity or vulgarity, regardless of intent. Among those which are considered offensive include, but are not limited to, messages containing jokes, slurs, epithets, pictures, caricatures, or other material demonstrating animosity, hatred, disdain or contempt for a person or group of people because of race, color, age, national origin, gender, religious or political beliefs, marital status, disability, sexual orientation or any other classification protected by law.
- h. Sending messages or requesting information reflecting or containing chain letters or any illegal activity, including, but not limited to gambling.
- i. Sending or requesting information or material that proselytizes or promotes a religious or political view, cause, position or action.
- j. Sending Spam. Spam is any unsolicited email message sent to a large number of people. Typically this includes cases where:
 - The recipient did not request the message.
 - The recipient does not know the sender.
 - Bulk mailing lists are used to send unsolicited marketing or sales information.

Sanctions

The Information Technology Department may report inappropriate use of email to the Superintendent, who will take appropriate disciplinary action. Violations may result in a loss of email use, access to the technology network and/or other disciplinary action. When applicable, law enforcement agencies or collective bargaining units may be involved.

Confidentiality Notice

Email messages sent from users of the WCCS email system adheres to the following disclaimer:

“Confidentiality Notice: The information contained in this electronic message is intended for the exclusive use of the individual or entity named above and may contain privileged or confidential information. If the reader of this message is not the intended recipient or the employee or agent responsible to deliver it to the intended recipient, you are hereby notified that dissemination, distribution or copying of this information is prohibited. If you have received this communication in error, please notify the sender immediately by telephone and destroy the copies you received.”

● Social Collaboration

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Recognizing the benefits that collaboration brings to education, WCCS may provide access to web sites or tools that allow communication, collaboration, sharing, and messaging among users subject to this AUP. Posts, chats, sharing, and messaging may be monitored. Non-students should be careful not to share anyone's personally identifiable information online (see below, "Personal Information")

- **Social Media**

Teachers may upload homework, post school notices, moderate discussions and share materials, with the understood prohibition against sharing any student's personally identifiable information.

Mobile Devices Policy

WCCS may provide non-students with District-owned mobile computers or other devices outside of the classroom. Users of those devices are subject to this AUP, the 1:1 Chromebook Policy and Guidelines, when using school devices off the school network as well as on the school network. Users of these devices are expected to treat these devices with extreme care and caution. Users of these devices should immediately report any loss, damage, or malfunction to the Information Technology Department; users of these devices may be financially responsible for any damage resulting from negligence or misuse.

Personally-Owned Devices Policy

WCCS does not allow personally owned devices on the District network.

Cell phones used by staff that access District email are expected to have lock codes enabled for security protection of school email/data. In order to access the WCCS wireless network, staff must comply with the AUP. If a cell phone is lost or stolen, the non-student is required to report the loss or theft to the Information Technology Department for school email/data deactivation.

WCCS is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school. Any purposeful interference on behalf of a student or a non-student with an investigation by the District into possible violations will be considered a violation of equal gravity.

Security

Non-students are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a District-provided computer or mobile device you are using might be infected with malicious software (e.g., virus, spyware, malware, adware, etc.), you must cease using it and immediately notify the Information Technology Department. Do not attempt to remove the malicious software yourself or download any programs to help remove it.

Software Downloads

Non-students should not download or attempt to download or install software programs through the school network or on school technology resources without express permission from the Information Technology Department staff. You may be able to download other file types, such as images or videos. For the security of our network, download such files only from reputable sites, and only for educational purposes.

Netiquette

Non-students should always use the Internet, network resources, and online sites in a manner that is in accordance with this AUP and Rules. The District has a right to place reasonable restrictions on the material accessed and posted by non-students through the system. Non-students may not use the network to offer, provide or advertise products or services through the network. Non-students may not use the network for gambling, and may only use the network for fundraising with express written permission from school administration.

Non-students should remember not to post anything online that they would not want others to see. Once something is online, permanence should be assumed, leaving a digital footprint that can be tracked, shared and spread in ways never intended.

Non-students are prohibited from knowingly transmitting or accessing, on or through the network, any material that is unlawful, profane, discriminatory, sexually oriented, obscene, threatening, abusive, harassing, libelous or hateful, or that encourages in any way conduct that would constitute a criminal offense, give rise to civil liability, or otherwise violate any local, state or Federal law. A limited exception

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will be made for accessing such material if it is for a legitimate educational purpose, and school administration must be notified in advance and be able to fully monitor such activity at will.

The District reserves the right to remove material protected by copyright, trademark, trade secret or any local, state or Federal law from the network.

Personal Information

In accordance with FERPA, HIPAA and NYS Education Law 2-d, regarding personally identifiable information (PII), staff should never disclose or share their own or anyone else's personal information, particularly students. No such information should be broadcasted or published in any way from the District network or devices. If there is a question as to whether sending communications would violate this mandate, consult the Information Technology Department immediately. PII includes:

- 1) Any phone number;
- 2) Address of individual or family;
- 3) Social security number or other identification number;
- 4) Date of birth;
- 5) Any health information, biometric record or information about medical care or treatment;
- 6) Any financial information; or
- 7) Anything that may be considered harmful or embarrassing to an individual if disclosed alone or in combination with certain other information. Users should recognize that communicating over the Internet brings perceived anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

No Expectation of Privacy

Data files and electronic storage areas shall remain District property. There can be, and there is, no expectation of privacy with respect to a non-student's use of the District's technology resources, including the District's network and Internet access. The District retains the right to review, monitor and retain information relating to staff use of school technology resources as well as the District network and Internet access for any reason, including, assuring compliance with applicable laws, rules and regulations, as well as compliance with the Acceptable Use Policy and Rules for Technology Access. This includes accessing and reviewing current use, stored information, logs of incoming and outgoing information, communications using the District network and Internet access, and all of its content. Assume at all times that the monitoring and review is occurring.

Limitation of Liability

WCCS will not be responsible for damage or harm to a staff's personal technology devices, software or data, including but not limited to cell phones, smart phones, files, data, or hardware. WCCS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network or using the school Internet access. The privilege of use may be revoked at any time by the District without notice, and the District is not responsible for data or information lost in this process.

Receipt of Acknowledgment

The below signature of acknowledgment is required by non-students to use the District's technology, including the network. The privilege of use may be revoked at any time by the District without notice, and the District is not responsible for data or information lost in this process.

By signing below, I hereby acknowledge receipt of the Wayland-Cohocton Central School District Staff Acceptable Use Policy and Rules for Technology Access. I understand it is my responsibility to review the Policy and Rules, and request any clarification needed from the Information Technology Department staff or the Data Security Officer.

By signing below, I agree to comply with this AUP. I understand that violation of any policies, procedures and standards shall be grounds for loss of access to technology resources and/or disciplinary proceedings.

I also understand this signed acknowledgment of receipt will be kept on record by the District; and for staff members, the acknowledgment will become a permanent part of personnel files, and a copy will be kept in the Information Technology Department for establishing staff user accounts.

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I acknowledge receipt of this AUP in hard copy form. In addition, I have access to District webpage link to Policies for Technology Use (<http://www.wccsk12.org/sites/wccsk12.org/files/files/AUPNon-Student.pdf>). I have read, understand and will abide by the policies stated in the Wayland-Cohocton Central School District Non-Student Acceptable Use Policy and Rules for Technology Access.

By signing below, I agree to **not give anyone else access** to the District's technology or network without their compliance with this AUP. I understand that failure to comply with these terms and conditions may result in the loss of my access to the network, and may result in imposition of penalties under local, state or Federal law, or under a collective bargaining agreement if involved. I agree to immediately report all student or non-student violations of the District's Information Technology policies to District officials and the Data Security Officer.

**Wayland-Cohocton Central School District
Acceptable Use Policy and Rules (AUP) for Technology Access
for Non-Students Contract**

AGREEMENT

I understand and will abide by the above terms and conditions for use of the District's technology and network. I understand that failure to comply with these terms and conditions may result in the loss of my access to the District's technology and network and may, in addition, result in the imposition of penalties under a collective bargaining agreement, if any, or federal, state or local law. **I shall report all violations of the District's policies to the Information Technology Department or the Superintendent.**

Print Name _____

Position Title/Building/Department _____

Principal/Supervisor _____

Non-Student Signature _____ Date _____

Appendix E Chromebook Acceptable Use Policy for Non-Students

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Wayland-Cohocton Central School District 1:1 Chromebook Policy and Implementation Guide for Non-Students

The focus of providing 1-to-1 Chromebooks for non-students in the Wayland-Cohocton School District (WCCS) is to provide current tools and resources to the 21st Century Educator. The 1:1 program will create an enriched, collaborative learning environment any time, and any place. As Chromebooks are the legal property of the District, this policy outlines procedures and policies for non-students' proper use and maintenance of the District's Chromebooks.

Distribution of Chromebook

The issuance of a District Chromebook to each non-student is a privilege, not a right, and may be revoked at any time with notice provided at the District's discretion. Non-students must sign the Chromebook Contract & Release Form before Chromebooks can be issued.

Chromebooks and related equipment are issued as an educational resource. Non-students are expected to keep track of and to care for this equipment for the time period it is issued to them. Non-students may be financially responsible for damaged or lost equipment.

Chromebooks will be collected at termination or change of employment. Instructions for such will be given at that time. Non-students leaving the District must return Chromebooks to the Information Technology Department (IT Department). Any Chromebook that is not returned without reasonable explanation will be considered stolen property, and law enforcement will be notified. In addition, non-students will be charged for the value of unreturned items.

Acceptable Use Policy

All WCCS users must comply with the Wayland-Cohocton Central School District Acceptable Use Policy and Rules (AUP) for Technology Access for Non-Students, the 1:1 Chromebook Policy and Implementation Guide, and the Contract & Release Form, which the non-students must sign. Any failure to comply may result in immediate loss of possession, and/or disciplinary action up to and including termination.

No Expectation of Privacy

There can be, and there is, no expectation of privacy with respect to a non-students' use of the District's technology resources. The District reserves the right to, without notice or consent, access, review, monitor and retain information relating to non-students use of District owned Chromebooks as well as the District network and Internet access, for any reason, including, but not limited to: accessing stored information, reviewing logs of incoming and outgoing information and messages, as well as the content of that information, and to assure compliance with applicable laws, rules, regulations and policies.

Appropriate Use

Chromebooks and other District technology are only to be used for District educational purposes.

Liability

If the Chromebook and related items are not returned, or lost because of negligence or intentional conduct, the non-student is responsible for the full replacement cost of the Chromebook and/or related items. If the Chromebook and related items are negligently or intentionally damaged, the non-student is responsible for the cost of repair or the replacement cost.

Loss of Privileges

Failure to fully comply with all terms of this Policy and the Contract & Release Form may result in loss of the Chromebook and/or disciplinary action. The District also reserves the right to revoke any or all non-students' Chromebook rights, at any time, in its sole discretion.

Scheduled and Unscheduled Inspections

Inspections of Chromebooks will occur regularly by technical support staff on a scheduled or unscheduled basis. Some of the inspections will be scheduled through email and others will take place via remote connection to the Chromebook. Non-students with inappropriate content or programs will be subject to loss of use and/or discipline.

Chromebook Use and Care

1. Non-students are responsible for charging the Chromebook battery each day.
2. Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
3. Carry your Chromebook in the District provided Chromebook case.
4. When moving the Chromebook use two hands. Do not pick it up by the screen.
5. When placing your Chromebook on a table or desk, gently position it on the surface to avoid accidental dropping.
6. Close the Chromebook lid whenever you are not using it, or if you are moving it around.
7. If moving between classes, put your Chromebook on Standby.
8. Use caution when carrying your Chromebook in a crowded hallway.
9. Keep food, drinks, lotions and other harmful materials away from Chromebooks.
10. Never leave the Chromebook unattended in the classroom or any other public space.
11. When leaving for the day, completely shut down your Chromebook.
12. If at all possible, do not leave your Chromebook in the car. If you must leave it, lock it in the trunk or somewhere out of view.
13. Protect your Chromebook from exposure to extreme heat or cold. This includes in a vehicle.
14. Clean the screen with a soft, dry antistatic, or microfiber cloth. Do not use window cleaner or any type of liquid on the Chromebook. You can also use pre-moistened eyeglass lens cleaning tissues to clean the screen.

Chromebook User Guidelines

Non-students in whose name a Chromebook is issued will be responsible at all times for its appropriate educational use.

1. Non-students may only log in under their assigned user name and may not share their password with other non-students/students.
2. Non-students should be aware that their district google account can be monitored and reviewed at all times. District web filters are not active at home.
3. Non-students who identify or know about a security problem must immediately report the details to the IT Department without discussing it with others.
4. Non-students are expected to notify the IT Department immediately if they come across information, images or messages that are inappropriate, dangerous or threatening.
5. Non-students may not loan the Chromebook or its components to others, including family members, for any reason at any time.
6. All non-students have access to their Google drive on which to store data.

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The Chromebook Program has access to email, apps, and instant messaging. The District may expand its uses as the Program develops. Guidelines for expanded use will be provided at the time expanded access is permitted.

Google Apps for Education

Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools designed specifically for educational institutions. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms.

Web Apps and Extensions

Non-students are allowed to install educational Chrome web apps and extensions from the Chrome Web Store.

Email

Email is to be used as a communication tool for school. Incidental personal use is permissible. Please refer to page 3 of the Email section in the District's Non-Student AUP.

- All email and all contents are property of the District.
- Email transmissions, stored data, transmitted data, or any other use of online services by employees or other users is not private or confidential and may be accessed, monitored and reviewed by non-students at any time for any reason, including to ensure appropriate use.

Messaging/Music/Movies/Games

Messaging, Music, Movies, Games may be allowed for District educational purposes. Communication must be used for educational purposes only.

Chromebook Security

Two primary forms of security exist:

§ Filtering/Monitoring Software

WCCS maintains an Internet filtering/monitoring solution. This program automatically filters all non-students access to the Internet and monitors non-students activities on the Chromebook in school.

Damaged Equipment

§ Repairs

Occasionally, unexpected problems do occur with the Chromebooks that are not the fault of the user (computer crashes, software errors, etc.). The IT Department is prepared to assist non-students in resolving these issues; remedied at no cost.

§ Loaner Chromebooks – “Hot Spares”

Temporary replacements, known as Hot Swaps, are also available in the IT Department so that non-students are not disrupted by the repair process. Non-students are responsible for the care of the Swap while it is issued to them. All of the same rules and regulations apply to Swap computers, and non-students are expected to treat them as if they were their own. Non-students are required to save to their Google Drive in case they need to be issued a Swap.

§ Accidental Damage vs. Negligence/Intentional Damage

Accidents do happen. There is a difference, however, between an accident and negligence or intentional damage. The price that the District paid for the Chromebook includes: the Chromebook, case, charger and warranty. The Chromebook warranty will cover hardware failure that might occur through no fault of the non-students. After investigation by school administration, if the Chromebook is deemed to be intentionally or negligently damaged by the non-students, they may be subject to discipline and/or the cost of repair or replacement. No Swap will be provided.

Lost or Stolen Equipment

§ Lost Equipment

Reporting Process

If any equipment (the Chromebook, case or charger) is lost, non-students must report it to the school immediately, but no later than one school day after the loss is discovered. Non-students can let the IT Department know.

Financial Responsibility

The circumstances of each situation involving lost equipment will be investigated individually.

§ Stolen Equipment

Reporting Process

If any equipment is stolen, a police report must be filed within 48 hours and a copy of the report must be immediately provided to the building principal or to the IT Department Director. Failure to timely report the theft to the proper staff and follow the proper filing procedure will result in the full replacement cost being charged to the non-student. In addition, if there is not clear evidence of theft, or the equipment has been lost due to non-students negligence or intentional conduct, the non-student member will be responsible for the full cost of replacing the item(s).

Financial Responsibility

The circumstances of each situation involving stolen equipment will be investigated individually.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws.

Fees and Repair Costs

- Non-students are expected to keep the Chromebooks in good condition.
- Non-students are expected to report any damage or malfunctions to their Chromebook as soon as possible. This means no later than the next school day or business day during the summer. Non-students with damaged or malfunctioning Chromebooks who fail to timely report damage or malfunctions may be subject to loss of use, charges for damages, and/or disciplinary action.

Damage and Replacement Cost List - for negligent or intentional damage or loss

Estimated Damage Cost

- Lost/Damaged Case \$25.00
- Unreported Lost/Stolen Chromebook \$250.00
- Intentional Cosmetic Damage \$15.00 up to the full cost of item

Estimated Damage Cost

- Cracked Screen \$75.00
- Broken Latch \$25.00
- Broken Chassis \$25.00
- Broken Keyboard \$25.00
- Broken or Missing Keys \$15.00-\$25.00

Estimated Item Replacement Cost

- Chromebook Case \$25.00
- Power Charger Cord \$15.00
- Chromebook \$200.00
- Full Package \$250.00

Non-Students Chromebook Contract

This form must be filled out and returned after reading the policy.

I have read and understand the WCCS Acceptable Use Policy and Rules for Technology Access and the 1:1 Chromebook Policy and Implementation Guide. I accept the responsibility to use the school's equipment and I will follow the terms and conditions contained those documents.

Non-students Permission: Read carefully and sign Contract

| | | |
|------------|-----------|---|
| Yes | No | I have read the WCCS Acceptable Use Policy and Rules for Technology Access and the WCCS 1:1 Chromebook Policy and Implementation Guide and accept the terms and conditions contained in them. |
|------------|-----------|---|

| | |
|-------------------------------|---------------|
| Please print name | Room # |
| Home Address-Town/City | Phone |
| Non-students Signature | Date |

Chromebook Issued: _____

(Tag #/SN) _____

Appendix F Printer Policy

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The Educational Technology Committee feels that in order to continue the growth that has been made within the area of technology in WCCS, every member of the faculty and staff should have access to a shared network printer in a location near their room. We are making a concerted effort to alert staff to be conservative and conscientious of toner and paper usage.

The preferred method of printing classroom copies is to use the network, digital printers/copiers for cost effectiveness energy consciousness. A concerted effort has been made to provide ongoing training to staff on the use of these printers. An accounting of printer usage is reviewed.

Due to different printer needs in the different schools, printers were allocated based on those needs. We took into account how much and where students, teachers, and staff print. There may be exceptions based on needs, and these guidelines will be reviewed annually. The district has begun to realize a savings on printer cartridges and paper usage. G Suite for Education has allowed our district to eliminate printing from Chromebooks allowing our district significant savings.

The IT Department has instituted an Equipment Replacement Plan which includes the purchase of network laser printers and 3D printers. Administrative offices are responsible for their own printer purchases. Staff members are not permitted to bring in their own printing equipment to install on their district computers.

As a benefit to the district, empty or used toner/cartridges are recycled for points. We have been able to purchase with points several HP network printers through HP PurchasEdge, saving the district funds.

Appendix G Internet Safety Policy

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2015 8271 Instruction

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SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY 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. 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 email and chat rooms 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 websites visited by students as a measure to restrict access to materials harmful to minors;
- c) 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

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

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**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY (Cont'd.)**

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 an administrator, supervisor, or other person authorized by the School District.

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.

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.

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.

3 of 3

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY (Cont'd.)**

Notification/Authorization

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.

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.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

47 USC Sections 254(h) and 254(l)

47 CFR Part 54

Education Law Section 814

Appendix H ISTE National Educational Technology Standards

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ISTE Standards for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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New 2016 ISTE Standards:

The 2016 ISTE Standards for Students emphasize the skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating these skills throughout a student's academic career. Both students and teachers will be responsible for achieving foundational technology skills to fully apply the standards. The reward, however, will be educators who skillfully mentor and inspire students to amplify learning with technology and challenge them to be agents of their own learning.

Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Appendix I ISTE National Educational Technology Standards

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ISTE Standards for Teachers

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The five standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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Appendix J ISTE National Educational Technology Standards

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ISTE Standards for Administrators

Educational Technology Standards and Performance Indicators for Administrators

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning
- b. model and promote the frequent and effective use of technology for learning
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. ensure effective practice in the study of technology and its infusion across the curriculum
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. establish and leverage strategic partnerships to support systemic improvement
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- c. promote and model responsible social interactions related to the use of technology and information
- d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

Appendix K Wayland-Cohocton Central School District

[Back to Appendix](#) Final SMART School Investment Plan (SSIP) Overview

Person to contact regarding this plan and submission:

- a. Michael J. Wetherbee, Superintendent, Wayland-Cohocton Central School District (585) 728-2211
mwetherbee@wccsk12.org
- b. Lynn T. Siciliano, Technology Coordinator, Wayland-Cohocton Central School District (585) 728-2366, ext 3456
lsiciliano@wccsk12.org

The estimated number of students and staff that will benefit from this SMART Schools Investment Plan based on cumulative projects submitted to date:

1361 Students, 136 faculty, and 171 Staff

Wayland-Cohocton's total allocation of SMART School Bond Act Funds:

\$1,873,238 million

Budget Sub allocations by category submitted with this plan are as follows in the table below:

| | |
|---------------------------------------|-------------|
| School Connectivity | \$0 |
| Connectivity Projects for Communities | \$0 |
| Classroom Technology | \$241,437 |
| PreKindergarten Classrooms | \$0 |
| Replace Transportable Classrooms | \$0 |
| HighTech Security Features | \$0 |
| Unallocated Funds | \$1,631,801 |

Timeline:

- The District developed and the school board approved a preliminary SMART Schools Investment Plan on February 8, 2016.
- The preliminary SMART Schools Plan (SSIP) will be posted on the District Website for at least 30 days beginning February 9, 2016. The District will include an address to which any written comments on the plan should be sent.
- The School Board will conduct a public hearing that will enable stakeholders to respond to the preliminary plan at 5:30pm on March 14, 2016. This hearing will occur before the scheduled Board meeting, and adequate notice will be given.
- The District will prepare a final plan for School Board approval.
- The final proposed plan will be submitted to NYSED and will posted on the District's website.
- The District will then purchase the items that are approved and submit receipts to the State for reimbursement.

School Connectivity: N/A

Community Connectivity: N/A

Classroom Learning Technology:

1. As a precondition to any purchase of devices using a Smart Schools allocation, a district must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students. Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

The District currently meets this standard, we have 200 Mbps for our students.

2. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust WiFi network in place that has sufficient bandwidth to meet user demand. Please describe how you have quantified this demand and how you plan to meet this demand.

The IT staff currently monitors the bandwidth usage by taking random snapshots of it during the day. Currently we average less than half of our bandwidth allotment.

3. All New York State Public School districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

The district plan was submitted and the district received email approval on 8/27/2015.

4. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.

The major initiative is a 1:1 digital learning program for our middle and high schools for which we will plan to purchase Chromebooks. Wayland-Cohocton CSD is a Google Apps for Education (GAFE) district and students and staff have been using GAFE for the last one and a half years. There has been ongoing professional development during this time and several teachers have been modeling the use of GAFE, including Google Classroom, for their peers.

During the first year a 1:1 Chromebook pilot allowed 40 college prep students to participate in school-to-home device access. These students were surveyed regarding this pilot and the results were overwhelmingly positive. For the remaining District students, access to the Chromebooks was on campus with storage and nightly charging on carts. Beginning next school year, the district plans on letting the 7-12 grades take home the devices for a 1:1 initiative. For grades 5-6, there will be Chromebooks on Chromebook carts placed in each classroom. For the elementary grade levels, there will be Chromebook carts available for their use.

Expenditures for Classroom Technology are designed to meet the divergent instructional technology needs to enhance teaching and learning of students and staff across all grade levels and content areas.

Devices will supplement our Computer Based Testing equipment needs.

5. Describe how the proposed technology purchases will:

- a. enhance differentiated instruction
- b. expand student learning inside and outside the classroom
- c. benefit students with disabilities and English language learners; and
- d. contribute to the reduction of other learning gaps that have been identified in the school district.

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Section E, Question 2, and Section E Question 3).

Enhance Differentiated Instruction

GAFE (Google Apps for Education) by its very nature helps with differentiating instruction. Teachers have worked tirelessly on developing lessons that use the collaborative and assistive features of GAFE to ensure all students are learning appropriately to their level. Formative and summative assessment data is used continuously to ensure gaps in student learning are addressed. Purchases in the SMART Bond Act will expand this through bringing appropriate technology to students, allowing greater collaboration.

Expand student learning inside and outside the classroom

GAFE similarly makes learning inside and outside the classroom more engaging. Teachers have learned advanced uses of web based applications and taught each other in many occasions and venues: Google Classroom, Flubaroo, Khan Academy, collaborative projects

with GAFE, STEAM and others. Students, staff and parents report positive learning enhancements with the 1:1 based on regular surveys. The SMART funds will increase this.

Benefit Students with Disabilities and English language learners

The Special Education Director and staff have been an integral part of the development of the plan. The plan outlines the process of identifying the need for an provision of recommended assistive technology. The recommendation for Assistive Technology is recommended at a CSE meeting.

As part of a universal design approach, the Special Education staff support students with disabilities and make use of the variety of assistive technology tools that are developed for use with Google Chrome and Google Apps for Education. These include speech to text and text to speech applications, the ability to enlarge print, simplify web pages, word prediction support, and access to word processing. These tools provide all of our students with the ability to fully participate in classroom learning activities. As needed, students are provided with audio versions of books on Chromebooks. Having a Chromebook per student makes all of these tools accessible as needed. Several students with disabilities have been piloting these tools and we know they are effective in improving student learning.

Special Education staff have been pleased with the special education students' increase in engagement and learning in their use of Chromebooks and GAFE.

Contribute to the reduction of other learning gaps that have been identified within the district.

Teachers and staff maintain a shared database for all student data. Formative and summative assessment data are regularly put into Google Sheets and reviewed with technology devices to insure learning gaps are addressed. Teachers meet on a regular basis to discuss student data, student progress and to identify services needed. Teachers collaborate to discuss individual student services to insure providers are working together and avoiding duplication of services in order to enable students to meet academic achievement standards. This RTI program is enhanced by technology and is crucial in meeting individual student needs.

Note: The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the District's Instructional Technology Plan.

6. Where appropriate, briefly describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology based regional partnerships, including distance learning and other efforts.

GAFE improves communication and collaboration between faculty, parents and students. Faculty will be able to access their own device anywhere which will allow better home school communication. Devices we provide can help parents access our student management system to view assignments and grades. Students regularly collaborate with each other and with teachers through use of GAFE documents, presentations and sheets in real time from anyplace, anywhere, anytime. This includes students that are absent; they could also use Google Hangouts to

participate in classroom instruction. We will be including information in the Parent Handbook on GAFE and Chromebooks to improve communication. This information will be shared during Open House annually.

7. Describe the district's plan to provide professional development to ensure that administrators, teachers, and staff can employ the technology purchased to enhance instruction successfully. (Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary)

- a. Staff, faculty and administration were offered training by experienced staff and google coaches in both basic and advanced GAFE during Professional Development (PD) in Summer 2015. Multiple PD opportunities were made available in school year 2015-2016, with Conference Days devoted to instructional technology to improve teaching and learning. We have staff that are experienced in GAFE who continue coaching groups of faculty, staff and students during the school year.
- b. In order to not only teach and use twenty-first century skills, but also to prepare for the implementation of 1:1 devices, Wayland-Cohocton Central School will provide embedded professional development throughout the next five years to all stakeholders. Technology is one of our District's Professional Development Plan (PDP) objectives, so a collaborative and coordinated effort will be made to support professional growth while also improving student achievement. These opportunities will be accomplished using District Professional Development Days, series sessions, faculty meetings, and/or PLC team meetings. Teachers teaching teachers will also be used due to our pilot program and phase in implementation. We once again will send staff to a Google NYSCATE Summer camp in Summer 2016. Training on Chromebook device use will commence during 1:1 device rollout for students and faculty September 2016. Training opportunities will also be available for parents/families on at home accessibility and all the resources available. Training for parents will be offered through fact sheets in building newsletters, open houses, parent conferences and group sessions during district functions.

8. Districts must contact the SUNY/CUNY teacher preparation program that supplies the largest number of teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

A Forum on Teacher Preparation was held on October 30, 2015 at Monroe #1 BOCES. Valuable information from the forum gave us insight into innovative uses and best practices for student teachers.

9. Smart Schools Investment Plan that proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district. There are no nonpublic schools within our District.

**WAYLAND-COHOCTON SCHOOL DISTRICT
TECHNOLOGY PLAN**

10. To ensure the sustainability of technology purchases made with SMART Schools funds, districts must demonstrate a long term plan to maintain and replace technology purchases supported by the SMART Schools Bond Act funds. This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for SMART Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items. Further, such a sustainability plan shall include a longterm plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

- a. The District maintains an extensive replacement plan for all areas of technology and this replacement plan was used in developing this SSIP plan. In developing the district's SSIP, we looked at how best to leverage state aided hardware funds, BOCES aid on technology purchases, and maintaining a consistent overall technology budget amount supported by district funds. District funds will ensure the maintenance of our 1:1 devices.
- b. The District's budget covers professional development, technical support, repair and maintenance, internet, and wireless costs, and will continue to be funded from the District's budget.
- c. The District budget will also provide for additional Chromebook monitoring software and extended warranties.
- d. Other funding sources the District has identified to sustain our investment in technology are Federal ERate funding, NYS Title grants, capital improvement projects, and other state/federal/private technology grants as they become available.

11. Districts must ensure that devices purchased with SMART Schools Bond Act funds will be distributed, prepared for use, maintained, and supported appropriately. Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

The Wayland-Cohocton School district maintains an inventory acquisition/disposition database that is audited annually. All devices are tagged, recorded, and managed in conjunction with our help desk ticket system. Quotes and packing slips are kept with a copy of the district PO. Staff members that have mobile technology assigned to them are required to sign a Chromebook Acceptable Use Policy and Implementation Guide for each device with the serial number and asset tag noted on the sheet, and kept on file. As devices are assigned to students, students and parents will be required to sign a Chromebook Acceptable Use Policy and Implementation Guide for the device, and kept on file. Chromebook use and care are reviewed with students and staff. All mobile devices are accounted for at the end of the school year.

In addition, we maintain a device replacement plan for all technology devices. Four IT support personnel maintain devices in good working order, track damages and support distribution and collection.

If you are submitting an allocation for Classroom Learning Technology complete [this table](#). Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that was entered in the SSIP Overview overall budget.

**WAYLAND-COHOCTON SCHOOL DISTRICT
TECHNOLOGY PLAN**

| | Suballocation |
|--------------------------------|----------------------|
| Interactive Whiteboards | \$0 |
| Computer Servers | \$0 |
| Desktop Computers | \$0 |
| Laptop Computers (Chromebooks) | \$207,750 |
| Tablet Computers | \$0 |
| Other Costs | \$ 33,687 |
| Totals | \$241,437 |

Included in **Other Costs** are Chromebook Protective Cases and Chromebook Carts.

PreKindergarten Classrooms: N/A

Replace/Modernize Transportable Classrooms: N/A

HighTech Security Features: N/A at this time

From the Wayland-Cohocton Technology Plan:

Instructional Technology Goals

- Engagement of students and adults utilizing technology in their own learning
- Construction of a blended learning model that is developmentally appropriate
- Building of capacity within our faculty and staff to meet the requirements provided in New York State Teaching and Learning Standards
- Building of capacity within our faculty and staff to meet the Regents Reform initiatives
 - Common Core Standards implementation
 - Online assessments
 - Data Driven Instruction
- Creation and implementation of curriculum which consistently incorporates technological resources as a tool

Implementation of 21st Century Skills 4 C's (Communication, Collaboration, Critical Thinking, Creativity)

- Provide and maintain an infrastructure to support current and future technology needs.
- Recognize, support and encourage parent teacher communication with the use of email, our student management system and the district and teacher web page.
- Provide equitable access to instruction, materials and assessments for students with disabilities.

Contact for Comments

Michael J. Wetherbee, Superintendent
2350 Rt. 63, Wayland, NY 14572
585-728-2211

Wayland-Cohocton Smart School's Technology Plan

Stakeholder Outreach

A. Requirements

- Preliminary Plan with input from all stakeholders approved by BOE and posted on website for 30 days
- SMART Investment Plan approved by BOE with open forum advertised, posted on website for 30 days prior to NYSED approval
- Community
 - Community Open Forum
 - BOE Meeting
- Teachers & Staff
 - Email
 - Instructional Learning Committee Meetings
 - Grade Level and Faculty Meetings
- Parents
 - Email
 - Stakeholder Meetings
 - BOE Meeting
- Board of Education
 - Preliminary submitted first to BOE with Public Hearing and vote
- Students
 - Email
 - Stakeholder Meetings