

Tonawanda City Schools
3-Year Master Plan for Technology
July 2018- July 2021

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MISSION

The Tonawanda City School District Technology Committee’s mission is to introduce, improve, and expand student knowledge of technology. We will support instruction, programs, strategies, and challenges in a caring, positive learning environment to ensure each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in an evolving technological world.

INTRODUCTION

The school system encompasses the entire City of Tonawanda which is just under four square miles. There are 14,858 residents, per the 2016 census, with a median income at \$48,047. The per capita income for city residents is \$27,641. About 10.9% of the entire population lives below the poverty line. Our district is classified, as an average needs school district. The percentage of free and reduced lunch recipients ranges from 42% to 65% in the buildings. The school district is made up of the following:

| Schools | Students | Total Number of Staff Members in the District |
|-----------------------------|----------|-----------------------------------------------|
| Riverview Elementary prek-3 | 319 | about 320 |
| Mullen Elementary K-3 | 270 | |
| Fletcher Elementary 4-5 | 265 | |
| Middle School 6-8 | 391 | |
| High School 9-12 | 526 | |

TECHNOLOGY PLANNING COMMITTEE

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

| Name | Title | Constituencies Represented |
|--------------------|---------------------------------------------------------|-----------------------------|
| Mary Beth Scullion | Assistant Superintendent for Curriculum and Instruction | Central Office |
| Jessi L. Donner | Technology Coordinator | Central Office |
| Sarah Infante | High School Assistant Principal | Secondary Building |
| Daniel Calabrese | Board of Education Member | BOE |
| Diane Misner | Board of Education Member | BOE |
| Jennifer Patterson | Library Media Specialist | Fletcher Elementary School |
| Colleen Andres | Math Teacher | High School |
| Shawn Lodovico | Technology Teacher | High School |
| Christopher Taylor | Instrumental Music Teacher | Middle/High School |
| Laura Schmidt | Science Teacher/STEAM Coach | Middle/High School |
| Chuck Hout | Elementary Teacher | Mullen Elementary School |
| Carrie Oliver | Parent/STEAM Coach | Riverview/Mullen Elementary |
| Dave Fiebelkorn | Microcomputer Technical Support Specialist | Technical Support/BOCES |
| Erin L. Wornick | Computer Support Technician | Districtwide |
| Patricia Bachman | Teaching Assistant LMC | High School |
| Meredith Gaylo | Library Media Specialist | High School |
| Karen Russell | Teacher Assistant | Middle School |
| Kim Honeck | STEAM Coach | Fletcher/Mullen/Riverview |
| David Mileham | Coordinator for Tech Integration | Erie 1 BOCES |

VISION

Our vision is to equip each graduate with the technological skills necessary to be competitive in both higher education as well as in the workforce. This will be achieved by utilizing current technology and providing timely, relevant staff development. Integration of technology will prepare students for careers yet to be created as well as to become members of a global, technologically connected world.

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

- I. Use technology to improve student learning and achievement.
- II. Create a culturally and linguistically responsive learning environment, with the use of technology
- III. Use technology to maintain professional growth and leadership
- IV. Sustaining technology equipment and infrastructure
- V. Enhance School Community Connections

Curriculum Support with Technology

A. Curriculum Integration Guide

Our integration/assessment guide based on the ISTE and common core standards (CCLS), eighth grade technology course, STEM initiatives, as well as annual curriculum updates and assessment will ensure each Tonawanda student is achieving the national technology standards.

See Action plan pg. 13

B. Technology Delivery

Through the use of the Internet (virtual field trips, Web tools) interactive video, and desktop video conferencing we will enhance instruction & increase student achievement. (Ipads, Acer Carts, Ipods, Digital Cameras, Interactive Whiteboards, Tandberg Unit, Chromebooks, Document Cameras, 3D printers, Drone, Google Applications, Plotter, CNC Engraver, APEX/GradPoint).

Ipads- To model assignments, complete assignments and assessments. Use APPS for special education accommodations and instructional practice for all students. Use for green screening and presentations.

Laptops- Used for research and project outcomes. Used for diagnostic and formative assessments (I-Ready, Read 180, SRI, Quizlet, NearPod, Castle Learning, Schoology and Google Classroom).

Chromebooks- Student Gmail accounts and staff Google accounts are used for communication and access to Google Classroom, APPS and extensions to complete assignments and instruction. Students can further use for flipped learning and completion of work at home. To assist special education and ELL students.

Digital Cameras- Pictures of events taking place districtwide for PR and communication for newsletters and website.

Document Cameras- Use for instruction practice, show pictures and 3D objects. Use in labs for experiments and demonstration and record and play back of what is captured.

Interactive Whiteboards- Used daily for instruction and presentation of lessons for student engagement.

3D printer- A pictorial drawing can be used to actually create a three dimensional object prototype in STEM labs.

Drone- Used for aerial shots of facility and video competitions. Teaching aeronautics and engineering.

Google Applications and Google Expedition Goggles

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

CNC Engraver- Nameplates, plaques, drawings.

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

Tanberg Unit- Distance Learning capabilities

D. Parental Communications & Community Relations

Building principals will discuss the development of the plan at faculty meetings and at grade level or department meetings. The purpose of all communications is to gather information from shareholder groups as well as disseminate information about the plan itself. Information to be disseminated about the plan should include its purpose, its connection to School Planning Teams and The Tonawanda City Schools Strategic Plan of which parents are members, the names of the Technology Committee members and how to contact them. Parents and students will be included in the dissemination process with copies of the plan being available in school libraries and offices as well as the district website.

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

E. Curriculum collaboration

The District will also continue to include the computer curriculum within, Nova Net, Apex, and use of SRI, Read 180, and Iready in the ELA curriculum for ESL students and Google Docs for collaborative planning.

II. Professional Development Strategies

Technology Staff Development

The purpose of staff development is to prepare personnel to use technology to support the curriculum, managing instruction, and communication. Staff development should provide opportunities for continuous growth in learning and facilitate personnel in utilizing and becoming competent with all new and existing technologies within the district.

All classroom teachers should be prepared to meet the ISTE and Common Core (CCLS) Teacher Competencies (as seen in Appendix A.) This preparation may be accomplished during pre-service education or it may be as part of a continuous district staff development program.

Needs Assessment

- Ongoing analysis and assessment of staff computer and technology needs
- Use of the results to create and deliver staff development opportunities

Methods of Assessment

- Workshop, seminar, and presentation evaluations
- Surveys, questionnaires, interviews, and online response forms
- Informal observations, mentoring and planned 1-on-1 meetings

Means of Assessment

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

Professional Development

- Provide information on existing technology usage and opportunities
- Provide information on the use of technology as a means of instruction in teaching and learning, assessment, management and communication
- Provide on-site instruction for reinforcing the usage of existing technologies and incorporating new technologies and equipment
- Provide information on specific software for course work, and provide a systematic procedure for identifying and requesting new software applications
- Provide on-going staff support within each building and from the district level

Sources of Professional Development

- Superintendent's Conference Days district-wide activities
- Building level staff development activities
- District Technology Integration specialist
- District Technology Coordinator
- Building Sysops
- Teacher Center

- Continuing Education Programs
- Building System Operators
- Library of Technology Resources
- Community training opportunities
- Tonawandacsd.org
- Harcourt Online, CPS clickers, Smartboards, ClearTouch, TeacherTube, Examgen, Quizdom, Eschool, Thinkfinity
- Erie 1 BOCES, CSLO program

CURRENT STATUS AND NEEDS

| Current Status | Needs | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Year 1 | Year 2 | Year 3 |
| <ul style="list-style-type: none"> • All classrooms have continual telephone service • All administrators have continual cellular phone service • All offices have telephones | Continue service, updates as needed | Continue service, updates as needed | Continue service, updates as needed |
| <ul style="list-style-type: none"> • All classrooms have either a Smartboard, Promethean or ClearTouch as they are phased in to the district • At least 2 desktop computers in each classroom • Desktop computers in elementary LMCs • Mobile laptop or Chromebook cart in every elementary classroom • HS/MS laptop or Chromebook cart for every room requesting one • Desktop Computer HS LMC lab • Multiple 12 computer wireless HS labs • 2 business labs w/24 computers • All administrators and office staff have computers • All computers have printer support • All buildings fully multimedia • Each building has at least one iPad cart • The district has a Distance learning cart • Students grades 6-10 have 1:1 go-home Chromebook • 2 Mobile ClearTouch machines in the District office/high school campus to be shared • 1 Google Expedition Cart to be shared with STEM labs | <ul style="list-style-type: none"> • Remove obsolete computer hardware (start replacing teacher desktop computers) • Full utilization of streaming video • Full utilization of broadcast cart • Laser printers • Add 1:1 devices for 10th graders • Purchase additional ClearTouch machines • Purchase additional Expedition goggles | <ul style="list-style-type: none"> • Service laser printers • Add 1:1 devices for 11th graders | <ul style="list-style-type: none"> • Wireless labs in all buildings where requested • Utilize the distance learning cart in grades prek-12 • All students grades 6-12 have a 1:1 device |
| <ul style="list-style-type: none"> • All computers on network with Internet • All computers have Web browser • All computers have at least Office 2010 with migration to 2016 starting • HS and MS LMC automated • Elementary school wiring | All desktops to be upgraded to Microsoft 2016 or Office 365 LMC Automation migration | updates as needed | updates as needed |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| <ul style="list-style-type: none"> • <i>All buildings fiber interconnected</i> • <i>High speed district to BOCES</i> • <i>All network switched</i> • <i>Windows serves</i> • <i>Lotus Notes current, Migration to Gmail will begin Summer 2018</i> • <i>Website upgrade and OCR Compliant</i> | <p>Upgrade access points in elementary buildings Upgrade back-up data appliance for storage</p> | <p>Updates as needed</p> | <p>Updates as needed</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|

Hardware Acquisition & Upgrade Action Plan

| What | How | Time-line | Support | Responsibility | Indication of Success |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies/Actions needed to achieve goals | Major Tasks / Activities/Staff Development | Date each action will be completed | Funding Sources to Be Used | 1. Who is Responsible 2. Who works on task | Measurement of completion/achievement |
| 1) Identify areas of greatest instructional need, and areas where still usable older equipment can be reallocated | a) Periodic surveys of each building to review and prioritize their instructional/classroom management needs b) Match current needs to equipment present in the district | Spring (Repeat each year in the spring) | To be determined | a) Asst. Supt. For Curriculum & Instruction, Principals, Building tech. committees b) Technology Integrator (TI) and computer technician | a) Completed surveys compiled and reviewed by district technology committee b) Reallocation proposals based upon rational analysis of needs and available equipment |
| 2) Identify and track equipment that is no longer usable, and mark it to be either replaced or removed | a) Maintain equipment inventories b) Identify 1/6 of computers to be replaced district wide c) Review proposals with principals | June (Repeat each year in June) | TBD | a) District TI and Computer technician b) Principals, and building level committees | a) Identification and removal of oldest/most obsolete 1/6 of computers in the district b) Implementation of plan each year |
| 3) Identify equipment to be purchased that will provide the greatest educational impact within budgetary constraints | a) Apply the equipment standards adopted for the technology program in the district b) Match program needs to equipment capabilities and characteristics | July/Aug (Repeat each year) | TBD and Business Administrator | a) Assistant Superintendent for Instruction and Technology Coordinator b) Computer technician, principals, and building level committees | a) Acquisition proposal based upon rational analysis of needs and equipment capabilities and characteristics b) Actual purchase and installation of equipment to address these needs |
| 4) Purchase and install specified new equipment | a) Purchase items identified in #3. b) Install and test new | July/Aug (Repeat each year) | Equipment line item in the General Fund as | a) Asst. Super. for Curriculum and Instruction and | Successful installation of new computers that are completely ready for use on the first day of school |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | equipment prior to academic year c) Develop and install a tested image onto each machine with specified software and settings | | well as associated IPA | Technology Coordinator b) Business Administrator c) IT Technical staff | |
| 5) Evaluate possible areas of growth in the technology curriculum that may require increased support with new computers/ software | a) Survey staff for new course and curriculum ideas annually b) Seek approval from administration for the addition of new initiatives c) Purchase the necessary equipment and software to support initiatives | ongoing | General Fund Dependent on proposals | a) Building principals, sysops, and building level committees b) Secondary level department chairs c) Assistant Supt. for Curriculum And Instruction d) District TI | a) Completed surveys compiled and reviewed by district technology committee b) Administration approval c) Purchase of required equipment and software |
| 6) Upgrade desktop operating systems and install updated virus protection | a) As new equipment is implemented, upgrade to current operating systems | ongoing | State software budget | IT technical staff | Successful upgrade and installation of virus and other security protection onto all district computers |

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

Hardware Acquisition and Upgrade Procedures

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

Software Acquisition Procedures

A District Technology member reviews software used throughout the district and discusses with the Technology Coordinator, then it is sent to the Asst. Superintendent for review who will review with district technology technician.

Technology Assessment Procedures

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

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

Technical Support

The district employs one full time computer support technician, two full-time BOCES microcomputer technical support positions broken down by four technicians, and a two day a week BOCES computer support technician.

ACTION PLAN

Goal I: Using Technology to Improve Student Learning and Achievement, the District will:

- Provide the tools for students to effectively communicate with others.
- Use technology to deliver instruction that promotes higher levels of critical and creative thinking and cultivate problem -solving skills.
- Use technology in a safe & ethical way.
- Embed the use of technology organically within classroom curriculum and lessons and support ENL and ESL students through technology.
- NYSED Goal 1, 2, 3

| What | How | Timeline | Support | Responsibility | Indication of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies/Actions needed to achieve goals | Major Tasks / Activities/Staff Development | Dates each action will be completed | Funding Sources to Be Used | 1. Who is Responsible 2. Who works on task | Measurement of completion/achievement |
| Provide the tools for students to effectively communicate with others within curriculum program | a) Refine current programs to include the newest tools and virtual learning capabilities b) Utilize district resources to support integration such as district supported websites & online databases | Annually review new tools for the upcoming years | Curriculum/Bldg. Budget | Asst. Superintendent Curriculum and Instruction, teachers, tech integrator, principals | <ul style="list-style-type: none"> • Classroom implementation |
| Use technology to deliver instruction that promotes higher levels of critical and creative thinking and cultivates problem-solving skills | In curriculum/grade level meetings design and update curriculum that embeds technology | Annually 2018-2021 | Curriculum/Bldg. Budget | Asst. Superintendent Curriculum and Instruction, teachers, tech integrator, principals | <ul style="list-style-type: none"> • Teacher lesson plans that incorporate use of technology as a tool for driving or enhancing instruction and student learning |
| Develop curriculum as well as routine coursework that includes and integrates educational technology | In curriculum/grade level meetings design and update curriculum that embeds technology | Annually on-going during school year | Curriculum/Bldg. Budget | Asst. Superintendent Curriculum and Instruction, teachers, tech integrator, principals | <ul style="list-style-type: none"> • Refined mandated & optional technology skills courses • Use word docs or upload to |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | Technology Coordinator | <p>current cloud shared drives to design curriculum that includes new technologies</p> <ul style="list-style-type: none"> • A Keyboarding progression plan will be created for each grade level • Measure achievements via student technology competencies • Nova Net and Apex for Credit Recovery and graduation |
| Update formal informational literacy curriculum | Review and complete information literacy curriculum | Annually 2018-2021 | Curriculum/Bldg. Budget | Asst. Superintendent Curriculum and Instruction, teachers, tech integrator, principals | <ul style="list-style-type: none"> • Information literacy curriculum being taught |
| Support ENL and ESL students through technology | Provide ENL/ESL support teachers as well as offer access to technologies and databases that provide options for language translation | Annually 2018-2021 | Curriculum/Bldg. Budget | Asst. Superintendent Curriculum and Instruction, teachers, tech integrator, principals | <ul style="list-style-type: none"> • ENL/ESL support teachers available • Online resources available that support languages other than English with possible language translation features |
| Formalize internet safety curriculum so that students are aware of how to use technology in a safe and ethical way | Printed curriculum alignment with designated level, classrooms, number of students & performance indicators | Annually 2018-2021 | Curriculum/Bldg. Budget | Asst. Superintendent Curriculum and Instruction, designated teachers, LMS, principals | <ul style="list-style-type: none"> • Internet Safety curriculum being taught in all levels |
| Explore plans for expanding the 1:1 initiative | Research and purchase of devices | Annually 2018-2021 | Curriculum/Bldg. Budget and BOCES | Asst. Superintendent Curriculum and Instruction, designated teachers, LMS, principals | <ul style="list-style-type: none"> • By 2021 all students in grades 6-12 will have access to a take-home device |

GOAL II. Through a Culturally and Linguistically Responsive Learning Environment, staff will:

- Engage in practices that promote educational opportunities, student wellbeing, and academic success.
- Participate in professional growth and learning that will address students’ diverse needs.
- Utilize multiple communication approaches to foster school and community conversations with parents.
- NYSED Goal 2

| What | How | Timeline | Support | Responsibility | Indication of Success |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies/Actions needed to achieve goals | Major Tasks / Activities/Staff Development | Dates each action will be completed | Funding Sources to Be Used | 1. Who is Responsible 2. Who works on task | Measurement of completion/achievement |
| Meet in grade level department meetings to implement common technology approaches related to cultural and linguistic needs. | Departments maintain shared list of subject-specific technology successful strategies. | 2018-2021 School year schedule | Curriculum budget | Teachers, Support Staff & Asst. Superintendent Curriculum and Instruction | <ul style="list-style-type: none"> • Completion of department planning and strategy documents |
| Participate in professional development presentations and workshops to enhance understanding of diverse needs and responsive technologies. | a) Attend scheduled presentations on staff development days, which will include assistive technologies and translation tools. b) Prioritize technology training that addresses students’ cultural and linguistic needs. | 2018-2021 School year schedule | PD budget | Asst. Superintendent, District Technology Coordinator, Principals, Teacher Center/BOCES Technology and cultural needs “experts” providing the in-service training (CSLO) | <ul style="list-style-type: none"> • Development of teacher technology competencies to be used in teaching • Completed staff development agenda |
| Develop a district communication strategy that facilitates the needs of a culturally and linguistically diverse community. | a) Gather and maintain data about family linguistic backgrounds and needs. b) Integrate translation and other technology tools to provide communications in a variety of languages. | 2018-2021 schedule | Technology budget | Building Administrators, District TI, Data team | <ul style="list-style-type: none"> • Variety of communications approaches implemented |

GOAL III. To Maintain Professional Growth and Leadership, the District will:

- Engage in continuous curriculum revision and enhancement that incorporates technology for extensive project-oriented, group, independent, and interdisciplinary work by the students.
- Teachers will attend regularly scheduled in-house PD in order to further professional growth and collaboration.
- Provide administration support for Professional Development initiatives with in their buildings and district both vertically and horizontally
- Manage information about student learning at grade levels both horizontally and vertically
- Be provided time through BOCES .4 FTE for push in/pull out professional development on district initiatives such as Google Suite, eSchool, Guru
- NYSED Goal 5

| What | How | Timeline | Support | Responsibility | Indication of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies/Actions needed to achieve goals | Major Tasks / Activities/Staff Development | Dates each action will be completed | Funding Sources to Be Used | 1. Who is Responsible 2. Who works on task | Measurement of completion/achievement |
| Meet in grade level and department meetings to refine current curriculum to include updated technology initiatives set by the district technology committee | <ul style="list-style-type: none"> a) Attend scheduled curriculum design meetings or summer curriculum projects b) Teachers will use Google Docs to collaborate in the cloud to refine the district technology scope and sequence c) Teachers will draft and refine scope and sequence of technology skills for each grade level | 2018-2021 School year schedule & summer curriculum days as per contract | Curriculum budget for subs and per diem | Teachers & Asst. Super. Curriculum and Instruction District Technology Committee Building Level Administration Technology Coordinator | <ul style="list-style-type: none"> • 4 dedicated days to be decided upon each September for dedication to curriculum work and development (Subs are an issue) • Completed Scope and Sequence documents for each grade level |
| Participate in professional development workshops to enhance technology infusion. This will include ELL, Special Ed, | <ul style="list-style-type: none"> a) Teachers and Administrators will participate in annual needs assessment for use in technology training. | 2018-2021 School year schedule & summer curriculum days as per | Technology/Supplies/ PD budget | Asst. Superintendent of Curriculum and Instruction District Technology Integrator Principals Building level Committees Teacher Center | <ul style="list-style-type: none"> • Completed surveys compiled and reviewed by each building's faculty • Development of prioritized list of needs • Development of teacher |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>and Special Area teachers. All PD will include a strand for ELL and Special Ed integration.</p> <p>Professional Development opportunities will be offered that leverage communication tools offered by our 1:1 Chromebook and BAK computers.</p> <p>Students will connect with students around the country and world to further investigate various world cultures and civilizations</p> | <p>b) Prioritize results with each building staff in faculty meetings</p> <p>c) Register for technology staff development courses</p> <p>d) Professional development will be offered on Google Mystery Meetings, Skype, Google Hangouts in order to take virtual field trips, and communicate live with experts in fields of study related to classroom content.</p> <p>e) Device specific professional development will be offered to leverage voice to text, text to voice, video lessons (in multiple languages) for students with disabilities as well as ENL, ELL students.</p> | <p>contract.</p> | | <p>Technology “experts” providing the in-service training (CSLO) Building level and LMC specialists ENL, ELL and Special Ed Teachers will be included as well.</p> | <p>technology competencies to be referenced and used within professional development workshops</p> <ul style="list-style-type: none"> • Completed staff development agenda with dates to be provided in September from CSLO trainer • Students and teachers will connect with people in other countries as well as our own to learn from them. |
| <p>Per staff development trainings, keep student data information updated and communicated regularly to parents via Student Portal, G-Suite, Schoology, Website</p> | <p>a) Continuously record daily student data into eSchool as per training</p> <p>b) Keep learning assessment records</p> <p>c) Provide method of communication to</p> | <p>Monthly 2018-2021</p> | <p>PD budget</p> | <p>Teachers & Asst. Super. Curriculum and Instruction District Technology Committee Data Team</p> | <ul style="list-style-type: none"> • Web pages published & updated • eSchool grades posted via website. • eSchool data reviewed and accurate in NYSED portal |

| | | | | | |
|---------|---------------------------------------|--|--|--|--|
| updates | parents via email or website or phone | | | | |
|---------|---------------------------------------|--|--|--|--|

GOAL IV: By Sustaining Technology Equipment and Infrastructure, the District will:

- Utilize technology to better manage its mission and day-to-day activities.
- Find financial resources via a combination of grants and district sources to support the acquisition and update of hardware and software.
- Manage student grades, collaboration, communication, and learning
- Maintain or replace infrastructure as necessary to provide reliable connectivity
- NYSED Goal 3 and 4

| What | How | Time-line | Support | Responsibility | Assessment/Reflection |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies/Actions needed to achieve goals | Major Tasks / Activities/Staff Development | Dates each action will be completed | Funding Sources to Be Used | 1. Who is Responsible 2. Who works on task | Measurement of completion/achievement |
| Work with grant office to find funds for supporting technology acquisitions | Grant Coordinator identifies technology grants in-line with district initiatives | Ongoing | Grant Funded | Technology Coordinator Grant writer | <ul style="list-style-type: none"> • Number of grants funded |
| Continually investigate and support new technologies to keep up with ever changing platforms | Professional Development, Pilots and demos, Personal research, District and Regional Committee meetings | Ongoing | To be determined (varies depending on source) | Technology Department, Technology Integrator Asst. Superintendent, Curriculum Instruction | <ul style="list-style-type: none"> • Instruction supported through available technologies, completion of various projects |
| Continually monitor infrastructure in order to provide reliable connectivity | Problem reporting by users, BOCES monitoring, Internal audits | Ongoing | To be determined (varies depending on source) | Technology Department | <ul style="list-style-type: none"> • Reliable infrastructure connectivity |

Goal V: To Enhance School Community Connections, the District will:

- Have access to information regarding student activities and progress via the website and email as well as print documentation.
- Be able to communicate with the district staff through the web, e-mail, scheduled discussion groups, surveys, and informational forms.
- Provide opportunities to receive assistance in using technology to support student learning.
- Be in contract with the city and Spectrum Cable so that parents and students will benefit from increased access to free Wi-Fi in more locations throughout the city. This will include such locations as the Intermodal Hub, The Pavilion at Niawanda Park, Main Street, and City Hall in addition to locations already established including the Public Library and at many area restaurants.
- NYSED GOAL 2, 3, 4

| What | How | Timeline | Support | Responsibility | Indication of Success |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies/Actions needed to achieve goals | Major Tasks / Activities/Staff Development | Dates each action will be completed | Funding Sources to Be Used | 1. Who is Responsible 2. Who works on task | Measurement of completion/achievement |
| Foster teacher usage of eSchool | Local in-service for teachers | 2018-2021 | District Budget | District Admin Principals Faculty & Staff | <ul style="list-style-type: none"> • A significant increase & usage of teacher accounts in eSchool |
| Continue to increase information available on parent accounts with fluent and regular usage of Parent Portal | Parent meetings and orientations Community forums | 2018-2021 | District Budget | District Admin Principals Faculty & Staff Parents | <ul style="list-style-type: none"> • A significant increase in parent accounts. Greater usage of Parent Portal as a communication portal for students and their parents. |
| Community Communication with District Staff | Utilize various communicative technologies to push out information as needed | 2018-2021 | Curriculum/Bldg Budget | Asst. Superintendent of Curriculum and Instruction Faculty Tech integrator Principals | <ul style="list-style-type: none"> • Parent survey/feedback • Participation |
| Technological Assistance | Provide scheduled training opportunities for community Create a troubleshooting | 2018-2021 | Curriculum/Bldg Budget | Technology Coordinator Teachers Tech integrator Principals | <ul style="list-style-type: none"> • Use of service when needed |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | matrix on District Webpage | | | | |
| Family Access to WIFI | <ul style="list-style-type: none"> • Create and maintain list of local free Wi-Fi providers • Make contact with Wi-Fi providers (e.g public library) | 2018-2021 | Curriculum/Bldg Budget | Technology Coordinator LMS | <ul style="list-style-type: none"> • Completed up to date list • Communication plan with stakeholders |
| Continue to review, assess and update the District's website, use of mobile app, eAlerts and other social media to provide important information to parents and the entire community. | Local in-service for teacher webpages | 2018 - 2021 | Curriculum Budget | District and Building Administrators Technology Staff Faculty and Staff | <ul style="list-style-type: none"> • A content rich website that is easy to navigate and that celebrates accomplishments of the Tonawanda students and staff. |
| Continue to review policy pertaining to District communication. | n/a | 2018 - 2021 | n/a | District Administrators Building Administrators Technology Staff | <ul style="list-style-type: none"> • Policies are adjusted to keep pace with current communications and practices as needed. |
| Make connections with parent organizations to assist with school-to-home technology issues. | Attend meetings Provide district email contact for organizations to communicate when needed | 2018 -2021 | n/a | Assistant Superintendent for Instruction Building Administrators Technology Staff | <ul style="list-style-type: none"> • Parent organizations are aware of and use available technology resources to communicate effectively with their constituents and the school community. |
| Continue to review, access and build Official District Social Networking Sites (SNS) to provide information to parents and community. | Local in-service for SNS administration or 1-on-1 training with new SNS administrators as needed. | 2018 - 2021 | n/a | District & Building Administrators Technology Staff Faculty & Staff | <ul style="list-style-type: none"> • An increase in the number of followers/fans for an SNS page. |

EVALUATION

1. The District Technology Committee dedicates evaluation time to the agenda of each meeting. They evaluate the progress of the plan at each meeting (four times during the school year).

Sample Agenda:

- Review actions to date (progress of plan).
 - Determine whether or not action is required to make sure the plan fits the most recent goals and strategies.
 - Use tracking agenda & changes form to document.
2. At the end of each school year, faculty, staff and administration will be given a qualitative and quantitative survey on the following:
 - Use and understanding of technology
 - Perceived deficiencies relating to hardware, software, training and classroom time spent using technology
 3. A report will be prepared based on the survey responses. The report will be reviewed at each committee meeting. The District Technology committee will make adjustments based on the review process at each meeting.
 - Corrective actions will become addendums to the technology plan. An appendix at the end of this technology plan will track changes as they are made.
 4. Feedback obtained from Erie 1 BOCES Director of Instructional Technology, Research and Innovation.

APPENDICES

Appendix A: Competencies

Student Competencies

ISTE 2016 – not reproducible but can be found:

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

Teacher Competencies

ISTE 2016 – not reproducible but can be found:

<http://www.iste.org/standards/for-educators>

Administrative Competencies

ISTE 2016 – not reproducible but can be found:

<http://www.iste.org/standards/for-administrators>

Appendix B: Professional Development Survey October 2017 Results

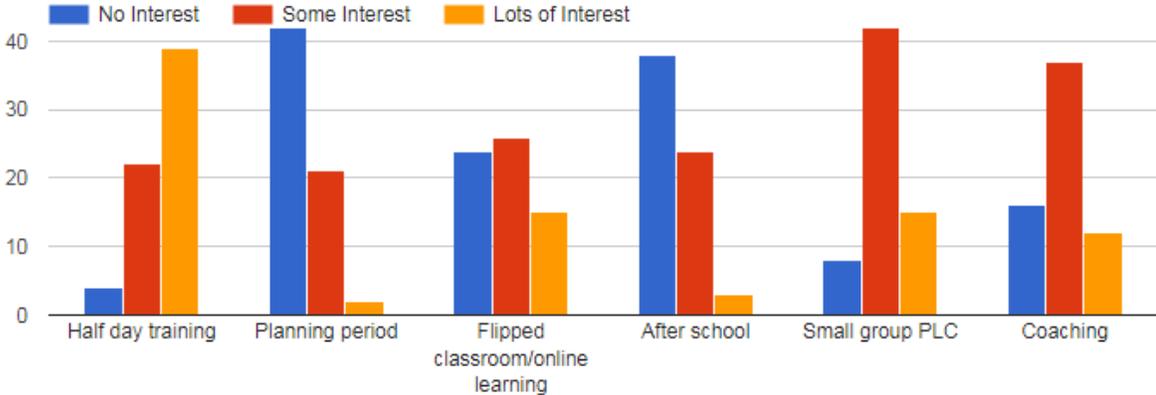
Which of the following topics for direct technology instruction are you currently completing in your classroom?

| | |
|--------------------------------------------|--------|
| Keyboard familiarity and/or typing skills | 47.70% |
| How to use a Chromebook | 56.90% |
| How to use a desktop computer | 26.20% |
| How to use an Ipad | 15.40% |
| How to perform a computer based assessment | 44.60% |
| Internet safety/ Digital citizenship | 16.90% |
| How to use educational software/apps | 56.90% |
| Using a program to help teach these skills | 18.50% |

I would benefit from technology integration PD on...

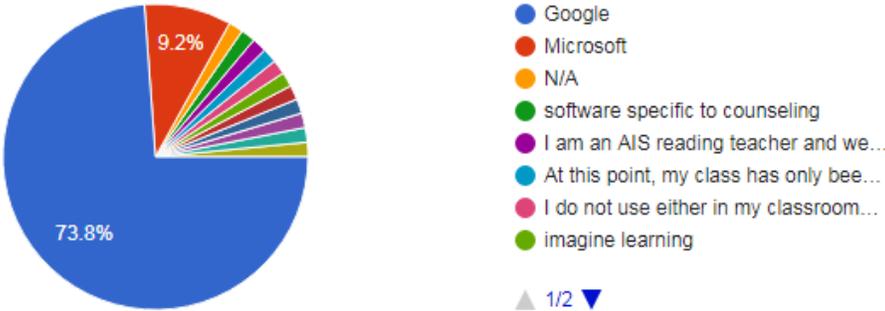
| | Disagree | Neutral | Agree |
|-------------------------------------------------------------------------------------------|----------|---------|-------|
| Use of technology to differentiating instruction for students with special learning needs | 4 | 20 | 41 |
| Online security and safety/ digital citizenship | 18 | 27 | 20 |
| Computer based assessment practices | 12 | 24 | 29 |
| Google Suite | 7 | 19 | 39 |
| Keyboarding instruction | 29 | 21 | 15 |
| Use of various technology hardware for classroom instruction (i.e. Smartboards) | 14 | 24 | 27 |
| Educational software to use with your students | 2 | 14 | 49 |

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



Which of the following platforms do students primarily use to complete work in your classroom?

65 responses



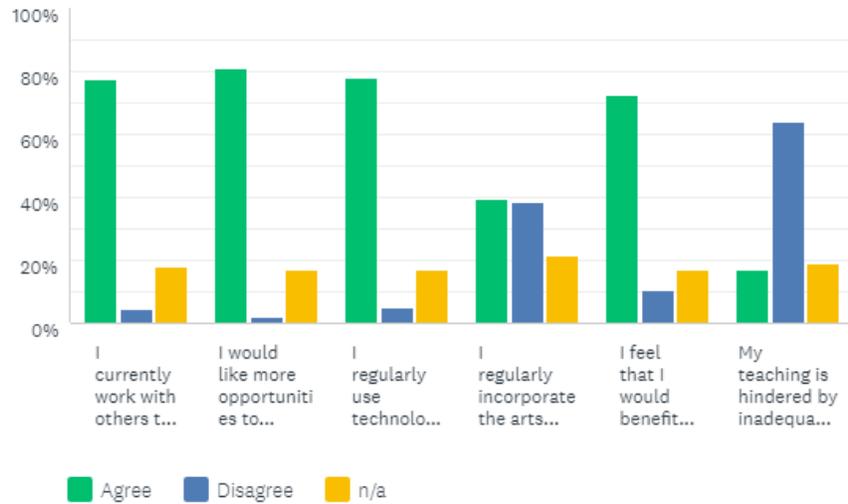
From Comprehensive Needs Assessment January 2018

Staff Survey Results:

| | AGREE | DISAGREE | N/A | TOTAL |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|-------|
| I currently work with others to enhance my instruction | 77.36% 82 | 4.72% 5 | 17.92% 19 | 106 |
| I would like more opportunities to collaborate in order to enhance my instruction | 81.13% 86 | 1.89% 2 | 16.98% 18 | 106 |
| I regularly use technology in my classroom to enhance instruction | 78.10% 82 | 4.76% 5 | 17.14% 18 | 106 |
| I regularly incorporate the arts (visual, media, theater, music, ect) into my instruction | 39.62% 42 | 38.68% 41 | 21.70% 23 | 106 |
| I feel that I would benefit from additional professional development in integrating technology and the arts into instruction in my classroom | 72.64% 77 | 10.38% 11 | 16.98% 18 | 106 |
| My teaching is hindered by inadequate or outdated technology and materials | 16.98% 18 | 64.15% 68 | 18.87% 20 | 106 |

For teachers using technology and STEM initiatives

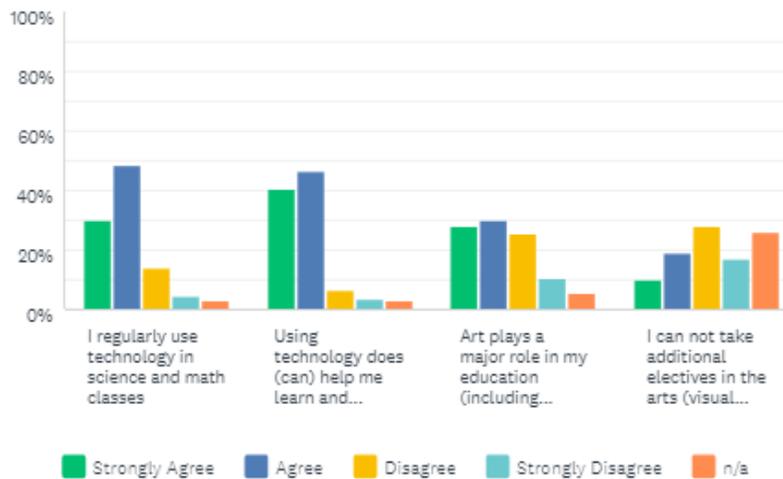
Answered: 106 Skipped: 4



From *STUDENT* Survey- Comprehensive Needs Assessment January 2018:

Rate the following statements with 'Strongly Agree' "Agree" "Disagree" or "Strongly Disagree"

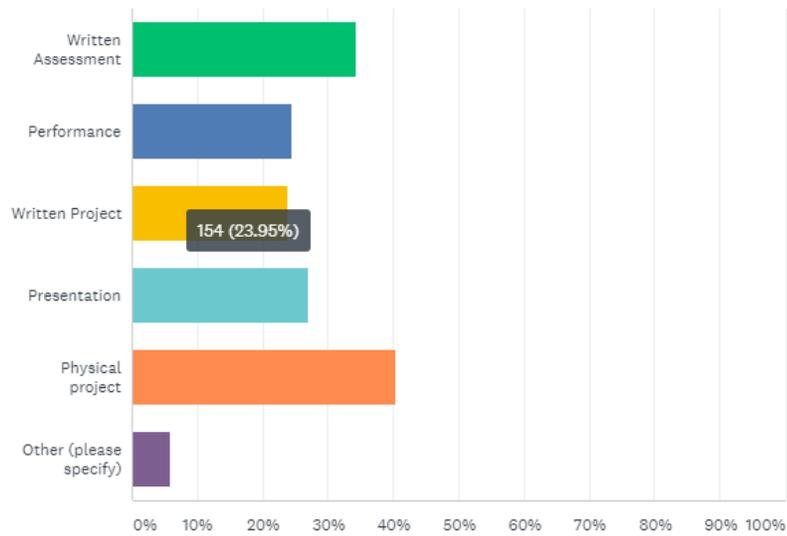
Answered: 647 Skipped: 1



| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | N/A | TOTAL |
|---------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---------------|-------------------|---------------|-------|
| ▼ I regularly use technology in science and math classes | 29.92% 193 | 48.68% 314 | 13.95% 90 | 4.50% 29 | 2.95% 19 | 645 |
| ▼ Using technology does (can) help me learn and understand new material | 40.56% 262 | 46.44% 300 | 6.66% 43 | 3.56% 23 | 2.79% 18 | 646 |
| ▼ Art plays a major role in my education (including theater, music, media and performance) | 28.19% 181 | 29.91% 192 | 25.55% 164 | 10.75% 69 | 5.61% 36 | 642 |
| ▼ I can not take additional electives in the arts (visual arts, music, theater) because my schedule does not allow for it | 9.78% 63 | 19.10% 123 | 28.11% 181 | 17.08% 110 | 25.93% 167 | 644 |

I prefer to showcase my learning in the following ways:

Answered: 643 Skipped: 5



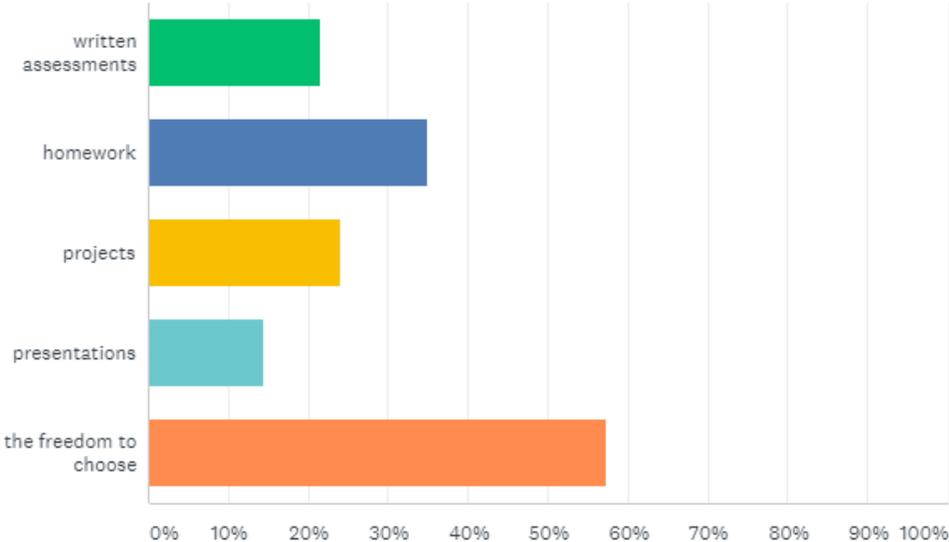
| ANSWER CHOICES | RESPONSES | |
|-------------------------------|---------------------------------|-----|
| ▼ Written Assessment | 34.21% | 220 |
| ▼ Performance | 24.57% | 158 |
| ▼ Written Project | 23.95% | 154 |
| ▼ Presentation | 26.91% | 173 |
| ▼ Physical project | 40.28% | 259 |
| ▼ Other (please specify) | Responses 5.75% | 37 |
| Total Respondents: 643 | | |

From Comprehensive Needs Assessment January 2018

PARENT Survey Results:

My child performs best when given

Answered: 307 Skipped: 22



Appendix C: Performance Indicators and Associated Skills

Grades K-2

| Description | Kindergarten | Grade 1 | Grade 2 |
|--------------------------------------------------------------------------------------------------------------------------|--------------|-----------|-----------|
| 1. Understand basic technology operations and concepts | | | |
| <i>1.1 Demonstrate a sound understanding of the nature and operation of technology systems</i> | | | |
| Utilize user name to log onto the computer | | Introduce | Develop |
| Use appropriate terminology in describing technology | Introduce | Introduce | Develop |
| Develop skills in basic computer operations (keyboard functions, logging on, logging off, mouse techniques) | Introduce | Introduce | Develop |
| Saving to C: H:, and A: (floppy) drives | | | Introduce |
| <i>1.2 Develop sufficient skills to successfully use telecommunication tools in daily life and learning environments</i> | | | |
| Develop keyboarding skills, use home row fingering positions | | | |
| <i>1.3 Select appropriate technology for specific purposes</i> | | | |
| Explore various software programs to discover appropriate usage | Introduce | Develop | Develop |
| 2. Use technology responsibly and ethically | | | |
| <i>2.1 Practice responsible use of technology systems, information, and software</i> | | | |
| Cooperate with others while using technology | Introduce | Develop | Master |
| Care for and safely operate equipment | Introduce | Develop | Develop |
| <i>2.2 Understand the ethical implications of technology</i> | | | |
| Follow rules of ethical behavior | Introduce | Develop | Develop |
| 3. Use technology to communicate effectively and creatively | | | |
| <i>3.1 Use a variety of media and formats to communicate effectively with different audiences</i> | | | |
| Create documents using word processing and desktop publishing software | | Introduce | Develop |
| Change font, size, and color of text | | | Introduce |
| Center text on a page | | | Introduce |
| Revise documents using spell check feature | | | Introduce |
| Change paper orientation | | | Introduce |
| <i>3.2 Use telecommunications to interact with peers and other audiences</i> | | | |
| Share information with others via class web pages | | | |

| | | | |
|---------------------------------------------------------------------------------------------------------------------|--|--|-----------|
| 4. Use technology for thinking, learning and producing | | | |
| <i>4.1 Participate in content-area learning via technology-infused lessons</i> | | | |
| Use a variety of technological resources to support learning (including encyclopedias, web sites, and the Internet) | | | Introduce |
| <i>4.2 Synthesize information to construct new meaning</i> | | | |
| Access data from electronic sources | | | |
| 5. Use technology for research, problem solving, and decision-making | | | |
| <i>5.1 Use technology to locate, evaluate, collect, and organize information from a variety of sources</i> | | | |
| Use key words as a search strategy | | | Introduce |
| <i>5.2 Work with a group to collaboratively solve a problem and present results</i> | | | |
| Work with a team to find information, make decisions and create a product | | | Introduce |

KEY

Introduce – Skill introduced by integrating it into at least one lesson

Develop – Skill developed with assistance from the teacher by integrating it into multiple lessons

Master – Student demonstrates independent application of this skill

Maintain – Student demonstrates proficient use of previously mastered skills

Grades 3-5

| Description | Grade 3 | Grade 4 | Grade 5 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| 1. Understand basic technology operations and concepts | | | |
| <i>1.1 Demonstrate an understanding of hardware and software</i> | | | |
| Utilize username to log onto the computer | Master | Maintain | Maintain |
| Save documents onto "H" drive | Develop | Master | Master |
| Organize documents into folders | | Introduce | Develop |
| Adjust size of windows (minimize, enlarge) | Introduce | Develop | Master |
| Use "Find" command in Start menu | | Introduce | Develop |
| Be able to use "Help" function | | | Introduce |
| <i>1.2 Develop sufficient skills to use telecommunications tools in daily life and learning environments</i> | | | |
| Develop keyboarding skills, use home row fingering positions | Introduce | Develop | Master |
| <i>1.3 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting</i> | | | Master |
| <i>1.4 Select appropriate technology for specific purposes</i> | | | |
| Select and use appropriate tools and resources to accomplish a variety of tasks | | Introduce | Develop |
| Explore various software programs to discover appropriate usage | Master | Maintain | Maintain |
| 2. Use technology responsibly and ethically | | | |
| <i>2.1 Practice responsible use of technology systems, information, and software</i> | | | |
| Cooperate with others, respect privacy of others | Maintain | Maintain | Maintain |
| Care for and safely operate equipment | Develop | Master | Maintain |
| <i>2.2 Understand the ethical implications of technology</i> | | | |
| Follow rules of ethical behavior | Master | Maintain | Maintain |
| Understand basics of ownership and copyright | | Introduce | Develop |
| Understand how technology is used in industry, business, and education | | Introduce | Develop |
| 3. Use technology to communicate effectively and creatively | | | |
| <i>3.1 Use a variety of media and formats to communicate effectively with different media</i> | | | |
| Create documents using word processing and desktop publishing | Develop | Master | Master |
| Change font, size, and color of text | Introduce | Develop | Master |
| Center text on a page | Develop | Master | Master |
| Revise documents using spell check feature | Develop | Develop | Master |
| Revise documents using dictionary and/or thesaurus features | | Introduce | Develop |
| Create a table | | Introduce | Develop |
| Use Excel to create charts and graphs | | | |
| Enhance documents with clip art and original artwork using paint and drawing programs | Introduce | Develop | Master |
| Use WordArt and auto shapes to enhance work | | Introduce | Develop |
| Make presentations using Power Point | Introduce | Develop | Develop |
| <i>3.2 Use telecommunications to interact with peers and other audiences</i> | | | |

| | | | |
|---------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| Share information via class web pages | | | Introduce |
| 4. Use technology for thinking, learning, and producing | | | |
| <i>4.1 Participate in content area learning via technology-infused lessons</i> | | | |
| Use a variety of technological resources to support learning (including encyclopedias, web sites, and the Internet) | Develop | Develop | Master |
| <i>4.2 Synthesize information to construct new meaning</i> | | | |
| Access data from electronic sources | Introduce | Develop | Develop |
| Compare and contrast data from different sources | | Introduce | Develop |
| <i>4.3 Use a variety of tools to produce quality products</i> | | | |
| Use digital cameras and flip cameras/video camera | Introduce | Develop | Develop |
| 5. Use technology for research, problem solving, and decision making | | | |
| <i>5.1 Use technology to locate, collect, evaluate, and organize information</i> | | | |
| Use key words as a search strategy | Develop | Develop | Master |
| Use key word qualifiers to narrow a search (such as NOT, AND, and quotation marks) | | | |
| <i>5.2 Work with a group collaboratively to solve a problem</i> | | | |
| Work with a team to find information, make decisions, and create a product | Develop | Develop | Master |

KEY

Introduce – Skill introduced by integrating it into at least one lesson

Develop – Skill developed with assistance from the teacher by integrating it into multiple lessons

Master – Student demonstrates independent application of this skill

Maintain – Student demonstrates proficient use of previously mastered skills

Grades 6 - 8

| Description | Grade 6 | Grade 7 | Grade 8 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|
| 1. Understand basic technology operations and concepts | | | |
| <i>1.1 Demonstrate an understanding of hardware and software</i> | | | |
| Utilize username and password to log onto the Computer | Master | Maintain | Maintain |
| Save and maintain documents onto "H" drive | Extend | Extend | Extend |
| Organize documents into folders and subfolders (create, name, delete folders) | Develop | Maintain | Extend |
| Adjust size of windows (minimize, enlarge) with multiple windows open simultaneously | Maintain | Extend | Extend |
| Use "Find" command in Start menu, search by word, phrase, wildcards or category | Develop | Master | Maintain |
| Be able to use "Help" function | Develop | Develop | Master |
| <i>1.2 Develop sufficient skills to use telecommunications tools in daily life and learning environments</i> | | | |
| Develop keyboarding skills, use home row fingering positions | Maintain | Maintain | Maintain |
| <i>1.3 Select appropriate technology for specific purposes</i> | | | |
| Select and use appropriate tools and resources to accomplish a variety of tasks | Develop | Master | Extend |
| Explore various software programs to discover appropriate usage | Extend | Extend | Extend |
| 2. Use technology responsibly and ethically | | | |
| <i>2.1 Practice responsible use of technology systems, information, and software</i> | | | |
| Cooperate with others, respect privacy of others | Extend | Extend | Extend |
| Care for and safely operate equipment | Maintain | Maintain | Maintain |
| <i>2.2 Understand the ethical implications of technology</i> | | | |
| Follow rules of ethical behavior | Maintain | Maintain | Maintain |
| Understand basics of ownership and copyright | Develop | Master | Maintain |
| Understand how technology is used in industry, business, and education | Develop | Develop | Master |
| 2. Use technology to communicate effectively and creatively | | | |
| <i>3.1 Use a variety of media and formats to communicate effectively with different media</i> | | | |
| Create multi-page documents using word processing and desktop publishing | Develop | Master | Maintain |
| Text Formatting : Change font, size, and color of text, text justification, columns, tables | Develop | Master | Extend |
| Revise documents using spell check, dictionary and/or thesaurus features | Develop | Master | Maintain |
| Use Technology | | | Master |
| Use Excel to create charts and graphs | Introduce | Develop | Develop |
| Enhance documents with clip art and original artwork using professional paint and drawing programs | Introduce | Develop | Master |
| Use WordArt and auto shapes to enhance work | Master | Maintain | Extend |
| Make presentations using Power Point | Develop | Master | Extend |
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting | Introduce | | |
| <i>3.2 Use telecommunications to interact with peers and other</i> | | | |

| | | | |
|---------------------------------------------------------------------------------------------------------------------|---------|----------|----------|
| <i>audiences</i> | | | |
| 4. Use technology for thinking, learning, and producing | | | |
| <i>4.1 Participate in content area learning via technology-infused lessons</i> | | | |
| Use a variety of technological resources to support learning (including encyclopedias, web sites, and the Internet) | Extend | Extend | Extend |
| <i>4.2 Synthesize information to construct new meaning</i> | | | |
| Access data from electronic sources | Master | Maintain | Extend |
| Compare and contrast data from different sources | Develop | Master | Maintain |
| <i>4.3 Use a variety of tools to produce quality products</i> | | | |
| Use digital cameras and flip videos, and video cameras | Develop | Master | Extend |
| 5. Use technology for research, problem solving, and decision making | | | |
| <i>5.1 Use technology to locate, collect, evaluate, and organize information</i> | | | |
| Search Strategies: Use key words and key word qualifiers to narrow a search (such as NOT, AND, and quotation marks) | Develop | Develop | Master |
| <i>5.2 Work with a group collaboratively to solve a problem</i> | | | |
| Work with a team to find information, make decisions, and create a product | Extend | Extend | Extend |

KEY

Introduce – Skill introduced by integrating it into at least one lesson

Develop – Skill developed with assistance from the teacher by integrating it into multiple lessons

Master – Student demonstrates independent application of this skill

Maintain – Student demonstrates proficient use of previously mastered skills

Extend – This acknowledges the level of intellectual development where familiar concepts and skills are broadened and deepened.

Grades 9-12

| Description | Grade9-12 | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Understand Basic Technology Operation and Concepts | | |
| <i>1.1 Demonstrate a sound understanding of the nature and operation of technology systems.</i> | | |
| Demonstrate an understanding of concepts underlying hardware, software and connectivity. | <p>Upon graduation, the student will demonstrate independent mastery of these performance indicators and associated skills across multiple content areas.</p> | |
| Organize documents into folders and subfolders (create, name, delete folders) | | |
| Move between different applications. | | |
| Adjust size of windows (minimize, enlarge) | | |
| Use "find" command in Start menu | | |
| Be able to use "help" function and navigation aids in a variety of applications. | | |
| <i>1.2 Develop sufficient technical skills to successfully use, troubleshoot and maintain technology and telecommunications tools in daily life, work situations and learning environments.</i> | | |
| Apply strategies for identifying and solving routine hardware and software problems that occur during every day use. | | |
| Improve speed and accuracy of keyboarding skills. | | |
| Demonstrate and use ergonomically appropriate posture and techniques to perform tasks. | | |
| <i>1.3 Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.</i> | | |
| Select and use appropriate tools and technology resources to accomplish a variety of tasks. | | |
| Make informed choices among technology systems, resources and services. | | |
| Identify capabilities and limitations of contemporary and emerging technology resources, and assess the potential of these systems. | | |
| 2. Use Technology Responsibly and Ethically | | |
| <i>2.1 Practice responsible use of technology systems, information and software.</i> | | |
| Cooperate with others while using technology. Demonstrate respect for privacy and work of others. | | |
| Care for and safely operate equipment. | | |
| <i>2.2 Understand the ethical, cultural, environmental and societal implications of technology and telecommunications.</i> | | |
| Demonstrate legal and ethical behaviors regarding the use of technology and information. | | |
| Demonstrate understanding of intellectual property and copyright law by properly crediting work of self and others. | | |
| Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole. | | |
| Identify technological skills needed for jobs. | | |
| Research the accuracy and relevance of information sources. | | |
| 3. Use Technology to Communicate Effectively and Creatively | | |
| <i>3.1 Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</i> | | |
| Create multi-page documents using writing process steps, word processing skills, and publishing programs. | | |
| Revise documents using word processing program features including spell checking, thesaurus and grammar checking. Use advanced editing and text formatting. | | |
| Use a spreadsheet (Excel) to create tables, charts and graphs and explain what each means. | | |
| <i>3.2 Use telecommunications and online applications to collaborate, publish and interact with peers, experts and other audiences.</i> | | |
| Efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity. | | |
| <i>3.3 Create, produce and present ideas in a variety of forms, including text, video, graphics and conversation.</i> | | |
| Enhance documents with graphics. This may include, but is not limited to, clip art and original artwork, paint, chart and drawing programs, video programs, copied and pasted items from other documents and/or the Internet. | | |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Design, develop, publish and present products (presentations, web pages, documents, videotapes) that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. | |
| Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works. | |
| 4. Use Technology for Thinking, Learning and Producing | |
| <i>4.1 Enhance content-area learning with technology-infused lessons.</i> | |
| Select and apply technology tools for information research, information analysis, problem solving and decision making in content learning. | |
| Evaluate technology-based options, including distance education, for lifelong learning. | |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | |
| <i>4.2 Construct new meaning and knowledge by synthesizing information.</i> | |
| Combine and synthesize different types of information. | |
| <i>4.3 Use computer modeling, image processing, simulations, and data manipulation to develop understanding.</i> | |
| Sort, organize, interpret and display information using spreadsheets (Excel) and databases (Access). | |
| Investigate and apply expert systems, intelligent agents, and simulations in classroom and real world situations. | |
| <i>4.4 Use a variety of tools to produce quality products.</i> | |
| Use content-specific tools, software and simulations (environmental probes, graphing calculators, exploratory environments, web tools, visual learning aids) to support learning. | |
| Use peripheral equipment and technologies including digital cameras and scanners. | |
| 5. Use Technology for Research, Problem Solving and Decision Making | |
| <i>5.1 Use technology to locate, evaluate, collect and organize information from a variety of sources.</i> | |
| Use a variety of electronic sources to access resources and media, and apply sophisticated search techniques to collate, interpret and make a presentation of a research project. | |
| <i>5.2 Review information analytically and transform it into useful knowledge to solve problems.</i> | |
| <i>5.3 Work with a group to collaboratively solve a problem and present results.</i> | |
| Collaborate with peers, experts and others using telecommunications and collaborative tools. | |
| Investigate problems, issues and information and develop solutions. | |

KEY

Introduce – Skill introduced by integrating it into at least one lesson

Develop – Skill developed with assistance from the teacher by integrating it into multiple lessons *Master* – Student demonstrates independent application of this skill

Appendix D: Hardware & Software Inventory 2018

| | Computer Labs | Classrooms | Library or Media | Admin Office | Other Location |
|--------------------------------|---------------|-------------------|------------------|--------------|----------------|
| Computers (by type) | | | | | |
| Desktops | 78 | 392(S)+ 174(T) | 80 | 24 | 37 |
| Laptops | -- | 570+ | -- | 42 | 12 |
| Chromebooks | | | | 31 | 2013 total |
| iPads | -- | 77 | -- | 4 | -- |
| Surfaces | -- | -- | -- | 13 | 9 |
| ActivTables | -- | 4 | -- | -- | -- |
| Zspace | -- | 15 | -- | -- | -- |
| Peripherals | | | | | |
| Printers | 6 | 232 | 12 | 24 | 12 |
| Scanners | -- | 15 | -- | 2 | -- |
| Software (by type) | | | | | |
| MS Windows 7 | 78 | 566 | 80 | 24 | 12 |
| MS Windows 8.1 | -- | 14 | -- | 13 | 9 |
| MS Windows 10 | -- | 205 | -- | 15 | -- |
| Chrome OS | | | | | 2059 |
| Microsoft Office | 105 | 785 | 82 | 52 | 1,374 |
| Smart Notebook | 3 | 85 | 3 | 1 | -- |
| Activ Inspire | -- | 36 | 2 | 1 | -- |
| Network Equipment | | | | | |
| Switches 10/100 | | | | | |
| Switches 1GB | 6 | | | | 50 |
| Servers | | | | | 9 |
| Telecommunication Links | | | | | |
| Broadband GB | | | | | 1 |

Software

| Title | Licenses |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| ESchool Blackboard Connect | |
| Aesop | |
| Microsoft Office | Office 2010 Office 2013 Office 2016 |
| Microsoft Forefront Virus Protection | |
| Adobe | Acrobat Pro 8 Indesign CS2 4.0 Photo shop 9.0 Illustrator 10.0 Photo Shop 7.0 |
| Adobe Design Standard CS6 | |
| Asure ID DS Control Point (by: Pelco) | |
| Quecenter.com Siemens Energy Management System Finance Manager | |
| ExamGen HS | Math, Science, Social Studies |
| ExamGen MS | Math |
| Scholastic Achievement | Read 180 stage A Read 180 stage B R. Skills Reading counts Reading inventory |
| Lotus Notes | Site License |
| Elementary server software | ABC World Chuck Wagon Bill's KANet Kid Keys Reading for Meaning Mathosaurus I Mathosaurus II |

| | |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Mavis Beacon Tom Snyder Software Wild West Math Edhelper |
| HS Cad Lab software | Solid works 21 |
| Google Suite | |
| Earobics | |
| Pearson Realize | |
| Teach Me Kindergarten | |
| Imagine Learning | |
| Online Software Databases | Food Service Software Web Email Harcourt Think Central School Island Data Readiness Site Data Warehouse IEP Direct Library Databases PDP Premier Study Island/Castle Learning SRI iReady Apex GradPoint Discovery Learning zSpace AimsWeb Plus eDoctrina Learning.com SMART Software Achieve 3000 Bookflix Pebble Go Reading A to Z Vocabulary A to Z RAZ Kids Starfall.com World Book |

| | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>SIRS Discoverer Brain Pop Brain Pop Jr. NewsELA Pro Fact Cite Biographies Flocabulary SIRS Issues: Researcher and Discoverer</p> |
| <p>Smartmusic.com Sightreadingfactory.com</p> | |
| <p>Nero 2014 Platinum</p> | |
| <p>Ladibug 2.0</p> | |
| <p>Flex 10 (Hover Cam Software)</p> | |
| <p>S2 software (Scribblers Robots)</p> | |
| <p>Library Automation Software</p> | |
| <p>Overdrive</p> | |
| <p>Faronics Insight</p> | |
| <p>Lexia Core 5 Propel</p> | |
| <p>Chief Architect Solid Works Draftsite</p> | |
| <p>Maia (career education software)</p> | |
| | |

Appendix E: Tracking Addenda and Changes

| Date | Section(s) Affected | Related Section of Plan | Changes Made |
|------|---------------------|-------------------------|--------------|
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Addenda No. _____

Appendix F: AUP

<http://tonawandacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=887&dataid=3152&FileName=7315-Student%20AUP%20Rev%202-28-12.pd.pdf>

Filtering for internet sites done as per CIPA using BOCES 8e6 software and roaring penguin software for email.

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

General Criteria

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

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

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

Content Standards

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

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

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

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

- d) Staff or student work should be published only as it relates to a school/classroom authorized project or other school-related activity.

- d) The review of a Student Web Page (if considered a school-sponsored student publication) shall be subject to prior District review as would any other school-sponsored student publication.

- e) An authorized teacher who is publishing the final Web Page(s) for himself/herself or for a student will edit and test the Page(s) for accuracy of links and check for conformance with District standards and practices.

- f) A disclaimer statement about the content of Web Pages must be part of individual sites: Example: "The District has made every reasonable attempt to ensure that our Web Pages are educationally sound and do not contain links to questionable material or material that can be deemed in violation of the School District's Standards and Guidelines for Web Page Publishing Policy."

- g) Commercial advertising or marketing on the District/school/classroom Web Page(s) (or the use of school-affiliated Web Pages for the pursuit of personal or financial gain) shall be prohibited unless otherwise authorized in accordance with law and/or regulation. Decisions regarding Website advertising must be consistent with existing District policies and practices on this matter. School-affiliated Web Pages may mention outside organizations only in the context of school programs that have a direct relationship to those organizations (e.g., sponsorship of an activity, student community service project).

- h) Web Pages may include faculty or staff names; however, other personal information about employees including, but not limited to, home telephone numbers, addresses, e-mail addresses, or other identifying information such as names of family members may be published only with the employee's written permission.

- i) All Web Pages must conform to the standards for appropriate use found in the District's Acceptable Use Policy(ies) and accompanying Regulations regarding standards of acceptable use; examples of inappropriate behavior; and compliance with applicable laws, privacy, and safety concerns.

- j) All Web Pages must be approved through the designated process before being posted to the District/school/classroom Websites.

- k) All staff and/or students authorized to publish material on the District/school/classroom Web Page(s) shall acknowledge receipt of the District's Web Page Standards and agree to comply with same prior to posting any material on the Web.

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

Release of Student Education Records/Directory Information

Release of Student Education Records

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

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

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

Parental/Eligible Student Consent Required and Privacy Concerns

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

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

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

d) However, even if student photographs are designated as directory information per FERPA, due to privacy and safety concerns, **the District requires specific affirmative written parent/eligible student consent prior to posting student photographs on District/school/classroom Web Pages.** Whenever possible, group photographs of students and/or the use of photographs where the student is not easily identifiable is preferable to the use of individual student photographs for safety reasons;

e) Web Pages shall not include a student's full name, telephone number, address, e-mail address or post such information of other family members or friends. Posting of student names will be limited to first name only. Permission forms from parents are strongly suggested;

f) Online posting of school bus schedules and/or other specific activity schedules detailing dates/times/locations (e.g., field trips) is prohibited on school-affiliated Websites as such information can pose risks of child abduction or other security concerns. Password protected Websites may be authorized by the Superintendent/designee.

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

Copyrighted Materials

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

Fair Use of Copyrighted Materials

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

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

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

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

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

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

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

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

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

Student Work

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

Student Free Speech Issues (School-sponsored Publications)

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

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

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

Consequences for Non-Compliance

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

Staff

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

Students

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

Oversight

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

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

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

Adoption Date 9/28/10

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| <h1>POLICY</h1> | 2011 | 7315 |
| | T/EB | 1 of 2 |
| | Students | |

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

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

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

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

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

Standards of Acceptable Use

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

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

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| <h1>POLICY</h1> | 2011 | 7315 |
| | T/EB | 2 of 2 |
| | Students | |

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

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

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

Notification/Authorization

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

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

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

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

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

POLICY

2012

8271
1 of 3

T/EB

Instruction

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

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

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

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

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

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

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| <h1>POLICY</h1> | 2012 | 8271 |
| | T/EB | 2 of 3 |
| | Instruction | |

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

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

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

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

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

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

Internet Safety Instruction

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

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

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

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

(Continued)

POLICY

2012

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3 of 3

T/EB

Instruction

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

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

Consent for Student Use

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

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

Notification/Authorization

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

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

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

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814

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

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