Batavia City School District
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Technology Plan for the Batavia City School District
2010-2013

Revised Summer 2009

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Mission Statement

The Batavia City School District is committed to empowering students to achieve their maximum potential, while becoming socially responsible citizens.

Batavia City School District is a small city school consisting of approximately 2500 students K-12. Our population has been declining over the past several years. We have approximately 10% students of color, 3% multi racial, 2% American Indian, Alaska, Asian, or Pacific Islander, 3% Hispanic and 82% white. 33.1% of our population has free lunch status and 9.8% reduced lunch status. Students with Limited English Proficiency total 0.5%. Our buildings consist of 3 neighborhood elementary schools, 1 middle school, 1 high school and 1 central office building.

Building Name	Configuration	Students	Classroom teachers	Title I status
Jackson School	K-5	384 students	20 teachers	Title I
John Kennedy	K-5	374 students	20 teachers	Title I
Robert Morris	K-5	365 students	21 teachers	Title I
Middle School	6-8	535 students	60 teachers	Title I
High School	9-12	717 students	88 teachers	Title I

*based on 5/13/09 data

The Batavia City School District is located in Genesee County centered between the cities of Buffalo and Rochester. The size of the community lends itself to a small town feeling, while having a large enough pool of residences to support services such as a variety of restaurants, movies and retail stores. The poverty rate is not as large as other rural communities and there is a strong base of professionals. Many residents who have obtained a higher education are electing to remain in the area, which lends support to the local economy. The community provides a great supply of volunteers, and people are perceived as having a strong work ethic. The presence of a community college in the county helps to attract professional people to the area. School buildings are often utilized as community centers for meetings, recreational and educational activities and social events. Because Batavia is also the county seat, there is a great deal of collaboration between the schools and a variety of county and regional services such as the Historian's office, the Holland Land Museum, the Richmond Memorial Library, GCC, the Ice Rink, the YMCA, the YWCA, Cooperative Extension, GCASA, Genesee County Mental Health, Department of Social Services and others. Building partnerships on shared needs continues to be a focus for the Batavia City Schools and other regional organizations. These collaborative partnerships will help ensure the District's abilities to meet its mission and goals for its graduates.

The National Technology Plan

In December 2000, the U.S. Department of Education published a new National Technology Plan entitled *e-Learning: Putting a World-Class Education at the Fingertips of All Children*. This technology plan follows up on ideas presented in the first National Technology Plan that was published in 1996. The new plan has identified the following five technology goals for schools:

Goal 1 All students and teachers will have access to information technology in their classrooms, schools, communities and homes.
Goal 2 All teachers will use technology effectively to help students achieve high academic standards.
Goal 3 All students will have technology and information literacy skills.
Goal 4 Research and evaluation will improve the next generation of technology applications for teaching and learning.
Goal 5 Digital content and networked applications will transform teaching and learning.

Technology Planning in New York State

The New York State Technology Plan Requirements outline the five components required for state approval of a technology plan. These components are based on guidelines for schools applying for the Universal Service discount (E-rate). To qualify as an approved technology plan under this program, the plan must meet the following five criteria that are core elements of successful school and library technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

District Vision

The Batavia City School District, in partnership with the Batavia community, will provide staff and students with the necessary information, opportunities and resources to develop technical skills and fluency that support lifelong learning, resulting in the ability to successfully meet life's challenges.

I Curriculum

Required Element A. Goals and strategies

Goals:

The overall goal of the Batavia City School District in the area of Technology is to ensure that all students and staff are independent and proficient in the use of twenty-first century technology. This will be accomplished by the following:

1. Improve student performance by strengthening the connection between curriculum, standards, and information and technology skills.
2. Build professional technology competency by providing the necessary resources as well as the training and support necessary to utilize available technology.
3. Increase productivity and efficiency in the areas of managing and using information and data.
4. Enhance home school communication through various means.
5. Provide equitable access to technology resources for all students and staff by thoughtfully and deliberately distributing assets.
6. Maintain a network and equipment capable of supporting the use of technology throughout the District.

The implications and challenges of reaching each of these goals are acknowledged. The objectives for increased student performance include increases in access to technology across all buildings, greater access to technology resources from home, and support for state and national standards for technology literacy across content areas. The District will strive to promote information literacy among students, using the national technology literacy standards as a guide.

The objectives for increasing technical knowledge throughout the District include getting increased numbers of “technology tools” into the hands of staff and students and continued community outreach.

Specifically, the District sets the following objectives:

- Continue to enhance the District’s Internet Web presence, particularly as a means of providing information to parents.
- Increase teacher- and student-productivity tools in classrooms.
- Increase the use of videoconferencing/virtual field trips.
  Increase the use of the student information system to assist in decision making in a wide range of areas affecting student learning.
- Encourage more teachers to use Moodle as a vehicle for enhancing the ‘virtual classroom.” Moodle is designed to help educators create online courses with opportunities for rich interaction. As an e-learning platform, Moodle has many features, including forums, quizzes, wikis, blogs, database activities, and surveys.
- Educators will become more proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning using technology through workshops offered in district and through outside providers.
- Expand use of resources and training on how to use these resources.
- Continue to upgrade the district’s technology infrastructure.
- Review technical support.
- Expand the use of wireless technology in the district.
- Initiate the use of the Linux operating system.

Elements of the Instructional Technology Vision

Our technology vision springs from our belief that a learner-centered approach is best. For classroom teachers, a learner-centered approach allows them to build up from what students

know. In a learning-centered model, as summarized in Constructing Knowledge with Technology, a Review of the Literature, Martha Boethel and K. Victoria Dimock, Southwest Educational Development Laboratory, *http://www.sedl.org*:

- Teachers probe students' current understandings in depth by structuring activities that bring those understandings to light, providing numerous opportunities for student to express their understandings, and listening to students' explanations of their reasons and problem-solving strategies as well as their answers.
- Teachers focus in-depth on major concepts and "big ideas," rather than covering a broad range of information superficially and divorced from useful contexts.
- Teachers seek a deep understanding of students' context, interests, and motivation in order to create activities that engage students and build on their current interests.
- Teachers organize instruction around learning problems that pique students' interests, challenge their current understandings, set the intended curricular concepts in meaningful contexts, and allow students to explore ideas, pose interpretations or hypotheses, test their ideas, apply them in other contexts, and reflect on their learning.
- Teachers foster a perspective on knowledge as functional understandings that have been reached through experience, experiment, and negotiation among multiple viewpoints; the scientific process is fostered as a strategy for reaching ever-more useful and broadly applicable understandings.
- Teachers help to guide students as they work through learning problems, asking questions that lead students to examine their own ideas and reasoning processes, focusing issues, and providing access to additional information and resource materials.
- Teachers foster student dialog as a primary instructional tool, structuring the classroom to facilitate both student-to-student and student-to-teacher dialog, to encourage the airing of ideas and uncertainties without fear of the stigma of "right" or "wrong", and to assure the meaningful involvement of all students in the classroom dialog.

Working from the learner-centered instructional viewpoint, the key to instructional technology in the upcoming years will be its use to support differentiated learning within the classroom and across all instructional settings. Technology will be used to support students to become be self-regulated learners who:

- Know how to make judgments about the credibility of the plethora of information that is available.
- Know how to pursue specific information using the best and most appropriate sources.
- Use information and experts from outside of the classroom to provide additional content information and problem sets.
- Share information, written pieces, and project information with audiences from within and outside the classroom as appropriate.
- Have strategies for how to learn about and use existing and emerging technologies, such as video production and digital image manipulation, hand-held probes for data gathering and analysis, problem solving tools for mathematics, and web-based software tools.

Effective Classroom Technology

The role of technology's effect on supporting student academic achievement in a positive way must be clear.

Goals for Curriculum Integration:

1. Technology Use is Aligned to Learning Standards and Curriculum Objectives Being Assessed
The improvement of student achievement is dependent on the alignment of instructional tools and strategies to local, State, and National Standards. (Valdez et al., 2000) In order for instruction and the use of technology to achieve measurable impact on student achievement, there must be a focus on achieving specific learning standards.

2. Technology is Integral to the Instructional Process
Technology application applied to the curriculum mapping process is beneficial in determining what to teach. In order to be effective, instructional technology must be integrated into students' academic learning activities it cannot be viewed as an 'add-on.' Using technology only for play, reward, remediation, and/or enrichment often results in the technology remaining peripheral to the learning process and does not necessarily affect all students (Moersch, 2001) Technology use is most effective when it is seamless and transparent, naturally embedded into daily activities, similar to the way it is used by adults at work or with personal tasks. Technology use should include extending available resources and enhancing presentation of materials, as well as for developing information literacy and critical thinking skills.

3. Technology Use is Frequent Enough to Make an Impact on Learning
Establishing expectations for frequency of use is impractical and unproductive. However, it is necessary to consider how often technology is used for student learning. It is not likely that technology used on a sporadic or infrequent basis will have a significant impact on student learning. (Becker, Ravitz, & Wong, 1999)

4. Technology is Appropriate for Contributing toward the Development of Cognitive Skills
Research has demonstrated that choosing appropriate technology tools and instructional approaches will more effectively yield specific types of desired results. (Jacobson & Spiro, 1995) Thoughtful consideration will be used when selecting tools and instructional approaches based on grade level, subject, and student skills.

5. Technology is Used to Collect and Present User Friendly Data to Inform Instruction
Using Data to inform instruction is not longer for a select few; it is an expectation for all educators at the Local, State, and National level. The use of technology to collect, manage, and present data enables the use to be more efficient and effective.

6. Technology is Used Appropriately to Improve Student Achievement
The systematic use of technology for instructional improvement requires intensive professional development. Professional development opportunities will promote the knowledge and skills necessary among staff in order to realize the District's goal of improved student achievement.

Strategies:
1. Articulate K-12 technology skills, applications and processes and infused them into curriculum content areas.
2. Inform instructional practices through the use of Tech Paths, a curriculum mapping application, to identify skills and content that align with assessments and resources.
3. Access student performance data to diagnose and prescribe differentiated instructional strategies, practices and interventions for full group, small groups, and individual students.
4. Continually review and revise classroom technology applications.

5. Clearly articulate professional development activities necessary to improve student achievement.

I Curriculum

Required Element: B. Student Achievement

The recommendations emerging from the district vision for the use of technology are the foundation of the implementation strategies and projections shaping the next three years. The implementation strategies indicate how the district will meet each of its goals for technology integration during the current and upcoming school years. By necessity, the implementation strategies are projections of what might be accomplished to reach the technology vision. The actual tasks could be constrained by available funding, physical limitations of building space and enrollment pressures, and the need to provide professional development and support in all school areas, not just in the support and exploration of the uses of technology to support learning.

The Batavia technology vision statement provides a clear statement of what must be done to meet the three overall goals, when viewed in conjunction with the current curriculum mapping efforts and the continued infusion of the technology literacy standards represented in the NETS documents. The key is to link the goals and recommendations to specific activities.

One way of organizing the proposed Batavia implementation strategies is to look at the nationally recognized frameworks suggested by the North Central Regional Education Lab (NCREL) technology planning materials and the Partnership for 21st Century Skills (P21). As in the Batavia technology vision, the focus is on how each of the goal areas can make the greatest positive impact on students.

The following chart provides a summary of the NCREL technology planning framework supplemented with the skills that are the foundation for the work of the Partnership for 21st Century Skills.

Impact on Learners

1. Improvement of academic achievement through effective technology use.
2. Assurance that students acquire 21st century skills through effective technology use in the context of high standards and high quality learning
    1. Core Subjects and 21st Century Themes
       We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:
       • Global Awareness
       • Financial, Economic, Business and Entrepreneurial Literacy
       • Civic Literacy
       • Health Literacy
    2. Learning and Innovation Skills
       Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:
       • Creativity and Innovation
       • Critical Thinking and Problem Solving
       • Communication and Collaboration
    3. Information, Media and Technology Skills
       People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the

21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:
• Information Literacy
• Media Literacy
• ICT (Information, Communications and Technology) Literacy

4. Life and Career Skills
Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:
• Flexibility and Adaptability
• Initiative and Self-Direction
• Social and Cross-Cultural Skills
• Productivity and Accountability
• Leadership and Responsibility

3. Engagement of students in learning through effective technology use
This framework is grounded in the work of NCREL and Metiri Group on enGauge: A Framework for Effective Technology Use and . http://www.ncrel.org/engauge/

Effective Practice	**Educator Proficiency**	**Robust Access, Anywhere, Anytime**	**Digital Equity**	**Vision, Systems and Leadership**
Is the vision being translated into practice through learning environments characterized by powerful, research-based strategies that effectively use technologies?	Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?	Do students and school staff have robust access to technology-anytime, anywhere-to support effective designs for teaching and learning?	Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the vision?	Has the education system reengineered itself into a high-performance learning organization?

Using Batavia's six goal areas as the starting point, the recommendations and action steps can be categorized by goal area. The action steps can then be mapped into a proposed timeframe. The Framework column reflects the corresponding NCREL planning category. Edit to reflect new goals.

The digital divide is being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the vision.

Goal from IA	**Objective**	**Specific Tasks and Strategies**	**Skills/Standards Addressed***	**Timefra me**
Technology Use is Aligned to Learning Standards and Curriculum Objectives Being Assessed**.**	Provide professional development and support development of curricular units infused with the 2007 National Educational Technology Standards in preparation for the 2012 National Technology Assessment.	Increase the number of NETS-Infused lessons and units and post to Tech Paths mapping software. Provide professional development on NETS through online classes, superintendent's conference days and department/grade level planning.	NETS-T: ▪ Facilitate and Inspire Student Learning and Creativity ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ . Promote and Model Digital Citizenship and Responsibility ▪ . Engage in Professional Growth	Ongoing

			and Leadership	
	Expand the use of videoconferencing/virtual field trips to address 21st century goals and collaborative NET-S performance indicators.	Continue to expand use of video conferencing/virtual field trips at the high school, middle school, Jackson and Robert Morris. Seek grant to purchase equipment for John Kennedy and provide equitable opportunities for all students. Promote conferencing opportunities to teachers through targeted e-mails and professional development embedded in current NETS courses.	Subject specific although all include: 21st Century: ▪ Global Awareness ▪ Civic Literacy ▪ Communication and Collaboration ▪ ICT (Information, Communications and Technology) Literacy ▪ Social and Cross-Cultural Skills NETS-S: ▪ Communication and Collaboration ▪ Digital Citizenship NETS-T: ▪ Facilitate and Inspire Student Learning and Creativity ▪ Design and Develop Digital-Age Learning Experiences and Assessments	2009-12
	Expand teacher and class use of wikis and blogs to enhance 21st century and language skills.	Promote the use of wikis and blogs. Provide professional development through specific training on conference days. Promote collaboration between current and prospective users at grade level and department meetings resulting in further adoption of the technology. Model effective use of wikis through district use of the tool to facilitate asynchronous communication between various groups (i.e.-District Technology Committee; Instructional Leadership) and to disseminate information.	Specific to purpose of wiki/blog; likely to include: 21st Century: ▪ Global Awareness ▪ Communication and Collaboration ▪ ICT (Information, Communications and Technology) Literacy ▪ Social and Cross-Cultural Skills NETS-S: ▪ Communication and Collaboration ▪ Digital Citizenship ▪ Critical Thinking, Problem Solving, and Decision Making NETS-T: ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	Ongoing
	Create grade and subject CORE maps in Tech Paths to evaluate technology alignment.	Provide professional development in Tech Paths core mapping to department chairs. Through Instructional Leadership Team meetings	21st Century and NETS-S specific to how specific units are taught. NETS-T: ▪ Model Digital-Age Work and Learning ▪ Engage in	Ongoing

		and group collaboration, ensure adherence to NYS standards; NETS-S; and 21st Century Skills.	Professional Growth and Leadership	
Technology is Integral to the Instructional Process	Continue expansion of Technology Enhanced Learner Centered Classrooms (TELCC)	Institute TELCC classrooms as permitted by funding. Through RFP process teachers may apply for TELCC classrooms. Investigate and implement a plan to create desktop multipliers to increase the number of available terminals. Complete site surveys in each building to determine appropriate number of stations and locations.	NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Engage in Professional Growth and Leadership	35 for 2009-10. Linux Desktop Multiplier implementation 2010-11.
	Accommodate necessity to access district and personal documents off-site by all staff for instructional planning.	Implement NetStorage with all staff.	NETS-T: ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	Spring 2010
	Accommodate necessity to access district and personal documents off-site by all students to complete assignments.	Expand the use of NetStorage to all students.	NETS-S: ▪ Digital Citizenship	Fall 2010
	Continue to upgrade the district's technology infrastructure via capital project; create wireless infrastructure. Both projects necessary to accommodate current and future multimedia usage.	Students and school staff have robust access to technology-anytime, anywhere-to support effective designs for teaching and learning.	21st Century: • ICT (Information, Communications and Technology) • Initiative and Self-Direction • Initiative and Self-Direction • Productivity and Accountability NETS-S: ▪ Communication and Collaboration ▪ Research and Information Fluency ▪ Digital Citizenship ▪ Technology Operations and Concepts NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Model Digital-Age	2009-2010

			Work and Learning ▪ Engage in Professional Growth and Leadership	
	Through various professional development opportunities, classroom visitations and peer coaching, increase adoption of best practices in technology integration.	Teachers demonstrate seamless technology integration to peers Professional development includes models showcasing how a learner centered classroom is maintained with technology.	NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	2009-2012
Technology Use is frequent enough to make an impact on learning.	Provide professional development opportunities designed to support growth in technology integration by all teachers; include research-based instruction on optimal usage.	Teachers provided professional development on how to teach with technology; teachers discuss Marzano research on optimal use and develop plans to achieve.	NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	2009-12
	Support ongoing use of technology to increase student achievement.	Teachers provided with peer coaching through grade level and common subject planning time to devise common approaches to assessment preparation focusing on continuous usage.	NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	2009-12
Technology is Appropriate for Contributing toward the Development of Cognitive Skills	Develop classroom models based on the integration of technology with a Danielson learner-centered classroom and Marzano's instructional strategies.	Provide professional development through conference days showcasing what the marriage of these initiatives looks like and allowing teachers time to develop personal goals and plans to reflect the model in their own classrooms.	NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	2009-12
	Encourage teachers to use Moodle as a vehicle for enhancing the classroom experience with activities that demand higher order thinking and 21st century skills.	Expand use to include an increased number of activities that promote collaboration and communication, especially outside the classroom and to enhance a learner-centered environment. Encourage proficient teachers to share units created in the NETS course and/or courses they have developed in Moodle.	Course dependent although all include: 21st Century: ▪ Communication and Collaboration ▪ ICT (Information, Communications and Technology) Literacy NETS-S: ▪ Communication and Collaboration ▪ Research and Information Fluency ▪ Critical Thinking,	Ongoing

		Provide professional development through online courses and face to face sessions on superintendent conference days.	Problem Solving, and Decision Making Digital Citizenship NETS-T: Facilitate and Inspire Student Learning and Creativity Design and Develop Digital-Age Learning Experiences and Assessments Promote and Model Digital Citizenship and Responsibility Engage in Professional Growth and Leadership	
Technology is Used to Collect and Present User Friendly Data to Inform Instruction	Provide a means of communicating student progress to parents on a continuous basis.	Implement the parent portal of Infinite Campus to provide achievement data to parents to initiate communication between school and home. Provide Lesson Plan review for teachers and communicate instructions for use of the portal to parents.	NETS-T: Model Digital-Age Work and Learning	Fall 2009
	Improve teacher access to assessment data and item analyses.	Implement Performance Tracker to communicate assessment data to teachers; implement Assessment Builder to allow easy test creation based on NYS assessments.	NETS-T: ▪ Design and Develop Digital-Age Learning Experiences and Assessments ▪ Promote and Model Digital Citizenship and Responsibility	Summer 2009
	Increase the number of training opportunities for teachers and increase the proportion of teachers who attend them.	Continue to offer professional development in writing NETS-S-infused units and additional training to reflect the demands of the 21st century. Use conference days to encourage additional teachers to participate in online opportunities and teach them how to use Moodle and PBWorks, the primary vehicles for online course delivery. Develop additional models for delivery of professional development. Develop courses designed to integrate curricula, NETS-S, 21st Century Skills with district initiatives.	Course dependent although all include: 21st Century: ▪ Communication and Collaboration ▪ ICT (Information, Communications and Technology) Literacy NETS-S: ▪ Communication and Collaboration ▪ Research and Information Fluency ▪ Critical Thinking, Problem Solving, and Decision Making ▪ Digital Citizenship NETS-T: ▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	Ongoing
Technology is		Maintain participation in	NETS-T:	Ongoing

Used Appropriately to Improve Student Achievement		Model Schools as a vehicle for increasing teacher collaboration beyond the district Enhance current connections with other districts and promote model school's courses through the Joint Technology Group and the District Coordinator's listserv.	▪ Model Digital-Age Work and Learning ▪ Engage in Professional Growth and Leadership	

*Student-based objectives and tasks are unit specific; all address NYS Math, Science & Technology standard #2-Information systems as well as curricular specific standards and performance indicators.

I. CURRICULUM

Required Element: C. Technology Delivery

There are several key electronic resources that already exist within some Batavia classrooms, and that will most likely expand over the next three years. The first are tools that connect the classroom to the outside world through video, web pages, and electronic communications such as blogs, wikis and video conferencing. Similarly, the expansion of Internet access and more user-friendly publishing tools makes it possible for students to extend their work to new authentic audiences outside of the classroom. Two areas of rapid growth are "blogs," or electronic journal-like records and created wikis, software allowing for easy editing and posting of information via a web interface. These are shared through a student's pages at sites such as PBworks and Edublogs**.** Use of these applications in the last few years has exploded in use for news and political commentary providing an incredible "teachable moment," focusing on the reliability and bias of websites.

Within the classroom, there are many new software tools to extend curriculum and project-based learning. Not only do these tools help students to increase their media and technology literacy skills, but they can also be used to promote multiple learning styles, such as cognitive mapping tools, hyperlinked text tools, and data gathering and testing simulations. Some of the newest software tools are being offered through a subscription basis on the Internet and include RM Math and ActivInspire. Collaboration and project-based learning are supported through sites such as Global Schoolhouse (free), Center for Interactive and Collaboration (membership through Distance Learning Co-Ser), and iEARN-International Education and Resource Network (purchased subscription).

The use of video-display projectors with electronic, interactive white boards is proving to be beneficial and is now wide-spread in the district with most instructional classroom equipped with a Promethean Interactive Whiteboard and ActivInspire software. The technology plan calls for an increased number of these devices to support learning within classrooms. Additional peripheral devices, such as student response systems and visual display equipment, are also proving to be advantageous.

The district will continue to research and deploy newer software tools that adhere to the best practice recommendations for use and access by all students, such as the tools that meet the Universal Design for Learning criteria. UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences. UDL uses

technology's power and flexibility to make education more inclusive and effective for all (http://www.cast.org/research/udl/index.html), providing guidance in technology adoption.

The use of many of these tools will require the district to provide the fastest Internet access possible, given network and filtering constraints. The use of student-created multimedia such as video, teacher web pages that share content from lessons, student and teacher blogs and wikis, will require the upgrading of web services**.** Furthermore, greatly expanded use of interactive white boards and software that seamlessly integrates sound and video as well as video conferencing necessitates improvements in bandwidth and storage space. Currently, video conference connections suffer from “IP errors,” indicating insufficient bandwidth and teachers frequently have to request more network storage space to accommodate files, particularly flipcharts that may be 20 MB or more. Increased electronic communication between students and teachers, as well as outsiders, may move the district towards new ways of managing student e-mail accounts, security, and access. Free sites such as ePals may provide sufficient email capabilities to facilitate global communication. Finally, the use of content web sites to support group collaboration, such as Moodle and PBWorks, will also result in an increased use of Internet bandwidth and necessitate tightened adherence to Acceptable Use Policies.

Combined, these electronic tools provide incredible potential for improving and maximizing student achievement. Effective instructional practices backed by research including Multiple Intelligences; Building Background Knowledge; Universal Design for Learning; and Classroom Instruction that Works to name a few definitively support both the technology initiatives we've adopted and the implementation of emerging technologies.

I Curriculum

Required Element: D. Parent, Communications and Community Relations

The District Technology plan is posted on the District Website in the Information Technology section of the site, and is available for download from the site as needed. In addition, a news item relevant to the updated District Technology Plan will be posted on the district website as well as the District Newsletter, allowing access to the plan to all district partners - staff, students, parents and community. Hard copies of the District Technology Plan will be available at the District Administration Building, as well as each school building.

The District Technology Plan is a collaborative document that is the work of district administrators, teachers, parents and community members. The members of the District Technology Committee include Administrators (Margaret Puzio, Scott Rozanski, Pamela Schunk, Pamela Buresch, Chris Dailey, Sandy Griffin, Paul Kesler, Diane Bonarigo, Shawn Clark); IT Department (Dave Yoder); Technology Integration Specialist (Eileen Ognibene); Teachers (all levels) (Jon Aldrich, Kelly Dorman, Amy Burnham, Robin DeMarco, Juanita Henry, Kathy Herniman, Jeff Langdon, Theresa Lippold, Bob Mullen, Jamie Polhamus, Joe Rebisz, Beth Reimer, Jennifer Sloan); Library Media Specialists (Jill Feine, Karen O’Donnell, Marcia Riley, Glenna Hinkson); Parents (Denise Henrici); Board of Education member (Gary Stitch).

Technology tools are used regularly and consistently in communicating with parents and the

community, and in promoting parent involvement. The district is cognizant of the fact that parents are an essential partner in educating our children.

The following methods are employed to inform the community and parents:

- The District Website (http://www.bataviacsd.org) is utilized to disseminate information and news about the district, making accessible district documents and policies, newsletters, news and updates, the district calendar, sporting events, building and student activity events, performing arts, building daily announcements, and other information of interest and reference to the community and parents. The website is updated regularly by the District Webmaster, the Public Information Officer, administrative and clerical staff in all instructional buildings as well as the District Administration Office. In addition, every teacher in the district has their own website, which is used to distribute information to parents and students. In many cases, teacher websites are also used in instruction. The website is also utilized to post urgent information and news (snow days, health issues, etc.) Efforts will continue to disseminate information via the District Website.
- Every staff member in the district has an email account that is used to communicate with parents, community members, and other staff. Email addresses are published on the district website in a Staff Directory.
- The District employs a Public Information Officer who creates bimonthly newsletters that are distributed via mail to all city residents, as well as posted on the website. These newsletters include information for parents and community members, as well as highlight districts programs and staff and student accomplishments. In addition, an in-district newsletter for district staff is created and distributed via email to all staff. In the future, access to information will be available in electronic and print format, to ensure that the community has access to information.
- The District Website utilizes a Feedback system, through which website users can email the Webmaster, who then forwards requested information and communication to the appropriate staff member, who then respond to the request.
- Each building administrator creates a printed newsletter on a regular basis that is sent home with students.
- The District VOIP phone system includes voice mail access for every staff member in the district, which facilitates parent contact and communication.
- The School Messenger system is an automated phone notification system used to contact relevant district groups with information, such as emergency closings, general information community outreach, and other items as necessary. This notification can target the entire district, or specific limited groups (i.e. building, specific staff, and specific student population).
- The District utilizes a web-based Job Opportunity system. Openings are posted to the District website by District staff, and an online web recruitment system is used to collect applications and candidate information. (Online Web Recruitment – Monroe 2 Orleans BOCES (http://www.onlinewebrecruitment.org)
- Batavia High School and Batavia Middle School will utilize a Parent Portal beginning in the 2009-2010 school year, which allows parents to view student progress and students information as stored in the Student Information System, Infinite Campus.
- When needed, the District utilizes a Message Board hosted on the district website to answer parent questions and share ideas. In addition, wikis have been used on occasion in collaborative projects with teachers, parents and administrators.
- Each building in the district has a Parent Group, consisting of the building administrator, at least one teacher representative, and representative parents who have students in the

building. Each Parent Group maintains a website that posts dates of meetings, structures, news and contact information. These organizations include:

- BHS School Improvement Team (SIT) http://www.bataviacsd.org/webpages/bhssit/
- BMS Parent Teacher Group http://www.bataviacsd.org/webpages/bparentteacherg/
- Jackson Home School Association http://www.bataviacsd.org/jxhsa
- John Kennedy Parent Group http://www.bataviacsd.org/jkpg
- Robert Morris FORM (Friends of Robert Morris) http://www.bataviacsd.org/rmform

Technology used with students:
Technology is used instructionally with students on a daily basis. Teachers and students utilize the internet to access information, process information and create products including, but not limited to:

- Moodle - an online learning environment
- PowerPoint projects, Word Projects, Excel Projects, MS Publisher projects
- Web 2.0 technologies, such as blogs, wikis, podcasts, etc.
- Video production
- Subject Textbook support online technology (i.e., Think Central.com)
- Distance learning - four of the five buildings have Video Conferencing equipment that allows classrooms to connect and collaborate with experts and/or other schools outside of the school. These projects are integrated with classroom curriculum. The district has written a grant to ensure that all five buildings have access to a videoconferencing unit. The district has also utilized Skype for online videoconferencing.
- These projects are shared with parents via the web on the district website on teacher webpages, or through the utilization of Web 2.0 Tools such as PBWorks, Wikispaces, Classblogmeister, Edublogs, Voice Thread, podcasts and other web-based technologies. Parent feedback is invited through the use of these technologies in the form of comments. Parents are also invited to after-school sharing events that showcase these student projects.
- There will be ongoing efforts to encourage teachers and staff to utilize the above technology tools with their students in the next several years.
- District libraries offer access to online databases including magazine and journal databases, reference books online, Instructional animations (Brainpop and Brainpop Jr.) and a variety of subject reference materials on all levels. Databases are age appropriate for each building, and are available outside of school via the District webpage with passwords provided to each student in each building, as well as through the District Newsletter. The use of these databases is promoted by the district librarians, and children at all levels receive instruction in accessing these resources as appropriate. The district will continue to purchase and offer online databases to ensure that all users have access to reliable, current and authoritative information resources.

I Curriculum

Required Element: E. Collaboration
Strategies for developing the program, where applicable, with adult literacy providers.

This item is not applicable; Adult Literacy services are provided by other organizations in the area including Genesee Community College (Adult GED), Genesee Valley BOCES (Adult GED), as well as Literacy Genesee (301 North St., Batavia, NY, 343-0802).

II. Professional Development

Required Element: F. Professional Development

All professional development options must move teachers and students from the focus on a specific tool to create a final product, such as PowerPoint, to the use of tools to support content teaching, such as publishing online with students, creating collaborative activities, designing learner-centered flipcharts, and using data analysis to improve teaching and learning. The question that teachers and trainers must answer is, "When is the technology appropriate to support content, or just 'window dressing'?"

In May the district conducted a survey to evaluate current levels of technology integration and to plan future professional development. The goal of this survey was to measure technology proficiency levels, NETS-S, 21st Century activities, and training needs. (That data collected is in Appendix A).

Conclusions from this survey indicate the following:

- Promethean - Approximately 33% of teachers less skilled than desirable; only 18% of teachers report high skill levels in using board/software
- Word-adequate expertise with most staff reflecting average or better skills
- Excel-results suggest a need for training with higher functions
- PowerPoint-some need/interest in training
- Infinite Campus-a number of teachers at the lower end of the rating scale based on amount of training/support that has been given; if we maintain coaching early in year as has been done the last 2 years, teachers should be OK.
- Tech Paths-training needed
- Software-for programs listed, especially strong demand for training in Excel & Activstudio; results suggest training for other programs may attract a large enough audience to run trainings; Study Island shows some interest in training but as this is only MS, it could be done in dual team meetings.
- Aides/Clerical-results show some need for training; budget constraints make this impossible to do over the summer or after school; suggest more focus on software training for this group on conference days.
- Hardware-results show a need for training on Elmos and video editing; Elmo will be incorporated into Basic ActivInspire; a large number of teachers have been trained in video editing; concerned that a class will attract the people who've already taken it; current software is not ideal
- Integration
    - Most teachers rate themselves as comfortable creating integrated units/lessons
    - Only about 10% of respondents integrating technologies/activities that align with the 2007 National Education Technology Standards; only 29/161 respondents rate themselves a 4 or 5 on new NETS standards
    - Most tech integration reflects earlier, less demanding NETS standards
    - A surprising number of teachers "seldom" have students create something using technology (33)
    - Majority of teachers integrate at least weekly with 44% daily
- Differentiation-strongly supported by technology
- Web sites-somewhat concerning that 51 teachers report not being able to judge the reliability and validity of a website and teach students to do the same

- Collaboration-
    - 88 respondents rate themselves a 1 or 2 on peer collaboration suggesting more incorporation of Web 2.0 technologies in training
    - Teachers believe they are developing 21st century skills in their students which is contradicted by lack of knowledge of new NETS
- Best time for PD-preferences are strongly for conference days (154) and summer (123); online made a significant showing; after school least desirable
- Student collaboration-most respondents report no opportunities for outside collaboration; free response questions suggests that the collaboration/communication activities being done either don't establish 2-way communication or aren't going very far beyond the classroom

To address the identified needs, the district has a full-time Technology Integration Specialist to run synchronous and asynchronous training sessions, to provide suggestions about technology integration strategies, and to assist teachers in using applications with their curriculum. One to one coaching is provided as requested by teachers; the demand for this mode of training saw significant growth in the 2008-09 school year. With current budgetary constraints, it is likely to continue to grow. The focus of all professional development sessions whether formal or informal is to assist teachers in creating units, lessons and activities that reflect and integrate NETS-S, 21Century Skills and NYS standards.

Of course, the use of instructional technology specialists on-site will not replace the need for periodic full group training for teachers. Participation in the Model Schools Co-Ser facilitates training and other types of workshops and technology academies that will play an important part of the mix of opportunities and efforts to widen collaboration outside the physical setting. All online courses employ Moodle or PBWiki; teachers taking courses via these tools are offered 1:1 guidance by the Technology Integration Specialist before the courses begin to ensure their comfort with the tools. Ongoing support via e-mail and telephone is also provided by course facilitators throughout the duration of each course. In addition to traditional summer or after school workshops and online courses, the distinct is likely to pursue more training during the school day in an attempt to maximize the return on the professional development investment and to include the entire s.

For all teachers, a main issue is the time needed to prepare materials. Using teachers as peer support has resulted in additional time for teachers to share with each other, such as formal grade level sharing times at Superintendent's Days and other staff development times. The opportunity for teachers to see what other teachers are doing is the most convincing evidence of pragmatic use and benefit to students. Exemplary use of interactive whiteboards and software has been greatly enhanced through professional development opportunities focusing on creation of materials via collaboration with subject and grade level peers. These sessions also provide one to one opportunities for specific training on various functions within the software allowing participating teachers to improve their comfort level with the software and grow in their proficiency with the tools.

Professional Development strategies
All technology-integration professional development springs from the pursuit of instructional "Best Practices" in the Batavia City School District. Some of these practices:

The Learner-centered Classroom and the Charlotte Danielson Framework for Teaching

Charlotte Danielson's work Enhancing Professional Practice: A Framework for Teaching (Danielson, Charlotte, Association for Supervision and Curriculum Development, 1996) takes the complex activity of teaching and divides it into 22 components clustered in four domains of responsibility: planning and preparation; classroom environment; instruction; and professional responsibilities.

The way in which people learn is constantly being re-examined. Madeline Hunter developed a teaching model in the 1970's based on a teacher-centered, structured classroom. Hunter advocated a specific set of steps for each lesson to follow. We are grateful for this model because it allowed educators to have a valuable common vocabulary to describe teaching.

In the past thirty years, research has provided new information on student learning. Now, we are interested in more complex learning, in problem solving, in the application of knowledge to unfamiliar situations. Recent educational research, particularly on the nature of the brain and how it learns, has made it clear that we need new approaches to teaching, therefore, to the description and evaluation of teaching.

Multiple intelligences, collaborative learning and authentic engaged learning are among the considerations that should be observed in today's classrooms (Danielson, 1996). The challenge for administrators and teachers involves using the research on learning to implement these practices into the classroom to improve student achievement.

The framework is based on the idea that some practices are clearly more effective than others. The concept of learning, and therefore good teaching, has gradually shifted from a behaviorist to a more constructivist view. From the constructivist perspective, the learner becomes the focus or center of what is going on in the classroom rather than the teacher. The learning of a concept depends on the learner's engagement and ultimate ability to derive the concept for him/herself. Learners have often developed beliefs about the concept that are incorrect, and these incorrect preconceptions must be addressed before students can learn the concept correctly.

In the constructivist classroom, the teacher designs activities and assignments that anticipate misunderstandings and engage students in constructing important knowledge. Herein lays the difference from a traditional classroom where the teacher's main responsibility is to present information that students are to memorize. More often, students will be engaged in *doing* something with the information, rather than memorizing it. Note, this does not mean that the teacher will never present information, or ask students to memorize information. Memorization is often appropriate (i.e., math facts) as is presentation (an excellent way to impart needed information). It just means that most of the work during any given lesson will be done by the student, not the teacher.

Assessment plays an important role in the constructivist classroom. The teacher needs to continually assess whether or not the students are constructing the important knowledge. Assessment may look different; it may be more performance-based. When students successfully complete the performance tasks, the teacher has a sense of which students have constructed a deep understanding of the topic and which are still in the process of constructing the learning. A key skill of the effective teacher is designing assessments which allow her/him to determine if learning has taken place.

Building Academic Background Knowledge

One way to make a big difference in students' performance on assessments is to increase their background knowledge related to the topics on which they are being assessed. The chart below (*see bottom of page*), from Building Background Knowledge for Academic Achievement , (Robert Marzano, 2004, ASCD Alexandria, Virginia) shows that students who would normally have performed at the 50th percentile without direct vocabulary instruction, improve their performance to the 62nd and 83rd percentiles respectively when they receive direct vocabulary instruction and more specifically direct vocabulary instruction directly related to the content being assessed.

Components of Batavia's School Wide Approach to Building Academic Background Knowledge

Staff Training: All professional staff members have been introduced to the ideas that provide the basis of Marzano's work on building vocabulary and effective vocabulary instruction. Identify an Academic Vocabulary : For each grade level (K-8) and subject area, target vocabulary terms have been identified. Marzano recommends that various grade levels differ in the number of new terms they will introduce each week, i.e. 1st grade teachers may introduce only one new term each week while 8th graders will be exposed to 20.

Eight Characteristics of Effective Vocabulary Instruction

(source pp. 62—90), by R. Marzano, 2004)

- Characteristic 1: Effective vocabulary instruction does not rely on definitions.

Many times students are asked to copy definitions and have no idea what the definition means.

- Characteristic 2: Students must represent their knowledge of words in linguistic and nonlinguistic ways

Imagery based representations, i.e. drawings and graphic organizers are powerful brain-based strategies that increase comprehension and retention.

- Characteristic 3: Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.

Students begin with a surface understanding or rough draft of the concept. Through multiple exposures understanding of the term or concept deepens or can be revised. Multiple exposures are necessary for storage in permanent memory.

- Characteristic 4: Teaching word parts enhances students' understanding of terms.

Knowledge of roots and affixes improves students' ability to determine the meaning of new words.

- Characteristic *5:* Different types of words require different types of instruction.

Nouns and verbs have different attributes. Places, types of people, i.e. firefighters, natural and man-made objects are all nouns, but might be taught in different ways. Objects may be associated with a place, while people may be associated with a specific time in history. Instruction that features the key semantic features of words positively affects student learning of the words.

- Characteristic 6: Students should discuss the terms they are learning.

When students are required to interact with each other or the teacher about words, the likelihood of retention of those words increases.

- Characteristic 7: Students should play with words.

Games provide challenge, yet permit the student some control over the level of the challenge. Experiences that are both challenging and enjoyable help students come across words in

different contexts and students typically remember content that is associated with pleasure.

- Characteristic 8: Instruction should focus on terms that have a high probability of enhancing academic success.

Identify terms that are critical to student success in a course. Identifying too many terms will prohibit schools from using direct vocabulary instruction due to lack of time.

Robert Marzano also provided the research-based strategies for teaching, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock, which are a foundation for technology infusion.

These strategies and applications are:

Identifying Similarities and Differences

1. Presenting students with explicit guidance in identifying similarities and differences
2. Asking students to independently identify similarities and differences.

Technology Applications

- *Inspiration*
- *Word processing program "call-out" shapes such as Microsoft Word's "speak shape" or "thought shape."*
- *ActivInspire-multiple comparison templates*
- *Excel-graphing various relationships*
- *Table/column creation in Word for comparison*
- *Telecollaborative projects to compare various data*
- *Various templates available in Word and ActivInspire for Venn Diagram, Comparison and Categorizing*
- *Metaphors – Metaphor lists, common semi-funny metaphors*
- *Analogies – analogy game, 34 question analogy interactive*

Summarizing and Note taking

1. Summarizing and Note Taking
    1. Students must delete some information, substitute some information, and keep some information.
    2. To effectively do this, students must analyze the information at a fairly deep level.
    3. Knowledge of the form or structure a piece of information will take is an aid, i.e., typical science chapter organization.
2. Note Taking
    1. Verbatim note taking is the least effective way to take notes.
    2. Notes should be considered a work in progress.
    3. Notes should be used as study guides for tests.
    4. The more notes that are taken, the better.

Technology Applications

- *Inspiration-webbing, brainstorming, outlining*
- *Graphic organizers.*
- *Outlining in Microsoft Word*
- *Templates available online or teacher-generated in a Word table; Inspiration or ActivInspire*

Reinforcing Effort & Providing Recognition

1. Effort—Keep track of effort and achievement.
2. Recognition

Technology Applications

- *Publisher certificate templates*

- *Rubrics generated in a Word table or found online; effort and achievement rubrics*
- *Tracking charts using Tables in Word*
- *Web page sharing student work.*
- *Online portfolios.*

Homework and Practice

1. Establish and communicate a homework policy.
2. Design homework assignments that clearly articulate the purpose and outcome.
3. Vary the approaches to providing feedback

Technology Applications

- *Teacher webpages.*
- *Multimedia presentations.*
- *Rubrics*
- *Assignment submission via Moodle.*
- *ActivInspire Games—Jeopardy, Who Wants to be a Millionaire? Are You Smarter Than a 5th Grader?*

Non-linguistic Representation

The "dual-coding" theory of information storage postulates that knowledge is stored in two forms—linguistic (words) and imagery (mental pictures).

1. Create graphic organizers
2. Using other nonlinguistic representations
    1. Making physical models
    2. Generating mental pictures
    3. Drawing pictures and pictographs
    4. Engaging in kinesthetic activity

Technology Applications for graphic organizers

- *ActivInspire graphic organizer templates*
- *Multimedia projects using PowerPoint; ActivInspire, Movie Maker, Photo Story*
- *Inspiration templates*
- *ActivInspire timeline templates*
- *Tessellation simulators*

Technology Applications for other nonlinguistic representations

- *Simulation software models-CAD; bridge building*
- *Graphing calculator.*
- *Various online simulations*
- *Paint*

Cooperative Learning

1. Five defining elements
    1. Positive interdependence
    2. Face-to-face interaction
    3. Individual and group accountability
    4. Interpersonal and small group skills
    5. Group processing
2. Generalizations
    1. Use a variety of criteria for grouping students.
    2. Use a variety of grouping patterns
        1. Informal or ad hoc (last from a few minutes to a class period)
        2. Formal (long enough to complete an academic project—several days to several weeks)
        3. Long term (semester or year—provide students with long-term support)
3. Keep groups small

Technology Applications

- *WebQuests*
- *GPS activities*
- *Group multimedia projects*
- *E-Pals*
- *Wikis.*
- *Project-Based Learning.*
- *Interactive software*
- *Peer editing via Moodle workshops*

Setting Objectives and Providing Feedback

1. Goal setting
    1. Be specific but flexible.
    2. Contracts.
2. Feedback
    1. Corrective—provide a correct answer or an explanation of what is accurate and what is inaccurate.
    2. Timely.
    3. Feedback should be criterion-referenced as opposed to norm-referenced.
    4. Students can provide some of their own feedback.

Technology Applications

- *Online rubrics (student/class/teacher –developed)*
- *Advanced organizers.*
- *Blog-reflective notes*
- *Electronic portfolios in Moodle or a wiki*
- *Inspiration for brainstorming goals*.

Generating and Testing Hypotheses

1. While hypotheses can be approached inductively or deductively, generally speaking deductive approaches produce better results.
2. Teachers should ask students to clearly explain their hypotheses and their conclusions.
3. Use a variety of structured tasks to guide students through generating and testing hypotheses.
    - Systems analysis.
    - Problem solving.
    - Historical investigation.
    - Invention
    - Decision making

Technology Applications

1. *Simulation software and various online simulations*
2. *Real time data projects at CIESE and other sites*
3. *Interactive websites*
4. *Graphs*

Cues, Questions and Advance Organizers

1. Cues (hints) and Questions
    - Should focus on what is important as opposed to what is unusual.
    - “Higher level” questions produce deeper learning than “lower level questions.”
    - “Wait time”
    - Use questions before a learning experience.
2. Advance Organizers

- Expository
- Narrative
- Skimming
- Graphic advance organizers (see Graphic Organizers, above).

Technology Application

- *Inspiration*

Information based on http://t4.jordan.k12.ut.us/professional_development/strategies/

Balanced Literacy
Essential Elements of Reading Instruction
The five essential elements of reading instruction are based on scientific reading research. The five components of effective reading instruction are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension.

COMPONENTS OF A BALANCED LITERACY PROGRAM:
(derived from North Central Regional Educational Laboratory Web site)
All of the following contribute to producing literate citizens of the 21st Century.

- Reading Aloud: Teacher reads selection aloud to students
- Shared Reading Teacher and students read text together
- Guided Reading: Teacher introduces a selection at student's instructional level
- Independent Reading: Students read independently
- Modeled/Shared Writing: Teacher and students collaborate to write text; teacher acts as scribe
- Interactive Writing: Teacher and students compose together using a "shared pen" technique in which students do some of the writing
- Independent Writing: Students write independently

THREE BLOCK FRAMEWORK:
A three-block framework provides the structure for the literacy block. Students rotate through the three blocks everyday. The blocks are:

- Language and Word Study , where students work on the structure of words, conventions of language, and investigate meaning across multiple genres including literature, informational texts, and poetry;
- Reading Workshop p, where students are engaged in guided reading, independent reading, and literature study.
- Writing Workshop , where students develop their writing skills by learning specific strategies and traits (Six + 1 Traits of Writing) while writing for a variety of audiences and purposes.

Professional development is constantly provided to staff as we focus on making all classrooms 21st century classrooms. Our students are digital natives; their future success is dependent upon using all digital media and hardware successfully. Therefore, our focus is on employing various technology tools to complement and deliver curriculum and fully supporting teachers, the "digital immigrants." The district provides a variety of technology-skills and technology-integration workshops for teachers.

Here are descriptions of the skills-based and technology-integration workshops offered in the summer of 2009; these classes were created based on the results of the survey in appendix A, as well as the need for training in new software.

NETS and Curriculum Unit Plan

The National Educational Technology Standards have been updated and demand a higher level of performance at all age groups. The standards are now:

- creativity and innovation
- communication and collaboration
- research and information fluency
- critical thinking, problem-solving, and decision-making
- digital citizenship
- technology operations and concepts

The focus of this course is on fitting these new performance indicators into your curriculum. Your unit plan will be created in Tech Paths software, our new curriculum mapping software. The workshop will provide participants with a model unit that integrates technology, based upon current curriculum maps. Emphasis will be on integrating tool software, interactive whiteboards, student response systems, and Internet resources (resources, online tools, lessons and units, project-based learning, activities) that can help teachers in this process. Additional focus will be on incorporating teaching of vocabulary into the unit.

What's New in ActivInspire

This class is meant for teachers who've had a Promethean board for a while and are comfortable with basic and intermediate tasks and functions in the software. The new version of Activstudio is now called ActivInspire and looks a bit different than what we are used to. This class will look at:

- Choosing your interface-studio or primary
- Using the browser window for resources, objects, properties and actions
- Profiles
- standard menu bar
- Using with Activotes
- Changes in the library—ex. No icons to indicate image or sound

ActivInspire Basic

This is an all day class is for all classroom staff needing instruction on the basic operation of the Promethean board and training in using the software. The class will cover getting started with an IWB; adding basic text and images; using the library; browsing Promethean Planet; basic troubleshooting

ActivInspire Create and Collaborate

Just how do you…..

Do you have questions about your flipcharts? Is there something you want to do but don't know how to? Here's your chance to spend some time comparing notes with your colleagues about your experiences using Activboards and Activstudio software. You can volunteer to demonstrate flipcharts with elements that have worked well with your classes; problem-solve on your flipcharts with the facilitator; ask questions; and collaborate with other staff. Best of all, you get a bit of time to make another flipchart to use with your classes!

Web 2.0 Tools

A 4 week online class that explores Web 2.0 tools - that is, exploring new web-based applications that can support collaboration, creation and publishing. During this class, participants will:

- Explore the concept of Web 2.0, including some of its more popular tools - including video online (YouTube), social bookmarking, blogs and other mainstream web 2.0 resources, as well as combinations of applications that are appropriate for classroom use (i.e., mashups)
- Explore wikis, online platforms that support collaboration. Each participant will create a wiki, incorporating links, documents, and images, in addition to a plan for creating a wiki for classroom use.
- Explore some online "creation" resources that provide tools you can use yourself or with students
- This class requires home access to the internet through a broadband connection to facilitate speed and ease of use. (i.e. a dial up connection may not work well!) In addition, non-filtered access is necessary to fully explore the resources that are explored in this class.

Excelling in Excel

Excel is a spreadsheet program making it ideal for crunching numbers, creating graphs and can also be used as a database to create merged letters and labels. This class looks at basic operations, graphing, using formulas and analyzing a teleform report. In addition, we'll take a close look at when to use Excel versus a table in Word and discuss how you can use the program with your students.

Resources in Staff Development via the District Website:

Additionally, the district's website offers a variety of online resources for teachers. This is a list of link collections created to date to support teachers in their quest to successfully infuse technology with curriculum:

Technology Integration - Resources within this section are provided to help teachers in planning and implementing technology integration.

- NETS and Curriculum- pages here support the National Educational Technology Standards with resources for information, activities, lesson and unit plans, and interactives by subject; multiple sub-topics are available within each subject site. You will also find links to enduring understandings and essential questions.
- Online Resources for Teachers-This section offers a list of link collections for the various staff development courses offered by the district ranging from blogging and Movie Maker to printables and interactive websites.
- Literacy and Technology-We all know that kids who read well generally succeed in school and in life. But kids who struggle with literacy seem to struggle with everything. In this course, teachers were introduced to various tech tools and software to help kids with the struggle to become proficient readers. Links provided focused on Marzano's vocabulary research, literature projects and WebQuests and online writing tools.
- NSBA Conference - Nashville Links- A collection of links of interest gathered from the sessions attended at the NSBA Conference in Nashville in October 2007
- Web 2.0 Tools -a collection of Web 2.0 tools such as wikis, blogs, Voice Threads, media tools, news aggregators, and other useful tools. This class is currently conducted on a wiki online.
- 21st Century Skills and STEM Initiatives-Provides information and links based on 21st century skills and the emergence of merged career fields such as neurotechnology and biotechnology. Gives teachers guidance in developing skills in students to reflect the new demands of the workplace.

II. PROFESSIONAL DEVELOPMENT

Required Element: G. Supporting Resources

The district has collected and developed a variety of resources to promote the effective use of technology in the district, as well as to support staff use of technology. These resources include the following:

- A full-time Technology Integration Specialist is employed by the district and works with classroom teachers in grades K-12 to implement technology-integrated projects and instructional strategies in the classroom. The Integration Specialist also teaches Staff Development courses in a variety of technology topics. In addition, the District Librarians on all levels work with teachers to identify web-based resources to supplement and support content curriculum. .
- A well-developed Moodle site (http://moodle.bataviacsd.org) is in place: Moodle is online courseware that hosts a variety of classroom courses as well as staff development courses that run at scheduled times throughout the year, including the summer. These classes are run at any time, as they are hosted on the web and accessible from any internet connected computer. Teachers will continue to create Moodle classes for students; professional development opportunities are also being offered via Moodle.
- A developed, maintained, and updated Technology Integration section of the District Website exists as described in element F. These materials are added on a consistent basis as new technologies are adopted and new resources and tools are added to the District Technology Systems. The District Webpage is hosted by School World, 570 Willow Brook Office Park, Fairport, NY 14450.
- Technology Staff Development is also conducted via wikis, when appropriate. The use of the wiki allows for online collaboration and communication between participants in a class.
- Every teacher in the district has his/her own website, which provides contact information, course information, and instructional resources, when appropriate. Training in creation of a Teacher Website is done when a teacher is initially employed by the district, and the teacher maintains and updates the website on an ongoing basis. Manuals are provided via the district website and updated as needed.
- Software manuals and instruction materials are available to teachers and staff via the District Integration Specialist, who has developed materials to support software that used within the district. These manuals are hosted on the District Common Area, a directory accessible to all staff with district computer access.
- The District Libraries offer access to a variety of online databases appropriate to the grade level of each building. These databases include magazine/journal databases, subject area resources, image resources, instructional animations, literacy databases, and comprehensive research databases. All are available with passwords through the district website, provided by the district librarians throughout the year. In addition, library materials in all formats are available through the library catalog (OPAC) which is accessible through the District Network and on the web via the District Webpage.
- The District Libraries are part of the Genesee Valley BOCES School Library System, through which requested materials can be retrieved from other schools, systems, universities and other libraries throughout the state through a web-based Union Catalog. The District also has access to materials from the local public library system via the NIOGA website.
- The District has installed Interactive Whiteboards (Promethean) in most classrooms throughout the district. Teachers are encouraged to utilize the Promethean ActivInspire software to create instructional materials that are used in daily instruction. Staff development is provided to all staff in this technology.
- The District utilizes Tech Paths, a web- based, curriculum mapping software, which enables teachers to create curriculum maps that are shared with other staff within the

district. This resource also provides access to other schools' maps around the country. Tech Paths allows teachers to collaboratively create and share their instructional program and ensures that instruction is consistent throughout the district. The district also utilizes Performance Tracker/Assessment Builder, which allows teachers to use longitudinal student data effectively to plan for teaching and to design and implement appropriate academic interventions when necessary.

- The District maintains an Information Technology staff that provides support and services to hardware and software as needed.
- The District is upgrading the technology infrastructure to implement wireless access in all classrooms in all five buildings of the district starting in the 2010-2011 year. This effort will expand opportunities to integrate technology into classrooms more effectively and seamlessly.
- The District participates in hybrid classes in cooperation with Genesee Community College, where high school students receive local and college credit for Psychology and Sociology. A portion of these classes are offered online through the college, and a member of High School staff supervises students enrolled in these classes.
- *See Appendix B for Board Policy #8261* – Children's Internet Protection Act Internet Content Filtering/Safety Policy

III Infrastructure, Hardware Technical Support, and Software

Required Element: H. Infrastructure Needs/Technical Specifications and Design

The network can be broken down into three basic categories:

- Connectivity
- Server Core
- Edge Devices

Connectivity:

The current network consists of inter building connectivity using single mode fiber in a star topology. The center of the star topology is the Administration Building with the edges being the five (5) school buildings. The district currently leases from EduTech 12 strands of fiber to each building. This infrastructure currently provides a 1 Gb backbone to the serve core located at the Administration Building. The inter building connectivity is scheduled in the 2009-2010 school year to be upgraded to a 10 GB backbone.

The district network connects to various service providers. Service providers include:

- Time Warner Cable: broadband access for a direct link from the District
- BOCES (EduTech): broadband access through our BOCES (EduTech)
- Choice One Communications: T1 access for voice communications

The infrastructure for connecting all edge devices to the network is 100% Cisco switches and routers. The infrastructure design uses Cisco best design practices. Technology services that run on the network infrastructure include:

- VoIP – Cisco Unified Communications Manager with approximately 400 phones attached
- Wireless Access – Currently there are five (5) wireless access hot spots in the district. In the 2009-2010 school year a new district wide wireless deployment is scheduled which will provide for a wireless infrastructure (135 APs) providing the latest high speed wireless standard (802.11n).

- Video (Security Cameras) – Currently exist in the Middle School and High School. In the 2009-2010 school year these will be replaced with a district wide IP based security camera system with the headend equipment being located in the IT Server Room located in the Administration Building.
- Data – Traditional data services are also provided with 100 Mb connections to desktop workstations

Server Core:

The server core consists of centralized services for voice, video and data. Technologies used in the server core are:

- VoIP – Two (2) Cisco Unified Communications Servers. One primary and one secondary for redundancy. In addition, there is one Cisco Unified Voice Messaging server for the district's voicemail.
- Wireless Access – When deployed in 2009-2010, the Cisco wireless controller will be located in the server core and will communicate to the 135 APs using LWAPP.
- Video (Security Cameras) – The headend Video (Security Camera) servers will be a SAN consisting of enough disk space to retain up to 30days of video data. This will be approximately 6 TB.
- Data – The data servers are currently running NetWare 6.5 and are being upgraded (summer 2009) to SUSE Linux Enterprise Server 10. The SAN is also in the process of an upgrade to provide more disk space to user needs.

Edge Devices:

The district currently has workstations 1,280 workstations and 200 Promethean interactive whiteboards in the district with additional miscellaneous equipment.

Current Inventory:

Computers (by locations)	Computer Labs	Classrooms	Library Media Center	Admin. Office
High School	134	203	20	22
Middle School	112	173	21	17
Jackson Elementary	25	111	21	8
John Kennedy Elementary	27	104	26	8
Robert Morris Elementary	28	118	11	8

Computers (list by type)	Quantity
A. T1: HP dc5000 P4, 3GHz, 512MB RAM, 40GB HDD, DVD/CD-RW	150
B. T2: HP dc7600 P4 (Dual Core), 2.8GHz, 1GB RAM, 80GB HDD, DVD+/-RW	480
C. T3: HP dc7700 P4 (Dual Core) 2.13GHz, 2GB RAM, 80GB HDD, DVD+/-RW	400
D. T4: HP dc7900 P4 (Dual Core) 3.0GHz, 2GB RAM, 80GB HDD, DVD+/-RW	250
Total Workstations =	**1,280**

Laptop/Tablet Computers (list by type)	Quantity
A. DELL D600 Laptop	3
B. DELL D610 Laptop	24
C. DELL D630 Laptop	25

D. HP tc4200 Tablet	20
E. HP tc4400 Tablet	98
Total Laptop/Tablet Computers	**170**
Total Devices (workstations/Laptops/Tablets)	**1,450**
Number of computers listed above that are Internet ready	**All**
Number of computers listed above equipped for multimedia	**All**

Peripheral Devices	**Quantity**
A. Printers are distributed through out the buildings in building defined printer hub locations	110 (all networked)
B. Interactive whiteboards	200
C. Active Votes	65
D. Assistive/Adaptive Devices	5

Software	**Quantity**
A. Office XP	All
B. Symantec AntiVirus	All
C. GroupWise	All
D. Adobe Reader	All
E. Inspiration	All
F. ActivInspire software	All
J. PASCO science kits	66

Network Equipment (District Office)	
A. Switches	83
B. Routers	8
C. Servers	
Novell File Servers	5
Infrastructure File Servers	6
Voice Servers	3
Infinite Campus Server	3
Virtual Servers	13

Telecommunication Links	
A. T1 – PRI	(4) T1 Digital Phone System
B. ISDN	---
Number of rooms wired for internal connections	All

Current Replacement Cycle:
To ensure the network devices are current and state of the art, the district has developed an IT budget that takes into account the replacement lifecycle for each type of equipment. Below is a chart of the funding necessary to maintain the current network

. Item Description	Current Qty	Total Replcmnt Cost	Replcmnt Cycle (Yrs)	Replcmnt Percentage	Yearly Replcmnt Qty	Yearly Replcmnt Cost
Desktop Computers	1,280	$ 704,000	5	20%	256	$ 140,800
Laptop/ Tablet Computers	170	$ 234,600	5	20%	34	$ 46,920
Printers (Hub Model)	105	$ 47,775	7	14%	15	$ 6,825
Novell Servers / SAN	5	$ 90,000	5	20%	1	$ 18,000
Application Servers	10	$ 60,000	5	20%	2	$ 12,000
Voice Servers	3	$ 24,480	5	20%	1	$ 4,896
IP Phones	439	$ 77,227	7	14%	63	$ 11,032
Interactive White Board (IWB)	200	$ 335,000	10	10%	20	$ 33,500
Short Throw Projector (IWB)	200	$ 345,200	5	20%	40	$ 69,040
Audio System (IWB)	200	$ 60,000	10	10%	20	$ 6,000
Elmos	78	$ 51,971	7	14%	11	$ 7,424
ActiVotes	64	$ 111,400	10	10%	6	$ 11,140
Digital Cameras	44	$ 16,187	7	14%	6	$ 2,312
Projectors	28	$ 49,433	7	14%	4	$ 7,061
TI- Graphing Calculators						$ 20,000
Contingency Funds						$ 30,274
					Total Budget Needed to Maintain Hardware	**$ 410,110**

New Initiatives:

As the district moves forward with their wireless vision, the impact to the local budget is being studied and several solutions are being evaluated to maximize the use of monetary resources. These resources will be used to match as closely as possible, the goals of the DTC's (District Technology Committee) wireless deployment scenario that is currently being developed.

The district also uses an RFP (Request for Proposal) for new/future technology purchases. The RFP applications are due in the November timeframe of the calendar year. This allows time for the applications to be reviewed by a committee and then approved or denied. Approval takes into account the technology vision of the district as well as the budgetary implications for the new technology. If additional funding is required, then the RFP application is forwarded to the Business Office so that it can be reviewed and approved or denied by the districts budget process.

Staffing:

The IT Department staffing to support the district needs is currently:

Employee of:	FTE	Title
District	1.0	Operations Analyst II
District	1.0	Operations Analyst I
District	1.0	Operations Technician II
District	1.0	Operations Technician I
District	1.0	Customer Support Specialist
District	1.0	Computer Tech Assistant
EduTech	0.6	IT Network Analyst I
EduTech	0.6	Computer Services Asst
GVBOCES	0.4	AV Technician
District	0.2	Integration Specialist
District	0.4	Lab Aide (JX)
District	0.4	Lab Aide (JK)
District	0.4	Lab Aide (RM)
District	0.4	Lab Aide (MS)
District	0.4	Lab Aide (HS)
Total FTEs:	9.8	

Required Element I Inventory
Please see data above for this information

Required Element J - Increase Access
Our goal is to give all students access to current technology so that they have equal opportunities for learning. The District has made an effort to equip each classroom with an interactive whiteboard as well as student computers. All schools are fully equipped with computer labs and audio visual equipment. Each school has the ability to participate in virtual field trips through video conferencing equipment. Both of these allow students who may not have access to technology in the home to benefit from the resources. In addition, all teachers have access to Activote - a learner response system - that allows teachers to address the

needs of students immediately. We are in the process of setting up wireless access district-wide, which again allows equal access to all students to take advantage of the available technology.

The Special Education department has made many technology purchases to ensure that students are given equal access to the general education curriculum whether they are enrolled in general education or self-contained classes. Examples of these technologies include but are not limited to Smart/Promethean Boards, Elmos, FM systems and Activote systems. Several students have specific technology items to enhance their learning because it is impacted significantly by their disability. Some students use voice recognition programs (Kurzweil, Dragon) and computer software (Board Maker, Fast ForWord, Earobics) as described in their IEPs.

IV. Funding and Budget

Required Element K. Budget and Timetable

Hardware and Network Costs:

The IT Budget is currently:

ACCOUNT	DESCRIPTION	2009-10 Budget
A 2630.222-00-0000	COMPUTER HARDWARE:	$ 58,656
A 2630.400-00-0000	CONTRACTUAL - COMPUTERS	$ 85,425
A 2630.420-00-0000	CONFERENCE EXPENSES	$ 15,000
A 2630.450-00-0000	SUPPLIES - COMPUTER	$ 54,080
A 2630.460-00-0000	COMPUTER SOFTWARE-ALL	$ 87,129
A 2630.460-00-0467	COMPTR SOFTWARE-PAROCHIAL	$ 7,800
A 2630.490-08-0000	BOCES SERVICES	$1,090,357
	Total IT Budget:	**$1,398,447**

Included in these costs is professional development for the IT Technicians (Account A 2630.420-00-0000) of $15,000.00. This equals approximately $3,000.00 per technician annually. While this number is low, the IT Staff maximize these resource dollars be utilizing district resources to assist in training the IT staff. Members of the IT Staff are also certified Cisco and Novell trainers which allows for in house staff training that helps to keep the IT training budget to a minimum.

The District funds the following positions through the General Fund Budget:
Technical support (salaries and benefits); Information Operations Technician (2), Computer Technical Assistant, Operations Analyst, Operations Analyst II, Customer Support II, and Integration Specialist:.

	2009-10 Budget	2010-11 Budget	2011-12 Budget
Salary	$410,012	$426,412	$443,469
Benefits	$154,359	$169,795	$186,774
TOTAL:	**$564,371**	**$596,207**	**$630,243**

Hardware and Networking Costs:

	2009-10	2010-11	2011-12
Edutech Final Request- Instructional	$250,079.00	$260,082.00	$270,465.00
Edutech Final Request- Administrative	$98,304.00	$102,236.00	$106,325.00
Edutech Final Request– Telecommunications	$49,170.00	$51,137.00	$53,182.00
Edutech Request - Vendor Fees	$127,299.00	$140,029.00	$154,032.00
New Purchases/TELCC	$0.00	$50,000.00	$50,000.00
Annual Maintenance/Update Costs	$410,110.00	$422,413.00	$435,086.00
GV BOCES Distance Learning COSER	$14,500.00	$14,500.00	$14,500.00
Edutech SIF	$14,000.00	$14,000.00	$14,000.00
TOTAL	**$963,462.00**	**$1,054,397.00**	**$1,097,610.00**

Required Element: L. Coordination of Resources

Various funding sources are used to finance this tech plan including Model Schools- Co-Ser, Distance Learning Co-Ser; Title 1 Funding, EETT (Enhancing Education Through Technology) grants, additional grants as we become aware of them and through a line item in the district's budget. Our online databases are funded through the New York State School Library System Online Database COSER, so that all database fees are reimbursed via state aid ratio. The district has applied for a RUS grant but has not yet been notified as to standing; this would be used to purchase a video conference unit for John Kennedy elementary and to expand the district's use of video conferencing. Furthermore, a capital project is currently underway to update our current infrastructure while building wireless capabilities throughout the district.

To address rising budgets the district has focused on strategic placement of resources and maximization of efficiency, resulting in sufficient cost savings to support existing hardware, software, technical support and professional development. The district's participation in the state COSERS generates state aid funding for the next school year, helping in part to sustain the plan. While Batavia does not employ a grant writer, such alternative funding is aggressively pursued through collaboration between the Business Administrator and Director of Learning.

V MONITORING AND EVALUATION

Required Element: M. Evaluation

Evaluation Process:
To determine the extent to which appropriate technology is used to support efforts to ensure that progress is made toward achieving district goals, the following evaluation strategies will be utilized:

GOALS	Evaluation Tools
Technology Use is Aligned to Learning Standards and Curriculum Objectives Being Assessed	♦ Teacher creation of NETS units
Technology is Integral to the Instructional Process	♦ When committees of teachers plan conference days in the district, they often indicate a preference for training and support in the use of specific hardware or software ♦ Teachers enroll in IT training classes through the Model Schools CoSer; Teachers complete surveys for every class taken so that adjustments can take place ♦ Teacher Evaluation includes classroom observation. Principals and observers include comments how well technology is being integrated into the lesson and how it supports the goals. ♦ The classroom Observation instrument will be reworked to include a section on technology integration and skill development.
Technology Use is frequent enough to make an impact on learning	♦ NYS Assessment in Technology will be required for 8th graders in 2008, ♦ Students report on their own proficiency in the use of technology in the survey of student skills ♦ monitor use of technology in the delivery of instruction through Tech Paths, plan books, walkthroughs and observations ♦ Monitor and share how teachers are requiring students to use technology in the learning process ♦ Monitor student survey technology competencies when they are established at each grade level
Technology is Appropriate for Contributing toward the Development of Cognitive Skills	♦ Monitor research to support selection of current and emergent technologies and applications to ensure that technology truly supports student learning.
Technology is Used to Collect and Present User Friendly Data to Inform Instruction	♦ Use of data in Performance Pathways
Technology is Used Appropriately to Improve Student Achievement	♦ Use of data in Performance Pathways
All teachers will use technology effectively to help students achieve high academic standards	♦ The District will maintain records of technology training that is offered, and staff that participated in training. ♦ Periodically survey staff to review progress and determine needs

Action Plan for Evaluation:
Frequency of evaluations:
The action plan will be reviewed at each District Technology Committee meeting to determine progress toward goals.
Persons responsible for evaluations
The District Technology Committee, under the direction of Pam Schunk and EileenOgnibene will evaluate progress.
Strategies describing how unmet goals will be addressed:
It will be determined why the goals have not been met. Were the goals realistic? What were the obstacles? Should the goals be revised or should better efforts be put into achieving them? What is the plan for meeting the unmet goals?
The district will work towards establishing grade level competencies in technology for the district.

V MONITORING AND EVALUATION
Required Element: N. Acceptable Use Policy
.
All District Policies are posted on the District Website at http://www.bataviacsd.org **and are available for download. See Appendix C for copies of all policies below**

The Acceptable Use Policy is signed by every Parent/Guardian and Staff Member and is kept on file in the District Information Technology office by IT staff. Students and/or staff are not permitted to use district technology resources until this policy is read and signed. Internet Access is filtered through the network; the filter utilized is BESS internet filtering software. All internet traffic passes through the BESS filter, ensuring safe and appropriate content for all users. The Policy recognizes existing federal requirements for privacy and internet safety.

Student Acceptable Use Policy *Student%20AUR%20and%20sign%20off%20form.pdf*

Staff Acceptable Use Policy: *STAFF%20AUR%20and%20sign%20off%20form.pdf*

Web Publishing Policy - In addition, the District has in place a Web Publishing Policy that is signed by all staff and students. These policies are tracked by the District Information Technology Office. Teachers and staff who publish student work and/or photos online are required to verify that these permission forms are signed and on file at the District office. This policy ensures that parents, teachers, staff and students are able to publish work online that is appropriate and follows District Guidelines. The purpose of this publishing is strictly educational, and may include showcasing student work, posting forms and documents, and other public relations purposes.

Student - Release - Student Webpage Publishing *Student%20WebPage%20Permission%20form.pdf*

Staff Webpage Publishing Permission Form *STAFF%20WebPage%20Consent%20Form.pdf*

Webpage Publishing Guidelines *WebPage%20Publishing%20Guidelines.pdf*

The District is currently in the process of creating a plan to systematically instruct students at all levels about internet safety and appropriate use of technology resources in the district, as well as Parent Informational programs that address current technologies, including Web 2.0 technologies such as social networking, blogging, video sharing sites, and other tools. These programs will be delivered annually by instructional staff.

APPENDIX A – Results of District Technology Integration Survey

In May 2009 the district conducted a survey to evaluate current levels of technology integration and to plan future professional development. The following data was compiled from the surveys, organized by professional association. The goal was to measure technology proficiency levels, NETS-S, 21st Century activities, and training needs.

The results are as follows:

Question		Admins	Tchrs	Clerical
Please rate your skill level with a Promethean interactive whiteboard and Activstudio software (proficient means you can design and implement action objects in your flipchart and embed sound/video; mid-range means you can use text, images, link to websites and annotate on them; basic means you are using text and images).	1		26	17
	2		27	6
	3		46	12
	4		32	3
	5		10	1
	N/A		20	34
Please rate your skill level with Microsoft Word (proficient means you can create tables, use mail-merge, and add borders/shading to text and paragraphs; mid-range means you can use formatting tools like bullets & numbering, columns, change justification, and insert clipart/images; you are basic if you can create text, use bold, italics, & underline, spell-check, save and print).	1	0	8	15
	2	1	12	1
	3	2	33	8
	4	6	44	12
	5	4	63	37
	N/A	0	1	0
Please rate your skill level with Microsoft Excel (you are proficient if you can sort/filter data, hide/unhide rows/columns, and create conditional formulas or formatting; you are mid-range if you can create graphs from data you've entered; you are basic if you can enter data and add basic formulas like sum and average).	1	0	40	17
	2	3	32	10
	3	3	44	13
	4	4	23	13
	5	3	19	13
	N/A	0	2	6
Please rate your skill level with Microsoft PowerPoint (you are proficient if you can embed sound/video and get it to play automatically; you are mid-range if you can add backgrounds, transitions and web links; you are basic if you can add text and images and run the presentation).	1	0	37	20
	2	1	17	3
	3	4	36	13
	4	4	34	8
	5	3	32	8
	N/A	1	5	21
Please rate your skill level with Infinite Campus (you are proficient if you can set up a lesson plan with multiple groups/assignments and weighted grading and copy it to other sections or marking periods; you are mid-range if you can set up your lesson plan with multiple groups/assignments; you are basic if you set up your lesson plan with some assistance from another teacher).	1		38	13
	2		13	6
	3		32	4
	4		31	7
	5		21	5
	N/A		25	38
Please rate your skill level with Tech Paths curriculum mapping software (you are proficient if you have entered at least one unit complete with essential questions, content, skills, technology, standards and were able to roll-over units last September; you are mid-range if you have entered a unit with at least essential questions, content and standards; you are basic if you have not entered any content).	1		62	
	2		22	
	3		22	
	4		20	
	5		11	
	N/A		21	
I would like training on the following:				
Word		2	17	20
Excel		7	49	36
PowerPoint		4	31	28
Activstudio		1	77	27
Tech Paths		3	59	4

Infinite Campus		3	35	19
Kidbiz		0	13	7
Study Island		0	28	4
Castle Learning		0	19	4
Performance Tracker		3	27	4
For the following skills and concepts, please indicate your comfort level (you are extremely comfortable if you've assisted other teachers with the task or explained the issue or concept; you are mid-range (3) if you can perform the task or are somewhat familiar with the issue/concept; you are uncomfortable if you cannot perform the task without assistance or are unfamiliar with the technology or concept).				
-Identify and locate appropriate web sites for my students	Avg rating	4.62	4.03	4.10
-Troubleshoot minor glitches on my own	Avg rating	4.0	3.45	3.21
-Use a digital camera	Avg rating	4.23	4.03	3.74
-Use a scanner	Avg rating	3.38	3.57	2.94
-Use an Elmo	Avg rating	2.54	3.03	1.92
-Use a digital video camera and edit my video clip	Avg rating	2.46	2.4	1.61
-Save to the network drive, a flash drive, and a CD or DVD	Avg rating	4.31	4.03	3.33
Please rate your comfort level creating classroom activities that integrate technology with curriculum (you are proficient if you use technologies such as an interactive whiteboard, ELMO, Webquests, and interactive projects/websites with your students daily; you are mid-range if you use these technologies weekly; you are basic if more than half of your teaching is lecture-based).	1		16	
	2		13	
	3		41	
	4		44	
	5		30	
	N/A		12	
My technology integration activities require my students to create something using technology-ie. podcast, video, blog or wiki	1		74	
	2		16	
	3		23	
	4		12	
	5		4	
	N/A		28	
My technology integration activities usually require my students to create something using technology i.e. a report in Word, PowerPoint presentation	1		34	
	2		15	
	3		23	
	4		29	
	5		26	
	NA		27	
When planning differentiated learning opportunities, I often use technology as a tool to support my strategies.	Yes		127	
	No		27	
I am able to team teach a lesson/unit with another colleague integrating current technology. For example, you can create an activity integrating an interactive whiteboard or ELMO and facilitate it in the classroom with another teacher.	Yes		81	
	No		21	
	N/A		54	
I am able to judge the reliability and validity of Internet resources and teach my students methods of evaluating these resources.	Yes	13	99	49
	No	0	52	22
I am able to collaborate with peers and experts in my field through online technologies such as discussion boards, blogs, wikis, listservs and social networks (you are proficient if you regularly access blogs, wikis or social networks or if you have subscriptions to professional listservs; you are mid-range if you only use listservs; you are uncomfortable if you are unfamiliar with any of these concepts).	1	1	51	0
	2	2	30	0
	3	3	33	0
	4	4	20	0
	5	3	12	0
	N/A	0	9	0
I integrate technology in a learner-centered classroom:	Daily		65	
	Weekly		41	

	Monthly		16	
	Few times/yr		13	
	N/A		14	
	2		16	
	3		29	
	4		35	
	5		42	
	N/A		13	
I have attended district technology workshops.	1-3	9	100	40
	3-5	0	22	1
	5+	0	5	1
The best time for technology professional development is	Summer	8	85	26
	3:30	3	39	6
	Conf	5	93	52
	online	5	43	20
Generally speaking, what do you think are the common barriers to attending district workshops?	Kids	2	62	25
	Ext. day	0	37	4
	Ext. yr	0	22	3
	Doing OK	3	20	14
	traditional	0	9	4
How familiar are you with the National Educational Technology Standards for students as updated in 2007 (you are extremely familiar if you have created a lesson/unit using the 2007 standards; you are mid-range [3] if you teach units/lessons based on older technology standards; you are not at all familiar if you do not know what these standards are)?	1	2	41	
	2	4	40	
	3	4	41	
	4	3	18	
	5	0	8	
Which of the following 21st century skills/themes are your students developing through your lessons, units, projects, and classroom activities?	Collabor.	3	37	
	Commun	6	75	
	Crit thinking	2	97	
	Creativity /innovation	5	71	
	Global awareness	0	47	
	Eval info	2	51	
	Use digital ethically	6	32	
	Tech as tool	9	86	
My class has participated in a collaborative activity this year-ie. video conference, project with another school via Moodle, ePals or Internet site.	Yes		25	
	No		87	
	N/A		33	
How many opportunities have your students had this school year to collaborate or communicate with students outside their classroom?	0		104	
	1		18	
	2		10	
	3+		10	
Please list any other software you need training on.	Activstudio		9	2
	Vid Edit		3	1
	Audacity	1	1	
	Adv Word		1	
	Finale		1	
	Flash		1	
	Gimpshop		1	
	Photoshop	1	1	
	Elmo		1	
	Web 2.0		1	
	Wiat		1	
	Moodle		1	
	Groupwise			1

	Publisher			1
	Inspiration			1
What is the biggest barrier to technology integration for you personally?	Lost skills		5	
	Access		10	
	Activstudio		2	
	Hands/on or performance subject		5	
	Not enough time		25	
	Can't access network @ home		1	
	Blocked sites		2	
	Lacking tech		1	
	More training		11	
	Diverse student skills		4	
	Need guided practice/planning time		14	
	Disruptive going to lab		1	
	Not comfortable		1	
	Students-no passwords		1	
	Laptops-no lib.		1	
	Broken tech		3	
	Lack software/updates		3	
	Thinkcentral glitches		1	
	Net slow		2	
	Playing games vs. doing assigns.		1	
	Not enough network space		1	
	Making Student vs. teacher centered		1	
If your students have collaborated or communicated outside their classroom, please briefly describe the activity.	Kidbiz		2	
	W/another class		2	
	Collab w/another class		1	
	Daffodil proj		1	
	E-mail		2	
	Vid. Conf.		7	
	Real-time data collect/compare		1	
	Moodle		2	
	Podcasts/ipods		1	
	Pen pals		3	
	Wiki		1	

Conclusions:

- **Promethean**
  - Approximately 33% of teachers less skilled than desirable
  - Only about 18% of teachers report high skill levels in using board/software
- **Word**-we're doing OK here with most staff with average or better skills

- **Excel-**results suggest a need for training with higher functions
- **PowerPoint**-some need/interest in training
- **Infinite Campus**-surprising number of teachers at the lower end of the rating scale based on amount of training/support that has been given; if we maintain coaching early in year as has been done the last 2 years, teachers should be OK.
- **Tech Paths**-training needed
- **Software**-for programs listed, especially strong demand for training in Excel & Activstudio; results suggest training for other programs may attract a large enough audience to run trainings; Study Island shows some interest in training but as this is only MS, it could possibly be done in dual team meetings.
- **Aides/Clerical**-results show some need for training; budget constraints make this impossible to do over the summer or after school; suggest more focus on software training for this group on conference days.
- **Hardware**-results show a need for training on Elmos and video editing; Elmo will be incorporated into Basic Activinspire; a large number of teachers have been trained in video editing; concerned that a class will attract the people who've already taken it; current software is not ideal
- **Integration**
    - Most teachers rate themselves as comfortable creating integrated units/lessons
    - Only about 10% of respondents integrating technologies/activities that align with the 2007 National Education Technology Standards; only 29/161 respondents rate themselves a 4 or 5 on new NETS standards
    - Most tech integration reflects earlier, less demanding NETS standards
    - Surprising number of teachers "seldom" have students create something using technology (33)
    - Majority of teachers integrate at least weekly with 44% daily
- **Differentiation**-strongly supported by technology
- **Web sites**-somewhat concerning that 51 teachers report not being able to judge the reliability and validity of a website and teach students to do the same
- **Collaboration-**
    - 88 respondents rate themselves a 1 or 2 on peer collaboration suggesting more incorporation of Web 2.0 technologies in training
    - Teachers believe they are developing 21st century skills in their students which is contradicted by lack of knowledge of new NETS
- **Best time for PD-**preferences are strongly for conference days (154) and summer (123); online made a significant showing; after school least desirable
- **Student collaboration-**most respondents report no opportunities for outside collaboration; free response questions suggests that the collaboration/communication activities being done either don't establish 2-way communication or aren't going very far beyond the classroom

APPENDIX B - CIPA Internet Content Filtering/Safety Policy

POLICY

2009 8261
1 of 3

Instruction

SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY

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

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

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

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

a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

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

(Continued)

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

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

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

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

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

Internet Safety Instruction

In accordance with New York State Education Law, the School District will 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.

Notification/Authorization

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

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

(Continued)

POLICY

2009 8261
3 of 3

Instruction

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

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

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

Adopted: 4/03/01
Revised: 8/26/03;

APPENDIX C: Acceptable Use and Web Publishing Policies: 1 - Student AUR

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

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, with proper authorization, 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.

One purpose of this Policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This Policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District Policy and accompanying guidelines and Regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/ guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications. The District respects the right of each family to decide whether or not to apply for independent computer access.

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 insure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

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

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

(Continued)

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (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 Student Discipline 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 Director of Technology or designee may access all such files and communications to insure 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.

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

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

Program Implementation

The School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School District 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 "Internet." The District shall provide personnel support for such usage.

The DCS is for educational and/or research uses only and must be consistent with the goals and purposes of the School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District Policy and Regulation, are not intended to be all-inclusive. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this Regulation, the general requirements of acceptable student behavior expected under the District's School Conduct and Discipline Policy and the Student Discipline Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

(Continued)

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

Authorization

Students will not be permitted to use the DCS without specific authorization from the appropriate administrator and/or instructor. Furthermore, only those students who have signed an agreement form and provided written permission from parents/guardians may access the DCS, including potential student access to external computer networks not controlled by the School District. (Refer to Forms #7314F) Permission is not transferable and may not be shared. All required forms must be kept on file in the District Office.

Standards of Conduct Governing Student Access to the DCS

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District's computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed that users will comply with District standards and will honor the Agreements they have signed.

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 and subject to control and inspection. The Director of Technology or designee may access all such files and communications to insure system integrity and that users are complying with the requirements of District Policy and Regulations regarding student access to the DCS. Students should **NOT** expect that information stored on the DCS will be private.

(Continued)

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

During school, teachers will guide students toward appropriate materials. Outside of school, parents/guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.

Use of the DCS which violates any aspect of School District Policy; the Student Discipline Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, the following specific activities shall be prohibited by student users of the DCS:

1) Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful , obscene, pornographic or abusive.

2) Use of obscene or vulgar language.

3) Harassing, insulting or attacking others.

4) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.

5) Using unauthorized software on the DCS.

6) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the Director of Technology or designee.

7) Violating copyright law.

8) Employing the DCS for commercial purposes, product advertisement or political lobbying.

9) Disclosing an individual password to others or using others' passwords.

10) Transmitting material, information or software in violation of any District Policy or Regulation, the school behavior code, and/or federal, state and local law or regulation.

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

11) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources shall be subject to that network's acceptable use policy.

If a student or a student's parent/guardian has a District network account, a non-district network account, or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District Policy and/or Regulation may result in student discipline. Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

Sanctions

1) Violations may result in suspension and/or revocation of student access to the DCS as determined in accordance with appropriate due process procedures.

2) Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.

3) When applicable, law enforcement agencies may be involved.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the DCS as a LAN administrator, teacher, teacher aide/assistant or other adult in a supervisory role will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

CITY SCHOOL DISTRICT OF BATAVIA

Top and bottom must be complete

AGREEMENT FOR STUDENT USE OF DISTRICT COMPUTERIZED INFORMATION RESOURCES

In consideration for the use of the School District's Computer System (DCS), I agree that I have been provided with a copy of the District's Policy on student use of computerized information resources and the Regulations established in connection with that Policy. I agree to adhere to the Policy and the Regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Student Handbook.

I understand that failure to comply with these Policies and Regulations may result in the loss of my access to the DCS. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Such violation of District Policy and Regulations may also result in the imposition of discipline under the District's School Conduct and Discipline Policy and the Student Discipline Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District. Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously or unlawfully damage or destroy District property.

Student's Last Name, First Name, Middle initial

Date of Birth

Student Signature

School Building

Date of Signature

year of HS graduation
or Current Grade Level

****

PARENTAL/GUARDIAN CONSENT

I am the parent/guardian of _____
the minor student who has signed the District's agreement for student use of computerized information resources. I have been provided with a copy, and I have read the District's Policy and Regulations concerning use of the DCS.

I also acknowledge receiving notice that, unlike most traditional instructional or library media materials, the DCS will potentially allow my son/daughter student access to external computer networks not controlled by the School District. I understand that some of the materials available though these external computer networks may be inappropriate and objectionable; however, I acknowledge that it is impossible for the District to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use to my son/daughter when using the DCS or any other electronic media or communications.

I agree to release the School District, the Board of Education, its agents and employees from any and all claims of any nature arising from my son/daughter's use of the DCS in any manner whatsoever.

I agree that my son/daughter may have access to the DCS.

Parent/Guardian's Signature

Date

APPENDIX C – Staff AUR

Last updated 12/20/05
6470

Personnel

SUBJECT: AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff 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.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this Policy and any Regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District office.

Generally, the same standards of acceptable staff conduct, which apply to any aspect of job performance, shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District Policies and Regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

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 staff conduct and use as well as proscribed behavior.

District staff 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 rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

(Continued)

SUBJECT: AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Director of Technology or designee may access all such files and communications to insure system integrity and that users are complying with requirements of this Policy and accompanying Regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

SUBJECT: AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The District's computer system (DCS hereafter) is provided for staff to enhance the educational programs of the District to further District goals and objectives; and to conduct research and communicate with others.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. The standards of acceptable use as well as prohibited conduct by staff accessing the DCS, as outlined in District Policy and Regulation, are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in District Policy and/or Regulation may also be subject to disciplinary action, including loss of access to the DCS as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement. Legal action may also be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Staff are encouraged to utilize electronic communications in their roles as employees of the District. Staff are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. Such usage shall be limited to school-related issues or activities. Communications over the DCS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

The District's Policies and accompanying Regulations on staff and student use of computerized information resources establish guidelines for staff to follow in instruction and in working with students on acceptable student use of the DSC, including access to external computer networks.

Privacy Rights

Staff data files, E-mail and electronic storage areas shall remain District property, subject to District control and inspection. The Director of Technology or designee may access all such files and communications to insure system integrity and that users are complying with requirements of District Policy and accompanying Regulations. Staff should **NOT** expect that information stored on the DCS will be private.

SUBJECT: AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

Prohibitions

It is not the intention of this Regulation to define all inappropriate usage. However, in addition to the general requirements of acceptable staff behavior, activities which shall be prohibited by staff members using the DCS include, but are not limited to, the following:

1) Using the DCS which in any way results in unauthorized charges or expense to the District.

2) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.

3) Using unauthorized software on the DCS.

4) Changing,copying, renaming, deleting, reading or otherwise accessing files or software not created by the staff member without express permission from the Director of Technology or designee.

5) Violating copyright law.

6) Employing the DCS for commercial purposes, product advertisement or political lobbying.

7) Disclosing an individual password to others or using others' passwords.

8) Sharing confidential information on students and employees.

9) Sending or displaying offensive messages or pictures.

10) Using obscene language.

11) Harassing, insulting or attacking others.

12) Engaging in practices that threaten the DCS (e.g., loading files that may introduce a virus).

13) Violating regulations prescribed by the network provider.

14) Use of the DCS for other than school-related work or activities.

(Continued)

SUBJECT: AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

15) Assisting a student to violate District Policy and/or Regulation, or failing to report knowledge of any student violations of the District's Policy and Regulation on student use of computerized information resources.

16) Use which violates any other aspect of School District Policy and/or Regulations, as well as local state or federal laws or regulations.

Any user of the DCS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

Sanctions

The Director of Technology will report inappropriate behavior to the staff member's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations or complaints will be routed to the staff member's supervisor for appropriate action. Violations may result in a loss of access to the DCS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All staff will be given a copy of the District's Policies on staff and student use of computerized information resources and the Regulations established in connection with those Policies. Each staff member will sign an acceptable use agreement (Refer to Form 6470F) before establishing an account or continuing their use of the DCS.

Last updated 12/20/05
6470

CITY SCHOOL DISTRICT OF BATAVIA

AGREEMENT FOR SCHOOL DISTRICT STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

In consideration for the privilege of using the School District's Computer System (DCS), I agree that I have been provided with a copy of the District's Policies on staff and student use of computerized information resources and the Regulations established in connection with those Policies. I agree to adhere to the staff Policy and the Regulations and to any changes or additions later adopted by the District. I also agree to adhere to related Policies published in the Staff Handbook. I shall report all student violations of the District's Policy on student use of computerized information resources to District officials.

I understand that failure to comply with these Policies and accompanying Regulations may result in the loss of my access to the DCS and may, in addition, result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District.

Staff Member Information:

_____
Last Name First Name Middle

_____
Social Security Number (required to access phone system)

_____
Signature

_____
Date

Please Check appropriate box:

___ Teacher

___ Substitute Teacher

___ Other: Please provide job title below:

X _____

Also, Please provide the School or Building that you will be working in:

X _____

APPENDIX C - Web Publishing Guidelines

Last modified 2003 3000

COMMUNITY RELATIONS

SUBJECT: **WEB PAGE PUBLISHING GUIDELINES**

Disclaimer: The Web Pages published in this domain are the copyrighted property of Batavia City Schools, which is solely responsible for their content. The opinions expressed herein are not necessarily those of the faculty, administration, or Board of Education of the School District. The District reserves the right to edit, remove or refuse to publish any submissions to this site.

Permission to publish forms must be signed by a parent or guardian before a student's work and/or photo are published to the District Web Site. These forms will be held on file in the District's Technology Office.

Purpose: The Batavia City School Web Pages are published for several reasons, consistent with the goals of the District:

1. to enhance communication between school and home;
2. to integrate network technologies into the learning experience;
3. to extend learning opportunities beyond the confines of the classroom;
4. to provide opportunities for students to publish their work; and,
5. to showcase the processes and products of our learners.

Identification--use of student names: This is a world-wide publishing medium and care needs to be exercised in distributing personal details regarding minor students. Where appropriate, "initials" or "first name, last initial" are used. Display of home telephone number or residential addresses of students is never permitted.

Photographs: In general, good manners require the photographer to ask the subject's permission before recording images. Please respect a person's preference not to be photographed.

Student Pictures: Display of an individual's picture with name is not permitted. Group pictures are best, with references to the teacher's class, rather than individual names. Where appropriate, first name and last initial or initials only may be used to identify members in a group photo.

Public Events: Images of public performances and exhibitions are considered fair use.

Student Work--Originality: Student work represented in this domain is presented as "original", unless authorship is otherwise credited.

Identification: Use of full names of minor children is not permitted. References to the teacher's class will be used and not individual names. Where appropriate, "initials" or "first name, last initial" may be used to identify students.

Types: Only educational web pages will be published on the BSCD Web server. Personal pages must be published elsewhere. Web Pages, which are part of a course or class assignment, may be published. BCSD will not link to sites that violate any BCSD Policy, including the BCSD Acceptable Use Policy.

SUBJECT: **WEB PAGE PUBLISHING GUIDELINES** [continued]

Approval Process: The Building Administrator and/or Technology Director will make decisions about the approval of the content of new Web Pages. Each staff member will attend a training session and create their site at this time. The staff member will then submit their site to the system administrator, who will inform the Building Administrator and/or the Technology Director the address of the site. Once the site is approved, the systems administrator will activate the new page(s) on the District server. The author of each page submitted must accept responsibility for the content of the page as well as for keeping it up to date and/or providing the systems administrator complete updates as needed.

Inclusions: A Web Page must include:

1. citations of sources for all content (text, images, video clips etc.) that you did not create yourself. These citations may appear on the same page or on a linked page, as long as they comply with the requirements of all of your sources. Material must adhere to all copyright laws;
2. only first name and last initial of students;
3. only staff e-mail addresses; no student e-mail addresses;
4. good Web design with logical, working navigation utilizing the Web forms created by Internet Solutions, which include contact information and clear navigational links; and,
5. only material and links appropriate for the intended audience, of educational value, and/or support the District guidelines, goals and policies.

Exclusions: A Web page must *not* include:

1. broken links or links to sites that violate any BCSD Policy, including the BCSD Acceptable Use Policy;
2. names or pictures of students whose parent(s)/guardians (or the student if 18 or over) has requested that the student not appear on the Web site;
3. student e-mail addresses or any other identifying information (phone numbers, addresses etc.); and,
4. content (text, images, links etc.) that violates any BCSD Policy including the BCSD Acceptable Use Policy.

Consequences for Non-Compliance with District Web Publishing Policy:
In the event that a Web Page(s) does not comply with District Web Publishing Policy, it will be immediately removed from public view. Consequences will then be determined by the Building Administrator, Technology
Director or Superintendent, as appropriate.

Additional Information for Web Page Authors:

1. All work should be carefully proofread. (Remember that a Web Page is a published work and represents your students, your class, your group, your team, your school, and your District.) If inventive spelling is intentionally included when posting student work, consider including an explanatory note and/or copy of "translated" text to assist users of your site.
2. Consider including a disclaimer. Example: This Web site contains links to third-party Web sites that are not under the control of BCSD. Links are provided as a convenience, and BCSD is not

SUBJECT: **WEB PAGE PUBLISHING GUIDELINES** [continued]

responsible for the content or availability of any linked site or any link contained within a linked site.

The inclusion of a link does not imply endorsement of the linked site by BCSD.

3. Consider putting a date on your pages that tells users when your site was last updated.
4. Consider putting information on your pages that tells users who to contact if they have questions or comments. This could be done through a school "snail mail" address or phone number. E-mail addresses used should be those of a school, district or teacher/advisor and used by permission.

Web page content and construction must comply with all applicable federal, state and local laws as well as Policies established by the District.

Adopted: 01/20/04

APPENDIX C – STUDENT WEB RELEASE FORM

Last modified 2003
3000

COMMUNITY RELATIONS

BATAVIA CITY SCHOOLS

Internet Publication Release and Consent Form for Student's Photos, Names, and Work

Empowering Student Learning

As an integral part of your child's education program, (s)he may have an opportunity to publish documents, projects, and/or pictures/photos on the World Wide Web. These documents might include a story or poem, a graphic, a science or research project, a collaborative project with students locally or internationally, or a group picture. Individuals with Internet access around the world will be able to view your child's work. We think that this is an enriching and rewarding opportunity for our students.

We will publish these documents only with your written permission. Please read the permission form attached, and then sign and return this form to your child's teacher. Thank you for your cooperation.

SCHOOL DISTRICT GUIDELINES:

- Published documents will NEVER include the student's phone number, street address, last name, or names of family members.
- Published documents will demonstrate exemplary work.
- Documents will not include any information that indicates physical location of students at a given time other than attendance at school or participation in a particular activity.
- Documents will conform to School Board Policies and established guidelines.
- Documents will be edited and approved by the referring teacher and school principal prior to initial publication.

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BATAVIA CITY SCHOOLS

WEB PAGE DEVELOPMENT CONTRACT

PARENT PERMISSION:
As the parent[s] or guardian of this student, I have read the Batavia City School'S Internet Publication Policy, and understand that access to electronic information resources is designated for educational purposes. I agree to allow my student's work and/or photograph to be published on the School Web Page.

I understand that the District and/or its employees shall abide by all terms of the School District Guidelines for publishing a Web Page. I hereby give my permission to allow my child to have his/her work included in a Web Page or construct and publish an Internet Web Page. I further understand that I may revoke this permission by providing written notification to the District.

Name of Student: _____

Parent or Guardian Name (print): _____

Signature: _____

School that student is attending (circle one): BHS BMS JX JK RM Grade level_____

Date: _____

OR

I do not give permission for my child's work to be published on the School Web Page.

Signature: _____

I do not give permission for my child's unidentified photograph to be published on the School Web Page.

Signature: _____

STUDENT PERMISSION: (for students in Grades 7-12)

I do hereby grant permission to have my materials/work and my photo posted to the School Web Page.

Signature: _____

Please return only this signature page to your child's teacher.

APPENDIX C – Staff Web Publishing Release Form

Last modified 4/19/04

Batavia City Schools

Internet Publication Release and Consent Form for Staff Member's Photos, Name and Work

Please authorize acceptance of permission to publish your photograph with a reference to your name or work (artwork, drawings, writings, etc.) on the Batavia City Schools Website.

The following may be published:

- A group photo with staff's name referenced
- Individual photo with staff's name referenced
- Work of the staff member

I hereby give authorization for the above to be published on the Batavia City Schools Website. I herein release Batavia City schools from liability resulting from or connected with the publication of any of the above information.

Staff member's name (Print): _____-

Staff member's signature: _____

Date: _____