

Educational Technology Plan

July 2015 – June 2018

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DEPEW UNION-FREE SCHOOL DISTRICT TECHNOLOGY PLAN

MISSION STATEMENT

The Depew schools strive to provide a technology-rich environment to maximize academic achievement, promote life-long learning, and develop skilled individuals capable of competing in an ever-changing digital world.

INTRODUCTION

The Depew Union Free School District, located in Depew, New York, a village of 16,629, is ten miles from Buffalo. It is surrounded by Erie County and the larger geographical area of Western New York. Depew is a geographically small, suburban community. Our population consists predominantly of low to moderate income, working class families. The residents provide the bulk of our tax base due to a lack of large business or industry.

The Depew School District includes three distinct buildings, Depew High School (grades 9 – 12), Depew Middle School (grades 6 – 8) and Cayuga Heights Elementary School (grades K – 5), with a total student population of 1,803. The District employs 180 teachers for academic, elective and support service instruction. The percentage of students receiving free and reduced lunches has decreased slightly over the last three years from 40.2% to 42%. A recent program to aid children whose families are on welfare showed a marked increase in the number of recipients over previous years.

The District has a vision of enhancing current technology to meet 21st century skills. Each school building has classroom computers, computer labs, mobile laptop carts, tablet computers and multimedia presentation equipment. Academic assistance and support is strengthened with online resources and reference materials. Technology-based assessments are routinely given to target and address individual student needs. Curriculum based technology also augments content areas with applications, web resources, graphing calculators and science probes. The high and middle school elective programs include digital portfolios, pre-engineering curriculum, web design, money marketing, videography, robotics, core productivity applications and music composition. Teachers are utilizing Web 2.0 skills, such as blogs, podcasts, website, wikis, etc. Professional development is offered in-house with technology integrators to assist teachers to infuse Web 2.0 skills into instruction.

We strive to acquire additional technology, software, online resources and professional development as is evident in our guiding philosophy of continuous improvement.

STAKEHOLDERS

District Technology Committee:

Ms. Susan Arena, Business Administrator
Mr. Joseph D'Amato, Principal, Depew Middle School
Miss Lynn Girdlestone, Assistant Principal, Cayuga Heights Elementary School
Mr. James Helms, MS Science Teacher
Mr. Lee Hoffman, Chief Information Officer
Ms. Kelly Jeffords, HS Special Education Teacher
Mrs. Michelle Kudla, Assistant Principal, Cayuga Heights Elementary School
Mr. James Lupini, Assistant Principal, Depew High School
Mrs. Maria Sommerfeldt, District Technology Coordinator
Mr. John Spencer, Trustee, Board of Education
Mrs. Carol Townsend, Principal, Depew High School

CDEP Committee
Building Technology Committees
Academic Advisory Committee
Instructional Leadership Teams
Finance Academy Steering Committee

VISION

Provide an engaging learning environment focused on achieving excellence.

GOALS

Results of this comprehensive technology plan will:

- Provide all students with the experiences and competencies to function in a digital world;
- Provide for the integration of instruction, learning, and assessment across the curricula supported by technology;
- Enhance electronic communication amongst students, faculty, administration, staff, community, and the world;
- Enrich a comprehensive information system to serve as access to networks of electronic information sources to be used by our school community;
- Provide for comprehensive professional development in technological applications;
- Develop assessment tools to measure improvement in students performance and programming; and

GREATEST NEEDS

GREATEST NEEDS	STRATEGIES	TIMELINE	PERSON RESPONSIBLE	PROFESSIONAL DEVELOPMENT
Evaluation of how classroom technology, computer labs, interactive presentation equipment, internet resources, and instructional software are being used.	Determine where and how technology is being used successfully to improve student achievement --- Results in measurable improvement in student performance --- Provide for the integration of instruction, learning, and assessment across the curricula supported by technology.	Annually	District Technology Committee and CDEP Committee	CSLO training to use evaluation tools, informal/formal observations and interactions with the tech integrators, staff, and administrators. Electronic tracking of technology workshops and in-services
Upgrade of staff and student technology equipment, software and personnel support that will keep pace with the changing digital world.	Upgrade the current software programs --- Keep abreast of educational technology trends and best practices --- Upgrade to two full time specialists --- Add computer support assistant for each school building	Annually	District Technology Committee, CDEP Committee, and Computer resource teachers	Participate in Technology Integrators' Forum **Participation in technology conferences, workshops, presentations and in-services **Participation in professional organizations
Technology assessment tool	Assess student information and technology literacy in Grades 5, 8 and 11	Annually	District Technology Committee, Building administrators, tech integrators, and department and grade level chair persons	ISTE training and resources, technology integration training

<i>GREATEST NEEDS</i>	<i>STRATEGIES</i>	<i>TIMELINE</i>	<i>PERSON RESPONSIBLE</i>	<i>PROFESSIONAL DEVELOPMENT</i>
Professional development training for curriculum specific software, hardware, and technological concepts	Continued participation in Common Set of Learning Objectives --- Teacher Center and other course offerings/workshops	Maintain technology integration services through BOCES.	District Technology Committee, Building administrators, tech integrators, and department and grade level chair persons	
Technology ethics and safety awareness	Implement iSafe internet safety curriculum --- Provide information to parents, students and staff on technology safety and ethics	September 2012 --- Annually	District Technology Committee, Building administrators, tech integrators, and department and grade level chair persons	Designate K-12 staff to attend internet safety and ethics training

Technology Plan - Curriculum 2015 - 2018

Curriculum Integration:

Goals are based on the International Society for Technology Education standards (ISTE):

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

Skills

1. INTRODUCE - The teacher will introduce the skill, strategy and concept at this grade level.
2. REINFORCE - The teacher will reinforce the skill, strategy and concept introduced at a previous grade level. The student may need some assistance in completing tasks.
3. MASTER - The teacher should observe the student's mastery of the skill, strategy and concept at this grade level. The student can complete tasks without teacher assistance.

Cayuga Heights Elementary School

At the completion of the K grade, students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
					X	K			Identify letter and space keys on the keyboard.
					X	K			Manipulate mouse.
					X	K			Identify components of the computer system.
			X		X	K			Interact with content-related software.
X					X	K			Begin to type with assistance from a teacher.

At the completion of the 1st grade, students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
									Identify and describe the major functions of the computer system:
					X	1			- Monitor
					X	1			- Keyboard
					X	1			- Mouse
					X	1			- Printer
					X	1			- Student Folder
									Properly control and operate the following devices:
X					X			1	- Monitor
X					X			1	- Keyboard
X					X			1	- Mouse
X	X				X			1	- Printer
					X	1			- Student Folder
									The student will be able to:
					X		1		- Open icons found upon the desktop.
X	X				X	1			- Type their ideas using word processing software.
X	X		X		X	1			- Customize their keyed text by altering the font, size, and color.
X	X				X	1			- Insert, drag and rotate appropriate clip art using word processing or graphic software.
				X	X	1			- Key a given website into a given search engine.
X	X		X	X	X	1			- Use a given website to research information.

At the completion of the 2nd grade, students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
	X			X	X	2			Use Math games on the internet to help students master math facts for addition and subtraction.
X	X		X	X	X	2			Introduce word processing programs to publish written work.
X			X	X	X	2			Introduce a variety of tools to assist with ELA and research skills.
X	X		X		X	2			Use computers to practice the writing process.
			X		X	2			Use computer activities to improve speed and accuracy with math facts.
X	X	X		X	X	2			Improve computer ELA and research skills utilizing a variety of tools.
X			X			2			Enrich the science and social studies curriculum through internet activities.
				X	X	2			Use basic computer vocabulary.
					X	2			Use operating system tools and printers.
				X	X	2			Input and access text using appropriate keyboarding techniques.
					X	2			Create files and folders.
					X	2			Student will use icons to launch applications.
	X		X		X	2			Produce simple word processing documents.
X			X	X	X	2			Create a multimedia presentation.
	X				X	2			Use a graphic organizer.
	X		X			2			Discuss common uses of computer applications and identify their advantages and disadvantages.
			X	X	X	2			Recognize and practice responsible social and ethical behaviors and understand the consequences of inappropriate use: Internet, copyrighted materials, on-line library resources, personal security and safety issues.
				X		2			Practice appropriate Internet etiquette.

At the completion of the 3rd grade, students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
X	X		X		X		3		Use computers to practice the writing process.
		X	X		X		3		Use computer activities to improve speed and accuracy with math facts.
X	X			X	X		3		Improve computer ELA and research skills utilizing a variety of tools.
X			X				3		Enrich the science and social studies curriculum through internet activities.
				X	X	3			Use basic computer vocabulary.
					X	3			Use operating system tools and printers.

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
				X	X	3			Input and access text using appropriate keyboarding techniques.
					X	3			Create files and folders.
					X	3			Student will use icons to launch applications.
	X		X		X	3			Produce simple word processing documents.
X			X	X	X	3			Create a multimedia presentation.
	X				X	3			Use a graphic organizer.
	X		X			3			Discuss common uses of computer applications and identify their advantages and disadvantages.
		X	X	X	X	3			Recognize and practice responsible social and ethical behaviors and understand the consequences of inappropriate use: Internet, copyrighted materials, on-line library resources, personal security and safety issues.
				X		3			Practice appropriate Internet etiquette.

At the completion of the 4th grade, students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
				X	X			4	Use basic computer vocabulary.
					X		4		Use operating system tools and printers.
				X	X		4		Input and access text using appropriate keyboarding techniques.
					X		4		Create files and folders.
					X			4	Student will use icons to launch applications.
	X		X		X		4		Produce simple word processing documents.
X			X	X	X	4			Create a multimedia presentation.
	X				X	4			Use a graphic organizer.
	X		X			4			Discuss common uses of computer applications and identify their advantages and disadvantages.
		X	X	X	X		4		Recognize and practice responsible social and ethical behaviors and understand the consequences of inappropriate use: Internet, copyrighted materials, on-line library resources, personal security and safety issues.
				X			4		Practice appropriate Internet etiquette.
			X	X		4			Recognize the ethical and legal implications of plagiarism of copyrighted materials.
	X			X	X	4			Recognize the need for accessing and using information.
X	X		X	X	X	4			Identify web browsers, search engines and directories to obtain information and solve real world problems.

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
			X	X	X	4			Locate specific information by searching data.
			X			4			Recognize accuracy and/or bias of information.
X			X		X	4			Solve problems individually and/or collaboratively using computer applications.
X			X		X	4			Identify basic hardware problems and solve simple problems.

At the completion of the 5th grade students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
					X		5		Logon, save to folder.
	X				X	5			Use content-related software and/or simulations to support learning and research.
X	X		X		X	5			Plan and produce a multimedia project to communicate information.
	X			X		5			Use pre-selected internet site(s) and/or other digital resources and search strategies (e.g. quotes, key word, +, or, not) using student search engines to locate and collect curriculum related information.
	X				X		5		Use a word processor to produce and revise a document using the following application features: font, size, style, color, spell check, outlining, text justification, multi-columns and setting tabs.
	X	X				5			Use predetermined criteria to gain awareness of meaningful and appropriate web sites. (e.g. author, authority, depth, ease of use).
				X			5		Practice legal, ethical and responsible use of information and technology resources.
X	X		X		X	5			Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.
					X	5			Uses keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
	X	X	X		X	5			Use technology tools (e.g., multimedia authoring, presentation, internet tools, digital cameras, and scanners) for individual and collaborative writing, communication, publishing products and problem-solving activities for audiences inside and outside the classroom.
		X	X		X	5			Use technology resources (e.g., calculators, data collection probes, videos) for problem-solving, self- directed learning, and extended learning activities.
X	X		X	X		5			Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
		X	X	X	X	5			Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Depew Middle School

At the completion of the 6th – 8th grade students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
					X		6	7-8	Logon, access, and navigate files/folders stored on various servers on local or cloud-based networks.
	X				X	6-8			Use content-related software and/or simulations to support learning and research.
X	X		X		X	6-8			Use developmentally appropriate software to organize and interpret data, information or ideas (e.g. charts, graphic organizers, tables, timelines).
X	X		X			6-8	6-8		Plan and produce a multimedia project for presentation using multiple digital sources to communicate information (e.g. from camera, video, scanner, CD ROM, Internet).
	X	X		X			6-7	8	Use student search engines or pre-selected internet site(s) and/or other digital resources and search strategies (e.g. quotes, key word, +, or, not) to locate and collect curriculum related information and annotate proper citations where necessary.
	X		X		X		6	7-8	Use a word processor to produce and revise a document using the following application feature: font, size, style, and color, cut, paste, spell and grammar check, thesaurus, outlining, text justification, multi-columns and setting tabs.
	X					6	7	8	Use predetermined criteria to gain awareness of meaningful and appropriate web sites (e.g, author, authority, depth, ease of use).
	X		X		X	6-7	8		Create and use a spreadsheet to analyze data including tables, formulas and graphs.
X						6	7-8		Demonstrate knowledge of current changes in information technology and the effect these changes have on society.
			8	8			6-8		Properly credit electronic sources on a "works cited" page using MLA/APA format .
X			X		X		6	7-8	Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations .
X			X		X	6	7-8		Apply strategies for identifying and solving routine hardware, software and connectivity problems that occur during everyday use.
	X		X			6-8			Use content specific tools, software, and simulations (e.g., graphing calculators, internet tools, exploratory environments) to support learning and research.
	X		X			6	7-8		Apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
X	X	X	X				6-8		Design, develop, publish and present products (e.g., Web pages, videos) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
	X		X	X			6-8		Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
				X			6-8		Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
	X		X	X			6-8		Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
			X	X			6-8		Explain the impact of the use and abuse of electronically generated information on individuals and families.
			X	X			6-8		Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
		X	X	X	X	7			Discuss advantages, disadvantages and limitations of widespread use and reliance on technology.
	X		X	X		7	8		Create appropriate original works as a means of personal or group expression to generate new ideas, products, or processes.

Depew High School

At the completion of the 9th – 12th grade students will be able to:

Goals						Skills			Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	
	X		X		X		9	10-12	Produce, edit, and apply word processing skills to a document that meets classroom required formatting guidelines.
X	X	X	X				9-12		Design, develop, publish and present products (e.g., Web pages, videos) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
X	X		X		X		9-12		Use developmentally appropriate software to organize and interpret data, information or ideas (e.g. charts, graphic organizers, tables, timelines).
		X	X	X	X		9-12		Discuss advantages, disadvantages and limitations of widespread use and reliance on technology.
X	X	X	X			9	10-12		Work collaboratively using current technologies to communicate, produce original works, and/or solve problems. Examples can include: Wikis, Blogs, Discussion Boards (Threads), Podcasts, video chat.
	X		X			9	10-12		Interact with peers, experts, and other audiences using a variety of media sources to effectively communicate information and ideas.
	X					9	10-11	12	Utilize electronic networks to share information.
			X	X			9-12		Discuss and practice legal, ethical, and responsible use of information and technology resources.
			X	X			9-12		Discuss the ethical, social, and legal issues raised by the use and abuse of information systems.
				X	X		9-11	12	Properly credit sources using an acceptable style format (e.g. MLA/APA).
X		X	X				9-11	12	Apply digital tools to locate, organize, analyze, evaluate, synthesize, and use information from a variety of sources and media.
	X		X	X			9-12		Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
			X				9-12		Evaluate and select electronic sources of information in order to complete specific curriculum requirements.
	X		X			9	10-12		Create a digital, personalized, educational and life plan to guide and direct life choices and decisions.
	X		X	X			9-12		Create appropriate original works as a means of personal or group expression to generate new ideas, products, or processes.

Curriculum – Student Achievement, Technology Delivery, Communication - Action Plan

Action Plan - Cayuga Heights Elementary School					
Goal 1: Regular use of technology.					
Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
K - 5	Provide students with access to computers/technology on a regular basis.	Group training and one-on-one training with CSLO Technology Integrator.	Grade-level teacher	Weekly throughout school year.	Observation of instruction.
Goal 2: Progress toward technology fluency.					
Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
K-5	<p>Grade-specific software will be used by all students to work on basic computer, keyboard and mouse skills.</p> <p>Students will be provided with access to computers/technology on a regular basis.</p> <p>Programs, software and websites need to be user friendly and easily accessible.</p> <p>All programs, software and websites need to be completely hands on, with step-by-step instructions.</p> <p>Students will use interactive SmartBoard with a variety of teacher-planned lessons across content areas.</p> <p>Students participate in research projects in order to learn how to navigate through the internet.</p>	<p>Software and web sites will be identified to be used to support this goal.</p> <p>Technology integration strategies will be developed.</p> <p>Educational websites will be identified to improve math, spelling and reading skills.</p> <p>SmartBoard tools will be identified to promote interest in content and success in learning new material.</p> <p>Tools and resources already identified and provided for teacher use: See Software Inventory in this document for an up-to-date list of applications.</p>	Grade-level teacher Keyboarding/Computer Apps teacher	Weekly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
K-5	<p>Students will learn computer operations and concepts.</p> <p>Students will learn to save, open and edit files.</p> <p>Students are guided to use search engines to access resources.</p> <p>Each grade level will be provided access to collaborative resources.</p>				
2-5	Students will show a level of technology fluency.		Keyboarding/Computer Apps teacher	October	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>
5	<p>Students will integrate technology in literary expression.</p> <p>Students will use technology to interpret data, utilizing mathematical functions.</p> <p>Students will use technology to predict possible outcomes with controlled or experimental variables.</p> <p>Students will use technology to analyze national and global trends.</p>		Grade level teacher	Weekly throughout school year.	

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
5	<p>Students are exposed to a variety of technology formats to collect, organize, report and synthesize data to increase the frequency of higher order thinking skills.</p> <p>Students will discuss advantages, disadvantages and limitations of widespread use and reliance on technology, as well as discuss and practice legal, ethical and responsible use of information and technology resources.</p>				

Goal 3: Students will publish an original text.

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1 - 5	<p>Students will be provided with access to technology on a regular basis.</p> <p>Students will build familiarity with keyboarding skills.</p> <p>The writing process will be used as a model in the classroom in collaboration with technological publication.</p> <p>Students will know how to operate and utilize specific components of a literacy-based website designed to increase reading fluency and phonic skills.</p>	Group training and one-on-one training with CSLO Technology Integrator.	Grade-level teacher	Weekly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>

Goal 4: Maintain parental and community communication and collaboration.

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
K- 5	District, School and Classroom publications District, School and Teacher websites Parent and community workshop nights to share information on technology, usage, tips for parents, educational websites, resources and internet safety.	Teacher websites Internet safety Professional development is available in a variety of topics to assist the professional staff in utilizing technology and developing technology integrated lessons. A technology integrator is available to work with teacher groups or individual teachers on developing technology-rich lessons.	Administrators Teachers A technology support staff maintains computer hardware and software to allow for consistency of technology use.	Daily/monthly throughout school year.	Parent and community surveys.

Action Plan - Depew Middle

Goal 1: Progress toward technology fluency.

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
6-8	<p>Grade-specific software will be used by all students to work on basic computer, keyboard and mouse skills.</p> <p>Students will be provided with access to computers/technology on a regular basis.</p> <p>Programs, software and websites need to be user friendly and easily accessible.</p> <p>All programs, software and websites need to be completely hands on, with step-by-step instructions.</p> <p>Students will use interactive SmartBoard with a variety of teacher-planned lessons across content areas.</p> <p>Students participate in research projects in order to learn how to navigate through the internet.</p>	<p>Teacher websites Internet safety</p> <p>Professional development is available in a variety of topics to assist the professional staff in utilizing technology and developing technology integrated lessons.</p> <p>A technology integrator is available to work with teacher groups or individual teachers on developing technology-rich lessons.</p> <p>Teachers will use technology to assess, track and forecast student performance on specific curriculum goals, and will identify strengths and weaknesses to develop specific strategies that will improve student achievement.</p>	<p>Administrators Teachers</p> <p>A technology support staff maintains computer hardware and software to allow for consistency of technology use.</p>	<p>Daily/monthly throughout school year.</p>	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>
6-8	<p>Students will be provided increased availability of technology hardware and software.</p> <p>Students will be provided specific technology to increase achievement in targeted content areas.</p>	<p>Tools and resources already identified and provided for teacher use: See Software Inventory in this document for an up-to-date list of applications.</p>			

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
6-8	<p>Students will learn computer operations and concepts.</p> <p>Students will learn to save, open and edit files.</p> <p>Students are guided to use search engines to access resources.</p> <p>Each grade level will be provided access to collaborative resources.</p>	<p>Teacher websites Internet safety</p> <p>Professional development is available in a variety of topics to assist the professional staff in utilizing technology and developing technology integrated lessons.</p> <p>A technology integrator is available to work with teacher groups or individual teachers on developing technology-rich lessons.</p> <p>Teachers will use technology to assess, track and forecast student performance on specific curriculum goals, and will identify strengths and weaknesses to develop specific strategies that will improve student achievement.</p>	<p>Administrators Teachers</p> <p>A technology support staff maintains computer hardware and software to allow for consistency of technology use.</p>	Daily/monthly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
6-8	<p>Students will show a level of technology fluency.</p> <p>Students will be exposed to a variety of technology formats to collect, organize, report and synthesize data to increase the frequency of higher order thinking skills.</p> <p>Students will discuss advantages, disadvantages and limitations of widespread use and reliance on technology, as well as discuss and practice legal, ethical and responsible use of information and technology resources. Students will be provided increased availability of technology hardware and software.</p> <p>Students will be provided specific technology to increase achievement in targeted content areas.</p>	<p>Tools and resources already identified and provided for teacher use:</p> <p>See Software Inventory in this document for an up-to-date list of applications.</p> <p>See Software Inventory in this document for and up-to-date list of applications.</p>			

Goal 2: Students will publish an original text.					
Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
6-8	<p>Students will be provided with access to technology on a regular basis.</p> <p>Students will build familiarity with keyboarding skills.</p> <p>The writing process will be used as a model in the classroom in collaboration with technological publication.</p> <p>Students will know how to operate and utilize specific components of a literacy-based website designed to increase reading fluency and phonic skills.</p>	Group training and one-on-one training with CSLO Technology Integrator.	Teachers	Weekly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>
Goal 3: Maintain parental and community communication and collaboration.					
Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
6-8	<p>District, School and Classroom publications</p> <p>District, School and Teacher websites</p> <p>Parent and community workshop nights to share information on technology, usage, tips for parents, educational websites, resources and internet safety.</p>	<p>Teacher websites Successnet.com Internet safety</p> <p>Professional development is available in a variety of topics to assist the professional staff in utilizing technology and developing technology integrated lessons.</p> <p>A technology integrator is available to work with teacher groups or individual teachers on developing technology-rich lessons.</p>	<p>Administrators Teachers</p> <p>A technology support staff maintains computer hardware and software to allow for consistency of technology use.</p>	Daily/monthly throughout school year.	Parent and community surveys.

Action Plan - Depew High**Goal 1: Students will demonstrate technology fluency.**

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
9-12	<p>Students will use technology to create a document that meets classroom required formatting guidelines, including properly credited sources using an acceptable style format (e.g. MLA/APA).</p> <p>Students plan, produce and present a multimedia product that effectively communicates curriculum concepts for the appropriate audience.</p> <p>Students will utilize digital tools to locate, organize, evaluate, synthesize and use information from a variety of sources and media.</p> <p>Students will use technology to create, analyze, communicate and interpret data.</p>	<p>Teacher websites Successnet.com Internet safety</p> <p>Professional development is available in a variety of topics to assist the professional staff in utilizing technology and developing technology integrated lessons.</p> <p>A technology integrator is available to work with teacher groups or individual teachers on developing technology-rich lessons.</p> <p>Teachers will use technology to assess, track and forecast student performance on specific curriculum goals, and will identify strengths and weaknesses to develop specific strategies that will improve student achievement.</p>	<p>Administrators Teachers</p> <p>A technology support staff maintains computer hardware and software to allow for consistency of technology use.</p>	Daily/monthly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
9-12	<p>Students will discuss advantages, disadvantages and limitations of widespread use and reliance on technology.</p> <p>Students will work collaboratively using current technologies to communicate, produce original works and/or solve problems, and discuss and practice legal, ethical and responsible use of information and technology resources.</p> <p>Students will create a digital personalized educational and life plan to guide and direct life choices and decisions.</p> <p>Students will create appropriate original works as a means of personal or group expression to generate new ideas, products or processes.</p>	<p>Teachers will learn to develop assessment tools to measure the level of technology literacy and implementation.</p> <p>Tools and resources already identified and provided for teacher use: See Software Inventory in this document for an up-to-date list of applications.</p>			

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
9-12	<p>Grade-specific software will be used by all students to work on basic computer, keyboard and mouse skills.</p> <p>Students will be provided with access to computers/technology on a regular basis.</p> <p>Programs, software and websites need to be user friendly and easily accessible.</p> <p>All programs, software and websites need to be completely hands on, with step-by-step instructions.</p> <p>Students will use interactive SmartBoard with a variety of teacher-planned lessons across content areas.</p> <p>Students participate in research projects in order to learn how to navigate through the internet.</p>	<p>Software and web sites will be identified to be used to support this goal.</p> <p>Technology integration strategies will be developed.</p> <p>Educational websites will be identified to improve math, spelling and reading skills.</p> <p>SmartBoard tools will be identified to promote interest in content and success in learning new material.</p> <p>Tools and resources already identified and provided for teacher use: See Software Inventory in this document for an up-to-date list of applications.</p>	Teachers	Weekly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
9-12	<p>Students will show a level of technology fluency.</p> <p>Students will learn computer operations and concepts.</p> <p>Students will learn to save, open and edit files.</p> <p>Students are guided to use search engines to access resources.</p> <p>Each grade level will be provided access to collaborative resources.</p>		Teachers	October	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>
9-12	<p>Students will integrate technology in literary expression.</p> <p>Students will use technology to interpret data, utilizing mathematical functions.</p> <p>Students will use technology to predict possible outcomes with controlled or experimental variables.</p> <p>Students will use technology to analyze national and global trends.</p>		Teachers	Weekly throughout school year.	

9-12	<p>Students are exposed to a variety of technology formats to collect, organize, report and synthesize data to increase the frequency of higher order thinking skills.</p> <p>Students will discuss advantages, disadvantages and limitations of widespread use and reliance on technology, as well as discuss and practice legal, ethical and responsible use of information and technology resources.</p>		Teachers		
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Goal 2: Students will publish an original text.

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
9-12	<p>Students will be provided with access to technology on a regular basis.</p> <p>Students will build familiarity with keyboarding skills.</p> <p>The writing process will be used as a model in the classroom in collaboration with technological publication.</p> <p>Students will know how to operate and utilize specific components of a literacy-based website designed to increase reading fluency and phonic skills.</p>	Group training and one-on-one training with CSLO Technology Integrator.	Teachers	Weekly throughout school year.	<p>Observation of student skills.</p> <p>Evaluation of work performed.</p>

Goal 3: Maintain parental and community communication and collaboration.

Grade Level	Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
9-12	District, School and Classroom publications District, School and Teacher websites Parent and community workshop nights to share information on technology, usage, tips for parents, educational websites, resources and internet safety.	Teacher websites Successnet.com Internet safety Professional development is available in a variety of topics to assist the professional staff in utilizing technology and developing technology integrated lessons. A technology integrator is available to work with teacher groups or individual teachers on developing technology-rich lessons.	Administrators Teachers A technology support staff maintains computer hardware and software to allow for consistency of technology use.	Daily/monthly throughout school year.	Parent and community surveys.

Adult Literacy:

Currently we do not collaborate with adult service providers because there are none which are operational within our District. A GED program is contracted off-site with Erie 1 BOCES to meet the needs for non-traditional high school students, age 17 to adult.

Parental Communications and Community Relations:

The District technology plan will be presented at a Board of Education meeting to the public and parents. The plan will also be posted on the District website at: [www.depewschools.org](http://depewschools.org)

<http://depewschools.org/departments.cfm?subpage=722922>

Communication with parents on their student's use of technology will be highlighted throughout the school year at the district and teacher websites, district, building and teacher newsletters and through the parent portal.

Parental technology goals and concerns are incorporated into the plan through communication with school parent/teacher organizations and shared decision making teams.

PROFESSIONAL DEVELOPMENT

The District currently utilizes a .2 BOCES Technology Integrator who works with teacher groups, individual teachers and administrators to enhance their learning of new technologies, technology-rich lessons and curriculum-based resources, a .2 BOCES Instructional Resource Team to work with teacher groups on curriculum-based projects, and we participates in Common Set of Learning Objectives (CSLO) services through Erie 1 BOCES to provide additional professional development. The District is a member of a consortium of schools to provide a teacher center, where professional development courses are offered. Continued opportunities for professional development are offered on the District's technology resources, applications and systems.

Focus will continue to be placed on ISTE standards in our professional development offerings. ISTE standards will be included in all new teacher orientation and teacher handbooks and new teacher mentoring.

A professional development page will be added to the District's website which will publish the ISTE standards and links to the ISTE website, NYS Department of Education website, and other professional development resource sites.

Supporting Resources:

- The Board of Education encourages continued professional development and demonstrates this by including funding for the numerous resources listed above in our curriculum and professional development budgets.
- District Acceptable Use Policy and Regulations – Appendix B
- District website: www.depewschools.org where the district currently has and will be adding links to our student management systems training documents, CDEP initiatives, and data analysis information.
- The District is currently affiliated with Project Lead The Way (PLTW) a pre-engineer curriculum, Rochester Institute of Technology (RIT), Erie Community College (ECC) and CUBRC (Calspan University of Buffalo Research Center).
- MyLearning Plan is used for the professional staff, tracking professional development, and managing registration for professional development offerings.
- PD360 is available for on demand professional development.
- A career ladder grant was received to enhance administrator and teacher development.

- National Academy of Finance and virtual AP, flipped classes are offered to high school students for a diverse academic portfolio.

See Appendix A – Professional Development Schedule

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Interoperability, Technical Support Services, and Increase Access:

STRATEGY	PLAN
<i>Plan for district technology, emerging needs, future technologies</i>	<i>The District has developed goals and a budget to ensure our technology plan continues to keep current with the 21st century skills our students will need to be successful in college and the workplace. The District Technology Committee meets monthly to review the state of technology, funding, emerging needs based on curriculum, and adoption of future technologies.</i>
<i>Contract for additional technology for Cayuga Heights Elementary School in support of Common Core, ELA and math assessments and 21st century technology skills</i>	<i>Continue to contract with Erie 1 BOCES for CSLO services, which include emerging technologies. Maintain subscriptions to web-based services in support of literacy; see Appendix C for a complete list of applications.</i>
<i>Maintain and upgrade technology replacement</i>	<i>Hardware will be maintained and repaired regularly. A replacement plan is utilized to cycle outdated, irreparable and energy inefficient equipment. Hardware is replaced on a five to seven year cycle.</i>
<i>Maintenance of Servers</i>	<i>Backups are performed daily on file server data. Updates and patches are performed weekly, monthly and as needed. Servers are replaced every three to five years. A maintenance contract is secured through Erie 1 BOCES to cover emergency repairs.</i>
<i>Upgrade of Networking Equipment</i>	<i>Data switches and wireless access points are replaced every five to ten years as a part of infrastructure within capital projects.</i>
<i>Technical support services</i>	<i>Identify training and tools for the technology support</i>

	<p>staff to maintain existing and new technologies. Implement strategies for the support staff to work more efficiently in the maintenance of technology, i.e., ghosting of hard drives, component replacement, implementation of desktop security and anti-virus software to prevent the infiltration of the desktop and network from viruses, malware, trojans and security threats.</p> <p>Maintain the use of a work order system to prioritize and track technology repairs and requests.</p>
<i>Increase Technical Support Services</i>	<p>The importance of technical support to the success of the District's technology program is recognized. Our technical support includes a technology coordinator 1.0, technology support specialist 1.6, one technology support technician 1.0, three computer resource advisors and contracted technology integration services .2. Additional maintenance and technical support services are contracted through Erie 1 BOCES – WNY Regional Information Center. It is evident that the district could benefit from additional technical support and technology integration services.</p>
<i>Contract for assistive technology for individual students</i>	<p>Maintain access for students in need of assistive technology and add to their IEP and provide assistive devices or software as per IEP.</p>
<i>Contract for curriculum-based technology to improve performance on State assessments</i>	<p>Identify curriculum-based applications and hardware that supports student understanding of common core learning standards and assessments.</p>
<i>Contract with Erie 1 BOCES for Broadband service to district</i>	<p>Maintain broadband services through Erie 1 BOCES in support of 21st century technology skills; ensuring that web-based systems and online services are available to teachers, students and management.</p>
<i>Increase access to technology for all students</i>	<p>Students will have availability to computer labs, academic assistance centers, and libraries during</p>

	<p>school hours.</p> <p>Maintain and add to our web-based instructional services giving students access from home.</p> <p>Maintain our teacher web sites with instructional content and resources for students to access from home.</p> <p>Make it easier for students to access web-based instructional services at school by adding links to browsers and on the district web site.</p>
<i>Increase access to technology for all teachers</i>	<i>Maintain our web-based professional development course catalogs and tracking systems.</i>
<i>Contract for CIPA approved internet filter</i>	<i>The district currently utilizes a CIPA approved internet filtering system. Regular updates are performed to maintain optimum filtering. Black and white lists are maintained for web sites that are not categorized properly.</i>

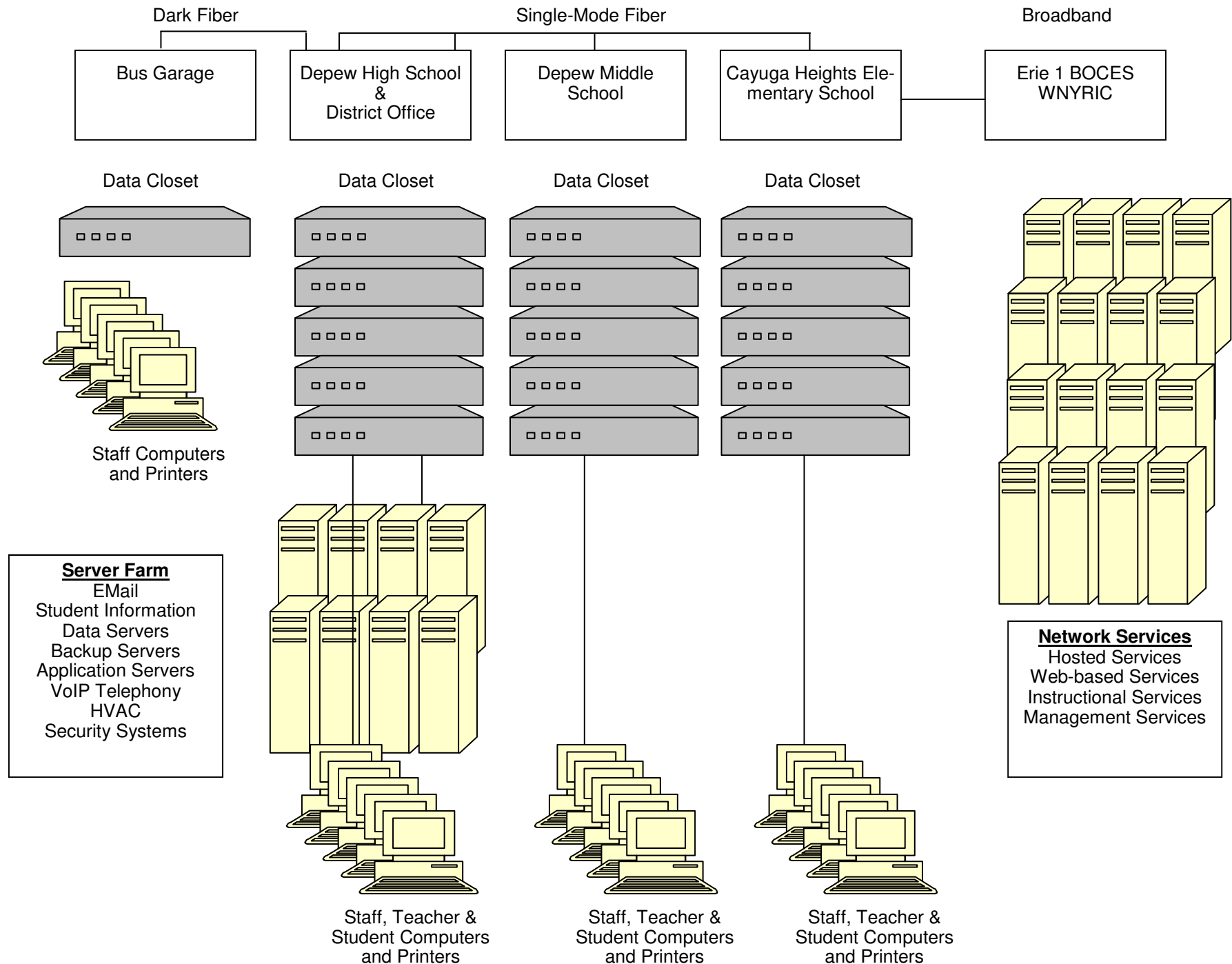
Funding Sources

Coordination of Resources:

The District has identified multiple funding sources to sustain our investment in technology.

- *District's local budget*
- *NYS Department of Education categorical hardware and software funds*
- *Erie 1 BOCES installment purchase agreements*
- *Erie 1 BOCES Common Set of Learning Objectives services*
- *Erie 1 BOCES cooperative services*
- *Federal E-Rate funding*
- *NYS Title IID Grant*
- *NYS Title IIA Grant*
- *Competitive and non-competitive technology grants*
- *Capital improvement projects*
- *Other State or Federal grants as they become available*

Depew Union Free School District—Network Diagram



MONITORING AND EVALUATION – see Appendix D

We currently use the ISTE/ICT profile in our design of grade level performance benchmarks. Levels of technology proficiency are recorded on each student on a yearly basis which is kept in their permanent record folder. Students are evaluated throughout the year until proficiency is met.

At the elementary level grade K – 6 classroom teachers assess student proficiency. Students in grades 2 – 5 are also assessed for technology fluency in their computer applications class.

At the middle school level grade 7 & 8 technology teachers assess student proficiency.

At the high school level academic classroom teachers assess student proficiency.

Teachers will progress monitor students and work to provide the needed skills. The reports in the individual student's permanent record folder will provide areas of proficiency and weakness to the subsequent teacher(s).

The Educational Technology Plan is monitored regularly by all stakeholders. Committees include parents, community members, educational and business leaders.

ACCEPTABLE USE POLICY AND REGULATIONS – see Appendix B

The acceptable use policy and regulation is given to every student upon registration. It is also published in student handbooks, district calendar, district website and school newsletters.

The district utilizes LightSpeed internet device to filter, monitor, block and log predetermined CIPA web categories. Additionally, specific web sites are blocked if they are determined to violate the CIPA regulations.

Appendix A – Professional Development Schedule

2014-2015 PROFESSIONAL DEVELOPMENT DEPEW HIGH SCHOOL

Date	Grade/content area	Focus	Facilitator/Trainer	Time
9/22/2014	Grades 9-12	Data Teams Meeting	Carol Townsend	8:00 am - 11:00 pm Room 124a
9/23/2014	Grades 9-12 Math	Geometry PLC's ThroughMathematical Content and Activities	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
9/26/2014	RTI TEAM	Regional Training #1	RIT Conference Center	8:00 am - 3:30 pm in West Henrietta
10/2/2014	Grade 8-9 Math	Instructional Shifts in the CC Algebra 1 Classroom	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
10/23/2014	STAR users	WNYRIC : STAR User Group meeting	Tracy Bramwell	Erie 1 BOCES 8:30 am - 11:30 am
10/30/2014	Grades 9-12 Math	Geometry PLC's ThroughMathematical Content and Activities	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
10/30/2014	Grades 6-12 LOTE, ELA, Social Studies	Formative Assessments and Evaluating Student Learning	LeAnn Nickelson	8:00 am - 11:00 am in HS Library
10/30/2014	Grades 6-12 Math, Science, Electives	Formative Assessments and Evaluating Student Learning	LeAnn Nickelson	11:15 am - 2:15 pm in HS Library
11/6 & 11/7/2014	RTI TEAM	Regional Institute	RIT Conference Center	8:00 am - 3:30 pm in West Henrietta
11/14/2014	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
11/19/2014	Grade 9-12	It's All in the Question: Where Do I Begin?	ELA Coordinator	Erie 1 BOCES 9:00 am - 3:00 pm
11/21/2014	Grades 8-12 Social Studies	Teaching Controversial Topics	BOCES Coordinator	Erie 1 BOCES 8:30 am - 3:30 pm
12/1/2014	Grades 9-12	Data Teams Meeting	Carol Townsend	8:00 am - 11:00 pm Room 124a
12/3/2014	Grades 9-12	What is STEAM and How do I Begin?	Susan Cyrulik	Erie 1 BOCES 8:00 am - 3:00 pm
12/5/2014	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
1/7/2015	Grade 8-9 Math	Teaching Mathematics in the Function Domain	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm

1/20/2015	Grades 10 & 11	Geometry and Algebra 2/Trig Math	Tricia Profic	8:00 am - 3:00 pm in room 124a
1/20/2015	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
1/30/2014	RTI TEAM	Regional Training #2	RIT Conference Center	8:30am - 3:30pm Buffalo (TBA)
2/3/2015	Grades 9-12	STEAM Academy Level 1 Integrator, Learning the Stages of Inquiry	Susan Cyrulik	Erie 1 BOCES 8:00 am - 3:00 pm
2/10/2015	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
3/4/2015	Grades 9-12	Data Teams Meeting	Carol Townsend	8:00 am - 11:00 pm Room 124a
3/10/2015	Grades 9-12 Math	Geometry PLC's Through Mathematical Content and Activities	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
3/10/2015	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am-3:00 pm in HS computer lab 205
3/19/2015	Grades 6-12	The Transformative Power of Belief	Greg Alhquist	Erie 1 BOCES 8:00 am - 3:30 pm
3/20/2014	RTI TEAM	Regional Training #3	RIT Conference Center	8:30 am - 3:30 pm Buffalo (TBA)
3/31/2015	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
4/24/2015	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
5/4/2015	Grades 9-12	Data Teams Meeting	Carol Townsend	8:00 am - 11:00 pm Room 124a
6/5/2015	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES

**2014-2015 PROFESSIONAL DEVELOPMENT
DEPEW MIDDLE SCHOOL**

(all trainings in DMS Library classroom Room 239 unless otherwise noted)

Date	Grade/content area	Focus	Facilitator/Trainer	Time
9/26/2014	RTI TEAM	Regional Training #1	RIT Conference Center	8:00 am - 3:30 pm in West Henrietta
10/2/2014	Grade 8-9 Math	Instructional Shifts in the CC Algebra 1 Classroom	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
10/9/2014	Grades 6-8	Technology Integration Support -Measuring Up Live	Rob Miller	ELA - 8:00 am - 11:00 Math - 11:30 am - 2:30
10/16/2014	Grades 6-8	Data Teams Meeting	Joe D'Amato	11:30 am - 2:30 pm
10/27/2014	Grades 6-8 Science	What is STEAM and How do I Begin	Susan Cyrulik	Erie 1 BOCES 8:00 am - 3:00 pm
10/30/2014	Grades 6-12 LOTE, ELA, Social Studies	Formative Assessments and Evaluating Student Learning	LeAnn Nickelson	8:00 am - 11:00 am in HS Library
10/30/2014	Grades 6-12 Math, Science, Electives	Formative Assessments and Evaluating Student Learning	LeAnn Nickelson	11:15 am - 2:15 pm in HS Library
11/6/2014	Grade 6-8	It's All in the Question: Where Do I Begin?	ELA Coordinator	Erie 1 BOCES 9:00 am - 3:00 pm
11/6 & 11/7/2014	RTI TEAM	Regional Institute	RIT Conference Center	8:00 am - 3:30 pm in West Henrietta
11/14/2014	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
11/20/2014	Grades 6-8	Math	Tricia Profic	8:00 am - 3:00 pm
11/21/2014	Grades 8-12 Social Studies	Teaching Controversial Topics	BOCES Coordinator	Erie 1 BOCES 8:30 am - 3:30 pm
12/5/2014	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
12/11/2014	Grades 6-8	Data Teams Meeting	Joe D'Amato	11:30 am-2:30 pm
12/18/2014	Grades 6-8 Math	Teaching Mathematics in the Expressions and Equations Domain	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
1/7/2015	Grade 8 Math	Teaching Mathematics in the Function Domain	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm

1/13/2015	Grades 6-8	STEAM Academy Level 1 Integrator, Learning the Stages of Inquiry	Susan Cyrulik	Erie 1 BOCES 8:00 am - 3:00 pm
1/20/2015	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
1/22/2015	Grades K-6 Math	General Studies: Math Strategies for Teachers and Learners	Greg Tang	Erie 1 BOCES 8:00 am - 3:00 pm
1/30/2014	RTI TEAM	Regional Training #2	RIT Conference Center	8:30 am - 3:30 pm Buffalo (TBA)
2/10/2015	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
3/3/2015	Grades 6-7 Math	Teaching Mathematics in the Ratios and Proportions Domain	Tricia Profic and Kim Louttit	Erie 1 BOCES 8:00 am - 3:00 pm
3/5/2015	Grades 6-8	Data Teams Meeting	Joe D'Amato	11:30 am - 2:30 pm
3/10/2015	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
3/19/2015	Grades 6-12	The Transformative Power of Belief	Greg Alhquist	Erie 1 BOCES 8:00 am - 3:30 pm
3/20/2014	RTI TEAM	Regional Training #3	RIT Conference Center	8:30 am - 3:30 pm Buffalo (TBA)
3/31/2015	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
4/24/2015	Grades 6-12	Technology Integration Support - My Big Campus, eDoctrina, Measuring Up Live, SLO Questions	Rob Miller	7:45 am - 3:00 pm in HS computer lab 205
5/21/2015	Grades 6-8	Data Teams Meeting	Joe D'Amato	11:30 am - 2:30 pm
6/5/2015	Grades 6-12	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES

**2014-2015
PROFESSIONAL DEVELOPMENT
CAYUGA HEIGHTS ELEMENTARY**

Date	Grade/content area	Focus	Facilitator/Trainer	Time
9/10/2014	Grade K	Science Kit Training	SUSAN CYRULIK	8:00 am - 3:00 pm in room 312
9/11/2014	Grade 1	Science Kit Training	SUSAN CYRULIK	8:00 am - 3:00 pm in room 312
9/18/2014	Grade 2	Science Kit Training	SUSAN CYRULIK	8:00 am - 3:00 pm in room 312
9/18/2014	Grade 3 and 5	Science Kit Moodle Training	Rob Miller	8:10 - 8:50 in Computer Lab 119
9/19/2014	Grades 4-5 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
9/24/2014	Grade K-5	CC Aligned Read Alouds and Activities in an Elementary Classroom	Andrea Tamarazio	Erie 1 BOCES 8:30 am - 3:00 pm
9/25/2014	Grades K - 1	Pre-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
9/26/2014	Grades 3	Pre-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
9/26/2014	Grades 5	Pre-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
9/26/2014	RTI TEAM	Regional Training #1	RIT Conference Center	8:00 am - 3:30 pm in West Henrietta
9/29/2014	Grades K-1	IPAD For Task Rotation Measuring Up Live	Rob Miller	Gr.1 -8:30 am - 11:00 Gr.K -12:15 pm - 2:45
9/30/2014	Grades 3 and 5	Science Kit Training	SUSAN CYRULIK	8:00 am - 3:00 pm in room 312
10/1/2014	Grades 2	Pre-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
10/1/2014	Grades 4	Pre-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30am-11:00am in room 118
10/6 - 10/8/2014	Various K - 2 Staff	Core Knowledge Training in Niagara Falls	Core Knowledge	8:00 am - 3:00 pm
10/10/2014	Grade 4-5	MBC - Resources for CCLS - Student Discussion Boards Measuring Up Live	Rob Miller	Gr.5 -8:30 am - 11:00 Gr.4 -12:15 pm - 2:45
10/17/2014	Grades K-5	Data Team Meeting	Michelle Kudla	12:30 - 3:00 pm
10/21/2014	Grade 2-3	MBC - Resources for CCLS - Student Discussion Boards, Measuring Up Live	Rob Miller	Gr.3 -8:30 am - 11:00 Gr.2 -12:15 pm - 2:45

10/29/2014	Grades 3-5	Formative Assessments (Part II)	LeAnn Nickelson	8:30 am - 11:30 am
10/29/2014	Grades K-2	Formative Assessments (Part II)	LeAnn Nickelson	12:00 pm - 3:00 pm
11/3/2014	Grades K-1	Smartboard/eDoctrina Formative Assessments	Rob Miller	Gr.1 -8:30 am - 11:00 Gr.K -12:15 pm - 2:45
11/6 & 11/7/2014	RTI TEAM	Regional Institute	RIT Conference Center	8:00 am - 3:30 pm in West Henrietta
11/12/2014	Grades K-5	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES
11/18/2014	Grades K-1 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
11/20/2014	Grades 3	Post-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
11/20/2014	Grades 2	Post-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
11/21/2014	Grades K	Post-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am - 11:00 am in room 118
11/21/2014	Grades 1	Post-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
11/24/2014	Grades 5	Post-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
11/24/2014	Grades 4	Post-Narrative On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
12/2/2014	Grades 2 - 3 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
12/3/2014	Grades K - 5	Teaching Math within the Operations and Algebraic Thinking Domain	Andrea Tamarazio & Steve Graser	Erie 1 BOCES 8:15 am - 3:30 pm
12/12/2014	Grades K-5	Data Team Meeting	Michelle Kudla	12:30 - 3:00 pm
1/8/2015	Grades 4-5 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
1/13/2015	Grades K-1	Smartboard/eDoctrina Formative Assessments	Rob Miller	Gr.1 -8:30 am - 11:00 Gr.K -12:15 pm - 2:45
1/15/2015	Grades K-2	It's all in the Question	ELA Coordinator	8am - 3pm at Erie 1 BOCES
1/22/2015	Grades K-6 Math	General Studies: Math Strategies for Teachers and Learners	Greg Tang	Erie 1 BOCES 8:00 am - 3:00 pm
1/26/2015	Grades K-1 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
1/27/2015	Grades K-5	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES

1/27/2015	Grade 2-3	Google Drive/Web 2.0 Resources	Rob Miller	8:00 am - 3:00 pm
1/29/2014	Grades 5	Pre & Post-Unit 2 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
1/29/2014	Grades 4	Pre & Post-Unit 2 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
1/30/2014	RTI TEAM	Regional Training #2	RIT Conference Center	8:30am - 3:30pm Buffalo (TBA)
2/2/2014	Grades 1	Pre & Post-Unit 2 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
2/2/2014	Grades K	Pre & Post-Unit 2 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15pm-2:45pm in room 118
2/3/2015	Grade 4-5	Google Drive/Web 2.0 Resources	Rob Miller	8:00 am - 3:00 pm
2/4/2014	Grades 3	Pre & Post-Unit 2 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
2/4/2014	Grades 2	Pre & Post-Unit 2 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
2/6/2015	Grades K-5	Data Team Meeting	Michelle Kudla	12:30 - 3:00 pm
2/12/2015	Grades 2 - 3	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
2/26/2015	Grades K - 2	Reading Between the Lines	ELA Coordinators	Erie 1 BOCES 9:00 am - 3:00 pm
3/4/2015	Grades K - 2	Research In Action	ELA Coordinators	Erie 1 BOCES 9:00 am - 3:00 pm
3/5/2015	Grades 4-5	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
3/19/2015	Grades K - 2	Reading Between the Lines	ELA Coordinators	Erie 1 BOCES 9:00 am - 3:00 pm
3/20/2014	RTI TEAM	Regional Training #3	RIT Conference Center	8:30 am - 3:30 pm Buffalo (TBA)
3/27/2015	Grades K	Pre & Post-Unit 3 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
3/27/2015	Grades 1	Pre & Post-Unit 3 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118

3/27/2015	Grades K-5	DCA Math	Erie 1 BOCES Math Team	8am - 3pm at Erie 1 BOCES
3/30/2015	Grades 3	Pre & Post-Unit 3 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
3/30/2015	Grades 2	Pre & Post-Unit 3 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
3/31/2015	Grades 5	Pre & Post-Unit 3 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30am-11:00am in room 118
3/31/2015	Grades 4	Pre & Post-Unit 3 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
4/1/2015	Grades K-5	Data Team Meeting	Michelle Kudla	12:30 pm - 3:00 pm
5/6/2015	Grades K-1 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
5/7/2015	Grades 5	Pre & Post-Unit 4 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
5/7/2015	Grades 4	Pre & Post-Unit 4 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
5/8/2015	Grades 3	Pre & Post-Unit 4 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
5/8/2015	Grades 2	Pre & Post-Unit 4 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 118
5/11/2015	Grades 1	Pre & Post-Unit 4 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	8:30 am-11:00 am in room 118
5/11/2015	Grades K	Pre & Post-Unit 4 On Demand Performance Assessment Prompt Data Team Meeting	Sheri Barsottelli & Marnie Belle-Isle	12:15 pm-2:45 pm in room 119
5/12/2015	Grades 2 - 3 Math	Creating Resources and Assessments	STEVE GRASER	8:00 am - 3:00 pm
6/5/2015	Grades K-5	DCA Math	Erie 1 BOCES Math Team	8:00 am - 3:00 pm at Erie 1 BOCES

Appendix B – Acceptable Use Policy

In accordance with Part 100.12(b)(4) of the Regulation of the Commissioner of Education, as Superintendent of the Depew Union Free School District, I hereby confirm that the District has provided for the loan of instructional computer hardware to students legally attending nonpublic schools located in the District pursuant to Education Law Section 754

Jeffrey R. Rabey, Ph.D
Superintendent of Schools

Date: _____

Personnel

SUBJECT: 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 DCS, including access to external computer networks.

Privacy Rights

Staff data files, email and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of District policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

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.

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Personnel

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

- 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 computer coordinator.
- 5) Violating copyright law, including the illegal file sharing of music, videos and software.
- 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, bullying, threatening 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.
- 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 Depew Union Free 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.

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Personnel

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

The computer coordinator 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 (Form #6470F) before establishing an account or continuing their use of the DCS.

SUBJECT: ACCEPTABLE EMAIL USE -- GUIDELINES AND ETIQUETTE

The District believes that electronic mail (email) is an important means of communication and recognizes that proper email content and quick replies to messages convey a professional image and deliver good customer service. Users should take the same care in drafting an email that they would take to compose any other type of written communication.

Email Etiquette

The following statements apply to employees/authorized users when using the District's email system:

1. Every employee/authorized user is responsible for all email originating from his/her user ID (email address).
2. Forgery or attempted forgery of email is prohibited.
3. The District's email program (Lotus Notes, Microsoft Exchange, etc.) is the only allowable email to be used when at work. Access to personal email accounts (Yahoo, Hotmail, AOL, etc.) through the District network, unless authorized by the Superintendent/designee, is prohibited.
4. Email is NOT private. The Superintendent/designee has the right to access all email sent or received by employees/authorized users.
5. In the event that the District is involved in any legal proceeding, any relevant emails may need to be disclosed on the same basis as written documents.

Guidelines for Drafting Email

Employees/authorized users should utilize the following guidelines when drafting and sending email using the District's e-mail system:

1. All email messages must be appropriate and professional. Users should spell and grammar check emails before sending.
2. Avoid any language in emails or attachments that could be construed as indecent, obscene or offensive to others on the basis of race, color, creed, religion, national origin, political affiliation, sex, age, disability or any other basis protected by law. Pornography and sexually explicit jokes are prohibited.

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Personnel

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SUBJECT: ACCEPTABLE EMAIL USE -- GUIDELINES AND ETIQUETTE (Cont'd.)

3. Avoid using bold print in emails since this may be interpreted as shouting. Similarly, the use of all capitals or italics should be done with caution.
4. Mark emails as urgent or important only when necessary.
5. Signature files with a sender's name and contact information should be included in all email to verify a user's authenticity. Anonymity of sender and impersonation of others is prohibited.
6. A disclaimer should accompany an email message to provide for its confidentiality.
7. To help assure confidentiality, a "prevent copy" option may be used when the email attachment should not be forwarded or copied, if available on the email system in use by the District.
8. Attempts to read, delete, copy or modify the email of other users are prohibited.
9. Forwarding of chain letters, jokes and junk mail is prohibited.

Archival of Email

All email sent and received to an employee's email account should be archived by the District for a period of no less than six (6) years. This time period was determined based on the possibility of emails that are the official copy of a record according to schedule ED-1. Depending on the District's archival system, employees may have access to view their personal archive, including deleted email.

Sanctions

The Computer Coordinator may report inappropriate behavior to the employee/authorized user's Principal/supervisor who will take appropriate disciplinary action. Violations may result in a loss of access to the use of email, the technology network and/or other disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All employees/authorized users will be required to access 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 user will acknowledge this employee/designated user agreement before establishing an account or continuing in his/her use of email.

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SUBJECT: ACCEPTABLE EMAIL USE -- GUIDELINES AND ETIQUETTE (Cont'd.)

NOTE: Refer also to #3310R -- Public Access to Records
#3420R -- Non-Discrimination and Anti-Harassment in the School District
#5670R -- Records Management
#6180R -- Staff-Student Relations (Fraternization)
#6470R -- Staff Use of Computerized Information Resources
#7552R.1 -- Cyberbullying Behavior in the Schools
#8271R -- Children's Internet Protection Act: Internet Content Filtering/Safety Guidelines

Personnel

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[The sample language in this Regulation is meant to be used as a "framework" for Districts as they develop their own SNS guidelines for students and staff to meet their unique standards and needs. This regulation should be customized to District practices as applicable.]

SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES*

Social media and social networking sites (SNS) have great potential to connect people around the globe and enhance communication; however, they are also more informal, less structured and constantly changing. These guidelines are designed to establish some basic parameters on the creation and use of SNS and other social media for the District and its personnel.

For purposes of this regulation, the definition of **public social media networks or Social Networking sites (SNS)** are defined to include: websites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers and which do not fall within the District's electronic technology network (e.g., Facebook, MySpace, Twitter, LinkedIn, Flickr, blog sites, etc.). The definition of **District approved password-protected social media tools** are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access within these internal forums.

Official District Use

Official District use is defined as the use of social media by an employee, on behalf of his or her department, program or school that has been authorized for the express purpose of communicating the District's broad interests or specific programmatic and policy interests. The authorization may be granted by the Superintendent or his/her designee. For example, the School District may decide to have its own official Facebook page. Or employees could be authorized to develop other pages dedicated to a single building, program, or sports team. There are also many official uses of social media that are not public, such as the use of internal blogs or wikis for collaboration among grade-level or project teams. Employees are prohibited from setting up public social networking sites for any official District use related to their division, building or service unless they have obtained prior approval in accordance with the procedures set forth below.

Establishing a Social Networking Site for Official District Use

- 1) Following approval from the appropriate Building Principal and/or public relations designee or Technology Coordinator, the public relations or technology staff will work with the department, building or service to properly set up an appropriate social networking site. All account names and log in passwords must be on file in the Technology Department.
- 2) The Superintendent/designee shall have the exclusive and final authority to determine whether individual buildings/facilities may initiate and maintain separate page(s) on the SNS.

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Personnel

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SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES (Cont'd.)**Quality Control/Content Integrity**

- 1) The District shall provide general training for all applicable personnel, including training on ethical and legal considerations, and compliance with all applicable policies and regulations.
- 2) The official District website will remain the primary source for all content. Any and all material on the District SNS will only supplement information that exists on the District's official website.
- 3) All the material/content that is entered or posted to the District SNS (e.g., Facebook) account/page must include a link back to the official District website or relevant partner. An occasional reminder or announcement without a link is permissible (for example, a "Save the Date" announcement).
- 4) Photos should only be posted on the District-owned website that the SNS can link to. For control purposes, do NOT upload images of students directly on to a SNS.
- 5) Do not post confidential or proprietary information about the District, its students, alumni or employees. Use good judgment and follow District policies (i.e., FERPA).
- 5) Thoroughly spell check and grammar check your content before posting. Citizens expect that education employees will set a good example when they write and speak in public.
- 6) Remember you are writing for publication, even on social networks. Refrain from making unsubstantiated statements. Always provide full citations for laws or research.

Disclaimers

As a public entity, the District should include disclaimers on their site regarding grounds for removal of comments and the frequency to which the site is monitored. " Depew Union Free School District is an agency that is not liable for the content or comments posted to this site. Any inappropriate content may be removed. This site is monitored during normal business hours."

Professional or Classroom Use

Professional use is defined as an employee's use of social media for the purpose of furthering his or her specific job responsibilities or professional duties through an externally focused site or a district sponsored site. For example, many teachers across the country have signed up for discussion forums on EdWeek.org to engage with other teachers in a community of practice. While use for professional interests is beneficial to the work of the District because it enables employees to stay informed on

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Personnel

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SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES (Cont'd.)

important issues or to collaborate with their peers, the social media tool or site the employee is using is not maintained or monitored by the district itself. The employee is accessing sites and setting up accounts owned by private entities to consume and exchange information. Again, internally, professionals often collaborate through various technologies, but professional use of social media implies going outside of the internal network of the district. Employees' participation in external social media for professional use, using district technology, equipment and email addresses or during the school day requires prior approval and is subject to the procedures set forth below.

Classroom use is defined as use of SNS in a classroom for instructional purposes. An example of classroom use may be the creation of a forum for class discussion taking place in a password protected online environment. Students can interact with their peers and their teacher to discuss a current class topic, sharing what they have discovered on the internet and voicing their opinions. Teachers can upload homework, post school notices, moderate discussions and share materials. This online portal develops writing skills, encourages research skills and promotes intellectual discussion. Staff must also obtain prior approval for classroom use of these internal forums.

Establishing Access

- 1) If you are participating in a social network site and/or blog for District-related professional use, it must be done with the approval of your supervisor or principal.
- 2) Use of outside social networking sites (such as Facebook) for classroom or instructional purposes is discouraged.* The District does not permit any communication or contact between staff and students on non-district based SNS (i.e., Facebook, Twitter, etc.). Teachers are encouraged to use existing District or RIC established web tools such as teacher web pages within the District website, Angel, Edmodo, etc. to communicate with students, to assign and collect student work, or to provide online feedback to students.
- 3) The District may establish an Alumni page within its District SNS. Teachers and staff may interact with former students within this forum on the district site. Staff interaction with former students outside of the district controlled environment is prohibited. Use caution when "friending" former students. Realize that many former students have online connections with current students. Information shared between school staff and former students is likely to be seen by current students as well.

****District Option: This statement assumes that the District encourages the use of District-owned approved social media tools, but may permit limited communication or contact between staff and students on non-district based SNS (i.e., Facebook, Twitter, etc.) with prior approval and authorization. This language should be customized according to District practice. For example, does the District allow no personal contact, limited personal contact or open communication on SNS?***

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Personnel

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SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES (Cont'd.)

- 4) The District understands that 21st century learning is constantly changing and that many sites that are currently "blocked" by the District internet filter may have educational significance for teacher and student use. If you would like to request that an online site be accessible to use for teaching and learning, submit a request to the Building Principal for review. Requests will be reviewed and the District list of blocked sites will be updated throughout the school year. A description should be provided of the intended use of the site and what tools on the site match your needed criteria. A link to the privacy policy for such sites should also be included.

Quality Control/Content Integrity

- 1) When using social media for professional purposes, always identify yourself and your position with the District. Use your actual name - never create an alias or post as anonymous. Misidentifying yourself or providing false information may result in disciplinary action. The District email address attached to your name implies that you are acting on behalf of the District.
- 2) While engaged in professional use of social media, do not post confidential or proprietary information about the District, its students, alumni or employees. Use good judgment and follow District policies.
- 3) Thoroughly spell check and grammar check your content before posting. Citizens expect that education employees set a good example when they write and speak in public.
- 4) Remember you are writing for publication, even on social networks. Refrain from making unsubstantiated statements. Always provide full citations for laws or research.
- 5) District personnel acknowledge and agree that when they create or post material on the District SNS they are in effect "content publishers" and as such are subject to a host of ethical and legal obligations including, but not limited to, compliance with the federal Digital Millennium Copyright Act.

Personal Use and Responsibility

Personal use is defined as use that is not related to an employee's job duties for the District or his or her professional interests. For example, outside of work hours, an employee might create or maintain a blog related to a hobby, or a personal Facebook page containing news about his or her family and friends. An employee checking his or her personal Facebook page, sending out a personal Tweet, or watching the latest viral YouTube video are examples of personal use of social media during the work day.

(Continued)

Personnel

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SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES (Cont'd.)

- 1) The District does not allow personal use of social media during work hours and on District owned hardware. *However, limited personal use of social media during the work day may be permitted on non-district owned personal computers or devices.
- 2) District employees are personally responsible for all comments/information they publish online. Be mindful that what is published will be public for a long time. Be sure to protect privacy.
- 3) Online behavior should reflect the same standards of honesty, respect, and consideration that are used in face-to-face contact, and be in accordance with the highest professional standards. District employees are expected to behave honorably in online spaces. Online activities or communications which are improper, unethical, illegal, or which cause undue discomfort for students, employees, parents, or other members of the school community should be avoided.
- 4) Posting comments and having online conversations on social media sites makes those comments public and available to anyone who has any online access. Please be aware that even with the strictest privacy settings what is said online should be within the bounds of professional discretion. Comments expressed via social media under the impression of a 'private conversation' could end up being shared in a larger, more public domain.
- 5) Comments related to the District should always meet the highest standards of professional discretion. When posting, employees should act on the assumption that all postings are in the public domain. Remember that posted information could be interpreted as an extension of your office or classroom. What is inappropriate in your office or classroom is also inappropriate online. If posting comments or viewpoints on topics related to the District using any online medium be sure you state that the information is representative of your views and opinions and not necessarily the views and opinions of the District.
- 6) Before posting personal photographs or avatars that represent you, consider how the images reflect on your reputation and professionalism. Also, remember not to use copyrighted images.
- 7) Due to the evolving nature of social web sites, District personnel should not use personal SNS to create or maintain personal relationships with students. For purposes of these guidelines, "personal relationships with students" shall mean any behavior or conduct that is unrelated to course work or official school matters. Such behavior may erode the professional authority and traditional roles of teacher and student within the District and may violate District policies and/or regulations.

****District Option***

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SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES (Cont'd.)

Teachers should not "friend" current students or any student currently enrolled in any school within the District Pre-K through 12, or their parents. It is too easy for genuinely-intentioned and innocent comments and situations to be misinterpreted, resulting in potentially damaging consequences for everyone involved. If your position within the District calls for communication with students or parents and is educationally justifiable, the use of the District network, email, teacher web pages within the District website, and school-provided/owned equipment are suggested for use when communicating on-line.

- 8) While mindful of employees' First Amendment free speech rights, District personnel who participate in social networking web sites, including the District SNS, shall not post any material which may result in the disruption of classroom or District activities. The District is entitled to make such a determination based on the facts surrounding the material as the District reasonably believes them to be.

Employees are encouraged to seek permission from the subject before posting photographs and videos of fellow employees taken on school property or at school-sponsored events. Due to the sensitive nature and potentially damaging consequences, posting photographs or information about currently enrolled students in any capacity is prohibited. Realize that many former students have online connections with current students. Information shared between school staff and former students is likely to be seen by current students as well.

School Logos

Within your personal social mediums, do not use any District or school logo without written permission from District officials. For official pages, the District will provide you with a profile image to use.

Reporting Requirements

District personnel shall be required to report known or suspected violations of the District SNS Guidelines to their Building Principal or immediate supervisor.

Disciplinary Sanctions

District personnel who violate any provision of the SNS guidelines shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulations, and the applicable collective bargaining agreement.

(Continued)

/EB

SUBJECT: SOCIAL MEDIA GUIDELINES FOR EMPLOYEES (Cont'd.)**Compliance with Other Applicable Policies and Regulations**

District personnel who participate in social networking web sites, including the District SNS, shall be subject to all applicable policies and regulations including, but not limited to, the following:

- 1) Confidentiality of Computerized Information;
- 2) School District Standards and Guidelines for Web Page Publishing;
- 3) Teacher Web Pages Including Web 2.0 Tools for Collaboration;
- 4) Code of Ethics for Board Members and All District Personnel;
- 5) Sexual Harassment of District Personnel;
- 6) Staff-Student Relations: Fraternization;
- 7) Sexual Harassment of Students;
- 8) Student Records and Student Directory Information (FERPA);
- 9) Staff Use of Computerized Information Resources;
- 10) Use of Email in the School District;
- 11) Students Use of Computerized Information Resources (AUP);
- 12) Internet Safety/Internet Content Filtering Policy and Guidelines; and
- 13) Use of Copyrighted Materials.

Students

/EB

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE GUIDELINES)****Program Implementation**

The Depew Union Free School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System 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, "on-line services," "WiFi" and the "Internet." The District shall provide personnel support for such usage.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the Depew Union Free 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 held to the same standards of good behavior whether they are using school computer networks or any other electronic media or communications, including a student's own personal technology or electronic device while on school grounds or at school events. 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 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
(ACCEPTABLE USE GUIDELINES) (Cont'd.)**

Standards of Conduct Governing Student Access to the District Computer System

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. Likewise, students are expected to observe the same standards of behavior when using their own personal technology or electronic devices on school grounds or at school events. 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 Depew Union Free School District property and subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should **NOT** expect that information stored on the DCS will be private.

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 Depew Union Free School District policy; the 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, specific activities shall be prohibited by student users of the DCS including, but not limited to, the following:

- 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, bullying, threatening or attacking others.

(Continued)

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

- 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 computer coordinator.
- 7) Violating copyright law, including the illegal file sharing of music, videos and software.
- 8) Employing the DCS for non-educational, 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 District Code of Conduct, and/or federal, state and local law or regulation.
- 11) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.
- 12) Accessing personal, interactive sites (such as Myspace blogs) unless under the direct supervision of a staff member. This includes the use of a student's personal cell phone or digital device to access such social networking sites.
- 13) Creating or using a website or blog which may cause a substantial disruption in the school environment or interfere with the rights of others.
- 14) Using digital device (such as cell or camera phones), electronic technology and/or media to facilitate cheating, plagiarism, etc.

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 networks 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

(Continued)

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

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 computer coordinator may result in restriction or suspension 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.

Notification

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

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY

****Due to the need for districts to determine their own beliefs and practices relating to student use of personal technology, this policy is not intended to be adopted "as is". This policy is meant to be utilized as a resource and framework for developing your own district standards for student use of personal technology.***

The Board of Education seeks to maintain a safe and secure environment for students and staff. Advances in technology have made it possible to expand the learning environment beyond traditional classroom boundaries. Using personal electronic devices during instructional time can enable students to explore new concepts, personalize their learning experience and expand their global learning opportunities. Additionally, the use of personal technology devices is ubiquitous in today's society and standards for student use during non-instructional time should adapt to this change. This policy defines the use of personal technology during instructional and non-instructional times and reinforces the standard that all use, regardless of its purpose, must follow the guidelines outlined in the Student Acceptable Use Policy (AUP), the District's *Code of Conduct*, and the Dignity for All Students Act.

Personal technology includes all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the internet; and transmit or receive messages, telephone calls or images. Examples of personal technology includes, but are not limited to, iPods and MP3 players; iPad, Nook, Kindle, and other tablet PCs; laptop and netbook computers; personal digital assistants (PDAs), cell phones and smart phones such as BlackBerry, iPhone, or Droid, as well as any device with similar capabilities. Unacceptable devices shall include, but are not limited to, gaming devices or consoles, laser pointers, modems or routers, and televisions.

Instructional Uses

Instructional purposes include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework and other activities as deemed appropriate by school staff.

Personal technology use by students is permitted during the school day for educational purposes and/or in approved locations only. Teachers will indicate when and if classroom use is acceptable. Students are expected to act responsibly and thoughtfully when using technology resources. Students bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in such use.

Non-Instructional Uses

Appropriate use of personal technology during non-instructional time is also allowed if students follow the guidelines in the AUP and *Code of Conduct*. Non-instructional use includes texting, calling and otherwise communicating with others during free periods and in common areas of the school

(Continued)

Students

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY (Cont'd.)

building such as the hallways, cafeteria, study halls, buses and student lounges. Other non-instructional uses may include such things as Internet searches, reading, listening to music, and watching videos. This use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must be in silent mode to avoid disrupting others.

Liability

The District shall not be liable for the loss, damage, misuse, or theft of any personal technology brought to School. The District reserves the right to monitor, inspect, and/or confiscate personal technology when administration has reasonable suspicion to believe that a violation of school policy or criminal law has occurred.

The Board expressly prohibits use of personal technology in locker rooms, restrooms, Health Offices and any other areas where a person would reasonably expect some degree of personal privacy.

Prohibition during State Assessments

All students are prohibited from bringing electronic devices into a classroom or other location where a New York State assessment is being administered. Test proctors, test monitors and school officials shall have the right to collect prohibited electronic devices prior to the start of the test and hold them while the test is being administered, including break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Students with disabilities may use certain devices if the device is specified in that student's IEP or 504 plan or a student has provided medical documentation that they require the device during testing.

Permission

Students will not be permitted to use personal technology devices in school or at school functions until they have reviewed the AUP, the applicable sections of the *Code of Conduct* and associated technology guidelines, and signed the Student Use of Personal Technology (#7000F) Permission Form with their parents. The District reserves the right to restrict student use of District-owned technologies and personal technology on school property or at school-sponsored events, at the discretion of the administration.

Students must follow the guidelines for use set out in the District *Code of Conduct* and the Acceptable Use Policy at all times. Consequences for misuse will follow guidelines in the District's *Code of Conduct*. The District will develop regulations for the implementation of this policy that shall include, but are not limited to, instructional use, non-instructional use, liability, bullying and cyberbullying, and privacy issues.

(Continued)

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY (Cont'd.)

NOTE: Refer also to Policies #7315 -- Student Use of Computerized Information Resources
#7550 -- Dignity for All Students Act
#7552 -- Bullying in the Schools
#8271 -- Internet Safety/Internet Content Filtering Policy

Adoption Date

Instruction

**SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING
GUIDELINES**

Internet access on the District's computer system is provided for staff and students as a means to enhance the educational mission and instructional programs of the School System, to further District goals and objectives, and to conduct research and communicate with others. In accordance with such educational mission and the instructional goals and objectives of the District, technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) will be utilized on all District computers with Internet access to ensure the integrity of educational services and to address safety concerns regarding the online activities of minors. In accordance with The Children's Internet Protection Act (CIPA), the term "minor" shall mean any individual who has not attained the age of seventeen (17) years.

Consequently, the District, unless an authorized "override" (i.e., disabling of the blocking or filtering measure) is permitted as enumerated below, will block or filter Internet access for **both minors and adults** to visual depictions that are:

- 1) Obscene (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);
- 2) Child pornography (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);
- 3) For computers used by minors with Internet access, are harmful to minors. The term "harmful to minors" is defined, pursuant to CIPA, as any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

In addition, the District will monitor, as deemed appropriate by the applicable building/program administrator and/or classroom teacher, access by minors to "inappropriate matter" on the Internet and World Wide Web. Per CIPA, the District is authorized to filter or block Internet access to other material determined to be inappropriate for minors. The determination of what is "inappropriate" for

(Continued)

Instruction

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

minors shall be made in accordance with District guidelines and, as appropriate, on a case-by-case determination depending upon the factors such as the age of the student, the material involved, and the educational purpose/research for which such material is utilized.

However, no filtering or blocking technology has a one hundred percent (100%) guarantee that all sites accessed by staff and students are immediately filtered in compliance with law and District procedures. Consequently, if District personnel and/or students find an accessed site that is questionable, the procedure is to contact the appropriate supervisor/teacher who will notify the Superintendent/designee. The Superintendent/designee will contact, as appropriate, the service/software provider and/or the District Technology Coordinator.

*However, 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 District is not responsible for any inappropriate content or material which may be accessed via a staff member's or a student's own personal technology or electronic device or via an unfiltered Internet connection received through a staff member's or a student's own personal technology or electronic device.

Further, in order to help ensure the safety and security of minors when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications, appropriate supervision will be provided by a classroom teacher and/or other appropriate District personnel; and notification will be given to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students. Students will also be informed regarding unauthorized access to District computers and the Internet, including so-called "hacking," and other unlawful activities by minors online.

Parental and/or student consent, as may be applicable, shall be required prior to authorization for student use of District computers as a means to help ensure awareness/compliance with District rules and standards of acceptable behavior.

In accordance with New York State Education Law, the School District may provide, to students in grades kindergarten through twelve (12), instruction designed to promote the proper and safe use of the Internet. Schools must instruct students in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as providing education on

**District Option*

(Continued)

Instruction

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

cyberbullying awareness and response. 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.

In furtherance of the District's educational mission to enact safety measures to protect students when online, the District has adopted and will enforce its Internet Safety Policy that includes the operation of technology protection measure(s) with respect to any of its computers with Internet access as mandated by CIPA and also in accordance with the District's Acceptable Use Policies and Regulations. The District shall enforce the operation of such technology protection measure(s) during any use of District computers in accordance with CIPA and applicable Board policies and building procedures.

Furthermore, in accordance with law, the District Technology Coordinator may access all staff and student files, email, and electronic storage areas to ensure system integrity and that users are complying with the requirements of CIPA and District policy and procedures. Additionally, dissemination and/or publication of the District's Acceptable Use Policy and Regulation will be utilized as one means to further ensure the implementation of safety measures and appropriate notification to staff and students as to acceptable, as well as prohibited, conduct when using District computers or accessing the Internet on such computers. The standards of acceptable use as well as prohibited conduct by staff and students when accessing District computers and the Internet, as outlined in the District's technology policies, are not intended to be all-inclusive. Staff and students who commit an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action in accordance with law, the District Code of Conduct, and/or the applicable collective bargaining agreement. Legal action may also be initiated as deemed necessary by the Superintendent/designee.

Schools and Libraries Universal Service Description of Services Requested and Certification Form 470

Estimated Average Burden Hours per Response: 3 hours

This form is designed to help you describe the eligible services you seek so that this data can be posted on the Fund Administrator Internet Site and interested service providers can identify you as a potential customer and compete to serve you.

Please read instructions before beginning this form. (You can also file online at www.usac.org/si)

Applicant's Form Identifier (Optional: Create an identifier for your own reference) <u>Y17-124782</u>	Form 470 Application #: _____ (To be assigned by administrator)
--	--

Block 1: Applicant Address and Information

1 Name of Applicant

Depew UFSD

2 Funding Year 2014 (Funding years run from July 1 through the following June 30)

3 Entity Number 124782

4a Street Address, P.O. Box, or Route Number

591 Terrace Blvd

City Depew State NY Zip Code 14043

4b Telephone Number (716) 686-5104 Ext. _____

4c Fax Number (716) 686-5101

5a Eligible Entities That Will Receive Services:

Check the ONE choice in 5a that best describes the eligible entities that will receive the services described in this form. You will then list in Item 15 the entity/entities that will pay the bills for these services.

- ☐ Individual School (individual public or non-public school)
- ☒ School District (LEA; public or non-public (e.g. diocesan) local district representing multiple schools)
- ☐ Library (including library system, library outlet/branch or library consortium as defined under LSTA)
- ☐ Consortium (intermediate service agencies, non-statewide or regional consortia of schools and/or libraries)
- ☐ Statewide application for (enter 2-letter state code) _____

representing (check all that apply)

- ☐ All public schools/districts in the state
- ☐ All non-public schools in the state
- ☐ All libraries in the state

5b Recipient(s) of Services - Check all that apply:

- ☐ Private ☒ Public ☐ Charter
- ☐ Tribal ☐ Head Start ☐ State Agency

5c Number of eligible entities for which services are sought 5

Entity Number 124782 Applicant's Form Identifier Y17-124782
Contact Person Maria Sommerfeldt Contact Telephone Number (716) 686-5066

Block 1: Applicant Address and Information (continued)

6a Contact Person's Name

Maria Sommerfeldt

If the Contact Person's Street Address is the same as Item 4a above, check here ☒ If not, complete Item 6b.

6b Street Address, P.O. Box, or Route Number

NOTE: USAC will use this address to mail correspondence about this form.

City _____ State _____ Zip Code _____

Check the box next to your preferred mode of contact and provide your contact information. One box MUST be checked and an entry provided.

☐ **6c** Telephone Number (716) 686-5066 Ext. _____

☐ **6d** Fax Number (716) 686-5094

☒ **6e** E-mail Address msommerfeldt@depew.wnyric.org

Re-enter E-mail Address msommerfeldt@depew.wnyric.org

If a consultant is assisting you with your application process, please complete Item 7 below:

7 Consultant Name _____

Name of Consultant's Employer _____

Consultant's Street Address _____

City _____ State _____ Zip Code _____

Consultant's Telephone Number _____ Ext. _____

Consultant's Fax Number _____

Consultant's E-mail Address _____

Re-enter E-mail Address _____

Consultant Registration Number _____

Entity Number 124782

Applicant's Form Identifier Y17-124782

Contact Person Maria Sommerfeldt

Contact Telephone Number (716) 666-5066

Block 2: Summary Description of Needs or Services Requested (Attach additional pages if needed)**8 Telecommunications Services**

If you check YES to indicate you have a Request for Proposals (RFP) that specifies the services you are seeking, your RFP must be available to all interested bidders for at least 28 days. If your RFP is not available to all interested bidders, or if you check NO and you have or intend to have an RFP, you risk denial of your funding requests.

☐ YES, I have released or intend to release an RFP for these services. It is available or will become available on the Internet at:

a

or via (check one)



the contact person in Item 6 or



the contact person listed in Item 12

Your RFP Identifier:

b

☒ NO, I have not released and do not intend to release an RFP for these services.

Whether you check YES or NO, you must list below the Telecommunications Services you seek. Specify each service (e.g., local voice service) and quantity and/or capacity (e.g., 20 existing lines plus 10 new ones).

Service**Quantity and/or Capacity**

Telephone Service

133 lines over 4 buildings

Cellular phone service

17 lines

9 Internet Access

If you check YES to indicate you have a Request for Proposals (RFP) that specifies the services you are seeking, your RFP must be available to all interested bidders for at least 28 days. If your RFP is not available to all interested bidders, or if you check NO and you have or intend to have an RFP, you risk denial of your funding requests.

☐ YES, I have released or intend to release an RFP for these services. It is available or will become available on the Internet at:

a

or via (check one)



the contact person in Item 6 or



the contact person listed in Item 12.

Your RFP Identifier:

b

☒ NO, I have not released and do not intend to release an RFP for these services.

Whether you check YES or NO, you must list below the Internet Access services you seek. Specify each service (e.g., monthly Internet service) and quantity and/or capacity (e.g., for 500 users).

Service**Quantity and/or Capacity**

Web Hosting

District Wide

Internet for Cellular service

17 lines

18

Entity Number 124782 Applicant's Form Identifier Y17-124782
 Contact Person Maria Sommerfeldt Contact Telephone Number (716) 686-5066

Block 2: Summary Description of Needs or Services Requested (Attach additional pages if needed)

10 Internal Connections Other Than Basic Maintenance

If you check YES to indicate you have a Request for Proposals (RFP) that specifies the services you are seeking, your RFP must be available to all interested bidders for at least 28 days. If your RFP is not available to all interested bidders, or if you check NO and you have or intend to have an RFP, you risk denial of your funding requests.

a ☒ YES, I have released or intend to release an RFP for these services. It is available or will become available on the Internet at:

or via (check one) ☐ the contact person in Item 6 or ☐ the contact person listed in Item 12.

Your RFP Identifier: _____

b ☐ NO, I have not released and do not intend to release an RFP for these services.

Whether you check YES or NO, you must list below the Internal Connections services you seek. Specify each service (e.g., a router, hub and cabling) and quantity and/or capacity (e.g., connecting 1 classroom of 30 students).

Service	Quantity and/or Capacity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11 Basic Maintenance of Internal Connections

If you check YES to indicate you have a Request for Proposals (RFP) that specifies the services you are seeking, your RFP must be available to all interested bidders for at least 28 days. If your RFP is not available to all interested bidders, or if you check NO and you have or intend to have an RFP, you risk denial of your funding requests.

a ☒ YES, I have released or intend to release an RFP for these services. It is available or will become available on the Internet at:

or via (check one) ☐ the contact person in Item 6 or ☐ the contact person listed in Item 12.

Your RFP Identifier: _____

b ☐ NO, I have not released and do not intend to release an RFP for these services.

Whether you check YES or NO, you must list below the Basic Maintenance services you seek. Specify each service (e.g., basic maintenance of routers) and quantity and/or capacity (e.g., for 10 routers).

Service	Quantity and/or Capacity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Entity Number 124782Applicant's Form Identifier Y17-124782Contact Person Maria SommerfeldtContact Telephone Number (716) 686-5066**Block 2: Summary Description of Needs or Services Requested (Continued)**

- 12 (Optional) Please name the person on your staff or project who can provide additional technical details or answer specific questions from service providers about the services you are seeking. This person does not need to be the contact person(s) listed in Item 6 nor the Authorized Person who signs this form.

Name _____

Title _____

Telephone Number _____ Ext. _____

Fax Number _____

Email Address _____

Re-enter E-mail Address _____

- 13 ☒ Check this box if there are any restrictions imposed by state or local laws or regulations on how or when service providers may contact you or on other bidding procedures. Please describe below any such restrictions or procedures and/or provide an Internet address where they are posted and a contact name and telephone number.
- ☐ Check this box if no state and local procurement/competitive bidding requirements apply to the procurement of services sought on this Form 470.

If you are requesting services for a funding year for which a Form 470 cannot yet be filed online, include that information here.

Public work and purchase contracts for public schools in New York State are governed by the provisions of the

State's General Municipal Laws Sections 103-109. Public schools may also purchase equipment and services

under publicly bid centralized procurement contracts administered by the State's Office of General Services or

under cooperative bidding contracts administered by local boards of cooperative educational services ('BOCES').

Contracts based on this posting may be awarded on an annual, multi-year, or renewable term basis.

Block 3:

14 [Reserved]

Entity Number	124782	Applicant's Form Identifier	Y17-124782
Contact Person	Maria Sommerfeldt	Contact Telephone Number	(716) 686-5066

Block 4: Recipients of Service**15 Billed Entities**

List the entity/entities that will be paying the bills directly to the provider for the services requested in this form. These are known as Billed Entities. At least one line of this item must be completed. If a Billed Entity cited on your Form 471 is not listed below, funding may be denied for the funding requests associated with this Form 470. Attach additional pages if needed.

Entity Number

Entity Name

1. 124782

Depew UFSD

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Do not write in this area.

Entity Number 124782 Applicant's Form Identifier Y17-124782
 Contact Person Maria Sommerfeldt Contact Telephone Number (716) 686-5066


Block 5: Certifications and Signature

- 16 I certify that the applicant includes: (Check one or both.)
- a ☒ schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. §§ 7801 (18) and (38), that do not operate as for-profit businesses, and do not have endowments exceeding \$50 million; and/or
 - b ☐ libraries or library consortia eligible for assistance from a State library administrative agency under the Library Services and Technology Act of 1996 that do not operate as for-profit businesses and whose budgets are completely separate from any schools (including, but not limited to elementary and secondary schools, colleges, and universities).
- 17 ☒ I certify that, if required by Commission rules, all of the individual schools and libraries receiving services under this form are covered by technology plans that do or will cover all 12 months of the funding year, and that have been or will be approved by a state or other authorized body, or an SLD-certified technology plan approver, prior to the commencement of service.
- ☐ Or I certify that no technology plan is required by Commission rules.
- 18 ☒ I certify that I will post my Form 470 and (if applicable) make my RFP available for at least 28 days before considering all bids received and selecting a service provider. I certify that all bids submitted will be carefully considered and the bid selected will be for the most cost-effective service or equipment offering, with price being the primary factor, and will be the most cost-effective means of meeting educational needs and technology plan goals.
- 19 ☒ I certify that I will retain required documents for a period of at least five years after the last day of service delivered. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the form for, receipt of, and delivery of services receiving schools and libraries discounts. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.
- 20 ☒ I certify that the services the applicant purchases at discounts provided by 47 U.S.C. § 254 will be used primarily for educational purposes and will not be sold, resold or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47 C.F.R. §§ 54.500, 54.513. Additionally, I certify that the entity or entities listed on this form have not received anything of value or a promise of anything of value, other than services and equipment sought by means of this form, from the service provider, or any representative or agent thereof or any consultant in connection with this request for services.
- 21 ☒ I acknowledge that support under this support mechanism is conditional upon the school(s) and/or library(ies) I represent securing access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that I have considered what financial resources should be available to cover these costs.
- 22 ☒ I certify that I am authorized to procure eligible services for the eligible entity(ies). I certify that I am authorized to submit this request on behalf of the eligible entity(ies) listed on this form, that I have examined this request, and to the best of my knowledge, information, and belief, all statements of fact contained herein are true.
- 23 ☒ I certify that I have reviewed all applicable FCC, state, and local procurement/competitive bidding requirements and that I have complied with them. I acknowledge that persons willfully making false statements on this form can be punished by fine or forfeiture, under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001.
- 24 ☒ I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program.

Do not write in this area.

Entity Number 124782 Applicant's Form Identifier Y17-124782
Contact Person Maria Sommerfeldt Contact Telephone Number (716) 686-5066

Block 5: Certifications and Signature (Continued)

25	Signature of authorized person	26	Date
			<u>11/2/13</u>
27a	Printed name of authorized person <u>Jeffrey Rabey</u>		
27b	Title or position of authorized person <u>Superintendent</u>		
	<input type="checkbox"/> Check here if the consultant in item 7 is the Authorized Person.		
27c	Street Address, P.O. Box, or Route Number <u>591 Terrace Blvd</u>		
	City <u>Depew</u>		
	State <u>NY</u>	Zip Code	<u>14043</u>
27d	Telephone Number of Authorized Person	(716) 686-5104	Ext. _____
27e	Fax Number of Authorized Person <u>(716) 686-5101</u>		
27f	E-mail Address of Authorized Person <u>irabey@depew.wnyric.org</u>		
	Re-enter E-mail Address <u>irabey@depew.wnyric.org</u>		
27g	Name of Authorized Person's Employer <u>Depew UFSD</u>		

Service provider involvement with preparation or certification of a Form 470 can taint the competitive bidding process and result in the denial of funding requests. For more information, refer to the Schools and Libraries area of the USAC web site at www.usac.org/si or call the SLD Client Service Bureau at 1-855-203-8100.

Entity Number 124782

Applicant's Form Identifier Y17-124782

Contact Person Maria Sommerfeldt

Contact Telephone Number (716) 686-5066

Block 5: Certifications and Signature (Continued)

NOTICE: In accordance with Section 54.504 of the Federal Communications Commission's rules, certain schools and libraries ordering services that are eligible for and seeking universal service discounts must file this Description of Services Requested and Certification Form (FCC Form 470) with the Universal Service Administrator, 47 C.F.R. § 54.504(b). The collection of information stems from the Commission's authority under Section 254 of the Communications Act of 1934, as amended, 47 U.S.C. § 254. The data in the report will be used to ensure that schools and libraries comply with the competitive bidding requirement contained in 47 C.F.R. § 54.504. Schools and libraries must file this form themselves or as part of a consortium.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

The FCC is authorized under the Communications Act of 1934, as amended, to collect the information we request in this form. We will use the information you provide to determine whether approving this application is in the public interest. If we believe there may be a violation or a potential violation of any applicable statute, regulation, rule or order, your application may be referred to the Federal, state, or local agency responsible for investigating, prosecuting, enforcing, or implementing the statute, rule, regulation or order. In certain cases, the information in your application may be disclosed to the Department of Justice or a court or adjudicative body when (a) the FCC; or (b) any employee of the FCC; or (c) the United States Government is a party of a proceeding before the body or has an interest in the proceeding. In addition, information provided in or submitted with this form or in response to subsequent inquiries may also be subject to disclosure consistent with the Communications Act of 1934, FCC regulations, the Freedom of Information Act, 5 U.S.C. § 552, or other applicable law.

If you owe a past due debt to the federal government, the information you provide may also be disclosed to the Department of the Treasury Financial Management Service, other Federal agencies and/or your employer to offset your salary, IRS tax refund or other payments to collect that debt. The FCC may also provide the information to these agencies through the matching of computer records when authorized.

If you do not provide the information we request on the form, the FCC may delay processing of your application or may return your form without action.

The foregoing Notice is required by the Paperwork Reduction Act of 1995, Pub. L. No. 104-13, 44 U.S.C. § 3501, *et seq.*

Public reporting burden for this collection of information is estimated to average 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, completing, and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the reporting burden to the Federal Communications Commission, Performance Evaluation and Records Management, Washington, DC 20554.

Please mail form by 11/15/13 to address below

**Attn: Pat Doyle
Erie 1 BOCES
355 Harlem Rd
West Seneca, NY 14224**

**DO NOT SEND THIS FORM TO THE UNIVERSAL SERVICE ADMINISTRATIVE COMPANY
OR TO THE FEDERAL COMMUNICATIONS COMMISSION****Schools and Libraries Universal Service
Certification by Administrative Authority to Billed Entity of
Compliance with the Children's Internet Protection Act**

Please read instructions before completing.
(To be completed by the Administrative Authority and provided to your Billed Entity)
This form is required only for funding years beginning July 1, 2001 and later.

Administrative Authority's Form Identifier: 124782-1

Create your own code to identify THIS Form 479.

Block 1: Administrative Authority Information

1. Name of Administrative Authority Depew UFSD		2. Funding Year 2014-2015
3. Mailing Address and Contact Information for Administrative Authority Street Address, P. O. Box or Route Number 591 Terrace Blvd		
City Depew	State NY	Zip Code 14043
Name of Contact Person Maria Sommerfeldt		
10-Digit Telephone Number (716) 686-5066	Fax Number (716) 686-5094	Email Address msommerfeldt@depew.wnyric.org

Persons willfully making false statements on this form can be punished by fine or forfeiture, under the Communications Act, 47 U.S.C. Secs. 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. Sec. 1001.

Block 2: Certifications and Signature

4. I am the Administrative Authority for one or more schools or libraries for which Universal Service Support Mechanism discounts have been requested or approved for eligible services. The Administrative Authority must make the required certification(s) for the purposes of the Children's Internet Protection Act (CIPA) in order to receive discounted services.
5. I recognize that I may be audited pursuant to this form and will retain for five years any and all records that I rely upon to complete this form.

Name of Administrative Authority Depew UFSD

Administrative Authority's Form Identifier 124782-1

Contact Person Maria Sommerfeldt

Telephone Number (716) 686-5088

Block 2: Certifications and Signature (Continued)

6. I certify that as of the date of the start of discounted services:

- a ☒ the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments has (have) complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).
- b ☐ pursuant to the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments:
- (FOR SCHOOLS and FOR LIBRARIES IN THE FIRST FUNDING YEAR FOR PURPOSES OF CIPA) is (are) undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA for the next funding year, but has (have) not completed all requirements of CIPA for this funding year.
- (FOR FUNDING YEAR 2003 ONLY: FOR LIBRARIES IN THE SECOND OR THIRD FUNDING YEAR FOR PURPOSES OF CIPA) is (are) in compliance with the requirements of CIPA under at 47 U.S.C. § 254(l) and undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA under 47 U.S.C. § 254(h) for the next funding year.
- c ☐ the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), does not apply because the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments is (are) receiving discount services only for telecommunications services.

CIPA Waiver. Check the box below if you are requesting a waiver of CIPA requirements for the Second Funding Year after April 20, 2001 in which the recipients of service under your administrative authority have applied for discounts:

- d ☐ I am providing notification that, as of the date of the start of discounted services, I am unable to make the certifications required by the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), because my state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification(s) otherwise required. I certify that the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of the Third Funding Year after April 20, 2001 in which they apply for discounts.

CIPA WAIVER FOR LIBRARIES FOR FUNDING YEAR 2004. Check the box below if you are requesting a waiver of CIPA requirements for Funding Year 2004 for the library(ies) under your administrative authority that have applied for discounts for Funding Year 2004:

- e ☐ I am providing notification that, as of the date of the start of discounted services in Funding Year 2004, I am unable to make the certifications required by the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), because my state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification(s) otherwise required. I certify that the library(ies) under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of Funding Year 2005.

The certification language above is not intended to fully set forth or explain all the requirements of the statute.

7. Signature of authorized person

8. Date

10/31/2013

9. Printed name of authorized person

Jeffrey Rabey

10. Title or position of authorized person

Superintendent

11. Telephone number of authorized person

(716) 686-5104

FCC NOTICE FOR INDIVIDUALS REQUIRED BY THE PRIVACY ACT AND THE PAPERWORK REDUCTION ACT

Part 54 of the Commission's Rules authorizes the FCC to collect the information on this form. Failure to provide all requested information will delay the processing of the application or result in the application being returned without action. Information requested by this form will be available for public inspection. Your response is required to obtain the requested authorization.

The public reporting for this collection of information is estimated to be 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the required data, and completing and reviewing the collection of information. If you have any comments on this burden estimate, or how we can improve the collection and reduce the burden it causes you, please write to the Federal Communications Commission, AMD-PERM, Paperwork Reduction Act Project (3060-0853), Washington, DC 20554. We will also accept your comments regarding the Paperwork Reduction Act aspects of this collection via the Internet if you send them to PRA@fcc.gov. PLEASE DO NOT SEND YOUR RESPONSE TO THIS FORM TO THIS ADDRESS.

Remember - You are not required to respond to a collection of information sponsored by the Federal government, and the government may not conduct or sponsor this collection, unless it displays a currently valid OMB control number or if we fail to provide you with this notice. This collection has been assigned an OMB control number of 3060-0853.

THE FOREGOING NOTICE IS REQUIRED BY THE PRIVACY ACT OF 1974, PUBLIC LAW 93-579, DECEMBER 31, 1974, 5 U.S.C. 552a(e)(3) AND THE PAPERWORK REDUCTION ACT OF 1995, PUBLIC LAW 104-13, OCTOBER 1, 1995, 44 U.S.C. SECTION 3507.

A paper copy of this form, with a signature in Block 2, Item 7, must be mailed or delivered to your Billed Entity.

Appendix C – Inventory

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE:
Inventory
2014-2015

Description	Labs	Class	Library	Offices	Planned Future Acquisitions		
					Year 1	Year 2	Year 3
High School Equipment							
DHS Desktops	182	50	38	28	75	75	75
DHS Laptops		250		5	40	40	40
DHS Tablets		122	10	10	20	20	20
DHS Printers	8	50	1	28	10	10	10
DHS Scanners	2			5	1	1	1
DHS Assiistive/Adaptive Devices		32			2	2	2
DHS Digital Cameras		9			1	1	1
DHS Digital Projectors	8	50	1	1	5	5	5
DHS Interactiv Whiteboards	5	50	1	1	3	3	3
Middle School Equipment							
DMS Desktops	50	40	14	14	15	15	15
DMS Laptops		195	12	3	40	40	40
DMS Netbooks		33			0	0	0
DMS Tablets		60	10	5	20	20	20
DMS Printers	2	40	3	5	5	5	5
DMS Scanner	2			3		1	

Description	Labs	Class	Library	Offices	Year 1	Year 2	Year 3
DMS Assistive/Adaptive Devices		26			2	2	2
DMS Digital Camera				1	0	0	0
DMS Digital Projectors	2	40	2	1	3	3	3
DMS Interactive White Boards	2	40	1	1	3	3	3
Elementary School Equipment							
Cayuga Desktops	75	103	2	5	25	25	25
Cayuga Laptops		15	30	1	15	15	15
Cayuga Netbooks		176			0	0	0
Cayuga Tablets		130	10	2	30	30	30
Cayuga Printers	3	80	3	5	5	5	5
Cayuga Scanners		2		1	2	0	0
Cayuga Assistive/Adaptive Devices		7			1	1	1
Cayuga Digital Cameras							
Cayuga Digital Projectors	3	80		1	5	5	5
Cayuga Interactive White Board	3	80			5	5	5
Cayuga Video Cameras							
Network Equipment							
Servers				19	2	2	5
Full or fractional T1				1			

Software Inventory
2014-2015

Software Title	Licenses	Building
Adobe Creative Suite	Site	DHS
AIMSWeb	275	Cayuga
APEX Learning	25	DHS
AutoDesk Inventor	125	DHS
BrainPop	25	DHS
BrainPop	Site	DMS
BrainPop Jr.	25	Cayuga
Castle Learning	Site	Cayuga
Castle Learning	Site	DMS
Castle Learning	Site	DHS
CIM	Site	DHS
Daily Deskercise	Site	Cayuga
Digital Electronics	25	DHS
eChoices	Site	DMS
eChoices	Site	DHS
eChoices SAT Prep	Site	DMS
enVision Math	Site	Cayuga
FasttMath	875	Cayuga
Finale Academic	6-12 10	DMS, DHS
Finale PrintMusic	6-12 25	DMS, DHS
Fitnessgram	Site	DHS, DMS, Cayuga
Fraction Nation	440	Cayuga, DMS
Gizmos	Site	Cayuga
Gizmos	Site	DMS
Holt-McDougall	6-8	DMS
ImPACT	Site	DHS, DMS, Cayuga
i-SAFE	ERate	District
Kurzweil	14	District
Learning A-Z	69	Cayuga, DMS
Lego Robocell	25	DMS
Lexia CORE5 & SOS	Site	Cayuga, DMS
Logger Pro	25	DHS
Microsoft EES	Site	District
Noodle Tools	Site	District
Pearson Successnet	Site	Cayuga
Quia	4	DHS
Read 180	60	DMS
Renaissance Place	Site	District

ROBOTC		25	DHS
rSkills		110	DMS
Scholastic Reading Counts		110	DMS
Scholastic SMI		500	DMS
Scholastic SRI		1560	District
SchoolWorld TeacherSites		100	District
SNAP Health	Site		District
Star Math	2-5	603	Cayuga
Star Math	6-8	465	DMS
Star Math	9-12	500	DHS
Star Reading	4-5	312	Cayuga
Star Reading	6-8	465	DMS
Star Reading	9-12	500	DHS
Accelerated Reader	6-8	250	DMS
Math Facts in a Flash	6-8	160	DMS
Symantec Endpoint	Campus		District
World Book Online		894	Cayuga
World Book Online		455	DMS

Depew iPad Apps
2014 - 2015

Name	Type	Quantity
ABA PROBLEM SOLVING GAME – HEALTHY HABITS?	iOS App	60
ABC Phonics Rhyming Words	iOS App	20
ABC Phonics Rhyming Words	iOS App	2
ABC Phonics Rhyming Words	iOS App	60
ABCOrder	iOS App	60
Anatomy 3D: Organs	iOS App	25
AP Biology	iOS App	3
AP Biology	iOS App	20
Articulation Station Pro	iOS App	1
ArtikPix - Full	iOS App	4
Biology, Kingdom of Organisms & Microbiology - simpleNeasyApp by WAGmob	iOS App	25
Building Atoms, Ions, and Isotopes HD	iOS App	3
Building Atoms, Ions, and Isotopes HD	iOS App	20
Cell and Cell Structure	iOS App	3
Cell and Cell Structure	iOS App	20
Cell and Cell Structure	iOS App	25
ChemCalc	iOS App	3
ChemCalc	iOS App	20
Chemistry Formula Practice	iOS App	3
Chemistry Formula Practice	iOS App	20
Chemistry Formulas	iOS App	25
Counting Bear	iOS App	20
Counting Bear	iOS App	1
Counting Bear	iOS App	60
Dale Carnegie Training: Personal Leadership	iOS App	26
FG Teacher	iOS App	6
FG Teacher	iOS App	6
FG Teacher	iOS App	2
FG Teacher	iOS App	3
I Am Feeling...	iOS App	4
iMovie	iOS App	3
iMovie	iOS App	20
Interactive Telling Time - Learning to tell time is fun	iOS App	20
Interactive Telling Time - Learning to tell time is fun	iOS App	2
Interactive Telling Time - Learning to tell time is fun	iOS App	60
iWriteWords (Handwriting Game)	iOS App	20
iWriteWords (Handwriting Game)	iOS App	2
iWriteWords (Handwriting Game)	iOS App	60
JumpStart My ABC Book	iOS App	60
JumpStart Preschool Magic of Learning	iOS App	20
JumpStart Preschool Magic of Learning	iOS App	1
JumpStart Preschool Magic of Learning	iOS App	60
Keynote	iOS App	20

Name	Type	Quantity
LanguageBuilder for iPad	iOS App	3
Learn Chemistry, Organic Chemistry & Biochemistry - A simpleNeasyApp by WAGmob	iOS App	25
Letter Tracer preschool letters writing practice	iOS App	1
Letter Tracer preschool letters writing practice	iOS App	60
Math Bug	iOS App	20
Math Bug	iOS App	2
Math Bug	iOS App	60
Meghan's FlashCards Kindergarten	iOS App	60
Montessori Counting Board	iOS App	20
Montessori Counting Board	iOS App	1
Montessori Counting Board	iOS App	60
Numbers	iOS App	20
OnScreen DNA Model	iOS App	3
OnScreen DNA Model	iOS App	20
Pages	iOS App	20
Pages	iOS App	20
PlayScience	iOS App	20
PlayScience	iOS App	1
PlayScience	iOS App	60
Powers of Minus Ten - Cells and Genetics	iOS App	3
Powers of Minus Ten - Cells and Genetics	iOS App	20
Puppet Pals HD Director's Pass	iOS App	4
Question Builder for iPad	iOS App	3
Rainbow Sentences	iOS App	5
SentenceBuilder™ for iPad	iOS App	1
SentenceBuilder™ for iPad	iOS App	3
Sight Words - Learn to read list of first words flash cards & games!	iOS App	60
SightWords First Grade	iOS App	60
SightWords Kindergarten	iOS App	60
SoundLiteracy	iOS App	1
SoundLiteracy	iOS App	1
Speak it! Text to Speech	iOS App	25
Starfall ABCs	iOS App	20
Starfall ABCs	iOS App	1
Starfall ABCs	iOS App	60
StoryBuilder for iPad	iOS App	1
StoryBuilder for iPad	iOS App	3
Super Duper Data Tracker	iOS App	4
TeachMe: 1st Grade	iOS App	20
TeachMe: 1st Grade	iOS App	3
TeachMe: 1st Grade	iOS App	60
The Elements by Theodore Gray	iOS App	25
TI-Nspire™	iOS App	10
You Can Handle Them All	iOS App	4

Appendix D – Evaluation

Cayuga Heights Elementary School

At the completion of the K grade, students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
					X	K					Identify letter and space keys on the keyboard.
					X	K					Manipulate mouse.
					X	K					Identify components of the computer system.
			X		X	K					Interact with content-related software.
X					X	K					Begin to type with assistance from a teacher.

At the completion of the 1st grade, students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
											Identify and describe the major functions of the computer system:
					X	1					- Monitor
					X	1					- Keyboard
					X	1					- Mouse
					X	1					- Printer
					X	1					- Student Folder
											Properly control and operate the following devices:
X					X			1			- Monitor
X					X			1			- Keyboard
X					X			1			- Mouse
X	X				X			1			- Printer
					X	1					- Student Folder
											The student will be able to:
					X		1				- Open icons found upon the desktop.
X	X				X	1					- Type their ideas using word processing software.
X	X		X		X	1					- Customize their keyed text by altering the font, size, and color.
X	X				X	1					- Insert, drag and rotate appropriate clip art using word processing or graphic software.
				X	X	1					- Key a given website into a given search engine.
X	X		X	X	X	1					- Use a given website to research information.

At the completion of the 2nd grade, students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
	X			X	X	2					Use Math games on the internet to help students master math facts for addition and subtraction.
X	X		X	X	X	2					Introduce word processing programs to publish written work.
X			X	X	X	2					Introduce a variety of tools to assist with ELA and research skills.
X	X		X		X	2					Use computers to practice the writing process.
			X		X	2					Use computer activities to improve speed and accuracy with math facts.
X	X	X		X	X	2					Improve computer ELA and research skills utilizing a variety of tools.
X			X			2					Enrich the science and social studies curriculum through internet activities.
				X	X	2					Use basic computer vocabulary.
					X	2					Use operating system tools and printers.
				X	X	2					Input and access text using appropriate keyboarding techniques.
					X	2					Create files and folders.
					X	2					Student will use icons to launch applications.
	X		X		X	2					Produce simple word processing documents.
X			X	X	X	2					Create a multimedia presentation.
	X				X	2					Use a graphic organizer.
	X		X			2					Discuss common uses of computer applications and identify their advantages and disadvantages.
			X	X	X	2					Recognize and practice responsible social and ethical behaviors and understand the consequences of inappropriate use: Internet, copyrighted materials, on-line library resources, personal security and safety issues.
				X		2					Practice appropriate Internet etiquette.

At the completion of the 3rd grade, students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
X	X		X		X		3				Use computers to practice the writing process.
		X	X		X		3				Use computer activities to improve speed and accuracy with math facts.
X	X			X	X		3				Improve computer ELA and research skills utilizing a variety of tools.
X			X				3				Enrich the science and social studies curriculum through internet activities.
				X	X	3					Use basic computer vocabulary.
					X	3					Use operating system tools and printers.

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
				X	X	3					Input and access text using appropriate keyboarding techniques.
					X	3					Create files and folders.
					X	3					Student will use icons to launch applications.
	X		X		X	3					Produce simple word processing documents.
X			X	X	X	3					Create a multimedia presentation.
	X				X	3					Use a graphic organizer.
	X		X			3					Discuss common uses of computer applications and identify their advantages and disadvantages.
		X	X	X	X	3					Recognize and practice responsible social and ethical behaviors and understand the consequences of inappropriate use: Internet, copyrighted materials, on-line library resources, personal security and safety issues.
				X		3					Practice appropriate Internet etiquette.

At the completion of the 4th grade, students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
				X	X			4			Use basic computer vocabulary.
					X		4				Use operating system tools and printers.
				X	X		4				Input and access text using appropriate keyboarding techniques.
					X		4				Create files and folders.
					X			4			Student will use icons to launch applications.
	X		X		X		4				Produce simple word processing documents.
X			X	X	X	4					Create a multimedia presentation.
	X				X	4					Use a graphic organizer.
	X		X			4					Discuss common uses of computer applications and identify their advantages and disadvantages.
		X	X	X	X		4				Recognize and practice responsible social and ethical behaviors and understand the consequences of inappropriate use: Internet, copyrighted materials, on-line library resources, personal security and safety issues.
				X			4				Practice appropriate Internet etiquette.
			X	X		4					Recognize the ethical and legal implications of plagiarism of copyrighted materials.
	X			X	X	4					Recognize the need for accessing and using information.
X	X		X	X	X	4					Identify web browsers, search engines and directories to obtain information and solve real world problems.

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Meeting Skill	
			X	X	X	4					Locate specific information by searching data.
			X			4					Recognize accuracy and/or bias of information.
X			X		X	4					Solve problems individually and/or collaboratively using computer applications.
X			X		X	4					Identify basic hardware problems and solve simple problems.

At the completion of the 5th grade students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
					X		5				Logon, save to folder.
	X				X	5					Use content-related software and/or simulations to support learning and research.
X	X		X		X	5					Plan and produce a multimedia project to communicate information.
	X			X		5					Use pre-selected internet site(s) and/or other digital resources and search strategies (e.g. quotes, key word, +, or, not) using student search engines to locate and collect curriculum related information.
	X				X		5				Use a word processor to produce and revise a document using the following application features: font, size, style, color, spell check, outlining, text justification, multi-columns and setting tabs.
	X	X				5					Use predetermined criteria to gain awareness of meaningful and appropriate web sites. (e.g. author, authority, depth, ease of use).
				X			5				Practice legal, ethical and responsible use of information and technology resources.
X	X		X		X	5					Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.
					X	5					Uses keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
	X	X	X		X	5					Use technology tools (e.g., multimedia authoring, presentation, internet tools, digital cameras, and scanners) for individual and collaborative writing, communication, publishing products and problem-solving activities for audiences inside and outside the classroom.
		X	X		X	5					Use technology resources (e.g., calculators, data collection probes, videos) for problem-solving, self- directed learning, and extended learning activities.
X	X		X	X		5					Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
		X	X	X	X	5					Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Depew Middle School

At the completion of the 6th – 8th grade students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
					X		6	7-8			Logon, access, and navigate files/folders stored on various servers on local or cloud-based networks.
	X				X	6-8					Use content-related software and/or simulations to support learning and research.
X	X		X		X	6-8					Use developmentally appropriate software to organize and interpret data, information or ideas (e.g. charts, graphic organizers, tables, timelines).
X	X		X			6-8	6-8				Plan and produce a multimedia project for presentation using multiple digital sources to communicate information (e.g. from camera, video, scanner, CD ROM, Internet).
	X	X		X			6-7	8			Use student search engines or pre-selected internet site(s) and/or other digital resources and search strategies (e.g. quotes, key word, +, or, not) to locate and collect curriculum related information and annotate proper citations where necessary.
	X		X		X		6	7-8			Use a word processor to produce and revise a document using the following application feature: font, size, style, and color, cut, paste, spell and grammar check, thesaurus, outlining, text justification, multi-columns and setting tabs.
	X					6	7	8			Use predetermined criteria to gain awareness of meaningful and appropriate web sites (e.g., author, authority, depth, ease of use).
	X		X		X	6-7	8				Create and use a spreadsheet to analyze data including tables, formulas and graphs.
X						6	7-8				Demonstrate knowledge of current changes in information technology and the effect these changes have on society.
			8	8			6-8				Properly credit electronic sources on a "works cited" page using MLA/APA format .
X			X		X		6	7-8			Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations .
X			X		X	6	7-8				Apply strategies for identifying and solving routine hardware, software and connectivity problems that occur during everyday use.
	X		X			6-8					Use content specific tools, software, and simulations (e.g., graphing calculators, internet tools, exploratory environments) to support learning and research.
	X		X			6	7-8				Apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
X	X	X	X				6-8				Design, develop, publish and present products (e.g., Web pages, videos) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
	X		X	X			6-8				Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
				X			6-8				Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
	X		X	X			6-8				Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
			X	X			6-8				Explain the impact of the use and abuse of electronically generated information on individuals and families.
			X	X			6-8				Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
		X	X	X	X	7					Discuss advantages, disadvantages and limitations of widespread use and reliance on technology.
	X		X	X		7	8				Create appropriate original works as a means of personal or group expression to generate new ideas, products, or processes.

Depew High School

At the completion of the 9th – 12th grade students will be able to:

Goals						Skills			Evaluation		Strategies and Performance Indicators
1	2	3	4	5	6	Intro.	Reinf.	Mstr.	Student Enrollment	Number of Students Achieving Skill	
	X		X		X		9	10-12			Produce, edit, and apply word processing skills to a document that meets classroom required formatting guidelines.
X	X	X	X				9-12				Design, develop, publish and present products (e.g., Web pages, videos) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
X	X		X		X		9-12				Use developmentally appropriate software to organize and interpret data, information or ideas (e.g. charts, graphic organizers, tables, timelines).
		X	X	X	X		9-12				Discuss advantages, disadvantages and limitations of widespread use and reliance on technology.
X	X	X	X			9	10-12				Work collaboratively using current technologies to communicate, produce original works, and/or solve problems. Examples can include: Wikis, Blogs, Discussion Boards (Threads), Podcasts, video chat.
	X		X			9	10-12				Interact with peers, experts, and other audiences using a variety of media sources to effectively communicate information and ideas.
	X					9	10-11	12			Utilize electronic networks to share information.
			X	X			9-12				Discuss and practice legal, ethical, and responsible use of information and technology resources.
			X	X			9-12				Discuss the ethical, social, and legal issues raised by the use and abuse of information
				X	X		9-11	12			Properly credit sources using an acceptable style format (e.g. MLA/APA).
X		X	X				9-11	12			Apply digital tools to locate, organize, analyze, evaluate, synthesize, and use information from a variety of sources and media.
	X		X	X			9-12				Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
			X				9-12				Evaluate and select electronic sources of information in order to complete specific curriculum requirements.
	X		X			9	10-12				Create a digital, personalized, educational and life plan to guide and direct life choices and decisions.
	X		X	X			9-12				Create appropriate original works as a means of personal or group expression to generate new ideas, products, or processes.