

S - E Technology Plan



Sherburne-Earlville Central School
Sherburne, NY 13460

2008-2013

Sherburne-Earlville Central School
District Technology Plan
July 2008

District Mission Statement:

Sherburne-Earlville is committed to students. By providing an environment of educational excellence which emphasizes the learning of academic and life skills, nurtures self-respect and fosters life long learning, we enable our students to pursue challenging individual goals and to become positive, contributing members of society.

Mission of Technology:

The role of technology is to support the district mission by providing the learning community with the tools and training necessary for preparing students to effectively communicate and compete in a technological society.

Background

In the spring of 1996 a research committee was formed to create a “technology frame” document. This frame was to be used as a foundation to guide the development of technology integration in the Sherburne-Earlville Central School District (SECS). Included in the plan was a mission of technology (see above), the functions of technology integration and goals for implementation.

Using a Technology Network Support System as criteria, six functions have been established to guide the District’s decision makers to achieve this mission.

Supporting Teaching and Learning

Students, faculty, and administrators will have access to a range of appropriate technologies including computers, CD/DVD, interactive systems, multi-media, Internet, video conferencing, teleconferencing, blogs and wikis.

Technology training will be available and all staff will be encouraged to become competent in using technology to enhance the teaching and learning process.

The district campus will be networked both internally and externally.

Managing Curriculum and Instruction

Software applications will be provided for such activities as, but not limited to, grading, scheduling, curriculum planning and individual student assessment.

Publishing and sharing of student work utilizing digital tools and media.

District-wide student scheduling to achieve optimal allocation of resources.

Processing Information

Standardization of technology applications to increase productivity.

District-wide databases of key personnel information.

Centralized district curriculum on a digital database.

Centralized district performance data on a digital database.

Supporting Communications

Networks for distribution of data, voice and video throughout the campus.

Administrative functions will be enhanced by digital communications.

Expand District/Community communications via data, voice and video networks.

Administering and Managing Organizations Resources

All school records and data will be maintained on digital databases.

Data will be accurately maintained to meet state reporting requirements.

Managing Learning Resources

Access to information including libraries and other information sources.

Streamlined processes for inventory and control of district equipment and learning resources.

Utilization of web-based resources.

Duration of the Plan

The reality of technology is that it is a process not an event. This plan serves as an outline for the process rather than providing the blueprint for any particular event. The goals and activities proposed in this document will be evaluated and adjusted on an on-going basis as the district's needs and technologies continue to evolve.

Primary Goals for Users

Technologies, particularly multimedia and digital networks, can foster educational change. These technologies impact the methods and economics governing how people produce, disseminate and use information. Technological change in turn affects the curriculum: what is taught, how students access curriculum and what achievements result. Enhancing the curriculum through digital communications holds potential for advancing both intellectual excellence and equity.

High-speed networks can deliver, to any person at any place at any time, digital curricular materials that integrate multiple resources and forms of information. In addition to providing curricular materials, networks enable a means of communication among students, teachers and the world. The world culture becomes a significant part of the classroom while students and teachers are given the opportunity to make their own creative contributions. High-speed networks link libraries to the classroom offering access to resources for inquiry by all, creating a rich educational environment that empowers teachers and students to develop new and liberating roles.

The Technology Committee and the Computer Services Department, in conjunction with the Administrative Council, SECSB Board of Education and the District's faculty, will work on a regular basis to create a culture that will achieve the following goals:

- To use the appropriate technology to benefit teaching and learning.
- To provide technology-rich environments and tools necessary to meet individual curriculum needs.
- To have a technology competent staff.
- To provide for the efficient and effective management of digital resources.
- To organize and enhance access to resources that support teaching and learning.
- To organize and manage information to facilitate effective teaching and learning opportunities.
- To provide for the exchange of information between all sites on the campus.
- To use appropriate technologies to support and expand communication between the District and the community.

Specific Technology Plan Goals

Students

- Goal:** Establish student information technology benchmarks and incorporate them into curricular objectives.
- Objectives:** To identify specific student benchmarks for the student's career (grades 4, 8 and 12).
To develop strategies for incorporating these benchmarks at grades 4, 8 and 12.
- Activities:** Obtain agreement on student competencies.
Provide professional development opportunities for integration of student competencies into the learning process.
Develop models of successful practices.
Create a process to measure and assess student technology competencies.

Teachers

- Goal:** Establish and maintain a professional learning environment that will result in a technology competent faculty.
- Objectives:** To provide all teaching professionals at SECS D with the most up-to-date technologies for their regular duties including instructional responsibilities.
To address the challenge of developing technology proficient educators.
To transform the SECS D network and website into powerful environments for teaching and learning.

Support Staff

- Goal:** Learn and apply information technology on a continuing basis.
- Objectives:** Identify needs for specific functions.
Make available in-service training.

Administrators

- Goal:** Implement supporting technologies for the management of building level activities.
- Objectives:** Identify needs for specific functions.
Make available in-service training.

Parents and Community

Goal: Community awareness of information technologies and policies at SECS.

Objectives: Communicate technology information and policies
Explore technological solutions to improve District/Community communications.

District

Goal: Maintain and continue to upgrade instructional technology infrastructure.

Objectives: Continue to increase technical support and equipment as needed.
Review the equipment procurement process.
Develop software acquisition plan.

Goal: Maintain and expand systematic cross training of Instructional Technologies staff.

Objectives: Increase knowledge base of department staff.
Reduce response time to address all support requests.
Move district dependency from individuals to positions.

Needs/Service Assessment

Methodology

1. On-going monitoring and adjusting of the technology plan project time line and resource acquisitions by the Instructional Technology Department, Technology Committee and Director of Technologies to improve education and/or library services.
2. Utilize Sherburne-Earlville Teacher Association building representatives, department chairs, faculty meetings, building advisory meetings and Administrative Council to provide up-to-date needs assessments, in addition to regular daily communications.
3. On-going feedback from throughout the school district from users to Instructional Technology Department.
4. Questionnaires as needed for specific purposes. We encourage users to express themselves on a more personal level and timely manner than can be achieved by an annual survey.
5. After the appropriate course of action is selected, the Instructional Technology Department will implement the plan and report back to the district stakeholders.

Sherburne-Earlville Technology Plan Implementation Timeline

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Classroom Workstations	Replace Macs/PCs purchased for 2003-04 and older.	Replace Macs/ PCs purchased for 2004-2005 and older.	Replace Macs/PCs purchased for 2005-2006 and older.	Replace Macs/PCs purchased for 2006-2007 and older.	Replace Macs/PCs purchased for 2007-2008 and older.
Core Servers	Continue server replacements 5 machines	Continue server replacements 5 machines	Memory and hard drive upgrades.	Begin server replacements, 5 machines.	Continue server replacements 5 machines
Internet/ Telecom	Maintain Gig-E line from BT BOCES. Evaluate Time Warner line.	Maintain Gig-E line from BT BOCES. Upgrade Time Warner line.	Maintain Gig-E line from BT BOCES. Maintain Time Warner line.	Maintain Gig-E line from BT BOCES. Evaluate Time Warner line.	Maintain Gig-E line from BT BOCES. Maintain Time Warner line.
Multimedia Rooms	Continue multimedia setup replacements, yr. 2003-04 equip.	Continue multimedia setup replacements, yr. 2004-05 equip.	Continue multimedia setup replacements, yr. 2005-06 equip.	Continue multimedia setup replacements, yr. 2006-07 equip.	Continue multimedia setup replacements, yr. 2007-08 equip.
Technology Exploration	Evaluate new technologies.	Evaluate new technologies.	Evaluate new technologies.	Evaluate new technologies.	Evaluate new technologies.
Network Infrastructure	Excel Project activities.	Excel Project activities.	Excel Project activities.	No planned activities.	No planned activities.
Software	Focused upgrades and license agreements. Evaluate new software.	Focused upgrades and license agreements Evaluate new software.	Normal upgrades and license agreements. Evaluate new software.	Normal upgrades and license agreements. Evaluate new software.	Normal upgrades and license agreements. Evaluate new software.
Supplies	Normal Purchases	Normal Purchases	Normal Purchases	Normal Purchases	Normal Purchases
Teacher Laptops	Maintain legacy equip. Purchase for new hires as needed. Yr 2 of IPA	Maintain legacy equip. Purchase for new hires as needed. Yr 3 of IPA.	Maintain legacy equip. Purchase for new hires as needed. Yr 4 of IPA	Purchase new staff laptops through a 4-year BT BOCES IPA. Yr. 1 of IPA	Maintain legacy equip. Purchase for new hires as needed. Yr 2 of IPA

Sherburne-Earlville Website Plan

Sherburne-Earlville has historically fostered a proactive attitude toward technology. This has encouraged faculty to be innovative with their ideas for incorporating technology in the classroom. The web site is a natural showcase for their creative achievements because it can be accessed from home, is easily updated, and great for archiving information.

The Sherburne-Earlville web site will provide interactive educational instruction, knowledge and information for students, teachers, parents and the community. It will enable the school district to take part in sharing worldwide resources for knowledge and education.

Website Mission

The role of our web site is to:

- Facilitate communication.
- Support the overall curriculum.
- Enhance the classroom use of technology and the Internet.

Web Site Development

Training for teachers creating pages shall include the following topics:

- Rules of usage
- Appropriate content
- Legal issues
- Copyright
- Student names, images, and works

Facilitate Communication

The web site will improve communications between the school system and the public.

Our website shall provide the following:

- E-mail availability for all teachers and support staff
- Access to newsletters and papers (e.g.: Discourse, S-E E.S. Observer)
- B.O.E. minutes
- Access to policies, handbooks, forms, and other public information
- Link to the student information system to allow parent and student access to attendance, progress and disciplinary status.

Accessibility

Web site accessibility will be 7 days a week, 24 hours a day (periods of downtime for routine maintenance/updates are acceptable)

Standards of successful web site accessibility will be established, maintained, and measured by the following means:

Hardware and software will be monitored to meet performance standards.

Sherburne-Earlville users will be periodically surveyed for performance requirements.

The S-E Web Site Planning Committee will meet on a regular basis to discuss the success of the web site and it's correlation to this plan

Support Curriculum

Our web page will support curriculum by:

Providing access to curriculum maps.

Department and team pages.

Providing resources and technical support.

Enhance the Classroom

The web site will enhance the classroom by:

Providing a space for teachers to publish assignments and projects that students can access from within the district as well as from home or public libraries.

Providing easy access to resources of appropriate materials on the Internet relating to educational topics.

Providing space for the display of student work.

Allowing students to become involved in the creation of web pages

Teacher Training

Teachers and support staff are encouraged to supply content and/or create and maintain their own pages.

Teachers shall have access to web training. Options include staff development or individualized training provided by Computer Services. Training includes:

- Web page creation using editing software
- Naming conventions
- Image optimization
- Uploading instruction
- Basic design

Teachers creating their own pages shall be provided appropriate development tools.

Quality -- All work must be free of any spelling or grammatical errors. Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related district guidelines). The judgment of the teachers, building Principals and, ultimately, the Assistant Superintendent will prevail.

S-E reserves the right to edit content.

Rules of Usage

Guidelines shall be distributed or posted to ensure that all content is appropriate for public schools. Typographical and grammatical errors are corrected (exceptions may be made for student work)

Legal Issues

All content on the web site will comply with copyright laws

Student Safeguards. While district policies and related statutes pertaining to "directory information" may allow the release of some personal data about students, we have chosen to establish the following guidelines:

Documents shall include only the first name and last initial of 6-12 students and no name will be associated for students K-5.

Documents shall not include a student's home phone number or address or the names of other family member or friends.

Published e-mail addresses shall be restricted to those of staff members.

Students photos and names can be published only if parents haven't chosen to opt out.

Sherburne-Earlville Central School

Audio Visual Plan

Services	Goal	Action	Timeline
Archived Resources	Implement a system for saving videos, DVDs and streamed media.	Update software and equipment.	2008-2013
Copyright Law	Work diligently to assure compliance.	Research law changes and update staff manuals.	On-going
Curriculum Support	Increase assistance to students, staff and faculty.	Work with stakeholders to increase resources and available services	On-going
Equipment Inventory	Monitor and maintain District inventory	Continue current service	On-going
Equipment set-up for classrooms and special events	Continue present services, update for digital format. Evaluate mobile multi-media set-ups	Research, evaluate & update equipment	2008-2013
Laminating	Upgrade machines as necessary.	Regular budget expense	As needed for replacements.
New technologies	Continually update skills to support teaching and learning	Attend workshops, training on equipment and working with suppliers.	On-going
Public Access Channel	More SE programs. Serve as a community resource.	Work with staff to develop programming that reflects SE activities,	On-going
Recording & editing educational programs	Continue current service while preparing to go digital before 2009.	Work with BOCES, PBS and Time Warner to procure correct/updated equipment.	2008-2013
Student video production training	Increase number trained and encourage curricular uses.	Work with dept. chairs and faculty. Offer summer workshops.	On-going
Video Distribution Systems	Evaluate systems with regard to transition to digital.	Investigate and obtain hardware and software for digital system.	2008-2009
Video production & Post-production of student, staff and special project videos	Update process as software changes. Using iMovie, Adobe Premiere and Final Cut Pro. Increase course offerings.	Training for dept. staff in new software packages. Work with teachers to make video production part of the curriculum.	On-going

Professional Development

Technology Enhanced Curriculum

Every classroom on campus is equipped with various technologies to support one or more of the three instructional strategies for enhancing a curriculum. These strategies are intended to aid the process of learning the curriculum content, not learning the technology itself. The strategies include:

1. **One to One Computer/Student Ratio** – This strategy enables teachers to allow students to use technology individually. Each building has a computer lab and/or mobile computer carts for class usage.
2. **One to Many Computer/Student Ratio** – Each classroom is equipped with four computers for cluster learning activities. Small teams can access the technology during regular classroom lessons.
3. **One to All Computer/Student Ratio** – Each teacher has his/her own workstation. Peripherals such as document cameras (Elmo), interactive whiteboards (SMART Board) and digital projectors allow teachers to access technology resources to enhance lecture type activities.

Technology as a Curriculum

Students need to develop technological skills. The SECS D has a comprehensive K-12 Computer Curriculum to support this educational need. Eight different labs support the instruction of specific technology related courses across the curriculum. On-going curriculum mapping and aligning are used to improve effectiveness.

Instructional Technology Model

Sherburne-Earlville's model for instructional technology focuses on three domains and a common core infrastructure. The three domains include productivity, teaching and extended learning. Key terms are defined as follows:

Core Infrastructure

To facilitate technology integration, a common infrastructure must be established to support the varied activities. Infrastructure is defined as the basic facilities, services, and installations needed for the functioning of a community, such as networking, communications systems and power lines.

Productivity Domain

Technology is used to improve the efficiency of the regular duties of the many users in the District in this domain. Common examples include, using software to build worksheets, generating exams for test banks, communicating via email, digital grade reporting, using a database to generate reports and using presentation software. This domain deals with the tools required to facilitate the operation of an educational institution.

Teaching Environment

Technological resources had been made available in many classrooms throughout the District for instructional support. Teachers continue to design activities and modify methods to focus on problem solving skills, as well as, alternate means to construct knowledge. Technology is a powerful tool that can greatly enhance these activities and ultimately assist students in meeting the New York State Standards.

Extended Learning

Environments have been created throughout the District to support continued learning beyond direct instructional contact times. Both media libraries have acquired technologies to help users conduct research and access digital resources. A writing lab was built to facilitate student work on middle and high school English department assignments. Each building has open labs with equipment to allow students to access technologies they may not have at home. Continued development of the District website and public access channel will support this domain.

Professional Development Modes

1. The Instructional Technology Department will provide staff development opportunities on an individual and group basis throughout the calendar year. This method will provide training that directly relates to the equipment/software that is being used and what the user(s) need to accomplish. In addition, training under this methodology enables individualized instruction under time critical constraints.
2. The district will fully utilize BOCES services to provide development opportunities for users. There are many offerings each school year that would be beneficial to many users. In addition, there is a BOCES Technology Integration Specialist on-site to provide training on a wide range of topics.
3. The more advanced users within the district will be utilized to mentor others and facilitate technology integration within the curriculum.

**Sherburne-Earlville Technology
Implementation Budget**

	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Classroom Workstations	270,000.00	270,000.00	270,000.00	270,000.00	270,000.00
Core Servers	20,000.00	20,000.00	20,000	20,000.00	20,000.00
Internet/Telecom Time Warner and BT BOCES	72,000.00 21,000.00	72,000.00 21,000.00	72,000.00 21,000.00	72,000.00 21,000.00	72,000.00 21,000.00
Multimedia Rooms	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00
Technology Exploration	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Network Infrastructure	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Software	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00
Supplies	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Sub Total	533,000.00	533,000.00	533,000.00	533,000.00	533,000.00
Teacher Laptops (BT BOCES IPA)	105,000.00	105,000.00	105,000.00	105,000.00	105,000.00
Total	638,000.00	638,000.00	638,000.00	638,000.00	638,000.00

Evaluation of Staff Progress

In June 2000, the SECSB Board of Education adopted professional performance standards for which all will be evaluated annually. The following is the standard regarding technology; in addition, the associated rubric is included as **Appendix A**.

Technology

The professional shall demonstrate that they shall understand the basic computer/technology operations and concepts, uses these tools for enhancing their own professional growth and productivity and applies computers and related technologies to support instruction in their grade level and subject areas.

Teachers Teaching Teachers

Numerous workshops have been presented within the District using in-house trainers and job embedded connections in a format based on research collected by the District's Staff Development Committee. Feedback was collected from participants in the many activities. A sample of the comments regarding the improvement of future offering were shared:

- Find out what teachers need to know.*
- Give teachers the equipment and support to learn.*
- Provide convenient scheduling for sessions.*
- Use on-line lessons, directions and examples to supplement instruction so that teachers can learn and practice at their own convenience.*
- Use email for keeping in touch during and after learning.*
- Individualize as much as possible.*
- Make the learning applicable to the equipment teachers have in their classrooms and make sure their equipment works.*
- Provide concrete examples teachers can use or modify to fit their classroom situation.*
- Provide hands-on experiences.*
- Have teachers create lessons, presentations or materials they can use right away.*
- Showcase excellent teaching techniques related to technology.*
- Honor teachers by sharing their ideas and work with other teachers.*
- Help teachers understand where they can get help at school and on-line.*
- Schedule on-going staff development opportunities.*
- Let teachers know learning must continue.*
- Have teachers, teach teachers.*

The Instructional Technology Department will use this information to develop future staff development programs. In addition, the District will explore other staff development approaches such as, technology mentors, on-line documents, computer services resources and instruction via streaming video.

Evaluation of the Plan

Methodology

1. On-going monitoring and adjusting of the technology plan project time line and resource acquisitions by the Instructional Technology Department and Technology Committee.
2. Utilize Sherburne-Earlville Teacher Association building representatives, faculty meetings and Administrative Council to provide up-to-date needs assessments, in addition to daily communications.
3. On-going feedback from throughout the school district from users to the Instructional Technology Department.
4. Questionnaires as needed for specific data gathering purposes. We encourage users to express themselves on a more personal level and timely manner than can be achieved by an annual survey.

Stipulations and Restrictions

1. Disaster recovery for current critical systems will take precedent over expansion plans in this plan's funding allocations.
2. Training will be available for all users in the operation of software and hardware, as well as, curriculum integration.
3. The district will utilize BOCES bid and/or purchasing services when procuring equipment via E-Rate and/or local funds. E-Rate funds will be utilized to advance the state of technology within the district through funding support for equipment, software and training or as specified in the E-Rate application.
4. The District will actively participate in programs that advance and/or integrate technology within the district, such as E-Rate and Model Schools.

Appendix A:

Name _____ Position _____ Date _____

Technology Integration Proficiency

In each column mark the number of the phrase that best describes
Integration of technology within the teaching environment

Levels	Teacher Usage with Students	Teacher Planning	Teacher Understanding	Teacher Participation
	Never uses technology with students	Does not plan using technology	Teacher has no desire to learn or understand technology	No teacher participation
	0	0	0	0
Entry	Rarely schedules time for students to work with technology	Free choice or student directed activities only	Teacher struggles to cope with technology	Minimal teacher involvement
	1	1	1	1
Adoption (Awareness)	Assigns students to work on computers on a regular basis	Teacher plans and practices lessons in advance	Teacher successfully uses technology on a basic level	Teacher takes active role in instruction of technology related lessons
	2	2	2	2
Adaptation (Orientation)	Encourages ALL students to utilize technology in the classroom and/or lab	Technology gets integrated into the classroom practices	Teacher begins to experiment with new technology	Teacher does minimum of one curriculum related technology project with students per year
	3	3	3	3
Appropriation (Partial Implementation)	Teacher routinely integrates technology in classroom and/or lab	Teacher plans appropriate uses for technology	Teacher understands technology	Teacher does numerous curriculum related projects with students
	4	4	4	4
Invention (Full Implementation)	Teacher designs and implements new environments utilizing technology	New instructional patterns emerge from the use of technology	Teacher constantly experiments with new technology	Teacher goes beyond existing models for technology usage and assumes risks to take advantage of the technology
	5	5	5	5

Comments

**Figure 2: Participation in Staff Development Offerings
Software Instruction**

<u>Date</u>	<u>Course</u>	<u>Number Registered</u>	<u># Sign-ins</u>	<u>Length (days)</u>	<u>Clock Hours</u>	<u>Average Rating</u>	<u>Trainer</u>
Summer 2004							
6/30/04	PowerSchool Grades & Attendance	4	4	1	5	5.00	Loveland
7/7/04	Efficient Word Processing & Page Layout	8	7	2	10	N/A	Cryan
7/13/04	iLife	9	7	1	5	5.00	Rutan
7/14/04	Keynote	15	12	1	5	4.83	Rutan
7/15/04	iLife	11	8	1	5	4.88	Rutan
7/22/04	Adobe Photoshop Elements	11	6	1	5	5.00	Cryan
7/26/04	Keynote	6	5	1	5	5.00	Rutan
7/27/04	iLife	9	8	1	5	4.88	Rutan
8/2/04	Using the Elmo and LCD Projector	7	6	1	5	5.00	Fenton
8/3/04	Your Own Personal Web Designer	7	4	1	5	5.00	Cryan
8/4/04	Dreamweaver	20	18	2	10	4.15	Cryan
8/9/04	PowerSchool Grades & Attendance	17	15	1	5	4.17	Loveland
8/10/04	PowerSchool Grades & Attendance	2	2	1	5	5.00	Loveland
8/11/04	PowerSchool Grades & Attendance	13	7	1	5	4.86	Loveland
8/12/04	Accelerated Reader	11	10	1	5	4.67	Fenton
8/16/04	Basic Video	9	5	3	15	N/A	Marvin
8/17/04	Adobe Photoshop Elements	15	5	1	5	4.00	Cryan
8/18/04	Using the Elmo and LCD Projector	13	2	1	5	4.00	Fenton
8/19/04	iMovie	7	3	2	10	N/A	Marvin
8/19/04	Printshop Deluxe	20	14	1	5	4.09	Fenton
8/23/04	Final Cut Pro	6	5	2	10	N/A	Marvin
8/23/04	PowerSchool Grades & Attendance	23	19	1	5	4.50	Loveland
8/26/04	PowerSchool Grades & Attendance	16	12	1	5	4.82	Loveland
8/31/04	PowerSchool Grades & Attendance	13	11	1	5	4.36	Loveland
9/1/04	PowerSchool Grades & Attendance	9	8	1	5	4.18	Loveland
9/2/04	PowerSchool Grades & Attendance	16	11	1	5	3.80	Loveland
		297	214	72%			
Fall Sessions							
9/21/04	PowerSchool Grades & Attendance	16	13	1	1		
9/23/04	PowerSchool Grades & Attendance	11	9	1	1		
11/1/04	AppleWorks 6	8	6	1	1		
11/3/04	iTunes	10	6	1	1		
11/15/04	AppleWorks 6	8	6	1	1		
11/17/04	iPhoto	11	11	1	1		
11/18/04	Web Pages with Dreamweaver	12	8	1	1		
11/29/04	AppleWorks 6	8	7	1	1		
12/1/04	Web Pages with Dreamweaver	5	5	1	1		
12/9/04	Basic Photo Editing	9	7	1	1		
12/13/04	AppleWorks 6	8	4	1	1		
12/16/04	Web Pages with Dreamweaver	10	7	1	1		
		116	89	77%			
Spring Sessions							
4/11/05	Microsoft Word	7	5	1	1		
4/12/05	Microsoft Word	8	7	1	1		
4/26/05	Adobe Photoshop Elements	12	7	1	1		
4/27/05	Adobe Photoshop Elements	12	5	1	1		
5/2/05	PowerPoint	4	3	1	1		
5/4/05	PowerPoint	4	2	1	1		
5/16/05	iMovie	8	4	1	1		
5/18/05	iMovie	8	4	1	1		
		63	37	59%			
Combined Course Attendance Percentage		476	340	71%			

**Figure 1: Participation in Staff Development Offerings
Software Instruction 2005-2006**

<u>Date</u>	<u>Course</u>	<u>Number Registered</u>	<u># Sign-ins</u>	<u>Length (days)</u>	<u>Clock Hours</u>	<u>Trainer</u>
Summer 2005						
7/6/05	MS Office 3 - Days AM	13	12	3	7.5	Blenis
7/11/05	MS Office Full Day	4	2	1	5	Blenis
7/11/05	iPhoto AM	9	5	0.5	2.5	Rutan
7/12/05	Photoshop Elements AM	11	7	0.5	2.5	Cryan
7/13/05	Dreamweaver - 2 Days AM	4	3	1	5	Cryan
7/13/05	iMovie - 2 Days AM	5	4	1	5	Rutan
7/15/06	Dreamweaver - Full Day	7	2	1	5	Cryan
7/15/05	GarageBand - AM	7	1	0.5	2.5	Rutan
7/18/05	Web Quests - Full Day	5	5	1	5	Fenton
7/22/05	Photoshop Elements AM	4	2	0.5	2.5	Cryan
7/26/05	Inspiration - Full Day	7	3	1	5	Rutan
7/27/05	QuickMail/E-Mail - AM	8	4	0.5	2.5	Rutan
7/28/05	KidPix - AM	9	6	0.5	2.5	Fenton
7/29/05	The Printshop - AM	11	6	0.5	2.5	Fenton
8/17/05	PowerGrade Mentor	12	12	1	5	Loveland
8/22/05	PowerGrade for New Teachers	13	13	1	5	Loveland
8/23/05	PowerGrade Refresher - AM	12	9	0.5	2.5	Loveland
8/23/05	PowerGrade Refresher - PM	2	2	0.5	2.5	Loveland
		143	98	69%	70	Total
					6860	Combined Hrs.
Fall 2005						
11/15/05	How Can I Back-up My Files?	5	5	1 hr.	1	Cryan
11/17/05	Find, Organize and Share Music w/iTunes	7	7	1 hr.	1	Rutan
11/29/05	Microsoft Word	9	7	1 hr.	1	Blenis
11/30/05	Advanced iPhoto	9	5	1 hr.	1	Rutan
12/1/05	Microsoft Excel	6	5	1 hr.	1	Blenis
12/6/05	QuickMail	6	3	1 hr.	1	Cryan
12/13/05	Microsoft Excel	6	3	1 hr.	1	Blenis
12/14/05	Find, Organize and Share Music w/iTunes	5	3	1 hr.	1	Rutan
		53	38	72%	8	Total
					184	Combined Hrs.
Spring 2006						
5/9/06	Introducing Lesson Archiving	4	4	1 hr.	1	Griffin
5/10/06	Microsoft Word	3	3	1 hr.	1	Blenis
5/17/06	What's New in GarageBand?	4	4	1 hr.	1	Rutan
5/31/06	PowerPoint for the More Advanced	5	3	1 hr.	1	Rutan
6/1/06	What's New in iPhoto?	5	3	1 hr.	1	Rutan
6/6/06	Microsoft Word	4	2	1 hr.	1	Blenis
6/8/06	Photoshop Elements	8	4	1 hr.	1	Cryan
		33	23	70%	7	Total
					161	Combined Hrs.
Combined Course Attendance Percentage		229	159	69%		

**Figure 1: Participation in Staff Development Offerings
Software Instruction 2006-2007**

Date	Course	Number Registered	# Sign-ins	Length (days)	Clock Hours	Trainer
Summer 2006						
7/10/06	iPhoto	13	11	1	5	Rutan
7/11/06	Photoshop Elements	7	4	1	5	Rutan
7/13/06	Microsoft Office	14	6	1	5	Blenis
7/14/06	File Management	8	3	0.5	2.5	Rutan
7/18/06	Podcasting	14	11	3	15	EduKast
7/20/06	Accelerated Reader	6	4	0.5	2.5	Fenton
7/21/06	Dreamweaver	9	7	1	5	Cryan
7/25/06	Inspiration	9	6	1	5	Rutan
7/26/06	File Management	8	4	0.5	2.5	Rutan
7/27/06	iMovie	5	3	1	5	Rutan
7/27/06	On-Line Boot Camp	10	3	1	5	Cryan
7/28/06	Advanced PowerPoint	8	5	1	5	Rutan
7/31/06	Dreamweaver	6	4	1	5	Cryan
8/1/06	Web Quests	6	2	1	5	Cryan
8/3/06	AlphaSmarts	7	4	0.5	2.5	Fenton
8/29/06	PowerGrade Refresher	7	6	0.5	2.5	Blenis
8/31/06	PowerGrade Refresher	5	4	0.5	2.5	Blenis
8/31/06	New Teacher's Orientation	6	6	1	5	Loveland
		148	93		85	Total Hrs.
			63%		7905	Combined Hrs.
Fall 2006						
11/16/06	Microsoft Word	2	2	1 hr.	1	Blenis
11/27/06	Backing up Files to CD	6	6	1 hr.	1	Rutan
11/28/06	Microsoft Word	2	2	1 hr.	1	Blenis
11/29/06	File Management	2	2	1 hr.	1	Blenis
11/30/06	Microsoft Excel	7	7	1 hr.	1	Rutan
12/4/06	Lesson Archiving	3	2	1 hr.	1	Griffin
12/5/06	Microsoft Word	10	5	1 hr.	1	Winton
12/6/06	Lesson Archiving	3	2	1 hr.	1	Wright
12/7/06	Microsoft Word	8	4	1 hr.	1	Blenis
12/11/06	Podcasting	4	3	2 hr.	2	Rutan
12/13/06	Podcasting	4	3	2 hr.	2	Rutan
		51	38		13	Total Hrs.
			75%		494	Combined Hrs.
Spring 2007						
5/1/07	Converting AppleWorks Documents	4	3	1 hr.	1	Rutan
5/8/07	Microsoft Excel	7	5	1 hr.	1	Blenis
5/16/07	Converting AppleWorks Documents	8	6	1 hr.	1	Rutan
5/29/07	Converting AppleWorks Documents	9	7	1 hr.	1	Rutan
5/30/07	Podcasting	3	3	1 hr.	1	Rutan
5/31/07	Podcasting	3	2	1 hr.	1	Rutan
6/4/07	SMART Software	13	8	1 hr.	1	Wright
6/11/07	Converting AppleWorks Documents	10	7	1 hr.	1	Rutan
6/12/07	What's a Wiki?	5	4	1 hr.	1	Rutan
		62	45		9	Total Hrs.
			73%		405	Combined Hrs.
Summer 2007						
7/9/07	Converting AppleWorks Documents	10	7	0.5	2.5	Rutan
7/10/07	Elementary Software Review	8	6	0.5	2.5	Fenton
7/11/07	SMART Software	6	5	2	10	Rutan
7/12/07	Introduction to FirstClass	13	7	0.5	2.5	Janitz
7/13/07	Giving Pages a Try	13	8	1	5	Rutan
7/17/07	Video Conferencing	10	6	1	5	Turner
7/17/07	FileMaker Pro	6	5	2	10	Loveland
7/19/07	Introduction to FirstClass	12	11	0.5	2.5	Janitz
7/19/07	What the Heck is Moodle?	6	4	1	5	Loveland
7/19/07	Introduction to FirstClass	6	6	0.5	2.5	Janitz
7/23/07	Introduction to FirstClass	6	6	0.5	2.5	Janitz
7/24/07	Introduction to FirstClass	6	5	0.5	2.5	Janitz
7/25/07	iPhoto	4	3	1	5	Rutan
7/26/07	Converting AppleWorks Documents	8	7	0.5	2.5	Rutan
7/26/07	Introduction to FirstClass	5	4	0.5	2.5	Janitz
		119	90		62.5	Total Hrs.
			76%		5625	Combined Hrs.
	Total Participation	380	266		169.5	Total Hrs.
			70%		Total	Course Attendance %

Personnel

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

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

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file.

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

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

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

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

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Computer Coordinator may access all such files and communications

(Continued)

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

without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Implementation

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

NOTE: Refer also to Policy #8271 -- Children's Internet Protection Act: Internet Content Filtering/Safety Policy

Instruction

SUBJECT: INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technology.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

- a) A comprehensive staff development program to ensure appropriate and effective use of technology.
- b) The preparation of students to utilize multiple types of technology.
- c) The integration of technology within and across all curriculum areas.
- d) The equitable distribution and access to technological equipment and materials for all students.
- e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

Instruction

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

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

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

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

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

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

(Continued)

Instruction

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

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

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

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

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

Internet Safety Instruction

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

Notification/Authorization

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

Student access to the District's computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

(Continued)

Instruction

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

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

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

Adopted: 5/18/09