

Tonawanda City Schools

3-Year Master Plan for Technology

July 2012- July 2015

Main Contact:
Mary Beth Scullion
Assistant Superintendent for Curriculum & Instruction (CI)
mscullion@tona.wnyric.org
(716) 694-7685
(716) 694-6153 fax

Technology Plan: www.tonawandacsd.org/districtplans

Tonawanda City Schools
100 Hinds Street
Tonawanda, New York 14150
(716) 694-7690
TABLE OF CONTENTS

MISSION	3
INTRODUCTION.....	3
TECHNOLOGY PLANNING COMMITTEE	4
VISION	5
GOALS.....	5
CURRICULUM SUPPORT WITH TECHNOLOGY	6
TECHNOLOGY STAFF DEVELOPMENT	7
NEEDS ASSESSMENT	7
METHODS OF ASSESSMENT	7
MEANS OF ASSESSMENT	7
PROFESSIONAL DEVELOPMENT	7
SOURCES OF PROFESSIONAL DEVELOPMENT.....	7
CURRENT STATUS AND NEEDS	9
CURRENT STATUS 3-YEAR NEEDS TABLE.....	9
HARDWARE ACQUISITION AND UPGRADE PROCEDURES	10
SOFTWARE ACQUISITION PROCEDURES	10
TECHNOLOGY ASSESSMENT PROCEDURES	10
HARDWARE ACQUISITION & UPGRADE ACTION PLAN.....	11
ACTION PLAN.....	13
EVALUATION	18
BUDGET.....	19
APPENDICES.....	20
APPENDIX A COMPETENCIES	20
<i>Student Competencies</i>	20
<i>Teacher Competencies</i>	20
<i>Administrative Competencies</i>	20
APPENDIX B TECHNOLOGY SURVEY RESULTS	21
APPENDIX C PERFORMANCE INDICATORS AND ASSOCIATED SKILLS.....	25
<i>Grades K-2</i>	25
<i>Grades 3-5</i>	27
<i>Grades 6 - 8</i>	29
<i>Grades 9-12</i>	31
APPENDIX D HARDWARE & SOFTWARE INVENTORY	34
APPENDIX E TRACKING ADDENDA AND CHANGES.....	37
APPENDIX F AUP.....	37

MISSION

The Tonawanda City School District Technology Committee's mission is to improve student achievement by supporting instruction, programs, strategies and challenges in a caring, positive learning environment to ensure that each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in an evolving technological world.

INTRODUCTION

The school system encompasses the entire City of Tonawanda which is just under four square miles. There are 16,136 residents, per the 2000 census, with a median income at \$37,523. The per capita income for city residents is \$18,789. About 7.1% of the entire population lives below the poverty line. For children under 18, 8.4% are below the poverty line. This is significant as 23.9% of residents are under the age of 18.

There school district is made up of the following:

Schools	Students
Fletcher Elementary prek-5	273
Mullen Elementary prek-5	288
Riverview Elementary k-5	317
Middle School 6-8	406
High School 9-12	609

TECHNOLOGY PLANNING COMMITTEE

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

Name	Title	Constituencies Represented
Mary Beth Scullion	Assistant Superintendent for CI: Administrator of technology budget and curriculum	Central Office
Joseph Giarrizzo	Administrator for Business and Finance	Central Office
James P. Newton	Middle/High School Principal	Secondary Building
John Tryka	Elementary Teacher	Fletcher Elementary School
Jennifer Patterson	Library Media Specialist	Fletcher Elementary School
Melissa Schmidt	Elementary Teacher	High School
Shawn Lodovico	Technology Teacher	Middle School
Robin D'Amato	HS Business Teacher	Senior High School
Deborah Allen	Art Teacher	Mullen/Riverview Elementary
Robert Starr	Member	Board of Education
Demelt Shaw	Member	Board of Education
Dave Fiebelkorn	BOCES Computer Specialist: Responsible for configuration and maintenance of computer and network infrastructure. Assist in the maintenance of computer and Audio/Video equipment	Technical Support/BOCES
Gregg Rosowski	BOCES Technology Integrator: Facilitator of teacher and student use of computers in the classroom	Tech Integration/BOCES

VISION

Our vision is to equip each graduate with the technological skills necessary to be competitive in higher education, community, society and the world by providing the most current technology and staff development to promote student success.

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

GOALS

Use technology to:

- foster and promote independent, life-long learning.
- promote information literacy, developing skills to access information, analyze, evaluate validity, reliability, and authenticity, and present others.
- manage information about student learning and foster communication with parents.
- create collaborative projects between classrooms within the district, as well as with other local districts, regions of the country, and the world.
- better assess student progress, and to optimize programs designed to allow students and staff across the district to progress at their highest levels.
- educate students on proper digital responsibility.

Curriculum Support with Technology

A. Curriculum Integration Guide

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

See Action plan pg. 13 & Appendix D

B. Student Achievement

See Appendix D

C. Technology Delivery

Through the use of the Internet (virtual field trips, Web 2.0 tools) interactive video, and desktop video conferencing we will enhance instruction & increase student achievement. (Ipads, Acer Carts, Ipods, Flip Cameras, Interactive Whiteboards, Tandberg Unit.)

D. Parental Communications & Community Relations

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

E. Curriculum collaboration

The District will also continue to include the computer curriculum within, Nova Net, Apex, Community Education, and use of SRI, Read 180, and Iready in the ELA curriculum for ESL students

II. Professional Development Strategies

Technology Staff Development

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

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

Needs Assessment

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

Methods of Assessment

- Workshop, seminar, and presentation evaluations
- Surveys, questionnaires, interviews, and online response forms

Means of Assessment

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

Professional Development

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

Sources of Professional Development

- Superintendent's Conference Days district-wide activities
- Building level staff development activities
- District Technology Integration specialist
- Building Sysops
- Continuing Education Programs

- Moodle
- Building System Operators
- Library of Technology Resources
- Community training opportunities
- Tonawandacsd.org
- PDP Premier, Harcourt Online, CPS clickers, Smartboards, United Streaming/PowerMedia Plus, TeacherTube, Examgen, Quizdom, Lotus Notes, Eschool, Thinkfinity
- Erie 1 BOCES, CSLO program

CURRENT STATUS AND NEEDS

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

Current Status 3-Year Needs Table

Current Status	Needs		
	Year 1	Year 2	Year 3
<i>All classrooms have continual telephone service</i> <i>All administrators have continual cellular phone service</i> <i>All offices have telephones</i> <i>District has Global Connect also used for attendance</i>	Continue service, updates as needed	Continue service, updates as needed	Continue service, updates as needed
<i>All classrooms have smartboards or promethean boards</i> <i>6 computers in each classroom</i> <i>12 computers in elem LMCs</i> <i>2-4 laptop cart/elem</i> <i>38 HS/MS laptop carts</i> <i>12 computer HS Virtual Learning Lab</i> <i>30 computer HS LMC lab</i> <i>Multiple 12 computer wireless HS labs</i> <i>2 business labs w/24 computers</i> <i>All administrators</i> <i>All office staff have computers</i> <i>All computers have printer support</i> <i>All buildings fully multimedia</i> <i>Each building has an ipad cart</i> <i>The district has a Distance learning cart</i>	Remove obsolete computer hardware (start replacing teacher desktop computers) Full utilization of streaming video Full utilization of broadcast cart Service laser printers Purchase more netbook carts for each building Utilize the distance learning cart in grades 6-12	Service laser printers Purchase at least 1 more netbook carts for each building Purchase 2 more ipad carts Utilize the distance learning cart in grades 4-12	Wireless labs in all buildings Purchase at least 1 more netbook carts for each building Purchase 2 more ipad carts Utilize the distance learning cart in grades prek-12
<i>All computers on network with Internet</i> <i>All computers have Web browser</i> <i>All computers have at least Office 2000</i> <i>HS and MS LMC automated</i> <i>Elementary school wiring</i>	Upgrade some 2007 to 2010 with the purchase of new computers Upgrade wiring to at least a category 5 E	Upgrade some 2007 to 2010 with the purchase of new computers Upgrade wiring to at least a category 5 E	Upgrade some 2007 to 2010 with the purchase of new computers Upgrade wiring to at least a category 5 E
<i>All buildings fiber interconnected</i> <i>High speed district to BOCES</i> <i>All network switched</i> <i>Windows serves</i> <i>Lotus Notes current</i> <i>Website upgrade</i>	Updates as needed Look at implementing wireless in the secondary campus	Updates as needed	Updates as needed

Hardware Acquisition and Upgrade Procedures

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

Software Acquisition Procedures

Software used throughout the district is reviewed by a District Technology Member. Then it is sent to the Asst. Superintendent for review who will review with district technology technician.

Technology Assessment Procedures

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

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

Hardware Acquisition & Upgrade Action Plan

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

	each machine with specified software and settings				
5) Evaluate possible areas of growth in the technology curriculum that may require increased support with new computers/ software	<ul style="list-style-type: none"> a) Survey staff for new course and curriculum ideas annually b) Seek approval from administration for the addition of new initiatives c) Purchase the necessary equipment and software to support initiatives 	ongoing	General Fund Dependent on proposals	<ul style="list-style-type: none"> a) Building principals, sysops, and building level committees b) Secondary level department chairs c) Assistant Supt. for Curriculum And Instruction d) District TI 	<ul style="list-style-type: none"> a) Completed surveys compiled and reviewed by district technology committee b) Administration approval c) Purchase of required equipment and software
6) Upgrade desktop operating systems and install updated virus protection	<ul style="list-style-type: none"> a) As new equipment is implemented, upgrade to current operating systems 	Sept 2011 and ongoing	State software budget	IT technical staff	Successful upgrade and installation of virus and other security protection onto all district computers

Action Plan

GOAL I. The Curriculum will:

- provide the tools for students to effectively communicate with others.
- use technology to deliver instruction that promotes higher levels of critical and creative thinking and cultivate problem-solving skills.
- be aware of how to use technology in a safe & ethical way.

What	How	Time-line	Support	Responsibility	Indication of Success
Strategies/Actions needed to achieve goals	Major Tasks / Activities/Staff Development	Dates each action will be completed	Funding Sources to Be Used	1. Who is Responsible 2. Who works on task	Measurement of completion/achievement
Include communication tools within curriculum program	a) Refine current programs to include web 2.0 tools and virtual learning capabilities b) Utilize district resources to support integration such as district supported websites & online databases	Annually review new tools for the upcoming years	Curriculum/Bldg Budget	Asst. Super. CI teachers, tech integrator, principals	<ul style="list-style-type: none"> • Teachers will create their own 2.0 tools to use in the classroom
Develop coursework which includes educational technology	In curriculum/grade level meetings design and update curriculum that embeds technology	Annually on-going during school year	Curriculum/Bldg Budget	Asst. Super. CI, teachers, tech integrator, principals	<ul style="list-style-type: none"> • Refined mandated & optional technology skills courses • Use word docs. and upload to Moodle to design curriculum that includes new technologies • Measure achievements via student technology competencies

					<ul style="list-style-type: none"> Nova Net and Apex for Credit Recovery and graduation
Establish formal information literacy curriculum	Review and complete information literacy curriculum	Summer 09	Curriculum/Bldg Budget	Asst. Super. CI, teachers, tech integrator, principals	<ul style="list-style-type: none"> Information literacy curriculum being taught Tech Yes
Formalize internet safety curriculum	Printed curriculum alignment with designated level, classrooms, number of students & performance indicators	Summer 09 & ongoing review/additions	Curriculum/Bldg Budget	Asst. Super. CI, designated teachers, LMS, principals	<ul style="list-style-type: none"> Internet Safety curriculum being taught in all levels

GOAL II. Through district designed Professional Development, Staff will

- engage in continuous curriculum revision and enhancement that incorporates technology for extensive project-oriented, group, independent, and interdisciplinary work by the students.
- further professional growth and collaboration.
- manage information about student learning and foster communication with parents.

What	How	Time-line	Support	Responsibility	Indication of Success
Strategies/Actions needed to achieve goals	Major Tasks / Activities/Staff Development	Dates each action will be completed	Funding Sources to Be Used	1. Who is Responsible 2. Who works on task	Measurement of completion/achievement
Meet in grade level department meetings to refine curriculum to include current technology	a) Attend scheduled curriculum design meetings or summer curriculum projects b) Teachers will use word doc. then uploaded to Moodle to design curriculum that	2012-2015 School year schedule & summer curriculum days as per contract	Curriculum budget for subs and per diem	Teachers & AS for Instruction	<ul style="list-style-type: none"> Projects completed, curriculum published on Moodle or Document Libraries Teacher Resources Tab

	includes new technologies				
Participate in professional development workshops to enhance technology infusion	<ul style="list-style-type: none"> a) Participate in annual needs assessment in Fall for use in technology training. b) Prioritize results with each building staff in faculty meetings c) Register for technology staff development courses 	2012-2015 School year schedule & summer curriculum days as per contract	Technology/Supplies/ PD budget	Asst. Super. CI District TI Principals Building level Committees Teacher Center - Technology "experts" providing the in-service training (CSLO) - Building level SYSOPS and LMC specialists	<ul style="list-style-type: none"> • Completed surveys compiled and reviewed by each building's faculty • Development of prioritized list of needs • Development of teacher technology competencies to be referenced and used within professional development workshops • Completed staff development agenda
Per staff development trainings keep student data information updated and communicated regularly	<ul style="list-style-type: none"> a) Continuously record daily student data into eschool as per training b) Keep learning assessment records c) Provide method of communication to parents via email or website or phone 	Monthly 2012-2015	PD budget	Teachers District TI Data team	<ul style="list-style-type: none"> • Web pages published & updated • Eschool grades posted via website. • Eschool data reviewed and accurate in NYSED portal

GOAL 3, III. Through District commitment & technology acquisition, District will:

- utilize technology to better manage its mission and day to day business.
- find financial resources via a combination of grants and district sources to support the acquisition and update of hardware and software.

What	How	Time-line	Support	Responsibility	Assessment/Reflection
Strategies/Actions needed to achieve goals	Major Tasks / Activities/Staff Development	Dates each action will be completed	Funding Sources to Be Used	1. Who is Responsible 2. Who works on task	Measurement of completion/achievement
Work with grant office to find funds for supporting technology acquisitions	Grant Coordinator identifies technology grants in-line with district initiatives	Ongoing	Grant Funded	Director of Information	<ul style="list-style-type: none"> • Number of grants funded

GOAL IV. Through district supported community services, Parents will:

- have to access information about student activities and progress via the website and email as well as print documentation.
- be able to communicate with the district staff through web, e-mail, message boards, scheduled discussion groups, surveys, and informational forms.
- have the opportunity to receive assistance in using technology, both for their personal use and in support of student learning.

What	How	Time-line	Support	Responsibility	Assessment/Reflection
Strategies/Actions needed to achieve goals	Major Tasks / Activities/Staff Development	Dates each action will be completed	Funding Sources to Be Used	1. Who is Responsible 2. Who works on task	Measurement of completion/achievement
Establish plan for disseminating district information via website	a) Establish a plan to upgrade our current website to the new version b) Expand E-school by posting grades on web for parents c) Use website as the primary means for all information throughout district.	2011-2013	N/A	Teachers trained to enter grades in e-school Webmaster	<ul style="list-style-type: none"> • Grades & all publications on Web. • Electronic notification system in place to notify community of new additions
Global Connect	a) Expand the use of Global connect to include more parent notification (currently used for school closing)	2011-2015	N/A	Tom Murphy DOF and the Superintendent	Different types of notifications will be sent out to parents

EVALUATION

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

Sample Agenda:
 - Review actions to date (progress of plan).
 - Determine whether or not action is required to make sure the plan fits the most recent goals and strategies.
 - Use tracking agenda & changes form to document.
2. At the end of each school year, faculty, staff and administration will be given a qualitative and quantitative survey on the following:
 - Use and understanding of technology
 - Perceived deficiencies relating to hardware, software, training and classroom time spent using technology
3. A report will be prepared based on the survey responses. The report will be reviewed at each committee meeting. The District Technology committee will make adjustments based on the review process at each meeting.
 - Corrective actions will become addendums to the technology plan. An appendix at the end of this technology plan will track changes as they are made.
4. Use the NAEP assessment for students to ultimately judge this technology plan's effectiveness - when that becomes available.

Also see AUP Appendix F

BUDGET

The historical practice of the district has been to leverage BOCES aid using installment purchase contracts between three to five year durations. Since the final year of these agreements are known, additional projects are undertaken to maintain a consistent or level debt so that the technology budget does not spike.

The school district administrative organization chart also aligns all funding sources from grants (categorical or competitive) to general fund appropriations. In technology, one senior administrator is the coordinating person that ties in all proposed spending to fulfill the initiatives outlined in our multi-year technology plan.

Our district funding strategy can be summarized in the following order of spending for technology:

- * Annual Budgeting Allocations
 - Includes Installment Purchase Agreements via BOCES

- * Federal State Grants
 - Title II D
 - Title I
 - UPK
 - Other

The district has recently completed two capital projects and anticipates another within two years. All projects have had a sizable technology component which provides the opportunity for major increases in areas that are underserved from the annual funding areas listed previously.

APPENDICES

Appendix A Competencies

Student Competencies

ISTE 2007 – not reproducible but can be found:

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf

Teacher Competencies

ISTE 2008 – not reproducible but can be found:

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

Administrative Competencies

ISTE 2002 – not reproducible but can be found:

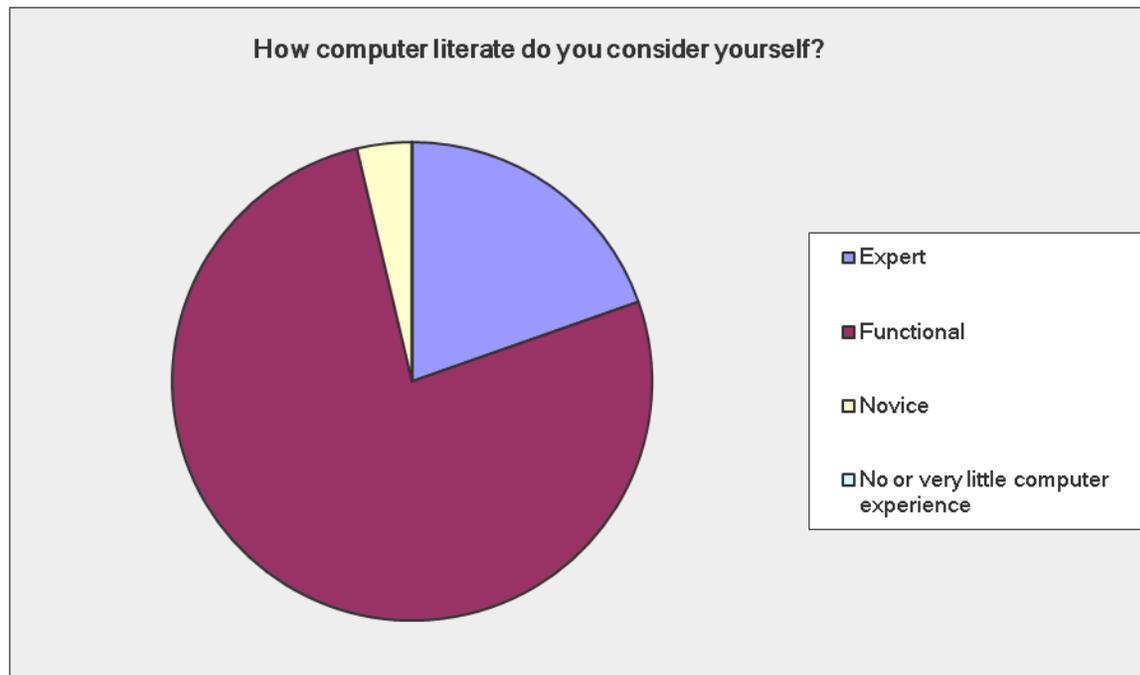
http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2002Standards/NETS_for_Administrators_2002_Standards.htm

Appendix B Professional Development Survey June 2011 Results

Professional Development Survey Technology questions results

Professional Development Survey

How computer literate do you consider yourself?		
Answer Options	Response Percent	Response Count
Expert	19.6%	21
Functional	76.6%	82
Novice	3.7%	4
No or very little computer experience	0.0%	0
<i>answered question</i>		107
<i>skipped question</i>		0

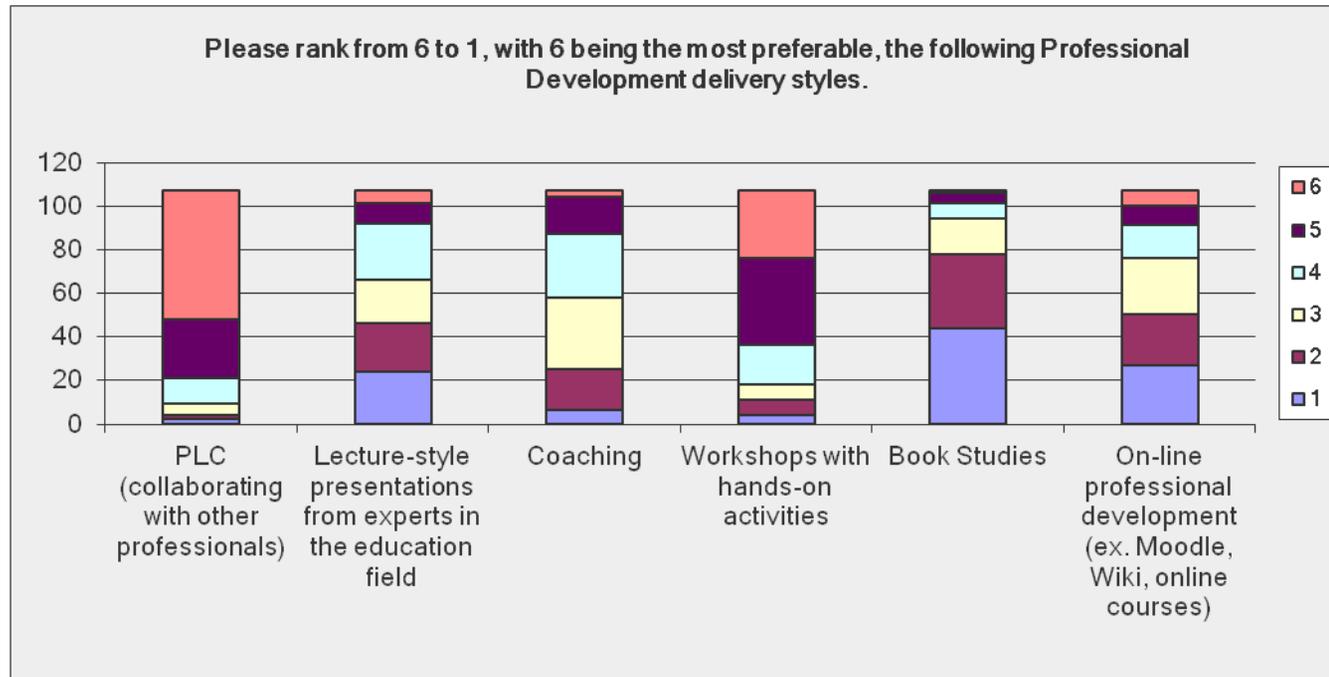


Professional Development Survey

Please rank from 6 to 1, with 6 being the most preferable, the following Professional Development delivery styles.

Answer Options	6	5	4	3	2	1
PLC (collaborating with other professionals)	59	27	12	5	2	2
Lecture-style presentations from experts in the education field	6	9	26	20	22	24
Coaching	3	17	29	33	19	6
Workshops with hands-on activities	31	40	18	7	7	4
Book Studies	1	5	7	16	34	44
On-line professional development (ex. Moodle, Wiki, online courses)	7	9	15	26	23	27

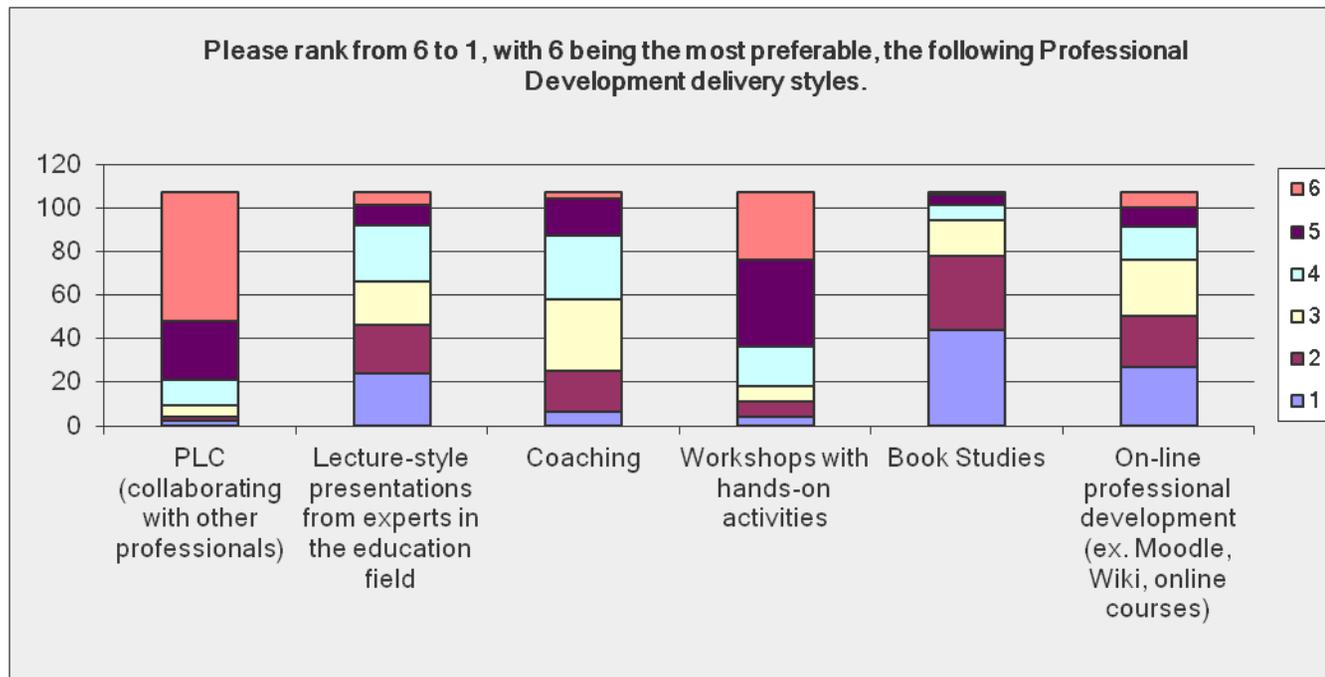
answered question
skipped question



Professional Development Survey

Please rank from 6 to 1, with 6 being the most preferable, the following Professional Development delivery styles.

Answer Options	6	5	4	3	2	1	Response Count
PLC (collaborating with other professionals)	59	27	12	5	2	2	107
Lecture-style presentations from experts in the education field	6	9	26	20	22	24	107
Coaching	3	17	29	33	19	6	107
Workshops with hands-on activities	31	40	18	7	7	4	107
Book Studies	1	5	7	16	34	44	107
On-line professional development (ex. Moodle, Wiki, online courses)	7	9	15	26	23	27	107
<i>answered question</i>							107
<i>skipped question</i>							0



Other Technology used/wanted

- stereo
- Garage Band and Midi Recording Technology
- I use a variety of arts based software and web sites.
- peripheral-plotter
- WEB CAM TO SKYPE
- Web camera
- Ti Navigator system
- Digital video cameras.
- I don't have an iPod or an iPad or Netbook. We don't really have the students use calculators--that's what their brain is for at the elementary level.
- fitness based game systems
- blog site
- Distance Learning Lab once per semester
- Student-produced audio and video projects (shared)
- For each band rehearsal, the instructions for the band members are done through Powerpoint and shown on the large screen.
- Basic Tools with Pre-K level
- Recording technology Recording Software/Editing

Appendix C Performance Indicators and Associated Skills

Grades K-2

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

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

KEY

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

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

Master – Student demonstrates independent application of this skill

Maintain – Student demonstrates proficient use of previously mastered skills

Grades 3-5

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

Revise documents using spell check feature	Develop	Develop	Master
Revise documents using dictionary and/or thesaurus features		Introduce	Develop
Create a table		Introduce	Develop
Use Excel to create charts and graphs			
Enhance documents with clip art and original artwork using paint and drawing programs	Introduce	Develop	Master
Use WordArt and auto shapes to enhance work		Introduce	Develop
Make presentations using Power Point	Introduce	Develop	Develop
<i>3.2 Use telecommunications to interact with peers and other audiences</i>			
Share information via class web pages			Introduce
4. Use technology for thinking, learning, and producing			
<i>4.1 Participate in content area learning via technology-infused lessons</i>			
Use a variety of technological resources to support learning (including encyclopedias, web sites, and the Internet)	Develop	Develop	Master
<i>4.2 Synthesize information to construct new meaning</i>			
Access data from electronic sources	Introduce	Develop	Develop
Compare and contrast data from different sources		Introduce	Develop
<i>4.3 Use a variety of tools to produce quality products</i>			
Use digital cameras and flip cameras/video camera	Introduce	Develop	Develop
1. Use technology for research, problem solving, and decision making			
<i>5.1 Use technology to locate, collect, evaluate, and organize information</i>			
Use key words as a search strategy	Develop	Develop	Master
Use key word qualifiers to narrow a search (such as NOT, AND, and quotation marks)			
<i>5.2 Work with a group collaboratively to solve a problem</i>			
Work with a team to find information, make decisions, and create a product	Develop	Develop	Master

KEY

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

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

Master – Student demonstrates independent application of this skill

Maintain – Student demonstrates proficient use of previously mastered skills

Grades 6 - 8

Description	Grade 6	Grade 7	Grade 8
1. Understand basic technology operations and concepts			
<i>1.1 Demonstrate an understanding of hardware and software</i>			
Utilize username and password to log onto the Computer	Master	Maintain	Maintain
Save and maintain documents onto “H” drive	Extend	Extend	Extend
Organize documents into folders and subfolders (create, name, delete folders)	Develop	Maintain	Extend
Adjust size of windows (minimize, enlarge) with multiple windows open simultaneously	Maintain	Extend	Extend
Use “Find” command in Start menu, search by word, phrase, wildcards or category	Develop	Master	Maintain
Be able to use “Help” function	Develop	Develop	Master
<i>1.2 Develop sufficient skills to use telecommunications tools in daily life and learning environments</i>			
Develop keyboarding skills, use home row fingering positions	Maintain	Maintain	Maintain
<i>1.3 Select appropriate technology for specific purposes</i>			
Select and use appropriate tools and resources to accomplish a variety of tasks	Develop	Master	Extend
Explore various software programs to discover appropriate usage	Extend	Extend	Extend
2. Use technology responsibly and ethically			
<i>2.1 Practice responsible use of technology systems, information, and software</i>			
Cooperate with others, respect privacy of others	Extend	Extend	Extend
Care for and safely operate equipment	Maintain	Maintain	Maintain
<i>2.2 Understand the ethical implications of technology</i>			
Follow rules of ethical behavior	Maintain	Maintain	Maintain
Understand basics of ownership and copyright	Develop	Master	Maintain
Understand how technology is used in industry, business, and education	Develop	Develop	Master
2. Use technology to communicate effectively and creatively			
<i>3.1 Use a variety of media and formats to communicate effectively with different media</i>			
Create multi-page documents using word processing and desktop publishing	Develop	Master	Maintain
Text Formatting : Change font, size, and color of text, text justification, columns, tables	Develop	Master	Extend
Revise documents using spell check, dictionary and/or thesaurus features	Develop	Master	Maintain

Use Technology			Master
Use Excel to create charts and graphs	Introduce	Develop	Develop
Enhance documents with clip art and original artwork using professional paint and drawing programs	Introduce	Develop	Master
Use WordArt and auto shapes to enhance work	Master	Maintain	Extend
Make presentations using Power Point	Develop	Master	Extend
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	Introduce		
<i>3.2 Use telecommunications to interact with peers and other audiences</i>			
4. Use technology for thinking, learning, and producing			
<i>4.1 Participate in content area learning via technology-infused lessons</i>			
Use a variety of technological resources to support learning (including encyclopedias, web sites, and the Internet)	Extend	Extend	Extend
<i>4.2 Synthesize information to construct new meaning</i>			
Access data from electronic sources	Master	Maintain	Extend
Compare and contrast data from different sources	Develop	Master	Maintain
<i>4.3 Use a variety of tools to produce quality products</i>			
Use digital cameras and flip videos, and video cameras	Develop	Master	Extend
5. Use technology for research, problem solving, and decision making			
<i>5.1 Use technology to locate, collect, evaluate, and organize information</i>			
Search Strategies: Use key words and key word qualifiers to narrow a search (such as NOT, AND, and quotation marks)	Develop	Develop	Master
<i>5.2 Work with a group collaboratively to solve a problem</i>			
Work with a team to find information, make decisions, and create a product	Extend	Extend	Extend

KEY

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

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

Master – Student demonstrates independent application of this skill

Maintain – Student demonstrates proficient use of previously mastered skills

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

Grades 9-12

Description	Grade9-12
1. Understand Basic Technology Operation and Concepts	<p align="center">Upon graduation, the student will demonstrate independent mastery of these performance indicators and associated skills across multiple content areas.</p>
<i>1.1 Demonstrate a sound understanding of the nature and operation of technology systems.</i>	
Demonstrate an understanding of concepts underlying hardware, software and connectivity.	
Organize documents into folders and subfolders (create, name, delete folders)	
Move between different applications.	
Adjust size of windows (minimize, enlarge)	
Use “find” command in Start menu	
Be able to use “help” function and navigation aids in a variety of applications.	
<i>1.2 Develop sufficient technical skills to successfully use, troubleshoot and maintain technology and telecommunications tools in daily life, work situations and learning environments.</i>	
Apply strategies for identifying and solving routine hardware and software problems that occur during every day use.	
Improve speed and accuracy of keyboarding skills.	
Demonstrate and use ergonomically appropriate posture and techniques to perform tasks.	
<i>1.3 Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.</i>	
Select and use appropriate tools and technology resources to accomplish a variety of tasks.	
Make informed choices among technology systems, resources and services.	
Identify capabilities and limitations of contemporary and emerging technology resources, and assess the potential of these systems.	
2. Use Technology Responsibly and Ethically	
<i>2.1 Practice responsible use of technology systems, information and software.</i>	
Cooperate with others while using technology. Demonstrate respect for privacy and work of others.	
Care for and safely operate equipment.	
<i>2.2 Understand the ethical, cultural, environmental and societal implications of technology and telecommunications.</i>	
Demonstrate legal and ethical behaviors regarding the use of technology and information.	
Demonstrate understanding of intellectual property and copyright law by properly crediting work of self and others.	
Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole.	
Identify technological skills needed for jobs.	
Research the accuracy and relevance of information sources.	
3. Use Technology to Communicate Effectively and Creatively	
<i>3.1 Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</i>	

Create multi-page documents using writing process steps, word processing skills, and publishing programs.
Revise documents using word processing program features including spell checking, thesaurus and grammar checking. Use advanced editing and text formatting.
Use a spreadsheet (Excel) to create tables, charts and graphs and explain what each means.
<i>3.2 Use telecommunications and online applications to collaborate, publish and interact with peers, experts and other audiences.</i>
Efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity.
<i>3.3 Create, produce and present ideas in a variety of forms, including text, video, graphics and conversation.</i>
Enhance documents with graphics. This may include, but is not limited to, clip art and original artwork, paint, chart and drawing programs, video programs, copied and pasted items from other documents and/or the Internet.
Design, develop, publish and present products (presentations, web pages, documents, videotapes) that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works.
4. Use Technology for Thinking, Learning and Producing
<i>4.1 Enhance content-area learning with technology-infused lessons.</i>
Select and apply technology tools for information research, information analysis, problem solving and decision making in content learning.
Evaluate technology-based options, including distance education, for lifelong learning.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<i>4.2 Construct new meaning and knowledge by synthesizing information.</i>
Combine and synthesize different types of information.
<i>4.3 Use computer modeling, image processing, simulations, and data manipulation to develop understanding.</i>
Sort, organize, interpret and display information using spreadsheets (Excel) and databases (Access).
Investigate and apply expert systems, intelligent agents, and simulations in classroom and real world situations.
<i>4.4 Use a variety of tools to produce quality products.</i>
Use content-specific tools, software and simulations (environmental probes, graphing calculators, exploratory environments, web tools, visual learning aids) to support learning.
Use peripheral equipment and technologies including digital cameras and scanners.
5. Use Technology for Research, Problem Solving and Decision Making
<i>5.1 Use technology to locate, evaluate, collect and organize information from a variety of sources.</i>

Use a variety of electronic sources to access resources and media, and apply sophisticated search techniques to collate, interpret and make a presentation of a research project.	
5.2 Review information analytically and transform it into useful knowledge to solve problems.	
5.3 Work with a group to collaboratively solve a problem and present results.	
Collaborate with peers, experts and others using telecommunications and collaborative tools.	
Investigate problems, issues and information and develop solutions.	

KEY

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

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

Master – Student demonstrates independent application of this skill

Appendix D Hardware & Software Inventory

Inventory	Computer Labs	Class-rooms	Library or Media	Admin. Office	Other Location
Computers (list by type)					
A. Desktop	146	430	106	36	24
B. Laptop		555		13	12
Peripheral Devices					
A. Printers	22	120	14	41	56
B. Scanners		10	5	3	2
Software (list by type)					
A. Microsoft office	100%	100%	100%	100%	100%
B. Windows XP	100%	100%	100%	100%	100%
Network Equipment					
A. Switches 10/100	5				71
B. Switches 1GB	6				
C. Servers					18
Number of rooms wired for internal connections	100%	100%	100%	100%	100%
Telecommunication Links					
A. Broadband GB	100%	100%	100%	100%	100%

Software

Title	Licenses
Microsoft Office 2000	600
MS Office 2003	200
MS Office 2007	307
Adobe	Acrobat Pro 8 10 Indesign CS2 4.0 26 Premiere Pro 2.0 8 Photo shop 9.0 2 Pagemaker 7.0 6 Illustrator 10.0 6 Photo Shop 7.0 6
Hyperstudio	Version 4 25 Version 5 15
Novell network software	SLA license
NovaStor backup	12
Symantec	Antivirus 1250 Ghost 1200
Deep Freeze	Site license
ExamGen HS	Math, Science, Social Studies
ExamGen MS	Math
Scholastic Achievement	Read 180 stage A 28 Read 180 stage B 48 R. Skills 73 Reading counts 75 Reading inventory 653 Accelerated reading – MS Star Reading – MS
Lotus Notes	Site License

Mullen server software	ABC World Chuck Wagon Bill's Mathosaurus I Mathosaurus II Mavis Beacon Tom Snyder Software Wild West Math Edhelper Grolier Bookflicks Pebble Go
Riverview server software	ABC World Chuck Wagon Bill's KANet Kid Keys Mathosaurus II Reading for Meaning Wild West Math Bookflicks Pebble Go
HS Cad Lab software	Solid works 21
Inspiration	323
Kidspiration	216
Online Software Databases	Food Service Software Web Email Harcourt Think Central School Island Data Mentor Data Readiness Site Data Warehouse IEP Direct Library Databases PDP Premier Study Island/Castle Learning SRI IReady NovaNet Apex

Appendix E Tracking Addenda and Changes

Addenda No. _____

Date	Section(s) Affected	Related Section of Plan	Changes Made

Appendix F AUP

<http://www.tonawandacsd.org/techpolicies>

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

General Criteria

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

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

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

Content Standards

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

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

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

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

(Continued)

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

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

f) A disclaimer statement about the content of Web Pages must be part of individual sites:

Example: "The District has made every reasonable attempt to ensure that our Web Pages are educationally sound and do not contain links to questionable material or material that can be deemed in violation of the School District's Standards and Guidelines for Web Page Publishing Policy."

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

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

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

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

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

(Continued)

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

Release of Student Education Records/Directory Information

Release of Student Education Records

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

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

Student Directory Information

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

Parental/Eligible Student Consent Required and Privacy Concerns

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

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

(Continued)

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

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

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

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

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

Copyrighted Materials

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

Fair Use of Copyrighted Materials

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

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

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

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

Intellectual Property/ Works Made for Hire

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

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

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

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

Student Work

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

Student Free Speech Issues (School-sponsored Publications)

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

(Continued)

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

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

Consequences for Non-Compliance

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

Staff

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

Students

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

Oversight

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

Adopted: October 14, 2008