Cheektowaga Central School District
3600 Union Road
Cheektowaga, New York 14225

District Technology Plan
July 2015 - June 2018

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http://www.cheektowagak12.org/CheektowagaTechnologyPlan

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Introductory Material - Vision, Mission & Goals

MISSION:
Cheektowaga Central School District, through its commitment to excellence, prepares individuals for life in our global community.

District Background:

The Cheektowaga Central School District is one of four school districts that are wholly located in the town of Cheektowaga, New York. It is a first ring suburban district adjacent to the east side of Buffalo. The district population of about 22,000 residents (approximately 19,000 voters) live in a collection of differing neighborhoods, each with its own identity, that were brought together when the district was created in 1957. The New York State Thruway, other heavily traveled thoroughfares, various shopping districts, and the region's largest shopping mall continue to separate these neighborhoods, making it very difficult to form a cohesive school community. Depending on neighborhoods, a full range of housing exists and represents everything from small, urban apartments to large, new, single-family homes.

Cheektowaga Central School District owns four school buildings, three of which our located on the main campus: Union East Elementary grades kindergarten through fourth; the Middle School grades five through eight; the Senior High grades nine through twelve. Pine Hill Education Center, located approximately three miles away, alternative school placement Kindergarten through twelfth grade. An off campus site, located approximately two miles from the main campus, was recently created to assist in the education of at risk students. We currently employee: 226 Professional full-time; 9 Professional part-time; 0 shared Service; 101 Support Staff full-time; 22 Support Staff part-time.

Cheektowaga Central's increasingly diverse student population of approximately 2,200 students has influenced the district's educational structure and staff needs. The district has taken a proactive approach, providing continual diversity and classroom management training, to staff and students. The National Conference for Community and Justice (NCCJ), New York University, as well as Erie I BOCES, works with our teachers to facilitate the planning and the application. As a result, two full time English Language Learner (ELL) teachers service the district and the Pine Hill Education Center was created to offer continued, educational opportunities to at risk students.

Cheektowaga Central's educational programs include a wide variety of courses designed to challenge and support students as they strive to achieve high standards and to accommodate various abilities and interests. Educational and athletic facilities provide its students with many curricular and extra-curricular activities. Approximately 87% of the students go on to college.

Cheektowaga Central's commitment to integrating computer technology across the curriculum is influencing all students, teachers, and staff.   The over one thousand networked, internet active, computers are installed district-wide in classrooms, labs, and work areas are continually accessed and used for integration in educational processes. The continuous emphasis on technology integration, through staff and curriculum development, is proving beneficial and instrumental in helping our district become 21st Century learners and communicators.

At Cheektowaga Central our focus is on the whole child. This is a driving force behind all that we do and helps ensure that the needs of all students are met.

List of Stakeholders - District Technology Committee:

Mr. Dennis Kane, *Superintendent*
Mrs. Mary Morris, *Assistant Superintendent*
Mr. Ron LaVere Jr., *District Technology Coordinator*
Mrs. Maureen George, *Director of Learning*
Mr. Steven Wright, *Pine Hill Education Center Principal*
Ms. Scott Zipp, *High School Principal*
Mr. Brian Bridges, *Union East Elementary School Principal*
Mrs. Gretchen Sukdolak, *Middle School Principal*
Mrs. Christman, *Parent Volunteer*
Mrs. Nancy Zakowicz, *Community Volunteer*
Mrs. Colleen Goodwin, *MS/HS Librarian*

Technology Integration Teacher Leaders:
Mr. Joel Malley, *High School & Pine Hill Education Center*, **ELA Teacher**
Mrs. DeeAnne McDonough, *Union East Elementary*, **Computer Technology Teacher**
Mr. Shawn Christman *Middle School*, **Computer Technology Teacher**

Student Representative:
To be determined each year.

EXECUTIVE SUMMARY:
It is essential that Cheektowaga Central students achieve a level of technological literacy that prepares them to live and work in an ever-changing digital society. Effectively accessing and utilizing technology to seek information, communicate, enhance productivity, and expand knowledge contributes to the student's successful independent and active participation in a constantly changing environment. They must be skilled to seek, analyze, and evaluate information from a variety of sources, including traditional, digital, and Internet resources, while maintaining the necessary societal skills to interact and fully participate in the global world. Preparing students with the 21st century information handling skills necessary to function in college and the workplace. Adaptations for special individual needs of all learners, as well as technology for special programs (e.g. Academic Intervention Services (AIS), English as a Second Language (ESL), and enrichment)

VISION:
Cheektowaga Central's vision of technology is to provide various opportunities to staff and students to educate them in 21st Century Skills; allowing staff and students to be comfortable and accomplished in the use of technology as part of their daily lives. To achieve this, the district strives to provide continued access to up-to-date technology applications. Ultimately, we see a school in the future where every child has

immediate, personal, constant, and consistent access to 21st Century Technology and technology Skills; including, information, digital, media, networking, and associated technologies; where technology use is an integral part of the focus of improving individual and collaborative achievement.

GOALS:

Cheektowaga Central is committed to providing CCSD staff and students with 21st Century technology applications and skills. The overall goal of the district is to allow all technology users the opportunity to develop important technology understandings and skills to be combined with affective proficiency skill experiences and tools; preparing all users to communicate in the 21st Century. The use of Global Connect, email, data warehousing, telecommunication, interactive boards, social networking communication, digital resources, and web tools has emerged as effective tools to provide these experiences. With new implementations, the administrative staff is prepared and expected to take the lead.

1. Meet the learning needs of students by providing high-quality, technology-enriched learning opportunities, and access to digital 21st Century content and tools for students and staff during and beyond the school environment.

2. Maintain and establish connections with local and global community partners in the teaching and learning processes of 21st Century Learning Skills.

3. Incorporate and maintain school and classroom cultures that engage and motivate students, honor individual differences, support innovation, and endeavor to meet the learning needs of all students.

4. Provide for student use of multiple technologies and transliteracies in the acquisition of information and in the creation of projects addressing issues that have meaning beyond the classroom.

5. Prepare educators with tools to integrate technology into learning, teaching, and assessment across the curriculum.

6. Ensure that technology becomes an integral part of a rich and flexible learning environment that prepares students academically and as life-long 21st Century learners, problem solvers, and communicators.

Professional Development Strategy

The focus of this Technology Plan is to implement a multi-year plan for maintaining and expanding our existing technology initiatives while at the same time introducing and establishing new essential technology strategies. As we identify the gaps in meeting 21st Century Skills and implement new strategies to close those gaps, it is essential that on a parallel track we continue to upgrade, update, and maintain advanced technology based opportunities; including not only our hardware, software, and digital resources, but our professional development strategies. These congruent activities will strengthen both our existing initiatives and our future.

It is understood that we are living in a digital age and digital experiences are an essential part of learning and teaching experiences making it imperative that technology is used appropriately; thus, acceptable use practices and training is provided to all district users. As staff members become more effective users and teachers of 21st Century Skills, it is the district's administration and District Technology Coordinator's responsibility to provide them with the necessary hardware, software, and digital resources; training with opportunity for practice and application; and to insure successful implementation of ethical, practical use. A solid infrastructure is in place and continued professional development opportunities will be provided to influence use and application of technology.

The primary responsibility of the CCSD administrative staff is to initiate, model, and support the efforts in our schools. Administrative progress, as technology leaders, will be monitored through the use of the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Administrators. (www.iste.org) (appendix B)

The responsibility of the CCSD instructional staff is to model, facilitate, incorporate, and allow for the application of various emergent forms of technologies to create and sustain effective 21st Century instructional opportunities that will result in increased student achievement. Progress, as integrators of technology, will be monitored through the use of ISTE National Educational Technology Standards (NETS and performance indicators for Teachers. (www.iste.org) (appendix A)

In an effort to evolve with the advancing field of technology, District Technology Guidelines, outlining staff and student initiatives, were revised and put in place Fall 2013. A collaborative living document networked for instructional staff is embedded in the structure to allow for continual revision and sharing of new technology applications and tools as technology advances. These guidelines incorporate a multi-level approach, utilized to increase student academic achievement, through the use of technology by integrating computer proficiency skills with 21st Century Skills; establishing the foundation necessary for instructional staff and students to become multi-dimensional users.

The District Technology Plan is a significant piece of an overall Comprehensive District Education Plan (CDEP), designed to help the administrative and instructional staff meet and exceed the New York State Common Core Learning Standards. This document is a companion to the Professional Development Plan (PDP) and the Annual Professional Performance Review Plan (APPR) that are structured to provide a thoughtful plan of action to training, implementation, data collection, and appraisal of the effective use of technology.

To reach our six Technology Plan goals by the end of the three-year life of this plan, we are prepared to engage in specific, highly focused staff development activities. Our action plan column labeled, "Staff Development" contains a detailed look at these activities, specific to each goal.

Component I – Curriculum Integration in conjunction with Component II Staff Development:

Action Plan				
Goal 1: Meet the learning needs of students by providing high-quality, technology-enriched learning opportunities, and access to digital 21st Century content and tools for students and staff during and beyond the school environment.				
Actions needed to achieve goal	*Staff Development*	*Person(s) Responsible*	*Date each action will be Completed*	*Indication of Success*
• Establish regular meeting times for The District Technology Committee (DTC) to share		Director of Learning	Fall 2013	• Meeting Calendar • Attendance logs and minutes
• Share common understandings with staff about how technology can be used to enhance learning facilitated by District Technology Integrators who serve on the DTC.	• CSLO • TIF • Weekly Professional Development - Sharing Effective Practices • Staff Development Days • Professional Collaborative Network	Director of Learning District Technology Coordinator Technology Integrators	Conclusion of each school year	• Attendance logs • Implementation of acquired knowledge and application identified in APPR documentation
• Facilitate communication regularly with the DTC to identify technology integration practices that have documented positive results for student achievement.	• Professional Collaborative Network • Weekly Professional Development - Sharing Effective Practices	Director of Learning Technology Integrators	Following each building based meeting and technology based weekly sharing effective practices	• Preliminary reports will be submitted in advance of DTC meetings
• Identify best practices and ensure that every classroom teacher learns of those practices (as appropriate to their teaching assignment).	• Attend local, state, national technology conferences • Subscribe to and read professional journals	Director of Learning Technology Integrators Building Administrators Instructional Coaches	As current technologies are identified as useful and easily integrated	• Requests for training • Attendance logs • Dates, times, locations of training • Meeting minutes • Collaborative network postings

	• Weekly Professional Development - Sharing Effective Practices • Professional Collaborative Network			• Implementation of acquired knowledge and application identified in APPR documentation
Actions needed to achieve goal	*Staff Development*	*Person(s) Responsible*	*Date each action will be Completed*	*Indication of Success*
• Update the Superintendent & building administrators on the progress of the DTC.		Director of Learning Technology Integrators	End of each DTC meeting and at administration meetings	• DTC minutes • Building based technology meetings
• Create a committee, Technology Acquisition Committee, to develop procedures for recommending purchases and replacement of hardware, software, digital resources, and applications. These recommendations will identify specific areas of need; justifying, monitoring, and tracking changes over time.		Director of Learning Technology Integrators Technology Acquisition Committee	Fall 2013	• List of committee members, meeting dates, • List of procedures developed and submitted to Director of learning.
• Technology Acquisition Committee will make recommendations to Director of Learning and District Coordinator of Technology for purchases of hardware, software, digital resources and applications.		Technology Acquisition Committee	End of each monthly committee meeting	• Submitted applications • Submitted committee recommendations • Acquisition of recommended technologies.
• Provide information and training in utilizing current and newly acquired district media, digital resources, hardware, and software available for school and home use by staff, students, and parents.	As current technologies are identified and acquired, training will be provided for use of software, programs, digital tools, and applications utilized at various grade levels, content areas, special education, and ELL as it relates to	Director of Learning Technology Integrators Building Administrators Library Media Specialists	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Requests for training • Attendance logs • Dates, times, locations of training • Updated Professional Collaborative Network.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
				curriculums and NY State Common Core Standards.		
• Identify, acquire, and incorporate digital tools, processes, and resources necessary to prepare students as it relates to computer based NYS Assessments		Director of Learning Technology Acquisition Committee		• Minutes of meetings • Acquired digital tools
Actions needed to achieve goal	*Staff Development*	*Person(s) Responsible*	*Date each action will be Completed*	*Indication of Success*
• Revise/update current district Acceptable Use Policy (AUP)		District Technology Coordinator Technology Integrators	04/2013	• Submitted AUP • Board approval of • Updated Professional Collaborative Network • Communications regarding updating
• Survey staff and students to determine use and comfort of technology.		Director of Learning District Technology Coordinator Technology Integrators	Annually	• Survey Data Collection
• Incorporate strategies, including digital networks, webtools, to promote parental involvement and to increase communication with parents.	• CSLO • TIF • Staff Development Days • Professional Collaborative Network	Building Administrators Instructional Coaches Library/Media Specialists Instructional Staff	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Requests for training • Attendance logs • Dates, times, locations of training

Goal 2: Maintain and establish connections with local and global community partners in the teaching and learning processes of 21st Century Learning Skills.

Actions needed to achieve goal	*Staff Development*	*Person(s) Responsible*	*Date each action will be Completed*	*Indication of Success*
• Determine and meet technological needs for each building (connections, hardware, software, etc.) associated with implementation of all actions below		Technology Acquisition Committee Technology Integrators District Technology Coordinator DTC committee member(s) Building Administrators	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• All necessary hardware, software, connections, etc. are available and functioning in all buildings.
• Review vision statement to be printed and included in technology correspondence	• District Technology Meetings	Director of Learning DTC members	Spring of each school year	• Statement created and sent to board for approval • Updated Professional Collaborative Network
• Share technology vision with school community, including administrators, board, faculty, staff, etc.	• Professional Collaborative Network • District Correspondence	District Technology Coordinator DTC committee member(s)	Spring and Fall of each school year	• Inclusion in Professional Collaborative Network. • Evidence of correspondence
• Re-establish, include, and familiarize one or two community representatives as an interactive District Technology Committee Community partner		Director of Learning District Technology Coordinator Building Administrators Technology Integrators	Fall of each school year	• Introduction to stakeholders • Attendance at DTC • Meeting minutes

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Provide instructional staff with specific instruction to establish and maintain an interactive and collaborative portal component.	• Staff Development Days • Professional Collaborative Network	Director of Learning Building Administrators Instructional Coaches Technology Integrator District Technology Coordinator	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Posting/viewing of collaborative portal component
• Establish and continue ongoing relationships with global partners and organizations via interactive digital learning and communication resources.	• E1Boces Distance Learning • Provide in district ongoing training utilizing virtual networks	District Technology Coordinator DTC committee member(s) Director of Learning Library Media Specialist	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Conference requests, reports, collaborative network postings, • Implementation of acquired knowledge and application identified in APPR documentation • Recorded digital data • Local and global community-based interactive activities logs and postings
• Continue alliance with Cheektowaga Police Department in responsible use & Internet Safety		District Technology Coordinator Building Administrators Technology Integrators	Student completion of program Spring of each school year PTA presentation Fall of each year	• Student completion of program • Lesson format • Parent Night

Goal 3: Incorporate and maintain school and classroom cultures that engage and motivate students, honor individual differences, support innovation, and endeavor to meet the learning needs of all students.

Actions needed to Achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Determine and meet technological needs for each building (connections, hardware, software, etc.) associated with implementation of all actions listed below		Technology Acquisition Committee Technology Integrators Building Administrators	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Necessary connections, hardware, software, etc. are available and functioning in all buildings
• Increase teacher awareness of and use of technology tools and data bases designing learning to implement Differentiated Instruction and flexible grouping	• Weekly Professional Development - Sharing Effective Practices • CSLO • Building-based collaboration • Sharing and incorporating Effective Practices (SEP) using technology, study groups, curriculum meetings, grade-level and cross grade-level meetings, professional literature • Professional Collaborative Network	Director of Learning District Technology Coordinator Building Administrators Curriculum Integrators Instructional Coaches	Quarterly throughout each school year, as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Attendance at presentations and workshops • Student projects • Implementation of acquired knowledge and application identified in APPR documentation • Recorded digital data • Posting on Professional Collaborative Network

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Utilizing 21st Century webtools for student engagement, learning, individualized needs, and collaboration	• CSLO • TIF • Staff Development Days • Professional Collaborative Network	Director of Learning District Technology Coordinator Building Administrators Technology Integrators Curriculum Integrators	Quarterly and throughout each school year, as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Attendance at presentations and workshops • Student projects • Implementation of acquired knowledge and application identified in APPR documentation • Recorded digital data • Posting on Professional Collaborative Network
• Recommend all instructional staff members to maintain an active role in the district's professional collaborative network to share acquired use of differentiated instruction strategies and use of 21st century tools	• Staff Development days and opportunities • Professional Collaborative Network	Director of Learning District Technology Coordinator Building Administrators	Winter 2013 (and as new staff is hired)	• Data collection categories of collaborative network
• Utilize continuous assessment to develop student-centered learning and independent learning supported by technology	• Professional Collaborative Network • Curriculum Alignment Projects • Weekly Professional Development - Sharing Effective Practices	Director of Learning Building Administrators Curriculum Integrators Instructional Coaches	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Curriculum Alignment Maps • Student projects • Implementation of acquired knowledge and application identified in APPR documentation • Posting on Professional Collaborative Network • Collection of progress monitoring data
• Identify available technology hardware, building housing location, and sign-out procedures.		Director of Learning Building Administrators Curriculum Integrators	Winter 2014	• Posting on Professional Collaborative Network

Goal 4: Provide for student use of multiple technologies and transliteracies in the acquisition of information and in the creation of projects addressing issues that have meaning beyond the classroom.

Actions needed to Achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Alignment of K-12 Technology Guidelines.		Director of Learning Summer Curriculum Committee	Winter 2013	• Board Minutes • Posting on Professional Collaborative Network
• Incorporation of K-12 Technology Guidelines recently revised.	• Professional Collaborative Network • Weekly Professional Development - Sharing Effective Practices	Director of Learning Building Administrators Technology Integrators Curriculum Integrators Instructional Coaches	Spring 2014	• Attendance at presentations • Implementation of acquired knowledge and application identified in APPR documentation • Student achievement
• Continually update collaborative network for the dissemination of Technology Guideline and the exchange of information, ideas and lessons in relation to the guidelines	• CSLO • Professional Collaborative Network • Weekly Professional Development - Sharing Effective Practices	Director of Learning Technology Collaborative Network Administrators	Quarterly, within each semester, and/or as current technologies are identified as useful and easily integrated and shared via the Professional Collaborative Network.	• Network up and utilized • Requests for training
• Continue to provide students with regular access to outside experts or participation in community-based projects.	• TIF • CSLO • Provide in district ongoing training utilizing virtual networks	District Technology Coordinator Building Administrators Technology Integrators Curriculum Integrators Library Media Specialists	Yearly, and/or as current projects are identified as useful and easily integrated	• Implementation of acquired knowledge and application identified in APPR documentation • Student involvement with community based projects • Student culminating projects

Actions needed to Achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Identify and provide for in-school, career based exploration opportunities to include speakers, field trips, and on-line experts.	• TIF • CSLO • Provide in district ongoing training utilizing virtual networks	Instructional Staff Guidance Counselors Library-Media Specialists Building Technology Integration Coordinators	Yearly, and/or as current projects are identified as useful and easily integrated	• Implementation of acquired knowledge and application identified in APPR documentation • Career Days completed • Field trips scheduled and taken
• Publish student work utilizing a variety of acceptable digital media	• Review of acceptable use and policies • CSLO • Professional Collaborative Network • Weekly Professional Development - Sharing Effective Practices	Instructional Staff Technology Integrators Director of Learning	Yearly, and/or as current projects are identified as useful and easily integrated.	• Students' work can be viewed in digital and/or hard copy format
• Provide specialized or rigorous courses applying the use of technology	• Staff Development to create awareness in these areas • Pertinent contributing staff in-services • Collaborate with districts that have such programs • Network through Erie 1 District Technology Coordinators group	Director of Learning Building Administrators Technology Integrators Curriculum Integrators Library Media Specialists	Yearly, and/or as current projects are identified as useful and easily integrated.	• Implementation of acquired knowledge and application identified in APPR documentation • Students work can be viewed in digital and/or hard copy format

Actions needed to Achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Provide students the opportunity to participate in on-line courses	• Pertinent contributing staff in-service • Staff Development to create awareness in these areas • CSLO • Collaborate with districts that have such programs • Network through Erie 1 District Technology Coordinators group	Director of Learning Instructional Staff Technology Integrators	Yearly, and/or as current projects are identified as useful and easily integrated.	• Implementation of acquired knowledge and application identified in APPR documentation • Established Online learning community • Student progress and postings • Requests for training
• Encourage the inclusion of problem-based and project-based activities in Professional Development Plan and daily/weekly lesson plans		Director of Learning Building Administrators Curriculum Integrators	Yearly, and/or as current projects are identified as useful and easily integrated.	• End of school year faculty reports • Implementation of acquired knowledge and application identified in APPR documentation

Goal 5: Prepare educators with tools to integrate technology into learning, teaching, and assessment across the curriculum.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Familiarize all new staff and review all staff with district available digital assessment strategies and deconstruct assessment for alignment to Common Core Learning Standards	• Pertinent contributing staff in-service • Staff Development to create awareness in these areas • CSLO • Collaborate with districts that have such programs • Network through Erie 1 District Technology Coordinators group	Director of Learning District Technology Coordinator Building Administrators	As instructional staff are hired and as digital assessments are acquired	• Requests for training • Attendance logs • Dates, times, locations of training
• Provide opportunities for all staff to learn and utilize the district student management system	• Pertinent contributing staff in-service • Staff Development to create awareness in these areas • CSLO	District Technology Coordinator Building Administrators	As instructional staff are hired and as digital assessments are acquired	• Requests for training • Attendance logs • Dates, times, locations of training • Viewing and/or hard copy of student collection data
• Aggregate digital assessment data to analyze then inform instruction	• Pertinent contributing staff in-service • Staff Development to create awareness in these areas • CSLO • Collaborate with districts that have such programs • Network through Erie 1 District Technology Coordinators group	Director of Learning District Technology Coordinator Building Administrators	As assessment data becomes available	• Requests for training • Attendance logs • Dates, times, locations of training • Collected Data • Implementation of acquired knowledge and application identified in APPR documentation

Goal 6: Ensure that technology becomes an integral part of a rich and flexible learning environment that prepares students academically and as life-long 21st Century learners, problem solvers, and communicators.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Pilot collaborative online networks as instructional tools to communicate in an online environment to enhance student learning	• Pertinent contributing staff in-service • Staff Development to create awareness in these areas • CSLO • Collaborate with districts that have such programs • Network through Erie 1 District Technology Coordinators group	Director of Learning Building Administrators	Yearly, and as online tools become available	• Creation of Network • Increased use of online tools • Student work improves and is completed on time. • Generated reports
• Assist K-12 students in producing and use of multi-media for assignments and projects	• Staff Development to create awareness in these areas • Pertinent contributing staff in-service • Collaborate with districts that have such programs • CSLO	Director of Learning Technology Integrators Curriculum Integrators Instructional Staff	Yearly, and as online tools become available and as instructions staff versed in multi-media resources	• Students work can be viewed in digital and/or hard copy format
• Provide teachers the resources necessary to support and build student research/inquiry and information literacy skills with a variety of digital tools to create a digital presentation	• Staff Development to create awareness in these areas • Pertinent contributing staff in-service • CSLO	Director of Learning District Technology Coordinator Technology Acquisition Committee Library Media Specialists Technology Integrators	Yearly, and as tools and resources become available and as instructional staff becomes versed in information literacy	• Requests for training • Attendance logs • Dates, times, locations of training • Implementation of acquired knowledge and application identified in APPR documentation • Use of library media center resources data • Use of online resources data

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
• Provide teachers the tools to infuse the learning environment with multi-media	• Staff Development to create awareness in these areas • Pertinent contributing staff in-service • CSLO	Director of Learning District Technology Coordinator Building Administrators	Yearly, and as tools and resources become available	• Requests for training • Attendance logs • Dates, times, locations of training • Students work can be viewed in digital and/or hard copy format • Implementation of acquired knowledge and application identified in APPR documentation
• Provide teachers the technology tools to support students in acceleration, and/or credit recovery	• Staff Development to create awareness in these areas • Pertinent contributing staff in-service • CSLO	Director of Learning	Yearly, and as tools and resources become available	• Requests for training • Attendance logs • Dates, times, locations of training • Data of students accessing online courses
• Provide teachers the technology tools and assistive technology to support students in remediation and adaptation tools.	• Staff Development to create awareness in these areas • Pertinent contributing staff in-service • CSLO	Director of Learning District Technology Coordinator Technology Acquisition Committee	Yearly, and as tools and resources become available	• Requests for training • Attendance logs • Dates, times, locations of training • Students work can be viewed in digital and/or hard copy format • Implementation of acquired knowledge and application identified in APPR documentation

Component II - Staff Development:

The staff development process for the district will provide ongoing, continual support for the use and integration of technology. Much of the staff development will be building based to allow for the varied differences in student needs and abilities. Each building has their own goals and utilizes a variety of resources to establish, communicate, and reach their goals; including, district and building based staff development programs by qualified staff; utilizing out of district providers and private consultants, such as WNYRIC CSLO/Model Schools offerings and EETT; anticipating in professional learning communities and learning opportunities, utilizing face to face and online community tools. Specific technology focus days are built into yearly staff development days; targeting new tools available for application and integration.

The following structures have been approved as valuable and necessary forms of staff development and may be provided by a variety of means on staff development days or through specialized workshops:
- On-line tutorials/courses
- Peer Review
- Self-studies
- Research Projects
- Teacher Center Courses
- Professional Learning Communities (Focus Group – Collegial Circle – study group)
- Action Research
- Mentor-intern
- Conferences (for example, NYSCATE, NET, etc.)
- College courses
- District courses/workshops
- Instructional Coaches
- Other courses/workshops
- Summer curriculum projects
- Teacher Internships

If time is needed during the school day, each building has different ways of allotting this time. Based on conversations between principals and teachers, teacher's learning and application needs will be accommodated through various methods. These may include, but are not limited to:
1. Using substitute teachers to relieve classroom teachers for portions of a day..
2. Clustering students to allow teachers to work together.
3. Participating in workshops held out-of-the-district.
4. Participating in workshops held in-district
5. Integration of Instructional Coaches
6. Use of common planning time.

7. Scheduled weekly professional development.
8. Consultants working with teachers and students.

The Professional Development Planning Team/CDEP Planning Team, in collaboration with the District Curriculum Cabinet and Curriculum Council, will be convened annually and monthly respectively, by the Superintendent after the release of assessment results to compare our results to each of the benchmarks. Data collection will be the responsibility of the administrative staff. As in the past, we will utilize members of the Data Warehouse Team from Erie 1 BOCES to further our knowledge base in the Cognos suite of applications relevant to data analysis. We engage in a constant process of monitoring our competencies in this area and schedule training sessions for all new instructional staff, administrative staff, as well as, "refresher" courses for veteran staff.

As outlined in our goals, CCSD plans to focus on staff development in the daily application and integration of technology into everyday learning. We plan to survey our staff for a more current reflection of use, comfort, and knowledge of technology applications. We anticipate, based on the district's aggressive focus on continual staff development, that the following statistics (gained from a previous survey) will change, showing an increase in comfort level, use of available tools, and include collaborative networks and communities:

> Staff development practices provided training, to all staff members, to insure that all have been trained in the use of applicable technologies, including but not limited to, Microsoft office products, Lotus Notes, teacher web pages, edoctrina, eschool data, grade reporting software, LCD projectors, grade level subject supportive software, software that integrates with digital textbook series K-12, and appropriate use of technology practices. Also, based on previous survey, 75% of our teaching staff is comfortable using more advanced digital resources in their classrooms. This software includes, but is not limited to, RM Math, IPads, Document Cameras, Flip Cameras, Dance Mats, Movie Maker, Illuminate, etc. The elementary teachers have been trained in various applications for student use such as Turbo Math, Inspirations, Dance Mats, ESL programs.

We will gauge teacher achievement of the NYS Teaching Standards as well as the ISTE National Educational Technology (NETS) and NYS Common Core Standards and Performance Indicators for Teachers (www.iste.org) (appendix A).
This could include, but is not limited to, the following:

- Implementation of acquired knowledge and application identified in APPR documentation, including but not limited to,
  - Teacher reflections (logs, response forms).
  - Teacher portfolios (Reviewed through "critical friends" process or informal observation).
  - Curriculum units and learning experiences reviewed (through peer review or informal observation).
  - Presentation to peers
  - Professional Collaborative Networks and/or PLC
  - In-service participation
  - Sharing of effective practices

The CDEP, PDP, Curriculum Cabinet, and Curriculum Council teams will adhere to timeline for application of information listed in the plan. They will also review any additional information necessary to evaluate teacher achievement of the above standards. Their review will include principals' or supervisors' reports and attendance reports, based on implementation of acquired knowledge and application identified in APPR documentation. These reports will outline, but are not limited to:

- ❖ Types of professional development activities selected by staff, the numbers of participants for each activity and the evaluations submitted.
- ❖ Quality of curriculum and/or assessment projects completed
- ❖ Agendas of whole-faculty activities conducted, with principal/supervisor reflections on outcomes.

Based on the information review and data analyzed, the Professional Development Planning Team/CDEP, in collaboration with Curriculum Cabinet and Council, will recommend changes and modifications to the plan(s) in keeping with technology realities.

COMPONENT III: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

Technology Assessment Inventory and Planned Future Acquisitions

	Computer Labs	Class-rooms	Library or Media Ctr.	Admin. Office	Other Location	Planned Future Acquisitions			
						Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
Computers (list by type)									
A. 486 Class						0	0	0	0
B. Pentium Class	233	903	23	37	22	90	90	90	90
C. Notebooks for mobile wireless carts		28				0	0	0	0
Number of computers listed above that are Internet ready	233 (all)	931 (all)	23 (all)	37 (all)	22 (all)	all	all	all	all
Number of computers listed above equipped for multimedia	254 (all)	982 (all)	23 (all)	43 (all)	22 (all)	all	all	all	all
Peripheral Devices									
A. Printers	9	192	3	12		14	20	20	20
B. Scanners	5	1		2		1	1	1	1
C. Modems (28.8 Kbps or above)						0	0	0	0
D. Assistive/Adaptive Devices					7	as needed			
E. Digital Cameras	2		6	4	2	2	2	2	2
F. PC Cameras	62	7				0	0	0	0
G. TV Monitors	7	143	3	10	2	2	2	2	2
H. VCRs/Laser Disk Players	7	92	3			20	20	20	20
I. Projection Devices	9	42	4		3	15	15	15	15
J. Satellite Dishes					1	0	0	0	0
K. Video Cameras		8			1	2	2	2	2
L. Video Mixers					2	0	0	0	0
M. Video Conferencing Equipment					1	1	0	0	0
N. Networked color laser printers	8		2	9	3	2	2	2	2
O. Networked copier printers				4	6	2	0	0	0
P. CD Burners	2			1	2	0	0	0	0
Q. Palm-type Devices	0	0	0	0	0	0	0	0	0
R. Scan-Converters	0	0	0	0	0	0	0	0	0

S. Mobile Cart for Wireless Computers		6				0	0	0	0

REPLACEMENT AND MAINTENANCE CYCLE/TECH SUPPORT
NETWORKING ENVIRONMENT DESCRIPTION

Cheektowaga Central School District is committed to the infusion of educational technology at all grade levels and across all subject areas throughout the district. Students and staff have equitable access to a variety of technological tools to enhance educational experiences at school.

The Cheektowaga Central Technology Department is made up of one administrator, one secretary, AV technician, three technicians (BOCES) and five computer aides. The department utilizes an on-line computer database work order application to track all service support requests.

Computer Software Applications - The technology department supports hundreds of classroom and office productivity applications. Our computer aides install these applications on classroom teacher, student and office machines. These applications are installed on various hardware platforms, running under many different operating systems. Our district computer aides provide our first line of technological support for teachers and students.

Computer Hardware - The technology department supports approximately 1400 computer systems, 250 printers, as well as scanners, cameras and various other hardware devices. Our technicians provide break/fix component repair during and post system warranty. Setup, troubleshooting, and repairs of computer, video and audio systems are just a few of the daily responsibilities of our technical staff.

The superintendent and the Board of Education of the Cheektowaga Central School District have committed general budget funds to the replacement of outdated computer equipment. We currently are on schedule to replace all computers in the system according to a six-year plan. Additionally, the district has been awarded vouchers to purchase equipment and software through the Microsoft Voucher Program. The district has also used Textbook Funds to increase our inventory of computers [laptops], install wireless district wide and update our server all in preparation for PARCC testing in the 2014-2015 school year.

A fiber-optic gigabit backbone infrastructure has been in place for five years to provide the highest quality of service to all computer workstations. All computer workstations are communicating at 1000 Megabits to and from their respective wiring closet communications equipment. High speed Internet access is available to all computer workstations via the communications network.

Cheektowaga Central currently has a Broadband circuit between its Union Road Campus and the WNYRIC office in West Seneca. Nortel Baystack 470 switches are utilized to complete the circuit. From our Union Road campus to our East Delavan Road campus we currently utilize a T-1 circuit. This WAN connection utilizes Nortel routers to complete its connection.

The Union Road campus utilizes a Nortel Network switched network. The main closet consists of various equipment all interconnected to a Nortel 8600 switch. All remote closets are connected to the main core 8600 switch via Fiber Optic Cable. Each remote closet has Nortel 470 switched stacks. Each remote stack is communicating to the main core switch via the fiber optic cable at 1gigabyte uplink speeds.

The East Delavan Road campus utilized both Nortel switches as well as Nortel wireless access points.

Network future needs – The Cheektowaga Central School District is committed to the continued growth and expansion of its network infrastructure.

COMPONENT IV - FUNDING AND BUDGET:
Budget:

Planned funding for district-wide technology includes the following sources:
- District Capital Funds
- Technology Operating Funds (District General Fund)
- E-Rate Rebates
- Title I Funds
- State Aid Funds

Each May, the Cheektowaga Central School District tax payers vote on the district budget. District budget funds are utilized to purchase and maintain all district and BOCES owned equipment. Additionally, district funds are used to purchase software, as well as to provide staff development. Other funding when available, such as grants, state aid and e-rate are used to support additional purchases and staff development.

Pending Board of Education approval in accordance with policy and regulations, the following is the plan for using district funds and any available grants, for the planned future acquisitions. ***BOCES services and resources are used to maximize available local funding:***

	Year 1 Budget 2015-16	Year 1 Anticipated Costs	Year 2 Budget 2016-17	Year 2 Anticipated Costs	Year 3 Budget 2017-18	Year 3 Anticipated Costs	Three Year Total
Hardware	$175,000	$175,000	$175,000	$175,000	$175,000	$175,000	**$525,000**
Software	$60,000	$60,000	$60,000	$60,000	$60,000	$60,000	**$180,000**
Software Subscriptions	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	**$90,000**
Professional Development	$6,000	$6,000	$7,000	$7,000	$8,500	$8,500	**$21,500**
Technician via BOCES	*104 FTE technician $111,758*		*1.0 FTE technician $115,111*		*1.0 FTE technician $118,564*		**$345,433**
Human Resources: District Tech Coordinator, AV Technician, 5 Computer Aides, Secretary	$295,077	$295,077	$303,929	$303,929	$313,047	$313,047	**$912,053**
Total	**$677,835**	**$677,835**	**$691,040**	**$691,040**	**$705,111**	**$705,111**	**$2,073,986**

Online software subscriptions include: FastForWord, STAR Online Coach, Linguascope, A-Z Learning, Super Teacher, Lexia Reading, Brain Pop, edHelper, Spelling City Premium, SIRS, Grolier Online, World Book Online, ProQuest Education Collection, CultureGrams, NoodleBib, AP Images, Gale Student Resources, EBSCO Ultra Online, CQ Researcher, Issues & Controversies, Renaissance Learning, Reading Plus, Moodle and eDoctrina

COMPONENT V - MONITORING AND EVALUATION:

The Plan will become public through its dissemination via the Building Technology Committees, the various building newsletters and the district newsletter, as well as at public meetings including the Board of Education.

In keeping with the parallel dimensions of future planning and current implementation, it will be vitally important that The District Technology Committee (DTC), consisting of representative staff from all four buildings, will meet regularly with the Superintendent, Director of Learning and District Technology Coordinator.

Each building has a Technology Integration Integrator (a teacher Integrator) who serves on the District Technology Committee. They provide an important assessment link as they also facilitate the work of each respective Building Technology Committee. Through their close association with administrators, teachers and support staff, they are in a position to provide extensive feedback and ongoing informal evaluation.

Together this group will monitor and then adjust existing technology initiatives as well as review the bi-monthly planning meetings. They will examine current realities and/or explore new data on a continual basis. The Superintendent will require advance agendas of all committee meetings and timely minutes to insure that all goals are being met. Should the Action Plan activities need adjusting throughout the year based on input from the committee members; the Superintendent will oversee those adjustments. The Director of Learning will maintain all records, sign-in sheets, and documentation of staff development activities and materials.

Administrative staff is expected to model and support the efforts in our schools. Administrative progress as technology Integrators will be monitored through the use of the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Administrators. (www.iste.org) (appendix B)

A primary responsibility of the teachers of CCSD is to learn how to use various emergent forms of technology to create and sustain more efficient and effective instructional programs. It is our hope that this will result in increased student achievement.   Teacher progress as technology Integrators will be monitored through the use of ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers. (www.iste.org) (appendix A)

As staff members become more proficient with a technology tool, they are provided with the necessary hardware, software, training and the opportunity for practice. We feel that it is critical that instructional technology is used appropriately. The instructional staff is provided with customized training because of these divergent needs. Teacher performance related to technology is oftentimes reflected in the annual performance evaluations.

As we implement new strategies to reach our goals, an overarching goal of the district is to transition from traditional procedures to a complete use of technology for everyday tasks. Evidence of this is the conversion from utilizing e-mail system in dissemination of information to the inclusion of collaborative networks, as well as, applying data warehousing, telecommunications, the efficient use of cell phones and voice-mail, interactive web tools, interactive white board systems, publication media, and virtual learning; all valued 21st Century Skills and tools.

The District Technology Plan is a significant piece of an overall plan (CDEP, Comprehensive District Education Plan) designed to help the instructional staff meet and exceed the New York State Learning Standards. This document is a companion to the Professional Development Plan (PDP) and the Annual Professional Performance Review Plan (APPR) that are structured to provide a thoughtful plan of action for training, implementation and appraisal of the effective uses of technology as outline by NETS. The District Technology Plan is disseminated to the public through our website and a hardcopy of the plan is available in the Office of Learning. Additionally, in August of each year, a copy of our annual calendar is mailed to all homes in the district. A list of all district documents available to the public, including the District Technology Plan, is found on the back cover of the calendar.

Due to its ongoing support for and commitment to technology usage and to align to CDEP's vision plan Cheektowaga Central has developed K – 12 Technology Guidelines. The guidelines, included in an interactive communication network to establish collaboration and dissemination of technology information, skills, and new technology practices, is designed to aid teachers' integration of technology into every day lessons and activities. Teachers are encouraged to share effective activities for inclusion; building a teacher resource collection of activities for possible use in all content areas. This format will assist in the district's monitoring of technology application, needs, and comfort.

A multi-level, comprehensive approach to computer technology proficiency skills and the integration of 21st Century skills will be utilized. Formal computer technology instruction, available at Union East and the Middle School, grades 3-8, assures that all students receive like instruction and have the opportunity to utilize the skills necessary for independent application of 21st Century Skills for life beyond the classrooms. Through the integration of assorted technology tools, software, and web based applications, all regular classroom and content area teachers replace, supplement, and reinforce curriculum introduction, content, and communication of information or ideas into their core curriculums and/or content area's scope and sequence; enhancing the development of digital learners and citizenship.

 With all conversions or new implementations, the administrative staff and District Technology Coordinator are expected to take the lead. It is essential that we continue to upgrade, update and maintain not only our hardware and software, but our professional development activities as well. The blending of these congruent activities will strengthen both our existing initiatives and our future.

Content Filtering Screen and Options/Procedure

The Cheektowaga Central School District contracts for its filtering service through the local RIC (Regional Information Center). Staff at the RIC maintain and support the service for the district. To notify WNYRIC Filtering Support of a site that needs to be blocked, please e-mail site and brief description as to why should be blocked to: block@erie1.wnyric.org
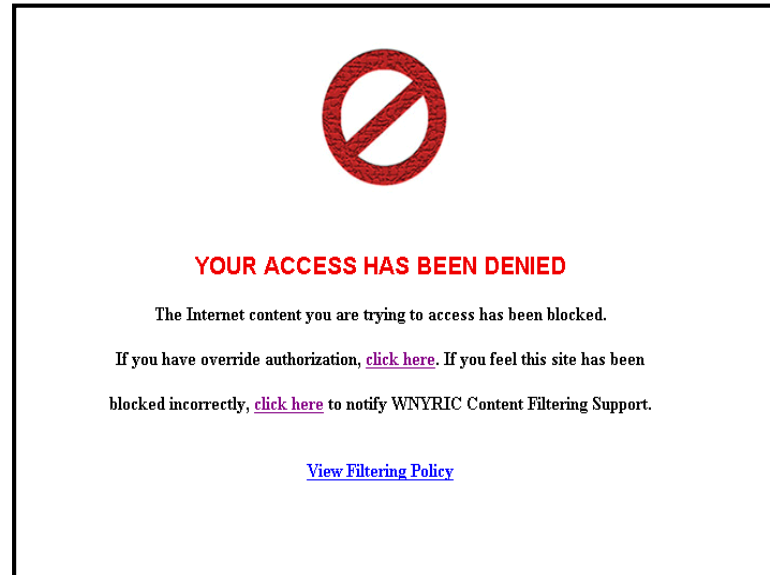
Override works like this in X-Stop: When set, filtering is "turned off" on the workstation for as long as the web browser remains open…no time limit used, simply shuts down if/when web browser or system is shut down. A pop-up window must stay open/minimized to keep override working (no filtering).

WNYRIC FILTERING RULES

The following categories of web sites are filtered for K-12 Internet access by school districts who participate in our RIC-based content filtering service (X-Stop):

- **Alcohol:** Sites promoting the use of alcohol, including drink recipes, home brewing methodology, advertisements, etc.

- **Anarchy:** Sites contain information regarding militias, weapons, anti-government groups, terrorism, overthrowing of the government, killing methods, etc.

- **Chat**: Chat sites accessed via the http protocol. Protects the children from predators.

- **Criminal Skills:** Sites that promote illegal activity, such as pyrotechnics, computer hacking, credit card number generating, password cracking, surveillance and murder.

- **Cults/Gothic:** Sites promoting cult or gothic subject matter, use of mind control, paranoia, fear, and any type of psychological control or manipulation.

- **Drugs:** Sites that promote the purchase of illegal drugs. These may include offering marijuana seeds for sale, growing methods, techniques and products for testing clean for drugs, information on acid and/or "mushrooms," and all other forms of narcotics.

- **Free Hosts:** Sites hosted by consumer oriented free hosts or ISP's, including members, aol.com and Geocities.

- **Gambling:** Sites which encourage gambling such as betting sites, bookmaker odds, lottery, bingo, horse/dog track, online sport betting, online casinos, etc.

- **Games:** Sites related to computer or other games, such as game download sites and online game sites.

- **Hate/Discrimination:** Sites that contain material related to the discrimination of any group of people based on race, religion, gender, nationality, etc.

- **Obscene/Tasteless:** Sites that involve such things as mutilation, murder, bodily functions, horror, death, candid scenes, executions, violence, etc.

- **Personals/Dating:** Contains sites that are related to personal ads, dating sites, dating services, relationships, introductions, etc.
- **PG-17:** Short-cut category that includes all sites in Pornography, R-rated and Obscene/tasteless.
- **Pornography:** Sites that contain nudity of any sort, and vulgarity, such as Playboy, Hustler, and Penthouse.
- **R-Rated:** Dating services pertaining to anything which involves 18 and over dating, lingerie, and swimsuits.
- **School Cheating:** Sites promoting free term papers, other school work available on the web.
- **Web-based E-mail:** Sites which offer free online web based email services; this excludes ISPs which provide standard POP or IMAP email accounts.
- **Web-based Proxies/anonymizers:** Sites which offer free anonymous proxy services.
- **Web-based Newsgroups:** Sites which offer archives of Usenet postings

YOUR ACCESS HAS BEEN DENIED

The Internet content you are trying to access has been blocked.

If you have override authorization, click here. If you feel this site has been

blocked incorrectly, click here to notify WNYRIC Content Filtering Support.

View Filtering Policy

SCREEN AT RIGHT WILL APPEAR WHEN A SITE IS BLOCKED.
Click on link for override if your district allows this option (follow district procedure to obtain override "id and password").

If user feels the site was blocked incorrectly or would like a review of the site, click on this link to go to form (below).

Click on link at bottom of screen to view details of filtering policy (categories/brief explanations – next page).

Authorized Override Screen –
Fill in provided account name, password (must follow upper/lower case details), then click on SET PROFILE to turn filtering off.

AUTHORIZED OVERRIDE

Master Account Name: [   ]
Profile Password: [   ]

SET PROFILE

Create or Edit your master account profiles

Request Review Screen –
Fill in the required information (name, school district, e-mail address, specific URL address).

Use this field to describe why you this site reviewed.

Click SUBMIT at bottom of form. You will be notified via email as to resolution of the site review. This may take from 1-2 days, depending on number of requests in queue for review.

Request Review

* Name (FName & LName): [   ]
* School District: [   ]
* Your Email Address: [   ]
* Website Name/Description: [   ]
* Request: [Block ▾]
* Specific URL Address: [   ]
  Comments:

[   ]

Submit

ACCEPTABLE USE POLICY (AUP)
FOR COMPUTERS/TECHNOLOGY AND INTERNET ACCESS

The Board of Education requires all users of District Technology to abide by the following Acceptable Use Policy (AUP):

Technology resources are available to students, staff, and guests in the Cheektowaga Central School District (CCSD). These resources include software delivered via CCSD's Local Area Network (LAN), Internet resources, Internet access, and digital tools. We are pleased to provide this access and believe that telecommunication and other technology resources offer vast and unique opportunities to our community. Our goal in providing this service is to promote educational excellence in our schools by facilitating resource sharing, innovation, communication, and digital citizenship.

To deliver technology resources, students and staff may have access to and/or may be provided:
1. Internet access
2. Electronic communications; email (E-mail), blogs, wikis, etc.
3. Information and international news
4. Public domain software and graphics of all types
5. Library catalogs and databases
6. Training by a CCSD technology staff member and/or instructor in proper use
7. Student management systems
8. Online courses and testing
9. Use of personally owned devices

CCSD has taken precautions to restrict access to materials that are not considered to be of value in the context of the school setting. However, it is impossible to control all materials on a global network. We at CCSD believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain material that is not consistent with the educational goals of the District.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of the network relies upon the proper conduct of end users who must adhere to this AUP policy, which is provided so that each user is aware of his/her responsibilities. In general, this requires each user's efficient, ethical, and legal utilization of the network resources. All technology use is monitored by CCSD personnel.

If a CCSD user violates any of these provisions, his or her technology use privileges may be garnished or terminated. Those who engage in unacceptable use may also be subject to further disciplinary measures under District policy and the Code of Conduct. The District reserves the right to pursue legal action and may bring suit in civil court.

Terms and Conditions for Use of Computer Technology and Internet Access

1. <u>Acceptable Use</u> - The District Technology Coordinator and the Superintendent of Schools will deem what is appropriate/inappropriate use. The administration, staff and students of CCSD may request the system administrator to deny, revoke, or suspend user privileges at anytime.

2. <u>Privileges</u> - The use of all hardware, software, and other technology resources is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. Every person who receives an account will be instructed by a CCSD staff member in the proper use of the network. The purpose of the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of a CCSD account must be in support of education and research and be consistent with the educational objectives of CCSD. Use of other organizations' networks or computing resources must comply with the rules appropriate for that other site. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or sexually explicit material, or material protected by trade secret.

3. <u>Responsibilities</u> – Users are expected to abide by the generally accepted rules of the CCSD network and other technology resources, including but not limited to the items noted in this AUP. **Failure to comply will result in loss of privileges**. These responsibilities include (but are not limited to) the following:

   a. Each user must utilize a District-issued user ID and password for his/her account in order to gain access to network resources.
   b. Users are responsible for all activity on his/her account while "logged on." When not actively using the account, he/she **must** "log off".
   c. Users must keep his/her network ID and password confidential – any sharing of passwords is prohibited.
   d. Students must **not** reveal their personal address, phone number, or personal data about themselves or other students, faculty or staff.
   e. Students must not meet anyone in person with whom they have made electronic contact unless District and/or parental permission is granted.
   f. Netiquette is expected of all users. Users must be polite and not be abusive in messages to others. Appropriate language must be used.
   g. Electronic mail (E-mail) is not guaranteed to be private. The system operators have access to all mail. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
      The E-mail system is the property of the District and intended only for its use.
   h. Users must not use the network in a way that disrupts the use of the network by other users. Users must assume that all accessible electronic information is copyright protected.
   i. Users must report each and every incidences of computer system abuse/misuse to the District Technology Coordinator.

4. <u>Warranties</u> - CCSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. CCSD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. CCSD specifically denies any responsibility for the accuracy or quality of information obtained through its services.

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5. *Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the system, you must notify the District Technology Coordinator. Do not demonstrate the problem to other users. Attempts to log on to the system as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or of having a history of problems with other computer systems may be denied access.*

6. *Software usage – Only District-owned software may be used with the exception of staff owned software that has been approved by the District Technology Coordinator. Portable storage devices are permitted for school assignments. Unauthorized use of devices may result in such devices being confiscated with other possible consequences to the user.*

7. *Equipment - The district is not responsible for repair and/or replacement of non-district hardware owned and used by students, staff, and guests.*

8. *Vandalism - Vandalism will result in suspension or cancellation of privileges. Vandalism is defined as any malicious attempt to alter or destroy data of another user, to damage computer hardware or software, and/or to misuse the Internet, or any others agencies or computer systems that are connected to CCSD. This includes, but is not limited to, the uploading or creation of computer viruses and any physical damage. Improper use and tampering will not be tolerated. Reimbursement of cost for replacement and/or repair of damage may be sought by district.*

9. *Ethical Use – Use of District network resources and any other CCSD technology resources are a privilege. Religious messages and materials that are intended or could be perceived to be proselytizing are strictly prohibited. Malicious, threatening, and/or unethical posting of information and/or images is also prohibited. Also prohibited is the use of district resources for personal gain.*

10. *Data – Student and staff data files and other electronic storage areas are considered to be District property and subject to control and inspection. The District Technology Coordinator may access all files and communications to insure use compliance. Unauthorized access, sharing and transmission of school District data are strictly prohibited.*

Appendix A

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR TEACHERS

Appendix B

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR ADMINISTRATORS