

EDWARDS-KNOX CENTRAL SCHOOL



Technology Plan 2014-2016

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Mission Statement

Teaching, Learning, Growing: An Investment for the Future

The mission of the Edwards-Knox Central School District is to provide positive learning experiences in order to maximize the growth and potential of each student and to serve as a learning resource for the entire community. This mission will be achieved through teaching and learning in an environment which is safe and positive, which encourages students to become responsible and to respect themselves and others, and which focuses on social, emotional, and physical dimensions. This mission will be achieved through the cooperative efforts of students, parents, the community, the Board of Education, the professional staff, and the support staff.

About the Edwards-Knox Central School District

Edwards-Knox Central School has a student population of six hundred twelve students, with a low mobility rate under 10%. 67% of our students receive Free or Reduced lunch. The district is pre-kindergarten through 12th grade, housed in one building. We are proud to have a 95.1% attendance rate for students PreK-12. The number of special education students served by the district as of April 2011 is 163.

Plan Administration

The Edwards-Knox School Technology Plan is implemented and evaluated through a shared decision-making team process. The team meets regularly to discuss and evaluate technology needs that include, but not limited to, SmartBoard and CPS usage, software and hardware purchases, computer lab usage/schedules, and staff development needs. The District Technology Committee is divided into several subcommittees with a mixture of elementary, high school staff, parents, BOE, and administration. The subcommittees meet as needed throughout the year. The full district committee meets triennially or as often as needed.

District Technology Committee

Lura Gotham: Interim Elementary Principal

Amy Sykes: High School Principal

Sue Kelly: Superintendent

SLL BOCES: Business Manager

Amanda Fuller: Parent Representative

SLL BOCES IT

Rod Hooper: Model Schools IT

Linda Alford: HS Guidance Counselor

Mindy Curtis: Elementary Teacher

Denise Koser: Elementary Teacher

Jim Buckley: HS Teacher

Mike Gault: HS Teacher

Jon Hogle: HS Teacher

Terry Remington: HS Teacher

Tracey Burke: HS Teacher

Needs Assessment

Technology is an ever changing valuable tool that is used in the implementation of the Common Core throughout the content areas as well as ITSE's National Educational Technology Standards for both students and staff. In order to achieve mastery of current technology, continually upgrade and maintain the District network infrastructure to be able to handle the demands of both distance learning and the interaction between the school environment and the global community; a high priority of demand and competence is placed in this area. The implementation of this three-year technology plan and its goals will provide us with the necessary hardware, software, professional development, and evaluative means to help us succeed and advance with technology.

Technology is a valuable tool used in the implementation of the Common Core throughout the content areas. Integration of technology in the curriculum provides students with the tools they need to learn. In order for students to achieve mastery of current technology the district will need to provide both time and support for teachers to implement technology in the classroom. Planning time will be a crucial aspect to the success of integrating technology in the classroom. Teachers will need time to plan projects, collaborate, and receive support from technology experts. They can utilize their planning periods and the time at the end of the day to accomplish this.

Since teachers will be requiring students to complete assignments and projects that involve technology, and knowing that not all students have access to computers and the internet at home, students must be provided the opportunity to access school computers to complete these assignments. All students may have access to computers during study halls.

In order to assess the progress of students at the end of their technology training for mastery the instructor will provided a simple assessment of the skills outlined per grade level under goal one. Students in grades PreK – 3rd grade will receive a simple assessment of grade level benchmarks. Students in grades 4th – 6th grades will receive formal assessment of all projects and grade level benchmarks. Students in 8th grade will complete the NYS Technology Online Assessment provided by the state.

District Goals

Edwards-Knox Central will incorporate the use of computer and related technology so that it becomes a natural part of teaching and learning. Our District is committed to graduating students who possess skills that demonstrate and utilize computer technology literacy as well as staff who use technology in their daily functioning.

Goal Area 1

Expose students to technology with opportunities for instruction and use at Pre-K thru 12th grades in order to become adequately prepared for higher education, the work force, and everyday life usage of technology.

Goal Area 2

Provide leadership, coordination, and access to appropriate technology, policies, staff development and procedures to all support staff, faculty, and administration to enhance the educational effectiveness of our district.

Goal Area 3

Provide parents and community members access to technology; use technology to distribute information to help parent support their child's education, and provide counsel to students, staff, parents, and community about the principles of internet safety on an annual basis.

Goal Area 4

Provide and maintain the infrastructure as well as the hardware, software, budgeting/purchasing plan, and professional development to implement this plan.

K-12 Computer Literacy Benchmarks

Goal Area 1

Goal: Every student will have the opportunity to use learning technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future study and employment.

Existing Instructional Technology:

Students in pre-kindergarten and kindergarten are introduced to the fundamental beginner computer courses through computer lab instruction and projects that are scheduled weekly. Scheduled, formal computer instruction begins in 1st grade. Each second through third grade student will take a Keyboarding course, which will include touch typing instruction, utilizing a variety of programs to include Microsoft Word. Fourth through sixth grade students will take formal Technology courses, with emphasis on graphics and multimedia, internet research projects, internet safety, cyber-bullying, and a variety of projects to reinforce classroom curriculum. Advanced technology concepts and applications are offered to students in Agriculture, Family and Consumer Science, and Business Education Courses in grades 7-12. Teachers will utilize technology applications to maintain effective instruction in other content areas.

| Basic Operations and Concepts | | | |
|--|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Identify and use the parts of a computer | Pre-K | K-4 | 5-12 |
| Keyboard familiarity (enter/return, spacebar, arrow keys, etc.) | Pre-K | K-4 | 5-12 |
| Use the mouse (point, click, double, click, drag) | Pre-K | K-4 | 5-12 |
| Open a software program | Pre-K | K-4 | 5-12 |
| Quit a software program | K | 1-4 | 5-12 |
| Recognize icons and their functions | K | 1-4 | 5-12 |
| Open, close, and restore windows | K | 1-4 | 5-12 |
| Use the scroll bar | K | 1-4 | 5-12 |
| Use correct posture at the computer | K | 1-4 | 5-12 |
| Open and close a file | 1 | 2-4 | 5-12 |
| Create and name files | 1 | 2-6 | 7-12 |
| Log in using username and password | 1 | 2-3 | 4-12 |
| Perform touch typing | 1 | 2-3 | 4-12 |
| Use correct finger reaches from home row to top/bottom row keys | 2 | 3 | 4-12 |
| Use “save as” appropriately | 2 | 3-4 | 5-12 |
| Create and use a structure of files and folders | 2 | 3-4 | 5-12 |
| Print documents to specific network printers | 2 | 3-4 | 5-12 |
| Access and save to network folder, hard drive, floppy disk, CD-ROM, or flash drive | 2 | 3-4 | 5-12 |
| Delete files and folders | 2 | 3-4 | 5-12 |
| Use function and numeric keys | 3 | 4 | 5-12 |
| Use keypad to key numbers | 3 | 4 | 5-12 |
| Uses basic terms in reference to computer technology (ie. port, disk drive, CD- drive, etc.) | 3 | 4 | 5-12 |
| Multitask by opening and using two programs at once | 4 | 5 | 6-12 |
| Use find command to locate files and folders | 7 | 8 | 9-12 |
| Use online help | 8 | 9 | 10-12 |

| Ethical, Legal, & Social Concerns | | | |
|---|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Collaborate with other classmates as a team member | K | 1-6 | 7-12 |
| Demonstrate appropriate behavior when using computers | K | 1-6 | 7-12 |
| Demonstrate proper care of computer media and media devices | K | 1-6 | 7-12 |
| Respect the privacy of other's work | K | 1-6 | 7-12 |
| Model legal and ethical behaviors when using technology. | 2 | 3-4 | 5-12 |
| Understand and respect copyright laws. | 5 | 6 | 7-12 |

| Word Processing Skills | | | |
|--|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Change font, size, style, color, and alignment of text | 2 | 3 | 4-12 |
| Insert clip art | 2 | 3 | 4-12 |
| Identify intended use of word processing program | 3 | 4 | 5-12 |
| Set page orientation (portrait and landscape) | 3 | 4 | 5-12 |
| Select, insert, and delete text | 4 | 5 | 6-12 |
| Cut, copy, and paste text | 4 | 5 | 6-12 |
| Insert bullets and numbers | 4 | 5 | 6-12 |
| Insert date format and page numbers | 5 | 6 | 7-12 |
| Use find and replace/change command to replace text | 5 | 6 | 7-12 |
| Insert symbols | 5 | 6 | 7-12 |
| Use thesaurus | 5 | 6 | 7-12 |
| Add footnotes/endnotes | 5 | 6 | 7-12 |
| Change page setup | 5 | 6 | 7-12 |
| Create and Format Tables | 5 | 6 | 7-12 |
| Create Columns | 5 | 6 | 7-12 |
| Add Header or Footer | 5 | 6 | 7-12 |
| Spell and Grammar Check Document | 5 | 6 | 7-12 |
| Mail Merge | 9-12 | | |
| Utilizing drop caps, text wraps, and other graphical enhancements. | 9-12 | | |

| Graphics and Multimedia | | | |
|--|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Name and use paint and draw tools | 4 | 5 | 6-12 |
| Add a picture | 4 | 5 | 6-12 |
| Cut, copy, and paste pictures | 4 | 5 | 6-12 |
| Resize pictures | 4 | 5 | 6-12 |
| Add and edit text | 4 | 5 | 6-12 |
| Move and delete slides | 4 | 5 | 6-12 |
| Change slide layout | 4 | 5 | 6-12 |
| Create a variety of documents using Publisher. | 4 | 5-6 | 7-12 |
| Create presentation using Storybook | 4 | 5 | 6-12 |
| Import and embed audio and graphics | 5 | 6 | 7-12 |
| Use templates, wizards, and backgrounds | 5 | 6 | 7-12 |
| Create presentation using PowerPoint | 5 | 6 | 7-12 |
| Use transitions and timing | 5 | 6 | 7-12 |
| Create presentation using Movie Maker | 8 | 9-12 | 9-12 |
| Create hyperlinks | 9-12 | 9-12 | 9-12 |
| Create animations | 9-12 | 9-12 | 9-12 |
| Create Avatar | 9-12 | | |

| Spreadsheet | | | |
|--|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Identify intended use of a spreadsheet | 6 | 7-8 | 9-12 |
| Navigate in a spreadsheet | 6 | 7-8 | 9-12 |
| Identify cells, columns, and rows | 6 | 7-8 | 9-12 |
| Add and edit data | 6 | 7-8 | 9-12 |
| Create a spreadsheet | 6 | 7-8 | 9-12 |
| Insert/delete columns and rows | 8 | 9-12 | |
| Manage and communicate information | 8 | 9-12 | |
| Use to solve problems | 8 | 9-12 | |
| Produce graphs and charts | 8 | 9-12 | |
| Use sum command and simple formulas | 8 | 9-12 | |
| Use fill down/across | 8 | 9-12 | |
| Create professional quality report. | 8 | 9-12 | |
| Create simple macro for use with Microsoft Publisher documents | 9-12 | | |

| Database | | | |
|-------------------------------------|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Identify intended use of a database | 7-12 | | |
| Navigate in a database | 7-12 | | |
| Add and edit data | 7-12 | | |
| Create and modify a report | 7-12 | | |

| Internet and Research Tools | | | |
|--|-----------|-----------|---------------------|
| | Introduce | Reinforce | Master/ Maintain |
| Demonstrate appropriate behavior for Internet and e-mail use | 2 | 3-4 | 5-12 |
| Navigate teacher chosen web site | 2 | 4-5 | 6-12 |
| Use internet toolbar to navigate | 2 | 3-4 | 5-12 |
| Use online library databases and e-books | 4 | 5-6 | 7-12 |
| Perform simple web searches | 4 | 5 | 6-12 |
| Use hyperlinks to navigate | 5 | 6 | 7-12 |
| Acquire appropriate information online (text, audio, video, databases, graphics, etc) | 5 | 6 | 7-12 |
| Use electronic reference tools | 5 | 6 | 7-12 |
| Evaluate acquired information for validity and usefulness | 5 | 6 | 7-12 |
| Introduce the use of bookmarks | 5 | | |
| Add an internet bookmark | 5 | | |
| Apply technology tools for research, information analysis, and problem solving in content learning | 5 | 6 | 7-12 |
| Utilize online learning management systems (blackboard, moodle, etc) | 8 | 9-12 | 9-12 |
| Identify the parts of an email message | 9-12 | | |
| Send and receive email | 9-12 | | |
| Reply to an email message | 9-12 | | |
| Correctly attach files and send files by e-mail | 9-12 | | |
| Use appropriate programs to open attached e-mail files | 9-12 | | |
| Enter a URL | 9-12 | | |
| Develop multi-media presentations with sources cited | 9-12 | 9-12 | |

Goal Area 2

Goal: Provide leadership, coordination and access to appropriate technology, policies, staff development and procedures to all support staff, faculty and administration to enhance the educational effectiveness of our district.

Objective 1: Survey all staff members to assess their technology skills and needs.

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|--|----------------------|---|------|------|
| Create technology skills survey (K-12 staff and administration) and submit to staff. | Technology Committee | Only in 2016 unless the need arises prior to that time. | | |
| Assess technology needs and skill level of K-12 staff and administration | Technology Committee | 2016 Implement self-survey. Tabulate results to assess needs. Prioritize areas of concern. Make suggestions for staff development training. **Ideas and suggestions are continuous from 2014-2016 and any staff development necessary will be scheduled. | | |

Objective 2: Provide training and workshops for staff based on survey results and any newly acquired technology.

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|--|---|--|--|--|
| Microsoft Office productivity applications. Especially Word and PowerPoint | Model Schools ITCC (Instructional Technology Curriculum Coach) and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Applications such as: School Tools, Google for Education | Librarian, Network Administrator, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Appropriate use of internet resources; Safe web browsing and searching; The use of Boolean logic, website evaluation, and online databases | Librarian, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |

| | | | | |
|---|---|--|--|--|
| Use of eBooks with Kindle Reader and Kindle Fire and other reading programs. | Librarian, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Operation of digital camcorders and cameras and any other equipment used for classroom use and student projects | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Video and image editing for use in the classroom | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Interactive whiteboards and tablets Example: SmartBoards and Airliners | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Classroom question response systems Example: eInstructions CPS | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Classroom websites with the use of SchoolWires online services. | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Innovative Software Exploration, to include internet based programs. | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| eDoctrina: Data Driven Instruction and Assessments | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| iObservation: staff evaluations | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Schoology: communications with students | SLVTC, | One-to-One, | One-to-One, | One-to-One, |

| | | | | |
|--|---|--|--|--|
| for assignments, and discussions | Model Schools ITCC, and District Staff | Workshops, or Classroom Observations | Workshops, or Classroom Observations | Workshops, or Classroom Observations |
| Safe School Training: an online service to meet the state requirements for items such as blood borne pathogens, bullying, etc. | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| Park Standards: Online Testing | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |
| School Vue: Monitoring computers in the labs from the teacher/librarian station | SLVTC, Model Schools ITCC, and District Staff | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations | One-to-One, Workshops, or Classroom Observations |

Objective 3: Create Peer Technology Support Teams

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|--|------------------------------------|-------------------------|-------------------------|-------------------------|
| Survey staff: areas willing to be a go-to person. (Part of Objective 1) | Technology Committee | One-to-One or workshops | One-to-One or workshops | One-to-One or workshops |
| Provide resources, training and support for Peer Technology Support Team members | Administration, Model Schools ITCC | One-to-One or workshops | One-to-One or workshops | One-to-One or workshops |

Objective 4: Improve avenues of communication using technology

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|---|------------------------|---|---|---|
| Update email lists for each staff member in the building using the I-Mail software, give all faculty and staff passwords. | Network Administrator | Check against district directory each September | Check against district directory each September | Check against district directory each September |
| 95% of memos/documents distributed electronically | | Continue | Continue | Continue |
| Maintain, evaluate, expand and update school website | Webmaster | Continue | Continue | Continue |
| Continue to expand website to represent each | Individual teachers or | Continue | Continue | Continue |

| | | | | |
|--|-------------------------------------|----------|----------|----------|
| grade level or department | departments | | | |
| Continue to establish and maintain an online master calendar | Network Administrator and Librarian | Continue | Continue | Continue |

Goal Area 3

Goal: In order to support parents in monitoring and reinforcing the instruction their child receives at school, parents will have the opportunity to access web-based information about their children’s learning environment, climate, and progress. Parents will have access to a wide range of student activities that can help them assist their children at home.

Principals of Internet Safety - from the NYS Division of Criminal Justice Services Web Site

Desktop and laptop computers, cell phones, personal digital assistants (PDAs), gaming systems and other electronic devices offer unprecedented ways for people of all ages to interact, learn and entertain. What we consider ordinary today was unimaginable only a decade ago. Social networking sites, “blogs” and text messaging so heavily relied on by so many now, either did not exist or were not widely used. At the same time, it has become as easy to interact with someone in a distant nation, as with a next door neighbor.

However, as wonderful as the technology is, the many "potholes" on the information highway are real and often harmful. It is more important than ever for children - and adults - to be well informed about the advances in technology and ever-evolving risks.

Risks

- Misinformation: Some web sites that appear to be legitimate are filled with inaccurate and misleading information
- Pedophiles and other exploiters easily misrepresent who they are and can establish direct one-to-one access with children
- Pornography: Adult pornography can easily be accessed by children on the Internet
- Child Pornography: The Internet provides child pornographers with a powerful and anonymous distribution vehicle; “sexting” has exponentially increased distribution of child pornography - pornography which is often produced and distributed by children
- Cyberbullying/Online harassment
- Privacy invasion/Identity theft
- Plagiarism
- Internet addiction
- Violent or hateful content
- Gambling
- Intellectual property theft

- Downloading harmful files

Electronic technology is ingrained in the social and academic lives of the “Cyber Generation.” Key results from a 2009 survey conducted by Harris Interactive among a representative sampling of U.S. teens between the ages of 13 and 18 years include:

- Technology enabled: Ninety-one percent of teens have an email address and 60 percent have an instant messenger screen name. Seventy-three percent of teens have a cell phone and 59 percent have a digital camera.
- Acceptance of Social Networking: Seventy-two percent of teens surveyed have online profiles on social networking sites where many have posted photos of themselves and their friends, along with personal information.
- Conflicted over Safety: Most teens surveyed are aware and concerned about the risks of putting personal information out in the open. Fifty-nine percent say having personal information or photos on a public site is unsafe, and 26 percent say they know someone who has had something bad happen to them because of this. Still, 62 percent of teens post photos of themselves on blogs or social networking sites and greater than 40 percent name their school or the city in which they live.
- Prevalent Cyberbullying: More than one-third of teens surveyed have been cyberbullied, perpetrated cyberbullying or know of friends who have experienced or perpetrated it, and 68 percent think it is a serious problem. About 4 in 5 teens (81 percent) think that bullying online is easier to get away with or to hide from their parents than bullying in person.
- Engaging in Sexting: Nineteen percent of teens surveyed have engaged in sexting -- sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email. Sixty percent of teens who sent sexts say they send photos to their boyfriend/girlfriend, but 11 percent say they have sent sexts(1) to someone they don't even know. Eighty-one percent of teen sexters are under 18.
- Online wirelessly: Nineteen percent of teens surveyed go online via their cell phone and 19 percent say their parents are unaware. The vast majority of teens (80 percent) whose parent know they go online via their cell phone say they are not given any limits or -- far fewer than are given boundaries on their desktop PC or laptop

Although many of the risks encountered in cyberspace also exist in the "physical world," the interactive nature makes it much harder to ensure safety. For example:

- Many common sense measures used in the "physical world" are not applicable in the "cyber world."
- Children often understand more about technology and the Internet than their parents, teachers, and other care-givers.

As described by John Walsh of America's Most Wanted, "Teens are not only online, they are active in every nuance of cyberspace. Many have no controls over what they do online and of those who do, nearly 30% figure ways around the boundaries set by their parents. Those parents who have been vigilant over their kids' use of the Internet via their computers, haven't extended their watch to their kids' use of the wireless devices, which are increasingly offering predators all the access they need to our precious and vulnerable young ones. Teens are prone to choosing risky behaviors even though they know better, so parents must continue to regularly talk with their children and monitor their activities."

Considering the extensive and immense international reach of the Internet, government and industry regulation will never be sufficient to protect children from online dangers. Safety awareness and education, for both children and adults, is the most effective measure. In the end, as with all

aspects of raising a child, on-going parental involvement is essential.

In consideration of this technology-based danger, the Edwards-Knox School District will provide various forms of Internet safety training to students, staff, parents, and the community on an annual basis.

Objective 1: Increase school to parent communication through the use of our school web page.

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|---|---|----------|----------|----------|
| Posting such things as classroom activities, calendar of events, homework assignments, classroom rules, and classroom goals | Teaching and Office staff | Continue | Continue | Continue |
| Post main office and guidance office information, and forms | Office personnel | Continue | Continue | Continue |
| Post daily announcements, sports practices, and emergency closing information | Building Administration | Continue | Continue | Continue |
| Collect parent emails and have the teacher distribute his/her email addresses so parents could choose to communicate in this manner | Teaching and Office Staff | Continue | Continue | Continue |
| Maintain user identifications and passwords for parents and students so they can begin to access information on School Tools such as attendance, report cards, progress reports, grades, and test scores. | A person will need to maintain ID and Password information; Teaching and support staff to maintain accurate School Tools information | Continue | Continue | Continue |

Goal Area 3 Continued

Objective 2: Provide web training for the community.

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|---|----------------|---|---|---|
| Workshops in how to use School Tools, web page browsing(especially E-K web page), and other software used by students that can be accessed through our server | EK Staff | Demonstration DVD created to assist parents in using technology such as Web2School to be shown during Open House events | Demonstration DVD created to assist parents in using technology such as Web2School to be shown during Open House events | Demonstration DVD created to assist parents in using technology such as Web2School to be shown during Open House events |
| Train town library staff to access school information | EK Staff | Training for Library Staff as needed | | |

Objective 3: Provide public access to computers

| Strategy | Responsibility | 2014 | 2015 | 2016 |
|--|----------------|------|----------------------|------------------------------|
| Open the school library in the evening to give access to students, parents and community members | EK Staff | | One evening per week | One or two evenings per week |

Goal Area 4

Goal: The purpose of this model is to provide access to computer technology in accordance with what would be considered a reasonable standard for a public school in the foreseeable future.

District Level

A District-wide computer network connecting all classrooms and offices with the latest up-to-date hardware and software
Multimedia workstations in all classrooms with access to the Internet.

Pre-K through 6

At least one workstation per K-6 classroom
Elementary computer lab of 25 computers.
SMARTSync installed on teacher computers in all computer labs to monitor student computer usage.

Grades 7-12

At least one workstation per classroom 7-12
High School Lab of 25 computers
Library Lab of 25 computers (optional lab)
High School library with 13 computers and 3 for circulation desk
Students and teachers can access the library card catalog from any computer with internet access
SMARTSync installed on teacher computers in all computer labs to monitor student computer usage.

Network

Fiber optic line from Edwards-Knox Central School to SLL Canton BOCES
Fiber backbone with Category 5 connections to all workstations
Wireless internet capabilities through the entire school with ability to utilize up to 500 users.
Ethernet topology
Cisco switched Network.

Servers

Located off-site at the Canton, NY BOCES Center

Workstations

Approximately 243 workstations

All are multimedia-capable with CD-ROM and sound card

27 Dell OptiPlex 780 2.93 GHz Intel Duo Core w/4 GB RAM

46 Dell OptiPlex 760 3.16 GHz Intel Duo Core w/3 GB RAM

35 Dell OptiPlex GX 755 2.26 GHz Intel Duo Core w/ 4GB RAM

54 Dell OptiPlex GX 745 1.86 GHz Intel Core 2 w/ 2GB RAM

21 Dell OptiPlex GX 620 2.8 GHz Pentium D w/2 GB RAM

12 Dell OptiPlex 9010 3.4 GHz Intel Quad Core w/8GB RAM

25 Dell Latitude 5430 Laptops 2.6 GHz Intel i5 w/4GB RAM

30 Dell OptiPlex 9020 3.4 GHz Intel i7 Quad Core

Workstations are running Windows 7 or 8

142 workstations are running Windows 7 Professional

All workstations are running MS Office 2010 or 2013

Site license for integrated software packages

All workstations connected to printers, either directly or over the network.

Combination of inkjet and laser printers

Central Printing Stations

The Library is outfitted with 1 laser printer and 2 inkjet printers.

Five Business Inkjet Printers are distributed in regional locations throughout the school for easy access printing.

Labs/classrooms with more than one workstation all have central printing within the classroom

Laptops

14 Dell Latitude E6410 Laptops

12 Dell Latitude E6400 Laptops

Mobile Laptop Labs

Dell Latitude E6400-14 units w/ Cart

Dell Latitude E6410-16 units w/ Cart

SmartBoards (Interactive Whiteboards)

43 classrooms are outfitted with a SB680 SmartBoard, a ceiling mounted NEC VT695 LCD Projector, and in a least 19 of the classrooms, the teacher is also using a Smart Technologies WS100 Airliner which is a handheld interactive writing tablet that works with the SmartBoard software.

A mobile SmartBoard is available for use with a COW (Computer on Wheels).

Additionally, we also have an ID350 Symposium (table top version of a SmartBoard) available for use with a COW.

In one classroom we are using a Symposium rather than a Smartboard.

CPS (Classroom Performance System)

CPS is a student response system that uses keypads and a Bluetooth receiver to capture instant data from students. The student response pads or “clickers” are small, handheld devices that allow students to answer questions interactively.

We are currently using 9 CPS systems between 16 classrooms.

Senteo (Classroom Performance System-by Smart Technologies)

SmartBoard version of the CPS

We are currently using 3 Senteo 24 pad systems

Document Camera (ELMO is a visual presenter/document camera.) Ladybug

12 Classrooms are outfitted with a P10 ELMO and a ceiling mounted NEC VT695 LCD Projector.

Additionally, we also have one P10 ELMO available that can be used with a COW

Ladibug 2 - DC120, 5 - DC-125

Multimedia Presentation

COWs - 2 COW's (Computer on Wheels) are available for use in the classrooms. Each COW is outfitted with Dell Latitude 620 laptops, an NEC model VT580 LCD projector, and a SoundBlaster sound system for full multimedia presentation.

Miscellaneous

12'X12' electronic drop down viewing screen for mass presentation in the school auditorium

13 Digital Cameras:

4 Sony Mavica Cameras, 2 Nikon 5700 CoolPix Cameras
4 Sony Powershot A640 Cameras, 4 Sony Powershot A580 Cameras
3 Sony DCR-SR300 Camcorders
1 Sony DCRHC52 Camcorder
1 Kodak Easyshare Digital Camera Z650
1 JVC VHS Camcorder
1 Panasonic Palmcorder VHSC
JVC GC-XA2 HDMI Digital Video camera

User Access

All students are required to sign our Acceptable Use Policy before they are given an individual account to access the network.

Technical Support and Training
SLL BOCES 5 days a week support

St. Lawrence-Lewis BOCES
1 day/week (20%) on-site Instructional Coordinator
Participation in the Model Schools Program

Infrastructure: Hardware

The Network:

The E-K LAN network is set up in a Star topology. There are 7 internal wiring closets all connected to the core switch of the MDF by a fiber backbone. There are 2 additional closets; one located in the Bus garage and the other in the Bio-Mass plant. Both are connected to the MDF by fiber.

Each closet has a complement of Cisco switches that support power over Ethernet (PoE). Each closet is supported by a UPS.

We have also added a Cisco wireless network consisting of a controller and 28 access points giving us wireless access from anywhere in the building. There are 4 external access points mounted outside the building for immediate coverage outside the building.

The Network sets behind a Cisco ASA 5520 Firewall and we are using Network Address Translation (NATing) for IP address.

In addition we have installed a Cisco IP phone system with an IP phone in every room.

Infrastructure: Software

Academic Software:

| Software Name | Number of Licenses | Location |
|---|--------------------|---------------------------|
| Microsoft Office 2010 & 2013 | site | District wide |
| Macromedia Studio 8 | Site License | District wide |
| Type to Learn | Site License | District Wide |
| AutoCAD LT 2005 | 10 Licenses | High School Lab |
| Adobe Premiere Pro 1.5 | 10 Licenses | High School Lab |
| Adobe Premiere Elements 4/ Photoshop Elements 6 | 20 Licenses | High School Lab |
| Adobe InDesign | 20 Licenses | Quarry Lab |
| Adobe Photoshop Elements 4 | 20 Licenses | Elementary Lab |
| Accelerated Reader – Web based application | | Elementary wide & Quarry |
| Star Reader – Web based application | | Elementary wide & Quarry |
| Star Math – Web based application | | Elementary wide & Quarry |
| SuccessMaker | 40 Licenses | Elementary wide & Quarry |
| Read Naturally | Site License | Elementary wide & Quarry |
| Inspiration | 299 | Newly acquired |
| InspireData | 50 Licenses | Elementary Lab |
| Kidspiration 3 | 299 | ordered |
| Choices | Site License | District wide |
| School Tools | Site License | Admin & Teacher computers |
| EMAP | 5 Licenses | Business Office |

In the area of assistive technology we have:

AlphaSmarts, with Write Out Loud software, used in some special education and remedial classrooms to allow students to word-process their writing projects. This is especially useful for those students who struggle with graphology.

Infrastructure: Administrative Software & Online Databases

| APPLICATION | LOCATION |
|--|--------------------------|
| NutraKids: cafeteria management software. Tracks point-of-sale, student lunch accounts, menu planning, ordering, commodities, and stock on hand. | Cafeteria |
| Heartland: Web based payment plan | Cafeteria |
| Direct Certification: Updates profiles students | Cafeteria |
| School Tools: student database maintains all student information, including demographics, attendance, schedule, progress, grades, etc. | Throughout school |
| WINCAP and EMAP: financial management software, payroll, budgeting | Business Office |
| OPAC: Online Library Circulation and card catalog | Library |
| ONLINE databases: various student and teacher research databases | Library |
| CLEAR TRACK 200 (Web-based): maintains complete data on all CSE students, their needs and accommodations | CSE Department |
| NYSSIS (New York State Student Identification System) : student testing data warehoused for the State Education Department | Guidance |
| DOORS: access control for school entrances | Maintenance Department |
| Johnson Controls – METASYS: Building Management – heating controls | Maintenance Department |
| Quickbooks: Managing club accounts | Superintendent Secretary |

During the three-year term of the Technology Plan, we will continue reviewing the latest trends in hardware and software. As per the Child Internet Protection Act (CIPA), schools must actively prevent inappropriate material reaching students via the Internet. We are currently using a Barracuda 610 Web Filter appliance to meet this mandate.

Technology Staffing Inventory

| Name | FTE | Funding |
|--|-----|----------|
| Network Administrator/Technician | | |
| BOCES IT Tech #1 | .6 | In House |
| BOCES IT Tech #2 | .4 | In House |
| Instructional Coordinator | | |
| Rod Hooper | .4 | In House |
| District Teacher with Voluntary Duties | | |
| Jim Buckley | | |
| Mike Gault | | |
| Jon Hogle | | |
| Terry Remington | | |

EDWARDS-KNOX CENTRAL SCHOOL

TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE

We are pleased to offer the students of Edwards-Knox Central School access to the district computer network for Internet access.

To gain independent access (the use of the Internet during a student's free time) all students must obtain parental permission and must sign and return this form to the School.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards throughout the world.

Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, and inaccurate

or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Edwards-Knox Central School teachers who utilize the Internet for instruction will review the guidelines for its use. Parents and guardians should

help set and convey the standards that their children should follow when using media and information sources. To that end, Edwards-Knox Central School supports and respects each family's rights to decide whether or not to apply for independent access.

However, by not approving Internet access a student's ability to research information will be limited.

Guidelines for Acceptable Use - Users are expected to follow these rules of network etiquette:

1. Users are to be polite and use appropriate language. Abusive and/or vulgar messages are not allowed.
2. Users are not to engage in illegal activities including sexually explicit material, gambling, and hate websites.
3. Users are not to reveal anyone else's address, phone number or personal information out over the Internet.
4. Users cannot hold the district responsible for materials that he/she acquires on the network.
5. User's files are NOT private. The District has access to all files and can monitor computer activity at all times.
- Any messages relating to or in support of illegal activities may be reported to the authorities.
2. Users are not to use the network in any way that will be disruptive to other users.
3. Users are not to access, alter, or destroy any files.
4. Users may access the network ONLY for educational intent.
5. Users are not to investigate, download or play Internet games that are not approved by a teacher, use chat rooms (ICRs) or use Multi-Dimensions (MUDS).
6. Users in grades 9-12 will have a school supplied e-mail account not to be misused and
7. Users are not to download or install any software to the computers.
8. Users are not to give out their username and password to anyone, nor are they to use another person's username and password to access the network.
9. Users will credit all materials in their work in keeping with copyright laws.
10. Users are not to employ the network for commercial purposes.
11. Users are to report any misuse of the system according to these rules to the administration.
12. Users are to treat the equipment with care and not abuse it.
13. Users are to follow printing guidelines and ARE NOT allowed to print in color unless given permission by an EK staff member and should only be done for academic purposes.
14. Users are not to use Proxy servers to access the Internet.
15. Users in grades 9-12 will have access to a school provided e-mail account and are expected to use this account within the intent of these guidelines. Grades K-8 will not have permission to access or use any e-mail accounts.
16. If you have any questions about using a computer not consistent with these guidelines, please ask a staff member.

The following are possible consequences depending on the severity of the offense and the impact it may have on others:

- Loss of privileges for 30 days.
- Loss of privileges for remainder of semester or 60 days.
- Loss of privileges for remainder of the year or 90 days.
- Students may be removed from the Network by the Network Administrator for inappropriate use of the network/Internet.
- A discipline referral needs to be filled out by faculty/staff to report violations.

Additional disciplinary action may be determined at the building level for infractions that may violate existing practices (i.e. inappropriate language.) When applicable, law enforcement agencies may be involved.

**EDWARDS-KNOX CENTRAL SCHOOL
TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE
Grades 3-12**

User Agreement and Parent Permission Form – 2014-2015

As a user of the Edwards-Knox Central School computer network, I hereby agree to comply with the stated rules on the reverse side- communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Name (please print) _____

Grade _____ **Birth Date** _____

Student Signature _____

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to use networked computer services at Edwards-Knox Central School as outlined in this document. I understand that my son or daughter will be held liable for the aforementioned violations.

Parent Name (please print) _____

Street Address _____

Town _____

Home Telephone _____

Parents' Signature _____

Date _____

In order to have your network account enabled, **this form must be returned by September 15th** to your homeroom teacher. Until this form is returned, you will not have access to our network. **4th – 12th grade students will continue to use previously assigned passwords. New students and third graders will be assigned passwords.**

EDWARDS-KNOX CENTRAL SCHOOL

TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE

We are pleased to offer the students of Edwards-Knox Central School access to the district computer network for Internet access. To gain independent access (the use of the Internet during a student's free time) all students must obtain parental permission and must sign and return this form to the School.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Edwards-Knox Central School teachers who utilize the Internet for instruction will review the guidelines for its use. Parents and guardians should help set and convey the standards that their children should follow when using media and information sources. To that end, Edwards-Knox Central School supports and respects each family's rights to decide whether or not to apply for independent access. However, by not approving Internet access a student's ability to research information will be limited.

Guidelines for Acceptable Use - Users are expected to follow these rules of network etiquette:

1. Users are to be polite and use appropriate language. Abusive and/or vulgar messages are not allowed.
2. Users are not to engage in illegal activities including sexually explicit material, gambling, and hate websites.
3. Users are not to reveal anyone else's address, phone number or personal information out over the Internet.
4. Users cannot hold the district responsible for materials that he/she acquires on the network.
5. User's files are NOT private. The District has access to all files and can monitor computer activity at all times. Any messages relating to or in support of illegal activities may be reported to the authorities.
6. Users are not to use the network in any way that will be disruptive to other users.
7. Users are not to access, alter, or destroy any files.
8. Users may access the network ONLY for educational intent.
9. Users are not to investigate, download or play Internet games, use chat rooms (ICRs) or use Multi-Dimensions (MUDS).
10. Users are not to download or install any software to the computers.
11. Users are not to give out their username and password to anyone, nor are they to use another person's username and password to access the network.
12. Users will credit all materials in their work in keeping with copyright laws.
13. Users are not to employ the network for commercial purposes.
14. Users are to report any misuse of the system according to these rules to the administration.
15. Users are to treat the equipment with care and not abuse it.
16. Users are to follow printing guidelines and ARE NOT allowed to print in color unless given permission by an EK staff member and should only be done for academic purposes.
17. If you have any questions about using a computer not consistent with these guidelines, please ask a staff member.

The following are possible consequences depending on the severity of the offense and the impact it may have on others:

Loss of privileges for 30 days.

Loss of privileges for remainder of semester or 60 days.

Loss of privileges for remainder of the year or 90 days.

Students may be removed from the Network by the Network Administrator for inappropriate use of the network/Internet.

A discipline referral needs to be filled out by faculty/staff to report violations.

Additional disciplinary action may be determined at the building level for infractions that may violate existing practices (i.e. inappropriate language.) When applicable, law enforcement agencies may be involved. 2

EDWARDS-KNOX CENTRAL SCHOOL
TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE
Pre-Kindergarten – Grade 2

User Agreement and Parent Permission Form – 2014-2015

As a user of the Edwards-Knox Central School computer network, I hereby agree to comply with the stated rules on the reverse side- communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Name (please print) _____

Grade _____ **Birth Date** _____

Student Signature _____

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to use networked computer services at Edwards-Knox Central School as outlined in this document. I understand that my son or daughter will be held liable for the aforementioned violations.

Parent Name (please print) _____

Street Address _____

Town _____

Home Telephone _____

Parents' Signature _____ **Date** _____

In order to have access to the network, **this form must be returned by September 15th** to your teacher. Children in Pre-Kindergarten – Grade 2 will not have individual accounts but will be logged onto the network by their teacher provided that this form has been turned in with parental approval.

Revision 04/11

Staff Acceptable Use Agreement for Technology Edwards-Knox Central School

Introduction

The Board of Education will provide staff with access to various computerized information resources through the District's computer system consisting of software, hardware, computer networks and electronic communication systems. All access to the E-K Computer System from school, home, or other remote locations shall be subject to this policy and accompanying regulations.

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

Staff Access

Staff access to the Computer System will include but is not limited to:

1. Internet (World Wide Web) resources through their classroom, library, or school computer lab. Internet access history may be monitored at any time.
2. A school e-mail account. School e-mail accounts are not private. The District Superintendent (or designee) has the right of access to all e-mail sent or received.
3. A staff created professional web page(s) for educational purposes as part of class or school related activities. All material placed on staff web pages will be monitored for appropriateness.
4. The Student Informational System eg., School Tools, ClearTrack, for current students as regulated by FERPA laws.

Acceptable/Unacceptable Uses

1. **Respecting Resource Limits of the District Computer System:**
 - a. Will be used for educational and professional activities.
 - b. Will not be used for the operation of a Commercial Business.
 - c. Staff will manage their e-mail on a regular basis.
 - d. Unauthorized access to any component of the Computer System is strictly prohibited.
2. **Plagiarism and Copyright Infringement**
 - a. Staff will not plagiarize.
 - b. Staff must respect the rights of copyright owners and obtain permission for use from the copyright owner prior to use.
3. **Inappropriate Access to Material**
 - a. The computer network will not be used to access material that is profane, obscene, pornographic or illegal.
 - b. The computer network will not be used to advocate violence or discrimination towards other people.
 - c. The use of Internet games or social networking programs not relevant to an educational purpose is prohibited.

Staff Rights/Responsibilities

1. Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the Computer System is private.
2. In the event that a staff member accidentally accesses an unacceptable website or receives an inappropriate email, that staff member should report it immediately to the Superintendent or his/her designee, so this site can be blocked from further use.

Discipline

Staff members who engage in unacceptable use may lose access to the computer network and may be subject to further discipline under the law or in accordance with applicable collective bargaining agreements.

Limitation of Liability

Edwards-Knox Central School makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system, including but not limited to loss of data and inaccurate or poor quality information obtained from the system.

This form will be collected and stored in the high school or elementary office. It is due by September 15 or 10 days after your hire date if hired after the start of the school year.

Staff Member Signature

Date