Clymer Central School District Technology Plan

July 2015- June 2018

Clymer Central School District
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District Mission Statement

We will provide all students the opportunity to learn today so they may contribute to a better tomorrow.

Introduction

Clymer is a small, rural town located in the extreme southwest corner of New York State. Over half of the population of the residents within the Clymer Central School District is Amish. Since the area is rural, agriculture is the main industry. Clymer Central School District serves a student population of approximately 450 students in one PK-12 building. Over 40% of Clymer's students qualify for the Federal Free and Lunch program. 96% of Clymer students are Caucasian with the remaining 4% made up of Asian, Hispanic, Pacific Islander and African American origin.

Clymer's district administrative staff consists of a Shared Superintendent, Shared Director of Instruction, Shared School Business Executive, and a Shared Director of Technology. Building level administrative staff include a PK-6 Principal and a 7-12 Principal. Clymer Central School employs a total of 65 instructional staff, which includes teachers, teacher assistants and aides, two school counselors and a School Psychologist. All Clymer students are eligible to ride district transportation. Clymer also maintains its own cafeteria program.

The Clymer Central School District, striving to provide the best educational climate for its students, believes that instructional technology is a cornerstone of an effective school that meets the needs of the students for the future. Technology is not only a product of our culture; it also shapes the culture that created it. Studies have shown that technology makes instruction more student-centered, encourages cooperative learning and stimulates increased student/teacher interaction. The majority of classrooms at Clymer are equipped with current technology, including projectors and interactive whiteboards. Currently, Clymer has a 1:1 iPad initiative for grades K-8. Administration, teachers and students are utilizing current workstations in all areas of the building. Clymer also participates in Distance Learning, including hosting courses, as well as receiving them.

It is simply not feasible for teachers to know or teach everything a student needs to know to succeed in life. We must teach an information-based inquiry process which meets the demands of this new age. This is a new challenge for the world's most important profession. To this end, we believe that technology exists as a very powerful, essential tool in the education process for both students and staff. Technology is not a separate curriculum, but an appropriate part of every curriculum at every level of instruction. In order to make this a reality, Clymer staff is very active in technology professional development of all types. The majority of this training is provided through CSLO/Model Schools from Erie 1 BOCES.

This plan will provide the blueprint for incorporating instructional technology into the overall district educational plan.

Acknowledgments/Stakeholders

This plan and the vision needed to create a viable technology blueprint for Clymer Central School District is the product of the Clymer Central School District Comprehensive District Education Plan Committee members. The development of the Technology Plan began on 5/5/2015. The Director of Instruction and the Director of Technology met to discuss drafts of the district's technology goals and action plan for next three years. Along with many informal discussions about the plans for technology between the stakeholders listed below during the past year, the CDEP committee formally met twice about the Technology Plan revisions and goals. The first meeting occurred on 5/12/2015 and resulted in recommendations about the broad district goals presented from the meeting on 5/5/2015 as well as specific curricular goals. The second meeting of the CDEP committee occurred on 6/16/2015 where the goals of the technology plan were finalized.

In addition, during the 2015-2016 school year, the CDEP committee met on a bi-monthly basis to review and assess our implementation of our technology vision. At each monthly meeting, technology was a line item on the agenda and input was received by all committee members.

The CDEP Committee is comprised of the following:

Ed Bailey 7-12 Principal

Barbara Carlson - Middle School Special Education Teacher

Sonja DuBois PK-6 Principal

Emily Harvey Director of Instruction

Brynne Hinsdale Director of Technology

Matt Kindberg Secondary Social Studies Teacher

Candy Scarem Parent/Community Member

Lori Svenson Secondary School Counselor

Chris Vangeli Middle School Special Education

Vision & Goals

District Technology Vision Statement

Clymer Central School is committed to offering students, faculty, staff and community members the opportunity and means to learn, explore, develop and utilize the various technologies available within the district. CCS will provide its students with the technological tools and knowledge base necessary to develop skills they will use throughout their futures by providing direct instruction and independent educational activities.

Goals for Technology Use:

1. Support and enhance the integration of technology into the curriculum by preparing students with the necessary technological skills aligned with New York State Common Core Learning Standards, New York State Learning Standards and Assessments.
2. Provide appropriate, on-going training of staff in technology and instructional uses.
3. Increase teacher productivity using appropriate technological tools.
4. Provide timely technical and instructional support.
5. Assist students with special needs through the use of technology.
6. Continue dedicated funding for the planning, purchase, installation, maintenance, evaluation and upgrading of all district technological tools.
7. Continue to provide technology leaders (both curricular and technical) in our district.
8. Expand the technological infrastructure that will promote the exchange of information between school and community.
9. Continue the exploration of new technologies remaining current and planning for the future.

I.   Curriculum

A. Curriculum Integration

Goals & Strategies:

1. In the elementary grades, ELA, Math & Response to Intervention instruction (RTI), teachers will continue to use technology products such as Waterford Early Learning, IXL, i-Ready Instructional Lessons, Raz-kids and the iPad 1:1 program to individualize and adapt instruction for students. At the secondary level, teachers will be encouraged to continue to research and find new ways to individualize and adapt instruction for students. Tools they could use include content specific iPad apps, i-Ready Instructional Lessons, Showbie and other educational websites.

2. Teachers will be provided the opportunity to continue to implement instructional technology aligned to the New York State Common Core Learning Standards into their lessons. We will support the embedding of Technology and technology literacy within the curriculum.

3. Clymer will continue our Distance Learning commitment. We will work to provide our students opportunities to network with teachers and students across the state. We hope to increase the number of college credits available to the high school students via Distance Learning. We will increase virtual field trips via Distance Learning and our Polycom unit.

4. Continue to move toward a technology rich or 1:1 computing environment that provides all teachers and students with the tools and access to information they need to excel academically.

5. Offer faculty and staff targeted professional development around New York State Common Core Learning Standards and opportunities for technology integration.

Identification & Promotion:
We will continue to use CSLO through Erie 1 BOCES and the Erie 2 Model Schools service, technology conferences and consortiums, and technology publications to help identify new strategies for increasing our student's technology literacy. As new instructional technology resources emerge, they will be presented to faculty via staff meetings, in-service days or email.

B. Student Achievement

Teachers will be consistently encouraged to include technology in their curriculum work. Because technology is essential in satisfying New York State Common Core Learning Standards, it is necessary to integrate technology and the available tools in all curriculum areas.

We will integrate the ISTE standards for students, teachers and administrators developed by

the International Society for Technology in Education (ISTE). The ISTE web site is http://www.iste.org

By incorporating the ISTE standards and the ISTE performance indicators for student learning, we will start bridging the curriculum – technology gap. Teachers will be encouraged to incorporate the following ISTE standards for technology literate students.

The following are the general ISTE standards and the ways they are being implemented:

 1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Students create projects in various subjects using iPads and the Book Creator and iMovie apps. The end project demonstrates their knowledge about a particular subject.

2. **Communication and Collaboration:** Students use digital media and environment to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Teachers will offer the use of online systems for communication and collaboration, such as Office 365 and Showbie.

3. **Research and Information Fluency:** Students apply digital tools to gather, evaluate and use information. Students make use of Internet databases subscribed to by the district for research throughout all grades and content areas.

4. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

5. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Internet Safety, plagiarism awareness, & cyber bullying are integrated into all content areas throughout all grade levels. Responsible Online behavior is promoted at all grade levels.

6. **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations. Beginning in Kindergarten, students are introduced to: basic computer components and operations, keyboarding skills, iPad usage, troubleshooting and using online resources. In middle school, students progress to studying basic graphic design, spreadsheet and database design and analysis. At the high school level, students study advanced graphic design, digital photography and advanced video editing.

Action Plan
The success of curriculum integration will be assessed yearly in the following manners:
● Administrators will make note of technological integration during instructional observations
● Administrators and peer review of technology integration into teacher's curriculum.
● Teacher self evaluation as part as annual performance review
● We will use the above strategies to continuously evaluate our progress with an eye toward adjusting our vision.

C. Technology Delivery

We will work to increase our distance learning courses and offerings.

We will also continue to work with teachers in our building to schedule video conferences with other districts or organizations to enhance our students' view of the world. We will provide a list of virtual field trips to teachers to help them know what is available to them.

We will continue to offer college courses to high school students through the use of our Distance Learning technology.

We also continue to promote and fund technology based learning through our 1:1 iPad initiative.

D. Parental Communications & Community Relations

The technology plan will be uploaded to our school website. A hard copy will also be available at a community member's request. The website is maintained on a daily basis and includes upcoming events, news and other information. Staff members are continually working to include more items on the webpage that will help parents and community members. We will also continue to work to create a greater Clymer Central School presence on social media.

The district also offers a Parent & Student Portal through our student management system, PowerSchool. This portal assigns parents a username and password and they are able to login to see their children's schedules, progress reports, report cards, assignments, cafeteria account balance and attendance. Parents have found this system extremely accessible and easy to use.

Clymer also subscribes to OneCall Now, which is a rapid calling system. We use this system to communicate with parents for emergency situations, such as school closings, as well as reminders of school events.

The district produces a community newsletter periodically throughout the year. Each newsletter is full of student activities and information about what the students are learning in their classrooms during the school day.

II: Professional Development Strategy

E. Professional Development

The Clymer Central School District believes that instructional technology resources can only be fully utilized by teachers that have competency in using the technology. With the current changes to the New York State Common Core standards, it has become increasingly difficult for teachers and administrators to incorporate the technology the new standards require without sufficient professional development.

Professional development is accomplished by at least 3 different avenues. In-house training sessions will be taught by coworkers or outside trainers, teachers will attend CSLO & Model Schools workshops throughout the year and the Director of Technology will provide just-in-time, one-on-one training that is designed for specific needs of teachers. Often, the just-in-time training may be a follow up to a more formal training session in which the teacher participated. Other trainings may be offered through various agencies if necessary. Teachers will be made aware of all opportunities for trainings through the Director of Technology, Director of Instruction and/or their building principals.

All levels of district users are targeted by the current training offered by the school district. Staff members are continually encouraged and supported to learn more about technology and how to better integrate it into their lessons.

CSLO (Common Set of Learning Objectives) Workshops

Participation in the CSLO Service through the WNYRIC (Western New York Regional Information Center) provides Clymer with four in-service days each year. Clymer has joined with a neighboring district in our area to share a staff development days to maximize the CSLO workshops. This sharing agreement can provide multiple workshops with varying topics and gives Clymer Central School up to 12 teacher-days of technology in-service. CSLO is instrumental in helping our teachers integrate technology into their curriculum through developing learning experiences. As part of the 3 day regional trainings offered by CSLO, teachers are required to collaborate with teachers from other districts.

Model Schools Workshops (Coser 566)

Clymer currently also participates in the Erie 2 Model Schools Coser. This service is designed to provide access and training to both hardware and software that support student learning. The Erie 2 IEST (Integrated Education Service Team) is able to design and implement customized trainings for teachers to utilize technology tools in their classrooms.

Clymer In-House Courses

The in-service courses may be applied towards the hours required for staff development. Some of the different courses offered include courses on PowerSchool, iReady, integrating iPads 1:1 & Internet Use.

III: Infrastructure, Hardware, Technical Support, & Software

F. Network Status

At present, Clymer Central School has a Gigabit connection to the Western New York Regional Information Center (WNYRIC). There are over 350 PC and Mac computers with Internet access in the building. We have 11 servers online to meet our current needs:

Windows 2008 server for the financial software (Finance Manager)
Windows 2008 server for the Destiny Library software
2 Windows 2008 servers for data storage for staff and students
Windows 2012 for hosting Exchange collaboration software for staff
Windows 2008 server for our WebSmartt (cafeteria management system) & SNAP (Health Office Software)
Windows 2008 server for backup and staff and student data storage
Windows 2008 server hosting PowerSchool
Windows 2003 server for the Waterford Early Learning program
Windows 2003 server hosting the wireless management software
Windows 2008 server hosting voicemail and phone system

There is also a Windows 7 computer, which hosts our security system software and a Windows 7 computer, which manages our HVAC system.

The entire campus of Clymer Central School is wireless. There are approximately 45 wireless access points throughout our building as well as two access points providing Internet connectivity to the Bus Garage.

Each classroom and office has a telephone for internal and external use. Teachers are able to dial externally using a four-digit code.

Clymer also has a Rauland TeleCenter IP video management system.

Administrative Technology

Each administrator and each secretary have a networked computer on their desks. Each workstation has access to the network and the Internet. With the PowerSchool Student Management program, each administrator and secretary can access the student database. Additionally, the business official, accounting clerk & payroll clerk use the Finance Manager financial program.

The CSE chair has access to the web based IEP Direct software for tracking students with special needs.

Period by period school attendance is entered into the PowerSchool attendance module by teachers and is accessible by administrators. Discipline incidents are also entered into PowerSchool.

Both Principals use an iPad to manage their schedules and email while they are away from the office. All administrators currently are connected via Smartphones as well.

Student Technology

The business education lab has 20 networked Macintosh iMac computers. The computers are configured with Apple's Bootcamp program; in order to allow students to use Windows 7. It has a networked HP color laser printer. Available in this lab are two scanners, 5 Pentax digital cameras, 6 DV cameras. The high school graphics class uses this lab to produce the school's yearbook using Adobe InDesign. This room also has a ceiling mounted digital projection device for classroom instruction and student presentations. This lab hosts classes such as Digital Video Editing, Advanced Graphics, 8th grade computer classes & 4th grade keyboarding classes. Software installed on these machines includes, Adobe Creative Suite, Adobe Production Suite, Tech4Learning Frames software & Roxio Media Creator.

The technology education room has 15 networked HP workstations available for student CAD instruction. The room is also equipped with a 42" HP plotter and a Dell color laser printer. The program uses AutoCAD LT2002, Vectorworks, Chief Architect and Solidworks as its CAD instructional software. This room includes a mounted digital projector for classroom instruction and student presentations.

The agriculture education room has 10 networked Dell computers that are also connected to the network. There is also a networked Dell color laser printer. This room includes a mounted digital projector for classroom instruction and student presentations.

The high school library has 8 networked Dell computers, a scanner, and a networked HP color laser printer available for student use. The HS library also houses a mobile computer lab of 20 Dell Latitude laptops to be signed out for student/teacher use. The library uses the Follett Destiny Library Management program. The elementary library has 2 iMac computers (running Windows 7) for the Follett Library Management program. Both libraries have ceiling mounted projectors and an interactive whiteboard.

The computer lab has 24 Dell computers. This lab also has a networked HP color laser printer. Age appropriate software has been installed, including Read, Write & Type, Scholastic Keys, Kid Pix, Mavis Beacon, and Storybook Weaver Deluxe. Each machine also has access to the Internet and a mounted projector for student and teacher presentations and a mounted interactive whiteboard.

The two K-12 music classrooms (instrumental and vocal) contain 5 student workstations each. They are currently Dell computers. In the both rooms they are attached to midi keyboards. They are used with music theory classes and allow students to compose their own musical works on the computer and save it to their home directory on the network. Powertracks and Music Ace are two of the main software packages students are able to access. Students are able to print to a networked Dell laser printer in each classroom. 2 iMac desktops are located in the music practice room with Smart Music software installed for students to practice competition solos and practice their music on their own.

Wireless connectivity has allowed Clymer to expand the use of mobile devices. Currently every student in grades K-8 is assigned an iPad. Students in grades K-5 work with their iPad throughout the day while students in grades 6-8 are permitted to take their devices home to complete homework assignments. Each year, Clymer will continue to purchase new iPads for the 6th graders and a rotation purchase plan is in place for all other grade levels.

All teachers in the district are also currently assigned an iPad for instructional use.

Currently 48 classrooms have mounted ceiling projectors and 38 classrooms are equipped with Interactive whiteboards. There are a total of 53 classrooms in the K-12 building. All classrooms have one computer while many rooms have multiple machines. 15 classrooms contain document cameras.

Long Term Plan for Equipment & Networking Needs

Of the district's roughly 350 computers approximately 90% of them are no more than 5 years old. Each year the oldest machines are replaced with newer computers based on the current rotation plan. Sometimes this is based on the user's need for their computer and what type of capacity they need. Due to the increased iPad usage, we will also follow a replacement plan for those devices as well.

We also plan to continue distributing laptops to our teachers, instead of desktops. Most of our teachers spend their precious time outside of the school day creating lessons that incorporate technology. We feel it is important to allow teachers to have access to a laptop during their planning time outside of the school building because it will help them to plan their use of instructional technology more effectively. It will also be more convenient for teachers to enter their grades into their online grade book. When a teacher's computer is up for replacement, they will have the choice of a laptop or desktop, based on their needs.

Network switches will continue to be replaced during the next three years using Smart Schools Funding. Currently all network switches are gigabit, however, some of the equipment currently being used was received from another school district during their replacement plan and should be updated to the latest networking technology available.

The wireless access system must also be replaced and expanded to include wireless access points in each classroom due to the expanded 1:1 program. We will investigate the availability of Priority 2 E-rate funds and building project monies to help fund the replacement as well as apply for the SMART Schools funding.

We will continue to evaluate and add new software packages as needed and Apple apps that relate to our curriculum at all grade levels.

Technical support

The district employs a Shared Director of Technology and one technical aide.

G. Inventory

Inventory	Computer labs	Classrooms	Library	Admin Office	Other Location	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
Computers								
A. PC	141	176	12	28		15	35	25
Number of computer listed above that are Internet Ready	141	176	12	28				
Number of computers listed above equipped for multimedia	141	176	12	28				
Peripheral Devices								
A. Printers	5	56	2	7		15	16	10
B. Scanners	2	2	1			0	1	1
C. TV Monitors	3	47	2	10	3			
D. VCRs/DVDs	Media Delivery System available to all TVs in the building							
E. Projection Devices	2	40	2	1		7	10	5
F. Interactive Whiteboards	2	25	2			0	0	0
G. Digital Cameras	10	5	2			5	5	5
H. Video Cameras	6	4	10			3	3	3
Software (list by Type)								
A. See attached listing								
Network Equipment								
A. Hubs/Switches					20	5	4	0
B. Routers					1			
C. Servers					11	1	0	0
D. Wireless Base					45			
Number of rooms wired for internal connections	1	49	2	15	2			
Telecommunication								
A. Gigabit Broadband					1			

Software Inventory

All computers in the district are currently the machines are running Windows 7 or Macintosh OS X. CCS currently participates in Microsoft EES licensing which licenses all of the machines in our district for Microsoft Office 2010 or 2013 and Windows 7.

Elementary Lab

Kid Pix: 22 licenses	Storybook Weaver: 22 licenses	Oregon Trail: 22 licenses
CoreFX Three Level – 25 licenses	Scholastic Keys: 22 licenses	Read, Write & Type – 22 licenses
Millie & Bailey: 22 licenses	Reader Rabbit: 22 licenses	Mavis Beacon – 22 licenses
Print Shop: 22 licenses	I Spy Treasure Hunt: 22 licenses	Waterford Early Learning: Site license
iReady Instructional Lessons – Site license		

Technology Lab

Vectorworks – 20 licenses	Solidworks – 20 licenses	Autocad LT – 10 licenses
Chief Architect – 20 licenses		

Business Lab

Adobe Creative Suite 3.0 – 250 licenses	Adobe Production Suite – 5 licenses	Microsoft Works – 21 licenses
Tech4Learning Frames – 5 licenses	Roxio Media Creator -6 licenses	Mavis Beacon – 21 licenses
Print Shop – 25 licenses		

Music Labs

Music Ace – 5 licenses	Midisaurus – 5 licenses	Band-In-A-Box – 5 licenses
Score Writer 4 – 5 licenses	Powertracks – 5 licenses	Sony Acid Music Studio 7 – 5 licenses

Other Notable Software

TI-SmartView – 3 licenses	Inspiration – 25 licenses	Accelerated Reader – school wide
Boardmaker – 3 licenses	Choices – school wide license	BrainPOP – School wide license
EdMark Reading Program 1 – 2 licenses	Earobics- 3 licenses	Raz-Kids.com – 4 classroom licenses
EdMark Reading Program 2 – 6 licenses		

H. Increase Access

One of our goals for the next three years to increase access would be to investigate funding initiatives to increase Internet access at home for students who may not have access now.

Also, at times, the students' bus rides can be lengthy and providing wireless access with a 1:1 device on the busses would allow homework to be done instead of wasting idle time on the bus.

Clymer will also provide access to student and staff files from their home or their school devices when they are out of the building. At this point, they have no way to transfer files from home to their home directories in the building.

Clymer will also investigate the most appropriate way to provide public access to our network for Internet access to create a hassle free experience for parents and community members when they need to access the district's Wi-Fi.

We are regularly seeking out new technologies that will help our Special Education students learn and excel based on their individual needs.

IV. Monitoring and Evaluation

I. Evaluation

The technology plan goals will be reviewed bi-annually by the CDEP. Goals that are not attained will be reevaluated for relevance. If the goal is deemed valid, a plan of action will be created to ensure attainment. Goals that have been achieved will also be reviewed and appropriately expanded. The Board of Education will be briefed on the status of the Technology Plan and the District's technical status annually, at a mid-year meeting.

The action plan on the following pages outlines how we will evaluate whether we have met each goal listed for in this plan.

Goal 1:
Actions: Include technology component in curriculum to improve students' technology literacy
Professional Development: Curriculum Integration, New Curriculum, Technology literacy
Person(s) Responsible: All teachers, administration & Directors
Completion Date: Ongoing – Accessed in January and June
Success?: The results of the Middle School technology literacy assessment & improved technology literacy of staff

Goal 2:
Actions:
1 - Provide staff in-service training
2- Participate in the CSLO service & Model School Coser from BOCES.
3- Exposure to technology use in other districts
Professional Development:
1- N/A
2- Notify staff of CSLO & Model School class and opportunities
3-Teachers attend staff development days and forums from teachers in component districts
Person(s) Responsible: In-service Coordinator, Director of Technology, & Building Administrators & Directors
Completion Date: Superintendent's Conference Days (August - June), Independent- throughout the school year (August - June), Ongoing
Success?: 90% staff participation at in-service training, 90% of faculty PDP's incorporate technology workshops, 85% of teachers attending out of district workshops will have implemented at least one technology tool in their classroom

Goal 3:
Actions:
1 - Expand teacher knowledge of productivity tools using their district issued iPads
2- Continue to purchase laptops for teachers with the intent that teachers may create lessons outside of their classroom
Professional Development:
1- Just in-time support
2- Teacher & staff training
Person(s) Responsible: Director of Technology, Power Users, CSLO trainer
Completion Date: Ongoing, August- Superintendent's Conference Days, July 1st of each year
Success?: Over 50% of teachers believe their productivity has been increased by the use of an iPad as reported through the results of a faculty survey & 80% of teachers have laptops and take them home at least 50% of the time

Goal 4:
Actions needed to achieve goal: Employ appropriate number of technical staff as need to provide quality support
Professional Development: Attend technology workshops for ITS to remain current of emerging technology
Person(s) Responsible: Superintendent & Director of Technology
Completion Date: As availability allows & Annually – June 30th
Success?: Bi-annual supervisor evaluations & Work orders in School Dude are completed in a timely manner

Goal 5:

Actions: Provide adaptive technology

Professional Development: Train appropriate staff in use of adaptive technology

Person(s) Responsible: Special Ed Teachers, Director of Special Ed, & Director of Technology

Completion Date: As stated in student's IEP

Success?: 100% Special education student accommodation

Goal 6:

Actions needed to achieve goal:

1 - Monies placed in the local budget from State Aid funding

2 – Monies placed in BOCES budget for various technology projects

Professional Development: N/A

Person(s) Responsible: Director of Technology, BOE, Superintendent

Completion Date: BOE's acceptance of Annual Budget (April of each year)

Success?: The existence of money in A2630.200, A2630.220, A2630.460 of the local budget & the existence of money in 550.839 of the BOCES budget

Goal 7:

Actions: Identify potential teacher leaders in the area of technology and encourage their attendance at TIF and CSLO workshops

Professional Development: N/A

Person(s) Responsible: Director of Technology, Director of Instruction, Building Administrators

Completion Date: Ongoing – June 30th of each year

Success?: Teachers presenting new technologies at faculty meetings or department meetings bi-monthly

Goal 8:

Actions:

1- Expand use of social media to communicate with parents, students and the community by identifying a Social Media Liaison

2- Provide access to District technology for use by community groups

Professional Development:

1- Social media training for Liaison and updated Board of Education Policies

2- N/A

Person(s) Responsible: Director of Technology, Director of Instruction & District Administration

Completion Date:

1- September 2015

2- When requested by groups

Success?:

1- Regular posts to District Facebook Page

2- At least 2 community groups have utilized district technology resources

Goal 9:

Actions:

1 - Director of Technology will remain an active member of the Erie 2 BOCES Technology Consortium

2 - Key personnel will attend NYSCATE

3- All teachers will share new integration ideas gained from various conferences and literature/Internet with the Director of Technology and each other

Professional Development: NYSCATE, Various technology workshops and conferences, Educational literature and the Internet

Person(s) Responsible: All district personnel

Completion Date:

1- Bi-monthly meetings

2- November 2015

3- Ongoing

Success?: At least 2 teachers and Director of Technology attend NYSCATE, Director of Technology attends 95% of the Erie 2 BOCES Technology Consortium meetings & New integration ideas and website resources were presented at the monthly faculty meetings

J. Acceptable Use Policy

Clymer Central School Acceptable Use Policy

The Clymer Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System will provide access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so called "on-line services" and "Internet." The District shall provide personnel support for such usage.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

Standards of Conduct Governing Student Access to the DCS

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District's computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed that users will comply with District standards and will honor the agreements they have signed.

Student data files and other electronic storage areas will be treated like school lockers. This means that such area shall be considered to be School District property and subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should NOT expect that information stored on the DCS will be private.

During school, teachers will guide students toward appropriate materials. Outside of school, parents/guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.

Use of the DCS which violates any aspect of School District policy; the Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS.

1)   Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
2)   Use of obscene or vulgar language.
3)   Harassing, insulting or attacking others.
4)   Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
5)   Using unauthorized software on the DCS.
6)   Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
7)   Violating copyright law.
8)   Employing the DCS for non-educational, commercial purposes, product advertisement or political lobbying.
9)   Disclosing an individual password to others or using others' passwords.
10) Transmitting material, information or software in violation of any District policy or regulation, the District Code of Conduct, and/or federal, state and local law or regulation.
11) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources shall be subject to that networks acceptable use policy.

If a student or a student's parent/guardian has a District network account, a non-district network account or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District policy and/or regulation may result in student discipline. Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

Sanctions

1)	Violations may result in suspension and/or revocation of student's access to the DCS as determined in accordance with appropriate due process procedures.

2)	Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.

3)	When applicable, law enforcement agencies may be involved.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the DCS as a computer coordinator may result in restriction or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

Notification/Authorization

Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures.

Clymer Central School District
Student and Parent Agreement
September 2008

<u>COMPUTER USAGE</u>

In order to become a user of the Clymer Central School District's computer facilities, equipment, and Internet accounts, I understand that it is necessary to comply with District policy and regulations for the use of technology as presently in force and as may be amended from time to time. A violation of the District's policy and/or regulations regarding use of computerized information resources ("Acceptable Use Guidelines") may result in the loss of computer access, disciplinary action and/or prosecution in accordance with law, regulation and/or prosecution in accordance with law, regulation and/or the District Code of Conduct. I further understand that access to the computer facilities will include filtered access to the Internet.

I understand that individuals and families may be liable for violations of District policies and regulations/procedures for such use. While every reasonable effort will be made by School District personnel to monitor proper usage and provide Internet filters to questionable materials, I also accept responsibility for guidance of Internet use – setting and conveying standards for my son/daughter to follow when selecting, sharing or exploring information and media.

Students who abuse the acceptable use of technology on the Internet may be removed from access in accordance with applicable due process procedures.

I have reviewed the Clymer Central School District Acceptable Use Policy and Regulations for use of technology with my son/daughter. In consideration of the use of the Clymer Central School District networks and in consideration for having access to the information contained on them and an Internet account, I release the Clymer Central School District from any claims of any nature arising from my son/daughter's use of the Internet.

REQUEST TO DENY COMPUTER USAGE

In order to achieve the career development and technical education (occupational) learning standards articulated by the New York State Department of Education, students will be provided access to instructional materials and processes only available through the use of computers. I understand that if I do not request, in writing, that my child is not to use computers, an account will be created to facilitate such access. Parental requests to deny student use of District computers will be considered in accordance with law and/or regulations.

Clymer Central School – Employee Computer Use Agreement

Every Clymer Central School employee will be required to sign this computer Acceptable Use Agreement. This form supersedes previous forms. Employees who have signed previous forms must also complete this new form.

Computer use is often a valuable and necessary component of an employee's work. In addition, varying work responsibilities result in access to information sources such as software, programs, the Internet, and the district's computer network. Although employees may have access to these information sources, their use must be specially authorized. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. Access should be primarily for educational and professional or career development activities. All hardware, including computers and equipment, is the property of Clymer Central School and will fall under the guidelines listed below. Expectations of employees include, but are not limited to, the following:

     a)   Student Personal Safety
1. Employees who supervise students with access to technical resources shall be familiar with the Clymer Central School Student Internet Use Agreement and enforce its provisions.
         2. All student computer use must be supervised.

     b)   Illegal or Destructive Activities
1. Employees shall not be beyond their authorized access to the district network or other computer equipment or software including the files or accounts of others.
2. Employees shall not disrupt or attempt to damage or disrupt any computer, system, system performance or data.
3. Employees shall not use district equipment to engage in illegal acts.

     c)   System Security
1. Employees are responsible for the security of their computer equipment, files and passwords.
2. Employees shall promptly notify their immediate supervisor of security problems.

3. Employees with access to student records may not use, release, or share these records except as authorized by Federal and State law.

      d)   Inappropriate Conduct
              The following are prohibited when using any technical resource:
1. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;
2. Potentially damaging, dangerous or disruptive material;
3. Personal or generalized harassment in violation of district policies; and
4. False or defamatory information.

      e)   Plagiarism and Copyright Infringement
              1. Works may not be plagiarized.
2. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
3. Software copyrights and software licenses must be strictly respected.

      f)   Inappropriate Access to Material
1. Technical resources shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or illegal discrimination.
2. The use of Internet games, web chats, unauthorized software, or other instant messaging software (e.g. AOL Instant Messenger, etc.) is prohibited except when specifically authorized by the District Superintendent.
3. Inadvertent inappropriate access shall be reported immediately to the supervisor.

      g)   Expectation of Privacy
1. Employees have no expectation of privacy in files, disks, or documents that have been created in, entered in, stored in, downloaded from or used on district equipment.

      h)   Services and Assumption of Risks
1. Clymer 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 to include loss of data and inaccurate or poor quality information obtained from the system. Users are responsible for backing up data stored on the hard drive of any computer assigned to them.

      i)   Discipline
1. Staff members who engage in unacceptable use may lose access to the DCS (District Computer System) and may be subject to further discipline under the law or in accordance with applicable collective bargaining agreements.
2. Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornographic or sexually explicit sites) are cause for disciplinary action.

      j)   Unacceptable Uses
              1. The following uses will be regarded as not acceptable:
(a) Illegal or malicious use, including downloading or transmitting of copyright material.
(b) Use for racial, sexual or other harassment in violation of district policy.

(c) To access, view, or transmit pornographic or obscene material.
(d) To solicit personal information with the intent of using such information to cause emotional or physical harm.
(e) To disrupt the work of other users. This included the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource.
(f) Use for private business purposes.
(g) Excessive personal use.

       k)   Etiquette
           1. The following general principles should be adopted:
                    (a) Be polite; to not be abusive in messages to others.
(b) Use appropriate language: Remember that you are a representative of Clymer Central School and that you are using a non-private network.
(c) Do not disrupt the use of the Internet by other users.

       l)   E-Mail massive files during peak hours and other high volume activities.
1. Every user is responsible for all e-mail originating from their user ID (email address). Forgery or attempted forgery of electronic mail is prohibited. The organization's email standard is the only allowable email to be used.
2. Attempts to read, delete, copy or modify the email of other users are prohibited.
3. Email is NOT private. The Superintendent (or designee) has the right of access to all email sent or received. In the event of Clymer Central School being involved in any legal proceedings, any relevant emails (including Internet email)may have to be disclosed, on the same basis as the case for written documents.
   4. Excessive forwarding of personal messages is not allowed.

I have read the Employee Computer Use Agreement. I understand that violation of this Agreement may be grounds for disciplinary action, including termination.

FIRST NAME   **LAST NAME**

DIVISION   **DEPARTMENT**

SIGNATURE   **DATE**