

**Alfred-Almond Central School District
Education Technology Plan**



**6795 Route 21
Almond, NY 14804
July 1, 2020 – June 30, 2023
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Introduction

1. Mission

It is the overall mission of the Alfred-Almond Central School District to prepare each individual to live successfully in a world of rapid change, and to grow from dependence to independence. Development of self-discipline and readiness to accept responsibility for one's actions are essential characteristics of that growth.

Our school system will provide an equal opportunity for each Alfred-Almond student to be challenged to the fullest extent of his or her ability and to assure that all students will acquire the knowledge and skills necessary to enable them to become productive members of society.

This mission is best accomplished when school personnel maintain high expectations for all students, create a positive school climate, ensure a safe and orderly school environment, monitor student progress on a frequent basis, and promote effective home-school communication. The school system shares the responsibility for accomplishing this with the family and community.

2. Background and Demographics

Alfred-Almond School District is located in the eastern section of Allegany County in the Towns of Alfred, Almond, Ward and West Almond and in the western section of Steuben County in the Towns of Hartsville and Hornellsville. The original school building was built in 1939 when the Villages of Alfred and Almond merged their schools and centralized various rural school districts in the area.

The Towns are primarily residential and agricultural communities. The School District facilities are located on a campus, comprising fifty acres, between the villages of Alfred and Almond which are located adjacent to Interstate Route 86, a major east-west highway serving the southern part of New York State.

Alfred-Almond Central School District's one building houses grades K-12. Student enrollment was 314 for grades K-6 and 287 for grades 7-12 as of the 2019-2020 school year. Thirty-seven percent of students are eligible for free or reduced lunches. There are 66 teachers within the school district, 2 Principals, 2 Guidance Counselors, and a CSE Chairperson.

3. Stakeholders

This plan was reviewed with the input of the following standing and/or ad hoc committees of the district:

Technology Subcommittee:

Steve Donlon – Social Studies Teacher/DDC/Community Member/Parent

Terry Caleb - WNYRIC Technology Consultant/Community Member

Chris Parry - WNYRIC Technology Specialist

Tracie Bliven-Superintendent

District Leadership Committee:

Tracie Bliven – Superintendent
Melissa Rivers – HS Principal
Brett Dusinberre – Elementary Principal/Athletic Director/Community Member/Parent
Matt McAneney – School Counselor
Amy Decker – School Counselor
Steve Donlon – Social Studies Teacher//Community Member/Parent
Heidi Pfaff – APPR Coordinator
Kate Palmer - CSE Chairperson/Community Member/Parent

School Improvement Team

High School

Melissa Rivers-High School Principal
Dave Brady - Teacher
Philip Prigmore – Community Member
Melissa Jusianic - Community Member/Parent
Kelly Empson-Community Member/Parent

Students

Cameron Heinig
Anna Yarnal
Kiara Wisniewski
Jennie Bensley

Elementary

Brett Dusinberre-Elementary Principal
Jessica Dunning - Teacher/Parent/Community Member
Jessica Dwyer - Teacher/Parent
Georgia Jackson - Teacher/Parent
Andrea Oriend - Teacher
Kristin Sciotti - Community Member/Parent
Debra Cannon - Community Member/Parent
Aimee Parry - Librarian/Community Member
Billie Jean Diestler - Community Member

Required Element: Vision and Goals

1. Vision Statement

Alfred-Almond School District commits itself to a curriculum that makes computer use and the use of educational technology such as iPads, Chromebooks, and PCs, no less central to its activity than traditional reading and writing skills.

2. District Goals

Since it is the overall mission of the Alfred-Almond Central School District to prepare each individual to live successfully in a world of rapid change, technology is an important component of that mission. It is equally important that the school district commits to support this curriculum with adequate personnel and equipment. This dual commitment should affect instruction throughout the elementary and high school; and it should involve training not only in specific computer-training courses but the integration of the new technology into all classes where appropriate. The use of technologies will improve student learning by enabling students to access information, process information, and utilize their skill sets to compile and synthesize information.

I. Curriculum

Required Element A: Curriculum Integration

1. Technology Plan Goals:

- Goal #1: Provide the educational technology and instruction so that our students will be able to access, manipulate, and use technology.
- Goal #2: Provide the educational technology, support, and on-going training so that our faculty, staff and administration will be able to enhance the teaching/learning process by integrating technology in the classroom.
- Goal #3: Google Classroom will be utilized for classroom instruction, teacher student communication and homework submission.
- Goal #4: One-to-one use of Chromebooks/iPads for instruction for grades UPK-4 in school and Chromebooks inside/outside the classroom for grades 5-12.

2. Strategies

Strategies to improve academic achievement are based on alignment of all courses with the New York State learning standards. In particular, Standards 2, 5, 6 and 7 in mathematics, science, and technology apply directly.

- Use and application of technology in the transference of information,
- Application of technology in designing products and systems to satisfy human needs,
- Understanding relationships and common themes that connect mathematics, science and technology,
- Using technology to address real-life problems and make informed decisions

The district will promote curricula and teaching strategies that integrate technology into instruction by providing:

- Interactive panels which are available in most classrooms.
- 1 to 1 Chromebook and iPad access for students UPK-12.
- Additional computer lab access in middle/high schools and art.
- Additional mobile iPad carts in elementary/along with 1 to 1 devices.
- Video streaming in most classrooms
- Distant Learning Lab
- Group staff training in new technologies

Required Element B: Student Achievement

1. Timeline for integration (See Action Plan)
2. Benchmarks for student UPK-12

Developmental Kindergarten – Kindergarten Outcomes:

All students will be able to:

- access the hard drive
- open and close programs
- keyboarding
- show an increasing ability to control the mouse or other input device

1st Grade Outcomes:

All students will be able to:

- use a Google programs
- Keyboard
- edit and print text
- save work

2nd Grade Outcomes:

All students will be able to:

- use Google programs
- Keyboard
- edit and print text
- type lists
- Use Google Classroom to locate and turn in assignments

3rd Grade Outcomes:

All students will be able to:

- use Google programs
- Keyboard
- use spelling and grammar checks
- use the computer as a tool for research
- Use Google Classroom to locate and turn in assignments

4th - 6th Grade Outcomes:

All students will be able to:

- use Google programs
- understand the functions and correct operation of a computer
- work with educational software and simulations to reinforce and review information in different subject areas
- continue keyboarding skills with accurate fingering
- access information from electronic reference sources
- revise, edit, and print text and graphics
- create multimedia projects
- practice ethical and appropriate network behavior
- explore programming
- Use Google Classroom to locate and turn in assignments

7th – 12th Grade Outcomes:

All students will be able to use educational technology to retrieve, process, and communicate information, and as a tool to enhance learning in all areas of the curriculum. Integrated use of educational technology as a productivity tool throughout the high school curriculum will enhance critical thinking and problem-solving skills.

All students will:

- demonstrate proficiency in keyboarding and/or data entry techniques
- demonstrate proficiency in current computer operating environments like Google and Microsoft
- Use Google Classroom to locate and turn in assignments

- utilize a spreadsheet application to manipulate data and represent it in chart form
- create and manipulate database files for storing lists of information
- use the computer as a telecommunications tool
- use the computer as an information access tool
- use appropriate software to create and layout documents
- define the major parts of any computer system (input/output devices, information processor, and memory)
- demonstrate proper care of computer hardware and software
- effectively use integrated software applications
- integrate files of various formats
- deal with file/application incompatibilities
- practice proper network etiquette
- create multimedia projects with presentation software
- work within robotic programs
- learn basic coding
- learn basic game and website design

Required Element C: Technology Delivery

1. Distance Learning

Alfred-Almond has a room dedicated to distant learning.

- a. Classroom virtual field trips
- b. Video conferencing for in-service credit and staff development
- c. Webinars
- d. Group instruction and interaction on 3 different interactive boards

Required Element D: Parental Communications and Community Relations.

1. Dissemination of Plan

The technology plan will be posted on the district web site under “Our District” and BOE District Plans. Paper copies will be available upon request.

2. Parental communication and involvement

Parents are able access information on the district’s home page. The Parent Portal and Google Classroom links enable parents to access their child’s schedule, report card, class assignments, grades, and attendance. Parents may also contact teachers via e-mail or by phone. In emergency situations, the district can send out phone messages through an automated notification system. For parents without internet access, parents obtain information through the district newsletter which is sent to parents throughout the year.

3. Participation of parents and community members

Parents and other community members are involved in the planning, implementation and assessment of the technology plan by way of their participation in the Technology Subcommittee, District Leadership Committee, and the School Improvement Team.

II. Professional Development

Required Element: E. Professional Development

1. Professional Development Strategies

Teachers, administrators, school library personnel, and other staff will, through curriculum planning and staff development, become proficient at integrating the use of instructional technology to improve student learning at all levels. This process is data driven by way of access to Erie 1 BOCES Data Warehouse. It is the intent of Alfred-Almond School to provide initial and ongoing staff training for all levels of competency. The use of future needs assessments will determine necessary training.

2. Current Professional Development:

Staff development for faculty, librarians, support staff, and administration is broad based and supports the district technology goal of; affecting instruction throughout the elementary and high school by training not only in specific computer-training courses, but the integration of the new technology into all classes where appropriate. Present levels of staff skills are found in Appendix A.

Professional Staff Opportunities include:

- Involvement in CSLO (Common Set of Learning Objectives) through BOCES which provides various forms of technology training
- Teacher Center classes
- Peer training by experienced staff
- After School Trainings
- Conferences offered by groups such as NYSCATE
- Faculty is provided with hardware and software, and apps comparable to what their students are using.
- There is ongoing training for faculty and staff in new hardware and software
- Faculty is provided and with classroom management software
- Faculty is provided with software for individual subject areas as well as software that will be integrated throughout the curriculum
- There is ongoing training in the use of the internet, iPads, Chromebooks and interactive boards for classrooms and as a research tool for students

3. Timeline for Implementation (see Action Plan, Goal 2)

4. Awareness of State and National Standards. (Appendices B, C, D)

III. Infrastructure, Hardware, Technical Support, and Software Required

Required Element: F Infrastructure Needs/Technical Specification, and Design

1. Inventory Current Hardware, Software, Network Infrastructure

| Hardware | Computer Labs | Class - rooms 1 to 1 | Library or Media Ctr. | Admin. Office | Other | Planned Future Acquisitions | | |
|---|---------------|-------------------------|-----------------------|---------------|-------|-----------------------------|-----------|-----------|
| | | | | | | Year 2021 | Year 2022 | Year 2023 |
| Computers (list by type) | | | | | | | | |
| A. PC | 83 | 120 | 9 | 20 | 20 | 105 | 50 | 50 |
| B. Macintosh | 14 | 5 | 0 | 3 | 1 | 0 | 0 | 0 |
| C. Chromebooks | 0 | 665 | 10 | 7 | 8 | 150 | 150 | 150 |
| D. iPads | 0 | 106 | 1 | 0 | 10 | 0 | 0 | 0 |
| # of computers listed above that are Internet ready | 97 | 896 | 20 | 30 | 39 | | | |
| Peripheral Devices | | | | | | | | |
| A. Printers | 8 | 15 | 2 | 10 | 4 | 0 | 0 | 0 |
| B. Scanners | 1 | 0 | 2 | 2 | 1 | 0 | 0 | 0 |
| C. Assistive/Adaptive Devices | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| D. Digital Cameras | 8 | 3 | 2 | 0 | 0 | 0 | 0 | 0 |
| E. ActivPanels | 3 | 55 | 3 | 2 | 4 | 15 | 15 | 15 |

| Hardware | Computer Labs | Classrooms | Library or Media Ctr. | Admin Office | Other | Planned Future Acquisitions | | |
|--|---------------|------------|-----------------------|--------------|-------|-----------------------------|-------------------|-------------------|
| | | | | | | Year 2018 | Year 2019 | Year 2020 |
| Software (See Appendix E) | X | X | X | X | X | On request | On request | On request |
| | | | | | | | | |
| Network Equipment | | | | | | | | |
| A. Hubs/Switches | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| B. Routers | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| C. Servers | 0 | 0 | 0 | 0 | 7 | | | |
| Number of rooms wired for internal connections | 4 | 67 | 2 | 5 | 11 | 0 | 0 | 0 |
| Wireless Connections | 0 | 67 | 0 | 0 | 42 | 0 | 0 | 0 |
| Telecommunication Links | | | | | | | | |
| A 1 gigabyte broadband | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| B. E-rate Local/Long Distance Telephone Service (VOIP) | | | | | | Land line Service | Land line Service | Land line Service |
| C. E-rate 2 Cell Phones | | | | | | Continue Service | Continue Service | Continue Service |

2. Broadband

Alfred-Almond's current network environment includes a 1 gigabit connection to the WNYRIC, which will be upgraded to 2 gigabit connection in the summer of 2020. There are also 2-10 gigabit broadband connections to the Internet.

3. Libraries and Media Center

- Increase web-based access to other library collections
- Keep Media Center current with updated equipment and technology
- Provide for presentation hardware/software through Media Center

4. Interoperability of Equipment

Classroom

- 4 year replacement cycle for all lab computers
- Rotate replaced lab computers into classrooms
- Student Chromebook rotation every 4-5 years

District

- Replace one server annually
- Timeline (See future planned acquisitions)

5. Technical Support

- Replacement and maintenance cycle and technical support contract through WNYRIC with Vitec Solutions for all non-warranty computer and printers using on-site service coupons
- Manufacturers' warranties
- Maintenance for all servers, routers, and broadband through WNYRIC

Required Element: **G. Increase Access**

1. Accessibility to Technology for Student and Teacher

- Access to technology for all students is facilitated by open access to computer labs, iPads, and Chromebooks in grades UPK-12
- Assistive technologies include:

1. A touch screen laptop computer for students with limited verbal skills.
2. A touch screen laptop computer with a swivel top.
3. An assistive roller ball mouse to help students navigate computers.

4. Dragon Speak voice activated software to assist students who have problems with fine motor skills.
5. RedCat Amplification for auditory processing or hearing impairments.
6. ProLoQuo software for non-verbal students.
7. Speech to text via Google services.
8. Grammarly/Read & Write software for assistive reading/writing/editing.
9. BookShare for audio books.

- All teachers have PC computers and Chromebooks within their classrooms as well as access from home via Google Cloud services.

Required Element: H. Evaluation

1. Monitoring Process

- A biannual progress report to the superintendent of schools will be presented by the Chief Information Officer outlining the progress of each goal.
- Progress reports will be shared during technology meetings. Copies will be made available to all staff members upon request. Copies will also be distributed to administrators and School Board members.
- Adjustments will be made by the technology committee in cooperation with the superintendent of schools. Adjustments will be made both during the school year as needs arise, and also at the end of the year. Implementation will take place as needed.
- Assessments will be incorporated throughout the school year and will include sign-in sheets for professional development, and surveys for faculty, staff, students, and administration.

2. Measures Used to Indicate Success

Goals will be evaluated on an ongoing basis at each scheduled meeting by the technology committee. The following items will be reviewed:

- How teachers are meeting NYS standards through use of educational technology in conjunction with the District's Professional Development Plan and Annual Professional Performance Plan.
- Academic data reflecting student achievement as required by New York State reporting requirements.
- Training provided to the staff
- New technology and its placement within the district
- Progress on the six goals stated in the Technology Plan for current year

3. Strategies for Unmet Goals

- The Technology Committee will analyze the problems that arose with the implementation of the plan at the end of each year and develop new strategies to complete the unfinished goals. Those strategies may include collecting pertinent data, researching alternative solutions, or consulting with individuals outside the school district.

Required Element: I. Acceptable Use Policy

1. See Appendix F and G for AUP and CIPA policies (pp. 25 and 29)
2. Content filtering is through Erie 1 BOCES and GoGuardian.

Action Plan

| Goal 1: Provide the educational technology and instruction so our students will be able to access, manipulate, and use technology. | | | | |
|---|-------------------------|--|--|--|
| Actions needed to achieve Goal | Staff Development | Person(s) Responsible | Date each action will be completed | Indication of Success |
| A variety of Computer and Technology Classes | Workshops for all staff | Principals Technology Teacher | June 2020 June 2021 June 2022 June 2023 | Incorporation of learned strategies for students and staff |
| Courses offered | | | | |
| Elementary K-6 computer instruction in Computer Lab. | | Elementary Teachers | June 2020 June 2021 June 2022 June 2023 | K-6 Technology Curriculum |
| Jr/Sr High School Technology 7 Materials Processing Manufacturing Construction Technical Drawing Architectural Drawing CAD | | Technology Teacher Computer Teacher Business Teacher | June 2020 June 2021 June 2022 June 2023 | Enrollment in all computer and technology classes. |

| | | | | |
|---|--|--|--|--|
| Residential Structures Design and Drawing for Production Transportation Systems Energy/Power Robotics 21st Century Skills Web Programming Digital Media Drawing and Design Digital Media Game Design Multimedia Computing Digital Media Photoshop Digital Media Animation Computer Applications | | | | |
|---|--|--|--|--|

| <p align="center">Goal 2: Provide the educational technology, support, and on-going training so that our faculty will be able to enhance the teaching/learning process by integrating technology in the classroom.</p> | | | | |
|---|---|------------------------------------|--|------------------------------------|
| Actions needed to achieve Goal | Staff Development | Person(s) Responsible | Date each action will be completed | Indication of Success |
| Provide multiple opportunities for technology training | 1. Involvement in CSLO (Common Set of Learning Objectives) through | Superintendent Principal CIO | June 2020 June 2021 June 2022 June 2023 | Participation by all staff members |

| | | | | |
|--|---|--|--|--|
| | <p>BOCES which provides various forms of technology training.</p> <p>2. Mini-courses offered after school hours focusing on use of technology.</p> <p>3. In-house workshops offered on conference days by technology experts.</p> <p>4. Teacher Center classes</p> <p>5. Peer training by experienced staff</p> <p>6. Conferences offered by groups such as NYSCATE</p> <p>7. Pilot programs</p> | | | |
|--|---|--|--|--|

| | | | | |
|---|----------------------------|------------------------------|---|---|
| Goal 3: Provide the technology and support to address the needs of administration and staff. | | | | |
| Actions needed to achieve Goal | Staff Development | Person(s) Responsible | Date each action will be completed | Indication of Success |
| Provide multiple opportunities | Participation in workshops | Superintendent CIO | June 2020 June 2021 June 2022 | Participation in workshops for administrators |

| | | | | |
|-------------------------|--|--|-----------|--|
| for technology training | for staff and other workshops related to administration and curriculum | | June 2023 | |
| | | | | |

| Goal 4:. Google Classroom will be utilized for classroom instruction and homework submission | | | | |
|--|-------------------|------------------------------|--|---|
| Actions needed to achieve Goal | Staff Development | Person(s) Responsible | Date each action will be completed | Indication of Success |
| Continued training in Google Classroom capabilities | | Superintendent Principals | June 2020 June 2021 June 2022 June 2023 | Teachers successfully pushing out and receiving homework from students and use during daily instruction |
| | | | | |

| Goal 5: One-to-one use of Chromebooks and iPads for instruction in and outside the classroom. | | | | |
|---|---|--|------------------------------------|--|
| Actions needed to achieve Goal | Staff Development | Person(s) Responsible | Date each action will be completed | Indication of Success |
| Distribution of Chromebooks / iPads in grades UPK - 12 | Training in the use of specific devices for instruction | Superintend. Principals CIO Teachers BOCES | June 2020 | Chromebook use by all Teachers and Students in K-12 instruction. |
| | | | | |

Goal 6: To implement an updated security system that will improve one button lockdown, emergency communications, fire and exterior door control, updated access control cards, etc.

(For further information see Smart Schools Bond Act report on school website.)

| Actions needed to achieve Goal | Staff Development | Person(s) Responsible | Date each action will be completed | Indication of Success |
|---|--|---|------------------------------------|--|
| Implement classroom access control, lockdown systems, corridor fire door release and lock, and exterior doors | Administrative staff will be trained in the proper use of system | Superintendent., Principals, Educational Technology Coordinator | June 2020 | <ol style="list-style-type: none"> 1. Button lockdown capability 2. Corridor fire door release and lock 3. Additional Exterior door electronic access |
| | | | | |

Appendix A

Present Skill Level of Staff

- All administrators are trained in:
 1. Windows 10
 2. Microsoft Office
 3. Google GMail
 4. NVision
 5. Google Suite
 6. eSchool data
 7. iObservation
 8. Cleartrack
 9. PDP Premier
 10. iPads/Chromebooks
 11. Milestone
 12. Applicant Tracker
 13. GoGuardian
 14. Social Sentinel
 15. Safe Schools
 16. Spiceworks

- Teachers and teacher assistants are currently trained in:
 1. Windows 10
 2. ClassLink
 3. Google Suite
 4. e-School Data
 5. iObservation
 6. Cleartrack
 7. PDP Premier
 8. iReady
 9. GoGuardian
 10. Internet search techniques
 11. Video streaming
 12. Promethean Interactive Panel training has been provided to those teachers who have Active Panels in their classrooms
 13. Wikis and Blogs
 14. Podcasts
 15. Google Classroom
 16. iPads/Chromebooks
 17. Keyboarding Without Tears
 18. Castle Learning
 19. ScreenCastify
 20. PD Tracker
 21. Quizlet
 22. Zoom

- 23. Khan Academy
- 24. Class Dojo

Appendix B

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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Appendix C

The ISTE National Educational Technology Standards (NETS•A) and Performance Indicators for Administrators are:

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning
- b. model and promote the frequent and effective use of technology for learning
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. ensure effective practice in the study of technology and its infusion across the curriculum
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a.** lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b.** collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c.** recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d.** establish and leverage strategic partnerships to support systemic improvement
- e.** establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship. Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a.** ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b.** promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- c.** promote and model responsible social interactions related to the use of technology and information
- d.** model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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Appendix D

New York State Technology Standards

Standards 2, 5, 6 and 7 in mathematics, science, and technology:

1. Use and application of technology in the transference of information,
2. Application of technology in designing products and systems to satisfy human needs,
3. Understanding relationships and common themes that connect mathematics, science and technology,
4. Using technology to address real-life problems and make informed decisions

Appendix E

District Software

| Software | Quantity |
|---------------------------------|-----------------|
| | Site |
| Adobe CSS 5 | License |
| Keyboarding without Tears | District |
| Microsoft Office | District |
| MailMeter | District |
| eSchoolData | District |
| BrainPOP Edu | District |
| OverDrive | District |
| i-Ready | District |
| Castle Learning | District |
| Learning A-Z | District |
| Tumblebooks | District |
| iObservation | District |
| ClearTrack | District |
| PDP Premiere | District |
| PaperCut MF | District |
| Zoom | District |
| Spiceworks | District |
| Planbook | District |
| Nourish | District |
| ActivInspire | 114 |
| Autodesk Auto CAD 2020 | 38 |
| Clickteam Fusion 2.5 Free | |
| Edition | 23 |
| Autodesk Maya 2018 | 23 |
| Battle.net | 22 |
| Overwatch | 21 |
| Minitab 18 | 20 |
| Milestone XProtect Smart Client | 14 |
| Rocket League | 14 |
| nVision | 13 |
| RobotC | 13 |
| OBS Studio | 12 |
| League of Legends | 9 |

| | |
|--|---|
| Finale Music | 7 |
| ExamView Assessment Suite | 5 |
| Applicant Tracker | 4 |
| BioConnect | 3 |
| Realtime Landscaping Pro 2018 | 3 |
| HMH eTextbooks | 2 |
| DAS-II Scoring Assistant | 2 |
| Quicken | 2 |
| Routefinder Pro | 2 |
| Wechsler Nonverbal Scoring Assistant | 2 |
| WIAT-III Scoring Assistant | 2 |
| Intervention Report Upgrade for BASC-2 ASSIST | 1 |
| Infofinder | 1 |
| EXAMgen | 1 |
| ATC Wintax | 1 |
| MakerBot | 1 |
| MatchGraph! | 1 |
| EXAMgen | 1 |
| Meet Manager 4.0 for Track and Field | 1 |
| PsychCorpCenter | 1 |
| PsychCorpCenter-II | 1 |
| SPARKvue | 1 |
| WISC-IV Scoring Assistant | 1 |
| Guidance Direct | 1 |
| Health Office | 1 |

Appendix F

Alfred-Almond Central School

TECHNOLOGY ACCEPTABLE USE POLICY EMPLOYEES

BOE Approval Date: 3/14/12

As Alfred-Almond Central School gains access to new technological resources we also assume new responsibilities. Our goal is to provide access to diverse technology, to support learning and enhance instruction, and to do so in a manner that is both ethical and consistent with promoting educational excellence.

I. Purpose of Acceptable Use Policy

This Acceptable Use Policy establishes a set of guidelines for teachers, administrators, and all other employee users of the Alfred-Almond Central School computer networks and technological equipment. It is designed to reinforce honesty, integrity, respect for the rights of others, and respect for the law. Violations of the Acceptable Use Policy will result in loss of access, as well as other disciplinary or legal action, if applicable.

II. Terms and Conditions

Alfred-Almond Central School is now providing access to various computerized information resources through the use of the district's computer system. This may include access to electronic mail, on-line services, and the Internet. Unlike most traditional instructional or library media materials, our district will allow access to external computer networks not controlled by the school district, where it is impossible to screen or review all of the available materials. Use of this system is conditioned upon written agreements by the user that uses of our system will conform to the requirements of this policy.

It should be noted that use of the AACS computer equipment, Internet accounts, and networks and information is a privilege, not a right. As such, these privileges can be restricted, denied, revoked or suspended.

All data files stored on district equipment, like school lockers, remain the property of the school district and are subject to control and inspection. Employee e-mail is subject to search. Any messages transmitted are under school jurisdiction and should not be considered private.

III. Standards of Behavior

- Use of the district computer resources for non-academic reasons will only be allowed with authorization from proper school personnel.
- Technology devices and software are the property of Alfred-Almond Central School and should not be wasted or treated improperly.

- There should be no violation of privacy and personal safety. Do not give out personal information such as age, phone number, address, etc. over the AACCS computer network. Violations of the privacy of others will be considered a severe offense.

IV. Lawful Use of Copyrighted Materials

- Unlawful duplication of computer-related material or violations of copyright laws is prohibited.
- No person is allowed to install personal software on district computers without proper authorization.
- No person is allowed to install district software without proper authorization.
- Only public domain files (files available for public use) and files in which the author has given expressed written consent may be uploaded to the system. Individuals may download copyrighted material only for their own use following the provisions set forth in the U. S. Copyright law.

V. Illegal and Commercial Uses of the Internet

- Use of AACCS computer networks for political, illegal, commercial, obscene, or other inappropriate purposes is not acceptable and will be addressed under the severe clause.
- Do not abuse computer or network hardware.
- Do not fraudulently use another person's name to send messages. Violation will be considered a severe offense.

VI. Accessing Information Inappropriate for Students and Employees

Speech and actions that are inappropriate in an educational setting and violating current school policy are prohibited. These include:

- Inappropriate Language or Graphics – obscene, offensive, disrespectful, harassing, threatening, prejudicial, false, defamatory, or disrupts the education process/environment.
- Dangerous Information – Information that, if acted upon, could cause damage or danger.

VII. Use for Work or Activity That is Consistent with Educational Purposes

- Material accessed from Alfred-Almond Central School computer networks will be used to promote education excellence.

- Internet usage will be guided by the educational objectives of Alfred-Almond Central School.

VIII. Use of Unauthorized Software

- Do not copy or modify server or network system files.
- Do not copy any software or files that are property of AACCS.
- No attempt should be made to infiltrate a computing system or damage or alter the software components or network.

IX. Unauthorized Access to Files

- All files stored on the district technology systems are the property of AACCS and may be viewed by the network administrator and/or school administrators at any time.
- Keep passwords confidential.
- Do not try to learn the passwords of others.
- Do not try to read, modify, or delete files of other individuals.

X. Disclaimer of Responsibility

Alfred-Almond Central School will take caution and make reasonable efforts to monitor proper technology use; however, the employee must also accept responsibility. There are areas of the Internet which may contain questionable material and inaccurate information. As a result, Alfred-Almond Central School disclaims any responsibility for any inappropriate or objectionable materials that a user may obtain through school use of the Internet. Any information furnished by an individual to another user via the Internet is at the user's own risk. Alfred-Almond Central School specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services. In addition, Alfred-Almond Central School is not responsible for loss of data caused by the negligence of the user's errors or omissions.

XI. Internet Violations

Inappropriate use of the Alfred-Almond Central School computer information networks could result in the following school disciplinary action: equipment repair or replacement, debugging charges, suspension, legal action, and/or employee disciplinary action.

XII. Severe Clause – If the violation is of such a serious degree that the individual will harm others or breach the intent of the Acceptable Use Policy, the individual will immediately have all access terminated until assessment of the situation. These severe violations include, but are not limited to, such things as illegal acts, violating the privacy of others, and modifying server software. After assessment of the situation, the user may be subject to all and full employee disciplinary action.

Please sign and return this page ONLY

I, _____, the employee, have read the District's Acceptable Use Policy and agree to abide by their provisions. I understand that violation of these provisions may constitute suspension or complete loss of system access and related privileges

Appendix G

Signature _____

Date _____

**SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET
CONTENT FILTERING/SAFETY POLICY (#8271)**

BOE Approval Date: 3/14/12

Public Forum Date : 3/05/12

2012 8271 2012 8271

1 of 3

Instruction

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyber bullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

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

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

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

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)

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

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

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

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

Internet Safety Instruction

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

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyber bullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's

own personal technology or electronic device on school grounds or at school events.
2012 8271

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet. The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future. The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)

47 Code of Federal Regulations (CFR) Part 54

Education Law Section 814

NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources

(Acceptable Use Policy)

District Code of Conduct on School Property

Adopted date: 11/9/05

Revised: 11/14/07

Revised: 8/9/11

Revised: 3/14/12

Appendix H

E-rate Technology Plan

470 Requests for District (Name): Alfred-Almond Central School

| Item | Validation for Use | |
|----------------------|--------------------|----|
| ----- | | |
| Telephone | P. | 12 |
| Cell Phones | P. | 12 |
| Pages | P. | NA |
| WAN | P. | NA |
| Internet Access | P. | NA |
| Email | P. | NA |
| Internal Connections | P. | NA |
| PBX | P. | NA |