



**Union Springs Central School District
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**Technology Plan
2007-2010**

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Introduction

The Union Springs Central School District Technology Plan is meant to serve as a guide for the use of technology as one tool in the pursuit of educational excellence for all members of our educational community. Specifically, this plan is meant to guide the district in the delivery of staff development, hardware acquisition, software acquisition, curriculum integration and operational efficiency. It is designed to be flexible to the changing needs of students and the development of new technologies.

Description of the District

The Union Springs School District is essentially rural and provides the advantages of the individualized education that rural schools offer their students. The district encompasses more than eighty-two square miles and serves a population of 1,100 full-time students. The secondary building houses 550 students in grades 7-12, the 4-6 building houses 230 students and the K-3 primary building houses 320 students.

The district is extremely proud of its multi-age elementary program, comprehensive strategic plan, and recently completed \$15 million building project, website and aggressive K-12 technology program. The district voluntarily commissioned an educational audit during the spring of 2001 which led to the development of a comprehensive strategic plan.

The district's 100 teaching staff is supported by the Superintendent of Schools, four building principals, a Business Administrator, a Director of Special Education and 78 instructional support staff.

District Vision

Our school is a place where each community member promotes self worth by challenging each other to achieve success daily.

District Mission Statement

The Union Springs Central School District is an organized body (composed of students, parents, staff, and community members) that nurtures all learning and recognizes individual differences in a challenging environment. ALL MEMBERS positively and respectfully encourage one another to succeed, inspiring pride in accomplishments. With everyone ultimately responsible for his or her life-long learning and behavior, the pursuit of excellence is our mission.

Technology Vision

The Union Springs School District is committed to integrating technology as a natural part of the education process. Standards-based technology instruction will support existing curricula while engaging students in meaningful learning experiences. Instruction, rich with integrated technology, will provide our students the opportunity to develop lifelong learning skills necessary to be productive citizens in an information driven, global society.

E-Rate Requirements Verification Sheet

Requirement 1

An establishment of clear goals and realistic strategies for using telecommunications and information technology to improve education.

Page(s):

5	6	11	12	14	15	16	17	18	29
30	31	32	33	34					

Requirement 2

A professional development strategy ensuring staff will know how to use information technology to improve education.

Page(s):

11	12	14	15	16	17	18	29	30	31
32	33	34							

Requirement 3

Included assessment of telecommunications services, hardware, software, and other services that will be needed to improve education.

Page(s):

7	8	9	10	11	12	14	15	16	17
18									

Requirement 4

District provided budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the technology plan strategy.

Page(s):

13									

Requirement 5

An evaluation process enabling the district to monitor progress towards the specified goals and make mid-course corrections as needed.

Page(s):

11	12	14	15	16	17	18			

Strategic Plan Initiatives

The Strategic Planning Committee examined the results of the educational audit during the winter and spring of 2002, to create a Strategic Plan for the Union Springs Central School District. This plan identified three initiatives:

1. Develop and implement a comprehensive K-12 aligned curriculum. (USCSD, pg6, 2002)
2. Students' needs and learning styles will be met by providing a variety of instructional methods. (USCSD, pg. 62, 2002)
3. Develop and implement a district-wide communication plan. (USCSD, pg. 66, 2002)

These long-range strategic initiatives guide the development of yearly goals for the Board of Education, Administration and Shared-Decision Making Teams.

Adopted BOE Goals

In the Fall of 2003 the Union Springs Central School District Board of Education identified the following goals:

Curriculum, Instruction and Assessment

1. The Union Springs Central School District will significantly exceed the New York State Performance Index Score on required state assessment in English language arts at the elementary and middle school grades and English at the high school level.
 - 1.1 In grades four and eight, one hundred percent of the students taking the required exam will score at level 2 or better and eighty percent will score at level three or four
 - 1.2 In high school, one hundred percent of the cohort group will complete requirements for four (4) credits of English and pass the required ELA Regents examination.
 - 1.3 Forty-five percent of those tested on the ELA Regents will achieve a goal of eight-five percent or better on the exam.
2. The Union Springs Central School District will significantly exceed the New York State Performance Index Score on required state assessments in math at the elementary and middle school grades and math at the high school level.
 - 2.1 In grades four and eight, one hundred percent of the students taking the required exam will score at level two or better and eight percent will score at level three or four.
 - 2.2 One hundred percent of the cohort group will complete requirements for three credits of mathematics and pass the math A Regents. Thirty-five percent of those tested on the Math A Regents will achieve a grade of eight-five or better on the examination.
3. The Union Springs Central School District will have met the following New York State standards and benchmarks in social studies as listed below:
 - 3.1 In grade eight, one hundred percent of the students taking the exam will score at level two or better.
 - 3.2 In grade five, one hundred percent of the students will score at levels 3 and 4.
 - 3.3 In grade eight, seventy-five percent of the students will score at levels 3 and 4.
 - 3.4 In high school, one hundred percent of the cohort group will complete requirements for four credits of Social Studies and pass the Global History and Geography Regents exam and the U. S. History and Government Regents exam.
 - 3.5 In addition, forty-five percent of those tested on the U. S. History and Government Regents will achieve a grade of eighty-five or better on the exam.

4. The Union Springs Central School District will have met the following New York State standards and benchmarks in science as listed below:
 - 4.1 In grade four, ninety percent of students taking the Elementary Level Science assessment will meet or exceed the State Defined Level for minimal performance.
 - 4.2 In grade eight, one hundred percent of students taking the exam will score at level two or better and eighty percent will score at level three or four on the middle Level State Science Assessment.
 - 4.3 In high school, one hundred percent of the cohort group will successfully complete requirements for three credits and pass one of the following Regents examinations: Earth Science, Living Environment, Chemistry or Physics.
 - 4.4 In addition, thirty-five percent of the cohort group tested on the Regents exams will achieve a grade of eighty-five or better on the exams.

5. The Special Education program will be one hundred percent (100%) compliant with federal and state guidelines and verified by the New York State Education Department via program review.
 - 5.1 All re-evaluations will be current.
 - 5.2 Special Education student records will document full access to the general education curriculum and all required State assessments
 - 5.3 Student IEP's will be current and complete per regulation
 - 5.4 Records will document that CSE meetings have included the full complement of required members.

6. By August 2004, develop and implement a comprehensive K-12 aligned curriculum
 - 6.1 Creation of an aligned written K-12 ELA curriculum document
 - 6.2 Creation of an aligned written K-12 math curriculum document
 - 6.3 Creation of an aligned written K-12 science curriculum document
 - 6.4 Creation of an aligned written K-12 social studies curriculum

Culture and Environment

1. Implement school district's communication plan.
 - 1.1 Improve and enhance existing methods of communication with the community
 - 1.2 Increase the frequency of parent/teacher communication throughout the school district.
 - 1.3 Increase communication between staff for all teams, K-12.

2. Professional development programs will be in place to provide staff with appropriate training to meet students' needs and different learning styles.
 - 2.1 Provide instruction in learning styles and differentiated instruction for staff during Superintendent's conference days and faculty meetings.

Management

1. Monitor the renovations at all school district buildings.

Current State of Technology

The Current State of Technology

All classrooms in the district have at least one computer connected to the LAN and the Internet. This level of computer availability was achieved during the 1998-1999 school year.

Staff Development

All staff has received training on the use of email and development of individual teacher web pages. In addition, the majority of staff has been trained in the use of digital cameras, file management, internet searches, word processing, presentation software and grading software. See Survey pages 14-16.

Hardware

All-in-One Computers – (5)

Averkeys – (8) Used to project from computer to TV in classrooms.

CSU/DSU – (4)

Desktop Computers – (318) - (As reported on BEDS report)

(85) AJ Smith

(62) Cayuga

(171) Middle/High

Digital Cameras – (78)

Email Filter – (1) – Barracuda Spam Firewall 300

Firewall – (1) – Checkpoint Firewall 1

Filtering Device – (1) – Iprism, St. Bernard Software

Inkjet Printers – (80)

Laptop Computers (Wireless and Wired) – (90)

(26) AJ Smith

(26) Cayuga

(38) Middle/High

Laser Printers – (60)

Mobile Wireless Computer Labs - (4)

Network Servers - (14)

Network Switches – (28)

Network Switches, Desktop size – (35)

PDA (Personal Digital Assistants – Palm and Handspring) – (68)

PDA Keyboards – (26)

PDA Margi to go Presenters – (3)

Projectors – (30)

Routers - (5)

Scanners – (12)

Smartboards – (8)

Storage Devices (NAS) – (2)

Transfinder – (1) Bus Garage Software

Wireless Access Points – (8)

Computer Labs

AJ Smith

- ❖ One computer lab containing 26 desktop computers connected to the network and a networked laser printer.
- ❖ One Wireless Mobile Lab with 20 laptops and one wireless laser printer, connected to the network.

- ❖ One Wireless Mobile Lab with 20 laptops and one wireless laser printer connected to the network.

Middle School/High School

- ❖ Two desktop computer labs connected to the network. Each lab has 2 networked printers and a total of (48) desktop computers. There is one scanner in each lab.
- ❖ Two wireless mobile labs, both with 18 laptops and one laser printer.

Electronic Information Access

All 3 libraries are fully automated using Mandarin Library Automation Software. This enables digital searching of the library media center resources. Teachers can reserve materials using the automated system and OPAC is installed on most computers throughout the District so that electronic searching of resources is possible in the classroom as well as the computer labs. The district is evaluating changing to Open Source Library Automation for the 2007/2008 school year.

Software

A brief list of software widely used throughout the District.

- ❖ Adobe Acrobat Professional
- ❖ Adobe Illustrator
- ❖ Adobe PageMaker
- ❖ Adobe Photo Elements
- ❖ Adobe Photoshop
- ❖ All-the-Right-Type
- ❖ AutoCad 2007
- ❖ AutoCad LT 2007
- ❖ Corel
- ❖ DataViz
- ❖ Examgen - Math
- ❖ Examgen – Social Studies 4 Titles
- ❖ Inspiration
- ❖ Kidspiration
- ❖ Mandarin
- ❖ Master Guru (AJ Smith and Cayuga)
- ❖ Microsoft Office '97 Professional
- ❖ Microsoft Office 2000 Professional
- ❖ Microsoft Office XP 2003 Professional
- ❖ Perfect Copy
- ❖ Riverdeep Destination Math
- ❖ Riverdeep Destination Reading
- ❖ TyperShark

Software Licensing

Microsoft School Subscription 3.1 Licensing Plan – This plan allows the district to install any version of the Microsoft Windows Operating System on any computer. The licensing allows us to install Windows XP Professional or Windows Vista on all machines. Also, the licensing allows us to install any version of Microsoft Office on each machine. We are currently using Microsoft Office Professional 2003 and will move to Office 2007 during the 2007-2008 school year. The licensing is based on the number of machines in the District and is a multi-year commitment. Currently we have 450 machines in the Agreement.

Network Infrastructure

The District has 20 Network Servers using Windows NT 4.0, Windows 2000 and Windows 2003 Server. All servers will be converted to Windows 2003 Server by the end of 2007.

The High School serves as the core of the Local Area Network (LAN). Internet Access is achieved through a DS3 circuit purchased through Cayuga BOCES. The circuit supplies the district with 2.0 megabit access through a line furnished by OCM BOCES to Cayuga BOCES and then to Union Springs. The circuit has been operational since the 2004/2005 school year. The circuit has been very good with few instances of downtime. The circuit is dynamic so bandwidth can be added in the future without adding another independent circuit. There are plans to introduce a 100 Meg connection to the school during the 07/08 school year.

Verizon Telephone supplies the school district with a T1 circuit from AJ Smith and Cayuga Elementary to the high school. All internet traffic is routed through these circuits to the High School and then to a Cayuga BOCES Layer 3 switch in the Distance Learning room completing access to the outside world. The district is evaluating connecting each school together using Fiber Optics.

All three buildings have their own comprehensive networks which are independent of each other except where Internet Access is concerned. This allows each school to fully operate in the event the T1 access from school to school is disrupted. All schools are connected to the LAN using Cisco Systems equipment. Cisco Systems provides connectivity equipment to a very high percentage of Internet users and has lifetime tech support and maintenance programs. Each school has multiple wiring closets strategically placed and tied together using Fiber Optics. All schools have at least one dedicated Network Server that is maintained by the Tech Support Staff.

Each school has wireless connectivity capabilities installed throughout much of the school. The wireless connection is primarily used by Mobile Computer Labs and Laptops assigned to staff. Wireless printers are also installed at each school and each Mobile Lab.

The Bus Garage has a Time Warner Road Runner account installed in order to provide connectivity to the High School for Email. The Bus Garage uses Transfinder Software for Bus routes.

Internet Content Filtering

USCS is currently using an Iprism Filter Device that meets state requirements for both content filtering and reporting. Iprism receives a “new” filter update every night at 2:00am. The new filter has changes that we’ve made and additions found by Iprism from the previous 24 hours. Iprism allows us to address content filtering with a minimum of configuration and is a bridge between all computers in the school district and the internet. The current filtering policy was adopted by the Board of Education on 11/13/01.

Internet/LAN Firewall

The school district has had a Firewall Installed since the 1999/2000 school year. We are currently using Checkpoint Firewall as our firewall software program. All inbound and outbound access is restricted and controlled by the Firewall. Checkpoint is installed on a dedicated Windows NT server and controls internet activity for every computer in the district.

Student Information System – BOCES

USCS is currently using the BOCES Student Information System for tracking all students. The system is accessed by using SIS Classic and SIS Web. Administrators and Support Staff use SIS Classic and are installed locally. All secondary teachers use SIS Web to input grades and attendance. SIS Web is accessed through Internet Explorer directly through the internet to BOCES. The district had used WinSchool during the 2001-2002 and 2002-2003 school years. During the summer of 2003 the district reverted back to BOCES SIS.

Antivirus

USCS is currently using Computer Associates (CA) Innoculate Anti-Virus v7.1. The anti-virus software is installed on all machines in the district and updates new virus definitions everyday from 6 different machines acting as servers. This streamlines the process of updating because the new definitions already exist on the network and the workstations don't need to get them from the outside world. Also, Innoculate includes a software piece that installs on the Mail Server to help protect the network from viruses being sent via email attachments.

Email SPAM Firewall

In May, 2006 a Barracuda SPAM Firewall was purchased to assist in controlling the alarming level of email spam entering user email accounts. As of January 25, 2006, the firewall had stopped 26,000 of 30,000 emails for being tagged as "spam". Of those, a very small percentage stopped were legitimate emails that we forwarded to the end user. The firewall is continuing to learn the difference between email sent from a "safe" sender versus a "spam" sender.

Students with Special Needs

Students with special needs are provided a variety of resources to make accommodations assuring all students receive access to the curriculum. Some of the accommodations provided are:

Laptops with speech recognition software

Laptops with student specific reading & writing software

Palm Pilots w/ keyboards

Large screen monitors

Headphones

Large keys on keyboards.

Public Access

Public access to three of the computer labs is provided through the district's continuing education program.

Each semester a variety of classes are offered in the evening which include, but are not exclusive to:

Word Processing (MS Word)

Digital Camera and Photo Editing (Adobe Photoshop)

Presentation Software (MS PowerPoint)

Database Management (MS Access)

Web searching

Email

Technology Goals & Performance Objectives

1. Maintain current level of computer and internet access.
2. Increase the integration of technology into the regular classroom setting.
3. Increase the use of technology as a communication tool between teachers, students and parents.
4. Continue the research and investigation of new and developing technologies and software.

Strategies to Achieve Technology Goals

Goal 1 *Maintain current level of computer and internet access.* The purpose of this goal is to ensure that administrators, teachers and students have the tools necessary to support the curriculum and administrative record keeping. This goal should be continually evaluated to ensure the status quo meets the changing needs of software, curriculum and computers.

One significant change that will be implemented is the conversion from individual desktop inkjet color printers to networked laser printers. The district currently provides an inkjet printer in every classroom or office. This practice needs to change to a configuration of offices using their Ricoh Copiers and classrooms sharing networked laser printers. The purpose of this change is to conserve supply costs and reduce the hours the technology staff spends troubleshooting inkjets.

Year 1:

- ❖ Continue to replace 1/10 of the desktop computers. Monitors will only be purchased on an as needed basis to replace broken monitors.
- ❖ Review current policy and procedures to evaluate oldest models and determine a method of disposal.
- ❖ Continue the conversion from inkjet printers to network laser printers.
- ❖ Review network bandwidth needs.
- ❖ Purchase emerging technologies and software on a trial basis.
- ❖ Replace Laptops in Mobile Labs.
- ❖ Start migration to Office 2007

Year 2:

- ❖ Continue to replace 1/10 of the desktop computers.
- ❖ Replace the laptops in the HS, MS and AJ computer labs.
- ❖ Continue the conversion from inkjet printers to network laser printers.
- ❖ Purchase emerging technologies and software on a trial basis.
- ❖ Replace Laptops in Mobile Labs.
- ❖ Complete migration to Office 2007
- ❖ Start migration to Microsoft Windows Vista OS.

Year 3:

- ❖ Continue replacement of 1/10 of desktop computers.
- ❖ Continue the conversion of inkjets to network laser printers.
- ❖ Purchase emerging technologies and software on a trial basis.
- ❖ Complete migration to Microsoft Windows Vista OS.

Goal 2 *Increase the integration of technology into the regular classroom setting.* The purpose of this goal is to ensure that students and staff have access to a curriculum that utilizes the latest technology tools to enrich learning opportunities.

Year 1:

- ❖ Complete and review the K-12 technology performance objectives for students.

- ❖ Draft K-12 technology performance objectives for staff.

Year 2:

- ❖ Finalize the K-12 technology performance objectives for staff.
- ❖ Review the ELA and Math Curriculums for connections to technology
- ❖ Conduct survey of Staff needs

Year 3

- ❖ Review the Social Studies and Science Curriculums for connections to technology.
- ❖ Rewrite the technology plan for the 2008-2009 school year
- ❖ Administrators will reference the K-12 technology performance objectives for staff in teacher evaluations

Goal 3 *Increase the use of technology as a communication tool between teachers, students and parents.* The district purchased and populated, a new web site at <http://www.uscsd.info> during the 2002-2003 school year. The site has the potential to be a great communication tool between the school and community, if it is fully utilized. Currently the teacher pages and email are not used to their full potential. While our survey results show that at least 50% are comfortable with these tools they are not using them on a regular basis.

Year 1:

- ❖ Provide additional instruction for web page development
- ❖ Provide additional instruction for email usage
- ❖ Establish administrative expectations for web and email communication

Year 2:

- ❖ Conduct survey of staff needs
- ❖ Provide refresher classes to staff for web development based on survey results
- ❖ Administrators will reference the use of email and web in teacher evaluations

Year 3:

- ❖ Conduct survey of staff needs
- ❖ Provide support classes to staff for web development based on survey results

Goal 4 *Continue the research and investigation of new and developing technologies and software.* The district must continue to research new and emerging technologies and software to provide optimal support for teachers, students and administration. The district should continue to support the attendance of staff at regional technology conferences such as NYSCATE and NECC . In addition, the district must continue to purchase emerging technologies and software on a trial basis.

Years 1-3:

- ❖ Attendance by teachers, tech staff and administration at regional and national conferences
- ❖ Attendance by teachers, tech staff and administration at BOCES staff development opportunities
- ❖ Purchase emerging technologies and software on a trial basis.
- ❖ Provide Staff development locally, for new hardware and software purchases
- ❖ Provide Staff development locally, for hardware and software based on the survey results

Budget for Achieving Goals

	2007-2008	2008-2009	2009-2010	Funding Source
Technology Department Personnel	\$110,000	\$110,000	\$110,000	Budget
Computer Hardware (desktops, laptops, servers, switches, etc)	\$54,000	\$54,000	\$54,000	Budget
Professional Development (Learning Tech Coser)	\$24,000	\$24,000	\$24,000	Budget, Boces, E-Rate
Cell Phones	\$4,800	\$4,800	\$4,800	Budget, E-Rate
Software	\$48,000	\$48,000	\$48,000	Budget, Boces
Service Contracts (T1, warranties, website, etc.)	\$15,000	\$15,000	\$15,000	Budget, Boces
Travel & Conference	\$2,500	\$2,500	\$2,500	Budget
Internet Connectivity	\$62,000	\$62,000	\$62,000	Budget, Boces
Long Distance Learning	\$8,500	\$8,500	\$8,500	Budget, Boces, E-Rate
Digital Printers	\$83,000	\$83,000	\$83,000	Budget, Boces
E-Mail Filtering	\$800	\$800	\$800	Budget
Web Hosting	\$3,000	\$3,000	\$3,000	Budget, E-Rate
Telephone Interconnect	\$42,000	\$42,000	\$42,000	Budget, Boces, E-Rate
Network Firewall (Checkpoint)	\$1,500	\$1,500	\$1,500	Budget
Internet Filtering (IPrism – St. Bernard Software)	\$3,000	\$3,000	\$3,000	Budget
	\$462,100	\$462,100	\$462,100	

Plan Evaluation

Performance Indicators

Performance of the district's progress towards achieving the Technology Plan's Goals will be measured by:

Firewall Reports (measures internet requests)

Iprism Filter Reports (measure quantity and denials)

Internet Solutions Report (measures number and frequency of hits for all pages on the district web site, records date of latest change for each teacher page)

Hardware Loan Forms (tracks usages on loan history of hardware such as: digital cameras, laptops, palms, LCD's, Etc.)

Written K-12 Performance Objectives for Students

Written K-12 Performance Objectives for Staff

Annual Staff Survey

Teacher Observations

Plan Review

The Technology Committee will meet semi-annually to review the status of the districts progress towards the goals contained in the plan. The committee will have the authority to review all performance indicators, except for teacher observations, and make adjustments to the indicators or goals.

Technology Committee

Karen Burcroff AJ Smith Elementary Principal/Technology Coordinator

Don Crowley Network Administrator

Mitch Fabian Secondary English Teacher

Steve Persad Elementary Music Teacher

Chris Markham Elementary Teacher

Pamela Abraham Elementary Teacher

Rachel Hoadley Secondary Math Teacher

Jennifer Smith Elementary Teacher

Micheline Lavey Teacher Assistant

Lori Willey Elementary School Librarian

3. Attitudes

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree

Put an X in the appropriate box.

	A	B	C	D	N/A
Using technology makes me more effective.					
Technology helps me organize my work.					
I find the use of technology to be motivating.					
I am comfortable learning about and using technology.					
I would like to integrate more technology into my work.					
My colleagues encourage the use of technology.					
I feel comfortable helping others in school with technology.					
I feel comfortable asking others in the school for help with technology.					
I take personal time to learn and practice technology skills.					

4. Check all of the classes for which you used a computer this year:

- English / Language Arts
- History / Social Studies
- Science
- Math
- Music / Art
- Physical Education / Health
- Computer Applications / Business Education
- Attendance
- Discipline Reports
- Other _____

5. Computer Usage

Please mark how often you do each of the following.

	Never	Rarely	Occasionally	Often	A lot
I use technology for writing.					
I use technology to find information that I need.					
I use pictures and graphics in my work to better explain my ideas.					
I search the Internet to find materials for lessons.					
I work in a team with other staff when I use technology.					
I feel more interested in learning when I use technology.					
Technology is available to me when I want to use it to learn or to work.					
I learn how to use technology from colleagues.					
I learn how to use technology from students in my class.					
I use technology in my classes.					
I search the Internet for fun or personal interests.					
I use the computer to improve my typing skills.					
I use many different kinds of technology to help students learn (such as computers, digital cameras, graphing calculators, projectors, etc.)					
I use email to communicate with parents about my students.					

6. Check all of the places where you used computers for your job this year:

- A regular classroom
- Library
- Computer Lab
- In your own home
- In my office

7. I have attended staff development for the following:

- Word Processing (Microsoft Word)
- Spreadsheet (Microsoft Excel)
- Database (Microsoft Access)
- Drawing or Painting Software (Adobe Illustrator or Photoshop)
- Digital Camera
- Scanner
- Presentation Software (PowerPoint)
- Email
- Webpage development (www.uscsd.info)
- Search engines (Google, askwest)
- Web quests, virtual field trips
- LCD projectors
- Attendance software
- Discipline
- IEP management (IEP Direct)
- PDA's (palm, handspring)

8. Describe how the use of technology at school has made a difference for you (fun projects you've done, things you've learned, etc.)

9. What are some things you would like to learn or do using technology next year?

4. Check all of the classes for which you used a computer this year:

- 31 ___ English / Language Arts
 19 ___ History / Social Studies
 23 ___ Science
 17 ___ Math
 8 ___ Music / Art
 7 ___ Physical Education / Health
 7 ___ Computer Applications / Business Education
 16 ___ Attendance
 14 ___ Discipline Reports
 20 ___ Other _____

5. Computer Usage

Please mark how often you do each of the following.

	Never	Rarely	Occasionally	Often	A lot
I use technology for writing.	2	1	13	16	26
I use technology to find information that I need.	0	1	12	13	33
I use pictures and graphics in my work to better explain my ideas.	8	9	15	13	14
I search the Internet to find materials for lessons.	5	23	15	11	21
I work in a team with other staff when I use technology.	9	22	17	7	3
I feel more interested in learning when I use technology.	1	5	28	7	13
Technology is available to me when I want to use it to learn or to work.	1	1	9	26	18
I learn how to use technology from colleagues.	1	6	30	18	4
I learn how to use technology from students in my class.	10	19	15	5	3
I use technology in my classes.	6	7	20	9	11
I search the Internet for fun or personal interests.	4	9	19	13	14
I use the computer to improve my typing skills.	8	12	10	19	9
I use many different kinds of technology to help students learn (such as computers, digital cameras, graphing calculators, projectors, etc.)	9	12	15	8	6
I use email to communicate with parents about my students.	13	14	9	11	7

6. Check all of the places where you used computers for your job this year:

- 46 ___ A regular classroom
 34 ___ Library
 27 ___ Computer Lab
 49 ___ In your own home
 19 ___ In my office

7. I have attended staff development for the following:

- 25 ___ word Processing (Microsoft Word)
 19 ___ spreadsheet (Microsoft Excel)
 10 ___ database (Microsoft Access)
 11 ___ drawing or Painting Software (Adobe Illustrator or Photoshop)
 36 ___ digital Camera
 3 ___ scanner
 26 ___ presentation Software (Powerpoint)
 30 ___ email
 51 ___ webpage development (www.uscsd.info)
 21 ___ search engines (google, askjeeves)
 1 ___ webquests, virtual field trips
 8 ___ LCD projectors
 23 ___ attendance software
 2 ___ discipline
 9 ___ IEP management (IEP Direct)
 11 ___ PDA's (palm, handspring)

Appendix C – Computer and Internet Acceptable Use Policy - 8321

(This Policy was adopted by the Union Springs CSD Board of Education on 4/17/96 the Board of Education adopted the Revisions on 10/25/99)

The use of school computers, networks, and Internet access (referred to below as both “Computer System” and “System”) is a privilege. The System is provided to students and staff to support the educational mission of the District. Accordingly, it should be used only for educational purposes.

Both the computer/network equipment and all computerized files (including, but not limited to, programs, documents, e-mail, accessed Web pages, etc.) contained in them are the property of the District. The District will have complete access to all such files to monitor appropriate usage of the Computer System as well as to perform system maintenance from time to time. Consequently, no user of the Computer System should have any expectation of privacy from the District with respect to any computerized file stored in the memory of the System.

Staff will be expected to monitor student usage of the Computer System. The monitoring will include but will not be limited to:

- a) Walking around the classroom/library/lab and observing student usage,
- b) Use of computer equipment (in a computer lab for example) to monitor each student’s usage, and
- c) Review of computerized logs of use, etc.

The district will notify students and parents of this monitoring in its newsletter, by mail, by login, screens or “splash screens” when each user logs in, and in the student handbook. It should be made clear in each form of notification that use of the System will be viewed as consent by the user to this monitoring by the District.

Generally speaking, the rules which govern both student and staff conduct on an everyday basis are applicable to their conduct while using the Computer System. The following provides some specific examples of prohibited use of the System:

- a) Abusive or harassing conduct, including sexual or other forms of harassment.
- b) Intentionally viewing, downloading or trading material which is inappropriate in the public school setting and is not directly related to the student or employee’s work or instructions activities including for example (but not limited to): immoral, pornographic or sexually suggestive material; material which espouses or demonstrates the use of violence or weapons; etc.
- c) Illegal conduct, including but not limited to: copyright infringement. Users are required to comply with all licensing and copyright regulations that may apply to systems or software.
- d) Disclosures or careless use of passwords or account numbers.
- e) Use of others’ passwords or account numbers.
- f) Use of obscene or vulgar language.
- g) Damaging, disabling, or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- h) Downloading, installing, or using unauthorized software.
- i) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the user, without express permission (or as a part of an employee’s duties on behalf of the District).
- j) Using the Computer System for profit making, personal or other non-educational purposes.

- k) Transmitting material, information or software in violation of any District policy, regulation or directive, the student discipline code, and/or federal, state and local law or regulation
- l) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.

This list is not intended to be comprehensive. Instead, it is intended as an illustration as the rules which should govern good conduct while using the Computer System regardless of whether a rule is specifically listed. Herein, if the user's conduct while using the System is unbecoming either a student or staff member, appropriate disciplinary action will be taken against the violators. The District will determine whether the conduct is inappropriate and what disciplinary action should be taken (including federal, state, and/or local law enforcement agencies), with the boundaries and subject to the procedures of all applicable laws and collective bargaining provisions.

Appendix D – Computer and Internet Regulation – 8321 R

COMPUTER AND INTERNET USE GUIDELINES

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened -- prior to use-- by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Board Policy #8320 requires that all such materials be consistent with district-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Telecommunications, because they may lead to any publicly available files server in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy #8320 and will honor the goals for selection of instructional materials contained therein.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Board Policy #7420). The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms by parents of minor students (under 18 years of age) and by students themselves. Internet service providers require agreement by users to acceptable use policies outlining standards for behavior and communication.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Union Springs Central School District supports and respects each family's right to decide whether or not to apply for independent access.

APPLICATION FOR ACCOUNT AND TERMS AND CONDITIONS FOR USE OF COMPUTERS AND INTERNET

Please read the following document carefully before signing. This is a legally binding document.

Internet access is now available to students and teachers in the Union Springs Central School District (USCSD) through an independent Internet Service Provider therefore we need a cooperative climate of use. We are very pleased to bring this access to USCSD and believe the Internet offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in the USCSD by facilitating resource sharing, innovation and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual transcribers. Students and teachers may have access to:

- 1) Electronic mail communication with people all over the world;
- 2) Information and news from NASA as well as the opportunity to correspond with Scientists at NASA and other research institutions;
- 3) Public domain and shareware software of all types;
- 4) Discussion groups on a plethora of topics ranging from Chinese culture to The environment to music to politics;
- 5) Access to many university library catalogs, the Library of Congress, and ERIC.

With access to computers and people all over the world also comes the availability of materials that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials and an industrious user may discover controversial information in written and graphic form. The USCSD firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure materials that are not consistent with educational goals.

Computer and Internet Terms and Conditions

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a USCSD user violates any of these provisions, his or her account will be terminated and future access could be denied. The signature(s) at the end of this document is (are) clearly binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

- 1) **Acceptable Use:** The purpose of having access to the network, e-mail and the Internet is to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the USCSD. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any United States or state regulation is prohibited.

The USCSD and other organizations' systems are not to be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-school related activities. The systems must not

be used in any way that would be inappropriate, including the transmittal of offensive material of any kind (sexual jokes, stories, etc.), harassment, discrimination, or slander. Use for product advertisement or political lobbying is also prohibited. Use of the systems must be in compliance with all laws and regulations of the country in which the user sits. This includes insuring that proper licensing agreements are in effect, copyrights and other intellectual property rights are not being infringed, etc.

2) **Privileges:** The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of that privilege. An account may be closed at any time, as required. Any problems and/or questions must be reported to the building technical representative. The administration, faculty, and staff of the USCSD may request the building technical representative to deny, revoke, or suspend specific user accounts. You have the full responsibility for the use of your account, and, under no conditions, should you share your account or your password with any other person. All recipients of accounts must participate in training pertaining to the proper use of the network. Account users are responsible for maintenance of their accounts. The Internet Service Provider and or USCSD Technology Services Staff may conduct reviews of all accounts to determine adherence to the goals of research and education.

All telephones and computer systems, including personal computers, laptops, servers, and mainframes and the data and messages stored on them, are considered USCSD property. As such, all documents, data, and information, and any E-mail and voice mail messages, composed, sent, and received on or over such equipment, are the property of USCSD. The purpose of these systems is to enhance the educational program of the USCSD.

USCSD reserves the right to monitor the telephone and computer systems, voice mail, web sites (Internet and Intranet), and E-mail systems to prevent abuses or misuses, or for any other legitimate district business reason. Appropriate disciplinary action will be taken against any employee or student who violates these policies.

When procedures are properly followed, the security of your electronic communications is relatively secure. However, absolute authenticity, confidentiality, and integrity of your electronic communications cannot be guaranteed, whether transmitted over the Internet or through the E-mail or voice mail systems made available by USCSD. Although these systems accommodate the use of security passwords, their reliability for maintaining confidentiality cannot be guaranteed. You should assume that any and all messages may be accessed and read by someone other than the designated recipient. Please note that even when a message is erased, it may still be possible to recreate the message. Therefore, ultimate privacy of messages cannot be ensured for anyone.

Students' access of Internet sites for non-school purposes will be left to the discretion of the district supervisor of each workstation. On each occasion a student is granted permission to make non-curricular use of a workstation, the student will be required to give the nature of the searches they intend to make. The student shall be expected to attempt to stay on web sites relevant to the scope of the declared purposes. Chat mode may not be used without specific permission from the supervising staff.

3) **Netiquette:** All users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- a) Be polite. Do not get abusive in your messages to others.
- b) Use appropriate language. Do not swear, use vulgarities or any other Inappropriate language a
- c) Do not reveal your personal address, phone number, and credit card number
- d) Do not use the network in such a way that you would disrupt its use by other users.
- e) Respect the privacy rights of others and do not seek, use, or modify the passwords,

accounts, of other users.

Use of the public Internet by USCSD students and employees is permitted where such use supports the goals and objectives of the district. All information posted on the Internet is published material; nothing is “off the record.” The proliferation of negative or thoughtless E-mail, news group, or bulletin board messaging can be damaging to the district. Therefore, only those authorized may author material that contains the USCSD name or information about the district or any of its schools on the Internet, or respond to E-mail or reply to a bulletin board when it contains negative or erroneous information about the district.

All uses of the Internet must be in compliance with all laws and regulations of the country in which the user sits. This includes not only ensuring that proper licensing agreements are in effect and that no copyrights or other proprietary rights are being infringed, but also all advertising and other general regulations that apply are also met.

- 4) **Warranties:** The Union Springs Central School District and their Internet Access Provider make no warranties of any kind, whether expressed or implied, for the services being provided. The USCSD and the Internet Service Provider will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained is at your own risk. The USCSD and their Internet Service Provider specifically deny any responsibility for the accuracy or quality of information obtained through its services. It is the responsibility of each user to verify the integrity and authenticity of the information that is used.
 - 5) **Commercial Services:** Are available on the Internet. If you choose to access these services, you are liable for any costs that may be incurred.
 - 6) **Security Issues:** Security on any computer system is a high priority, especially when the system involves many users. Anyone who suspects a security problem on the Internet must notify a building representative. Attempts to login to network or Internet under any alias or with improper intent will result in cancellation 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 Internet.
- Any student or employee finding negative information about the district or any of its schools on any news group bulletin board or any student or employee receiving such information from a mail list should not reply but contact the Coordinator of Information Services.
- 7) **Vandalism:** Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet Provider’s Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.
 - 8) **Internet Web sites:** A legitimate school function may include the creation and maintenance of a web site on the Internet, which must be sponsored by a staff member. Web sites may be created and maintained by students under the supervision of a staff sponsor. The staff sponsor is responsible for overseeing the planning and development of the information that will appear on the web site and for obtaining the necessary review and approvals.

The Coordinator of Information Services and technology services staff of USCSD will oversee the creation of all sites to ensure that guidelines are followed and each has an appropriate staff sponsor within the district. Web site sponsors should contact the Coordinator of Information Services to initiate all web site registrations.

Staff sponsors shall review all new input to the site before it is posted. In addition, each site must be reviewed periodically by the staff sponsor to ensure that nothing is posted on the site that would be considered defamatory, inappropriate, or embarrassing to the district. USCSD web sites should be created and maintained for legitimate educational use. Personal web sites or at home web pages should not reference the district in any way.

Laws regarding the Internet and the information contained therein are new and constantly evolving. Currently, the laws of the country where an individual is viewing the site apply, and the laws, rules, and regulations regarding licensing, advertising, technology production, copyright, and trademark protection will vary from country to country. Site sponsors should review and keep up to date with any local legal variations and changes and should request assistance from the Coordinator of Information Services. Each site must contain an appropriate legal disclaimer. Any questions regarding these issues can be referred to the Coordinator of Information Services.

- 9) **Sponsorship:** Students desiring individual access of assigned classroom projects must be licensed. The staff person supervising workstation access is responsible for monitoring student usage.

Union Springs Central School District

APPLICATION FOR AN INTERNET ACCOUNT

(Please Print)

Name _____
(Last) (First) (Middle Initial)

Home Phone _____ **School Phone** _____

School _____ Current Grade Level _____

Homeroom Teacher _____

INSTRUCTIONS

- 1. You must include a middle initial. If you don't have one, enter "none."
- 2. If your initials are the same as someone else's, we may need to change your user id.

If your application is accepted, you will be notified by your homeroom teacher. Thank you for your interest and support of this exciting new resource in the Union Springs Central School District.

Date of Application

Signature – Director of Technology

ACKNOWLEDGMENT OF RESPONSIBILITIES

STUDENT:

I understand and will abide by the above Terms and Conditions for Computer use and Internet access. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked; school disciplinary action may be taken and/or appropriate legal action.

User Name (please print): _____

User Signature: _____ Date: ____/____/____

=====

PARENT OR GUARDIAN

As the parent or guardian of this student - I have read the Terms and Conditions for Computer use and Internet access. I understand that this access is designed for educational purposes. I also recognize it is impossible for the USCSD and OCM BOCES to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

PLEASE CHECK DESIRED INTERNET ACCESS PERMISSIONS:

- _____ **CURRICULAR ACCESS ONLY**
- or
- _____ **CURRICULAR AND NONCURRICULAR ACCESS**
- or
- _____ **ACCESS IS DENIED**

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____ Date: _____

=====

HOMEROOM TEACHER (Must be signed if the applicant is a student)

Teacher Name (please print): _____

Teacher Signature: _____ Date: _____

**If you have questions or concerns regarding this application, please call:
AJ Smith 889-7102 or High School 889-4110 and talk with the building principal**

Appendix E – Internet Filtering Policy

(Adopted by the Union Springs CSD Board of Education 11/13/01)

The School District, in accordance with the provisions of the Children’s Internet Protection Act, requires all District computers with Internet access that are used by elementary and secondary students to be equipped with filtering or blocking technology. Once this filtering/blocking technology is in place, newly acquired computers with Internet access used by elementary or secondary students must be linked to this technology within 10 days of installation.

No filtering technology can guarantee that students will be prevented from accessing all inappropriate locations. Proper supervision will be provided to all students while accessing the Internet to further ensure appropriate usage. **Under certain supervised circumstances, authorized personnel may override the filtering/blocking technology for a limited, prescribed period of time to assist students with special projects or research. District guidelines will be developed to implement this component of the policy.*

The School District shall provide certification to document the installation of filtering/blocking technology for its computers with Internet access for students. This certification will fulfill the requirements under the Children’s Internet Protection Act to ensure the continuation of federal Universal Service Discounts.

17 United States Code (U.S.C.)
Section 1701 et seq.

47 United States Code (U.S.C.)
Section 254(h) (5) and (6)

Appendix F – Technology Performance Objectives Grades K-12

<i>Grade</i>	<i>Performance Objective</i>	<i>Activities</i>	<i>NYS Standards</i>	<i>Tools and Resources</i>
K	Use an external mouse	Games	MST 2 CDOS 3	Grade specific programs
K	Shut down a computer	Teacher Lesson	MST 2 CDOS 3	Available classroom computers
K	Keyboarding – letter recognition	Keyboarding program (All the right type)	ELA 1	Programs/software
K	Simple word processing – journaling	Journal, letter writing, making books/stories	MST 5 ELA 1, 2, 4	Word processing software
K	Open with an icon	Teacher generated lesson	MST 2 CDOS 3	Available classroom Internet connection
K	Demonstration of the Internet	Teacher generated lesson, searching for specific info	MST 1, 2, 6, 7 CDOS 1 LOTE 2	Available classroom Internet connection
K	Guided use of a digital camera	Project for class, multi-media presentation	MST 1, 5 CDOS 3 TA 1, 2	Cameras, disks
K	Develop and Increase keyboarding skills	Keyboarding program	ELA 1	Programs, software
K	Develop alphabet recognition of letters	Games/keyboarding programs	ELA 1	Programs, software
K	Introduction of the computer	Teacher generated lesson	MST 2 CDOS 3	Available classroom computers
K	Proper use of the equipment	Teacher generated lesson	MST 2 CDOS 3	Readily available computers
K	Students should understand ethical behaviors of computer use.	Teacher generated lesson	SS 5	Technology plan
1	Continuation of keyboarding skills	Specific programs	ELA 1	Programs/software grade specific
1	Save documents to a floppy disk	Teacher generated lesson for keeping work saved	MST 2, 5 CDOS 3	Available supplies such as disks and computers
1	Guided use of the Internet	Teacher generated lesson, searching for specific information	MST 1, 2, 6, 7 CDOS 1 LOTE 2	Available classroom Internet connection
1	Guided use of a digital camera	Class project, multi media presentation	MST 1, 5 CDOS 3 TA 1, 2	Digital cameras, disks, software
1	Use of a CD-ROM drive	Insert CD and use appropriately, Teacher generated lesson	MST 2 CDOS 3	Readily available computers
1	Continuing to develop and increase keyboarding skills	Specific programs	ELA 1	Programs/software grade specific
1	Continue to develop alphabet recognition and keyboarding skills	Specific programs	ELA 1	Programs/software grade specific

1	Developing creative skills	Word processing, book making	MST 1 ELA 1, 2, 4	Computers, software, printer
1	To improve their writing skills by using word processing programs on the computer	Letter writing, journaling, writing stories	ELA 1, 2, 3, 4	Computers, software, printer
1	Introduction to email	Teacher generated lesson	MST 2 ELA 1, 4 CDOS 1, 3	Available classroom Internet connection, student e-mail capabilities
1	Introduction to calculator basics	Teacher generated lesson. Math practice	MST 1, 2, 3, 6 CDOS 3	Class sets of calculators
1	Students should understand ethical behaviors of computer use.	Teacher generated lesson	SS 5	Technology plan
2	Insert graphics from clip art	Writing stories, journals	MST 1, 2, 5 CDOS 3 TA 1, 2	Software, computers, printers
2	Continuation of keyboarding skills	Specific lesson/programs	ELA 1	Programs/software grade specific
2	Guided use of the Internet	Teacher generated lesson	MST 1, 2, 6, 7 CDOS 1 LOTE 2	Available classroom Internet connection, computers
2	Guided use of e-mail	Teacher generated lesson	MST 2 ELA 1, 4 CDOS 1, 3	Available classroom Internet connection, student e-mail capabilities
2	Independent use of digital camera	Class project, independent project/reports	MST 1, 2, 5 CDOS 3 TA 1	Digital cameras, disks, software
2	Introduction to spell check as an editing tool	Journaling. Book making, spelling lists. Teacher generated lesson	ELA 1, 2, 3, 4 CDOS 3	Available classroom computer
2	Development of calculator basics	Math programs, homework	MST 1, 2, 3, 6 CDOS 3	Class sets of calculators
2	Students should understand ethical behaviors of computer use.	Teacher generated lesson	SS 5	Technology plan
3	Proper Keyboarding skills	Specific lesson/programs/software	ELA 1	Programs/software grade specific
3	Guided use of the Internet as a research tool	Specific project/information	MST 1, 2, 6, 7 ELA 1 CDOS 1	Available classroom Internet connection, computers
3	Internet safety issues – email, chat, IM	Guided use within classroom	MST 2 CDOS 1	Technology plan
3	Introduction to network use – logging on, saving	Teacher generated lesson	MST 2 CDOS 3	Available classroom Internet connection, computers
3	Application of digital pictures	Use in projects both digital and hard copy	MST 2, 5 CDOS 3 TA 1, 2	Digital cameras, disks, software, available classroom computer

3	Students should understand ethical behaviors of computer use.	Teacher generated lesson	SS 5	Technology plan
3	Guided use of e-mail	Teacher generated lesson	MST 2 ELA 1, 4 CDOS 1, 3	Available classroom Internet connection, student e-mail capabilities
4	All students should independently be able to open a word processing document, print a document and save a document to disk, hard drive, and server	ELA essays, Social Studies writing compositions, ELA poetry	MST 2, MST 5, ELA 1, CDOS 1	Software, computers, printers
4	All students should have efficient enough keyboarding skills that a three paragraph essay should be able to be typed in one 45 minute class period.	"All the Right Type" keyboarding program exercises	MST 2, MST 5, ELA 1	Programs/software grade specific
4	Application of digital pictures	Use in projects both digital and hard copy.	MST 2, MST 5, CDOS 3, TA 1, TA 2	Digital cameras, disks, software, available classroom computer
4	All students should know how to access the Internet and correctly type a web address in the address field.	Teacher directed lesson	MST 2, MST 5, CDOS 1	Available classroom Internet connection, computers
4	All students should know and demonstrate appropriate computer behaviors	Teacher directed lesson by computer room instructor	MST 2, MST 5	Technology plan
4	All students should be able to independently log on and log off the computer	Teacher directed lesson, reinforced any time they use a computer in school	MST 2, MST 5, CDOS 3	Available classroom Internet connection, computers
4	All students should know how to properly use a pocket scope and a magnifying glass.	Powders and Crystals unit	MST 2, MST 4 MST 6	Classroom set of Pocketscopes, magnifying glasses
4	All students should be able to complete a cut and paste activity.	ELA essay or letter	MST 2, MST 5, CDOS 3	Available classroom computer
5	Students will have mastered all necessary keyboarding and word processing skills.	Writing compositions in ELA, science, and social studies	MST 2, MST 5, CDOS 3	Programs/software grade specific
5	Students will be able to effectively search the Internet for needed Information.	science "body systems" project, social studies research project	MST 2, MST 5, CDOS 3, LOTE 2	Available classroom Internet connection, computers
5	Independent work with digital images	Projects, PowerPoint, digital camera	MST 2, MST 5, ELA 4, CDOS 3, TA 1, TA 2	Digital cameras, disks, software, available classroom computer, Internet connection
5	Students will be able to create and present a multi-media presentation.	PowerPoint presentation	MST 2, MST 5, ELA 1, ELA 4, CDOS 3, TA 1, TA 2	Digital cameras, disks, software, available classroom computer, Internet connection
5	Students should know when and how to correctly use calculators and spell checkers.	essay writing and math computations	MST 2, MST 3, ELA 1, CDOS 3	Classroom sets of calculators and spellcheckers
5	Students should understand ethical behaviors of computer use.	Teacher directed lesson on this topic	MST 2, CDOS 3, SS 5	Technology plan
5	Students will be able to correctly use a	Study of human body systems	MST2, MST 4,	Classroom sets of

	microscope/magnifying glass.		MST 6	microscopes/magnifying glasses
6	Students should independently be able to use a laptop computer for word processing and basic Internet research.	ELA compositions, term paper, social studies "Women's History Project"	MST 2, MST 5, CDOS 3	Classroom set of laptops, Internet connection, printer
6	Students should know how to ethically export and import pictures from an Internet source.	Social studies "Women's History Project" ELA term paper cover sheet	MST 2, MST 5, CDOS 3, SS 5, TA 1, TA 2	Internet connection, technology plan
6	Students should be able to create graphs on the computer	Science – Optimum Fitness activity	MST 1, MST 2, MST 3, MST 6	Available computers, task specific software
6	Students should know how to successfully use the spell check feature of word processing programs.	ELA compositions	MST 2, ELA 1, CDOS 3	Available classroom computers
6	Students should have word processing skills that include: efficient keyboarding, setting margins, previewing, editing and printing.	ELA compositions	MST 2, MST 5, ELA 1, ELA 3	Available classroom computers, Program/ software grade specific
6	Students should know how to operate the digital camera.	PowerPoint presentations, teacher directed class by computer room instructor	MST 2, MST 5, CDOS 3, TA 1, TA 2	Digital cameras, disks, software, available classroom computer, Internet connection
6	Students should have a basic understanding of how to create a multi-media presentation.	ELA conflict management, ELA speeches	MST 2, MST 5, ELA 1, ELA 4, CDOS 3, TA 1, TA 2	Digital cameras, disks, software, available classroom computer, Internet connection
6	Students should be comfortable working with the SmartBoard and have a basic understanding of its features.	Social Studies "Fact Book" project	MST 2, MST 5, ELA 3, CDOS 4	SmartBoard, Internet connection, laptop. LCD projector
6	Students should understand ethical behaviors of computer use.	Teacher directed class in all subject areas	MST 2, MST 5, CDOS 3, SS 5	Technology Plan
6	Students will be able to correctly use a microscope/magnifying glass.	Viewing cells, cell structure, paramecium	MST2, MST 4, MST 6	Classroom sets of microscopes/magnifying glasses
7	Demonstrate Keyboarding skills appropriate to age level	A. Use basic keyboarding program. B. Demonstrate proper keyboarding techniques while increasing speed five words per minute and maintaining accuracy.		
7	Use the Internet to obtain research material to solve or answer a problem in a content area.			
7	Produce a project using desk-top publishing software.			
7	Research career opportunities in the technology field.			
7	Use a word processor to produce documents and /or assignments in content areas.			

7	Know the difference between alphabetic and numeric fields in a database.			
7	Navigate web pages.			
7	Know what mail merging is and what its benefits are.			
7	Demonstrate multi-tasking by the use of the computer calculator and other appropriate programs.			
7	Students should understand ethical behaviors of computer use.			
8	Demonstrate keyboarding skills appropriate to age level.	A. Use a basic keyboarding program B. Demonstrate proper keyboarding techniques while increasing speed five words per minutes and maintaining accuracy.		
8	Use the Internet to obtain research material to solve or answer a problem in a content area.	Students will research a foreign country to look for flags, elevations, climate, and recipes and will be asked to present this information back by answering questions in each content area.		Computer lab
8	Produce a product using desk-top publishing software.	Students will publish a newspaper or newsletter centered on an interdisciplinary theme.		
8	Research career opportunities in the technology field.	Students will plan a career day in which they learn about different career opportunities including careers in the technology field.		
8	Use a word processor to produce documents and/or assignments in content areas.	Students will present background, procedures, and outcomes of a lab experiment in a typed document.		
8	Design and publish a web page for use within the school.	Students will create a Middle School web page to promote social and academic events.		
8	Have contact with computer professionals	Students will have working relationships with members of the district's technological support staff.		
8	Students should understand ethical behaviors of computer use.	Students will research and brainstorm ethical behaviors, discuss rationale and create guidelines to be posted near the classroom computer(s) and in the computer labs.		
9-12	<ul style="list-style-type: none"> Students will use MS excel to organize lab data into tables and graphs. Gather data from various sources on the 	<ul style="list-style-type: none"> Download data from USGS websites on tectonics, weather, geology. Import into excel for 	Students will use mathematical analysis, scientific	<ul style="list-style-type: none"> MS Office Internet Network Resources

	internet and incorporate the information into lab reports and data tables	interpretation and graph development.	inquiry, and engineering design, as appropriate to pose questions, seek answers, and develop solutions.	
9-12	<ul style="list-style-type: none"> Students will use MS excel to organize lab data into tables and graphs. Develop maps to illustrate knowledge of various topics in the earth and life sciences using GIT technology 	<ul style="list-style-type: none"> Download GIT data from the internet and import into Arcview GIS for map development and analysis 	Students will access, generate, process, and transfer information using appropriate technologies.	<ul style="list-style-type: none"> MS Office Internet Network Resources Arcview GIS
9-12	<ul style="list-style-type: none"> Develop models of natural systems using STELLA software Incorporate GIT into models of natural systems 	<ul style="list-style-type: none"> Create Stella Models for Biogeochemical cycles, Rock Cycles, Greenhouse models and Population dynamics. Use GIT and Census data to develop maps which model future changes in demographics 	Students will apply technological knowledge and skills to design, construct, use, and evaluate, products and systems to satisfy human and environmental needs.	<ul style="list-style-type: none"> Stella Modeling Software Internet Network Resources Arcview GIS
9-12			Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.	
9-12	<ul style="list-style-type: none"> Work effectively as a team to complete a design challenge which includes the use of various technologies 	<ul style="list-style-type: none"> Develop a plan for Siting a Landfill in our local county using GIS, the internet and MS Office Present results in team forum to classmates 	Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.	<ul style="list-style-type: none"> Internet Network Resources Arcview GIS

9-12		<ul style="list-style-type: none"> A. Students understand and use the more advanced features of word processing, spreadsheets, and data-base software. B. Students prepare multimedia presentations demonstrating a clear sense of audience and purpose. C. Students access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries and electronic communications networks, including the Internet. D. Students receive news reports from abroad and work in groups to produce newspapers reflecting the perspectives of different countries. E. Utilize electronic networks to share information. F. Model solutions to a range of problems in mathematics, science and technology using computer simulation software. 	Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.	
9-12		<ul style="list-style-type: none"> A. Students explain the impact of the use and abuse of electronically generated information on individuals and families. B. Students evaluate software packages relative to their suitability to a particular application and their ease of use. C. Students discuss the ethical and social issues raised by the use and abuse of information systems. 	Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.	
9-12			Students should understand ethical behaviors of computer use	

CIPA Compliance Checklist

Schools and libraries that plan on receiving E-rate discounts on Internet access and/or internal connection services after July 1, 2002, need to be in compliance with the Children’s Internet Protection Act (“CIPA”). CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet Safety Policies (also frequently known as Acceptable Use Policies).

The Federal Communications Commission (“FCC”), charged with administering CIPA for E-rate purposes, has established only the broadest guidelines for interpreting the filtering and policy requirements of the Act. The following checklist is designed as a simple, but unofficial, guide for determining whether a school or library meets the CIPA compliance guidelines.

Internet Filtering:

Basic Requirement: CIPA requires the implementation of a “technology protection measure” – generally referred to as an Internet filter – to block access to visual depictions deemed “obscene,” “child pornography,” or “harmful to minors.” Filtering is required for all Internet-enabled computers whether used by minors or adults. For E-rate purposes, filtering for adult Internet usage can be disabled for “bona fide research or other lawful purpose.”

Filtering Provisions	Yes (Y) or No (N)	Comments –Including filtering product name, if known
Filtering is incorporated with the service provided by the Internet Service Provider.	N	
Filtering is provided locally for all Internet-enabled computers on a networked basis.	Y	IPrism – St. Bernard Software
Filtering is provided individually on each Internet-enabled computer.	N	

CIPA compliance requires a “Y” in at least one of the Filtering Provision boxes listed above.

Internet Safety Policy:

Basic Requirement: CIPA requires the public adoption and enforcement of an “Internet Safety Policy” covering the filtering discussed above. For minors, the policy must also address monitoring of online activities, the safety and security of all forms of direct electronic communications, unauthorized online access, and unauthorized disclosure of personal identification information.

CIPA Checklist

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Policy Provisions	Yes (Y) or No (N)	Comments
Filtering will be provided for all Internet-enabled computers used by students, patrons, and staff.	Y	IPrism – St. Bernard Software
Filtering will be disabled only for bona fide research or other lawful purposes.	Y	Filtering is managed by the Union Springs Technology Department
Online activities of minors will be monitored for appropriate use.	Y	IPrism – St. Bernard Software logs
Safe and secure use by minors of direct electronic communications (including e-mail, chat rooms, and instant messaging) will be assured.	Y	Microsoft Exchange 2003 Server is used for Email and is monitored and filtered using a Barracuda Spam Firewall device. Logs are monitored by the Union Springs Technology Department. Chat and IM are prohibited in the current IPrism configuration.
Unauthorized online access, including “hacking” and other unlawful activities, is prohibited.	Y	Checkpoint Firewall 1 is used to restrict and control online access.
Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.	Y	See Internet Acceptable Use Policy
The Policy was adopted with reasonable public notice and after at least one public meeting or hearing.	Y	MeetingType: BOE Meeting Meeting Date: 6/14/04

CIPA compliance requires a “Y” in all of the Policy Provision boxes listed above.

Additional information on Internet Safety Policy requirements and provisions can be found in the CIPA policy primer available on the E-Rate Central Web site at http://e-ratecentral.com/help/cipa_policy_primer.pdf.

Checklist Completed By: Checklist Certified By:

Printed Name: Donald Crowley	Printed Name: Karen Burcroff
Title: Network Administrator	Title: Technology Coordinator
Signature:	Signature:
Date:	Date: