

Niskayuna Central Schools

District Technology Plan

2010 – 2013

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COMMITTEE:

This plan was created by the Technology CORE Committee:

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MISSION:

By adopting and integrating appropriate technologies, the entire educational community will be empowered to maximize its ability to solve problems and to arrive at effective decisions in an ever-changing environment. The district will provide the resources, identify the appropriate skills, and instill the confidence necessary to access all channels of information in order to communicate and collaborate within our global society.

Visions:

1. Students will utilize technology to become active, ethical, life-long learners, and to meet the challenges of a society based upon information, communication and collaboration in which they will function as responsible adults.
2. Technology, integrated into teaching and learning, will enhance each student's educational experience, including their ability to learn any time, anywhere.
3. Technology will enhance professional development and the craft of teaching.
4. Students will use electronic resources to gather and analyze information, applying this information to authentic situations and to develop original products.
5. Broader learning networks will be developed beyond our school buildings to include both our school district, as well as the global community.

GOALS:

Our plan to bring our visions to reality encompasses four goals:

1. Develop clear expectations for student and teacher performance.

Strategies:

- a. Research and explore other standards and expectations nationwide. (See Appendix C).
- b. Incorporate technology standards into existing district curriculum maps.
- c. Link appropriate curricular activities (by grade level and content area) to previously developed student technology standards.
- d. Solicit feedback from faculty concerning the activities associated with each standard and revise accordingly.
- e. Distribute the final results as an electronic hyperlinked product.

2. Provide tools and training that facilitate, encourage, support and value the integration of technology into instruction and classroom management.

Strategies:

- a. Offer technology training (e.g. curriculum-specific training, faculty meeting technology demonstrations, technology discussion groups, peer mentoring programs, online tutorials).
- b. Participate in BOCES Model Schools Staff Development Program and NERIC course offerings.
- c. Equip each teaching space with networked computers and access to peripherals for other necessary capabilities that reflect the current use of technology (e.g. LCD projectors, printers, digital cameras/camcorders, Promethean boards, document cameras).

- d. Provide each faculty and staff member with email, Internet access and online educational resources, student information access, and file storage in their work location and remotely.
- e. Provide teachers with the capability to communicate and share electronically with students, parents and the broader community.
- f. Provide Educational Technologists' services in each building to plan, promote and implement technology training.
- g. Provide technology orientation and training to new teachers.
- h. Include technology integration component in all new curriculum proposals.
- i. Recognize and reward successes in technology integration (e.g. 4T Program, Technology Fair, Tech CORE electronic newsletter)

3. Develop within the school community a culture of learning that utilizes electronic resources to strengthen connections and improve student achievement.

Strategies:

- a. Develop, refine, and maintain Web sites that provide individual classroom, departmental, and district-level information.
- b. Utilize the standardized district communication services and external networks for collaboration, information sharing, and to enhance student learning opportunities.
- c. Encourage student and parent use of electronic resources.
- d. Encourage the utilization of these communication tools by other school community members, such as the School Board.

4. Instill in students and staff the importance of being ethical and legal users of technology.

Strategies:

- a. Provide and update district publications to students and staff indicating appropriate and acceptable use policies varying by student age.
- b. Incorporate appropriate instruction during student lessons involving educational technology. (e.g. media center instruction, computer lab guidance, classroom lessons)
- c. Include parent and community information on ethical use of technology on the district website.

5. Seek and allocate adequate funding to assure the achievement of the equitable distribution of resources.

Strategies:

- a. Assist in preparing annual district technology budgets and long-term technology planning and renewal cycles.
- b. Keep school board apprised of technology needs.
- c. Seek alternative sources of funding to supplement the traditional district technology budget.

STAFF DEVELOPMENT:

Philosophy:

1. An effective professional development program follows a coherent, cohesive and comprehensive plan.
2. Effective professional development is based upon research and proven in practice, yet encourages innovation, experimentation, and risk-taking.
3. Professional development opportunities must be made available to every staff member, including support personnel and administration.
4. Technology skills should always be taught in the context of how they can be integrated into instruction and/or classroom management.
5. Staff members should have input into the technology skills they are to learn, and the type of instruction that would be most effective for obtaining them.
6. Staff members require ongoing support in order to effectively integrate technology into their teaching and classroom management.
7. Technology skills are best learned in small group settings, providing for individualized attention.
8. Staff members often learn best from their peers.
9. Staff members should be offered a variety of instructional opportunity types (e.g. after school courses, peer mentoring, school day release time training, online classes, faculty meetings, video tutorials, etc.).
10. Staff development activities should be optimized based upon feedback from participants.

Staff development opportunities to be offered:

1. Staff initiated professional development activities
 - Independent study (e.g., video training, tutorials, professional reading)
 - Staff initiated building/department level workshops/presentations
 - Building/department level collaborative projects
 - Peer mentoring
 - Visitation
 - Technology "Talks"(regularly meeting discussion groups)
 - Conferences
 - Professional authoring
2. District initiated professional development activities
 - "Two Teachers Together with Technology" (4T) Program
 - District-produced video tutorials
 - School day, project-specific training sessions
 - New Teacher Orientation sessions
 - Sharing of technology integration accomplishments:
 - Technology newsletters & bulletins
 - Technology fairs
 - Technology "Talks"
 - Web site postings
 - Faculty meeting professional development

3. Regional professional development activities
 - Online courses/training
 - Model Schools Program
 - BOCES/NERIC course/training offerings

INFRASTRUCTURE AND HARDWARE:

In order to ensure access to advanced technology for effective teaching and learning, the district has implemented a 6-year replacement cycle for technology purchases. The cycle was initiated in the 2004-2005 school year. See included tables for the purchases made from 2004 through 2008, as well as projected purchases through 2010. Additionally, through a substantial district capital project (2007-2010) all but primary elementary classrooms will be equipped as multimedia presentation centers. Equipment will include mounted LCD projectors, document cameras, VHS/DVD players, network connections, and a control center.

Replacement Plan Computer Purchases

	Year 5- 2008-2009	Year 6- 2009-2010	Year 7-2010-2011	Year 8- 2011-2012	Year 9- 2012-2013
Craig					
Teacher Computers		25			
Media Center				12	
Computer Lab					28
Rolling Labs					28
Non-Instructional	5				
Birchwood					
Teacher Computers		21			
Media Center				12	
Computer Lab			28		
Rolling Labs					28
Non-Instructional	4				
Hillside					
Teacher Computers		21			
Media Center				12	
Computer Lab			28		
Rolling Labs					28
Non-Instructional	4				
Rosendale					
Teacher Computers		22			
Media Center				12	
Computer Lab		28			
Rolling Labs		30			28
Non-Instructional	6				
Glenciff					
Teacher Computers		21			
Media Center				12	
Computer Lab			28		
Rolling Labs			28		
Non-Instructional	4				
Iroquois					
Teacher Computers			45		
Technology Lab			30		
Media Center	25				
Mini Lab imacs					15
Computer Lab	30				

	Year 5- 2008-2009	Year 6- 2009-2010	Year 7-2010-2011	Year 8- 2011-2012	Year 9- 2012-2013
Rolling Labs					28
Non-Instructional	8				
Digital photo lab/TV		8			
Van Antwerp					
Teacher Computers			40		
Media Center	25				
Technology Lab			30		
Mini Lab ibooks					
Computer Lab	30				
Rolling Labs					28
Non-Instructional	7				
Digital photo lab/TV		6			
High School					
Teacher Computers					
Dell laptops					95
macbooks					24
Media Center				45	
Foreign Lang. Lab		29			
Art/Music Lab					
Business Lab	30				
Science Classrooms					
Science Laptops					
Portable Labs (other)	30 (lower D hall)			30(upper D/E hall)	
Drafting Lab	30				
Computer Lab 107	30				
Computer Lab 105		30			
Project LtheW	11(laptops)			66	
Non-Instructional	22				
ELA Lab (not originally b	30				
District					
Shared staff - M.S.					
Shared staff - elementary					
Directors					
Maintenance	2				
District Office	22				
Transportation	5				
	Year 5- 2008-2009	Year 6- 2009-2010	Year 7-2010-2011	Year 8- 2011-2012	Year 9- 2012-2013
S.S.S. Office	5				
Principals & Directors				22	
eTech		4			

Peripheral Purchases for Long Range Plan 2008-2013

2008-2009			
Printers	2	Printers	
Projectors	21	Projectors	
2009-2010			
Printers	6	Printers	
Projectors	0	Projectors	
Doc Cameras	67	Doc Cameras	
Prom. Activ Slates	15	Prom. Activ Slates	
Prom Activotes	2	Prom Activotes	
2010-2011			
Printers	6	Printers	
Projectors	5	Projectors	
Doc Cameras	6	Doc Cameras	
Prom. ActivBoards	15	Promethean ActivBoard	
Prom ActivSlates	15	ActivSlates	
Itouch Devices	60	Itouch devices	
2011-2012			
Printers	6	Printers	
Projectors	5	Projectors	
Doc Cameras	6	Doc Cameras	
Prom. ActivBoards	15	Promethean ActivBoard	
Prom ActivSlates	15	ActivSlates	
Itouch Devices	60	Itouch devices	
2012-2013			
Printers	6	Printers	
Projectors	5	Projectors	
Doc Cameras	6	Doc Cameras	
Prom. ActivBoards	15	Promethean ActivBoard	
Prom ActivSlates	15	ActivSlates	
Itouch Devices	60	Itouch devices	

EVALUATION:

Philosophy:

1. Research is an integral part of the evaluative process for determining the effectiveness of any technology plan.
2. Technology implementation is a continuous process, requiring ongoing evaluation that should adapt to changing circumstances in the school district and advances in the technology.
3. Good communication among all members of the district and community regarding the evaluation of technology issues is essential.
4. Ongoing evaluation will enable decision makers to adapt objectives, priorities, and strategies throughout the implementation of the technology plan.
5. A variety of evaluative measures will provide information for decision-making.
6. Technology evaluation should be accomplished with the input of all interested parties, including students, district faculty and staff, administration and community members.

Goals:

1. Assure that the Technology Plan is being effectively implemented.
2. Continue to analyze goals and determine, at any point, whether modifications are needed.
3. Determine the relationship between technology integration and student achievement.
4. Ascertain the effectiveness of technology use by staff to guide professional development.

Evaluation team:

The Technology CORE Team will act as the evaluation team. The CORE Team will delegate responsibility for designing survey instruments and collecting data, subject to final approval by the CORE Team.

Tasks:

- a. Decide on data to be collected (see possibilities below)
- b. Develop and distribute data collection tools
- c. Compile data collected
- d. Analyze & synthesize data
- e. Develop recommendations
- f. Report findings annually

Types of data to be collected:

1. In-service training received by staff (e.g. type & level, number of participants, hours, etc.)
2. Degree and consistency of technology integration across grades and subjects (e.g. tasks in which teachers use technology, alignment to district technology standards, types and varieties of activities relating to technology that students experience)

3. Use and accessibility of necessary resources.

4. Anecdotal feedback.

Techniques for data collection:

1. Classroom teachers', computer TAs' and media specialists' observations of student performance to evaluate the effectiveness of the technology plan.
2. Student self-assessment, observations and informal meetings may be used to gather data about student performance.
3. District educational technologists may collect ongoing data from teachers and computer TAs to assess the effectiveness and implementation of the plan.
4. Surveys of staff by Technology CORE Team.

Niskayuna Student Technology Standards

<i>Niskayuna faculty will provide experiences and support in order that students will:</i>		Elementary	Middle School	High School
		Prior to Grade 6	Prior to Grade 9	Prior to Graduation
1	Creativity and Innovation			
a	Use technology to compile, synthesize, and disseminate original information, models, simulations and other creative works.	I	E	E
b	Demonstrate knowledge of current advancements in technologies, and the effect those changes have on the workplace and society.	I	E	E
c	Use Models and simulations to explore complex systems and issues.*	I	E	E
2	Communication and Collaboration			
a	Collaborate and share remotely with peers, experts, and others using telecommunication tools (e.g. email, videoconferencing, blogs, wikis).	I	E	E
b	Acquire, organize, analyze and prepare information for communication via multimedia presentation applications (e.g. PowerPoint, iMovie), other software (e.g. spreadsheet, word processor, database), or in printed form.	I	E	E
c	Develop cultural understanding and global awareness by engaging with learners of other cultures.*	I	E	R
d	Contribute to project teams to produce original works or solve problems.*	I	E	R
3	Research and Information Fluency			
a	Routinely identify, acquire, organize and use information from a variety of electronic media and other nonprint resources for research, problem solving and sharing.	I	E	E
b	Identify capabilities and limitations of various search engines and databases to make appropriate choices for gathering relevant information.	I	E	E
c	Distinguish between appropriate/inappropriate, complete/incomplete information in nonprint or electronic resources (e.g. relevance, fact vs. opinion, and point of view).	I	E	E

4	Critical Thinking, Problem Solving & Decision Making			
a	Analyze information, solve problems, make informed decisions and consider alternative solutions through the use of appropriate technologies.	I	E	E
b	Use models of inquiry to identify and define authentic problems and significant questions for investigation.	I	E	R
5	Digital Citizenship			
a	Understand and demonstrate a cooperative, collaborative and respectful working relationship with others when using technology (e.g. respecting the files of others, maintaining virtual communication, sharing computer time).	I	E	R
b	Understand and demonstrate ethical behaviors when using technology (e.g. use appropriate Internet sites and etiquette, observe copyright and privacy conventions), and recognize consequences for inappropriate use of technology.	I	E	E
6	Technology Operations and Concepts			
a	Display proper keyboarding skills to produce a text.	I	R	R
b	Understand basic computer architecture, including hardware, software, memory, storage & networking.	I	E	R
c	Use input devices (e.g. mouse, keyboard, etc.) to successfully operate a computer.	I	E	R
d	Successfully operate various pieces of electronic equipment such as a graphing calculator, audio/video playback & recording devices, telephony, and peripheral computer devices (eg. printer, scanner, digital camera, CD/DVD drives, text inputting devices, data collection probes).	I	E	R
e	Develop a working knowledge of various operating environments and multiple platforms (e.g. menus, buttons, toolbars, hyperlinks, etc.).	I	E	E
f	Use accurate and developmentally appropriate technology terminology.	I	E	E
g	Judge which device, application, or capability will produce the desired results.	I	E	E
h	Manage and organize files.	I	E	R
i	Translate electronic files into various formats (e.g. AAC > MP3, Quicktime > MP4, Word > PDF).	I	E	E
j	Use appropriate logic when troubleshooting technical difficulties (e.g. half-split method).	I	E	E
k	Transfer current knowledge to learning of new technologies.*	I	E	E

District Technology Budget Details

Category of Expenditures	2009/2010 Budget	2010/2011 Budget	2011/2012 Budget	2012/2013 Budget	2013/2014 Budget
PROF STAFF	(2.0FTE)	(2.0FTE)	(2.0FTE)	(2.0FTE)	(2.0FTE)
Academic	184,768	190,784	194,600	198,492	202,462
	(.5 FTE)	(.5 FTE)	(.5 FTE)	(1.0 FTE)	(.5 FTE)
Management	66,271	69,244	70,629	72,042	73,483
TECHNICAL STAFF	(5.0 FTE)				
Academic	243,840	254,471	259,560	264,751	270,046
	(2.0 FTE)				
Management	99,072	102,054	104,095	106,177	108,301
SUPPORT STAFF (A2630.159)	(10.0 FTE)				
Academic	226,771	257,977	263,137	268,400	273,768
	(1.0 FTE)				
Management (A2610.160)	38,375	41,898	42,736	43,591	44,463
<TOTAL STAFF>	859,097	916,428	934,757	953,452	972,522
EQUIP PURCHASE (A2630-220)					
ACADEMIC					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST	49,652	49,652	49,652	49,652	49,652
TOTAL	49,652	49,652	49,652	49,652	49,652
EQUIP PURCHASE MANAGEMENT					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST	0	0	0	0	0
TOTAL	0	0	0	0	0
TOTAL EQUIP PURCHASE	49,652	49,652	49,652	49,652	49,652

MATERIAL & SUPPLIES (A2610-450 + A2630-450)					
ACADEMIC					
BRCH	2,300	2,300	2,300	2,300	2,300
CRAG	2,900	2,900	2,900	2,900	2,900
GLEN	2,100	2,100	2,100	2,100	2,100
HILL	2,400	2,400	2,400	2,400	2,400
ROSE	2,500	2,500	2,500	2,500	2,500
IROQ	4,500	4,500	4,500	4,500	4,500
VAMS	2,400	2,400	2,400	2,400	2,400
HIGH	6,500	6,500	6,500	6,500	6,500
DIST	85,000	85,000	85,000	85,000	85,000
TOTAL	110,600	110,600	110,600	110,600	110,600
MATERIAL & SUPPLIES					
MANAGEMENT					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST	0	0	0	0	0
TOTAL	0	0	0	0	0
TOTAL M & S	110,600	110,600	110,600	110,600	110,600

Category of Expenditures	2009/2010 Budget	2010/2011 Budget	2011/2012 Needs	2012/2013 Needs	2013/2014 Needs
CONTRACTUAL (A2610-400 + A2630.400)					
ACADEMIC					
BRCH	6,600	6,600	6,600	6,600	6,600
CRAG	8,500	8,500	8,500	8,500	8,500
GLEN	7,200	7,200	7,200	7,200	7,200
HILL	8,000	8,000	8,000	8,000	8,000
ROSE	7,500	7,500	7,500	7,500	7,500
IROQ	10,500	10,500	10,500	10,500	10,500
VAMS	10,500	10,500	10,500	10,500	10,500
HIGH	9,100	9,100	9,100	9,100	9,100
DIST	112,000	112,000	112,000	112,000	112,000
TOTAL	179,900	179,900	179,900	179,900	179,900
CONTRACTUAL					
MANAGEMENT					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST (A2610.400.50.2000)	2,600	2,600	2,600	2,600	2,600
TOTAL	2,600	2,600	2,600	2,600	2,600
TOTAL CONTRACTUAL	182,500	182,500	182,500	182,500	182,500
MATERIAL & SUPPLIES (A2610-450 + A2630-450)					
ACADEMIC					
BRCH	2,300	2,300	2,300	2,300	2,300
CRAG	2,900	2,900	2,900	2,900	2,900
GLEN	2,100	2,100	2,100	2,100	2,100
HILL	2,400	2,400	2,400	2,400	2,400
ROSE	2,500	2,500	2,500	2,500	2,500
IROQ	4,500	4,500	4,500	4,500	4,500
VAMS	2,400	2,400	2,400	2,400	2,400
HIGH	6,500	6,500	6,500	6,500	6,500
DIST	85,000	85,000	85,000	85,000	85,000
TOTAL	110,600	110,600	110,600	110,600	110,600

Category of Expenditures	2009/2010 Budget	2010/2011 Budget	2011/2012 Needs	2012/2013 Needs	2013/2014 Needs
SOFTWARE (A2630.460)					
ACADEMIC					
BRCH	5,318	5,318	5,318	5,318	5,318
CRAG	6,187	6,187	6,187	6,187	6,187
GLEN	4,749	4,749	4,749	4,749	4,749
HILL	5,543	5,543	5,543	5,543	5,543
ROSE	5,827	5,827	5,827	5,827	5,827
IROQ	7,999	7,999	7,999	7,999	7,999
VAMS	6,921	6,921	6,921	6,921	6,921
HIGH	21,137	21,137	21,137	21,137	21,137
DIST	5,000	5,000	5,000	5,000	5,000
TOTAL	68,681	68,681	68,681	68,681	68,681
SOFTWARE MANAGEMENT					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST	0	0	0	0	0
TOTAL	0	0	0	0	0
TOTAL SOFTWARE	68,681	68,681	68,681	68,681	68,681
BOCES (A2630.490)					
ACADEMIC					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST	783,140	806,000	806,000	806,000	806,000
TOTAL	783,140	806,000	806,000	806,000	806,000
BOCES MANAGEMENT					
BRCH	0	0	0	0	0
CRAG	0	0	0	0	0
GLEN	0	0	0	0	0
HILL	0	0	0	0	0
ROSE	0	0	0	0	0
IROQ	0	0	0	0	0
VAMS	0	0	0	0	0
HIGH	0	0	0	0	0
DIST	0	0	0	0	0
TOTAL	0	0	0	0	0
TOTAL BOCES	783,140	806,000	806,000	806,000	806,000

Niskayuna Computer and Network Use Policies

COMPUTER UTILIZATION

4526

The Board of Education is committed to the optimization of student learning and teaching. The Board considers computers to be a valuable tool for education, and encourages the use of computers and computer-related technology throughout our district classrooms.

The Board encourages computer use as an integral part of the curriculum. This includes not only the use of computer programs, access to the Internet, communications with teachers and other students but also the development and testing of student programs.

Student and staff use of school computers is for school-related use only. The Internet and other electronic research materials are available to teachers and other staff solely for the purpose of supporting our students' educational program and professional development. Students are encouraged to complete electronic research for academic purposes. Internet use is a privilege, not a right. Users must comply with Board of Education Policy and Administrative Regulations.

The Superintendent shall establish regulations and guidelines governing student use of technology and networks, including who shall have access, acceptable uses of the network, proper use of copyrighted material and sanctions for inappropriate use. This policy and related guidelines shall be made known to all parents and students.

Adopted: March 10, 1997

4526-R

Computer Utilization

General Guidelines

Student and staff* use of school computers is for school-related use only. Foreign or home software is permitted on school computers only with the express permission of the supervising adult. The district retains the right to review the contents of disks and e-mail of any users. Network etiquette, consistent with expected school behavior, should be observed, e.g. no abusive language, inappropriate behavior, or illegal activities.

Students or staff may not misrepresent themselves or the Niskayuna School District through any communication or publication via the Internet. Real time conference uses (e.g. video conferencing, use of "chat rooms," etc.) must be approved in writing and supervised by a building administrator for students and district administrator (Assistant Superintendent for Education Programs and Instruction) for staff. Students should never give out their own or anyone else's personal identifying information such as home addresses, age, telephone number, or physical location in an e-mail message or any online communication without written approval of parent and teacher. (Intradistrict communication is excepted.) Please note that students' full names from district authorized publications (e. g. Warrior, Your Schools, etc.) will appear as listed in these publications because these have been published for public review. Students and staff, when using school equipment, should never arrange face-to-face meeting(s) with an Internet user. Students and staff should never respond to e-mail messages that are threatening or obscene. Students and staff should report to the supervising person if any inappropriate messages are received. Because the anonymity of the net allows some users to cloak themselves in fictional personas, students and staff should remember that online users may or may not be who they say they are. Students may participate in only those Internet exchanges approved by school personnel. Any Internet security problems must be reported to a supervising adult and to no one else. Staff may participate in Internet exchanges related to educational purposes.

*Staff are defined as persons employed by the school district or other adults using the district owned computers and networking facilities, e.g., adult education students.

Use of Electronic Research Activities

All materials over the Internet should be assumed to be copyrighted for citation purposes but the Niskayuna School District has no responsibility for the accuracy or the quality of information obtained through Internet services. E-mail is not confidential and messages related to or in support of inappropriate or illegal activities will be reported to supervisors or legal authorities. Use of another individual's account without written permission from that individual is strictly prohibited. Account numbers are confidential to the student or staff member and should not be revealed to others.

Prohibited Activities

Students and staff are not allowed to promote activities against district policies or local, state or federal laws. Prohibited use of the computers and computer services shall include, but not be limited to:

- * Subscriptions to listservs using school accounts without authorization
- * Hosting of usenet groups and listservs without authorization

- * Establishing of web sites or web pages by students
- * Unauthorized copying of software
- * Lending or selling of software copies without express written permission from the copyright holder with the exception of shareware or public domain software
- * Unauthorized downloading of information or applications onto district owned storage devices
- * Unauthorized attempts to access passwords of others
- * Revealing student account numbers to other students
- * Unauthorized attempts to access or modify the system's programs
- * Any malicious attempt to destroy material of another user or the school district, including the uploading or creation of computer viruses
- * Harassment of others by e-mail or any other means
- * Loading of personal software or disks into the district's computers and/or network, without permission of the teacher/administrator or computer coordinator
- * Sharing of passwords without written permission from the teacher/administrator or computer coordinator, as appropriate
- * Use of computer to access data from secure areas
- * Unauthorized use of e-mail
- * Unauthorized use of web sites or web pages
- * Unauthorized access to non-curricular related materials or resources
- * Unauthorized use of personal accounts
- * Plagiarism or infringement of copying laws
- * Use of chat rooms
- * Receiving or sending materials not appropriate for school communications or educational purposes

Consequences of Inappropriate Use of District Hardware and/or Software

Failure to comply with any portion of these administrative regulations will result in disciplinary action including, but not limited to:

Students

- * Loss of school privileges including computer privileges
- * Detention
- * Suspension from school
- * Monetary restitution for damages caused
- * Other school penalties as appropriate
- * Where warranted, other civil or criminal proceedings

Staff

- * Removal of computer use privileges
- * Disciplinary actions, which may include reprimand, suspension and termination
- * Where warranted, other civil or criminal proceedings

Revised: 12/16/99

8/1/00

4526.1

INTERNET SAFETY POLICY

The Board of Education is committed to undertaking efforts that serve to make safe for children the use of district computer for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

adults to visual depictions that are obscene or child pornography, and
minors to visual depictions that are obscene, child pornography, or harmful to minors as defined in the Children's Internet Protection Act.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee.

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district computers and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The computer network coordinator designated under the district's Computer Network or Acceptable Use Policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's Acceptable Use Policy. Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

Ref: Public Law No 106-554

47 USC §254

20 USC §6801

Adoption date: June 17, 2002

The **ISTE** National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes. **b.** create original works as a means of personal or group expression. **c.** use models and simulations to explore complex systems and issues. **d.** identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. **b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats. **c.** develop cultural understanding and global awareness by engaging with learners of other cultures. **d.** contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students: **a.** plan strategies to guide inquiry. **b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and

media. **c.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks. **d.** process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation. **b.** plan and manage activities to develop a solution or complete a project. **c.** collect and analyze data to identify solutions and/or make informed decisions. **d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology. **b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. **c.** demonstrate personal responsibility for lifelong learning. **d.** exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: **a.**

understand and use technology systems. **b.** select and use applications effectively and productively. **c.** troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies. © 2007 International Society for Technology in Education.

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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. Teachers:

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 D

Niskayuna Central School District

Mission Statement

Empowering each individual to make responsible choices, meet challenges, achieve personal success, and contribute to a global society.