

Lackawanna City School District  
Technology Plan  
2009-2012

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## Context

In May 2001 the Lackawanna City School District received state approval for its District Technology Plan. The integration of technology into all facets of the educational process was the goal for this original plan. In April 2003 a District Technology Committee reviewed the original plan. The plan has been revised and submitted to the Erie 1 BOCES Western New York Regional Information Center (WNYRIC) for state approval.

The Lackawanna City School District opened a new elementary school, the Martin Road Elementary School, in September of 2003. As a result, there was a major re-organization of elementary grade levels. In addition, the building planning, Title I school-wide planning, and building technology teams were restructured as the staff was assigned to the District's schools. Due to these changes, the District Technology Committee (DTC) was charged development of the original district technology plan to complete all state-mandated requirements for SED approval. The DTC conducted surveys and focus groups with district personnel to obtain their input and suggestions for this plan's development. To ensure that this plan met the needs of the District, its schools, staffs, and students, the DTC and newly formed building technology teams in each school worked during the 2008-09 school year to continue the work begun by the DTC.

Whereas the initial technology plan (2001-2003) focused on building the infrastructure needed for administrators, teachers, support staff, and students to function in a technological workplace and learning environment, the subsequent plans (2003-2006 and 2006-09) focused on developing and implementing technology acquisition and use directly affecting PK-12 students, teachers, administrators, and parents. It supported the use of technology to achieve equity in learning opportunities, learning environment, and learning outcomes for all students and is aligned with the NYS Education Department State Technology Plan.

The 2006-2009 Technology Plan focused on developing technology literacy as defined by ISTE standards for students, teachers, and administrators and aligning and integrating these standards with state and local standards, curricula, instruction, and assessments. This 2009-2012 Technology Plan continues to be to improve student academic performance through the use of technology-based instruction and to provide the requisite ongoing professional development needed for the effective and seamless integration of technology into instruction and learning. At the administrative level, this plan focuses on developing technology-based data-driven strategies and practices for instructional problem solving and decision making and for the collection, analysis, and reporting of student academic performance. To accomplish these goals the DTC committee will re-evaluate the software used in instruction and for the development of data-driven instruction as most of this software has not been upgraded or evaluated since the 2001 plan.

Recognizing that the school district is a member of the Lackawanna community, this technology plan also uses technology as a communication medium and tool for involving parents/families in their children's education. Through the continued development and enhancement of the district website, the community will have 24/7 accessibility to district and student information.

As with previous plans, staff development continues to be a critical component of this plan. The goal of having all district personnel and students computer capable with well-developed, robust computer skills is critical to support and bolster students' academic performance throughout their education and careers. Therefore, an on-going, sustained commitment to funding staff development is requisite to the success of this plan, the District, and its students.

## **Acknowledgements**

### **Stakeholders**

The Lackawanna City School District Technology Committee acknowledges the following groups and individuals for their time, expertise, and contributions to this collaboration:

The Board of Education of the Lackawanna City School District  
Dr. Frederick Willie, Interim Superintendent  
Mr. Fran Michaels, Supervisor of Buildings and Grounds  
Mr. Sameh Masry, School Accountant  
Mary M. Hoffman, Principal Federal Programs & Technology Coordinator  
Position unfilled, Principal, Curriculum & Staff Development  
Matteo Anello, Assistant Principal, High School,  
Sandra Falsioni, Director, Lackawanna Teachers Center  
Maureen Fernandez, Principal, Truman Elementary School  
Paula Pendolino, High School AIS, Reading Teacher, Chair of District Technology  
Committee

### **Contact**

The Lackawanna District contact for all issues related to this Technology Plan and all other technology related issues is:

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## **Vision Statement**

The Lackawanna City School District is an educational community that uses technology to provide opportunities for all students to develop their total intellectual potential. This is critical for students to be successful and productive in their future academic and career lives and responsible contributing members of their community. High quality learning technologies will be available and widely and equitably used in all district classrooms to support the engagement of students, teachers, administrators, parents and the community in helping all students to achieve high standards.

Educational technology applications will deepen student engagement and improve student achievement by enabling them to access and analyze information, solve problems, collaborate with others, and communicate their thoughts and ideas. Effective use of learning technologies will allow students to become self-directed, self-motivated, and lifelong learners.

Teachers increasingly will be facilitators of student learning through proficient use of learning technologies. All teachers will receive intensive, job-embedded, ongoing professional development in integrating technology into curricula and instruction.

## **Mission**

The Lackawanna City School District is an educational community that uses technology to (a) enhance student learning and achievement, (b) design and maintain effective instructional systems, (c) promote lifelong learning, and (d) develop employment skills for all members of the community through the application of electronic communication and information systems.

The District will develop, implement, maintain, and evaluate an educational technology infrastructure that provides teachers, administrators, parents, students, and other members of the education community with the technology resources needed to support all students in achieving high standards.

## **Current Environment Assessment**

### **Telecommunications Technology**

In addition to traditional forms of telecommunications (telephone, cell phones, pagers, fax machines, long-distance carrier), e-mail is utilized for communication among District personnel.

Communication between the District and students' families/homes and the community at large is accomplished within this plan through the District website and web pages for administrative offices, schools, departments, grade levels, and teachers.

### **Broadband Technology**

At the culmination of the 2003-2006 Technology Plan, the school district completed a large Broadband and Fiber Connectivity Project. This project converted the individual school LANs to a district-wide WAN with Fiber cable connectivity for data and internet between the individual schools and administration buildings. The Martin Road Elementary School houses the server farm and provides for central district-wide network management.

**Computer Technology**

A breakdown of District computer equipment (networked, Pentium-level workstations) is presented in the following matrix.

**Computer Inventory**

	Inventory	Computer Labs	Classrooms	Media Centers	Admin Offices	Other	Planned Future Acquisitions		
							Year 1	Year 2	Year 3
<b>Computers</b>	A. Computer-Workstation	233	296	72	60	6	80	100	100
	B. Computer-Laptop		120	0	6	0	40	40	40
	Internet Ready Computers	233	416	72	66	6	0	0	0
	Multimedia ready computers	4	10	4	1	1	20	20	20
<b>Peripheral Devices</b>	A. Printers	8	168	4	25	12	0	10	10
	B. Scanners	4	0	2	2	0	0	2	2
	C. Modems (under 28.8)	0	0	0	0	0	0	0	0
	D. Modems (over 28.8)	0	0	0	0	0	0	0	0
	E. Assistive Devices	1	3	0	0	0	0	0	0
	F. Digital Cameras		4				4	0	0
	G. TV Monitors		4	4					
	H. VCRs		4	4			0	0	0
	I. Projection Devices		4	3			20	20	20
	J. Satellite Dishes		0	0			0	0	0
	K. Video Cameras		0	0			5	5	5
<b>Software</b>	Table Follows								
<b>Network Equipment</b>									
	A. Hubs				2	5	1		
	B. Routers				1	1			
	C. Servers				2	3	2	2	
	Wired Rooms	6	168	4	20	2			
<b>TeleComm Links</b>									
A. Full T1	BOCES								

A breakdown of District software is presented in the following matrix.

### Computer Software Inventory

Software Product	Administrative Offices	Truman Elementary School	Martin Road Elementary	Middle School	High School
Windows XP	X	X	X	X	X
Office 2003 Enterprise	X	X	X	X	X
Adobe Reader 8	X	X	X	X	X
Earobics Step 1		X	X		
Earobics Step 2		X			
Reading First Series		X	X		
Inspiration				X	X
Kidspiration		X	X		
AutoDesk Inventor				X	X
LLWin				X	X
Adobe Creative Suite	X	X	X	X	X
Accelerated Reader		X	X	X	X
Accelerated Math		X	X	X	X
Accelerated Writer		X	X	X	X
Symantec Antivirus	X	X	X	X	X
KidPics		X			
Cosmic J		X	X		
River Deep		X			
Thematic Units 1,2 & 3		X			
Memory Fun		X			
Spell Marker		X	X		
Numbers Recovered		X	X		
Learn About Dinosaurs		X	X		
Cosmic Reading Journey		X	X		
Splish Splash Math		X	X		
Learn About Plants		X	X		
Letter Bugs		X	X		
Star Reading			X		
Star Math			X		
MS Publisher	X	X	X	X	X

### AUP & Filtering Policy

See Attachment A

### Replacement and Maintenance

Under previous plans all the staff and instructional computers in the school district have either been donated or are grant-funded. During the previous plan, an effort was initiated to establish a structured consistent rotation of computer hardware. This plan, 2009-2012, has made that rotation

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operational. It establishes a five-year replacement cycle target for all of the computers. Through the effort of the Technology Coordinator and the District Business Official, general funds are allocated within the budget for the computer hardware rotation. The Technology Department will continue to evaluate computers at the midpoint of this cycle. At that time, if the review determines that the machine requires an upgrade, components will be replaced. Within the time frame of this plan all computers, within a building, will be the same manufacturer and identical in capabilities. The 2008-09 school year was the first where every computer in each building was configured in an identical manner and had the same processing capabilities.

### **Technical Support**

The Lackawanna City School District has contracted with Erie 1 BOCES for Microcomputer Technical Support. The current technical support level is ten days of Technician Support, (two full time technicians) and a Senior Support Technician on an as needed basis.

## Five Components of Technology Plan

### Technology Literacy

To live, learn, and work successfully in an increasingly complex and information-rich society, students must use technology effectively. Within a sound education setting, technology can enable students to become capable information technology users; information seekers, analyzers, and evaluators; problem solvers and decision-makers; creative and effective users of productivity tools; communicators, collaborators, publishers, and producers; and informed, responsible, and contributing citizens.

Traditional educational practices no longer provide students with all the necessary skills for economic survival in today's workplace. Students must apply strategies for solving problems and use appropriate tools for learning, collaborating, and communicating. Effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. Technology, applied appropriately, can enrich learning environments and enable students to achieve academic goals and marketable skills.

Technology standards specifying what students must know and be able to do as they progress through stages of schooling are important in fostering students' development. Technology standards are critical to creating enriched learning environments that engage students in activities that have educational technology skills and relevant curricular content interwoven. These learning environments better equip students for life in today's workplace and allow teachers to maximize the educational opportunities presented by technology.

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

#### Objectives:

- Incorporate ISTE and state technology standards into local curriculum.
- Provide opportunities for all students to learn technology-related workplace and life skills.
- Provide all students with equitable access to technology resources and information.

Area: Technology Literacy						
Objective: Incorporate ISTE technology standards into district curricula.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Align ISTE standards for students with New York State Learning Standards, key ideas, and performance indicators.	Curriculum Director Technology Director Teachers	R 06/09	R/O 06/10	O 06/11	NYS Standards ISTE Standards District curricula PDP Plan District funds	Update Completed alignment documents.
Integrate ISTE standards into appropriate district curricula.	Curriculum Director Technology Director Teachers	R 06/09	R/O 06/10	O 06/11	NYS Standards ISTE Standards District curricula PDP Plan District funds	Revised curriculum documents.
Include technology applications in curricula and curriculum maps.	Curriculum Director Building Planning Teams Technology Director Teachers	I/R 06/09	R/O 06/10	O 06/11	NYS Standards ISTE Standards District curricula PDP Plan District funds	Adopted curriculum documents.
Create instructional materials that integrate ISTE standards and NYSED standards, key ideas, and performance indicators.	Curriculum Director Technology Director Teachers	I/R 06/09	R/O 06/10	O 06/11	Instructional materials Textbooks Internet	Created Materials. Student work.

Area: Technology Literacy						
Objective: Provide opportunities for students to learn technology-related workplace and life skills.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I—Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Integrate technology-related CDOS standards into P-12 curricula.	Curriculum Director Technology Director Teachers	R/I 06/09	I/R 06/10	I/R 06/11	NYS Standards – CDOS ISTE Standards Business Education Curricula District Funds	Completed documents.
Develop engineering career cluster leading to CTE diploma.	Curriculum Director MS/HS Technology Teachers	O 06/09	O 06/10	O 06/11	Standards Documents Project Lead the Way Erie I BOCES	Courses developed and in place.
Develop business technology career cluster leading to CTE diploma.	Curriculum Director MS/HS Business Teachers	R 06/09	I/R 06/10	O 06/11	Standards Documents Erie I BOCES ECC-South, Trocaire College	Courses developed and in place.

Area: Technology Literacy						
Objective: Provide students with equitable access to technology resources and information.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Establish building level technology teams to maximize use and availability of technology resources.	Technology Director Building Principals Building Planning Teams	O 06/09	R 06/10	O 06/11	Technology Specialist District technology resources	Minutes of meetings. Increased technology resources utilization.
Develop interactive, whiteboard technology that can be moved to areas of need.	Technology Director	D/I 06/09	I 06/10	O 06/11	Grant writing Entitlement grant funds	White Boards in place and functioning.
Install/upgrade workstations in all classrooms and common instructional areas.	Technology Director Building Principals Building Planning Teams	O 06/09	O 06/10	O 06/11	District technology resources Entitlement Grant Funds Tower Foundation	Stations in place and operative.
Provide extended day/week/year opportunities for students to use technology resources.	21 <sup>st</sup> Century Community Learning Center Director Building Principal Building Planning Team	O 06/09	O 06/10	O 06/11	21 <sup>st</sup> Century Community Learning Center grant funds District teachers	Programs in place. Student attendance reports.

**Academic Improvement: Curriculum, Instruction, Assessment**

The Lackawanna City School District is involved in strategic planning facilitated by the Western New York Regional School Support Center. Its goal is to develop a comprehensive, district-wide process for integrating the district's resources into one cohesive, comprehensive plan for academic improvement that enables all district students to meet the academic rigor and challenges of a standards-based curriculum and state-mandated assessment and graduation requirements. One priority of the LCSD strategic planning is the integration of technology into the instructional program to support and improve the quality of curriculum available to students and the instructional methods used to teach them. State and local academic improvement efforts set high standards for all students, draw on challenging content, and require engaging instructional strategies. Technology can assist in implementing district-wide and school-wide improvement plans. It can be used to individualize instruction and provide a range of learning experiences from remediation to enrichment. Technology also can provide easy access to vast local and global resources. Parental/family and community support are key to facilitating academic improvement. Schools, through technology resources and telecommunication, can make that involvement with parents/families more informed, immediate, and meaningful.

In a standards-based curriculum, teachers and students need to know how to select and use electronic resources that provide (1) core content for a given curricular area, (2) the interactive supports that adapt content to individuals' developmental and/or learning style needs, and (3) modifiable tools that allow teachers and students to adjust technology resources to meet individual learner needs and interests. Technology enables students to achieve content area standards as well as critical thinking, problem solving, communications, and collaboration skills—the tools necessary for success in education, career, and life.

**Goal:** All students will have access to learning technology tools and resources to master important skills and knowledge related to the New York State Learning Standards, to demonstrate the extent to which they have met those standards on New York State Assessments, and to fulfill graduation requirements. Learning technologies will develop the skills and knowledge that prepare students for further education, the workforce, and for responsible citizenship in the local community, nation and world.

**Objectives:**

- Coordinate instructional software across district grade levels and subject areas.
- Integrate technology into instruction.
- Integrate instructional software into instruction.
- Integrate technology into local assessment strategies and practices.

Area: Academic Improvement: Curriculum, Instruction, Assessment						
Objective: Coordinate instructional software across district grade levels/subject areas.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O—Ongoing			
		2009-10	2010-11	2011-12		
Inventory current software P-12.	Technology Director Building Technology Teams	O 06/09	O 06/10	O 06/11	District software	Inventory document.
Assess current software's ability for inclusion on the district's network.	Technology Director	I/R 06/09	O 06/10	O 06/11	Software documentation Erie 1 BOCES WNYRIC	Software being used via network by faculty and students.
Develop and conduct a software needs assessment based on student academic data.	Building Principals Building Planning Teams Academic Intervention Services Staff	D/I 06/09	R/O 06/10	O 06/11	Survey instrument Erie 1 BOCES WNYRIC	Completed surveys. Report including data analysis of survey results.
Investigate and acquire research-based, effective instructional software.	Technology Director Curriculum Director Building Planning Team Building Technology Team	D/I 06/09	R/O 06/10	O 06/11	NYSED website US Dept of Ed websites Educational journals/research Local and grant funds	Software purchased.

Area: Academic Improvement: Curriculum, Instruction, Assessment						
Objective: Integrate technology into instruction.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Develop and conduct a technology needs assessment.	Technology Director Building Technology Teams	R/I 06/09	R/O 06/10	O 06/11	Survey instrument	Completed surveys. Data analysis and report.
Investigate research-based methods of integrating technology into curriculum and instruction.	Technology Director Curriculum Director Building Planning Team Building Technology Team	R/I 06/09	R/O 06/10	O 06/11	NYSED website US Dept of Ed websites Educational journals/research Local and grant funds	Equipment decisions made.
Acquire technology as needed.	Technology/Federal Programs Director	R/I 06/09	R/O 06/10	O 06/11	NYSED website US Dept of Ed websites Technology journals	Technology in place and operative.
Provide training in equipment use.	Curriculum Director Technology Director Erie 1 BOCES Teachers Center	R/I 06/09	R/O 06/10	O 06/11	Staff development periods Superintendent's Conference Days Teacher Center	Completed evaluation surveys by participants. Log of training provided.
Provide training in integrating equipment into instructional practices/strategies.	Curriculum Director Technology Director Erie 1 BOCES Teachers Center	R/I 06/09	R/O 06/10	O 06/11	Staff development periods Superintendent's Conference Days Teacher Center	Completed evaluation surveys by participants. Log of training provided.
Provide technical support to instructional staff utilizing equipment.	Technology Director	O 06/09	O 06/10	O 06/11	BOCES PC Technicians	Logs of support activities.

Area: Academic Improvement: Curriculum, Instruction, Assessment						
Objective: Integrate instructional software into instruction.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I—Implement	R—Revise O—Ongoing			
		2009-10	2010-11	2011-12		
Using student academic data, analyze student academic strengths and weaknesses.	Curriculum Director Building Principals Building Planning Teams Academic Intervention Services Staff	R/I 06/09	I 06/10	O 06/11	Student assessment data (state and local) Software	Completed data analysis report. Action plans for academic improvement.
Investigate research-based instructional software.	Technology Director Curriculum Director Building Planning Team Building Technology Team	R/I 06/09	I 06/10	O 06/11	NYSSED website US Dept of Ed websites Educational journals/research Local and grant funds	Instructional software decisions made.
Acquire instructional software.	Technology Director Curriculum Director Building Technology Teams	R/I 06/09	O 06/10	O 06/11	NYSSED website US Dept of Ed websites Educational journals/research Local and grant funds	Software in place.
Provide training in software use.	Technology Director Curriculum Director Erie 1 BOCES Teachers Center	R/I 08/09	O 08/10	O 08/11	Staff development periods Superintendent's Conference Days Teacher Center	Completed surveys. Log of training provided.
Provide training in integrating software into instructional practices/strategies.	Technology Director Curriculum Director Erie 1 BOCES Teachers Center	R/I 08/09	O 08/10	O 08/11	Staff development periods Superintendent's Conference Days Teacher Center Erie 1 BOCES	Completed surveys. Log of training provided.
Create instructional materials that integrate software into student learning experiences and actively engage students in the learning process.	Curriculum Director Technology Director Building Teaching Staffs	R/I 06/09	I 06/10	O 06/11	NYSSED website US Dept of Ed websites Educational journals/research Erie 1 BOCES Local and grant funds	Instructional materials created. Student work samples.
Provide technical support to instructional staff utilizing software.	Technology Director	O 06/09	O 06/10	O 06/11	BOCES PC Technicians	Logs of support activities.

Area: Academic Improvement: Curriculum, Instruction, Assessment						
Objective: Integrate technology into local assessment strategies and practices.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Using student academic data, analyze student academic strengths and weaknesses.	Curriculum Director Building Principals Building Planning Teams Academic Intervention Services Staff	D/I 06/09	R/I 06/10	O 06/11	Student academic assessment data (state and local) Software	Completed data analysis report. Action plans for academic improvement.
Investigate research-based assessment software.	Technology Director Curriculum Director Building Planning Team Building Technology Team	D/I 06/09	R/I 06/10	O 06/11	NYSED website US Dept of Ed websites Educational journals/research Local and grant funds	Instructional software decisions made.
Acquire assessment software.	Technology Director Curriculum Director Building Technology Teams	D/I 06/09	R/I 06/10	O 06/11	NYSED website US Dept of Ed websites Educational journals/research Local and grant funds	Software in place.
Provide training in software use.	Technology Director Curriculum Director Erie 1 BOCES Teachers Center	D/I 06/09	O 06/10	O 06/11	Staff development periods Superintendent's Conference Days Teacher Center Erie 1 BOCES	Completed surveys. Log of training provided.
Incorporate data-driven decision making into instructional and curriculum planning.	Academic Intervention Services Staff Building Teaching Staffs	D/I 06/09	O 06/10	O 06/11	Staff development periods Superintendent's Conference Days Teacher Center Erie 1 BOCES	Completed surveys. Log of training provided. Instructional materials created. Student work samples.
Provide technical support to instructional staff utilizing software.	Technology Director	O 06/09	O 06/10	O 06/11	BOCES PC Technicians	Log of support activities.

**School/Home/Community Involvement in Education: School-Home-Community Connections**

Research findings stress the importance of family participation in children's learning. High-performing students in high-poverty areas usually have family members who take an active role in their children's education by integrating learning into everyday activities. Positive and supportive interactions between students and significant adults concerning academic performance can develop and promote student self-efficacy, necessary for academic success. Technology has the potential to provide parents/families with after school and evening technology literacy activities that enable parents to access school and student information, communicate with teachers, counselors, and administrators, and access district technology resources to provide extended learning time on learning tasks outside the normal school day for their children. Technology makes it easier for parents to become active, informed partners in their children's education.

**Goal:** Parents/families/community will have the opportunity to access information about their children's school, teachers, homework, or schoolwork and will be able to access a wide range of direct student activities that can help them to assist their children at home, engaging parents/families as partners in supporting their children's learning. The community will have the opportunity to access district information, thus increasing communication and promoting accountability between the District and community.

**Objective:**

- Provide technology-based communications between District and parents/families/community.

Area: School/Home/Community Involvement in Education: School/Home/Community Connections						
Objective: Provide technology-based communications between District and parents/guardians and community.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Develop district website.	Building Principals Website Development Team	O 06/09	O 06/10	O 06/11	Erie 1 BOCES Local and grant funding	Website launched. Number of hits.
Develop web pages for schools, grade levels, departments, administrative areas, and educational groups.	Building Principals Website Development Team	D 06/09	D//R 06/10	D//R 06/11	Erie 1 BOCES Local and grant funding	Web pages developed.
Provide students and parents/guardians with remote information about and access to classroom assignments and instructional resources.	Building Principals Building Technology Teams	D/I 06/09	D//R 06/10	D//R 06/11	District personnel District website District newspaper	Website visited by students and parents (count of hits).
Provide ability for parents/guardians to communicate to administrative and instructional staff members.	District administrators Building administrators Teaching staffs	O 06/09	O 06/10	O 06/11	Website and web pages	Communications survey completed by administrative and teaching staffs. Report of results.
Provide community with information about the District, its programs, its students, and its activities/events.	District administrators Building administrators Teaching staffs	O 06/09	O 06/10	O 06/11	Website Technology equipment Network	Information posted on website.
Provide information about and training opportunities for parents/guardians and community in accessing information on the District's website.	Web Page Manager Building Technology Teams Teachers Center	D/I 06/09	D//R 06/10	O 06/11	21 <sup>st</sup> Century Community Learning Center funds Teacher Center District computer labs	Evaluation instruments completed by participants. Log of training provided.
Integrate Educational efforts with After School Programs	21 <sup>st</sup> Century Manager Building/Technology Director/Teams Community Organizations	D 06/09	D//R 06/10	O 06/11	21 <sup>st</sup> Century Community Learning Center funds Federal Programs District computer labs	Evaluation instruments completed by participants. Log of training provided.

## Professional Development

For technology to realize a new dynamic between teachers and students, technology-rich professional development opportunities for teachers and other school personnel are a critical component of a district-wide technology plan.

**Basic Uses of Technology.** Administrators, teachers, and staffs need the same technology literacy skills that schools and society demand of students. These include the skills needed to operate computer hardware, software, and ancillary equipment (digital capture, creation, and projection of data, text, and graphics). Basic troubleshooting ability to recognize problems and inform technicians about them also is necessary.

**Instructional Uses of Technology.** Teachers need to be able to select and integrate technology into their daily instructional practices to support technology-based active, student-centered learning strategies that align with state content area standards and assessments.

**Administrative Uses of Technology.** Administrators need to be able to gather, analyze, and report student academic performance data to staffs, parents, and community. As instructional leaders, administrators must be able to lead their staffs in diagnosing instructional and learning strengths and weaknesses at the school, classroom, and individual levels through technology-based, data-driven problem solving and decision making. This will aid administrators in working with staffs to develop strategies for closing gaps in student performance, thus meeting NCLB regulations. Teachers will use technology for classroom management and to collect and analyze student performance data to inform and develop teaching and learning strategies at the classroom level.

**Professional Development Uses of Technology.** Teachers use telecommunications and network resources to access professional information, communicate with colleagues and mentors, and access online professional development resources, online in-service, and online courses.

**Goal:** District technology resources will enable all staff members (instructional and administrative) to access an array of opportunities and tools for professional development, educational research, and instructional resources (software and web-based), thus ensuring District personnel have the necessary technology skills and professional expertise to enable all students to achieve New York State Learning Standards and Assessments.

**Objective:**

- Provide staff development/training for all staffs (instructional and administrative) using a variety of resources, strategies, and models.

Area: Professional Development						
Objective: Provide staff development/training opportunities for all staffs (instructional and administrative) using a variety of resources, strategies, and models.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Establish technology competencies for all instructional and administrative staffs.	Curriculum Director Building Technology Teams	R/I 06/09	R/O 06/10	O 06/11	ISTE standards NYS standards	Completed survey with results
Develop and conduct a technology training needs assessment.	Teacher Center Curriculum Director Building Technology Teams	R 06/09	O 06/10	O 06/11	Assessment tool ISTE standards NYS standards	Technology needs assessment document
Provide training opportunities in technology equipment and instructional software.	See Academic Improvement Objective: Integrate technology into instruction					
Provide training opportunities in integrating technology into instructional strategies and practices.	See Academic Improvement Objective: Integrate instructional software into instruction.					
Provide training opportunities in basic computer applications— network use, e-mail, word processing, spreadsheets, presentations, publishing.	See Academic Improvement Objective: Integrate technology into instruction. Integrate instructional software into instruction.					
Provide training opportunities in student information systems— attendance, grading, scheduling, academic data warehousing And /analysis.	Curriculum Director Administrative Staffs Teaching Staffs	I 06/09	I/R 06/10	O 06/11	Erie 1BOCES Local funds	Evaluation surveys. Information systems in place and functioning.
Provide technical support for staffs.	Technology Director	O 06/09	O 06/09	O 06/09	BOCES PC Technicians	Logs of support activities.

## Technology Infrastructure

Because this is a long-range plan, the district technology plan will be evaluated and revised yearly to ensure that the district technology systems remain current and that they keep pace and align with technological standards set in the industry and education and with emergent technological requirements of the District.

Infrastructure for the district network will include local area networks, a wide area network, Internet access, and telecommunications access.

**Local Area Network (LAN).** A LAN has been created in each of the District's buildings. This will allow all computers (workstations) within a building to share and exchange information. It also provides each computer with Internet access. Each computer is connected to all the other computers in a building and one or more file servers through a network of wires, switches, and routers. Each computer has a network interface card (NIC) that connects the computer to the network and networking software that allows the computer to communicate and share resources on the network. Network cables are connected to switches. These components act as traffic controllers to direct network traffic to the appropriate network component. Routers in buildings connect LANs to the Internet and allow each computer to access the Internet. File servers that run a network operating system provide network security and facilitate the sharing of programs, resources, and data. Administrators, teachers, staff, and students will be given varied levels of access and security.

**Wide Area Network (WAN).** A WAN will connect the building LANs together. This will allow all computers within the District to share and exchange information, via fiber connections.

**Internet.** The Internet is a world wide system of computers that allows government, business, organizations, and individuals to communicate with each other, share and exchange information on a global level. The Internet has become an essential tool in government, business, education, and everyday life. Because of the vast amount and types of information available, it is necessary to use filtering software on Internet connections. Filtering software can block access to inappropriate information. The District complies with all federal laws and regulations (CIPA) and E-Rate regulations to block access to visual depictions of obscenity and child pornography when used by adults and to block access to visual depictions of obscenity, child pornography, and material harmful to minors when used by minors. District policies and regulations have been adopted to meet these requirements.

**Director of Technology.** The Director of Technology oversees technology planning and implementation, supports administrative and instructional use of the District's technology resources, and provides for technical maintenance of computer and network equipment. The Director of Technology is a Certified Novell Network Engineer.

**Technical Maintenance.** Technical maintenance is essential to the efficient operation of the network. The BOCES PC Technicians under the direction of the Director of Technology are responsible for maintenance of the network and equipment, software installation, and technical support to district personnel. A member of the District's maintenance staff, an electrician trained in CISCO oversees the wiring needs of the network. Technical assistance also is provided through the Erie 1 BOCES Western New York Regional Information Center staff. During the last Plan, the district added 4 days of Technician Support through Erie 1 BOCES.

Adding BOCES “days” when necessary is less expensive than employing a technician within the District. Moving BOCES support between PC Technician and Senior (Network) Support allows the district to reduce costs while the District’s network grows in depth and breadth.

**Goal:** The District will develop, implement, and evaluate an infrastructure of technology that (a) supports the achievement of high performance standards, including those for technology literacy and (b) addresses all Federal and State mandates, laws, and regulations.

**Objectives:**

- Ensure all mandates, laws, and regulations are in place.
- Provide all district personnel with access to district technology resources.
- Ensure the ability of district technology systems to remain current and to support the District’s technology needs.

Area: Technology Infrastructure						
Objective: Ensure all mandates, laws, and regulations are in place.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Submit E-Rate applications and related documents yearly.	Superintendent Technology Director	O 06/09	O 06/10	O 06/11	Erie 1 BOCES WNYRIC	Application filed.
Evaluate and revise technology plan yearly.	District Technology Committee	O 06/09	O 06/10	O 06/11	District Technology Plan	Revised plan.
Revise/update federal/state/local policies and regulations as needed; ie, CIPA, student/staff network use.	Board of Education Superintendent Technology Director	As needed			Federal regulations Erie 1 BOCES	Revised documents. Policies approved by Board of Education.
Upgrade/install filtering software as needed.	Technology Director	As needed			Erie 1 BOCES WNYRIC	Software installed.

Area: Technology Infrastructure						
Objective: Provide all district personnel with access to District technology resources.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I--Implement	R—Revise O--Ongoing			
		2009-10	2010-11	2011-12		
Provide all instructional staff with technology workstations.	Technology Director	O 06/09	O 06/10	O 06/11	Local and grant funds	All staff have workstations.
Provide all administrative staffs with appropriate technology equipment and resources.	Technology Director	O 06/09	O 06/10	O 06/11	Local and grant funds	All staff have technology resources.
Develop and implement plan for installing voice, data, and video wiring for McKinley School.	Superintendent Business Manager Technology Director CISCO person	I 06/09	O 06/10	O 06/11	Local funds E-Rate	Communication systems in place and operative.
Continue placement of student computer workstations in classrooms, labs, and instructional areas.	Technology Director/ BOCES PC Technicians	O 06/09	O 06/10	O 06/11	Local and grant funds	Equipment in place and operative.
Ensure all administrators and staffs have access to all appropriate internal and external telecommunications-based technologies.	Board of Education Superintendent Technology Director	O 06/09	O 06/10	O 06/11	Local and grant funds	Access available.

Area: Technology Infrastructure						
Objective: Ensure ability of District technology systems to remain current and to support District technology needs.						
Activities	Responsible Parties	Timeline			Resources/ Documents	Product/ Evaluation
		D—Develop I—Implement	R—Revise O—Ongoing			
		2009-10	2010-11	2011-12		
Establish equipment upgrade, maintenance, and replacement plan.	Superintendent Technology Director	D/I 06/09	I/R 06/10	O 06/11	Local funds Inventory lists	Completed plan.
Review technical support staff needs—network mgt, software, equipment maintenance plan.	Superintendent Technology Director	O 06/09	O 06/10	O 06/11	Local funds Erie 1 BOCES	Needs met.
Provide necessary technical support staff for effective, efficient operation of the District network, equipment, software.	Board of Education Superintendent Technology Director	O 06/09	O 06/10	O 06/11	Local funds Personnel Director	Staff in place.
Establish standards for technology equipment, software, and components that are utilized on the District network.	Board of Education Superintendent Technology Director Curriculum Director	D/I 06/09	I/R 06/10	O 06/11	Erie 1 BOCES WNYRIC Technology journals Education journals/research State and federal education websites	Standards in place.
Monitor and maintain server systems, including UPS and backup systems.	Erie 1 BOCES PC Technicians	O 06/09	O 06/10	O 06/11	BOCES PC Technicians	Systems working as designed.

## Budget

Recognizing that fiscal changes occur rapidly, and sometimes unexpectedly, implementation of this long-range Technology Plan may require an extended period of time based on the current and future financial resources available to the District. The high percentage of senior citizens and the negative impact of taxpayer groups have contributed to lack of community support for the school district (contingency budget four out of six years) and necessitate the District to rely on state and federal funding to support its educational program.

Therefore, any allocation of funds to local budget equipment and staff development accounts is tentative. Recognizing these circumstances, the District aggressively seeks alternative funding through entitlement and competitive grant applications to fund technology needs and projects. Where appropriate, entitlement funding will be utilized to acquire technology-related equipment, software, and professional development to meet NCLB requirements and to improve student academic performance.

<b>Account</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
A2630.150	101,730	136,791	136,791	136,791
A2630.200	30,000	75,000	100,000	100,000
A2630.220	25,600	25,510	24,510	22,510
A2630.400	0	10,200	10,200	10,200
A2630.450	0	10,950	10,950	10,950
A2630.460	36,600	35,000	35,000	35,000

**Evaluation.**

The purpose of evaluation is two fold: to evaluate the implementation processes used in developing the technology infrastructure and the outcomes related to instruction and learning. Formative and summative evaluation strategies will be used to ensure that timely feedback and constructive criticism are obtained to inform any revisions or adjustments to this plan that may be necessary and to assess the impact of technology on students and teachers. Evaluation will be used to (1) document the technology infrastructure implementation process, (2) obtain information about technology users' perceptions and attitudes about technology use, and (3) identify any significant changes in student academic performance.

**Overall Evaluation of the Technology Plan.** The Technology Committee will conduct quarterly formative evaluation of overall implementation of the technology plan. The Committee will review the status of implementation of the infrastructure, technology infused instruction and learning strategies/activities, and student performance. This will allow the Committee to monitor, adjust, and revise the plan as necessary on an on-going basis. A technology evaluation rubric that addresses the five components of this plan will be developed and used.

**Instruction and Learning.** Survey instruments will be used to obtain information about teachers' and students' perceptions of technology use and effectiveness in the learning environment. Student academic performance data obtained from state, local, and classroom assessments will be analyzed. Student project/portfolio assignments will be used to document the use of engaged learning strategies and technology integration into the curriculum and instruction. Formal and informal classroom observations by building administrators also will be utilized.

**Professional Development.** Teachers will complete survey instruments and participate in focus groups. The Committee will analyze this data to assess technology-related professional development activities; to elicit teachers' opinions about the impact of technology on instruction, student learning, and student motivation; and to determine future needs and directions.

**ATTACHMENT A**

## Personnel

**POLICY****SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES**

The Lackawanna City School District Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

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

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and tele-communications are not to be utilized to share confidential information about students or other employees.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

(CONTINUED)

## Personnel

### **SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)**

#### **Privacy Rights**

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The technology specialist may access all such files and communications to insure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should NOT expect that information stored on the DCS will be private.

#### **Implementation**

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

**POLICY**

## Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES**

The Lackawanna City School District Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the Lackawanna City School District.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications. The District respects the right of each family to decide whether or not to apply for independent computer access.

Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District.

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

(Continued)

## Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(Cont'd)**

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject, to further discipline under the District's school conduct and discipline policy and the Student Discipline Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

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

Regulations will be established as necessary to implement the terms of this policy.

**SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET  
CONTENT FILTERING/SAFETY POLICY**

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. There is no exception for those used only by staff. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

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

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

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

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of students when using forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail may be blocked as deemed necessary to ensure the safety of such students;

(Continued)

**SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (Cont'd.)**

- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors.
- c) The dissemination of the District's Acceptable Use Policy and accompanying Regulations to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet. Parental and/or student consent, as may be applicable, shall be required prior to authorization for student use of District computers. In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action;
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students; and

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

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

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

(Continued)

*\*District Option*

**SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (Cont'd.)**

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

The District has provided reasonable public notice and has held at least one public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

47 United States Code (U.S.C.)

Section 254(h) and (1)

47 Code of Federal Regulations (C.F.R.) Part 54

**STUDENT AGREEMENT FOR USE OF DISTRICT COMPUTERIZED INFORMATION RESOURCES (7314F)**

In consideration for the use of the Lackawanna City School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policy on student use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Student Handbook.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCS. Such violation of District policy and regulations may also result in the imposition of discipline under the District's school conduct and discipline policy and/or the Student Discipline Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District. Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously or unlawfully damage or destroy District property.

**NO STUDENT IS ALLOWED TO USE A DISTRICT COMPUTER UNLESS UNDER THE DIRECT SUPERVISION OF A TEACHER**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Grade / School

**PARENT/GUARDIAN CONSENT FOR STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES**

I am the parent/guardian of \_\_\_\_\_, the student who has signed the District's agreement for student use of computerized information resources. I have been provided with a copy and I have read the District's policy and regulations concerning use of the DCS.

I also acknowledge receiving notice that, unlike most traditional instructional or library media materials, the DCS will potentially allow my son/daughter access to external computer networks not controlled by the School District. I understand that some of the materials available through these external computer networks may be inappropriate and objectionable; however, I acknowledge that it is impossible for the District to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use to my son/daughter when using the DCS or any other electronic media or communications.

I agree to release the Lackawanna City School District, the Board of Education, its agents and employees from any and all claims of any nature arising from my son/daughter's use of the DCS in any manner whatsoever.

I agree that my son/daughter may have access to the DCS and I agree that this may include remote access from our home.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

**TELECOMMUNICATIONS ACCEPTABLE USE  
OF ON-LINE SERVICES POLICY  
(Acceptable Use Policy and On-line Access Contract)**

The Lackawanna City School District strongly believes in the education value of electronic services and recognizes the potential of such to support our curriculum and student learning in the district.

In Order to promote educational excellence through facilitating resource sharing, innovation-and communication:

1. The Board of Education will provide On-Line Services to students and Staff.
2. The Board of Education will provide students and staff with network training of On-Line Services.
3. The Board of Education will establish and enforce practices and procedures for use of On-Line Services.
4. The Board of Education will make clear to parents, students, and Staff the shared responsibility as to proper behavior and use of the network.
5. The Board of Education will make every effort to protect students and teachers from any misuse or abuse as a result of their experiences with On-Line Services.

**Adopted: April 11, 1996**

**IMPORTANT NOTICE!      IMPORTANT NOTICE!      IMPORTANT NOTICE!**

**E-rate Technology Plan Updates**

Due to recent information from the SLD (School Library Division) in charge of technology plan guidelines, each school with a technology plan **must include validation of requested 470 items within their plan.**

This means that if you are applying for items such as Cell Phones, Telephone, PBX, Internet, Hardware specific items, you must refer to those items in your plan to protect your Erate money from being revoked in the future. The suggestion is to add them to the plan where you write about acquiring future technologies.

If you feel you have already addressed these items within your current technology plan please list the page number(s) where they can be found **or revise your plan to include these items. Send the revised plan and reference the page numbers where they are found on the form below and send back with any other revisions needed by March 30.**

**Without this final form your plan cannot be approved.**

470 Requests for District (Name): \_\_\_\_\_ Lackawanna City School District \_\_\_\_\_

<u>Item</u>	<u>Validation for use</u>
Telephone	Pg. ____5/23____
Cell Phones	Pg. ____5/23____
Pagers	Pg. ____5/23____
WAN	Pg. ____5/23____
Internet Access	Pg. ____5/23____
Email	Pg. ____5/23____
Internal Connections	Pg. ____5/23____
PBX	Pg. ____5/23____
Other: _____	Pg. _____
Other: _____	Pg. _____

## Lackawanna School District - Teacher Technology Survey

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This survey will be used to evaluate the effectiveness of the training program. It will establish a baseline from which we can measure growth against exit surveys. Please judge your level of achievement of each of competencies listed below.

First Name:  Last Name:

Department:

With your mouse, click on the Level menu and select the Level number which best reflects your current level of skill attainment.

(Be honest, but be kind.)

---

Level

**I. Basic Computer Operation**

Level 1 - I do not use a computer.

Level 2 - I can use the computer to run a few specific, pre-loaded programs. It has little effect on either my work or home life. I am somewhat anxious I might damage the machine or its programs.

Level 3 - I can set-up my computer and peripheral devices, load software, print, and use most of the operating system tools like the scrapbook, clock, notepad, find command, and trash can.

Level 4 - I can run two programs simultaneously, and have several windows open at the same time. I can customize the look and sounds of my computer. I use techniques like ALT-TAB to work with multiple programs. I look for programs and techniques to maximize my operating system. I feel confident enough to teach others some basic operations.

---

Level

**II. File Management**

Level 1 - I do not save any documents I create using the computer.

Level 2 - I save documents I've created but I cannot chose where they are saved. I do not back-up my files.

Level 3 - I have a filing system for organizing my files, and can locate files quickly and reliably. I back-up my files to floppy disk on a regular basis.

Level 4 - I regularly run a disk-optimizer on my hard drive, and use a back-up program to make multiple copies of my files on a weekly basis. I have a system for archiving files which I do not need on a regular basis to conserve hard drive space.

---

Level  **III. Word Processing**

Level 1 - I do not use a word processor, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 - I occasionally use the word processor for simple documents which I know I will modify and use again. I generally find it easier to handwrite or type most written work I do.

Level 3 - I use the word processor for nearly all my written professional work: memos, tests, worksheets, and home communication. I can edit, spell check, and change the format of a document. I feel my work looks professional.

Level 4 - I use the word processor not only for my work, but have used it with students for all of the stages of writing as process.

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Level  **IV. Spreadsheet Use**

Level 1 - I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 - I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet which adds a column of numbers.

Level 3 - I use a spreadsheet for several applications. These spreadsheets use labels, formulas and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.

Level 4 - I use the spreadsheet not only for my work, but have used it with students to help them improve their own data keeping and analysis skills, showing them how to explore questions and the power of mathematical relationships.

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Level  **V. Database Use**

Level 1 - I do not use a database, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 - I understand the use of a database and can locate information within one which has been pre-made. I can add or delete data in a database.

Level 3 - I use databases to collect and analyze data.. I can create a database from scratch - defining fields and creating layouts in order to support inquiry. I can sort and print the information in layouts which are useful to me.

Level 4 -I can use formulas with my database to create summations of numerical data. I use the database not only for my own work, but have used it with students to help them gather and analyze data to explore research questions.

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Level  **VI. Graphics Use**

Level 1 - I do not use graphics in my word processing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.

Level 2 - I can open, create and place simple pictures into documents using painting. drawing programs.

Level 3 - I can open, create, modify and place graphics into documents in order to help clarify or amplify my message.

Level 4 - I can manipulate and interpret graphics using image processing software (such as CAD, GIS or Photoshop) for the purpose of design or analysis. I promote student interpretation and display of visual data using a variety of tools and programs.

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Level  **VII. Internet Operation and Internet Research**

Level 1 - I do not use Internet Explorer, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 - I can start up Internet Explorer and use district World Wide Web menus to find basic information on the Internet, but I spend little time doing so.

Level 3 - I am able to make profitable use of Web searching software as well as lists of Internet resources to explore educational resources.

Level 4 - I can create my own HTML pages and hot-lists of resources. I have shown my students how to mine the information resources available on the Internet as well as other networked information sources.

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Level  **VIII. Telecommunications Use**

Level 1 - I do not use electronic mail, nor can I identify any uses or features they might have which would benefit the way I work.

Level 2 - I understand that there is a large amount of information available to me as a teacher which can be accessed with electronic mail. I send occasional requests for information and messages using e-mail - mostly to friends, family and district colleagues.

Level 3 - I use e-mail to access professional information from listserves. I am an active participant in on-line discussions check my e-mail account on a regular basis.

Level 4 - I involve my students in using e-mail to communicate with other students and various kinds of experts from other states and nations.

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Level  **IX. Ethical Use Understanding**

Level 1 - I am not aware of any ethical issues surrounding computer use.

Level 2 - I know that some copyright restrictions apply to computer software.

Level 3 - I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials. I demonstrate ethical usage of all software and let my student know my personal stand on this issue. I have a personal philosophy I can articulate regarding the use of technology in education.

Level 4 - I am aware of other ethical issues involving technology use including medical and equitable access ones. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

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Level  **X. Information Searching**

Level 1 - I am unlikely to seek information when it is in electronic formats.

Level 2 - I can conduct simple searches with the electronic encyclopedia and library software for major topics.

Level 3 - I have learned how to use a variety of search strategies on several information programs, including the use of "logical operators" such as "and" and "or" to help target the search and find just the right information in the most efficient manner. I can perform such searches to locate books and information with library and CD software.

Level 4 - I have incorporated logical search strategies into my work with students, showing them the power of such searches with the encyclopedia or the CD software, for example, to locate information which relates to their questions.

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Level  **XI. Presentation Skills**

Level 1 - After I do my research I am unlikely to use electronic technologies to save, format or share my findings.

Level 2- I would feel comfortable presenting my findings in a single application program such as a word processor, a spreadsheet or a publishing program).

Level 3- I am proficient at incorporating and sharing my findings using multimedia presentation software (Powerpoint ) which combine elements from a number of applications (Internet Explorer, graphics, word processor, spreadsheet, database, etc.)

Level 4- I facilitate my students' use of a variety of applications to persuasively present their research concerning a problem or area of focus in their learning.

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Level  **XII. Technology Integration**

Level 1 - I do not see the need to blend the use of new technologies into my classroom learning activities.

Level 2 - I would like to blend the use of new technologies into my classroom learning activities more often than I do, but there just isn't much time or enough access to equipment and I need more help understanding what strategies will work and how to do it.

Level 3 - From time to time I encourage my students to employ new technologies to support the communicating, data analysis and problem solving outlined in the district technology plan.

Level 4 - I frequently encourage my students to employ new technologies to support the communicating, data analysis and problem solving outlined in the district technology plan. We have moved dramatically toward a more student- centered, technology-supported kind of classroom.

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\*This scale originated with Mankato (MN) Schools Scale and was adapted for online use with permission. It may be used by schools and non-profit organizations for educational purposes..