

**Elmont Union Free
School District
Technology Plan**

March 2008

Board Approved June 2008

**ELMONT UNION FREE SCHOOL DISTRICT
ELMONT, NEW YORK
2007-2008
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Judith Miller- Technology Assistant
Kathy Fritz-President of Interschool PTA
Sharon Voitko- Parent

**Technology Plan
Draft for Review**

District-Wide Technology Committee

Mission Statement

The goal of the technology committee is to: facilitate personnel training, develop an Internet presence, increase equipment availability in the classrooms, develop a long-term, upgrade/replacement strategy to keep pace with industry changes, ensure the integration of technology into the curriculum.

Plan Outline

GOAL	STRATEGY
Staffing	Explore staffing levels and equipment availability in each school and the district. Develop plan – Cost justification, benefit to the school, benefit to the district, etc.
Training	Explore the requirements for software & hardware training with existing technology. Explore future training and/or retraining requirements. Explore training options, for example: Tech schools, colleges, in house, online, inclusive with equipment purchase, etc. Explore solutions employed by other schools and/or districts. Develop plan – Cost justification, benefit to the school, benefit to the district, etc.
Internet	Explore options for web hosting, for example: Intranet, EUFSD, NYSED, private hosting companies, etc. Explore options for site development-including in-house, local colleges, web development companies, etc. Explore solutions employed by other schools and/or districts. Develop plan – Cost justification, benefit to the school, benefit to the district, etc.
Equipment (immediate)	Identify immediate requirements. Explore options for equipment acquisition, for example: Grants, donations, PTA, fundraising, sponsorship, open-ended loans, etc. Explore solutions employed by other schools and/or districts. Develop plan – Cost justification, benefit to the school, benefit to the district, etc.
Equipment (long term)	Identify recurring requirements. Explore options for continuing equipment upgrades. For example: equipment ownership with a 6 year, cascading replacement program, short term lease, purchase with option for future trade in, etc. Explore solutions employed by other schools and/or districts. Develop plan – Cost justification, benefit to the school, benefit to the district, etc.

Other concerns

- Internet access
- Networking within the school
- Network administration
- Protection against malicious code – Virus scans, firewalls, etc.
- Computer usage policies
- Platforms –PC, Multi-Platform, etc.
- Projected usage – Graphic design, music, reports, presentations, video-conferencing, Reference, learning aid, etc.
- Curriculum

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PART I

Introduction

Introduction:

The complexity and demands of our constantly changing world require adaptation on the part of each successive generation. In order to remain vital and relevant, education must reflect and adjust to these transformations. Curriculum renewal and school restructuring must involve a technology component.

Technology education, as part of the total program of education, offers distinct opportunities for all students to acquire educational, social and occupational information. It further helps students to understand and make judgments, regarding the effects of technology on all elements of our society and environment. The Elmont technology program is designed to help prepare students to actively participate in a global and technologically advanced society.

Technology has provided us with the capability to go beyond the classroom walls, in a very meaningful way, to enable children to become true travelers and world explorers in an interconnected global society. We feel that the integration of this new technology with the established teaching methodology will assist us in preparing our children for the future. Computer animation, still pictures, sound, and text will be merged into a single learning environment in our vision of networked resources. We envision a learning environment in which learners can interact with people, information, and ideas from all over the world. [The purpose of networking computers is to network people. Indeed, our vision includes such advanced applications of telecommunications technology as global video conferencing.] Exposure to technological networks will help our children to become lifelong learners as well as equip them with the critical-thinking skills necessary to be competitive in the future job market. Without these skills our children will be at a distinct disadvantage.

The Elmont School District's Educational Technology Plan is based on the belief that the ability to use technology provides opportunities for learners to be actively engaged in the learning process. Technology will be fully integrated across content areas as a tool that enhances the curriculum and facilitates the development of essential life skills. Additionally, students must develop an understanding of the important issues of a technology based society. School personnel must model the effective use of technology so that students can learn from the example set. The instructional staff must use technology as a tool to help students succeed in the regular school program, attain grade level proficiency, and improve achievements in basic and more advanced skills.

The Elmont community has continuously demonstrated its commitment to meeting the needs of our children. It has wisely invested its resources in acquiring the technology and support services necessary to help children keep up with the innovations needed to help ensure future success. Technology has enhanced the possibilities of making our schools more relevant to the real-life needs and expectations of our children, their parents, and the community in general. The plan outlined here identifies ways in which technology can enhance the curriculum and assist children in meeting New York State standards.

Vision

All of Elmont's classrooms will be equipped with high quality learning technologies. Learning technologies will be widely and equitably used throughout the district's schools to support the engagement of students, teachers, administrators, parents and the community in helping all students to achieve high standards.

Educational technology applications will facilitate and increase 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 technology will allow students to become self-directed, self-motivated and lifelong learners.

Teachers will facilitate student learning through effective use of learning technologies. All teachers will receive appropriate, job embedded, ongoing professional development in integrating technology into curricula and instruction. Teachers will incorporate high quality information resources in their teaching in order to address multiple learning styles, to actively engage students, and to support student exploration and growth.

Technology goals:

1. To provide students with opportunities 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.

Objective

The Elmont School District will equitably allocate fiscal, staff and professional development resources to ensure that the acquisition, maintenance and use of high quality learning technologies support all students in achieving New York State technology standards.

2. The district will ensure that all teachers and prospective teachers are equipped with technology competencies that will enable them to use learning technologies effectively in supporting students' achievement.

Objectives

Elmont UFSD will allocate sufficient professional development resources to ensure that all teachers are adequately supported with the resources and skills they need to confidently integrate high quality learning technologies into curricula and instruction.

Elmont UFSD's applications for technology funds will include appropriate professional development activities for integrating technology into curricula and instruction through ongoing, sustained, intensive and high-quality professional development.

Elmont UFSD will develop appropriate processes and evaluation measures to ensure that all teachers meet technology standards.

3. Administrators and prospective administrators will be technologically literate; will provide leadership in integrating technology into curriculum, instruction and student learning activities; and will have access to technology resources that support them in developing management systems and in creating a school climate and culture that result in high student achievement for all stakeholder groups.

Objectives

Elmont will allocate sufficient professional development resources to ensure that all administrators are adequately supported with the resources and skills they need to confidently integrate high quality learning technologies into curriculum and instruction.

Elmont will develop professional development activities for integrating technology into curricula and instruction that are ongoing, sustained, intensive and of high-quality.

Elmont will develop appropriate processes and evaluation measures to ensure that all administrators, students and teachers meet the technology standards.

Elmont will use student and other local teaching and learning data to inform curricula and instruction.

4. In order to support parents in monitoring and reinforcing the instruction their children receive at school, parents will have the opportunity to access web-based information about their children's learning environment, climate, and outcomes, as well as a wide range of student activities that can help them to assist their children at home.

Objective

Elmont's technology plan will incorporate plans to engage parents through the development of electronic school-parent-community communications mechanisms, including the provision of such information as students' course-taking options, curriculum, assignments, learning standards and assessments, and other factors that impact children's learning opportunities, learning climate, and learning outcomes.

5. The district will develop, implement, and evaluate a plan for technology use that a) supports the achievement of high performance standards, including those for technology literacy, by all students, teachers, and other educational professionals; b) includes federally mandated protection from inappropriate materials; and c) ensures that every school library media center is an electronic doorway library with internet access.

Objectives

Elmont's technology plan will be based on a needs assessment that a) incorporates disaggregated data; b) is focused on ensuring that all students have the opportunity to meet New York State Technology standards; and c) involves classroom teachers and school library media specialists in the development of such plans.

Elmont's technology plan will demonstrate how planned technology uses support all students in achieving New York State technology standards.

Elmont will provide high quality, intensive and sustained professional development to support the integration of technologies into curriculum and instruction.

The district will ensure the allocation of technology resources, including software and hardware acquisitions and maintenance, and teacher and administrator professional development, focused on needs and resources in schools.

Elmont UFSD will implement a policy of internet safety for students that include the operation of a technology protection measure for any of its computers with Internet access.

The district will include strategies to ensure that all school library media programs achieve electronic doorway library status.

6. The district will seek ongoing input, feedback and assistance from representatives of all sectors of the education community to collaboratively develop, implement evaluate, and revise the educational technology plan and to build technology capacity, and to ensure high quality support for all members of the teaching and learning community.
7. The district will purchase and allocate up- to- date hardware and software and access to high-speed connectivity in an efficient and equitable manner.

STAGES
OF
IMPLEMENTATION

Stages of Plan Implementation:

The goals identified in the technology plan are ambitious. Substantial resources and extensive staff development are necessary to achieve them. However, this can be done in stages during the course of several school years.

Stage I (2008-2009)

Replacement of obsolete computers in the Classrooms:

This technology plan proposes the replacement of obsolete computers with newer DELL computers in the primary grades classroom. SMARTBoards will be added to 2nd and 3rd grade classrooms with the necessary operating equipment. Individual response systems will be purchased for intermediate grades. Administrative computers will also be upgrade and servers will be replaced.

The district will begin to explore the automation of the libraries.

Teachers will be provided with appropriate professional development opportunities.

Stage II (2009-2010)

Expansion of Computer Hardware and Software:

During the 2009-2010 school year, the committee recommends a careful monitoring of the technology needs in each building and the replacement of obsolete computers. SMARTBoards will be installed in grades Kindergarten and 1. Computers will be updated and additional scanners will be purchased.

Stage III (2010-2011)

The district will enhance the technology program by exploring the integration of technology into the curriculum using teleconferencing, virtual field trips, etc.

IMPLEMENTATION PLAN

PHASE I	2008-2009
PHASE II	2009-2010
PHASE III	2010-2011

INITIATIVE: Technology will be integrated into the curriculum to enhance the instruction students receive.

STRATEGIC GOAL: Establish a continuous evaluation plan and conduct an annual review of the effectiveness and efficiency of the following components: infrastructure, technology-based instruction, training and technical assistance, administrative services, and community involvement.

ACTION PLAN	PHASE	PERSONNEL RESPONSIBLE
Maintaining an on-going committee representative of all stakeholders to review policies, regulations, and current procedures.	I	Director of Curriculum
Continue to provide appropriate technical support to schools and administrative sites.	I	Director of Curriculum Nassau BOCES Admin. Assistant for Technology
Utilize business and community input to extend technology purchases and enhance instruction.	II-III	Grant Writing Teams Parent Centers Community Liaison Admin. Assistant for Ttechnology Teacher Centers

STRATEGIC GOAL: Develop a plan for determining the hardware and software needs for instruction in the schools.

ACTION PLAN	PHASE	PERSONNEL RESPONSIBLE
Develop a plan for integrating technology into the curriculum.	I	Tech. Committee/ Curriculum Committee
Continue to maintain a standard for including technology in the curriculum at each grade level as it pertains to state standards and curriculum map.	I	Tech. Committee Teachers
Support existent network-ready multimedia technology in all schools.	I-III	Director of Curriculum Grant Writing Teams Admin. Asst. for Technology
Continue the implementation of technology.	I-III	Tech. Committee/ Curriculum Committee Admin. Assistant for Technology
Acquire additional hardware/ software for continued implementation in grades K-6; Reassess the district's hardware and software.	I-III	Tech. Committee/ Curriculum Committee Admin. Assistant for Technology

Professional Development

PROFESSIONAL and SUPPORT STAFF DEVELOPMENT

The district's goal is to integrate technology into the instructional and learning process. To accomplish this goal it is essential for all teachers to feel comfortable and proficient incorporating technology into the curriculum. Therefore, on-going staff development is a critical component of our technology plan.

It is widely recognized that teachers need encouragement, support, instruction and hands-on experiences in order to become comfortable using computers creatively in their classrooms. More than any other single factor, professionals must believe that the use of technology will allow them to teach more effectively than was possible before its introduction. A sound professional development plan provides the necessary foundation for implementing new programs or other innovations into the classroom setting. In order to fully realize the true potential of technological advances, it is imperative that an on-going support program, in the form of training, be developed in order to meet the needs of the varied proficiency levels of our teachers. Such a program of staff development must be continuous and must provide teachers with necessary support throughout the implementation process and beyond. A district-wide survey of computer abilities has been conducted to focus training and sponsor workshops that promote the development of higher order thinking skills and project based learning opportunities.

The computer labs are the ideal location for this training. Additionally, the teacher mini lab is an optimal setting for staff to work and learn collaboratively.

IMPLEMENTATION

There are various ways to provide additional training. Given the diversity and proficiency levels of our staff the following instructional approaches will be utilized:

- in-service courses
- Staff Development Conference Days
- teleconferencing
- mini-workshops
- instructional videos
- grade level instructional training
- in-class technical support
- peer teaching
- on-site mentoring
- video- conferencing

The following courses will be offered to facilitate the successful implementation of the technology plan. These courses may be offered at the beginner, intermediate or advanced levels. These courses include, but are not limited to:

- Introduction to Computers
- Using integrated software packages (word processing, data base and spreadsheets)
- Exploring and evaluating curriculum-related software in math, science and English Language Arts
- Using peripherals (projectors, scanners, printers, digital cameras, video-conferencing.)
- Multimedia Applications for Classroom Use (Power Point, Kid Pix)
- Bringing the world into the classroom via the Internet-Virtual Fieldtrips, Teleconferencing
- Publishing and Presenting- the use of electronic data applications for the purpose of presenting information in multi-media format.
- Creative uses of Graphics
- Technology in the Library Media Center- use of world-wide web for the purpose of information access, exchange and collaboration.
- Exploring Math and Science, English Language Arts

STAFF DEVELOPMENT

The Elmont School District understands the importance of professional development for all staff members in order to facilitate the integration of technology into the curriculum. Research indicates that failure to provide meaningful staff development inevitably leads to an ineffective use of hardware and software.

The district has committed resources and time to the technology needs of the teachers, support staff and clericals. Staff members are surveyed periodically to assess their technology needs. The results of the surveys are reviewed and the data provide direction for staff development projects. Professional development initiatives are implemented through a partnership with Nassau BOCES Model Schools, as well as in house staff and consultants. Faculty conferences, conference days and on site staff development programs have had a strong emphasis on technology.

Over the past seven years, the district has partnered with Nassau BOCES Model Schools Program, a division of BOCES designed to facilitate the effective use of technology in the classroom. An on site professional developer has provided opportunities for staff members to learn how to effectively use software purchased by the District.

The Elmont School District continues to encourage higher-level integration and offers multi-day workshops (e.g. Developing Webquests, Effective Use of the SMARTBoard, Individual Response Systems and Student Engagement, Data Analysis, RM Frameworks) to enhance the use of technology in daily classroom instruction.

Data Driven Decision – Making

The Elmont School District effectively uses data to drive instruction. The District has been a member of the Nassau BOCES Data Warehouse for the past four years. District administrators and teachers have received training in the use of data analysis reports available through the warehouse, e.g., ChAP Reports, GAP Reports, WrAP Reports and trend analysis.

Building principals meet with teachers to review data results from past assessments and to discuss the instructional implications. Questions have been carefully analyzed to gain a better understanding of where we need to strengthen our programs and meet student needs. Administrators and teachers have participated in workshops conducted by Nassau BOCES to construct districtwide assessments based on the needs of our students. Each building conducts faculty conferences three times per month to provide opportunities for teachers, support staff and administrators to discuss student strengths and weaknesses and plan instruction.

PROFESSIONAL
DEVELOPMENT
EVALUATION

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

PROFESSIONAL DEVELOPMENT EVALUATION

Please take a few minutes to give your feedback on the in-service course you are completing. Return the filled out form to your course instructor to send to the Curriculum Office. The information will be used to enhance the quality of future training courses.

.....
Course Name _____ Starting date _____

1. How useful was this course with respect to the integration of technology into your daily teaching?

2. What aspects of the course did you find most helpful?

3. Would you recommend a follow-up or a prerequisite to this course?

4. What changes do you recommend for this course?

5. How does the quality of the course compare to other technology course offerings?

THANK YOU FOR YOUR COOPERATION

TECHNOLOGY SKILLS
AND
INTEGRATION NEEDS
ASSESSMENT SURVEY

Elmont Technology Skills and Integration Needs Assessment

This needs assessment is intended to determine how Elmont can best meet your technology needs in order to better serve the students of our district.

General Information

Name	<input type="text"/>
School	<input type="text"/>
Grade/Subject	<input type="text"/>

Please check whichever response most closely describes your current use of technology. Where appropriate, please check more than one answer.

Basic Computer Operations & Concepts

I am comfortable with the basic concepts of operating a computer and my use of it is skillful and efficient.

Always Sometimes Occasionally Never

I do not use a computer.

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

I can set-up my computer and peripheral devices, launch application software, print and save.

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 feel confident enough to teach others some basic operations.

I model learning strategies and troubleshooting procedures to encourage my students to thoughtfully and independently use technology to solve problems.

File Management

I do not save any documents I create using the computer.

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

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

I teach my students how to move, copy, and organize their files in folders, and to use search techniques to find files.

Word Processing

Microsoft Word

- 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.
- I occasionally use the word processor for simple documents which I know I will modify and use again.
- I use the word processor for nearly all my written professional work: memos, letters, tests, worksheets, announcements. I can edit, spell check, and change the format of a document.
- I teach my students to use word processing programs for their written communication, and require multiple experiences using technology for the full writing process.

Desktop Publishing

Microsoft Word, Publisher Print Shop Deluxe

- I use *Word* to publish signs, flyers, and handouts and other classroom documents.
- I use a desktop publishing program (*Publisher*), using templates and wizards to create one or more types of published documents (i.e., newsletter, brochure).
- I create original publications, combining design elements such as columns, clip art, photo images, tables, word art and captions with the appropriate citation of sources.
- I teach my students to design original publications that communicate their learning to others.

Presentations

Microsoft PowerPoint

- I rarely use technology for presentations to my students or peers.
- I create simple presentations for use in my class or for my peers.
- I regularly create well-organized, information-rich presentations, using multi-media, to motivate or teach my students or share information with my peers.
- I facilitate my students' use of presentation software to persuasively share their research concerning a topic of study. I am comfortable teaching my students how to use the software and can troubleshoot problems that may develop with their projects. I encourage my students' collaborative use of such software.

Spreadsheets

Microsoft Excel

- I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.
- I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet which adds/averages a column/row of numbers.
- I use a spreadsheet for several purposes. 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.
- I use formulas to analyze and interpret data.
- I am comfortable teaching my students how to use this software as a means of data keeping, to improve their analysis skills, and to show them how to explore questions and mathematical relationships.

Concept Mapping and Graphical Organizers

Kidspiration/Inspiration

- I do not use concept maps or graphical organizers nor can I identify any uses or features they might have which benefit the way I or my students would work.
- I can open and modify concept map and graphical organizer templates using Kidspiration or Inspiration.
- I can open, create, and modify simple concept maps and/or graphical organizers.
- I can open, create, and modify advanced concept maps and/or graphical organizers in order to provide visual concept models to my students.
- I am comfortable teaching my students how to create and modify concept maps or graphical organizers for the purpose of illustrating relationships, support critical thinking and promote problem solving.
- I am comfortable teaching my students the Outline view of Kidspiration/Inspiration to reinforce their writing skills and aid in their acquisition of essay writing skills.

Databases

Microsoft Access

- I do not use a database, nor can I identify any uses or features it might have which would benefit the way I work.
- 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.
- 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.
- I can use formulas with my database to create summations of numerical data.
- I use the database not only for my own work, but am comfortable teaching it to students and using it to help them gather and analyze data to explore research questions.

Graphics and Image Manipulation

Photoshop/Photoshop Elements/Paint

- I do not use graphics in my word processing, desktop publishing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.
- I can open, create and place simple pictures into documents using Paint.
- I can open, create, modify and place graphics (clipart, photos) into documents in order to illustrate my message.
- I can manipulate and interpret graphics using image processing software (Photoshop or Photoshop Elements) for the purpose of design or analysis. I promote student interpretation and display of visual data using a variety of tools and programs.
- I teach my students to select and modify graphics in order to make a point or illustrate what they have learned, while respecting intellectual property and obeying copyright laws.

Web Development

Microsoft FrontPage and HTML

- I cannot create my own web site with FrontPage nor do I see a need to do so.
- I can create a simple one page web site using FrontPage.
- I can create a well-organized, information-rich multi-page website with FrontPage to post assignments and announcements, communicate with parents, share information and resources and provide a platform for my students' work.
- I can edit my FrontPage website with HTML where necessary to further customize my site.

Smart Board

- I have not received Smart Board training, nor can I identify any uses or features it might have which would benefit the way I teach or my students learn.
- I have not received Smart Board training, but can envision its ability to motivate and physically and intellectually include students more directly in daily lessons.
- I have received Smart Board training, but I need but I need more assistance creating lessons that will best be supported by its use.
- I have received Smart Board training and I use it whenever possible as a dynamic inter-active tool that enhances my lessons.

Curriculum Integration

When you create &/or plan your units/lessons, how often do you include the use of technology?

- Always Sometimes Occasionally Never

- I do not see the need to integrate the use of technologies into my curriculum.
- I would like to integrate the use of various technologies into my curriculum more often than I do, but I don't always have the necessary time or access to the equipment or software.
- I would like to integrate the use of various technologies into my curriculum more often than I do, but I need more help understanding what strategies will work and how to use them.
- From time to time I encourage my students to employ new technologies to support the goals and objectives outlined in our district technology plan.
- I frequently encourage my students to employ new technologies to support the goals and objectives outlined in our district technology plan.
- I use technology resources with my students to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision making, knowledge construction and creativity.

Internet Use

- I do not use the Internet, nor can I identify any uses or features it might have which would benefit the way I work.
- I can get on the Internet and use district World Wide Web menus to find basic information on the Internet, but I spend little time doing so.
- I am able to make profitable use of Web search engines as well as lists of Internet resources to explore educational resources.
- I have shown my students how to mine the information resources available on the Internet as well as other networked information sources.

Information Searching

- I am unlikely to seek information when it is in electronic formats.
- I can conduct simple searches with the electronic encyclopedia and library software for major topics.
- I have learned how to use a variety of search strategies on several information programs and Internet search engines, including the use of "Boolean or logical operators" such as "and" and "or" to help target the search and find more specific information in the most efficient manner.
- I have incorporated logical search strategies into my work with students, showing them the power of such searches with the encyclopedia, CD software, or the internet, to locate information which relates to their questions.
- I teach my students strategies to efficiently evaluate their findings for authenticity, bias, reliability, authority and accuracy.

Stages of Teacher Development

ACOT (Apple Classroom of Tomorrow) developed the Five Stages of Teacher Technology Use, described below. What stage would you say you have reached?

1. **Entry:** I do not think of the computer as an integral part of the classroom. I will only use it if I must.
2. **Adoption:** I use the computer as a productivity tool for myself, to create banners, signs, letters, or tests.
3. **Adaptation:** I encourage my students to use the computer for research and to present information. I've adapted some of my lessons to take advantage of the technology we have.
4. **Appropriation:** I am comfortable using technology and integrating it into my curriculum with Multimedia and Internet projects. I have some trouble-shooting skills.
5. **Innovation:** I regularly use technology as a tool to support learning. I've developed new units and lessons that were not possible prior to having technology available to me and my students. I can do or already have done some turnkey training in my school or the district.

I seem myself at stage # ____.

What specific technology professional development would you like to receive?

Would you prefer to have such trainings during your preps or after school?

ASSESSMENT
OF
CLASSROOM
USE OF
SOFTWARE

Initial Assessment of Software Use
Classroom Use of Software

Software Applications	Classroom Use
	<p>Circle the number that best represents how you use each piece of software with students in a classroom.</p> <p>1= Use seldom or never 2= Use 3 to 6 times per year 3= Use monthly 4= Use weekly 5= Use daily</p>
A. Word Processing Software (e.g. Microsoft Word)	1 2 3 4 5
B. Presentation Software (e.g. PowerPoint or Kid Pix)	1 2 3 4 5
C. Spreadsheet Software (e.g. Microsoft Excel)	1 2 3 4 5
D. Smart Keyboards (e.g. DreamWriters)	1 2 3 4 5
E. Graphics programs or clip art	1 2 3 4 5
F. E-Mail	1 2 3 4 5
G. Web browser	1 2 3 4 5
H. Web search engines and bookmarks (Google)	1 2 3 4 5
I. Web development (e.g. Microsoft FrontPage or Dreamweaver)	1 2 3 4 5
J. Brainstorming and graphical organizing software (e.g. Inspiration)	1 2 3 4 5
K. Drill and practice software	1 2 3 4 5
L. Curriculum Software	1 2 3 4 5
M. Multimedia software and video editing	1 2 3 4 5
N. Video conferencing systems	1 2 3 4 5
O. Conferencing/ Collaboration software (e.g. Blackboard)	1 2 3 4 5
P. Other: (Describe)	1 2 3 4 5
Q. Other (Describe)	1 2 3 4 5

Using the letters from the rows above (A thru Q) indicate your three (3) priorities for additional software training.

1. _____ 2. _____ 3. _____

Classroom Use of Technology Tools

TECHNOLOGY TOOLS	Classroom Use
	Circle the number that best represents how you use each technology tool with students in a classroom. 1= Use seldom or never 2= Use 3 to 6 times per year 3= Use monthly 4= Use weekly 5= Use daily
A. CD-ROM	1 2 3 4 5
B. CD-ROM/ DVD writer	1 2 3 4 5
C. USB key drive for storage	1 2 3 4 5
D. Printer	1 2 3 4 5
E. Local area network for file access	1 2 3 4 5
F. Video camera (camcorder or digital video)	1 2 3 4 5
G. Digital still camera	1 2 3 4 5
H. Scanner	1 2 3 4 5
I. Overhead projector	1 2 3 4 5
J. TV set and VCR for video	1 2 3 4 5
K. TV monitor connected to computer	1 2 3 4 5
L. Video projector for large computer display (LCD)	1 2 3 4 5
M. DVD disks via computer or DVD player	1 2 3 4 5
N. Computer probes for science	1 2 3 4 5
O. Graphing calculators	1 2 3 4 5
P. Adaptive technologies for special education	1 2 3 4 5
Q. Taking class to computer lab in school	1 2 3 4 5
R. Other: Describe	1 2 3 4 5
S. Other: Describe	1 2 3 4 5

Using the letters from the rows above (A thru S) indicate your three (3) priorities for additional technology tool training.

1. _____ 2. _____ 3. _____

YOUR USE OF TECHNOLOGY FOR TEACHING AND LEARNING

WAYS TO USE TECHNOLOGY	Classroom Use Circle the number that best represents how you are using technology in your classroom. 1= Use seldom or never 2= Use 3 to 6 times per year 3= Use monthly 4= Use weekly 5= Use daily
Teacher Management Uses- How to use technology	
A. Track attendance or grades	1 2 3 4 5
B. Communicate with parents via letters	1 2 3 4 5
C. Create worksheets and forms	1 2 3 4 5
D. Print out grade reports or progress summaries	1 2 3 4 5
E. Keep track of student information	1 2 3 4 5
F. Research and development of lesson plans	1 2 3 4 5
G. Align assessments and standards with student work	1 2 3 4 5
Student Learning Uses- How your students use technology	
H. Learn keyboarding	1 2 3 4 5
I. Learn basic tools such as word processing, graphics & spreadsheets	1 2 3 4 5
J. Write reports and create products in electronic form	1 2 3 4 5
K. Conduct on-line research and investigations	1 2 3 4 5
L. Publish information on-line	1 2 3 4 5
M. Learn internet and internet researching skills	1 2 3 4 5
N. Translate data into visual representations (e.g. graphs)	1 2 3 4 5
O. Learn multimedia communications skills (graphics, video and sound)	1 2 3 4 5
P. Do student presentations graphically (e.g. PowerPoint)	1 2 3 4 5
Q. Practice skills (drill and practice applications)	1 2 3 4 5
R. Support collaboration within and outside the classroom (e. g. Web Quest or e-mail)	1 2 3 4 5
S. Provide access to information	1 2 3 4 5
T. Provide electronic reference tools (e.g. encyclopedias)	1 2 3 4 5
U. Learn library and research skills	1 2 3 4 5
V. Facilitate electronic student portfolios	1 2 3 4 5
W. Provide for on-line testing and other electronic assessment	1 2 3 4 5
X. Provide for data capture using probes in science	1 2 3 4 5
Y. Create visual support for idea sharing (mind mapping and presentations)	1 2 3 4 5

Using the letters from the rows above (A thru Y) indicate your three (3) priorities for additional training.

1. _____ 2. _____ 3. _____

Adopted from Bethpage Survey

ADMINISTRATION COMPETENCIES

ADMINISTRATOR COMPETENCIES

Implementing technology across the curriculum requires a team effort. Administrators must emphasize that the new electronic capabilities should be used to enhance classroom instruction. Administrators must recognize that using technology will help educators teach more effectively and prepare students for a *technology driven society*. The plan for staff development, therefore, will include administrators on the building and district level. Administrators are expected to fully participate in the on-going staff development process.

Administrators are expected to have similar competencies to the teaching staff in order to effectively evaluate and mentor teachers in using the new technologies. Administrators should use technology as an organizational and instructional tool, (i.e. Student Management System, Data Warehouse, Professional Development Database, Report Cards).

STANDARD ONE:

All administrators will:

- identify, define and explain terms and equipment associated with educational technology
- identify parts of a computer system
- set up a computer – connect cables and parts together
- operate a computer and perform the basic functions of running an application including: navigating the desktop, moving around the application, utilizing help files, saving, retrieving, and printing work

STANDARD TWO:

Administrators will be able to integrate multimedia technology into the content areas across the curriculum.

INDICATORS:

All Administrators will:

- demonstrate knowledge and skills in the use of technology as an integral part of all curricula.
- use software applications to teach, enhance, and enrich curriculum
- preview and select appropriate software
- use multiple technology resources to access, interpret, analyze, synthesize, apply and communicate information.

STANDARD THREE:

Administrators will use telecommunications as an instructional tool.

INDICATORS:

All Administrators will:

- send and receive e-mail
- locate and download files
- locate Internet sites appropriate for curriculum areas
- facilitate telecommunication-generated projects
- use multimedia application to make large audience presentation

TEACHER COMPETENCIES

TEACHER COMPETENCIES

In the 21st century, technological advances must be an integral part of the education process. Teachers must be apprised of the importance of technology in the day to day functions of the classroom as well as the benefits of technology for optimizing learning opportunities for all students.

Acknowledging the fact that developing proficiency in technology may be a challenge, the Elmont UFSD is strongly committed to a program of intensive on-going professional development. The teacher competencies outlined below are meant to be achieved over time. As the plan is phased in, teachers will be offered the opportunities to become familiar with technology applications across the core curriculum areas.

STANDARD ONE:

Teachers will understand the computer and its role as a tool in instruction.

INDICATORS:

All teachers will:

- identify, define and explain terms and equipment associated with educational technology
- identify parts of a computer system
- set up a computer – connect cables and parts together
- operate a computer and perform the basic functions of running an application including: navigating the desktop, moving around the application, utilizing help files, saving, retrieving, and printing work
- demonstrate knowledge and skills in the use of technology as an integral part of all curricula
- utilize the computer for instructional tasks such as word processed student hand-outs, tests, memos and lists
- have the ability to express their needs using the correct computer terminology
- demonstrate appropriate care and maintenance of computers
- use multiple technology resources to access, interpret analyze, synthesize, apply and communicate information

STANDARD TWO:

Teachers will be able to integrate multimedia technology into the content areas across the curriculum.

INDICATORS:

All teachers will:

- use software applications to teach, enhance, and enrich curriculum
- preview and select appropriate software
- modify or change teaching strategies to take advantage of technology in the classroom

STANDARD THREE:

Teachers will use telecommunications as an instructional tool.

INDICATORS:

All teachers will:

- send and receive e-mail
- locate and download files
- locate Internet sites appropriate for curriculum areas
- facilitate telecommunications-generated projects

Role of the Classroom Teacher

The classroom teacher will:

- create lessons that integrate technology into all the curriculum areas
- instruct students in basic computer skills
- instruct students in the use of software, hardware, and peripherals
- model the use of technology in the instructional program
- act as a resource person responsible for learning and implementing new technologies
- attend conferences, seminars and workshops in order to increase technology skills
- evaluate and select software for curriculum enhancement

TECHNOLOGY TECHNICIAN/TECHNOLOGY ASSISTANT

TECHNOLOGY ASSISTANT:

The primary function of the technology assistant will be:

- to support and facilitate the integration of technology into the curriculum
- to assist students/ teachers in the use of technology

Technology assistant- 6 hours

TECHNOLOGY TECHNICIAN:

The primary function of the technology technician will be:

- troubleshoot problems with computer hardware and software
- maintain existing network
- provide technical assistance to staff
- provide on-site repair services
- install new software, peripherals, memory

STUDENT COMPETENCIES

Introduction to Student Competencies

Students will develop appropriate skills and competencies in the use of computers and other multi-media tools. Elmont's computer program will provide instruction in basic computer skills to all students. The New York State standards emphasize the use of technology as a research communication and presentation tool. Students will become proficient in accessing and utilizing information and developing appropriate reports and presentations.

The student competencies stated in the technology plan are designed to promote higher-order thinking skills, problem solving, and collaboration.

The student competency goals are:

- Students will be able to identify, define and explain terms and equipment associated with educational technology.
- Students will demonstrate knowledge and skills in the use of technology as an integral part of all curricula.
- Students will use multiple technology resources to access, interpret, analyze, synthesize, apply and communicate information.

Curriculum and Content Area Standards

National Education Technology Standards (NETS) for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundations Standards for Students

1. Basic operations and concepts
 - a. Students demonstrate a sound understanding of the nature and operations of technology systems.
 - b. Students are proficient in the use of technology.
2. Social, ethical, and human issues
 - a. Students understand the ethical, cultural, and societal issues related to technology.
 - b. Students practice responsible use of technology systems, information, and software.
 - c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - a. Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communication tools
 - a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools
 - a. Students use technology to locate, evaluate, and collect information from a variety of sources.
 - b. Students use technology tools to process data and report results.
 - c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision –making tools
 - a. Students use technology resources for solving problems and making informed decisions.
 - c. Students employ technology in the development of strategies for solving problems in the real world.

New York State Learning Standards - Technology	ISTE National Educational Technology Standards (NETS)
<p><i>Standard #1 – Engineering Design:</i> Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints.</p>	<p><i>Standard #6 – Technology Problem Solving and Decision Making Tools</i></p>
<p><i>Standard #2 – Tools, Resources, and Technological Processes:</i> Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact: technological processes change energy, information, and material resources into more useful forms.</p>	<p><i>Standard #5 – Technology Research Tools</i></p>
<p><i>Standard #3 – Computer Technology</i> Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.</p>	<p><i>Standard #3 – Technology Productivity Tools</i> <i>Standard #4 – Technology Communication Tools</i> <i>Standard #5 – Technology Research Tools</i></p>
<p><i>Standard #4 – Technological Systems</i> Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.</p>	<p><i>Standard #1 – Basic operations and Concepts</i></p>
<p><i>Standard #5 – History and Evolution of Technology</i> Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.</p>	<p><i>Standard #2 – Social, Ethical, and Human Issues</i></p>
<p><i>Standard #6 – Impacts of Technology</i> Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.</p>	<p><i>Standard #2 – Social, Ethical, and Human Issues</i></p>
<p><i>Standard #7 – Management of Technology</i> Project management is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule, and within budget.</p>	<p><i>Standard #2 – Social, Ethical, and Human Issues</i> <i>Standard #6 – Technology Problem Solving and Decision Making Tools</i></p>

Scope and Sequence

I = Introduce D= Develop R = Reinforce M = Master	PreK/ K	1	2	3	4	5	6
<i>All students should have opportunities to demonstrate the following performances:</i>							
Use input devices (<i>mouse, keyboard</i>) and output devices (<i>printer, monitor</i>), including adaptive devices when necessary, to successfully operate computers and other technologies. (NETS 1)	I	I	D	R	M	M	M
Use a variety of media and technology resources (<i>i.e. software programs and internet resources</i>) for directed and independent learning activities. (NETS 1,3)	I	I	I	R	R	M	M
Communicate about technology using developmentally appropriate and accurate terminology (NETS 1)	I	I	R	R	R	M	M
Use developmentally appropriate multimedia resources (<i>i.e. interactive materials, educational software, multi-media encyclopedias</i>) to support learning. (NETS 1)	I	I	D	D	R	M	M
Work cooperatively and collaboratively with peers, and others when using technology. (NETS 2)	I	D	D	R	R	R	R
Demonstrate ethical behaviors when using technology (NETS 2)	I	I	R	D	D	R	R
Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (NETS 2)	I	R	R	R	R	R	R
Create developmentally appropriate multimedia products (<i>Word Documents, Excel graphs and charts, PowerPoint presentations</i>) with support from teachers, family members, or student partners. (NETS 3)	I	I	D	D	R	R	R
Use technology resources (<i>i.e. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools, calculators</i>) for problem solving, communication, and illustration of thoughts, ideas, and stories. (NETS 3,4,5,6)	I	I	D	D	R	R	R
Discuss common uses of technology in daily life, and its advantages and disadvantages. (NETS 1,2)	I	I	D	D	R	R	R
Gather information and communicate with others using telecommunications (<i>internet, video conferencing</i>) with support from teachers, family members, or student partners in support of direct and independent learning (NETS 4)				I	R	R	R

I = Introduce R = Reinforce M = Master	PreK/ K	1	2	3	4	5	6
<i>All students should have opportunities to demonstrate the following performances:</i>							
Use multimedia tools (<i>i.e. multimedia authoring, presentation, web tools, digital cameras, scanners</i>) for individual and collaborative writing. (NETS 3,4)		I	I	D	R	R	R
Use technology resources (<i>i.e. calculators, data collection probes, videos, educational software</i>) for problem solving, self-directed learning, and extended learning activities. (NETS 5,6)	I	I	I	D	D	R	R
Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources (NETS 6)				I	D	R	R
Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (NETS 5,6)						D	R

- Identify, discuss, and use common hardware terms/concepts (e.g., CPU, monitor, keyboard, mouse).
- Demonstrate how to turn computers on/off.
- Demonstrate how to open and close (launch and exit) an application.
- Type and recognize own name.
- Identify, locate and use special keys (e.g., arrow keys, space bar, Shift, Enter/ Return, Backspace, Delete), letters, and numbers on the keyboard.
- Follow directions to open and use Microsoft Word applications or other applicable software.
- Work with a partner/group while using the computer.
- Demonstrate proper care and use of technological equipment.
- Recognize ownership of own work and respect the work of others.

First Grade

- Utilize keyboarding software to build typing skills.
- Identify and discuss physical components of a computing device (e.g., CPU, monitor, keyboard, disk drive, printer, mouse).
- Demonstrate how to turn computers on/off.
- Demonstrate how to open and close (launch and exit) an application.
- Type and recognize own name.
- Identify, locate and use special keys (e.g., arrow keys, space bar, Shift, Enter/Return, Backspace, Delete), letters, and numbers on the keyboard.
- Become familiar with relative position of keys on a keyboard.
- Practice using shift key for upper case letters.
- Follow directions to open and use Microsoft Word applications or other applicable software.
- Work with a partner/group while using the computer.
- Recognize and discuss safe and responsible use and care of technology resources
- Recognize ownership of own work and respect the work of others.

Second Grade

- Utilize keyboarding software to build typing skills.
- Identify and use basic word processing terms (e.g., file, open, close, menu bar, save, print).
- Demonstrate how to open and use Microsoft Word for basic word processing skills.
- Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments.
- Identify responsible and safe online behavior and discuss why it is important.
- Identify basic Internet terms/ concepts (e.g., online, navigation, web address, webpage).
- Identify and discuss uses of technology in the community (e.g., supermarkets, restaurants, medical and emergency services).

Third Grade

- Utilize keyboarding software to build typing skills.
- Identify and discuss uses of technology around the world.
- Use calculators to compute basic math problems.
- Recognize, discuss, and use responsible and safe behavior in the use of technology resources.
- Recognize, discuss, and demonstrate responsible and safe online behavior as a class/group.
- Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories.
- Create and compose a document with appropriate formatting (indentation using the tab key, font size and style, centering, bold, italic, and underlining).
- Open and edit an existing file.
- Name and save a file to the appropriate folder.
- Utilize spell check function in a Word document.
- Use appropriate software/Internet sites to support content area learning.

Fourth Grade

- Identify, discuss, and visually represent ways technology has changed the lives of people in New York (railroads, automobiles, air travel, entertainment, communication, education).
- Use calculators to compute percents and add and subtract decimals.
- Utilize keyboarding software to build typing skills.
- Recognize, discuss, and use responsible, ethical, and safe behaviors when using technology resources.
- Recognize, discuss, and demonstrate responsible and safe online behavior as a class/group.
- Use Microsoft Excel/ Inspiredata to create bar graphs.
- Identify, discuss, and use the spreadsheet terms/concepts (e.g., cell, column, row, values, labels, graph, formula).
- Utilize Microsoft PowerPoint to create slideshows.
- Insert clip art from organizer and internet into Microsoft Word and PowerPoint.
- Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.
- Utilize copy, cut, and paste tools.
- Use appropriate software/Internet sites to support content area learning.
- Evaluate websites based on accuracy and appropriateness of information.
- Recognize, discuss, and/or use video conferencing/web conferencing as a means of interactive communications.

Fifth/Sixth Grade

- Recognize, discuss and use appropriate behavior related to computers, networks, digital information (e.g., security, privacy, passwords, personal information), and identify possible consequences of unethical behavior.
- Recognize and discuss changes in information technologies and the impact changes have in schools, workplace, and society in the United States.
- Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/ assignments.
- Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.
- Utilize Microsoft PowerPoint to create slideshows. Animate slideshows using custom animation tools.
- Use Microsoft Excel to create bar graphs.
- Identify, discuss, and use the spreadsheet terms/concepts (e.g., cell, column, row, values, labels, graph, formula).
- Recognize, discuss, and/or use video conferencing/web conferencing as a means of interactive communications.
- Utilize appropriate software/ Internet sites to support content area learning.

Profiles for Technology Literate Students Grades K – 2

Students will engage in the following experiences with technology and digital resources:

1. Illustrate and communicate original ideas and stories using digital tools.
2. Identify, research and collect data on an issue using digital resources and propose an appropriate solution.
3. Engage in learning activities with learners from multiple cultures through electronic means.
4. Produce a digital presentation or product in a curriculum area using a variety of technologies.
5. Find and evaluate information related to a current or historical person or event using digital resources.
6. Use graphic organizers to explore and depict patterns of growth such as life cycles.
7. Demonstrate the safe and cooperative use of technology
8. Independently apply digital tools and resources to address a variety of tasks and problems.
9. Communicate using appropriate and accurate terminology.
10. Demonstrate the ability to navigate in virtual environments such as electronic books.

Profiles for Technology Literate Students Grades 3 – 6

1. Produce a digital story about a significant event based on first person interviews.
2. Use technology to modify or create works of art for use in a digital presentation
3. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.
4. Identify and investigate a global issue and generate possible solutions using digital tools and resources.
5. Conduct science experiments using digital instruments and measurement devices.
6. Manage individual or group learning projects using digital tools with teacher support.
7. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.
8. Describe and illustrate a content-related concept or process using a model, simulation or concept mapping software.
9. Create original animations or videos documenting school community or local events.
10. Gather data, examine patterns, and apply information for decision making using digital tools and resources.
11. Participate in a cooperative learning project in an online learning community.
12. Evaluate digital resources
13. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
14. Use collaborative electronic tools to explore common curriculum content.
15. Integrate a variety of file types to create and illustrate a document or presentation.

Technology Curriculum Integration and the New York State Standards

The following curriculum frameworks are standards which have been proposed by New York State Department in major academic areas. Related objectives describe how the use of technology supports and facilitates these standards.

Language Arts

Standards:

Students will read, write, listen and speak
For information and understanding
For literacy response and expression
For critical analysis and evaluation
For social interaction

Related Objectives:

Students will:

Transmit information through multimedia projects and on-line projects

Listen to world famous performances and speeches

Interpret information they have gathered, create databases, and manipulate the data

Assist in process writing by following standard steps in the process (e.g., prewriting, drafting, revising, editing, publishing) to prepare written assignments in social studies, language arts, math, and science

Search and retrieve information electronically through reference materials and the internet.

Create multimedia projects of students' original work

Use graphics in their presentations and publications

Utilize higher order thinking skills to analyze and evaluate information from a variety of sources, including databases, surveys, graphs, and Internet projects

Communicate and exchange ideas with other students and experts in various fields relating to curriculum based projects.

Mathematics, Science and Technology

Standards

Students will:

Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions

Access, generate, process, and transfer information using appropriate technologies

Understand and apply scientific concepts, principles, and theories pertaining to the physical setting, the living environment, and recognizes the historical development of ideas in science

Apply technological knowledge to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Understand the relationships and common themes that connect mathematics, science, and technology, and apply the themes to these and other areas of learning

Apply the knowledge and thinking skills of mathematics, science and technology to address real life problems and make informed decisions

Related Objectives

The students will:

Use technology for critical thinking and problem solving

Utilize spreadsheets for charting, graphing, and higher math concepts
Present multimedia projects to demonstrate scientific experiments and concepts

Access information from a wide variety of community resources, such as the internet, experts, multimedia materials

Create databases containing scientific and/or mathematical information to formulate hypotheses and to interpret empirical data

Utilize technology to study the natural world and to enhance their application of problem solving skills to real-life situations

Seek to clarify, assess critically, and to reconcile their own thinking with the ideas presented by others, including peers, teachers, authors, and experts

Modify their personal understanding of phenomena based on evaluation of their hypotheses

Demonstrate their ability to evaluate information

Employ a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations

Work collaboratively as active learners, creative problem solvers, and decision makers to better prepare them for future success

Social Studies

Standards

Students will use a variety of intellectual skills to demonstrate their understanding of:

Major ideas, eras, themes, developments, and turning points in the history of the United States and New York

Major ideas, eras, themes, and turning points in world history and examine the broad sweep of history from a variety of perspectives

Geography of the interdependent worlds in which we live – local, national, and global – including the spatial distribution of people, places and environments over the Earth's surface

How the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms

Necessity for establishing governments, the United States Constitution, the American governmental system, the governmental systems of other nations, and international politics past and present

Basic civic values of American constitutional democracy; the roles, rights, and responsibilities of citizenship; and the avenues of participation in American civic life

RELATED OBJECTIVES

Our students will:

- research and retrieve information through the use of Internet search engines, and other electronic resources
- explore patterns and relationships as they examine history
- examine geographic resources to better understand their relationship to one another and to the environment
- create multimedia projects and desktop publishing in cooperative learning groups to demonstrate their knowledge of the interrelationship of social studies and other curricular areas
- use technological resources to compare and contrast historical events
- use databases for interpretation and manipulation of data
- create original databases from information gathered during their research
- collect current events information through technology in order to discuss the topics leading to better understanding of their role as citizens

Programs in Use

Mavis Beacon Teacher Typing Deluxe- Version 15 (Networked Version)

MS Window XP, operating system

MS Office XP, (MS Access, MS Publisher, MS Powerpoint, MS Front Page, MS Excel, MS Word, MS Outlook)

Printshop Deluxe 15 EEV

Kid Pix Deluxe 4 (in lab; older version in classrooms)

Adobe Photoshop Elements, Version 2.0

Kidspiration, Version 2, graphic organizer

Kidspiration, Version 7.6, graphic organizer

Timeliner, Version 5.1.1, graphic organizer

Neo Service, elementary science assessment software

Harcourt's "*Splash Into Phonics*" and "*Comprehension Expedition*"

Kurzweil Reading Program

Web Services:

1. World Book- encyclopedia
2. Study Island- test assessments
3. Master Guru- test assessments
4. Pearson Success Net- materials
5. Think Central- reading materials

Resources

To ensure successful and effective use of technology, Elmont will use many resources to support the computer program.

- District license for *Mavis Beacon, Keyboarding*, the keyboarding instructional CD.
- Upgrade licenses for *Microsoft for PC Windows*, the word processing, database and spreadsheet application.
- Lab packs of *Kid Pix Studio* for each school to do curriculum integrated art work and slide shows.
- Internet access through fiber optics in computer labs, which will allow Internet access to thirty (30) computers that are connected to the server.
- Subscriptions to various magazines for teaching ideas.
- Digital Cameras and scanners in each school to enhance curriculum projects.
- Continue purchasing consumables needed for the program, such as ink cartridges and paper.

Involving the Non-Public Schools

Non-public schools in the Elmont Community, routinely receive information about our staff development days and our in-service course offerings. These courses include Basic Skills on the PC. Moreover, they are offered the opportunity to collaborate with projects undertaken with colleges and universities, including St. John's, Molloy, Hofstra, Adelphi, CW Post, College of Old Westbury, and NY Institute of Technology, involving grants, student teachers, student observers, and cooperative teaching teams.

The Public Library

The resources of the Public Library are a valuable asset to our technology plan. As the classroom teacher, and school media specialist plan for a collaborative curriculum project, the public library will be contacted to supplement our district's resources.

Children who do not have access to a computer or the Internet at home can use the school technology resources or the Elmont Public Library to work on their projects.

ADULT LITERACY

A course will be developed for parents and adults in the community to demonstrate the technology available in the computer labs. Courses are offered to senior citizens on Saturdays to introduce computer skills.

Elmont has developed a web site to keep the community informed about the school district's programs and resources.

PROVIDING ACCESS TO TECHNOLOGY RESOURCES

There is easy access to computer resources in every school. The library media center, classrooms, and the computer lab have Internet accounts, scanners and excellent quality printers. Internet access has been installed in each computer lab and classroom. Teachers, students and interested parents have easy access to the internet and all its resources for lesson plans, research and projects.

Each class in grades K-6 and all intermediate level special education classes use the computer lab for projects throughout the year.

Each classroom in grades K through 6, all special education classrooms, ESL classes, AIS rooms and resource rooms have computers and printers.

Teachers who attend conferences given by Professional Organizations and/or BOCES will act as turnkey trainers for the rest of the staff. Participation in Model Schools , workshops and BOCES NASTECH meetings will provide information about products and software.

ON GOING EVALUATION

ONGOING EVALUATION

The Elmont School District will continually monitor the integration of technology into the curriculum. Evaluative questionnaires will be used to provide feedback and determine the changes that will make technology more valuable to participating educators. The ultimate goal of Elmont's plan is to promote the use of technology to improve student achievement.

Examples of data to be constructed are listed below.

Indicators of technology to improve student achievement:

- Technology use was linked to content and curriculum
- List specific activities
- Project name
- Standards addressed
- Specific technology skills used
- Software utilized
- Internet sites

Effective strategies for using technology to enhance learning for at-risk students:

- Strategy
- Standards addressed
- Specific technology skills used
- Software utilized
- Internet sites

CONCLUSION:

The staff members will use mapping and peer review to analyze the level of implementation of the standards and the level of integration of technology into the curriculum. Staff development in these two areas will be provided by the Office of Curriculum and Instruction.

Sources of Ongoing Training and Technical Assistance

Outside sources are essential for ongoing training and technical assistance. These sources are necessary to provide ideas about new technology in education and to create a network of support.

- BOCES offers technology in-service courses throughout the year.
- BOCES offers many instructional technology workshops on-site.
- Membership in the NASTECH Support at BOCES provides technical information to the computer teachers by monthly meeting and e-mail.
- New York State Computer and Technology Educators conference (NYSCATE) is an excellent source of information.
- The Association of Suffolk Supervisors of Educational Technologies (ASSET) conference provides information on technology in the curriculum to classroom and computer teachers.
- Nassau BOCES offers several local conferences to introduce new technology and also provides a resource for technical support.
- The purchase of blocks of technical support time from Nassau BOCES provides assistance with our networked computer labs.
- Subscriptions to various journals provide a wealth of materials.
- Title IID and local funds provides an opportunity for teachers to participate in using video conferencing as a part of a collaborative classroom museum project.
- The Jason Project provides training to our district's participants.

**TECHNICAL
ASSISTANCE
ONGOING
TRAINING**

Maintaining Resources

Provisions have been made for the maintenance of resources.

- Elmont has provided for maintenance of its hardware by a repair agreement with Nassau BOCES.
- Nassau BOCES on-site technicians provide maintenance.
- Elmont has six Technology Assistants on staff who troubleshoot.

Keeping Current

Technology is always changing. It is the responsibility of the administrative assistant to keep the district updated on appropriate hardware and software. They accomplish this in the following ways:

- The district representative attends the monthly NASTECH meetings at BOCES with other computer coordinators from Nassau County school districts. New technologies are introduced and problems encountered are addressed. Information about technology courses and workshops is distributed. The district representative may attend or recommend the workshops to appropriate faculty members.
- The classroom teachers are encouraged to read journals, receive e-mail notices, attend conferences, and confer with colleagues.
- The Technology Committee previews software or recommends appropriate faculty members to preview specialized applications.
- The Director of Curriculum & Instruction is responsible for providing in-service for the faculty on software applications.

**INVOLVING
PARENTS,
BUSINESS, AND
COMMUNITY
LEADERS**

Involving Parents, Business and Community Leaders

Elmont will involve parents, business and community leaders to support the technology program in its schools.

- Parents are an integral part of the Technology Committee.
- Each school can give courses to its parents through PTA contact.
- PTA can use the resources of the computer lab.
- Our Grant Writing team seeks the support of businesses and community leaders.

Funding for Technology

- Elmont Schools seeks funding for their technology program by participation in E-Rate
- A grant writing committee enables Elmont to apply for grants that will enhance our computer hardware, software and teacher training programs.
- Participation in the Title IID grant provides Elmont with teacher training and video conference equipment

Grant Writing Committee

Participants in the development of the Technology Plan/ Grant Writing:

Dr. Lynne Stucchio- Director of Curriculum & Instruction
Bob Geras- Director of Business & Facilities
Fernando DeBartolo- Administrative Assistant for Technology
Amy Buchanan- Principal- AT
Kenneth Rosner- Principal- CHC
Dr. Margaret Pleta- Principal- CA
Walter Aksionoff- Principal- DB
Hope Kranidis- Principal- SM
Kathy Safrey- Assistant to the Principal
Valerie Gibson- Teacher
Joanne Emanuele- Library Media Specialist
Judith Miller- Technology Assistant
John Carroll- Computer Tech
Justin Ippolito- Computer Tech
Kathy Fritz- President of Interschool PTA
Sharon Woitko- Parent

PART IV

New Models of Teaching and Learning With Technology

EQUITY IN EDUCATION

Children who are receiving services in specialized areas often find it difficult to express their unique talents and intelligences in a conventional learning environment. While our expectation for these students should be the same as those for all students, we recognize the importance to provide avenues to address their special needs. As our new technology plan is implemented and Internet becomes available to all students, we envision an even greater use of technology in these special areas. Telecommunications may be used to break down barriers and offers opportunities for children to share experiences with children around the world.

Enrichment Program:

Students will be afforded opportunities to design projects incorporating technology into the content areas emphasizing higher level thinking skills. These projects might include Web Page Design, Internet Research, Internet Projects and Multimedia presentations, aviation, robotics, etc.

Special Education

Each Special Education Classroom and Resource Room will have a computer and printer in the room in conjunction with specialized software utilizing text to speech technology. Resource Room students and intermediate grade Special Education students will attend classes in the Computer Lab.

The Speech/Language Resource Room as well as the Hearing-Impaired Resource Room will incorporate specialized technology to enhance their programs. Both will use technologies to aid in the assessment and evaluation of students with special needs.

The ESL Program

The ESL population represents approximately 6% of the current student enrollment. At the present time these children are using the Computer Assisted Instruction as a supplement to the regular classroom and ESL instruction. The software has proven to be of great benefit enabling the students to master communication, reading, writing and mathematical skills. This is in addition to participation in computer projects ongoing in their classrooms. They also have used word processing software to produce written projects within the ESL environment.

Proposed Budget

2008-2009

2009-2010

2010-2011

ELMONT UNION FREE SCHOOL DISTRICT
TECHNOLOGY PLAN
PROPOSED BUDGET 2008-2009

Qty.	Item Description	Item/Model #	Unit Price	Total 08/09	Total 09/10	Total 10/11
40	Dell Desktop System Computer	GX745 Optiplex, 2.80GHz, P4	\$679.00	\$27,160.00	\$28,500.00	\$30,000.00
40	HP Laser Jet Printer	HP 1320N	\$350.00	\$14,000.00	\$14,450.00	\$15,000.00
70k ft	Category 5E Data Cable	Hitachi	\$.133/lf	\$9,330.00	\$9,600.00	\$10,000.00
150	Local/Long Distance Phone Service/ Voice Services/Lines	Verizon		\$10,920.00	\$11,300.00	\$12,000.00
20	SMART Boards w/ Projectors	77" Item#SB680 NEC Projector	\$2,400.00	\$48,000.00	\$51,000.00	\$54,000.00
500-600	E-mail accounts/services	Microsoft Outlook		\$6,725.00	\$7,000.00	\$7,250.00
7 Buildings	Dedicated Internet Access Services	Fiber WAN Installation		\$200,000.00	\$72,000.00 (Internet Service Only)	\$72,000.00 (Internet Service Only)
	Instructional Software Budget- Estimated	Various Educational Software Programs		\$40,000.00	\$40,000.00	\$40,000.00
	05-06 Professional Dev.	In-Service (BOCES)		\$40,040.00	\$41,000.00	\$41,500.00
8	Dell Pentium 4 Notebooks	Latitude D610	\$1,100.39	\$8,803.12	\$9,000.00	\$9,200.00
7 buildings	LAN/Telephone System	Annual Maintenance		\$6,500.00	\$6,750.00	\$7,000.00
	Web Hosting Charges	BOCES- 7 domains		\$14,000.00	\$14,450.00	\$15,000.00
7 buildings	Internet Access Service Routers	Wired- Ann. Maint.- BOCES		\$10,557.00	\$11,000.00	\$11,400.00
50-60 accts.	Cellular/Paging Services	Annual expenditures/maintenance		\$25,000.00	\$25,750.00	\$26,500.00
10	LCD Data Projectors	NEC VT695	\$885.00	\$8,850.00	\$9,200.00	\$9,500.00
	Total Proposed Budget			\$469,885.12	\$351,000.00	\$360,350.00

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

COMMUNICATIONS

3600

STAFF USE OF CELLULAR PHONES

BUSINESS AND NON-
INSTRUCTIONAL OPERATIONS

The Board of Education recognizes that members of the Board and designated district employees must have access to cellular phones in order to meet their responsibilities to the District.

Individuals requiring access to a cellular telephone are to be identified by job title in the Regulation and reported to the Board of Education annually at their reorganization meeting in July together with a detailed report of usage of usage and cost to the District.

In addition to the employees listed in the Regulation and with prior notification to the Board of Education, the Superintendent is hereby authorized to grant cellular phone access to other employees as necessary.

The District shall establish the appropriate service contract for each specific employee subject to review and approval by the Board of Education. Members of the Board of Education and employee shall make every attempt to use their cellular phones for business purposes only. However, in the event cellular phones are used for personal purposes, the user shall reimburse the District for all such non-business calls pursuant to the Regulation attached hereto.

Legal Reference

Policy
Adopted: 1/19/05 (Approved at 1/18/05 Board Meeting),
Amended: 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

REGULATION

3600(a)

USE OF CELLULAR PHONES

BUSINESS AND NON-
INSTRUCTIONAL OPERATIONS

- I. All members of the Board of Education will have access to a cellular phone at district expense.
- II. The following employees shall have access to a cellular phone at district expense:
 - a) Superintendent
 - b) Director of Business and Facilities
 - c) Director of PPS and Special Education
 - d) Assistant Director of Facilities
 - e) Maintenance Supervisor (1) and Maintenance Personnel (3)
 - f) Head Custodians and Custodians-In-Charge (8)
 - g) Messenger
 - h) Security Supervisor (1) Security Patrol (2)
 - i) Audio Visual Technician (1), loaner (1) cellular phone to temporarily replace malfunctioning units
 - j) Technology Administrative Assistant
 - k) Transportation Administrator (1), Bus Dispatcher (1), Assistant Bus Dispatcher (1), Automotive servicer (1), Out-Of-District Buses (20),
 - l) School Principals (6) have cellular telephones for use during school trips.
 - m) Building emergency response "speed bags" (8) have cellular telephones for use during evacuations.
- III. In addition to the employees listed in item II above and with prior notification to the Board of Education, the Superintendent is authorized to grant cellular phone access to other employees.
- IV. A list of district-owned cellular phones and the level of service contract shall be maintained in the Audio Visual Office and a written report shall be submitted to the Board of Education annually in July.
- V. Audio Visual Technician shall monitor all cellular phone usage, annually evaluate the cost and effectiveness of the cellular telephone plan, and shall report this information to the Superintendent of Schools and to the Board of Education in July.
- VI. Users of cellular telephones shall reimburse the cost of personal use on a per rata basis.
- VII. Employees shall take proper care of cellular phones and shall take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft shall be reported immediately to the business office.

Regulation

Adopted:

Amended: 1/19/05 (Approved at 1/18/05 Board Meeting)

GUIDELINES FOR HOLDERS OF DISTRICT'S CELLULAR TELEPHONES

Name _____ Cellular Phone # _____

Time Period _____

If you use the cellular telephone assigned to you when making personal calls, please follow the guidelines below:

Guidelines

1. Review each month the cellular telephone bill and keep a copy.
2. Identify the minutes used for personal calls. Each phone is allocated a total 550 minutes per month. This is the base number you will work from.
3. Determine the proportion of time used for personal calls. For example, if you used 550 minutes and of these 50 were used for personal calls you have used the telephone 9% of the time for personal purposes.
4. Determine the cost of your use. For example, if the cost to the District is \$40 for the month you are responsible to pay \$3.66 for the month. Average the cost for six months.
5. You are required to fill out this form twice a year in January (July 1 through December 31) and in June (January 1 through June 30).
6. If you do not use the district's cellular for personal calls, just check the appropriate line and sign your name.
7. Return the form to Pat Vultaggio by January 15 and July 15 of each year.
8. Attach to the form a copy of the bills for the six month period.
9. If applicable, write a check to Elmont Union Free School District for the amount owed.

Employee Statement

1. _____ I did not use the District's cellular phone for personal calls during this time period, except for rare occasions. Check one: July 1 – December 31, 200____, January 1 – June 30, 200____.
2. _____ I used the District's cellular phone _____% during this time period. Check one: July 1 – December 31, 200____, January 1 – June 30, 200____ for a total of \$____.
3. _____ Enclosed is a check for \$_____.

 Signature Date

FOR AV OFFICE USE ONLY	
Verified by _____	_____
Signature	Date
Check # _____	

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

COMMUNICATIONS

3800

COMPUTER CONTROL POLICY

BUSINESS AND NON-
INSTRUCTIONAL OPERATIONS

The District must ensure that its computer network, hardware and software are adequately secured. Accordingly, our policy to achieve this objective is as follows:

- All passwords shall be secured by the employees to whom they are assigned and shall not be shared with others. Additionally, passwords shall be changed periodically.
- System users shall be advised that their computer activities may be monitored by network personnel.
- The Network Systems Administrator shall be the Administrative Assistant for Technology. The Finance Manger System Administrator shall be the Director of business who will establish user accounts and appropriate level of permissions, subject to quarterly review by the Administrative Assistant for Technology.
- Segregation of duties in the computer system will be consistent with the manual system. Thus, electronic permissions of employees should appropriately reflect their duties. Administration will also implement appropriate compensating controls when adequate segregation of duties is not practical or possible.
- A backup of all data shall be performed daily. A backup tape rotation shall be implemented that maintains both on site and off site backups. All backups shall be safeguarded appropriately.
- The District shall develop a disaster recovery plan in the event of catastrophic loss of our processing capabilities.
- Remote access shall be permitted to software supporters for purposes of maintaining the programs. Additionally, other entities such as BOCES and auditors may be granted temporary remote access periodically. Remote access by employees shall only be in special situations. Files documenting all remote access shall be maintained.

The Superintendent of Schools shall develop regulations for the implementation of this policy.

Legal Reference

Policy
Adopted:
Amended:

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

REGULATION

3800

COMPUTER CONTROL PROCEDURES

BUSINESS AND NON-
INSTRUCTIONAL OPERATIONS

I GENERAL

1. *Password expirations and use for employee network access will be updated and monitored by the Technology Office. The policy settings in the active directory for network users will reflect that stall members must establish private passwords that are at least 6 characters in length and alpha-numeric in format. Password expiration settings will be set for every 90 days with the system prompting the employee at least 7 days in advance that they must change or update their password before the set time frame expires.*
2. *Through the review of this administrative regulation, all system users are advised that their computer activities may be monitored by network personnel.*
3. *As stipulated by the policy, any updates or changes to permissions on the District network shall be performed by the Administrative Assistant for Technology. All Finance Manager permissions or password changes shall be made by the Director of Business. The Director of Business shall be the Finance Manager administrator.*
4. *A quarterly review of the Finance Manager Administrator's actions within the program shall be performed by the Administrative Assistant for Technology. In addition, a quarterly review of the Finance Manager audit trail reports shall be performed by the Administrative Assistant for Technology to ensure all user activity is appropriate.*
5. *A tape backup of all electronic data on the District network shall be performed daily. A 3-week backup rotation system will also be maintained. A backup tape magazine containing one week of daily backups will be kept in the following three locations:*
 - *Week 1- Current tapes backing up data in the network servers*
 - *Week 2- Previous week's backup to be kept in a metal enclosure within the Technology Office.*
 - *Week 3- Backup tapes from 2 weeks ago will be kept off-site in a secure location.*
6. *The Administrative Assistant for Technology shall develop and implement a detailed disaster recovery plan acceptable to the District's auditors. The plan shall protect system data in the event of the catastrophic loss of our processing capabilities.*
7. *Remote access to the District's network servers by outside software supporters shall only be granted upon the formal pre-approval of the Administrative Assistant of Technology. These outside supporters include but are not limited to Finance Manager, Maximus and Novatime. When access is desired, a representative of these companies shall contact the Administrative Assistant for Technology to gain temporary system access to perform software updates and similar tasks. For tracking purposes, the Administrative Assistant for Technology shall maintain a log documenting each instance where access is granted. The log shall contain the name of the person granted access, the firm represented, date of access and the reason for network access.*

Continued→

8. *Entities such as BOCES and auditors may be granted remote access after approval by the Administrative Assistant for Technology. Remote access by employees requires the special approval of the Superintendent of Schools. The Administrative Assistant for Technology shall maintain a log indicating all remote access granted and the date and purpose of the access.*
9. *All employees with District e-mail shall have access to their e-mail remotely through the Internet.*

Regulation

Adopted:

Amended:

Required X
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

COMPUTER TECHNOLOGY

6520 (a)

INTERNET SAFETY

INSTRUCTION

Internet access is now available to students and teachers in the Elmont Union Free School District. The Internet offers vast, diverse and unique resources for both students and teachers. The goal is to promote educational excellence in schools by facilitating resources, sharing, innovation and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of subscribers. The key concept underlying the Internet is interconnectivity, something that will allow administrators, teachers, and more importantly, students to access an unparalleled array of communication and information resources. Teachers and students have access to general Internet tools. Electronic search tools enable students and teachers to communicate with people all over the world and access information and news.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting.

Continued→

The Elmont Union Free School District shall take precautions to restrict access to controversial materials. It is the policy of the Elmont Union Free School District to:

- a. prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications
- b. prevent unauthorized access and other unlawful online activity
- c. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors
- d. comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)]

The Board of Education authorizes the Superintendent to develop specific procedures to implement this policy.

Legal Reference

Policy
Adopted: 11/20/02 (approved at Board Meeting 11/19/02)
Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

COMPUTER TECHNOLOGY

6530 (a)

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION INSTRUCTION

The Elmont Union Free School District (EUFSD) will provide staff with access to various computerized information and telecommunications resources through EUFSD's computer and telecommunications system (ECTS 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 ECTS from their home or other remote locations. All use of the ECTS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the ECTS 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 of Schools or his/her designee(s) to provide staff with training in the proper and effective use of the ECTS.

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

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION INSTRUCTION

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the ECTS. Employees are expected to communicate in a professional manner consistent with applicable EUFSD policies and regulations governing the behavior of school staff. Electronic mail and telecommunications 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 use of the ECTS; 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.

EUFSD staff shall, also adhere to the laws, policies and rules governing computers and telephones, 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 ECTS 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 EUFSD.

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION INSTRUCTION

Privacy Rights

Staff data files and electronic storage areas shall remain EUFSD property, subject to EUFSD control and inspection. The director of facilities and general services 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 ECTS 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 ECTS.

Legal Reference

Policy
Adopted: 12/17/03 (approved at Board Meeting 12/16/03)
Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

COMPUTER TECHNOLOGY

6530 (a)

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION INSTRUCTION

The Elmont Union Free School District (EUFSD) computer and telecommunication system (ECTS hereafter) is provided for staff to enhance the educational programs of the EUFSD, to further EUFSD goals and objectives; and to conduct research and communicate with others.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of ECTS. The standards of acceptable use as well as prohibited conduct by staff accessing the ECTS, and outlined in EUFSD policy and regulation, are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in EUFSD policy and/or regulation may also be subject to disciplinary action, including loss of access to the ECTS as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement. Legal action may also be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the EUFSD.

Staff members are encouraged to utilize electronic communications in their roles as employees of the EUFSD. Staff are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. Such usage shall be limited to school related issues or activities. Communications over the ECTS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION INSTRUCTION

The EUFSD policies and accompanying regulations on staff and student use of computerized information and telecommunication resources establish guidelines for staff to follow in instruction and in working with students on acceptable student use of the ECTS, including access to external computer networks.

Privacy Rights

Staff data files, E-mail and electronic storage areas shall remain EUFSD property, subject to EUFSD control and inspection. The director of facilities and general services may access such files and communications to insure system integrity and that users are complying with requirements of EUFSD policy and accompanying regulations. Staff should NOT expect that information stored on the ECS will be private.

Prohibitions

It is not the intention of this regulation to define all inappropriate usage. However, in addition to the general requirements of acceptable staff behavior, activities which shall be prohibited by staff members using the ECTS include, but not limited to, the following:

- 1. Using the ECTS which in any way results in unauthorized charges or expense to the EUFSD.*
- 2. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.*
- 3. Using unauthorized software on the ECTS. Only the EUFSD through the Office of Facilities and General Services may authorize the installation of software.*

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION (continued)

4. *Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the staff member without express permission from the director of facilities and general services.*
5. *Violating copyright law.*
6. *Employing the ECTS for commercial purposes, product advertisement or political lobbying.*
7. *Disclosing an individual password to others or using others' passwords.*
8. *Sharing confidential information on students and employees.*
9. *Sending or displaying offensive messages or pictures.*
10. *Using obscene language.*
11. *Harassing, insulting or attacking others.*
12. *Engaging in practices that threaten the ECTS (e.g., loading files that may introduce a virus).*
13. *Violating regulations prescribed by the network provider.*
14. *Use of the ECTS for other than school related work or activities.*
15. *Assisting a student to violate EUFSD policy and/or regulation, or failing to report knowledge of any student violations of the EUFSD policy and regulation on student use of computerized information resources.*
16. *Use which violates any other aspect of EUFSD policy and/or regulations, as well as local, state or federal laws or regulations.*

Any user of the ECTS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION (continued)

Internet access and usage on the ECTS is governed by the same limits and prohibitions outlined in this document. In addition, the following cautions are to be observed.

Files downloaded from the Internet may cause disruption or damage to the receiving PC. The impact of losing use of the PC should be considered before downloading any files.

Computer users shall download or save files only to a floppy disk, removable portable drive or to their assigned home folder.

If an .exe (executable), zip (compressed), .vb (Visual Basic executable), or other file with an unrecognized extension is received inside an e-mail (usually as an attachment), it is the recipient's responsibility to contact the sender to determine if the file has caused any prior disruptions. If such disruptions have occurred, the received file should not be run or opened. The EUFSD director of facilities and general services (326-5500 ext. 14) can be contacted for help in disposing of the file.

Sanctions

The director of facilities and general services will report inappropriate behavior to the staff member's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations or complaints will be routed to the staff member's supervisor for appropriate action. Violations may result in a loss of access to the ECTS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Continued→

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION (continued)

Notification

All staff will be given a copy of the EUFSD policies on staff and student use of computerized information and telecommunication resources and the regulations established in connection with those policies. Each staff member will sign the attached acceptable use agreement before establishing an account or continuing their use of the ECTS.

Signature Page

This page is to be completed by the employee and given to the principal or supervisor. The principal or supervisor shall forward the original to the district’s director of facilities and general services and retain a copy in his/her school based records.

The form below must be completed and given to the principal or supervisor before the employee begins using the ECTS.

Questions concerning the information presented in the Board Policy or Regulation on USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION should be submitted to the principal or supervisor before signing this page or beginning to use the ECTS.

I, _____, have read, received copies of and understand the information included in the EUFSD Board Policy and Regulation USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION.

Signature: _____

Date: _____

Legal Reference

Regulation

Adopted: 12/17/03 (approved at Board Meeting 12/16/03)

Amended: 6/21/05, 7/05/05