Forestville Central School District

Technology Plan

July 2016 — June 2019

Forestville Central School
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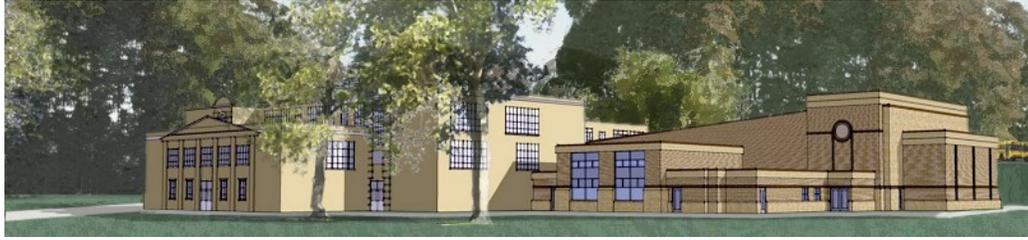
School District Mission Statement

The Forestville Central School District is dedicated to educating students to meet or exceed the NYS learning standards, develop their critical thinking skills, and achieve their fullest academic potential. The Board of Education, parents, community members, staff, and faculty are expected to work together to support these educational goals while preparing our students to become independent and responsible members of society. There is a need for accountability at all levels of the organization to improve student achievement and school effectiveness.

About Our School District

The Forestville Central School District is located in North Eastern Chautauqua County. Included in the district are the Village of Forestville and parts of the towns of Hanover, Sheridan, Villenova, Arkwright and Perrysburg. Forestville and the surrounding areas comprise a population of approximately 3,000 people located thirty miles southwest of Buffalo, New York.

The Forestville Central School District serves approximately 500 students in grades Pre-K - 12. The district operates two school buildings. The elementary school with an enrollment of approximately 280 students provides instruction for children in grades Pre-K - 6. The middle school contains a 7-8 program and a high-school 9-12 program serving approximately 270 students in one building. The district employs 51 faculty members and 45 support personnel. The Forestville Central School District is distinguished by the quality of the people who are associated with the school.

The faculty is well educated, experienced and committed to excellence. The district has been a recognized leader in implementing the learning standards and in the use of computer technology. Parent participation and support is acknowledged as essential to maintaining an environment for effective learning.

Forestville Central School is proud of its excellent academic program which has been well supported by its residents. Forestville is an active member of the Erie2-Chautauqua-Cattaraugus BOCES. Forestville collaborates with the other twenty-six school districts in the Erie 2 BOCES region.

Forestville Central School District
Technology Planning Committee

Michael Murphy, Director of Technology and Communications

Renee Garrett, Administrator, Superintendent of Schools

Dan Grande, Administrator, Elementary Building Principal

Patrick Moses, Administrator, Middle/High School Principal

Michelle Helmer, Administrator, Curriculum Director

Meaghan Matuszak, School Business Executive

Barb Faxlanger, Elementary Teacher

Jon LeBaron, Middle/High School Teacher

Shari Leichner, Middle/High School Library Media Specialists

Brenda Schneider, Computer Lab Aide, Technology Support Person

Melissa Press, Middle School Guidance, District CIO, Parent

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Technology Vision

The computer/technology mission of the Forestville Central School District is to incorporate technology into its educational program in order to:

- Expand the knowledge base of students, staff, and community through technology

- Provide a learning environment for all stakeholders that is flexible and responsive to change

- Develop an understanding of the capabilities and applications of technology as a tool for life-long learning

- Provide opportunities for our district and community to utilize the resources available within our school to maximize the positive effects that technology offers beyond the typical school day.

Forestville CSD endeavors to be a responsible leader in the field of technology and its integration into sound educational practice for the benefit of student learning.
We strive to be forward thinking and prepared for inevitable change, while being ever conscious of our fiscal constraints. We continuously seek creative means to fund our advancement. This vision is grounded in our commitment to developing the full potential of each Forestville student. Our students will take with them the skills they need through access, exposure, and appropriate use of technology in order to become productive, effective members of the global community.

Technology Goals

1. Technology Integration—Increase students' quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, educational, and workplace goals.

2. Technology Equipment and Infrastructure—Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Forestville School District's learning and work environment.

3. Professional Development—Increase educators' competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

4. Assist students with special needs through the use of technology.

5. Continue the exploration of new technologies remaining current and planning for the future.

6. Parent Communication—Increase parent communications through the use of the District website, GlobalConnect phone broadcast system, VoIP unified communication system (telephones), and the Student Management Parent Portal. And to collaborate with school related parent organizations in finding solutions with their communication efforts through technology.

I. Curriculum

A. Curriculum Integration

Technology Integration Goals

1. Implement technology for instructional use that supports the teaching and learning process and prepares our students to succeed.
2. Review the Technology curriculum and align to the new Common Core standards as part of our general curriculum review. Provide teachers the opportunities to develop their curriculum which will include technology into their curriculum.
3. Identify, encourage, and enhance the use of 21st century tools across K-12 content areas.
4. Empower and encourage teachers to become turn-key trainers for others, as more technology is introduced.
5. Continue our Distance Learning commitment by maximizing the number of classes offered that fit our schedule and students' needs.
6. Encourage use of virtual field trips and webcasts via Distance Learning Lab, Polycom units, and classroom technology to students in all grade levels.

Integration Strategies

1. Identify and expand best practices for technology integration in curricular areas.
2. Provide staff development opportunities through local in-service and the CSLO/Model Schools training.
3. Create mentoring opportunities for staff to assist others with integration into the content areas.
4. Increase access for staff to related technology tools, equipment, and software.
5. Promote curricula and teaching strategies that integrate technology into instruction by providing:
• Interactive whiteboards and/or data projectors in all classrooms.
• Computer labs in both elementary and middle/high schools.
• Mobile computer laptop and/or tablet (iPad) labs in both elementary and middle/high schools.
• Video streaming in all classrooms
• Staff training in new technologies

B. Student Achievement

Continuous efforts will be made with teachers, departments and teams defining the role of technology within the learning standards. Teachers will be consistently encouraged to include technology in their curriculum work. Because technology is essential in satisfying New York State Learning Standards and is an integral part of the Common Core Standards, it is necessary to integrate technology and the available tools in all curriculum areas.

In addition to adopting the New York State Standards and the Common Core standards, we will integrate the NETS standards (National Education Technology Standards) for students, teachers and administrators developed by the International Society for Technology in Education (ISTE). By incorporating the NETS standards and the NETS performance indicators for student learning, we will start bridging the curriculum – technology gap. Teachers will be encouraged to incorporate the following NETS standards for technology literate students. The following are the general NETS standards and the ways they are being implemented:

1. Creativity and Innovation: Students are required to bring concepts taught in the classroom alive through multimedia presentations. Students will be introduced to a variety of software programs such as PowerPoint, Windows MovieMaker, Microsoft PhotoStory, and online tools including goanimate.com, along with a variety of iPad apps.

2. Communication and Collaboration: Students have access to teacher web pages where they participate in discussion forums using Web 2.0 tools. Students also create collaborative projects through the use of edmodo.com and email.

3. Research and Information Fluency: Students make use of Internet databases for research in ELA and History classes throughout grades 1-12. The use of iPads with a large assortment of apps will also be an integral part of classroom learning.

4. Critical Thinking, Problem Solving, and Decision Making: Students access primary source documents where they analyze various components of the text and respond. Through Differentiated Instruction, students will pursue multiple avenues by which they incorporate critical thinking, problem solving and decision making.

5. Digital Citizenship: Internet Safety, plagiarism awareness, & cyber bullying are integrated into all content areas throughout all grade levels. Responsible online behavior is promoted at all grade levels. An Internet Safety week will be held each year to help focus on digital citizenship.

6. Technology Operations and Concepts: Beginning in Kindergarten, students are introduced to: basic computer components and operations, keyboarding skills, troubleshooting and using online resources. In middle school, students progress to studying basic graphic design, spreadsheet and database design and analysis. At the high school level, students study advanced graphic design, digital photography and advanced video editing.

Student Achievement Action Plan

The success of curriculum integration will be assessed yearly in the following manners:

- Teachers will integrate technology in a variety of ways and using a variety of sources during instruction.

- Administrator and peer review of technology components in curriculum maps as overseen by the building administrators and the Erie2 BOCES Staff Development Specialist.

- Evaluation of the NYS Regents and local assessments, Star Reading and Math Assessments, and individual teacher benchmark testing data.

- Ongoing teacher self-evaluation as part of professional growth.

We will use the above strategies to continuously evaluate our progress with an eye toward adjusting our vision.

C. Technology Delivery

Forestville Central School District supports opportunities for distance learning in the classroom. All classrooms are equipped with projectors for display of internet streaming resources. The District subscribes to Discovery Education Streaming, Learn360, and other subscription websites that provide appropriate content in all grade levels. In addition, teachers are utilizing appropriate material from websites such as YouTube and BrainPop to engage the students in all subject matters.

Forestville School also utilizes two portable Polycom videoconferencing units, one located in each building. These units provide for additional distance learning opportunities including virtual field trip such as:
-Buffalo Zoo
-National Archive
-Elephant Sanctuary
-Pacific Ocean Institute
-San Diego Zoo

In addition, our Middle/High School building utilizes a dedicated Distance Learning Lab (DLL). In cooperation with our Erie2 BOCES, Forestville School is part of an extensive network of Distance Learning Rooms in schools across New York State. Made possible with the use of the high-speed Gigabit Ethernet connection to the BOCES network, real-time high-quality video and sound from up to three simultaneous other locations is received in the room, affording the students to take elective classes taught by other schools, which normally would not be available to them. Current classes include:
-The Holocaust
-Sports Management
-History of the NY Yankees
-Digital Photography
-Music Theory
-JCC Accounting (College Credit)

As part of a recent building project, the room was moved to a new location with an upgrade to the system equipment ensuring longevity of it's lifespan.

In addition, many required trainings for District staff are also being transitioned to include online opportunities including GlobalComplianceNetwork and AtomicLearning for both professional development and training in areas such as:
-Alcohol and Drug Awareness for Employees
-Suicide Prevention
-Section 504
-Diabetes
-First Aid in Schools

D. Parental Communications and Community Relations

The technology plan is disseminated to the community first as a presentation to the Board of Education, then posted on the District's website. The District's website (www.forestville.com) is the main technology portal for parents to retrieve various information including:

School Announcements	Transportation
Teacher web pages	Calendars and supplies
Events calendar	Community education
Athletic schedules	Career opportunities
Lunch menus	Portal to PowerSchool
Links to NYS information	Parent Connection information
Individual school information	Budget communications
Board of Education meeting minutes	School newsletters
District forms	Library services
Staff directories	Codes of conduct
Building Project information	Portal to MyNutrikids
Wellness information	

In the year 2000 FCS was the first school in Western NY to start offering parents and students access to the district student managements system through a secured website (ParentPortal). This system provides access to assignments, grades, and attendance information updated daily. And in October 2009 a new POS system was implemented in the cafeteria which includes a web page portal called MyNutrikids.com for parents to perform online payments, track purchases, and view account balances.

In addition, the district provides website services and training for local organizations to create and post web pages on the school's website. Some of these groups include the parent group Parent Connection, SHAC (School Health Advisory Council), the Music and Sports Boosters Clubs, and the Forestville Fall Festival Committee.

II. Professional Development

E. Professional Development
Continuous efforts will be made with teachers, departments and teams defining the role of technology within the learning standards. Teachers will be consistently encouraged to include technology in their curriculum work. Because technology is essential in satisfying New York State Learning Standards and is an integral part of the Common Core Standards, it is necessary to integrate technology and the available tools in all curriculum areas.

In addition to adopting the New York State Standards and the Common Core standards, we will integrate the NETS standards (National Education Technology Standards) for students, teachers and administrators developed by the International Society for Technology in Education (ISTE). By incorporating the NETS standards and the NETS performance indicators for student learning, we will start bridging the curriculum – technology gap. Teachers will be encouraged to incorporate the following NETS standards for technology literate students. Professional development is accomplished by at least 3 different avenues. In-house training sessions will be taught by coworkers or outside trainers, teachers will attend CSLO workshops throughout the year and the Director of Technology will provide just-in-time, one-on-one training that is designed for specific needs of teachers. Often, the just-in-time training may be a follow up to a more formal training session in which the teacher participated. Other trainings may be offered through various agencies if necessary. Teachers will be made aware of all opportunities for trainings through the Director of Technology.

All levels of district users are targeted by the current training offered by the school district. Staff members are continually encouraged and supported to learn more about technology and how to better integrate it into their lessons.

CSLO (Common Set of Learning Objectives) Workshops
Participation in the CSLO Service through the WNYRIC (Western New York Regional Information Center) provides our school with four in-service days each year. CSLO is instrumental in helping our teachers integrate technology into their curriculum through developing learning experiences. As part of the 3 day regional trainings, teachers are required to collaborate with teachers from other districts.

In-House Courses
The in-service courses may be applied towards the hours required for staff development. Some of the different courses offered include courses on Windows XP, Windows 7, Microsoft Office, PowerSchool, integrating iPads & Internet Use (including United Streaming and PowerMedia Plus).
Optional after school workshops will also be held by the Director of Technology once a month to encourage teachers in their use of technology. These sessions will mainly consist of questions and answers, as well as idea sharing from teachers on how they are currently integrating technology.

Technology Professional Development Goal Action Plan

Professional Development
Increase educator's competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action Will be completed	Indication of Success
Review current research on new and effective technology integration tools and resources.	• Staff development offerings • Building based in-services	• District Administrators • Building Administrators • Technology Coordinator	Ongoing	Continued review of current research on new and effective technology integration tools and resources.
Increase educators knowledge of new 21st technology tools which help students learn.	• Staff development offerings • Building based In -Service Days	• District Administrators • Technology Coordinator • Building Administrators	Ongoing	• Demos at Building Tech Committee Meetings • In-service course Attendance • Product sample from students • Classroom observations
Collaborate with CLSO Coordinator to arrange for teacher training days.	• Staff development offerings • Building based	• District Administrators • Technology Coordinator • Building Administrators • Instructional Staff	Each Year	• Educator feedback • Requests for follow-up • Increased attendance at related technology integration courses
Survey professional staff to assess quality of technology integration in the curricular areas.		• District Administrators • Technology Coordinator • Instructional Staff	2016-2017	Completed surveys Meaningful data is collected to help plan next steps.

III. Infrastructure, Hardware, Technical Support, and Software

F. Infrastructure Needs/Technical Specification, and Design

Forestville Central School District provides data network services to one elementary school, one middle/high school, and the transportation center (Bus Garage). Gigabit Fiber connects each building to the aggregate switch in the server room located on the 2nd floor in the High School. Several data closets located throughout each building provide at a minimum 100 MB switched Ethernet to all computers and devices, with a gigabit backbone connection to the main closet in each building.

A managed wireless WiFi system consisting of 24 access points is installed in the Elementary and MS/HS Buildings, providing about 80% WiFi coverage in the instructional areas. This system is currently meeting our needs, and additional access points can be added easily if the need arises.

The district utilizes the regional broadband network available through the Western New York Regional Information Center. The broadband network provides the district with Gigabit access to Internet services, server resources at the regional information center, and the distance learning network.

The server room houses our main servers consisting of 2 VMWare ESXi hosts (consisting of 8 virtual servers), a Windows 2008 Domain Controller/DNS/DHCP Server, and a Windows 2003 VoIP server. In addition there is also a server supplied and supported by the RIC as a firewall, and the LightSpeed Internet filter appliance. A backup server is located in the Elementary school Library utility room, and a Veeam image backup server is located in the HS auditorium utility room.

Our computer inventory consists of approximately 375 desktop and laptop PC's running Windows 7, all with Internet capability. They range in age from 3 to 8 years old. Each teacher has their own PC in which they use for e-mail, attendance, gradebook, instructional material creation, and lesson planning. Each classroom also has a monochrome laser printer attached to the teacher computer for use by all computers in that room. In addition, teachers are able to print to one of several color laser printers located throughout their building. Each building also houses a large-scale digital printer/scanner/copier in which large print jobs are sent to. Teachers also utilize the scanner function to convert paper documents to PDF's for instructional use.

In 2009 as part of a capital project, a new VoIP phone system was installed. Each classroom and office has a telephone for internal and external use. All phones have the capability to make external calls, and each phone has voice-mail.

Elementary School Technology

Every classroom in the elementary school includes a SmartBoard of which a dedicated computer is attached to. A document camera and VCR/DVD player are also attached to the SmartBoard for instructional use. In addition to using the SmartBoard as an interactive whiteboard, teachers create lessons using the Smart Notebook software, utilize several websites to stream videos including Discovery Education, PBS, and Learn360. Teachers also have access to an inventory of several digital cameras and camcorders for class projects to be printed or posted on their classroom website. Many teachers also utilize a CD player for the playback of audible book

The elementary school also houses a computer lab consisting of 24 PC computers. The lab is used for computer instruction for grades K-6 consisting of 1 lesson/week. Lessons consist of computer use skills, keyboarding skills, web-searching skills, Internet safety, file and folder management, and Microsoft Office instruction. Other software titles that are used include Storybook Weaver, Read, Write & Type, and a number of educational programs from MicroGrams. The lab is also used for administering web-based benchmark and diagnostic exams, currently consisting of STAR Early Literacy, Math and Reading, along with AimsWeb Diagnostics.

The library contains a Librarian computer, 4 student computers, and a SmartBoard with a computer, document camera, and VCR/DVD player attached. There is also a laptop cart containing 24 laptops stationed in the library for teachers and students to use in the classrooms. Utilizing the WiFi system, students are able to use the Internet for research, instructional web-based games, and streaming videos. They also use the word processor to create and print documents.

The Title 1 program room has 6 iPads for the students to use in the reading and math subjects.

The Pre-K program used a federal grant to obtain 24 iPads in 2011. These are used in their classroom for many objectives, including counting, matching, letter, shapes, and number recognition, digital animated storybooks, and many more which are being constantly updated.

There is also a group of 12 iPads that are available for sign-out from the library for classroom use, and have a wide variety of apps installed to reinforce classroom instruction.

1:1 iPad Initiative Pilot

iPads were purchased and issued to each 6th through 9th grade student with take home privileges. The main objectives of this pilot program are:

Place technology in the hands of every student regardless of household income
Replace as many hardcover textbooks as possible with e-books
Have a quick, easy to use word processor available anytime
Improve student-teacher communication using the mail app
Have ready-to-use resources available (dictionary, world atlas, BrainPop)
Make use of utility apps (PowerSchool, Whiteboard, FlaschCardlet)
Enhance music and art classes with specialty apps (GarageBand,Sumo Paint)

The iPads are configured using the Apple configurator utility, and the Meraki Mobile Device Management system is being used to control and mange the devices, and aid with app deployment.

Middle/High School Technology

Every classroom in the middle/high school has a data projector with a screen and sound system of which a dedicated computer, document camera, and VCR/DVD player are attached. Teachers use a variety of resources to integrate technology into their lessons, including PowerPoint and web-based streaming videos from Discovery Education, PBS, and Learn360.   Most classrooms also have extra computers for students to complete classwork on.

There are two computers labs that are available for teachers use for classroom work and projects, each with 24 computers. Each of them also have a data projector, document camera, and color laser printer. One lab is used for 4 periods of the day as the classroom for CAD and Yearbook classes.

The library contains a Librarian computer, 12 student computers, and a data projector with large screen connected to a computer, document camera, VCR/DVD player and sound system. It also houses a laptop cart of 12 laptops which are used by students in the library and can be signed out to use in other classrooms.

The band room has a variety of technology including a 55" wall-mounted LCD TV connected to a computer for PowerPoint presentations, videos, music, and music related programs such as SmartMusic. This system is also connected to a high-end sound system with wall-mounted speakers. Besides the teacher computer, there are computers in two of the large practice rooms in which students use the SmartMusic software. There is also a Music Computer Lab in which 6 computers connected to keyboards are used by students to compose music using Finale.

Replacement and Maintenance Cycle

The district is currently on a 7-year computer replacement cycle. With the addition of iPads, this practice will now be reviewed on a year by year basis, as the number of classroom computers needed will be decreased due to the students having their own devices. Other computers such as those used by office staff and administrators will be replaced on an as needed basis. And with the advent of online testing for the students, it will be imperative that the middle/high school computer labs be kept updated as well.

Data projectors are currently on an average of 5-year replacement cycle due to image degradation. Due to the cost of repairs, it is much more feasible to replace the projectors rather than repair them if they become unusable before the 5 years cycle.

Printers are not on a replacement cycle as they are repaired when they become inoperable. Future plans call for the eventual elimination of classroom printers, with concentration on high-speed centralized color printers will be our focus in able to cut printing costs.

Support Staff

Michael Murphy—Director of Technology
Brenda Schneider—Elementary Library Aide and Technical Assistant
Andrew Przybycien—Erie1 BOCES Senior Technical Support Person

G. Inventory

Inventory	Computer Labs	Classrooms	Library/ Media Center	Admin Offices	Other Locations	Total	Planned Future Acquisitions		
							Year 1	Year 2	Year 3
Computers									
PC Desktop	72	162	22	21	27	304	50	50	50
PC Laptop	-	-	40	4	-	44	0	0	0
iPads	-	180	40	2	-	222	0	0	0
Peripheral Devices									
Printers	3	62	2	13	7	87	6	6	6
Scanners	-	-	-	-	3	3	0	0	0
Digital Cameras	-	16	14	1	2	33	6	6	6
VCR/DVD Players	-	52	2	-	8	62	0	0	0
Data Projectors	3	52	2	-	4	61	12	12	12
Video Cameras	-	-	2	-	16	18	2	2	2
Software									
Network Equipment									
Switches	2	60	2	1	12	77	4	4	14
Servers	-	-	-	-	7	7	1	1	1

Software Inventory

Title	# of Licenses
Microsoft Office 2003 or 2010	500
Micrograms Elementary Educational (16 Titles)	Lab Pack
All the Right Type	Lab Pack
JumpStart Kindergarten	Lap Pack
Read, Write, Type	Lab Pack
ExamGen for MS/HS Math, Science and Social Studies	Site
Finale	4
Type to Learn	Lab Pack
Visual Communicator	2
Adobe PhotoShop	4
Adobe Acrobat Pro	6
Fortres Clean Slate & Central Control	150
Impero Computer Management	375
Autodesk AutoCAD 2012	24
SmartMusic	4

Other Management Software includes:

- PowerSchool: Student Information System for the district which maintains all demographic, attendance, health, course, and gradebook information.
- WinCap: The Business Office accounting system which also maintains all payroll, demographic, and personnel information.
- IEP Direct: Database for all student special education information, as well as 504 data.
- eBackPack: Learning Management System used on grades 6—9 iPads
- Follett Destiny: Library management and catalog system.
- NutriKids: Cafeteria management and point of sale system.
- Office365: Email and organization/communication system.
- Impero: Computer Management System

Website Subscriptions

Title	# of Licenses
ReadingA-Z.com	2
AimsWeb Pro Complete	285
SuperTeachWorksheets.com	Building
ABCTeach.com	22
EnchantedLearning.com	Building
TeachingMadeEasier.com	25
RenPlace Early Literacy	100
RenPlace STAR Reading	475
RenPlace STAR Math	475
RenPlace Accelerated Reader	200
RenPlace Accelerated Math	250
RenPlace Math Facts in a Flash	Site
DiscoveryStreaming.com	Site
Learn360.com	Site
BrainPop.com	Site
BrainPopJr.com	Site
Turnitin.com	Building
StudyIsland.com	400
CastleLearning.com	400
CareerCruising.com	Building
Grolier.com	Site
WorldBookOnline.com	Site

H. Increase Access

FCS Wi-Fi Network
The installation of a campus-wide WiFi system has facilitates the use of laptops, iPads, and other Wi-Fi enabled devices for both instructional and administrative purposes. We will be continuously evaluating the system to determine if there are areas that need better coverage, and will add the necessary access points to alleviate any weak or heavy use areas.

Laptop Carts
The district currently has two laptop carts that can be signed out and used in classrooms by the teachers. Individual laptops are also able to be signed out from the library for individual use during the day to take to classrooms.

iPads
Depending upon the success of the 1:1 iPad initiative, it is our goal to continue to purchase and assign iPads to all students in grades 6-12.

VPN Access
We currently employ the use of a Nortel VPN appliance to provide staff with access to the school's servers, and notably their Home Directory files. This system uses a VPN client that is not easily installed by any non-technical person. We will be exploring other solutions that may be web-based that not only will be easier for staff to use, but also allow students with mobile devices (iPads) a method to access their class work stored on school servers.

Computer Labs
Plans call for the continued support of all 3 computer labs and to replace computers as needed to maintain their usability with current software and web resources.

Assistive Technology
The District's Technology Plan includes technology use for all students including students with disabilities. Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to access their educational programs and facilitate student achievement. Federal Regulation (34 CFR 300.308) requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school age student with a disability when recommended by the Committees on Special Education and as described in the Individualized Education Program (IEP).

IV. Monitoring and Evaluation

I. Evaluation

Evaluating and implementing the technology plan will be the responsibility of the District Technology Coordinator in conjunction with the District Superintendent and the Technology Committee. As we assess the achievement of our goals, we will continually review and adjust our plan to meet the rapidly occurring changes in technology. Unmet goals will be addressed by the District Technology Committee with appropriate members of the school community based on the area needing improvement. The evaluation strategies below will allow the Forestville Central School District to measure and analyze the infusion of technology by all learners, and to assess the effectiveness of the technology plan on student achievement.

- Bi-Annual meetings of the District Technology Committee to review the Technology Plan's progress and to make reports, recommendations and/or adjustments with appropriate staff and constituents.
- Report the Technology Plan's progress to the Leadership Team when appropriate.
- Presentation on "State of Forestville Technology" to the Board of Education at least one time per year.
- Observation in classrooms and review of data to assess student learning.
- Formal and informal surveys to staff and students.
- Ongoing review by building administrators, Instructional Specialists, etc .
- Coordination of technology professional development opportunities with the District Administrators for Professional Development.

Examples of evidence that can be used to determine the technology plan's progress and success might include:

- Student portfolios
- Student products
- Rubrics
- District developed technology assessments and surveys
- NYS assessments
- District staff survey results
- Enrollment in in-service education programs
- Faculty exemplars
- Teacher appraisal
- Community feedback
- Community support through the voting process

J. Acceptable Use Policies

<u>Forestville 6470</u>

STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

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

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

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

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and 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 uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

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

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

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should not expect that the information stored on the DCS will be private.

Implementation

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

Forestville 7315

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

The Forestville Board of Education will provide access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic 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 students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

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

Standards of Acceptable Use

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

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

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

Student data files and electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property, subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Students should not expect that the information stored on the DCS will be private.

(Continued)

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE POLICY) (Cont'd.)

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the DCS.

Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures.

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

Adopted: 01/04/07
Revised: 06/06/2013

<u>Forestville 8271</u>
THE CHILDREN'S INTERNET PROTECTION ACT:
INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the Forestville Central School District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with the respect to the use of computers by minors, as determined by the building/program supervisor, to ensure the safety of students when accessing the Internet.

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

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

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

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

b)	Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

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

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

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

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

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

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

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

Internet Safety Instruction

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

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

Adopted: 10/07/05
Revised: 04/03/07
Revised: 06/06/2013

Public Forum Held on February 11th, 2010

Technology Plan Internet Filtering Note:

Forestville Central School District use a BOCES supplied, supported, and monitored solution to provide Internet Filtering to the staff and students using computers on our network. A filtering server appliance from LightSpeed Systems is located in our server closet, and is updated and monitored on a weekly basis. In addition, all iPads that are allowed to be taken out of the district are equipped with a browser app that forces all user traffic to be routed through our filter.

Parents' Bill of Rights for Data Privacy and Security

The Forestville Central School seeks to use current technology, including electronic storage, retrieval, and analysis of information about students' education experience in the district, to enhance the opportunities for learning and to increase the efficiency of our district and school operations.

The Forestville Central School District seeks to insure that parents have information about how the District stores, retrieves, and uses information about students, and to meet all legal requirements for maintaining the privacy and security of protected student data and protected principal and teacher data, including Section 2-d of the New York State Education Law.

To further these goals, the Forestville Central School District has posted this Parents' Bill of Rights for Data Privacy and Security.

(1) A student's personally identifiable information cannot be sold or released for any commercial purposes.

(2) Parents have the right to inspect and review the complete contents of their child's education record. The procedures for exercising this right can be found in Board Policy #7240. You may access this Policy from the District's website (www.Forestville.com/Page/933).

(3) State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.

(4) A complete list of all student data elements collected by the State is available at http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx and a copy may be obtained by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, New York 12234.

(5) Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed in writing to the Chief Privacy Officer, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, New York 12234.