Educational Technology Plan

July, 2013 - June, 2016

Kenmore Town of Tonawanda, UFSD
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Kenmore-Town of Tonawanda, UFSD
Board of Education

District Vision

Adopted July 8, 2008

Core Values	District Goal
• **Passion for Excellence** • **Respect for All** • **Trust** • **Empathy** • **Integrity** • **Team Work**	**Be the premier school district in New York State by 2020!**
Core Purpose	**Vivid Descriptions**
We educate, prepare, and inspire all students to achieve their highest potential.	**The Ken-Ton School District will hold instant name recognition as the premier leader in education….Our alumni will share with us that their education successfully prepared them for all future endeavors….The best and the brightest educators will be attracted to our district….The high quality of Ken-Ton education, and what we value, will continually attract families to our community….We will have first class facilities that are a model for other districts….By virtue of our success we will have an extreme sense of pride within our community.**

Kenmore-Town of Tonawanda Union Free School District
Board of Education

Goals

- **Support district-wide leadership enhancement and efficacy**
- **Enhance educational technology**
- **Perform a comprehensive update of Board of Education policies**
- **Increase stakeholder involvement**
- **Ensure safe learning environments**
- **Optimize financial and capital long-term stability**
- **Support increased achievement for all students, aligned curriculum, and allocation of resources**

Adopted 11/9/2010

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Mission: It is the intention of the Kenmore-Town of Tonawanda UFSD to create an environment that promotes equitable technological opportunities for all of our students.

Introduction: District Description/Overview: The Kenmore - Town of Tonawanda, Union Free School District is located in Western New York in Erie County. It is a first-ring northern suburb of Buffalo. Fondly referred to as "Ken-Ton", the district includes the Village of Kenmore, which is located in the southern part of the Town of Tonawanda, as well as most of the Town of Tonawanda. Our District Office is located at 1500 Colvin Boulevard in Buffalo, New York.

Ken-Ton consists of 13 schools:

- 8 Elementary: K through 5
  (Edison, Franklin, Hamilton, Holmes, Hoover, Jefferson, Lindbergh and Roosevelt Elementary) (6 of our Elementary Buildings house the District's Pre-K classes.)
- 3 Middle Schools: 6-8
  (Franklin, Hoover and Kenmore Middle)
- 2 High Schools: 9-12
  (Kenmore East and Kenmore West High)

Three of our elementary schools qualify for Federal Title 1 aid, and approximately 37% of our students are receiving free or reduced lunches. Due to our growing number of English Language Learners, we receive Title III and Title III Immigrant funds. In addition, we obtain Title IIA Professional Development funding and Race to The Top Grant funding. Also, this is our final year to receive the Perkins Grant for CTE. We have approximately 1500 staff members - 685 of which are teachers, dedicated to serving students and families. Our enrollment for the 2012 school year is approximately 7500 students.

Ken-Ton has a dedicated Board of Education which works collaboratively with us to provide excellent educational opportunities for all students, as we work to maintain safe and orderly environments. We have an involved community, supportive parents, and a dedicated professional staff with high standards in educational ideals. Being located in Western New York has its benefits, as the region is committed to life-long learning. We are in close proximity to 7 colleges/universities, and 5 junior colleges. Partnerships exist between these educational institutions and our schools. The district has also made a commitment to life-long learning. Evidence of this can be clearly seen in our Staff Development Center, Continuing Education classes for community members, and in Title III funded Adult ESL classes provided each year to support Family Literacy.

Executive Summary: The ever-changing world of the new millennium has altered forever the mission of schools and the context in which they work. We now abide in a technology and media-driven world where children have access to an abundance of information, are exposed to rapid changes in technology tools and have the ability to collaborate on a grand scale. While basic skills remain the cornerstone of essential learning, students must learn "how to learn" to be a successful 21st century learner. Technology holds the key to success for the students of this media enhanced information age, as the jobs our students will be recruited for have not even been created yet. This plan recognizes that technology is a vital component in preparing our students to compete in a global economy; to succeed in a world with new technologies, global communication, social networking and accelerated growth of knowledge. Our action plan is the district's response to meeting this need. In changing the culture of instruction, we will be preparing students for their future.

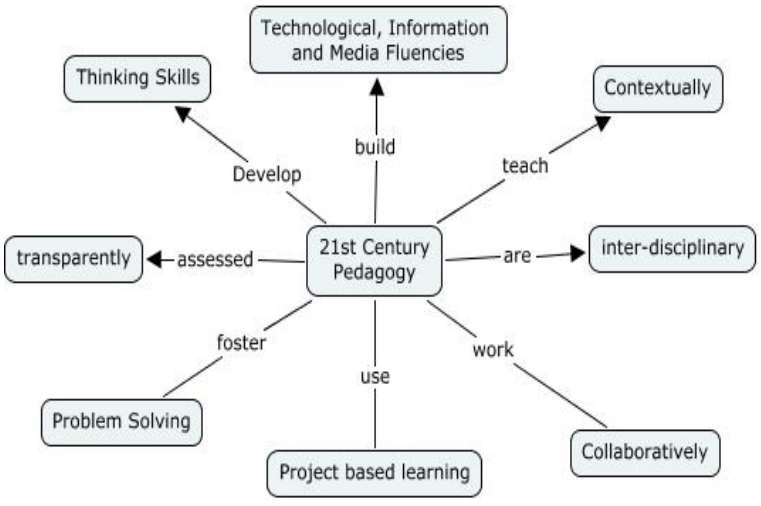
STAKEHOLDERS

DISTRICT TECHNOLOGY COMMITTEE MEMBERS:

Amy Smith	Senior Clerk Typist, Title Program Office
Amy Veltri	Art Curriculum Learning Specialist
Dawn Brown	Secondary Math Curriculum Learning Specialist
Elaine Altman	Director of Staff Development
Gail Smith	Elementary Math Curriculum Learning Specialist
Gerry Stuitje	Assistant Superintendent of Business
Janet Gillmeister	Assistant Superintendent of Curriculum
Jeff Rickan	Board Member
JoAnn Mendola	Co-Director of Technology Department
Joel Maerten	Technology Curriculum Learning Specialist
Laura Anderson	Music Curriculum Learning Specialist
Lilyen Mascellino	Administrative Consultant
Lisa Wdowka	Franklin Elementary Math Specialist
Mark Mondanaro	Superintendent
Martin Wende	Co-Director of Technology Department
Marybeth EmonsJoy	Elementary ELA Curriculum Learning Specialist
Michael Muscarella	Principal Lindbergh Elementary
Nancy O'Donnell	Library Media Curriculum Learning Specialist
Nancy Pray	Business Curriculum Learning Specialist
Stephen Bovino	Assistant Superintendent of Human Resources
Timothy Contangelo	Science Curriculum Learning Specialist
Will Wiese	Special Education Teacher on Special Assignment

TECHNOLOGY VISION: The Kenmore-Town of Tonawanda UFSD's vision is to create and sustain a Professional Learning Community that embraces the ISTE National Educational Technology Standards for students, teachers and administrators. This plan conveys our vision - our beliefs that technology has changed society and schools from an industrial based to an information media based society. The Kenmore - Town of Tonawanda UFSD prepares students by providing them with a wide spectrum of opportunities to be successful academically, to be ready for careers in a global economy and to be contributing members of society. It is our goal to develop students who are motivated to pursue learning throughout their lives. Utilizing technology will motivate, inform and challenge students intellectually. It also promotes creativity, innovation and imagination. Technology supports our students' ability to access information, interpret, evaluate, to manipulate data, to synthesize concepts and their ability to express ideas. In addition, technology is a valuable administrative tool. It can provide productivity and efficiency in communication, budget preparation, facility operations, management, data analysis, and in the assessment process. Through collaborative efforts, we will train our staff in developing the skills needed to effectively utilize the district's technology tools with confidence. We will integrate technology into all aspects of our organization in order to support a collaborative learning and administrative environment. As we strive to empower our students to be 21st century scholars, current and emerging technology will have a central role in:

- Creating ethical global thinkers who are committed to life-long learning
- Promoting critical thinking and problem solving skills
- Enhancing student learning across the CCLS based curriculum
- Making analytical thinking routine in our classrooms across all grade levels
- Helping students achieve their highest potential
- Supporting teachers in the use of engaging instructional strategies aligned with CCLS across the curriculum:
- Supporting our Administrative Team in using technology to impact effectiveness
- Building necessary skills for the 21st century: http://edorigami.wikispaces.com/21st+Century+Pedagogy



-from educationalorgami.wikispaces.com

TECHNOLOGY GOALS

GOAL 1:
IMPROVE STUDENT LEARNING, CRITICAL THINKING SKILLS & CREATIVITY:

Teachers will use technology to differentiate instruction to ensure students master 21st century skills such as analytical thinking.

a) Teachers, staff, administrators, and students will be able to identify (literacy), demonstrate knowledge and skills (application), create (presentation) and share technology across curriculum and disciplines
b) Teachers and students will continue to access, select, retrieve and record information in an organized, analytical fashion utilizing cutting edge technology
c) Teachers, staff, administrators, and students will utilize current and emerging technology to improve student achievement on Common Core Learning Standards - http://nylearns.org/module/standards/Search.aspx, NETS - http://www.iste.org/standards, NYS Standards and school district curriculum

GOAL 2:
PROFESSIONAL GROWTH AND LEADERSHIP:

To support life-long learning, the district will provide Professional Development opportunities for the members of our learning community designed to promote Digital Citizenship and to increase their ability to utilize technology across the curriculum.

a) The district will continue to enhance the Professional Development Plan in concert with state and local regulations to provide opportunities for teachers, staff and administrators to expand their knowledge and application of technology to meet the needs of all learners
b) The district will provide appropriate professional development to all staff, based on needs
c) The district will encourage teachers to model and implement technology into classroom curriculum

GOAL 3:
PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY:

The Technology Team will support "Digital Citizenship" by providing awareness resources to Parents, Students, Teachers and Administrators – ensuring all stakeholders have the skills needed for appropriate, responsible, legal, ethical and safe behavior.

a) Teachers, staff, administrators and students will gain advanced technology skills for success in college and career
b) Teachers, staff, administrators and students will be aware of important issues of a technology based society and will exhibit ethical behavior in the use of information and technology
c) Teachers and students will be able to share knowledge ethically and productively

GOAL 4:
EFFECTIVE AND EFFICIENT TECHNICAL SUPPORT OPERATIONS:

The Technology Department will provide the district with technical support of current resources and guide the decision making process for future acquisitions.

a) The district technology department will improve, enhance and maintain the Kenmore Town of Tonawanda UFSD wide area network to increase network efficiency and coverage
b) The district technology department will provide high quality technical support to all staff
c) The district will enhance web based technologies for data management and communication
d) The district will utilize technology to support organizational and administrative efficiency
e) The district technology committee will continue to improve hardware and software acquisition guidelines

I. CURRICULUM:

A. Curriculum Integration:

A.1 & A.2: GOALS & STRATEGIES TO IMPROVE ACADEMIC ACHIEVEMENT:

1) **Computer Literacy:** *Teachers, staff, administrators and students will gain advanced technology skills for success in college and career.*

- Instruction (K-12) will be designed & differentiated to ensure mastery of beginning computer use
- Direct Instruction will be provided focusing on File management: how to save, open, manage, and manipulate files.
- All are provided with network accounts and direct instruction in how to manage that account.
- Utilize a common technological vocabulary, district-wide – on all levels.
- Teachers, staff, administrators, and students will utilize current and emerging technology to improve student achievement on Common Core Learning Standards, National Educational Technology Standards (http://www.iste.org/standards) and school district curriculum
- Teachers will plan and design learning experiences supported by technology
- Students will use technology to ensure technology fluency
- The district will provide Professional Development opportunities for teachers, staff and administrators to expand their knowledge and application of technology to meet the needs of all learners

2) **Using Technology to Enhance Instruction:** *Teachers will use technology to differentiate instruction to ensure students master 21st century skills.*

- Utilize developmentally appropriate software aligned with CCLS: http://nylearns.org/module/standards/Search.aspx
- Utilize developing technologies as they become available (Web 2.0 tools)
- Teachers and students will continue to access, select, retrieve and record information in an organized, analytical fashion utilizing cutting edge technology
- Students will use technology to complete project based, collaborative learning projects
- Students will use technology to collect, process, manipulate and validate information
- Implement technology for instructional use that supports the teaching & learning process to prepare our students to succeed in a global economy
- Encourage modeling and guided practice opportunities with staff at faculty meetings, staff development days and in Professional Development opportunities
- Teachers will demonstrate a sound understanding of technology operations and concepts
- Teachers will use technology to facilitate a variety of assessment and evaluation strategies
- To support life-long learning, the district will provide Professional Development opportunities for the members of our learning community designed to increase their ability to utilize technology in the creation of CCLS units across the curriculum.

3) **Educate on How Technology is Used to Retrieve and Share Information:** *Teachers & students will share knowledge ethically & productively.*

- Evaluate internet sources for accuracy, comprehensiveness, appropriateness, effectiveness
- Provide instruction in Library Information Literacy Skills

- Students will make a claim about an internet source and utilize facts to defend the claim
- The technology department will provide technical support to all staff
- The district will provide appropriate Professional Development to all

4) **Students and Teachers will Use Technology to Create, and Present Ideas:** *Students will be able to identify (literacy), demonstrate knowledge and skills (application) create (presentation) and share technology across curriculum and disciplines.*

- Provide direct instruction & practice on how to use: Blogs, Podcasts, Word processing
- Provide direct instruction & practice on Multimedia presentations (including drawing and graphic software), spreadsheets and databases
- Students will use an advanced technology mode of presentation to complete an assignment and participate in a Self-Review, as well as a Peer Review of the completed project
- Students will use, select, view and manipulate media to ensure media fluency
- Teachers will implement plans that include strategies for applying technology to maximize learning

5**) Responsible Use and Care of Technology:** *The Technology Team will support "Digital Citizenship" by providing awareness resources to Parents, Students, Teachers and Administrators – ensuring all stakeholders have the skills needed for appropriate, responsible, legal, ethical and safe behavior.*

- Provide knowledge of Copyright laws and associated social and ethical issues
- Ensure comprehension of the rights and responsibilities under our AUP policy
- Use telecommunication tools safely and securely
- Teach Digital Citizenship, Internet Use and Safety: http://www.edutopia.org/blog/film-festival-digital-citizenship

*Below is a list of suggested resources that may be utilized:

- What is Digital Citizenship? (05:19): Video from BeCyberwise describes why digital citizenship is so important.
- Be a Digital Citizen (02:13): Introduces concept of digital citizenship to parents or students. Video provides statistics about internet and social media usage and then describes the ways in which we are all affected on a daily basis by our technology use.
- Go Figure 2 -- Online Safety Version (04:15): Produced by the international Family Online Safety Institute (FOSI), this animated video zips through statistics about young people and online safety. Provides a powerful picture of how important it is to get these conversations started.
- Out Of Your Hands (01:06): Shows how an inappropriate photograph travels in just one minute from one poor naive teen girl to an online stalker, ending with the admonition "Think before you post." Video produced by public service announcement (PSA) veterans the Ad Council.
- Digital Citizenship Curriculum Training Introduction (06:24): ideas for teachers from Common Sense Media gives a good idea of the goals and the features of the free K-12 program they've developed. The three topics they focus on are safety and security, digital citizenship, and research and information literacy. Also worth watching: this video on their cyberbullying curriculum.
- TEDxUIUC - Sherry Turkle - Alone Together (16:24): Thought-provoking TED Talk by MIT professor Sherry Turkle, who has spent much of the last 30 years researching how people relate with technology. This sixteen minute clip would make a fabulous discussion starter for a lesson on how we function in this culture of connectivity.

- Digital Dossier (04:24): This fascinating narrative follows the digital journey of the fictional "Andy" from pre-birth to adulthood by tracking his "digital footprint." It can be illuminating to stop and think about how much personal information we're putting out on the Web. Produced by the Digital Natives Project.
- YouTube Digital Citizenship Curriculum (01:35): Another option for free digital literacy curriculum is this one developed by Google and YouTube, who have strong motivations for training young people to be savvy tech users. If YouTube is blocked in your school, please do check out YouTube for Schools, a portal that allows your school to access white-listed educational YouTube content safely and securely.
- Invasion of the Data Snatchers: How To Protect Your Online Privacy (04:02): This animated video from Reputation.com manages to be at once cute and menacing. Though geared towards adults, it's a great wake-up call about online privacy issues, and although they're ultimately pushing a paid product, they have some good free resources and privacy protection tools on their "Take back your privacy" page.
- Our Kids' Connected Culture - Overview for Parents and Teachers (05:56): Video from Common Sense Media. The MySpace references make it feel little dated, but the issues the teen girl is talking about are just as typical today. It's nice to hear directly from young people about their experiences, and there is a section of tips at the end that are really useful.
- Digital Citizen (01:00): Here's a great idea for a classroom project that teaches about copyright and usage issues while also exploring the themes of digital literacy: have kids create a slideshow video with Creative Commons images about the big questions of digital citizenship.
- Netiquette - Playing Nice on the Internet (03:20): Look past the slightly cheesy opening -- this video is a tidy roundup of the basics of good netiquette, something all of us could use a refresher on. Did you know the rules of netiquette pre-date the Web as we know it?
- Edutopia's Digital Citizenship Resource Roundup
- The Nine Elements of Digital Citizenship
- Digital Literacy and Citizenship Classroom Curriculum (Grades K-12) from Common Sense Media
- Curriculum: Understanding YouTube & Digital Citizenship (Grades 7-12) from Google in Education
- Cable in the Classroom's Digital Citizenship Resource Page
- Cyberwise Website

GOALS AND STRATEGIES NARRATIVE:

The Kenmore-Town of Tonawanda UFSD has and will continue to develop and implement strategies to improve academic achievement by using technology. All software and hardware requests to be implemented in the district are reviewed by Academic Department Chairs, Curriculum Learning Specialists, the District Technology Committee, and the District's Administrative Team to ensure that technology is aligned with our curriculum, CCLS and the NYS Learning Standards. Many departments in the District have incorporated technology into their curriculum maps and Instructional Improvement Plans. This ensures that what we purchase is aligned with both state standards and district expectations. Our curriculum maps are accessible to all staff through NY Learns (http://nylearns.org/default.aspx), and are updated annually to reflect changes in standards, teaching strategies, resources, and technology. Sample curriculum maps can be viewed in Appendix: 26.

A.3 Software Review:

Varying types of purchased software has allowed us to differentiate instruction, both within and outside of the core classroom. The small pods of computers in our elementary classrooms have allowed us to have a variety of "learning stations" for rotation to address learning styles. We have been able to provide both acceleration and intervention in the district through the use of software programs, such as:

Art	Business	Core Content	District Wide	ELA	FACS	IB	Library	Library Continued
• Maya • Adobe CS6 • iLife • iWork • After Effects • Final Cut Express • Painter	• Automated Accounting • SAM • Microtype 4 • First Class Accounts for students	• Castle Learning Online • BrainPop • Brainpop Jr.	• Vision • Tool Factory	• Study Island Reading • Waterford • Read 180 • System 44 • SRI • Reading Counts	• Career Cruising	• Turnitin	• Proquest SIRS Discoverer • PebbleGo • Facts on File Issues & Controversies • Gale Student Resources in Context • H.W. Wilson Biography • Gale Opposing Viewpoints • Global Issues in Context • Teen Health & Wellness Database • ABC-CLIO History • NoodlBib	• Follett Destiny: Web Path Express • Follett Destiny: Title Peek • Follett • AP Photo Archive • World Book Online Encyclopedia

LOTE	Math	Music	Science	Social Studies	Technology
• Linguascope	• Study Island • Think Central • Calculus in Motion • Scholastic Math Inventory • Fraction Nation • FasttMath • Algebra in Motion • Geometers Sketchpad • Examgen • TI-84 Emulator	• Smart Music • Acoustica Mixcraft • Finale • Music Ace • Band in The Box • NAXOS Music Library	• EXAMGEN • Pearson SuccessNet • Logger Pro • Data Studio • Interactive Physics	• EXAMGEN	• Bridge Builder • Building Homes of Our Own • PLTW RobotC • PLTW CIM Bundle • PLTW Multisim Bundle

A.4 Hardware Review:
We continue to investigate and purchase current hardware to allow our students to be 21st century learners. This will aid our students to be college and career ready in the area of technology. Some of the hardware purchased for our students include: iPads, wireless tablets, nooks, interactive averpens, document cameras, smartboards, graphing calculators, cps student response systems, and digital video cameras.

In addition, we have invested heavily in the equipment and software needed for our Project Lead the Way classrooms in both High Schools. We currently offer courses in Introduction to Engineering Design, Computer Integrated Manufacturing, Digital Electronics, and Principles of Engineering. With the addition of Engineering Design and Development in fall 2012, this Pre-Engineering Academy will be complete and has been designated an approved CTE program by New York State. We have also been approved for our second and third CTE programs, Computer Networking and Technology Academy, which will allow our students to earn entry-level Cisco networking certification, and Virtual Enterprise and Finance Academy. Our last Academy to be developed this year is the Information Technology Academy. We will continue to improve technology literacy and raise student achievement through higher expectations through these Perkins Grant CTE programs.

A.5 Description of How District Will Identify and Promote Curricula and Teaching Strategies:
The Kenmore Town of Tonawanda UFSD does identify and promote curricula and teaching strategies that integrate technology effectively into curricula instruction. Teaching must reflect how 21st century students learn, as well as reflecting the world that our students will be entering for college and careers. Trials, vendor presentations and visits to other local school districts have been used to identify new technologies and software that could be purchased by the district. Opportunities are available for teachers and staff to attend Staff Development classes and workshops outside the district that promote technology integration. Examples of technology integration are included below.

B. Student Achievement:

B.1 Technology Integration into Curricula and Instruction:

The Kenmore-Town of Tonawanda Union Free School District is committed to integrating technology into curriculum and instruction. Curriculum maps are required for each academic department. Each Department and each of our 13 schools create an Instructional Improvement Plan (IIP) annually. IIPs are based on root cause analyses of various data sets. The goals and objectives of the plans are aligned to CCLS. Examples are provided in the Appendix.

-Elementary Technology Integration Plan (Reference in Appendix 30)
-Middle Technology Curriculum (Reference in Appendix 36)
-Library Media Curriculum (Reference in Appendix 38)
-Instructional Improvement Plans (examples for 2012-2013 are included in Appendix 25)
-High School: Project Lead the Way (Pre-engineering curriculum offered at MS and HS using AutoCAD and Inventor).

B. 2 Examples of Technology Integration:

- Reading Resources:
  - Scholastic Reading Inventory (SRI) Enterprise Edition is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability.
  - Students reading below grade level are using the Scholastic READ 180 program and will also have the opportunity to work with an extensive phonics program with the Scholastic System 44 program, which was implemented in 2009-2010.
  - Reading Counts - With Scholastic Reading Counts students have a Lexile-based independent reading program that tracks their success on the books they read, in and out of school. This technology-based program creates a personalized and engaging learning environment that ensures independent reading accountability

- Math Resources: The Math department has integrated technology using the following programs and technological equipment. All teachers and administrators have been provided with training in order that they are used effectively.
  - Study Island – web-based software program that is closely aligned with NYS math standards and can also be used at home
  - FASTT Math – software program that supports fact fluency (all students in grades 2-5 and teachers who support students with mathematics instruction in those grade levels)
  - SAM – administrative software program that is utilized to generate student progress reports (in conjunction with FASTT Math)
  - Geometer's Sketchpad gives students a tangible, visual way to learn mathematics that increases their engagement, understanding, and achievement.
  - SMI – math screener to identify Algebra readiness
  - Fraction Nation – targets fractions and decimals. Designed to develop the critical foundations of faction fluency, conceptual understanding and procedural knowledge.
  - E-tablets are used in most Middle School and some HS classrooms to enhance instruction
  - Calculators are available and frequently utilized by students at all levels (K-12). Grades 8-12 use graphing calculators.

- Online Resources:
  The Gale Databases and E-Books, SIRS Discoverer Database and World Book Online Reference Center can be accessed by reading levels; audio and foreign language components are available. All students in the district (K-12) have twenty-four hour access through the World Wide Web. The collaboration of the Library Media Curriculum and subject area curriculum insures that all students and teachers are instructed on the various components of the resources.

- Castle Learning –supports classroom instruction through content-related review assignments, practice sessions and benchmark testing. Includes over 70,000 field-tested questions supported by defined vocabulary, reference tables, hints and reasons for correct answers in math, science, social studies, English and foreign languages. Core courses for grades 3-12 are correlated to standard curriculum

- Technology Department: Technology Department follows Project Lead the Way (Pre-engineering curriculum offered at MS and HS using AutoCAD and Inventor); Networking systems education is provided in our CISCO Academy.

- Music Department: Our Music Department utilizes: Music Ace, Finale Music Notation Software, Smart Music and Audacity. Keyboard devices are connected via MIDI control software.

- Business Department: Offers Web Page Design courses.

- Art Department: Art utilizes several art media production software packages.

- Science Department: Science utilizes probes and virtual dissection software.

- LOTE Department: This department has integrated LinguaScope into their curriculum. They also use web based resources.

- BOCES Career & Technical Centers: offer a variety of courses for vocational training.

- Family & Consumer Sciences: FACS utilizes Career Cruising.

- ELA: This department use Microsoft Word, EBooks, Gale online resources, Read 180, Noodle Tools for work cited, NYLearns and GoogleDocs.

- Social Studies: use online databases, EBooks, United Streaming, and Video On Demand.

- Physical Education: PE incorporates Fitnessgram and Polar software, which include heart rate monitors. Wii consoles and Dance Dance Revolution are also used.

- Health: Classes include instruction with EBooks and online resources for current health information.

Action Plan

Goal 1: Improve student learning, critical thinking skills & creativity. ***Teachers will use technology to differentiate instruction to ensure students master 21st century skills such as analytical thinking.***

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Teachers, staff, administrators, and students will be able to identify (literacy), demonstrate knowledge and skills (application), create (presentation) and share technology across curriculum and disciplines	**Classroom Instruction** **Staff Development Classes** **Online Administrative Course**	**Staff Development Center** **BOCES Tech Integrators (FTEs)** **Instructors through CSLO**	*June 30, 2016*	Projects will align with common core and NY State Standards Teachers and students will demonstrate proper use of technology Administrators will complete online assessments
Teachers and students will continue to access, select, retrieve and record information in an organized, analytical fashion utilizing cutting edge technology				
Teachers, staff, administrators, and students will utilize current and emerging technology to improve student achievement on Common Core Learning Standards				

Goal 2: Professional Growth and Leadership. ***To support life-long learning, the district will provide Professional Development opportunities for the members of our learning community designed to promote Digital Citizenship and to increase their ability to utilize technology across the curriculum***

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
The district will continue to enhance the Professional Development Plan in concert with state and local regulations to provide opportunities for teachers, staff and administrators to expand their knowledge and application of technology to meet the needs of all learners	Staff Development Classes will reflect needs of district	Staff Development Center	*June 30, 2016*	Course selection will be expanded and online courses offered to meet district goals
The district will provide appropriate professional development to all staff, based on needs				
The district will encourage teachers to model and implement technology into classroom curriculum				

Goal 3: Promote and Model Digital Citizenship and Responsibility. ***The Technology Team will support "Digital Citizenship" by providing awareness resources to Parents, Students, Teachers and Administrators – ensuring all stakeholders have the skills needed for appropriate, responsible, legal, ethical and safe behavior***

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Teachers, staff, administrators and students will gain advanced technology skills for success in college and career	**Ongoing instruction for Digital Citizenship**	**District Technology Committee**	*June 30, 2016*	Survey graduate students to see if needs were met
Teachers, staff, administrators and students will be aware of important issues of a technology based society and will exhibit ethical behavior in the use of information and technology		**Teachers Administrators**	*June 30, 2016*	Monitor behavior and work from students with tools such as Turnitin
Teachers and students will be able to share knowledge ethically and productively				

Goal 4: Effective and Efficient Technical Support Operations. ***The Technology Department will provide the district with technical support of current resources and guide the decision making process for future acquisitions.***

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
The district technology department will improve, enhance and maintain the Kenmore Town of Tonawanda UFSD wide area network to increase network efficiency and coverage	Erie 1 BOCES ongoing training of technicians	Erie 1 BOCES	*June 30, 2016*	Minimum downtime and monitoring and updating equipment
The district technology department will provide high quality technical support to all staff	Training of Building Technicians and Help Desk	Building Technicians Help Desk		Decrease response time of building techs and increase availability of online help
The district will enhance web based technologies for data management and communication	Training on Que System BOCES training on Schoolwires	Erie 1 BOCES		Improved usage of Que System and increased percentage of teachers using schoolwires
The district will utilize technology to support organizational and administrative efficiency	Ongoing training of staff in Wincap, Infinite Campus, Que, Kronos	Erie 1 BOCES Human Resources Staff Development Center		Users moving from basic to advanced
The district technology committee will continue to improve hardware and software acquisition guidelines	District Tech Committee Meetings	District Tech Committee		Purchases aligned with district needs and initiatives

C. Technology Delivery:

The Internet is accessible in all buildings on all computers including wireless access. The online library resources and Study Island are also available 24/7 at home or outside the district. The District maintains a website, as do each of our schools. Teacher websites are available for access to assignments, podcasts, blogs, EBooks and online assessments. The CISCO Academy has online curriculum that is utilized in the classroom and as well as at home for additional learning experiences. The Ken-Ton Staff Development Center offers online courses for staff members. On occasion, an elective course has been offered to students - however we are currently not using technology for online courses. Limited course offerings are being developed and could be a possibility in the future. Distance Learning is being explored for future curricular needs.

D. Parental Communications and Community Relations:

D.1 Dissemination of Technology Plan to the Community:

The Ken-Ton School District communicates the educational technology plan with the community through the district's webpage at www.kenton.k12.ny.us . The webpage holds vital information for parents and the community, thus it is kept updated. We will also communicate the technology plan at Board of Education meetings, published BOE minutes, RSS Feed, at school parent meetings, at Technology Fairs, in School Handbooks for Parents and via each school's parent newsletters. The District's newsletter will provide information in re: to our approved technology plan. The Buildings' teacher technology reps will present the plan along with their administrators at a parent meeting. These strategies will promote a culture of two-way communication between all stake holders to promote a culture of success. Technology is key to communication.

D.2 Communicating with Parents to Promote Parent Involvement:

Additional means of how technology will be used effectively in communicating with parents and promoting parent involvement are:

- Infinite Campus (Student Management software)
- Grades, Attendance, Discipline and Transcripts are available online through the parent portal
- Board of Education Updates throughout the year at monthly meetings
- At PTA / HSA Meetings
- PTA / HSA Meeting Minutes will be posted on each school's website
- Open Houses and Orientations
- Email & E-Alerts using Schoolwires
- District & School Web Pages: District Plans, BOE meeting info, district calendar, Athletic schedules, lunch menus, transportation info, employment opportunities, staff directory, Current News and Announcements

Community members who are involved with the development of the District Technology Plan are Jeff Rickan (BOE member), district staff members who reside in the district, and PTA Presidents from all thirteen buildings.

D.3 Collaboration:

The Kenmore Town of Tonawanda UFSD utilizes technology in conjunction with the following:

- area adult literacy service providers
- Community Education program online courses
- ESL Department provides Adult/Parent ESL classes annually & posts info on the district's webpage
- GED:
  - We have specialized computer software that we are licensed to use for GED instruction in our classrooms.(GED practice 1120)
  - We offer an 18 Week Medical Secretary Program in which the students receive training in beginning through advanced Microsoft Word and beginning through intermediate Excel.
  - We utilize technology for computer assisted career exploration and job searches.
  - Our case manager assists students in completing online college and financial aid applications online.
  - Our teachers have created webquests and other technology based methods for instruction.
  - This would cover Literacy, Workforce and GED classes.

II. PROFESSIONAL DEVELOPMENT:

E.1: Professional Development Strategies in Place to Ensure All know How to Use New Technology to Improve Student Learning:

The Kenmore Town of Tonawanda School District has a professional development plan in place to ensure that ALL staff and administrators are made of aware of how to use available technologies to improve student learning. The following support is currently in place to support teachers and administrators with technology integration:

- We have two BOCES technology integrators to support laptop and projector integration at the elementary level in grades 2-5
- Utilize the BOCES E-Team to provide technology training
- Building technology liaisons in each building who are trained on techniques and strategies to support teachers with hardware and software
- Kenmore Staff Development Center which develops and offers classes to support:
  - Software Integration in Core Content Areas
  - Web Page Development
  - Web 2.0 Technologies
  - Microsoft Office
  - First Class - Email, Instant Messaging, Work Groups, Calendaring
  - Student Management Software: Infinite Campus, , Kronos, Subfinder, and Schoolwires

E.2 Overview of the Role of Kenmore Staff Development Center:

The Kenmore Teacher Center was established in 1987 and transformed into the Kenmore Staff Development Center (KSDC) in 1994. The KSDC'S goal is: "To assure the students within the Kenmore District - the highest possible quality of education through a resource center for educational personnel, the Center (KSDC) will respond to the staff development needs of local educators." The KSDC also provides equipment such as laptops, LCD projectors, CPS clickers, and chalkboards which staff can borrow and use for workshops and classroom implementation.

KSDC, as a single District Center, aligns its workshops with the professional development needs of the Kenmore Town of Tonawanda, UFSD. Programs developed by and offered through the Center focus on:

- integrating technology
- addressing the CCLS
- State Assessments
- enhancing and supporting instructional strategies
- helping teachers understand societal issues in the school community that impact teaching and learning in the classroom
- supporting the implementation of curricular materials in order to align the district's curriculum with the CCLS
- Assessments

All programs are approved by the Policy Board and are aligned with district goals as explained in the Professional Development Plan. The development of the PDP, has made this alignment much easier. The PDP Team is co-chaired by the Director and the Assistant Superintendent for Curriculum and Instruction and includes many members of the Center Policy Board. A Professional Development Steering Committee, a representative group of teachers and administrators which is chaired by the Director, reviews current programs and makes recommendations for implementation. The Center and District work together to fund programs that align with PDP goals.

Currently, at the end of each workshop, seminar, or collegial circle, there is a short evaluation that provides an opportunity for participants to evaluate the course and to write future suggested course offerings. In the past several years, we have revised the evaluation form and put into place an evaluation that instructors complete after each professional development experience.

Technology Offerings provide training on hardware and software which allow our staff to stay current on cutting edge technology opportunities. Our intent is always to focus our efforts on those initiatives which result in improved learning (and outcomes) for students. The Staff Development Director serves on the district-wide Technology Committee which is a tremendous advantage. We are able to create workshops around training needs which occur as a result of software and hardware acquisitions made by our District. We have also benefitted from sending our teachers to participate in the Online Academy and have offered workshops such as "The Digital Classroom," an interactive workshop on podcasting, blogging and online tests and surveys. These workshops as well as, workshops such as "Microsoft Excel XP Basic for Educators," "I Movie," and "Maximizing Student Engagement," help our educators to use interactive techniques to more actively engage students and to encourage reading, writing, and higher levels of thinking.

The Director and our Assistant Superintendent for Curriculum and Instruction are co-facilitators of the team that has written and monitors the District Professional Development Plan. This committee, with its broad representation from Administration and instructional staff, makes decisions which are related to academic needs, training needs, and acquisitions which support current technological trends in education. For instance, the District has moved to a model that includes 6 student laptops per classroom as well as teacher laptops in grades 2-5. Teachers received instructional guidance from our Center and BOCES Erie 1 Technology Integrators to support training and usage needs for staff and students.

Our Professional Development Goal for this plan aligns with our District's Professional Development Plan:

To support life-long learning, the district will provide Professional Development opportunities for the members of our learning community designed to promote Digital Citizenship and to increase their ability to utilize technology across the curriculum, thus impacting student achievement.

To accomplish this, the district will continue to enhance the Professional Development Plan in concert with state and local regulations to provide opportunities for teachers, staff and administrators to expand their knowledge and application of technology to meet the needs of all learners. The district will provide appropriate professional development to all staff, based on individual / group needs. We will also encourage teachers to model and implement technology into classroom curriculum.

E.3: Professional Development Timeline:

The specific key activities we will focus on are outlined in the following tables. These initiatives have been selected because they are aligned with New York State Teacher Center Standards, reflect state/national initiatives for educational improvement, are research based and generated by the specific needs outlined by each of our school buildings and curricular departments.

Professional Development Timeline

Professional Development for Administrators:

Current State: Based on a previous technology survey - administrators currently use technology for word processing, presentations, to disaggregate data disaggregate, attendance, budget spreadsheets, field trip software, IEP Direct, limited use of student management system, email, teacher observations and word-processing. The majority of our administrators use personal digital assistants (PDAs), cell phones and electronic email for communication.

Desired State by 2016:

- Advanced training in First Class to increase productivity and communication (Ex. instant messaging and work groups for virtual meetings)
- Training and support for managing student achievement data utilizing district student management system, Infinite Campus, IEP Direct, RTI direct and additional data dashboard software
- Training and support for using administrative technology such as word processing, spreadsheets, presentation software and business software.
- Training to support the use of Web 2.0 to increase productivity
- Professional Development to increase understanding of NETS for Administrators: Visionary Leadership, Digital Age Learning Culture, Excellence in Professional Practice, Systemic Improvement, Digital Citizenship (http://www.iste.org/standards/net-for-administrators)

Professional Development Timeline, Continued

Professional Development for Teachers:

Current State: Our district faculty and staff have basic technology skills and all have access to the staff development center for technology training. All classroom teachers are expected to take attendance electronically in the classroom and utilize the internet and email for communication. There is a variety of ways that teachers integrate technology into their curriculum. The majority have limited skills in the areas of Web 2.0 technology and using technology for assessment and managing student productivity.

A survey (Appendix 46) revealed from elementary faculty that following needs should be prioritized and addressed:

1. Time Management for Technology Integration
2. Courses to support software use and integration specific skill ability ELA/Math
3. Technology Support for trouble shooting
4. Training on software to help manage student progress and assessment data

Desired State by 2016:

The Professional Development opportunities listed below will be provided in order to support faculty in the development of progressive technology skills:

- How to utilize First Class to increase productivity and communication
- Infinite Campus training
- Strategies to integrate technology
- Training on the use of peripherals - cameras, scanners, phones, video cameras & tablets
- Understanding the elementary and secondary technology integration plan
- Training on projector use in classroom
- Laptop skill building
- Training on Web 2.0 technology such as podcast, blog, web 2.0
- Teacher and student support for accessing the network drive from home
- Training to support virtual field trips and video conferencing
- Training to support tech integrators/mentors in each building
- Webpage training for all teachers
- Internet Safety
- Training on library media resources. catalogs, and database
- Technology on Gradebook for all teachers
- Data dashboard access via student management system
- Professional Development to increase understanding of NETS for Teachers: Facilitate & Inspire Learning and Creativity, Design & Develop Digital Age Learning Experiences and Assessments, Model Digital Age Work and Learning, Promote & Model Digital Citizenship and Responsibility, Engage in Professional Growth and Leadership (http://www.iste.org/standards/nets-for-teachers)

III. HARDWARE, SOFTWARE, INFRASTRUCTURE AND TECHNICAL SUPPORT:

F: Infrastructure, Needs/Technical Specification, and Design:

Every year our Curriculum Learning specialists, department heads and principals submit hardware and software requests on line (Appendix 60). These requests are aligned to district initiatives and needs based on New York State testing data. The applications are reviewed and submitted to our District Technology committee who prioritizes the requests based on initiatives and district needs. Our IT department also evaluates the hardware and software to ensure its compatibility with our infrastructure. Final approval is done by our Board of Education.

We purchase equipment through a Boces Installment Purchase Agreement as well as the use of State Aided Hardware monies to maximize aid and purchase potential. We purchase software using State aided software money as well as relying on Boces services for the same reasons (Software list see appendix 62). We also apply for e-rate monies for yearly cell phone plans and phone service.

The purchases also include the following.

1) Our computer replacement cycle is five years. Other peripherals vary. (See appendix 58.....Computer replacement Cycle for TP)

2) **Network equipment** is reviewed yearly by district IT department and Boces network specialists. Purchases are made or phased in based on costs. Our current Network configuration can be seen in Appendix 83, which consists of fiber passing Gig between buildings and closest and Cat 5 to Cat 6 copper passing Gig to the desktops. We also have Wireless ABG in our elementary schools and BGN in our secondary schools. This also includes a broad band connection to Erie One Boces to access Internet and other services.

3) Our hybrid phone system contains existing Nortel PBX switches along with small installs of Mitel VoIP. We will be evaluating and proposing an update in our next capital project for a total replacement. (See appendix 64 Mitel Migration)

4) Printing is being centralized by the purchase of Printer/Copiers/Scanners throughout the buildings. Using these MFD offers easier maintenance and lower cost per copy. This is also based upon a five year replacement cycle.

5) Our district supports the hardware and software by district technicians who install, trouble shoot and provide help desk support. We also utilize Boces Senior technicians and network support technicians. We track calls and prioritize by using Que Center (*www.**quecentre**.com/*)

G. Inventory

Our basic classrooms consist of a computer, projector, and sound system in every instructional room. Our elementary buildings have laptop carts, a hard wired lab and a concentration of computers in the library media center. We also have installed a number of smartboards throughout.
Our secondary schools are equipped with three computer carts, instructional labs, tech labs and library labs for greater access and instruction. For current inventory see appendix 59.

H. Increase Access

With the number of labs and classroom computers, students have the resources during the school day. We have installed wireless access points in all school buildings for increased access for all students and staff. We are currently working on a "Bring Your Own Device" policy to increase equipment in buildings. Students with iep's are provided specialized equipment as needed.

IV. MONITORING AND EVALUATION

I. Evaluation

A yearly survey will be sent by the Co-Directors of Technology to all staff members and the results will be reviewed by the District Tech Committee. Strategies for any unmet goals will be addressed by the District Tech Committee. Our Technology Plan is a living document that will be updated as needs and resources change in the district.

Kenmore-Tonawanda UFSD Instructional Improvement Plans are submitted annually in August. Needs, root cause analyses, and data review with the associated objectives and strategies will inform the district technology plan. The District Technology Committee chair, Co-Directors of Technology, and the Assistant Superintendent for Curriculum and Human Resources will lead the annual review and plan adjustments.

The district technology committee will be responsible for monitoring and evaluating the effectiveness of the district technology in the following ways:

Evaluation Activities	**Persons Responsible**	**Timeframe**
District Technology Meetings	Marty Wende JoAnn Mendola	Monthly Sept - June
Secondary Technology Meetings	Michael Haggerty JoAnn Mendola	Monthly Sept - June
Elementary Technology Meetings	Lisa Wdowka Marty Wende Mike Muscarella	Monthly Sept – June
Teacher Surveys	Marty Wende JoAnn Mendola	May
Administrator Surveys	Stephen Bovino	May
Board Meetings	Marty Wende JoAnn Mendola	November February
Technology Planning Retreat	Marty Wende JoAnn Mendola	May
Annual District Technology Plan Review	Marty Wende JoAnn Mendola Stephen Bovino Janet Gillmeister	July-August

J. Acceptable Use Policy

AUP – Appendix 86
District Filtering Policy Appendix 89

SAMPLE: DEPARTMENT INSTRUCTIONAL IMPROVEMENT PLAN 2013-2014 (PHYSICAL EDUCATION DEPARTMENT)

Goal #1: By June 2014, 100% of students in grades 5-12 will achieve the Healthy Fitness Zone in 6 out of the 6 Fitnessgram test components.

Objective: By June 2013, 100% of students in grades 5-12 will achieve the Healthy Fitness Zone in 3 or more Fitnessgram test components.

Strategy: Ensure consistent implementation of instruction that maximizes time students are in target heart rate zone.

Targeted Audience: 5-12 grade students

Root Causes: BMI scores have decreased; Upper body percentage is low in 8 of 11 schools; Lack of student motivation at the high schools and middle schools; No remediation to improve on scores; Teachers don't reinforce skills on a regular basis; Lack of opportunities to practice; Curriculum doesn't have a large focus on upper body; A lack of consistent nutrition curriculum; Inconsistent wellness initiatives district wide; Lack of parent education on healthy choices, lack of appropriate cardiovascular units and activities selected district-wide, lack of planning on the part of teachers to ensure they incorporate required cardiovascular units into yearly curriculum planning, inconsistent Heart Rate Monitor procedures across department

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Identify 2 Data Collector people for Fitnessgram and Heart Rate Monitor	Summer 2012	PE Staff	Heather Ratka	2011-12 Fitnessgram Data	Names submitted to CLS and communicated to PE teachers
Update Phys. Ed. Department Plan Book to include and materials for 2012-2013 school year.	Aug 29, 2012	IIP Committee	Heather Ratka	IIP, Updated Data, Calendars,	Updated plan book
Present 2 weakest fitness components by district and school for 2011-2012 based on Fitnessgram data.	Aug 29, 2012	PE Staff	Data Collector	2011-12 Fitnessgram data broken down by district and by school	Weaknesses and instructional strategies submitted to CLS
Professional development PowerPoint on strategies that work to Motivation in PE and develop two motivational methods to address Fitnessgram weaknesses	Oct 4, 2012	PE Staff	Heather Ratka	Motivation Powerpoint Spring 2012 Fitnessgram data	LASW protocol sheet
Teach fitness skills and motivational strategies to students	Sept 2012-Oct. 2012	PE Staff	Depart Chair	Powerpoint, Fitnessgram	Fitness lessons and motivational strategies are noted in teacher plan book.
Administer Fitnessgram and teacher enters data	Nov 6, 2012 April 26, 2013	PE Staff	Dept Chair	Fitnessgram	Fitnessgram Data
Share Fitnessgram results with parents and students and create a goal which includes objective, timeframe, method or plan.	Nov 6, 2012 April 26, 2013	PE Staff	Dept Chair	Fitnessgram & Fitnessgram Website Link	Student created goal
Analyze Fitnessgram Achievement of Standards data and motivational methods, and then develop instructional strategies. Continue teach and analyze cycle.	Dec 5, 2012 May 8, 2013	PE Staff	Heather Ratka	Fitnessgram Achievement of Standards report	Fitnessgram Data
Training for PE Dept. on using advanced download functions in PE Manager and identifying new HRM standard of minimum 15 minute exercise time (file).	Aug 29,2012	PE Staff	Heather Ratka & Data Collector	PE Manager software, in focus projector, HRM handout, Polar watch w/ files	HRM handout to PE staff in plan book
Select, implement and teach 3 cardiovascular units using heart rate monitors	Nov 30, 2012 Feb. 2, 2013 Mar 15, 2013	PE Staff	HRM Data Collector	PE Profile Curriculum Maps PE Yearly Plan	Student data uploaded and HRM Summary Reports submitted to HRM Data Collector
Analyze heart rate monitor data and motivational methods, and then develop instructional strategies using HRM Summary Reports by school and district.	Dec 2012 Feb/Mar 2013	PE Staff	Dept Chair & HRM Data Collector	HRM reports, Pacer results from Fitnessgram, lesson plans	HRM data report
Implement instructional strategies for FitnessGram and HRM by teaching then continue analyze cycle.	Oct/Dec 2012 April 2013	PE Staff	Dept Chair	Fitnessgram Student Survey Achievement of Standards report	Strategies noted in Teacher Plan Book
Revise instructional strategies for Fitnessgram and HRM	Dec 2012 Feb/April 2013	PE Staff	Dept Chair	Fitnessgram data, student survey results, and lesson plans	Instructional strategies in teacher plan book

Milestone: Fitnessgram Achievement of Standards data report

Evaluation: Baseline- 83.7%- After Fall (November) and spring (April) data will show 5% increase in number of student Healthy Fitness Zone in 3 or more test components.

Follow-up: Data from Achievement of Standards report will be reviewed at Early Release Day department meetings in order to adjust instructional strategies.

SAMPLE: ELEMENTARY INSTRUCTIONAL IMPROVEMENT PLAN 2013-2014

Goal: By 2014, 100% of students in grades three through five at Lindbergh Elementary will achieve Performance Levels 3 or 4 on the NYS Math Assessment.

Objective: By May 2013, 98% of students in grades three through five at Lindbergh Elementary will achieve Performance Levels 3 or 4 on the NYS Math Assessment

Strategy: Develop and use a variety of strategies to help students master their basic (+, -, *, /) facts which will improve student learning within the Number Sense and Operation strand.

Targeted Audience: Students identified from Fastt Math placement assessment

Root Causes Addressed: Lack of fact fluency.

- FASTT Math Reports indicate that student math fact fluency is an area of concern.
- In Grades 2 through 5: Less than 30% of the assigned students are fluent with addition and subtraction facts.

Activities	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Grade 3-5 teachers will teach the fluency unit found in Math Expressions before starting Unit 1.	September 2012	Students	3-5 Teachers	Math Expressions	Lesson Plans
Administer Fastt Math placement assessment.	September 2012	Students (Grade 2-5)	Teachers (2-5)	Fastt Math	Completed Assessment Report
Identified targeted students who will use Fastt Math 4-5 times per week in school. 2/3: Addition and Subtraction 4/5 Multiplication	September 2012	Students (2-5)	Teachers (2-5) Mike Muscarella	Fastt Math	Fastt Math Implementation Report
Monitor fact fluency data using Scholastic Achievement Manager for students using Fastt Math	Monthly	2-5 Teachers, AIS Math Teacher	2-5 Teachers, AIS Math Teacher, Mike Muscarella	Scholastic Achievement Manager (SAM)	Fastt Math RTI Report
Provide targeted instruction for students who are not progressing in Fastt Math	October 2012-June 2013	2-5 Teachers, AIS Math Teacher	Classroom Teachers, AIS Math Teachers	Fastt Math Online Resources	Schedule of work- Instructional Time devoted to providing intervention strategies to students not progressing with basic facts
Continue (year 3) a school wide recognition program for students achieving fact fluency.	October 2012-June 2013	Teachers Students Mike Muscarella	Mike Muscarella Classroom teachers	Bulletin Board	Lindbergh Fact Masters Recognition

Milestone: Fastt Math reports, Fluency Unit Assessment

Evaluation: The reports and graphs listed above will be checked quarterly at grade level meetings or data team meetings. Fastt Math students should move to the next intervention level (underperforming to developing, developing to near fluent, near fluent to fluent).

Follow-up: Differentiate and target instruction based on data team conclusions**:** AIS support (and classroom instruction) will be targeted around research based strategies for teaching basic facts and algorithms to students who are not fluent with their facts or who are struggling with computation. Students who are not proficient with basic facts will be enrolled in FASTT Math and will use the program a minimum of 4 times per week

SAMPLE: CURRICULUM MAP K-5 ELA TECHNOLOGY STANDARDS

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language
The description that follows is not a standard but instead offers a portrait of students who meet the standards set out in the CCLS document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They use technology and digital media strategically and capably.
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

College & Career Reading Anchor Standard for Reading

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Reading Standard #7
Grade 2
RL Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Grade 4
RI Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Grade 5
RL Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RI Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

College & Career Ready Anchor Standards for Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standard # 6
K-2
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Grade 3
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Grade 4
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Grade 5
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Writing Standard #8
K-1
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 2
Recall information from experiences or gather information from provided sources to answer a question.
Grade 3
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 4
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Grade 5
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

College and Career Ready Anchor Standards for Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking & Listening Standard # 2
K
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Grade 1
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Grade 2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade 3
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 4
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 5
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking & Listening Standard #5
K
Add drawings or other visual displays to descriptions as desired to provide additional detail.
Grade 1
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Grade 2
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Grade 3
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Grade 4
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Grade 5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SAMPLE: CURRICULUM MAP GRADES 9-12 ETHICAL USE OF INFORMATION

Commencement, Whole year

ALA Standards

1 Inquire, think critically, and gain knowledge.

2Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

3 Share knowledge and participate ethically and productively as members of our democratic society.

ALA Skills

1.3.1 Respect copyright/ intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

3.1.6 Use information and technology ethically and responsibly.

3.3.7 Respect the principles of intellectual freedom.

Curriculum Maps

http://www.nylearns.org/module/cm/maps/view/14645/cmap.ashx 7/19/2012

Common Core Learning Standards

9-10.W.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

How do you identify source types utilized for your works cited?

Where do you locate the information for your citations?

Have you evaluated web sites per the A (authority), B (bias), and C (content) criteria?

Content

Recognition of authority.

Correct identification of citation components.

Resources

NoodleTools

Curriculum Maps

http://www.nylearns.org/module/cm/maps/view/14645/cmap.ashx 7/19/2012

Information Source

Assessment

Create an account in NoodleTools.

Create a works cited that is correctly formatted using NoodleTools.

Last updated: 6/25/2012

Ken-Ton Technology Integration Plan and Corresponding NETS
Kindergarten

Computer Literacy The students will be able to	**Keyboarding** The students will be able to demonstrate the use of	**Draw (Graphics)** The students will	**Word Processing/ Publishing**	**Spreadsheet/ Database**	**Telecom-munication**	**Multimedia** The students will be able to use	**Social and Ethical** The students will	**Internet Safety** The students will
➢ Use grade appropriate vocabulary ➢ Identify and use components • mouse • track/mouse pad • keyboard • monitor • laptop • printer ➢ Open and use developmentally appropriate software ➢ Open internet ➢ Quit/Logout NETS 1, 3, 4, 6	➢ Spacebar ➢ Enter ➢ Delete ➢ Backspace ➢ Shift ➢ Arrows NETS 1, 3, 6	➢ Use basic drawing tools NETS 1, 3, 4, 6				➢ Developmentally appropriate multimedia resources (interactive books) NETS 1, 3, 4, 6	➢ Demonstrate positive ethical behaviors ➢ Practice responsible use of technology systems and software ➢ Recognize that a password protects privacy ➢ Work cooperatively and collaboratively with peers NETS 1, 2, 3, 4, 5, 6	➢ Understand district AUP and consequences for noncompliance NETS 3, 4, 5, 6

Suggested Vocabulary

Arrow keys, Backspace, Click, Close, Computer, Cursor, Delete, Double click, Drag, Enter/Return, Keyboard, Log on/off, Menu (Bar), Monitor, Mouse, Open, Password, Printer, Program, Pull-down menu, Quit, Screen, Scroll, Select, Shift, Shut-down, Spacebar, Title bar, Track/Mouse pad,

Ken-Ton Technology Integration Plan and Corresponding NETS
1st Grade

Computer Literacy The students will be able to	**Keyboarding** The students will be able to demonstrate the use of	**Draw (Graphics)** The students will	**Word Processing/ Publishing** The students will	**Spreadsheet/ Database**	**Telecom-munication** The students will	**Multimedia** The students will be able to use	**Social and Ethical** The students will	**Internet Safety** The students will
➢ Use grade appropriat vocabulary ➢ Access programs ➢ Find/Open files ➢ Save/ Save As files ➢ Print ➢ Use developmentally appropriate software NETS 1, 3, 4, 6	➢ Left/Right awareness ➢ Correct posture NETS 1, 6	➢ Continue use of drawing tools NETS 1, 3,4, 6	➢ Begin word processing ➢ Create text ➢ Manipulate text to change • font • size • color ➢ Maneuver within a document NETS 3, 4, 6		➢ Be exposed to the internet NETS 1, 3, 4, 5, 6	➢ Developmentally appropriate multimedia resources (interactive books) NETS 1, 3, 4, 6	➢ Demonstrate positive ethical behaviors ➢ Practice responsible use of technology systems and software ➢ Recognize that a password protects privacy ➢ Work cooperatively and collaboratively with peers NETS 1, 2, 3, 4, 5, 6	➢ Understand district AUP and consequences for noncompliance ➢ Understand how to safely and securely use the internet NETS 4, 5, 6

Suggested Vocabulary

Application, Desktop, Dialog box, Drive, Edit, File, Find, Folder, Font, Hardware, Insert, Save, Software, Word processing

Ken-Ton Technology Integration Plan and Corresponding NETS
2nd Grade

Computer Literacy The students will be able to	**Keyboarding** The students will be able to demonstrate the use of	**Draw (Graphics)** The students will	**Word Processing/ Publishing** The students will	**Spreadsheet/ Database** The students will	**Telecom-munication** The students will	**Multimedia** The students will be able to use	**Social and Ethical** The students will	**Internet Safety** The students will
➢ Use grade appropriate vocabulary ➢ Locate data o • Drives • Server • CD	➢ Basic keyboard shortcuts • Control-P • Control-S ➢ Left-Right hand placement ➢ Posture	➢ Create original drawing ➢ Use tools • Fill • Color ➢ Use clipart (manipulate graphics) • Move • Resize • Import	➢ Continue word processing ➢ Create a text document including graphics ➢ Use spell check ➢ Align text	➢ Be exposed to graphing	➢ Continue to use the internet	➢ Be exposed to presentation software	➢ Demonstrate positive ethical behaviors ➢ Practice responsible use of technology systems and software ➢ Recognize that a password protects privacy ➢ Work cooperatively and collaboratively with peers	➢ Understand district AUP and consequences for noncompliance ➢ Understand how to safely and securely use the internet
NETS 1, 3, 4, 6	NETS 1, 6	NETS 1, 3, 4, 6	NETS 1, 3, 4, 6	NETS 1, 3, 4, 5, 6	NETS 1, 3, 4, 6	NETS 1, 3	NETS 1, 2, 3, 4, 5, 6	NETS 3, 4, 5, 6

Suggested Vocabulary

Animation, Audio, Character, Command, Control, Copyright, Graphic, Hard drive, Icon, Preview, Print, Server, Spell check, Tab, Text wrap, Video, Zoom

Ken-Ton Technology Integration Plan and Corresponding NETS
3rd Grade

Computer Literacy The students will be able to use	**Keyboarding** The students will	**Draw (Graphics)** The students will	**Word Processing/ Publishing** The students will	**Spreadsheet/ Database** The students will	**Telecom-munication** The students will	**Multimedia** The students will	**Social and Ethical** The students will	**Internet Safety** The students will
➢ Grade appropriate vocabulary ➢ File management (creating and using folders) ➢ Page setup (landscape, portrait) ➢ Print options (printer selection)	➢ Apply keyboarding techniques to other projects ➢ Correct posture ➢ Correct fingering positions on alphabetic keyboard	➢ Recognize functions of • arrange • select • rotate • textbox • text wrap • shape • lines • line style • line color • fill color • font color • copy, paste, cut • insert clipart and pictures	➢ Continue to use word processing • tool bars • menus • task bars • basic format-ting ➢ Import graphics ➢ Cut, copy, paste	➢ Collect data ➢ Create pictographs ➢ Continue graphing using availabl software	➢ Use bookmarks to find sites ➢ Navigate through sites ➢ Use buttons • back • home ➢ Use links	➢ Be exposed to peripherals ➢ Begin presentation software instruction	➢ Demonstrate positive ethical behaviors ➢ Practice responsible use of technology systems and software ➢ Recognize that a password protects privacy ➢ Work cooperatively and collaboratively with peers	➢ Understand district AUP and consequences for noncompliance ➢ Understand how to safely and securely use the internet
NETS 1, 4, 6	NETS 1, 6	NETS 1, 3, 4, 6	NETS 1, 2, 3, 4, 6	NETS 1, 3, 4, 6	NETS 1, 3, 4, 5, 6	NETS 1, 3, 4, 5, 6	NETS 1, 2, 3, 4, 5, 6	NETS 3, 4, 5, 6

Suggested Vocabulary

Alt, Bookmark, Browser, CD Rom, Cell, Clipboard, Copy, Cut, Escape, Field, Home Page, I-Beam, Insertion Point, Internet, Link/Hyperlink, Multimedia, Online, Paste, Prompt, Refresh, Scanner, Spreadsheet, Taskbar, URL, Virus, World Wide Web (WWW)

Ken-Ton Technology Integration Plan and Corresponding NETS
4th Grade

Computer Literacy The students will	**Keyboarding** The students will use	**Draw (Graphics)** The students will	**Word Processing/ Publishing** The students will	**Spreadsheet/ Database** The students will	**Telecom-munication** The students will use	**Multimedia** The students will	**Social and Ethical** The students will	**Internet Safety** The students will
➢ Use grade appropriate vocabulary NETS 1, 4, 6	➢ Correct posture ➢ Correct fingering positions on both alphabetic and numeric keys (above) NETS 1, 6	➢ Apply drawing skills ➢ Recognize functions of • arrange • select • rotate • textbox • text wrap • shape • lines • line style • line color • fill color • font color • copy, paste, cut • insert clipart and pictures NETS 1, 2, 3, 4, 6	➢ Continue word processing instruction ➢ Be exposed to • dictionary • thesaurus • spelling and grammar tools NETS 1, 3, 4, 6	➢ Create graphs • bar • line • pictograph ➢ Use spreadsheet software to • sort data • apply functions and formulas NETS 1, 3, 4, 6	➢ Search engines ➢ Online data bases NETS 1, 3, 4, 5	➢ Continue use of presentation software NETS 1, 3, 4, 5, 6	➢ Demonstrate positive ethical behaviors ➢ Practice responsible use of technology systems and software ➢ Recognize that a password protects privacy ➢ Work cooperatively and collaboratively with peers NETS 1, 2, 3, 4, 5, 6	➢ Understand district AUP and consequences for noncompliance ➢ Understand how to safely and securely use the internet NETS 3, 4, 5, 6

Suggested Vocabulary

Download, Function, Formula, Network, Search

Ken-Ton Technology Integration Plan and Corresponding NETS
5th Grade

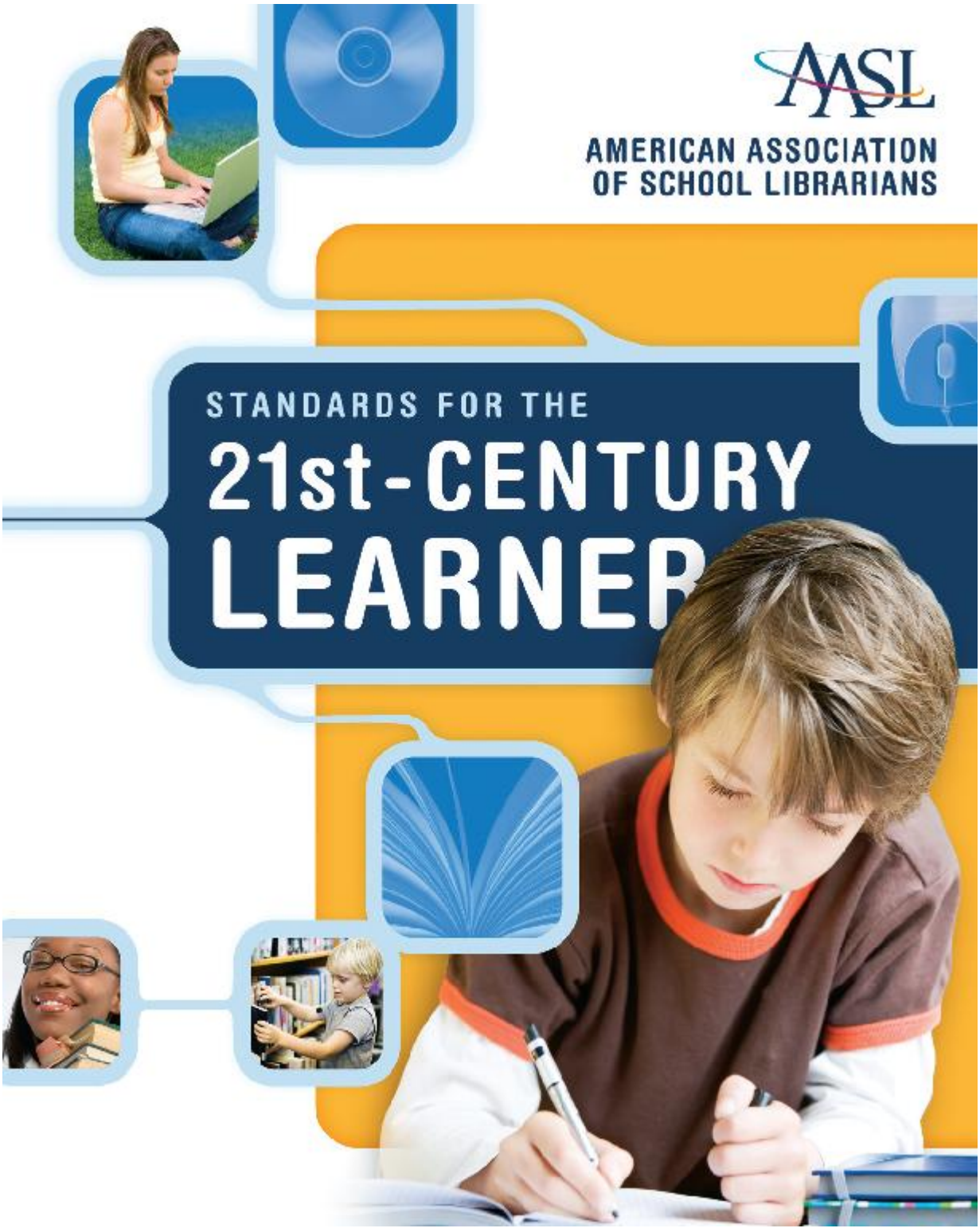
Computer Literacy The students will use	**Keyboarding** The students will use	**Draw (Graphics)** The students will	**Word Processing/ Publishing** The students will	**Spreadsheet/ Database** The students will	**Telecommunication** The students will	**Multimedia** The students will	**Social and Ethical** The students will	**Internet Safety** The students will understand
➢ Grade appropriate vocabulary ➢ Digital cameras ➢ Video projectors	➢ Correct posture ➢ Correct fingering positions on alphabetic numeric (above), and special purpose keys	➢ Apply drawing skills	➢ Continue word processing instruction ➢ Continue to use • dictionary • thesaurus • spelling and grammar tools	➢ Continue graphing using a variety of graphs • bar • line • pictograph	➢ Continue use of online data bases ➢ Evaluate internet sources for • accuracy • relevance • appropriateness • comprehensiveness	➢ Continue use of presentation software	➢ Demonstrate positive ethical behaviors ➢ Practice responsible use of technology systems and software ➢ Recognize that a password protects privacy ➢ Work cooperatively and collaboratively with peers	➢ District AUP and consequences for noncompliance ➢ How to safely and securely use the internet
NETS 1, 4, 6	NETS 1, 6	NETS 1, 3, 4, 6	NETS 1, 3, 4, 6	NETS 1, 3, 4, 6	NETS 1, 3, 4, 5	NETS 1, 3, 4, 5, 6	NETS 1, 2, 3, 4, 5, 6	NETS 3, 4, 5, 6

Suggested Vocabulary
Database, Peripheral

TECHNOLOGY INTEGRATION PLAN
MIDDLE SCHOOL LEVEL

Grade Expectations Middle School	Grade 7	Grade 8
1. Computer Literacy The student will be able to	• Grade appropriate vocabulary	• Grade appropriate vocabulary • Flip camera • CD burner • Video Camcorder
2. Word Processing (Microsoft Word) The student will be able to	• Use the basics of word processing including keying in, editing, alignment, spacing, layout of documents • Use formatting appropriate to a particular document • Spell check, and use the thesaurus • Type documents such as a table of contents • Use tab functions	• Use the basics of word processing including keying in, editing, alignment, spacing, layout of documents. • Use formatting appropriate to a particular document • Spell check and use the thesaurus, reference tools • Type documents to include full research paper with all components such as in text citations and works cited. • Use tables • Use tab functions
3. Draw/ Graphics (Microsoft Word 2010)	• Use Word Art • Format graphics; watermarks, washout, coloring • Acquire graphics from the internet • Use *auto shapes* • Use *order* to layer text and graphics	• Use Word Art • Format graphics • Acquire graphics from the internet, cd, scanner and flip camera
4. Spreadsheets (Microsoft Excel) The student will be able to	• Key in and format text and numbers • Add graphics • Add rows and columns • Moving data to another location on the spreadsheet • Use *Auto Sum* • Use formulas and calculations for subtracting, multiplying, dividing and averaging • Sort data • Apply knowledge through a curriculum	• Key in and format text and numbers • Add graphics • Add rows and columns • Moving data to another location on the spreadsheet • Use *Auto Sum* • Use formulas and calculations for subtracting, multiplying, dividing, averaging and statistics • Sort data • Apply knowledge through a curriculum-related project
5. Charts/ Graphs (Microsoft Excel) The student will be able to	• Construct a bar, pie and line graph from spreadsheet data • Edit charts • Format text and numbers • Add graphics • Change the gridlines and scale • Apply knowledge through a curriculum-related project	• Construct a bar, pie, area and line graph from spreadsheet data • Edit charts • Format text and numbers • Add graphics • Change the gridlines and scales • Apply knowledge through a curriculum-based project

Grade Expectations Middle School	Grade 7	Grade 8
6. Presentations (Microsoft PowerPoint, PhotoStory, Prezi) The student will be able to	• Use the basics of Presentation Software such as: PowerPoint, Prezi, Photostory • Design a custom layout • Apply a background or design • Key in and format text • Add graphics • Use a menu and hyperlinks • Apply transitions • Apply custom animations • Apply sounds and music • Time the presentation • Present Presentation	• Use the basics of Presentation Software such as: PowerPoint, Prezi, Photostory • Design a custom layout • Apply a background or design • Key in and format text • Add and customize graphics • Add notes to slides • Use a menu and hyperlinks, buttons • Apply transitions • Apply custom animations • Apply sounds and music • Use narrate • Add video clips • Time the presentation • Present Presentation
7. Desktop Publishing (Microsoft Publisher) The student will be able to	• Use the basics of Microsoft Publisher • Format text and graphics • Use text wrap with graphics • Create documents such as: a newsletter, gift certificate, business card, calendar, greeting card, a 1-page- tri-fold brochure and flyer	• Use the basics of Microsoft Publisher • Format text and graphics • Use text wrap with graphics • Create documents such as: a gift certificate, business card, calendar, menu, placemat, punch card, flyer, greeting card and a 2-page tri-fold brochure
8. PhotoDraw The student will be able to	• Use PhotoDraw basics • Edit graphics • Use edited images in Word, PowerPoint and Excel	• Use PhotoDraw basics • Use PhotoDraw as an image editor • Use PhotoDraw as a photo editor • Use edited images in Word, PowerPoint, and Excel • Design custom logos
9. Internet Use/Internet Safety Digital Citizenship, Social Networking The student will have knowledge of	• District guidelines for use of technology • The use of bookmarks • Search engines • Search techniques • How to copy and save graphics and text from the internet • Cyberbullying • Personal/Private Information • Copy wright laws	• District guidelines for use of technology • The use of bookmarks • Search engines • Search techniques • How to copy and save graphics and text from the internet • Copy write laws • Cyber predator behaviors • Sexting
10. Web 2.0 The student will	• Implement Web 2.0 applications	• Implement various Web 2.0 applications
11. Assessments/Benchmarks The students will utilize	• SAM (Proficiency-Based Assessment & Training)	• SAM (Proficiency-Based Assessment & Training)
12. Other The student will be able to	• Source citations • Use, create or edit video and audio clips • Manage file types • Access "trusted" web links Ex. .edu, .gov, etc.	• Source citations • Import and edit digital video for use in a PowerPoint presentation • Complete an interdisciplinary project- coordinated with computer teacher and core area team.


AASL
AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS
STANDARDS FOR THE
21st-CENTURY
LEARNER

COMMON BELIEFS

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Inquiry provides a framework for learning.

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught.

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs.

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

The definition of information literacy has become more complex as resources and technologies have changed.

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills.

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

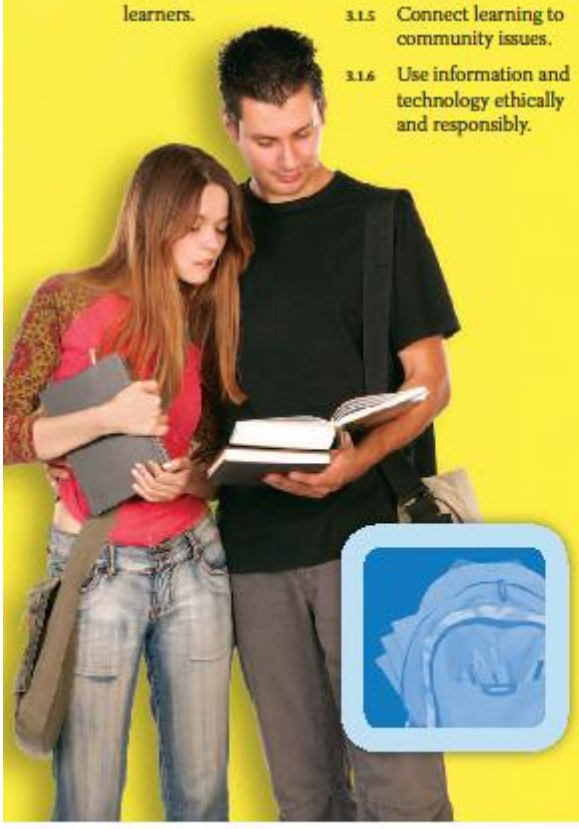
3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.



3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

4 Pursue personal and aesthetic growth.

4.1 Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

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1. Please state your occupational classification.

	Response Total	Response Percent
Ken Ton Administrator	1	0%
Ken Ton Teacher	207	95%
Ken Ton Support Staff (B & G)	0	0%
Ken Ton Support Staff (Technology)	0	0%
Ken Ton Support Staff (Food Service)	0	0%
Ken Ton Support Staff (Transportation)	0	0%
Ken Ton Support Staff (Teacher Aide)	0	0%
Ken Ton Support Staff (Library Clerk)	0	0%
Ken Ton Support Staff (Nurse)	0	0%
Ken Ton Support Staff (Clerical)	0	0%
Ken Ton Substitute Teacher	0	0%
Other (Please specify below)	11	5%
Total Respondents		219
Average		1.0
Weighted Average		1.0

2. If you indicated Other in question #1, please specify your occupational classification below:

View responses to this question

Total Respondents 24

(skipped this question) 195

Full Response 1. AIS Math Teacher 2. School Psychologist 3. Speech Language Pathologist 4. Social studies 7-12 5. School Psychologist 6. na 7. social worker 8. School Counselor 9. SOcial Studies Teacher (7-12) 10. School Counselor 11. Vocal/General Music K-5 12. Teacher Assistant 13. TOSA 14. social studies teacher 15. counselor 16. French/Spanish Middle School 17. Instrumental Music Teacher 18. Special Education teacher 19. English 9-12 20. School Psychologist 21. N/A 22. Special Education Teacher 23. counselor 24. school psychologist

3. Please indicate the building of your current assignment.

	Response Total	Response Percent
Ken Ton Administration Building	3	1%
Edison Elementary	10	5%
Franklin Elementary	17	8%
Hamilton Elementary	8	4%
Holmes Elementary	12	5%
Hoover Elementary	12	5%
Jefferson Elementary	5	2%
Lindbergh Elementary	11	5%
Roosevelt Elementary	9	4%
Franklin Middle School	18	8%
Kenmore Middle School	16	7%
Hoover Middle School	22	10%
Kenmore East High School	27	12%
Kenmore West High School	40	18%
Green Acres Building	0	0%
Sheridan Building	3	1%
B & G	0	0%
Longfellow	0	0%
Transportation	0	0%
Other or Outside of District	6	3%
Total Respondents	219	

4. If you indicated Other or Outside of District in question #3, please specify your occupational location below:

View responses to this question

Total Respondents 10

Full Response 1. District wide 2. Kenmore West High School two days a week 3. na 4. District Wide 5. School Counselor 6. St. Amelia School 7. Adapted PE District Wide 8. N/A 9. Co teaching at Franklin El and Holmes 10. two buildings, Jefferson and Lindbergh (skipped this question)

5. Please indicate your training priorities of the following topics regarding Common Core Learning Standards for ELA.

	Extremely Important For Me	Somewhat Important	Not an Immediate Priority	Not Needed at This Time	Not Applicable to my Subject Area	Response Total
Introduction/Awareness of CCLS ELA Standards.	34%(74)	30%(65)	16%(36)	9%(20)	11%(24)	219
Understanding ELA Instructional Shifts.	32%(71)	28%(61)	21%(47)	7%(15)	11%(25)	219
Lesson Planning for Literacy in all Content Areas.	44%(97)	28%(62)	16%(34)	2%(4)	10%(22)	219
Teaching the CCLS for ELA & Literacy (PreK-2).	18%(40)	11%(24)	9%(20)	13%(28)	49%(107)	219
Teaching the CCLS for ELA (3-5).	17%(38)	7%(15)	11%(23)	11%(23)	55%(120)	219
Teaching the CCLS for ELA (6-12).	17%(37)	18%(40)	14%(31)	11%(24)	40%(87)	219
Creating Text Based Questions.	28%(62)	34%(74)	19%(41)	5%(11)	14%(31)	219
Vocabulary Instruction and Usage.	44%(96)	33%(72)	11%(25)	2%(5)	10%(21)	219
Using Informational Texts.	42%(92)	33%(73)	13%(29)	1%(3)	10%(22)	219
Improving student engagement in ELA.	41%(90)	26%(58)	15%(33)	3%(7)	14%(31)	219
					Total Respondents	219

6. Please indicate areas of additional technology training which you would like to see offered.

	Basic Training	Advanced Training	Trouble shooting Strategies	Technology Support/Assistance	Learning Technology Integration Strategies	Want to learn Differentiation Strategies using Technology	Competent. no further training needed	Response Total
Lcd Projectors	39%(86)	10%(22)	4%(9)	2%(5)	3%(6)	5%(11)	37%(80)	219
IPad Usage	54%(119)	19%(41)	0%(1)	2%(4)	6%(14)	7%(15)	11%(25)	219
Document Cameras	49%(108)	18%(39)	3%(6)	4%(8)	6%(14)	5%(11)	15%(33)	219
Clickers	47%(103)	17%(38)	3%(7)	5%(10)	7%(15)	6%(13)	15%(33)	219
SMART Board Training	56%(122)	19%(42)	1%(3)	1%(3)	8%(18)	5%(11)	9% (20)	219
Interwrite Tablets	62%(136)	14%(30)	0%(1)	2%(4)	6%(13)	4%(9)	12%(26)	219
Flip Cameras	49%(108)	15%(33)	3%(6)	3%(7)	4%(9)	3%(6)	23%(50)	219
Google Docs	56%(122)	21%(47)	1%(2)	2%(5)	6%(13)	3%(6)	11%(24)	219
Web page Design	46%(101)	31%(67)	2%(5)	2%(5)	2%(5)	3%(7)	13%(29)	219
Wikiis/Blogs and Podcasts	58%(128)	19%(41)	1%(2)	3%(7)	4%(9)	4%(8)	11%(24)	219
Microsoft 2010	29%(63)	28%(62)	4%(8)	4%(9)	2%(5)	1%(2)	32%(70)	219
Excel 2010	38%(83)	27%(59)	4%(8)	5%(10)	2%(5)	1%(3)	23%(51)	219
Power Point 2010	29%(64)	32%(69)	4%(9)	3%(7)	2%(4)	2%(4)	28%(62)	219
Movie Maker	60%(132)	16%(34)	0%(1)	3%(7)	4%(9)	2%(5)	14%(31)	219
School Wires	57%(125)	21%(46)	1%(2)	4%(9)	3%(7)	3%(6)	11%(24)	219
								219

Total Respondents

7. Please indicate your training priorities of the following topics regarding CCLS for Math.

	Extremely Important for Me	Somewhat Important	Not an Immediate Priority	Not Needed at This Time	Not Applicable to My Subject Area	Response Total
Introduction/Awareness of Common Core Math Standards.	27%(59)	18%(39)	11%(24)	6%(14)	38%(83)	219
Understanding the instructional shifts in Math.	26%(57)	19%(41)	11%(24)	5%(12)	39%(85)	219
Integrating CCLS for Math into Instructional Plans.	31%(68)	13%(29)	9%(20)	5%(12)	41%(90)	219
Teaching the CCLS for Math (PreK-2)	10%(22)	9%(19)	6%(14)	10%(22)	65%(142)	219
Teaching the CCLS for Math (3-5).	11%(25)	7%(15)	5%(12)	9%(20)	67%(147)	219
Teaching the CCLS for Math (9-12).	9%(20)	9%(20)	7%(16)	11%(23)	64%(140)	219
Incorporating Literacy into Math Instruction.	23%(50)	19%(42)	9%(20)	8%(18)	41%(89)	219
Improving student engagement in math.	29%(63)	19%(41)	6%(14)	6%(13)	40%(88)	219
					Total Respondents	219

8. Please indicate your training priorities of the following topics regarding integrating CCLS for Literacy in other Content Areas.

	Extremely Important For Me	Somewhat Important	Not a Priority	Not Needed at This Time	Not Applicable to My Subject Area	Response Total
Improving Literacy in History/Social Studies.	20%(44)	21%(47)	10%(21)	6%(14)	42%(93)	219
CCLS for Science and Technical Subjects.	17%(38)	25%(54)	12%(26)	5%(10)	42%(91)	219
CCLS for special areas (ie. PE, Art, Music, etc.).	15%(32)	15%(32)	12%(27)	4%(9)	54% (119)	219
Using Informational Texts (PreK-2).	13%(29)	15%(33)	9%(19)	8%(17)	55% (121)	219
Using Informational Texts (3-5).	11%(25)	12%(26)	9%(19)	8%(17)	60% (132)	219
Using Informational Texts (6-12)	18%(40)	24%(53)	6%(13)	8%(18)	43% (95)	219
Creating Text Dependent Questions.	27%(59)	34%(74)	14%(30)	5%(10)	21% (46)	219

Creating Student Learning Objectives.	35%(76)	32%(69)	11%(24)	5%(12)	17%(38)	219
Improving student engagement in learning.	48%(106)	31%(67)	4%(8)	3%(7)	14%(31)	219
Improving Literacy Instruction in Special Area Classes.	21%(46)	25%(55)	7%(16)	4% (8)	43%(94)	219
					Total Respondents	219

9. Please indicate your training priorities of the following topics regarding Data Inquiry.

	Extremely Important For Me	Somewhat Important	Not a Priority	Not Needed at This Time	Response Total
Collection of Data.	22%(48)	43%(95)	22%(49)	12%(27)	219
Analysis of data.	22%(48)	46%(101)	20%(43)	12%(27)	219
Using Data to Make Informed Instructional Decisions.	32%(69)	39%(86)	17%(38)	12%(26)	219
				Total Respondents	219

10. Please indicate your training priorities of the following topics regarding APPR and Teacher Effectiveness

	Extremely Important For Me	Somewhat Important	Not a Priority	Not Needed at This Time	Response Total
Understanding and demonstrating the NYS Teaching Standards.	47%(102)	35%(76)	8%(17)	11%(24)	219
Using student Artifacts to demonstrate competency.	38%(84)	36%(78)	14%(30)	12%(27)	219
Formal Observation Tips and Strategies.	44%(97)	33%(73)	15%(32)	8%(17)	219
Self-Reflective Practice.	38%(83)	39%(85)	13%(28)	11%(23)	219
Peer Coaching/Clinical Supervision as part of the teacher evaluation process.	32%(71)	37%(82)	15%(33)	15%(33)	219
Creating and using a Portfolio as part of the teacher evaluation process.	31%(67)	41%(89)	16%(34)	13%(29)	219
Creating and Using a video as part of the teacher evaluation process.	20%(43)	36%(79)	24%(53)	20%(44)	219
				Total Respondents	219

11. Please indicate your training priorities of the following topics regarding Dignity for All Students Act/Student Management

	Extremely Important For Me	Somewhat Important	Not a Priority	Not Needed at This Time	Response Total
Introduction/Awareness of New Regulations	48%(106)	39%(85)	10%(22)	3%(6)	219
Character Education	45%(98)	32%(70)	14%(31)	9%(20)	219
Anti-Bullying	44%(96)	34%(74)	13%(29)	9%(20)	219
Internet Safety	38%(84)	33%(73)	18%(40)	10%(22)	219
Cyberbullying	40%(87)	32%(69)	19%(42)	10%(21)	219
Character Education	45%(99)	31%(67)	14%(31)	10%(22)	219
Managing Student Stress	37%(80)	38%(84)	16%(36)	9%(19)	219
School Violence Issues	35%(77)	32%(70)	21%(46)	12%(26)	219
Student Discipline	47% (102)	31%(67)	16%(34)	7%(16)	219
District Code of Conduct for Staff and Students	37%(81)	34%(74)	21%(45)	9% (19)	219
				Total Respondents	219

Kenmore Staff Development Center
KSDC Support Staff Needs Assessment Survey – June 2012

1. Please state your occupational classification.

	Response Total	Response Percent
Ken Ton Administrator	0	0%
Ken Ton Teacher	7	8%
Ken Ton Support Staff (B & G)	2	2%
Ken Ton Support Staff (Technology)		1%
Ken Ton Support Staff (Food Service)		5%
Ken Ton Support Staff (Transportation)	0	0%
Ken Ton Support Staff (Teacher Aide)	39	46%
Ken Ton Support Staff (Library Clerk)	6	7%
Ken Ton Support Staff (Nurse)	4	5%
Ken Ton Support Staff	18	21%

(Clerical)			
Ken Ton Substitute Teacher		0	0%
Other (Please specify below)		3	4%
	Total Respondents		84
	Average		1.0
	Weighted Average		1.0

2. If you indicated Other in question #1, please specify your occupational classification below:

View responses to this question

Total Respondents **6**

Full Response 1. Support Staff Substitute 2. RPT Clerk Typist 3.School Monitor 4. School Monitor 5. k-12 Art 6. Account Clerk Typist

3. Please indicate the building of your current assignment.

	Response Total	Response Percent
Ken Ton Administration Building	7	8%
Edison Elementary	5	6%
Franklin Elementary	2	2%
Hamilton Elementary	3	4%
Holmes Elementary	2	2%
Hoover Elementary	6	7%
Jefferson Elementary	2	2%
Lindbergh Elementary	4	5%
Roosevelt Elementary	6	7%
Franklin Middle School	8	10%
Kenmore Middle School	6	7%
Hoover Middle School	6	7%
Kenmore East High School	11	13%
Kenmore West High School	12	14%
Green Acres Building	0	0%

Sheridan Building		3	4%
B & G		0	0%
Longfellow		0	0%
Transportation		1	1%
Other or Outside of District		0	0%
	Total Respondents		84

4. If you indicated Other or Outside of District in question #3, please specify your occupational location below:

No responses were entered for this question.

Total Respondents	0
(skipped this question)	84

5. Please indicate areas of additional technology training which you would like to see offered.

	Basic Training	Advanced Training	Trouble shooting Strategies	Technology Support/Assistance	Learning Technology Integration Strategies	Want to learn Differentiation Strategies using Technology	Competent. no further training needed	Response Total
Lcd Projectors	69%(58)	2%(2)	1%(1)	7%(6)	1%(1)	1%(1)	18%(15)	84
IPad Usage	69%(58)	12%(10)	0%(0)	2%(2)	4%(3)	1%(1)	12%(10)	84
Document Cameras	70%(59)	7%(6)	0%(0)	4%(3)	0%(0)	2%(2)	17%(14)	84
Clickers	69%(58)	1%(1)	2%(2)	6%(5)	0%(0)	2%(2)	19%(16)	84
SMART Board Training	79%(66)	1%(1)	1%(1)	4%(3)	1%(1)	0%(0)	14%(12)	84
Interwrite Tablets	74%(62)	2%(2)	1%(1)	6%(5)	0%(0)	1%(1)	15%(13)	84
Flip Cameras	65%(55)	11%(9)	0%(0)	4%(3)	0%(0)	1%(1)	19%(16)	84
Google Docs	70%(59)	12%(10)	0%(0)	5%(4)	0%(0)	0%(0)	13%(11)	84
Web page Design	69%(58)	10%(8)	0%(0)	5%(4)	0%(0)	2%(2)	14%(12)	84
Wikiis/Blogs and Podcasts	74%(62)	4%(3)	0%(0)	5%(4)	1%(1)	2%(2)	14%(12)	84
Microsoft 2010	54%(45)	25%(21)	7%(6)	4%(3)	1%(1)	0%(0)	10%(8)	84
Excel 2010	63%(53)	19%(16)	2%(2)	5%(4)	1%(1)	0%(0)	10%(8)	84
Power Point 2010	62%(52)	18%(15)	2%(2)	4%(3)	1%(1)	0%(0)	13%(11)	84
Movie Maker	71%(60)	11%(9)	0%(0)	5%(4)	0%(0)	1%(1)	12%(10)	84
School Wires	74%(62)	2%(2)	1%(1)	5%(4)	0%(0)	1%(1)	17%(14)	84
Word Processing Skills	52%(44)	23%(19)	4%(3)	5%(4)	0%(0)	0%(0)	17%(14)	84
Internet Usage Skills	51%(43)	15%(13)	5%(4)	6%(5)	0% (0)	0%(0)	23%(19)	84
						Total Respondents		84

7. Please indicate your interest regarding taking workshops on the following Leadership skills:

	Extremely Important For Me	Somewhat Important	Not a Priority	Not Needed at This Time	Response Total
Communication	35%(29)	31%(26)	15%(13)	19%(16)	84
Customer Service	32%(27)	23%(19)	20%(17)	25%(21)	84
Time Management	33%(28)	23%(19)	18%(15)	26%(22)	84
Scheduling and Running a Meeting	5%(4)	20%(17)	35%(29)	40%(34)	84
Facilitating Group Participation	6%(5)	25%(21)	31%(26)	38%(32)	84
Maintaining a Positive Work Environment	50%(42)	24%(20)	13%(11)	13%(11)	84
				Total Respondents	84

8. Please indicate your training priorities of the following current topics regarding safety issues.

	Extremely Important For Me	Somewhat Important	Not a Priority	Not Needed at This Time	Response Total
Internet Safety	39%(33)	33%(28)	13%(11)	14%(12)	84
Cyberbullying	40%(34)	29%(24)	18%(15)	13%(11)	84
Conflict Resolution	44%(37)	33%(28)	15%(13)	7%(6)	84
District Code of Conduct for Staff and Students	45%(38)	36%(30)	11%(9)	8%(7)	84
Anti-bullying	46%(39)	33%(28)	7%(6)	13%(11)	84
Violence Prevention	42%(35)	37%(31)	10%(8)	12%(10)	84
				Total Respondents	84

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- **a.** promote, support, and model creative and innovative thinking and inventiveness
- **b.** engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- **c.** promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- **d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- **a.** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- **b.** develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- **c.** customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- **d.** provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- **a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- **b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- **c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- **d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- **a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- **b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- **c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- **d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- **a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- **b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- **c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- **d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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District Computer Distribution rev O

1/23/2013

School	Gateway Profile 6	Dell OptiPlex 745	Dell Lat D620	Dell Lat D620	Dell Lat D620	Dell OptiPlex 745	Dell Lat D630	Dell Lat D630	Dell Optiplex 755	Dell Optiplex 755	PLTW Desktop	PLTW Laptops	Dell Opti 755	Imac Art	Dell E4600	Dell E4600	Dell E6400	Dell Optiplex 760	HP 8000 elite	HP 8000 Elite	Dell Lat 6400	Hp Pro book 6455b	HP Comp 6005	HP Comp 6005	HP Pro book 6455b	HP 6005	HP Pro book 6455b	HP Z210	Apple Imac 21.5	HP 8200	HP 6455b	N Comp L300	Totals
RIC #	music	lab	Class 34840	Teach 34843	Admin 34838	FS	38216	38218	acl 38221	38223	CAD AHW 20008	SAH008	SAH	41952	41944	41958	41930	41927	CSLO 45408	CSLO 45408	ARRA Grant	47055	46322	46322	Grant 47739		50448	50450	50426	53418	53421	53424	Per Bldg
AD	0	1	6	2	2	0	2	0	0	1	0	0	0	0	0	0	0	1	21	0	0	1	0	1	0		1	0	0	3	21		63
KW	0	25	0	1	1	5	0	0	113	172	50	0	0	25	0	0	5	157	25	0	0	31	0	0	15			50	29	26	2		732
KE	0	25	0	1	1	5	0	0	84	135	50	0	44	25	0	0	3	133	0	0	0	31	0	5	15	1		50	29	25	12		674
KMS	0	0	0	1	0	4	0	0	0	0	0		0	12	30	0	0	0	0	0	0	16	0	233	0	1		25	0		1		323
FMS	0	0	0	1	0	5	0	0	0	0	0		0	12	30	0	2	0	0	0	0	16	0	223	0	1		25	0		1		316
HMS	0	0	0	1	1	7	0	0	0	0	0		0	12	30	0	1	0	0	0	0	16	0	235	0	1	1	25	0		2		332
Holmes	0	25	0	0	0	3	0	0	0	0	0	0	0	0	0	0	3	14	0	0	24	16	0	16	0	1	150	0	0		5	28	285
Roosevelt	0	25	42	7	0	3	11	18	0	0	0	0	0	0	0	28	3	13	0	0	24	16	0	26	0	1		0	0		53	28	298
Hoover	0	25	66	17	0	1	12	30	0	0	0	0	0	0	0	42	2	17	0	0	24	16	0	22	0	1		0	0		87	28	390
Lindbergh	0	25	60	10	0	2	11	24	0	0	0	0	0	0	0	28	2	18	0	0	0	16	0	16	0	1	30	0	0		74	28	345
Edison	0	25	60	11	1	1	11	24	0	0	0	0	0	0	0	35	1	13	0	0	0	16	0	17	0	1	30	0	0		77	28	351
Franklin	0	25	55	8	0	1	12	30	0	0	0	0	0	0	0	35	1	14	0	0	24	16	0	30	0	1		0	0		68	28	348
Jefferson	0	25	42	7	0	1	10	18	0	0	0	0	0	0	0	21	2	15	0	0	0	16	0	10	0	0	30	0	0			0	197
Hamilton	1	25	42	7	1	1	12	30	0	0	0	0	0	0	0	35	0	15	0	0	24	16	0	19	0	1		0	0		53	28	310
Sheridan	0	0	0	0	0	1	0	0	0	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3		0	0	1			43
Longfellow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0				0
Trans	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0	2			2
B&G	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0				4
TBD					3		1	6	0	0	0	6	0	0	0	0	0	4	0	10	0	0	0	0	0	0	0	0	0	8		32	70
Total	1	251	373	74	10	40	86	180	197	346	100	6	44	86	90	224	25	414	46	10	120	239	9	853	30	14	242	175	58	65	456	228	5083
Yr Purchased	2007	2007	2007	2007	2007	2007	2008	2008	2008	2008	2008	2009	2009	2009	2009	2009	2009	2009	2009	2009	2010	2010	2010	2010	2010	2011	2011	2011	2011	2012	2012	2012	

Replacement Year																																	Totals
2010 - 11																					120	239	9	853	30								1251
2011 - 12																										0	0	0	0				0
2012 - 13	1	251	373	74	10	40																											749
2013 - 14							86	180	197	346	100																						909
2014 - 15												6	44	86	90	224	25	414	0	10													899
2015 - 16																					120	239	9	853	30								1251

	Ken West Senior	Ken East Senior	Kenmore Middle	Franklin Middle	Hoover Middle	Hoover Elm	Franklin Elm	Edison Elm	Jefferson Elm	Hamilton Elm	Holmes Elm	Lindbergh Elm	Roosevelt Elm	Sheridan Bldg	Transportation Bldg	Administration Bldg
Classroom/Science	209	174	69	77	93	169	154	141	93	130	168	135	118	0	0	0
Computer Technology Rooms	201	351	158	156	153	26	42	26	25	31	37	31	34	0	0	0
Library/Media	144	59	37	35	40	22	15	22	23	22	22	22	22			
Administrative or PPS offices, non inst	58	53	30	23	28	21	13	8	11	14	13	17	16	0	0	0
Mobile Computer labs	48	59	49	50	49	51	50	53	50	47	47	52	41			
Total Computers	**660**	**696**	**343**	**341**	**363**	**289**	**274**	**250**	**202**	**244**	**287**	**257**	**231**	**0**	**0**	**0**
Printers																
Scanners																
Digital Cameras	72	30	28	28	22	15	16	22	16	17	18	17	21	78	31	68
Projection Devices	129	102	69	55	60	29	27	31	26	29	21	24	24	3	1	3
Switches	15	10	11	10	7	2	4	6	6	4	4	4	3	4	3	20
Servers	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	34
Connection	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig	Fiber - 1Gig
Internet access	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed	High Speed

Software Requests 2013-2014

Page 1 of 1

First Name*

Last Name*

Building*

Title*
-- Please Select --

What grade levels is this software for?*
- K - 6
- K - 8
- 9-12
- K - 12
- Other, please specify

Please indicate which department will be using software.

Software Title*

General description of software*

Please indicate whether this is a new request, a subscription renewal, or an upgrade to software currently used. (Please note: If this is a renewal or an upgrade you must submit usage reports/statistics from the most recent year to Colleen in Tech Services.)*
- New Request
- Subscription Renewal
- Upgrade

Will this software replace a different software title that you are currently using?*
-- Please Select --

If this is replacing other software, what software is it replacing?

Please indicate which building/buildings will be using software.*
- All Elementary Schools
- All Middle Schools
- All High Schools
- District Wide
- Other, please specify

Please indicate what type of license you are requesting (if known, other wise explain)*
- Single User License (for one computer only)
- Lab Pack (for labs)
- Site License (for entire building)
- District License (for entire district)
- Other, please specify

What is the cost of the license(s) you are requesting?*

Publisher

Vendor name

Vendor Phone #

Vendor Website

Minimum RAM required to run software

Hard Drive Space Needed

Operating System (Win or Mac)

Is additional hardware needed for this software? If yes you must fill out a Hardware Request form.
Yes No

Hardware Requests 2013-2014

Page 1 of 1

First Name*

Last Name*

Building*

Title*
-- Please Select --

What grades level will this hardware be used for?*
- K - 6
- K - 8
- 9 - 12
- K - 12
- Other, please specify

Please indicate which department will be using hardware:

Please indicate which building or buildings will be using this hardware.*
- All Elementary Schools
- All Middle Schools
- All High Schools
- District Wide
- Other, please specify

Hardware Type*
-- Please Select --

General description of hardware*

Make

Model

Cost per unit*

Quantity*

Is this hardware replacing existing hardware?*
-- Please Select --

If yes, please note the hardware being replaced.

Is training needed?*
Yes No

If training is needed, who will be doing the training?
- Staff Development
- BOCES
- District
- Other, please specify

Has staff development been notified of training needs?
Yes Not Needed

I have reviewed my hardware need with (please indicate names below):*

Tech Liaison (Elementary)

CLS (Secondary)

Building Principal

Is a demo required? If yes, contact Tech Services.
-- None --

District Software

Base image:
Windows XP SP3 or Windows 7
Symantec Anti-Virus
Microsoft Office 2010
Microsoft Producer
Microsoft Photo Story
LibreOffice
FirstClass
Google Chrome
Mozilla Firefox
Adobe Reader
Audacity
CPS
The Gimp
Google Earth
Google Sketchup
Adobe Flash Player
Adobe Shockwave Player
PDFCreator
Quicktime
RealPlayer
Spybot S&D
SMARTboard tools
Interwrite Workspace
Skype
Google Picassa
Andrew Mosaic
Any Video Converter
CamStudio
ExamView player
FlipShare software
Handbrake
Printkey
AverVision / Aver+
Computer Specific CD/DVD burning software

Elementary:
Tux Math
Tux Type
Tux Paint
Timez Attack
Project Ride 1.5.1
Everyday Math Package
Tool Factory w/o Scanning

Middle & High Schools:
Adobe Design Suite
Ti Connect and Study Card Creator
Aspex Tabs
Tabs MST
Tool Factory w/ Scanning

Department Software

Business:	**Licenses**
All the right type	**3 site license for Middle Schools**
Microtype	**2 site licenses for High Schools**
Automated Accounting	**2 site licenses for High Schools**
Adobe Suite	**2 site licenses for High Schools**
Virtual Business : Retailing, Sports, Management	**30 Single for KE**
Technology:	
Autodesk Design Academy	**2 site licenses for High Schools PLTW**
Edgecam	**2 site licenses for High Schools PLTW**
RobotC	**2 site licenses for High Schools PLTW**
RoboPro	**2 site licenses for High Schools PLTW**
NI Circuit Design Suite	**2 site licenses for High Schools PLTW**
MDSolids	**2 site licenses for High Schools PLTW**
West Point Bridge designer	**2 site licenses for High Schools PLTW**
Virtual Tensile tester	**2 site licenses for High Schools PLTW**
Vernier Logger Pro	**2 site licenses for High Schools PLTW**
CNC Motion	**2 site licenses for High Schools PLTW**
Flowbotics studio	**2 site licenses for High Schools PLTW**
Americas Army	**2 site licenses for High Schools PLTW**
Basic Stamp	**2 site licenses for High Schools PLTW**
Bridge Builder	**2 site licenses for High Schools PLTW**
Car Builder	**Site Licenses Middle School**
Sim City 3000	**30 Licenses each Middle School**
Stress Analyzer software	**2 site licenses for High Schools PLTW**
Tabs+	**2 site licenses for High Schools PLTW**
Music:	
Smartmusic	**6 teacher subscriptions and 51 practice subscriptions**
Finale 2009	**40 single licenses for building music teachers**
Finale notepad 2009	**40 single licenses for building music teachers**
Acoustica MixCraft	**39 single licenses for building music teachers**
Music Ace 1	**8 elementary site licenses (20 each)**
Music Ace 1 and 2	**3 – 15 pack for Middle School** **1 site license KE**
Math:	
Examgen	**Site License for Middle and High Schools**
GSP4	**40 KE, 181 KW 50 each Middle School**
Minitab	**60 concurrent licenses**
Calculus in Motion	**20 at each High School**
Fathom Dynamic	**2 single copies 1 each High School**
Algebra in motion	**20 each High School**

Fast math	**Site Licenses all elementary**
Fraction Nation	**Site Licenses all elementary**
Science:	
Examgen	**Site License for Middle and High Schools**
Examview	**Free software with Text books**
Data Studio	**2 site license High School**
Motic images plus	**1 license HM**
Holt Puzzle Pro	**1 license HM**
ChemASAP	**1 5pk plus 2 single KE**
Brainpop/Brainpop JR	**Elementary and Middle School**
Interactive Physics	**30 PK KE & KW**
Social:	
Examgen	**All Middle and High Schools**
Art:	
Mac OS 10.7	
iWork suite	**5 site license Middle and High**
Office Suite	
Adobe Suite	**Site license each High school**
Maya	**26 license each High School**
Final Cut Express	**50 single license 9 for MS 40 for HS**

Rel Comm
"Voice & Data Communications"
250 Cumberland St.
Suite 214
Rochester, NY 14605
(585) 546-8888

May 21, 2012

Kenton Town of Tonawanda Central School District
1500 Colvin Blvd.
Kenmore, New York 14223

Attention: Mr. Martin Wende
Prepared by: Joseph A. Marasco 585-697-5029

(i) SCOPE OF WORK

In late 2008, Nortel Networks filed for bankruptcy protection and in 2009 was purchased by Avaya in a bankruptcy auction. It is widely speculated throughout the industry that this purchase was to obtain Nortel's vast customer base. Since that time Avaya/Nortel has been discontinuing support on many of Nortel's traditional product lines and either forcing their customers to purchase very expensive software and/or hardware updates or fork lift their systems to Avaya's enterprise PBX equipment. In the case of the Ken-Ton's Nortel systems, the current software level is not supported and the many of the system's components have been manufactured discontinued. Even if these systems were upgraded today to Avaya's Succession options, Avaya's plan is to end all support within 18 – 24 months.

Rel Comm ended its dealer status with Nortel when the transfer of ownership was completed with Avaya, but we can still support the over 100 systems the we have installed in the past. We have also been a Mitel Platinum Partner since 1998 and have been a Top 25 Dealer since 2000. The Mitel product line meets and actually exceeds the specifications of any of Avaya/Nortel's products. Mitel is a 40 year old, financially stable manufacturer of telecommunications equipment that offers robust products at reasonable pricing. In the past four years Rel Comm has been successfully migrating a major portion of our Nortel base to Mitel, including such school districts as: Springville-Griffith, Oakfield-Alabama, Penfield, Sodus, Kendall, Palmyra-Macedon, Byron-Bergen and Lackawanna.

This proposal offers a full migration of the District's Nortel systems to Mitel's replacing the Digital phone sets with Mitel IP sets and retaining the existing Analog phones while now integrating them to the new platform. In this option we have priced an onsite Voice Mail system as a replacement to the Districts current hosted First Class offering. This is an option, not a requirement and the District can retain the First Class offering if desired.

All Mitel's products are on NYS OGS Contract.

Full Migration - IP and Analog Mitel Upgrade

Rel Comm is pleased to present the Ken-Ton CSD with a budgetary proposal based on your request for a Voice over IP Telecommunications System for the district. In this proposal we will replace all the existing Digital phones with VoIP phones and retain the Analog Single Lines phones currently installed in the class rooms and other associated areas throughout the District. We are proposing Mitel's 3300 MCD Enterprise solution. In this design we will expand the existing 3300 MXe IP/PBX Controller located at the Administration Building and will be designated as NODE 1, the HOST site. This Controller can be licensed for up to 500 Licenses. We have this Controller equipped with (1) T1/PRI Circuit for connection to the PSTN through a Service Provider of Ken-Ton's choice. The Mitel 3300 IP/PBX can accommodate SIP Trunking if this is an option. This Controller will be equipped with (96) Enterprise IP Endpoint Licenses and (66) ONS Analog Licenses. This represents all the phone sets throughout the Admin Office facility. In this centralized, survivable design, we have equipped a 3300 IP/PBX Controller at each site for transparency and survivability. The unique feature of the Mitel MCD design and the IP Enterprise licenses is that designated priority phones can be registered on multiple Controllers so if a specific Controller should fail the IP device will re-register to another Controller in the Network, this is called Resiliency. We have equipped this Controller with IP Networking for seamless integration to the other district locations. It is assumed that we will be networking the Host site to the other district facilities through the districts fiber optic cable network.

As an option, we are proposing our Auto-Attendant/Voice Mail offering, the NuPoint Unified Messaging server based system. This server comes out of the box with 2,000 hours of storage time and 10,000 mailbox capacity. The initial design is equipped with (24) Ports and can expand to 64. This will also be located at the HOST site (Admin Bldg).

We have equipped the East High School, NODE 2, with a 3300 IP/PBX MXe Controller with (28) Enterprise IP Endpoint Licenses and (154) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the West High School, NODE 3, with a 3300 IP/PBX MXe Controller with (44) Enterprise IP Endpoint Licenses and (176) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability

We have equipped the Edison Elementary School, NODE 4, with a 3300 IP/PBX CX Controller with (10) Enterprise IP Endpoint Licenses and (52) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

Mitel Full Migration – Continued

We have equipped the Franklin Middle School facility, NODE 5, with a 3300 IP/PBX MXe Controller with (18) Enterprise IP Endpoint Licenses and (160) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Hamilton Elementary School, NODE 6, with a 3300 IP/PBX CX Controller with (16) Enterprise IP Endpoint Licenses and (49) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Holmes Elementary School, NODE 7, with a 3300 IP/PBX CX Controller with (16) Enterprise IP Endpoint Licenses and (50) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Hoover Elem/Middle School facility, NODE 8, with a 3300 IP/PBX MXe Controller with (29) Enterprise IP Endpoint Licenses and (180) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability

We have equipped the Jefferson Elementary School, NODE 9, with a 3300 IP/PBX CX Controller with (16) Enterprise IP Endpoint Licenses and (40) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Kenmore Middle School, NODE 10, with a 3300 IP/PBX CX Controller with (18) Enterprise IP Endpoint Licenses and (100) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Lindberg Elementary School, NODE 11 with a 3300 IP/PBX CX Controller with (16) Enterprise IP Endpoint Licenses and (58) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Roosevelt Elementary School, NODE 12, with a 3300 IP/PBX CX Controller with (16) Enterprise IP Endpoint Licenses and (50) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

We have equipped the Sheridan Building, NODE 13, with a 3300 IP/PBX CX Controller with (40) Enterprise IP Endpoint Licenses and (25) ONS Analog Licenses as a survivable NODE with IP Networking/Trunking capability.

Please note that this is a budgetary design concept being offered for further discussion with the Ken-Ton CSD management with the intent in customizing a telecommunications platform that will enhance your internal and external business practices.

This design is based on a converged network design, meaning we running the VoIP Phones over Ken-Ton's LAN/WAN's. It is the District's responsibility to provide the necessary POE Switches, and any other network equipment required for this converged offering, including QoS. For the Wide Area Networking (WAN) of the Mitel phone systems we will be utilizing the Districts Fiber Optic cable and fiber switches to create our own Voice VLAN. Rel Comm will need to complete a thorough inspection of each site for a final installation cost that may require any necessary rack and cabling equipment for a complete installation. A Network Assessment is required before any deployment is started. The Network Assessment is the responsibility of the District and/or BOCES.

This migration from Nortel to Mitel can be rendered as a complete replacement or a phased implementation. A Phased implementation allows the District to migrate on a school by school basis or as funds become available. The only difference in cost would be on the NuPoint Voice Mail system, if applicable. In a phased design, we would have to review the Voice Mail cost for some components that would have to be added.

All Mitel products are on NYS OGS Contract.

Following is the design and pricing for your review:

Ken-Ton CSD
May 21, 2012
Page 5

Administration Building – NODE 1 - HOST

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50003560	DUAL T1/E1 TRUNK MMC	MGA	1
50005105	ASU II	MGA	2
50005731	24 port ONSp Analog Station Card	MGA	3
50005751	DSP II MMC	MGA	0
50006268	3300 MXe III Controller 32G SATA SSD	M9	0
50006269	3300 MXe III Controller	MGA	0
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	2
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	66
54003522	MCD T38 Fax License (12 channels)	MGB	3
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
54005064	MCD IDS Connection License	MGB	1
54005330	Enterprise License Group	MGB	1
MCD - Solution Licenses			
54000303	MCD Digital Link License	MGB	1
54004975	MCD Enterprise User License	MGB	80
54005066	MCD Enterprise Dynamic Extension	MGB	6
Consoles			
50006490	5550 PC Console (Global)	MGA	1
Desktop Devices - 5300 IP Phones and Peripherals			
50005804	5330 IP Phone (Backlit)	MGA	36
50006191	5320 IP Phone	MGA	40
51005172	PWR CRD C7 2.5A 125V-NA PLUG	MGA	1
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **Host $ 65,724.00**

Administration Building – NODE 1 – HOST - Continued

NuPoint Voice Mail System - 24 Ports

Part	Description	dg	Qty
Mitel Communications Director (MCD) - Solution Licenses			
54004975	MCD Enterprise User License	MGB	24
NuPoint Unified Messaging			
54001622	NP. IP integration (max 4 connections)	MGB	1
54002986	NP-Std/SS. 8 port uplift to 9-32 ports	MGB	2
54004114	NP-UM Standard 5.0 Base Options Bundle	MGB	1

OEM - CommSource, DataNet Equipment			
51201712	HP 250GB ENTRY HD 3.5" SATA-300	M8	1
51204996	HP DL320 G6 HE SRVR 1U L5609	M8	1
907.2222-044	HP SLIM DVD-ROM DRV 5.25" INT	M8	1
Additions			
SW_ASSUR	Software Assurance for 3 Years		1

Voice Mail $ 21,947.00

East High School – NODE 2

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50005105	ASU II	MGA	4
50005731	24 port ONSp Analog Station Card	MGA	7
50005751	DSP II MMC	MGA	1
50006268	3300 MXe III Controller 32G SATA SSD	M9	1
50006269	3300 MXe III Controller	MGA	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	5
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	154
54003522	MCD T38 Fax License (12 channels)	MGB	3
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	28
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	2
50005804	5330 IP Phone (Backlit)	MGA	4
50006191	5320 IP Phone	MGA	20
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 64,102.00**

West High School – NODE 3

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50005105	ASU II	MGA	4
50005731	24 port ONSp Analog Station Card	MGA	8
50005751	DSP II MMC	MGA	1
50006268	3300 MXe III Controller 32G SATA SSD	M9	1
50006269	3300 MXe III Controller	MGA	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	5
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	178
54003522	MCD T38 Fax License (12 channels)	MGB	3
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	44
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	2
50005804	5330 IP Phone (Backlit)	MGA	10
50006191	5320 IP Phone	MGA	28
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 69,383.00**

Edison Elementary School – NODE 4

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	1
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54003522	MCD T38 Fax License (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	1
50006191	5320 IP Phone	MGA	6
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 17,303.00**

Franklin Middle School – NODE 5

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50005105	ASU II	MGA	4
50005731	24 port ONSp Analog Station Card	MGA	7
50005751	DSP II MMC	MGA	1
50006268	3300 MXe III Controller 32G SATA SSD	M9	1
50006269	3300 MXe III Controller	MGA	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	5
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	160
54003522	MCD T38 Fax License (8 channels)	MGB	2
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	2
50006191	5320 IP Phone	MGA	13
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 54,488.00**

Hamilton Elementary School – NODE 6

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	1
50005731	24 port ONSp Analog Station Card	MGA	2
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	2
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	49
54003522	MCD T38 Fax License (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	1
50006191	5320 IP Phone	MGA	8
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 21,825.00**

Holmes Elementary/Middle School – NODE 7

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	1
50005731	24 port ONSp Analog Station Card	MGA	2
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	2
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	50
54003522	MCD T38 Fax License (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	1
50006191	5320 IP Phone	MGA	5
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 21,107.00**

Hoover Elementary/Middle School – NODE 8

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50005105	ASU II	MGA	4
50005731	24 port ONSp Analog Station Card	MGA	8
50005751	DSP II MMC	MGA	1
50006268	3300 MXe III Controller 32G SATA SSD	M9	1
50006269	3300 MXe III Controller	MGA	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	5
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	180
54003522	MCD T38 Fax License (12 channels)	MGB	3
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	29
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	2
50005804	5330 IP Phone (Backlit)	MGA	6
50006191	5320 IP Phone	MGA	17
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 65,048.00**

Jefferson Middle School – NODE 9

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	1
50005731	24 port ONSp Analog Station Card	MGA	2
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	2
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	40
54003522	MCD T38 Fax License (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	1
50006191	5320 IP Phone	MGA	6
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 19,022.00**

Kenmore Middle School – NODE 10

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	2
50005731	24 port ONSp Analog Station Card	MGA	4
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	3
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	100
54003522	MCD T38 Fax License (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	3
50006191	5320 IP Phone	MGA	12
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 37,275.00**

Lindberg Elementary School – NODE 11

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	2
50005731	24 port ONSp Analog Station Ccard	MGA	3
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	3
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	58
54003522	MCD T38 license (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	18
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	1
50006191	5320 IP Phone	MGA	6
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 23,814.00**

Roosevelt Elementary School – NODE 12

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	1
50005731	24 port ONSp Analog Station Card	MGA	2
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	2
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	50
54003522	MCD T38 Fax License (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	20
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	1
50005804	5330 IP Phone (Backlit)	MGA	2
50006191	5320 IP Phone	MGA	9
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 23,015.00**

Sheridan Building – NODE 13

Part	Description	dg	Qty
MCD - Core Hardware and Software			
50004451	Quad CIM	MGA	1
50005105	ASU II	MGA	1
50005731	24 port ONSp Analog Station Card	MGA	1
50005751	DSP II MMC	MGA	1
50006093	3300 CX II Controller	MGA	1
50006266	3300 CX(i) II Controller 8G SATA SSD	M9	1
50006271	PWR CRD C13 10A 125V - NA PLUG	MGA	2
51300183	3300 AMB/AOB Connection Unit-America's	M9	1
54002701	MCD ONS Analog Station License	MGB	25
54003522	MCD T38 license (4 channels)	MGB	1
54004973	MCD Enterprise PBX Software	MGB	1
	1 : 54000303 MCD Digital Link License		
	1 : 54000497 MCD XNET		
	1 : 54000540 MCD IP Networking		
	1 : 54000860 (AMC)3300 ADVANCED VOICEMAIL OPTION		
	1 : 54001130 MCD Voicemail Networking		
	1 : 54001490 MCD Tenanting		
	1 : 54002949 MCD Remote Management		
	16 : 54004975 MCD Enterprise User License		
MCD - Solution Licenses			
54004975	MCD Enterprise User License	MGB	40
Desktop Devices - 5300 IP Phones and Peripherals			
50005071	5340 IP PHONE	MGA	2
50005804	5330 IP Phone (Backlit)	MGA	12
50006191	5320 IP Phone	MGA	24
51016170	LIVE CONTENT SUITE (5320/30/40/60)	MGB	1
Software Assurance and Support – 3 Years			
54005195	STD SWAS MCD BASE (INCL 16 USERS)	WG	3

Installed Cost **$ 28,585.00**

Budgetary Pricing Recap

Administration Bldg.	**$ 65,724.00**
Voice Mail	**$ 21,947.00**
East HS	**$ 64,102.00**
West HS	**$ 69,383.00**
Edison Elementary	**$ 17,303.00**
Franklin MS	**$ 54,488.00**
Hamilton Elementary	**$ 21,825.00**
Holmes Elementary	**$ 21,107.00**
Hoover ES/MS	**$ 65,048.00**
Jefferson MS	**$ 19,022.00**
Kenmore MS	**$ 37,275.00**
Lindberg Elementary	**$ 23,814.00**
Roosevelt Elementary	**$ 23,015.00**
Sheridan Bldg.	**$ 28,585.00**
Installed Cost	**$ 532,638.00**

NYS Contract: Group # 77018 Award # 21350 PT64300

(ii) NOTES

1. The preceding pricing is valid for 60 days from the date of this proposal. Once the project is approved by the District, Rel Comm will apply for any Mitel discounts that may be available..

2. 110v dedicated circuits and grounding required, by Owner, at Phone Systems and Network Closet Locations.

3. This pricing is based on the integrity of the existing station/data cabling. A minimum of Cat. 5 cable is required for all IP Phones. Rel Comm requires a cable discovery site visit to ensure the cabling is in good working condition. Pricing does not include any rack or MDF hardware. Additional charges may apply for any additional cable runs.

NOTES – Continued

4. Rel Comm will make any requested modifications to the existing system software program for a period of 30 days after the cutover of your new systems. This service will be offered for up to 2-hours of remote programming for each site. We appreciate your business and strive to deliver the highest level of quality and customer satisfaction in the industry.

5. **Rel Comm has included a One Year Warranty on all parts and labor based on a Pre-Paid Maintenance Agreement. Three Years of Software Assurance.**

6. Pricing is based on the integrity of the Ken-Ton CSD's LAN/WAN Network. It is required that a Network Assessment be provided before commencement of the IP Phone system installation. The cost of this Network Assessment is not included in the Base System pricing.

7. Pricing does not include any POE Switches, Routers or other data network equipment. Upon request, Rel Comm will provide design and cost for required data equipment or provide technical assistance in implementing owner-supplied equipment.

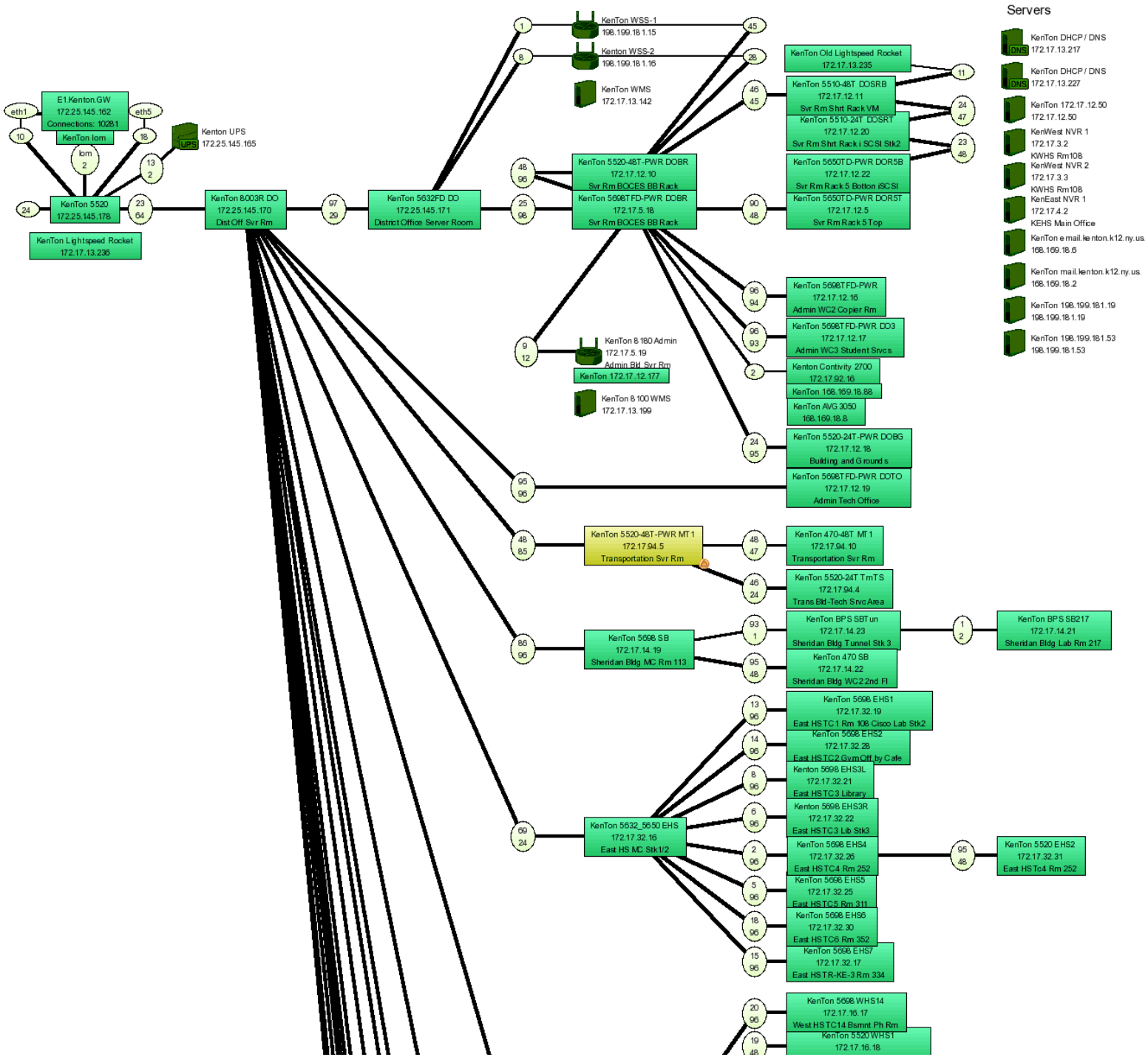
8. Manufacturer's required battery back-up UPS's are not included in this proposal. Depending on the Districts requirements, Rel Comm can provide pricing and/or part numbers upon request.

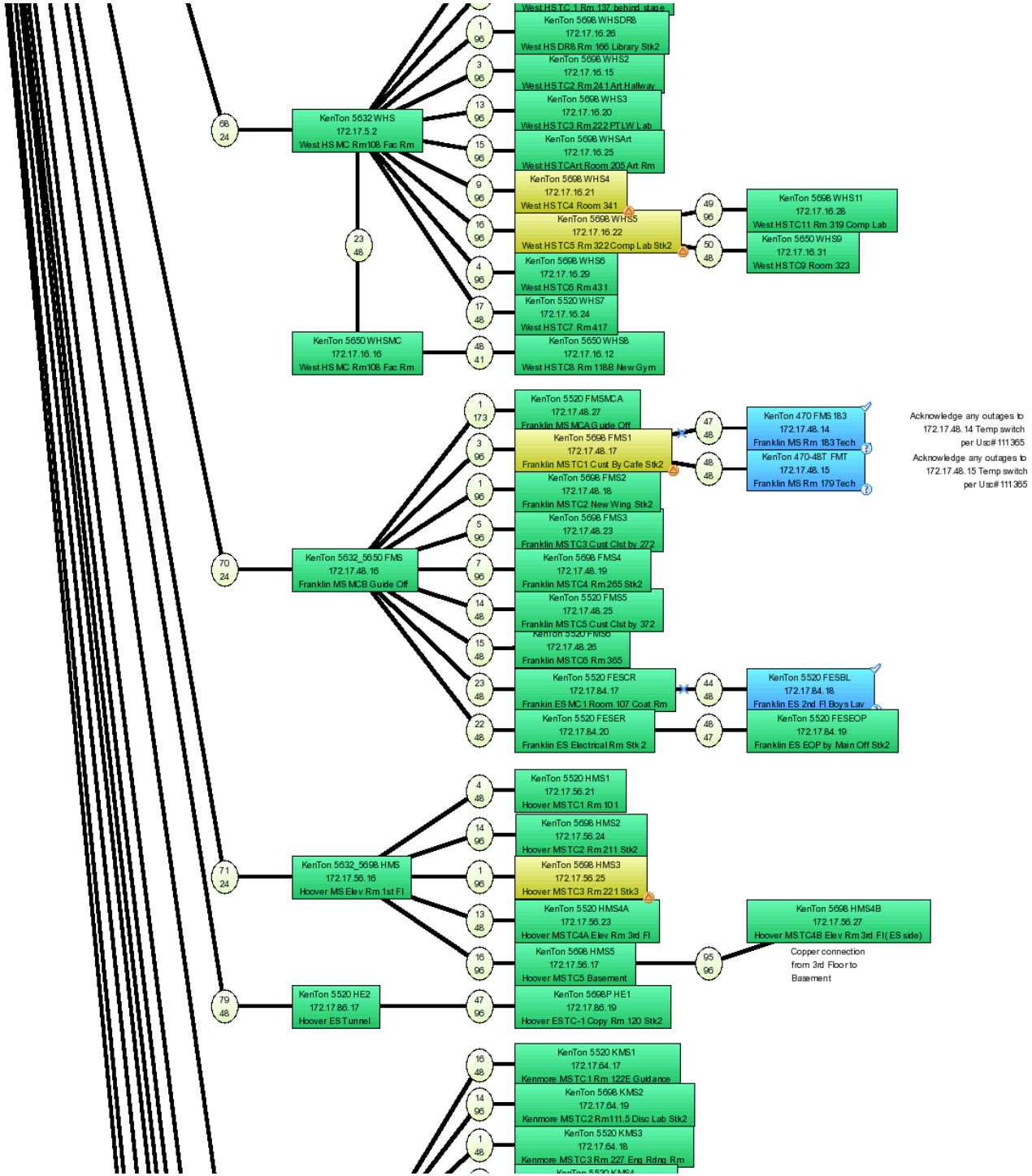
9. Training

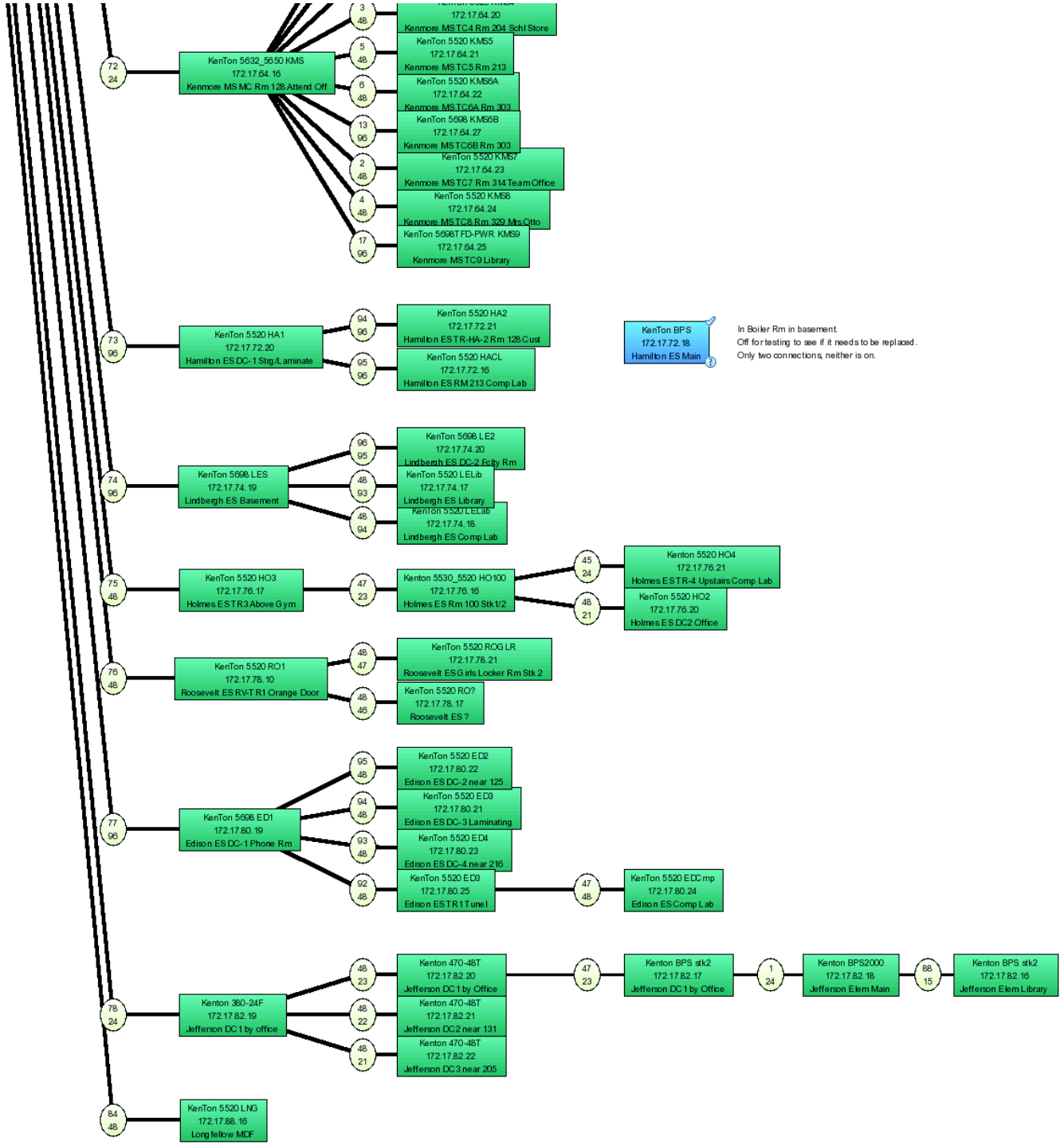
- User Training: 1 hour training sessions will be held. Training is conducted in groups of ten (10) users, using identical sets as purchased. Training is conducted on site, at customer's pre-arranged time(s). Follow-up training is available on request.

- Console Operator Training: One (1) hour of training & support on an individualized basis for console operators on the equipment at the customer's site.

- Administrator Training: (3) Two hour training sessions, includes system familiarization with special emphasis on system features & functions. Pre-arranged times with customer for training either on site, or at company headquarters.


Servers
E1.Kenton.GW
172.25.145.162
Connections: 10281
KenTon Iom
eth1
eth5
10
18
Iom
2
13
2
Kenton UPS
172.25.145.165
24
KenTon 5520
172.25.145.178
23
64
KenTon Lightspeed Rocket
172.17.13.236
KenTon 8003R DO
172.25.145.170
Dist Off Svr Rm
97
29
KenTon 5632FD DO
172.25.145.171
District Office Server Room
1
8
KenTon WSS-1
198.199.18.1.15
Kenton WSS-2
198.199.18.1.16
KenTon WMS
172.17.13.142
48
96
KenTon 5520-48T-PWR DOBR
172.17.12.10
Svr Rm BOCES BB Rack
25
96
KenTon 5698TFD-PWR DOBR
172.17.5.18
Svr Rm BOCES BB Rack
45
28
46
45
KenTon Old Lightspeed Rocket
172.17.13.235
KenTon 5510-48T DOSRB
172.17.12.11
Svr Rm Shrt Rack VM
KenTon 5510-24T DOSRT
172.17.12.20
Svr Rm Shrt Rack i SCSI Stk2
11
24
47
23
48
KenTon 5650TD-PWR DOR5B
172.17.12.22
Svr Rm Rack 5 Botton iSCSI
90
48
KenTon 5650TD-PWR DOR5T
172.17.12.5
Svr Rm Rack 5 Top
KenTon DHCP / DNS
172.17.13.217
KenTon DHCP / DNS
172.17.13.227
KenTon 172.17.12.50
172.17.12.50
KenWest NVR 1
172.17.3.2
KWHS Rm108
KenWest NVR 2
172.17.3.3
KWHS Rm108
KenEast NVR 1
172.17.4.2
KEHS Main Office
KenTon email.kenton.k12.ny.us
168.169.18.6
KenTon mail.kenton.k12.ny.us
168.169.18.2
KenTon 198.199.181.19
198.199.18.1.19
KenTon 198.199.181.53
198.199.18.1.53
96
94
KenTon 5698TFD-PWR
172.17.12.16
Admin WC2 Copier Rm
96
93
KenTon 5698TFD-PWR DO3
172.17.12.17
Admin WC3 Student Srvcs
2
Kenton Contivity 2700
172.17.92.16
KenTon 168.169.18.88
KenTon AVG 3050
168.169.18.8
9
12
KenTon 8180 Admin
172.17.5.19
Admin Bld Svr Rm
KenTon 172.17.12.177
KenTon 8100 WMS
172.17.13.199
24
95
KenTon 5520-24T-PWR DOBG
172.17.12.18
Building and Grounds
95
96
KenTon 5698TFD-PWR DOTO
172.17.12.19
Admin Tech Office
48
85
KenTon 5520-48T-PWR MT1
172.17.94.5
Transportation Svr Rm
48
47
KenTon 470-48T MT1
172.17.94.10
Transportation Svr Rm
46
24
KenTon 5520-24T TmTS
172.17.94.4
Trans Bld-Tech Srvc Area
86
96
KenTon 5698 SB
172.17.14.19
Sheridan Bldg MC Rm 113
93
1
KenTon BPS SBTun
172.17.14.23
Sheridan Bldg Tunnel Stk 3
1
2
KenTon BPS SB217
172.17.14.21
Sheridan Bldg Lab Rm 217
95
48
KenTon 470 SB
172.17.14.22
Sheridan Bldg WC2 2nd Fl
69
24
KenTon 5632_5650 EHS
172.17.32.16
East HS MC Stk1/2
13
96
KenTon 5698 EHS1
172.17.32.19
East HSTC1 Rm 108 Cisco Lab Stk2
14
96
KenTon 5698 EHS2
172.17.32.28
East HSTC2 Gym Off by Cafe
8
96
Kenton 5698 EHS3L
172.17.32.21
East HSTC3 Library
6
96
Kenton 5698 EHS3R
172.17.32.22
East HSTC3 Lib Stk3
2
96
KenTon 5698 EHS4
172.17.32.26
East HSTC4 Rm 252
95
48
KenTon 5520 EHS2
172.17.32.31
East HSTc4 Rm 252
5
96
KenTon 5698 EHS5
172.17.32.25
East HSTC5 Rm 311
18
96
KenTon 5698 EHS6
172.17.32.30
East HSTC6 Rm 352
15
96
KenTon 5698 EHS7
172.17.32.17
East HSTR-KE-3 Rm 334
20
96
KenTon 5698 WHS14
172.17.16.17
West HSTC14 Bsmnt Ph Rm
19
48
KenTon 5520 WHS1
172.17.16.18


West HSTC 1 Rm 137 behind stage
KenTon 5698 WHSDR8
172.17.16.26
West HS DR8 Rm 166 Library Stk2
KenTon 5698 WHS2
172.17.16.15
West HSTC2 Rm 241 Art Hallway
KenTon 5698 WHS3
172.17.16.20
West HSTC3 Rm 222 PTLW Lab
KenTon 5698 WHSArt
172.17.16.25
West HSTCArt Room 205 Art Rm
KenTon 5698 WHS4
172.17.16.21
West HSTC4 Room 341
KenTon 5698 WHS5
172.17.16.22
West HSTC5 Rm 322 Comp Lab Stk2
KenTon 5698 WHS6
172.17.16.29
West HSTC6 Rm 431
KenTon 5520 WHS7
172.17.16.24
West HSTC7 Rm 417
KenTon 5650 WHS8
172.17.16.12
West HSTC8 Rm 118B New Gym
KenTon 5698 WHS11
172.17.16.28
West HSTC11 Rm 319 Comp Lab
KenTon 5650 WHS9
172.17.16.31
West HSTC9 Room 323
KenTon 5632 WHS
172.17.5.2
West HS MC Rm108 Fac Rm
KenTon 5650 WHSMC
172.17.16.16
West HS MC Rm108 Fac Rm
KenTon 5520 FMSMCA
172.17.48.27
Franklin MS MCA Guide Off
KenTon 5698 FMS1
172.17.48.17
Franklin MSTC1 Cust By Cafe Stk2
KenTon 5698 FMS2
172.17.48.18
Franklin MSTC2 New Wing Stk2
KenTon 5698 FMS3
172.17.48.23
Franklin MSTC3 Cust Clst by 272
KenTon 5698 FMS4
172.17.48.19
Franklin MSTC4 Rm 265 Stk2
KenTon 5520 FMS5
172.17.48.25
Franklin MSTC5 Cust Clst by 372
KenTon 5520 FMS6
172.17.48.26
Franklin MSTC6 Rm 365
KenTon 5520 FESCR
172.17.84.17
Frankin ES MC 1 Room 107 Coat Rm
KenTon 5520 FESER
172.17.84.20
Franklin ES Electrical Rm Stk 2
KenTon 470 FMS 183
172.17.48.14
Franklin MS Rm 183 Tech
KenTon 470-48T FMT
172.17.48.15
Franklin MS Rm 179 Tech
KenTon 5520 FESBL
172.17.84.18
Franklin ES 2nd Fl Boys Lav
KenTon 5520 FESEOP
172.17.84.19
Franklin ES EOP by Main Off Stk2
KenTon 5632_5650 FMS
172.17.48.16
Franklin MS MCB Guide Off
Acknowledge any outages to
172.17.48.14 Temp switch
per Usc# 111365
Acknowledge any outages to
172.17.48.15 Temp switch
per Usc# 111365
KenTon 5520 HMS1
172.17.56.21
Hoover MSTC1 Rm 101
KenTon 5698 HMS2
172.17.56.24
Hoover MSTC2 Rm 211 Stk2
KenTon 5698 HMS3
172.17.56.25
Hoover MSTC3 Rm 221 Stk3
KenTon 5520 HMS4A
172.17.56.23
Hoover MSTC4A Elev Rm 3rd Fl
KenTon 5698 HMS5
172.17.56.17
Hoover MSTC5 Basement
KenTon 5698 HMS4B
172.17.56.27
Hoover MSTC4B Elev Rm 3rd Fl (ES side)
Copper connection
from 3rd Floor to
Basement
KenTon 5632_5698 HMS
172.17.56.16
Hoover MS Elev Rm 1st Fl
KenTon 5520 HE2
172.17.86.17
Hoover ES Tunnel
KenTon 5698P HE1
172.17.86.19
Hoover ESTC-1 Copy Rm 120 Stk2
KenTon 5520 KMS1
172.17.64.17
Kenmore MSTC1 Rm 122E Guidance
KenTon 5698 KMS2
172.17.64.19
Kenmore MSTC2 Rm111.5 Disc Lab Stk2
KenTon 5520 KMS3
172.17.64.18
Kenmore MSTC3 Rm 227 Eng Rdng Rm


KenTon 5632_5650 KMS
172.17.64.16
Kenmore MS MC Rm 128 Attend Off
KenTon 5520 KMS4
172.17.64.20
Kenmore MSTC4 Rm 204 Schl Store
KenTon 5520 KMS5
172.17.64.21
Kenmore MSTC5 Rm 213
KenTon 5520 KMS6A
172.17.64.22
Kenmore MSTC6A Rm 303
KenTon 5698 KMS6B
172.17.64.27
Kenmore MSTC6B Rm 303
KenTon 5520 KMS7
172.17.64.23
Kenmore MSTC7 Rm 314 Team Office
KenTon 5520 KMS8
172.17.64.24
Kenmore MSTC8 Rm 329 Mrs Otto
KenTon 5698TFD-PWR KMS9
172.17.64.25
Kenmore MSTC9 Library
KenTon 5520 HA1
172.17.72.20
Hamilton ES DC-1 Strg/Laminate
KenTon 5520 HA2
172.17.72.21
Hamilton ES TR-HA-2 Rm 128 Cust
KenTon 5520 HACL
172.17.72.16
Hamilton ES RM 213 Comp Lab
KenTon BPS
172.17.72.18
Hamilton ES Main
In Boiler Rm in basement.
Off for testing to see if it needs to be replaced.
Only two connections, neither is on.
KenTon 5698 LES
172.17.74.19
Lindbergh ES Basement
KenTon 5698 LE2
172.17.74.20
Lindbergh ES DC-2 Fclty Rm
KenTon 5520 LELib
172.17.74.17
Lindbergh ES Library
KenTon 5520 LELab
172.17.74.18
Lindbergh ES Comp Lab
KenTon 5520 HO3
172.17.76.17
Holmes ES TR3 Above Gym
Kenton 5530_5520 HO100
172.17.76.16
Holmes ES Rm 100 Stk1/2
Kenton 5520 HO4
172.17.76.21
Holmes ES TR-4 Upstairs Comp Lab
KenTon 5520 HO2
172.17.76.20
Holmes ES DC2 Office
KenTon 5520 RO1
172.17.78.10
Roosevelt ES RV-TR1 Orange Door
KenTon 5520 ROG LR
172.17.78.21
Roosevelt ES Girls Locker Rm Stk 2
KenTon 5520 RO?
172.17.78.17
Roosevelt ES ?
KenTon 5698 ED1
172.17.80.19
Edison ES DC-1 Phone Rm
KenTon 5520 ED2
172.17.80.22
Edison ES DC-2 near 125
KenTon 5520 ED3
172.17.80.21
Edison ES DC-3 Laminating
KenTon 5520 ED4
172.17.80.23
Edison ES DC-4 near 216
KenTon 5520 ED9
172.17.80.25
Edison ES TR1 Tunel
KenTon 5520 EDCmp
172.17.80.24
Edison ES Comp Lab
Kenton 380-24F
172.17.82.19
Jefferson DC 1 by office
Kenton 470-48T
172.17.82.20
Jefferson DC 1 by Office
Kenton 470-48T
172.17.82.21
Jefferson DC 2 near 131
Kenton 470-48T
172.17.82.22
Jefferson DC 3 near 205
Kenton BPS stk2
172.17.82.17
Jefferson DC 1 by Office
Kenton BPS2000
172.17.82.18
Jefferson Elem Main
Kenton BPS stk2
172.17.82.16
Jefferson Elem Library
KenTon 5520 LNG
172.17.88.16
Longfellow MDF

KENMORE-TOWN OF TONAWANDA
UNION FREE SCHOOL DISTRICT
1500 Colvin Boulevard
Buffalo, New York 14223-1196

Agreement for Student Use of Computerized Information Resources
Agreement for Student

Important Information

Before you sign: Both student and parent/guardian should read this entire agreement and the *blue* handout entitled "Policy Regarding Student Use of Computerized Information Resources". This signed agreement will be retained by the school.

In consideration of the privilege of using the Kenmore-Town of Tonawanda Union Free School District's Computer System, I agree that I have been provided with a copy of the District's policy on the student use of computerized information resources. I agree to adhere to the policy, other regulations that may be developed, and to any changes or additions adopted by the District. I also agree to adhere to related policies published in the Student handbook.

I understand that failure to comply with these policies may result in the loss of my access to the District's computer system, and may in addition result in the imposition of discipline under the District's computer system, and may in addition result in the imposition of discipline under the District's school conduct and discipline policy. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District. Further, the District may bring suit in civil court against my parents or guardians, if I willfully, maliciously or unlawfully damage or destroy District property pursuant to Education Law §1709(36).

Student's Name (please print): _____

User Signature: _____ Date:_____

Agreement for Parent or Guardian

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

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

I agree to release the Kenmore-Town of Tonawanda Union Free School District, the Board of

Education, its agents and employees from any and all claims of any nature arising from my son's/daughter's use of the District's computer system in any manner whatsoever.

I agree that my son/daughter may have access to the District's computer system and I agree that this may include remote access from our home.

Parent or Guardian Name (please print): _____

Signature: _____ Date: _____

Student User Terms and Conditions

1. It is my responsibility to avoid abusive conduct which would include, but is not limited to, the altering of system software, placing of unlawful information, computer viruses, or harmful programs on or through the system, in either public or private files or messages.

2. I am accountable for the use of my password. My password must not be revealed to anyone nor will I use others' passwords. I will be responsible for any problems which arise from the misuse of my file folder or my home directory.

3. I will not use the school's computer system to obtain, view, download, send, print, display or otherwise gain access to or transit materials that are unlawful, obscene, pornographic or abusive.

4. I will not use the District's computer system to harass, insult or attack others.

5. I will use only authorized software on the District's computer system.

6. I will use all computer equipment for the purpose for which it is intended. I will not tamper with terminals, associated equipment or otherwise disable the system.

7. I will not change, copy, rename, delete, read or otherwise access files or software that I did not create unless I have permission from my instructor.

8. I will not use a computer for anything other than course-related work without permission from the instructor.

9. I will not violate copyright laws or use the District's computer system for commercial purposes.

10. If I identify a security problem on the District's computer system, I will immediately notify an instructor.

Network Etiquette

You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

a. Be polite. Do not get abusive in your messages to others.

b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.

c. Do not reveal your personal address or phone number or those of others.

d. Network accounts are to be used only by the authorized user for the designated purpose. No "chain mail" materials may be transmitted.

e. Do not use the network in such a way that you would disrupt the use of the network by other users.

Community Relations

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING

General Criteria

The availability of Internet access in the School District provides an opportunity for staff and students to access information and contribute to the School District's presence on the World Wide Web. The District/school/classroom Websites must relate to curriculum or instructional matters, school authorized activities, or general information of interest to the public pertaining to the District or its schools. Staff and students are prohibited from publishing personal home pages or links to personal home pages as part of the District/school/classroom Web Page(s). Similarly, no individual or outside organization will be permitted to publish personal Web Pages as part of the District/school/classroom Web Page(s).

Internet access for the creation of Web Pages is provided by the District and all information must be reviewed by the Website Manager (Webmasters) prior to publishing it on the Web. Personnel designing information for the Web Pages must familiarize themselves with and adhere to District standards and procedures. Failure to follow District standards or responsibilities may result in disciplinary sanctions in accordance with law and/or the applicable collective bargaining agreement.

The District shall provide general training on relevant legal considerations and compliance with applicable laws and regulations including copyright, intellectual property, and privacy of student records as well as relevant District procedures to those staff members and students who are allowed to develop or place material on the District/school/classroom Web Page(s).

Content Standards

a) Approval for posting a Web Page must be obtained from the Website Manager or his/her designee(s). If at any time, the Website Manager/designee(s) believes the proposed material does not meet the standards approved by the District, it will not be published on the Web. Decisions regarding access to active Web Pages for editing content or organization will be the responsibility of the Website Manager/designee(s).

b) A Web Page must be sponsored by a member of the District faculty, staff or administration who will be responsible for its content, design, currency and maintenance. The sponsor is responsible for ensuring that those constructing and maintaining the Web Page have the necessary technical training and that they fully understand and adhere to District policies and regulations. The Web Page must include the name of the sponsor.

c) Staff or student work should be published only as it relates to a school/classroom authorized project or other school-related activity.

d) The review of a Student Web Page (if considered a school-sponsored student publication) shall be subject to prior District review as would any other school-sponsored student publication.

(Continued)

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

e) An authorized teacher who is publishing the final Web Page(s) for himself/herself or for a student will edit and test the Page(s) for accuracy of links and check for conformance with District standards and practices.

f) A disclaimer statement about the content of Web Pages must be part of individual sites:

Example: "The District has made every reasonable attempt to ensure that our Web Pages are educationally sound and do not contain links to questionable material or material that can be deemed in violation of the School District's Standards and Guidelines for Web Page Publishing Policy."

g) Commercial advertising or marketing on the District/school/classroom Web Page(s) (or the use of school-affiliated Web Pages for the pursuit of personal or financial gain) shall be prohibited unless otherwise authorized in accordance with law and/or regulation. Decisions regarding Website advertising must be consistent with existing District policies and practices on this matter. School-affiliated Web Pages may mention outside organizations only in the context of school programs that have a direct relationship to those organizations (e.g., sponsorship of an activity, student community service project).

h) Web Pages may include faculty or staff names; however, other personal information about employees including, but not limited to, home telephone numbers, addresses, e-mail addresses, or other identifying information such as names of family members may be published only with the employee's written permission.

i) All Web Pages must conform to the standards for appropriate use found in the District's Acceptable Use Policy(ies) and accompanying Regulations regarding standards of acceptable use; examples of inappropriate behavior; and compliance with applicable laws, privacy, and safety concerns.

j) All Web Pages must be approved through the designated process before being posted to the District/school/classroom Websites.

k) All staff and/or students authorized to publish material on the District/school/classroom Web Page(s) shall acknowledge receipt of the District's Web Page Standards and agree to comply with same prior to posting any material on the Web.

Release of Student Education Records/Directory Information

Release of Student Education Records

In accordance with the Family Educational Rights and Privacy Act (FERPA), unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student education records only if it has received a "signed and dated written

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SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

a) Identifies and authenticates a particular person as the source of the electronic consent; and

b) Indicates such person's approval of the information contained in the electronic consent.

Student Directory Information

Per FERPA, Districts must publish an annual public notice informing parents or eligible students of their right to refuse the release of student directory information and indicating a time period for their response. Following such public notice and a reasonable response period, the District may release such information to an outside group without individual consent.

Parental/Eligible Student Consent Required and Privacy Concerns

Written parental/eligible student consent shall be obtained by the District before education records or personally identifiable information contained therein is released to any party unless:

a) Such release is authorized by the Family Educational Rights and Privacy Act, or its implementing regulations;

b) The information released is "directory information" as designated by the District in accordance with FERPA. The District shall provide parents and eligible students with annual notification of their rights under FERPA and designation of directory information (i.e., disclosure of personally identifiable information contained in student records);

c) For anything not specifically designated as "directory information" by the District, the District must receive a "signed and dated written consent" from the parent/eligible student prior to releasing such information (unless otherwise authorized per FERPA);

d) However, even if student photographs are designated as directory information per FERPA, due to privacy and safety concerns, **the District requires specific affirmative written parent/eligible student consent prior to posting student photographs on District/school/classroom Web Pages.** Whenever possible, group photographs of students and/or the use of photographs where the student is not easily identifiable is preferable to the use of individual student photographs for safety reasons;

(Continued)

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

e) Generally, Web Pages shall not include a student's full name, telephone number, address, e-mail address or post such information of other family members or friends. Posting of student names will be limited to first name only. **However, under District Policy 7240 and accompanying regulation 7240R directory information may be released including the following information relating to a student, the student's full name, participation in school clubs, activities, sports, degrees and awards received.**

f) Online posting of school bus schedules and/or other specific activity schedules detailing dates/times/locations (e.g., field trips) is prohibited on school-affiliated Websites as such information can pose risks of child abduction or other security concerns. Password protected Websites may be authorized by the Superintendent/designee.

Use of Copyrighted Materials and "Fair Use" Exceptions/Intellectual Property and Works Made for Hire

Copyrighted Materials

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, "Fair Use" guidelines, licenses or contractual agreements, or the permission of the copyright proprietor. Web Page publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials or notice that such publication is in accordance with the "Fair Use" provisions of the Copyright Law.

Fair Use of Copyrighted Materials

Pursuant to Section 107 of the Copyright Law ("Fair Use" provisions), the use of copyrighted material for criticism, comment, news reporting, teaching, scholarship, or research may be permitted under certain circumstances.

However, any appropriation of someone else's work on the Internet is a potential copyright infringement. "Fair Use" provisions may not apply when a project created by a teacher or student is accessed by others over the Internet. If there is a possibility that school-affiliated Web Page(s), which incorporate copyrighted works under the "Fair Use" provisions, could later result in broader dissemination, it will be necessary to seek the permission of the copyright holder. The complex interplay between copyright law and the "Fair Use" provisions in educational multimedia projects should be considered in development of Web Page publishing standards and reviewed by school counsel prior to District implementation for compliance with applicable law and regulations.

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SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

a) Unless otherwise noted, always assume that work on the web is copyrighted. It is NOT necessary that the copyright symbol -- © -- be displayed for the work to be protected by copyright laws.

b) Proper attribution must always be given.

c) Obtaining permission(s) from the copyright holder(s) (whether text, graphics or music) should occur during the developmental process or project, rather than waiting to seek permission upon completion of the project.

d) Unauthorized electronic transmission of copyrighted materials is illegal.

Intellectual Property/ Works Made for Hire

All works completed by employees as part of their employment shall be considered "works made for hire" as described in the United States Code Annotated, Title 17, Copyrights to the extent permitted by law. This determination includes, but is not limited to, the following activities:

a) Work prepared by an employee within the scope of his/her employment, whether tangible or intangible;

b) Work specifically ordered or commissioned for use as a contribution to a collective work, as enumerated in law.

Any work created within the scope of such a relationship will be considered a work made for hire when a regular employment relationship exists.

Work covered under this policy is the property of the School District, not the creator of such work. The District shall own any and all rights to such works, or derivatives thereof, unless there is a written agreement to the contrary.

Student Work

Students are the copyright holders of their own original work. The District must receive written permission from both the parent and the student prior to publishing students' original work on the District/school/classroom Websites.

Student Free Speech Issues (School-sponsored Publications)

In general, School Districts can exercise editorial control over the style and content of student expression in school-sponsored publications, theatrical productions, and other expressive activities that students, parents and members of the public might reasonably perceive to bear the imprimatur of the school.

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SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

However, the school's actions in such a case must be reasonably related to legitimate pedagogical concerns and may not amount to viewpoint discrimination.

Consequences for Non-Compliance

Web Pages that do not comply with the above criteria are subject to revocation of approval and removal from the District/school/classroom Websites.

Staff

Faculty or staff posting non-approved or inappropriate material on a school-affiliated Website are subject to the imposition of discipline, including possible suspension or revocation of access to the District's computer network, in accordance with law and applicable collective bargaining agreements. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Students

Students posting non-approved or inappropriate material on a school-affiliated Website are subject to the imposition of discipline, including possible suspension or revocation of access to the District's computer network, in accordance with applicable due process procedures and the District Code of Conduct. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Oversight

The Superintendent of Schools or his/her designee shall have the authority to approve or deny the posting of any proposed Web Pages on school-affiliated Websites based upon compliance with the terms and conditions set forth in this policy as well as applicable District practices and procedures.

Adopted: 1/13/09

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District electronic devices 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 respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

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

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

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

a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, 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 action; and

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

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SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)

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

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

**Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for 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.

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.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

**District Option*

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SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

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.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814

NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources
(Acceptable Use Policy)
District Code of Conduct on School Property

Adoption Date

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING GUIDELINES

Internet access on the District's computer system is provided for staff and students as a means to enhance the educational mission and instructional programs of the School System, to further District goals and objectives, and to conduct research and communicate with others. In accordance with such educational mission and the instructional goals and objectives of the District, technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) will be utilized on all District electronic devices with Internet access to ensure the integrity of educational services and to address safety concerns regarding the online activities of minors. In accordance with The Children's Internet Protection Act (CIPA), the term "minor" shall mean any individual who has not attained the age of seventeen (17) years.

Consequently, the District, unless an authorized "override" (i.e., disabling of the blocking or filtering measure) is permitted as enumerated below, will block or filter Internet access for **both minors and adults** to visual depictions that are:

1) Obscene (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);

2) Child pornography (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);

3) For computers used by minors with Internet access, are harmful to minors. The term "harmful to minors" is defined, pursuant to CIPA, as any picture, image, graphic image file, or other visual depiction that:

   a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

   b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

   c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

In addition, the District will monitor, as deemed appropriate by the applicable building/program administrator and/or classroom teacher, access by minors to "inappropriate matter" on the Internet and World Wide Web. Per CIPA, the District is authorized to filter or block Internet access to other material determined to be inappropriate for minors. The determination of what is "inappropriate" for

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SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING GUIDELINES (Cont'd.)

minors shall be made in accordance with District guidelines and, as appropriate, on a case-by-case determination depending upon the factors such as the age of the student, the material involved, and the educational purpose/research for which such material is utilized.

However, no filtering or blocking technology has a one hundred percent (100%) guarantee that all sites accessed by staff and students are immediately filtered in compliance with law and District procedures. Consequently, if District personnel and/or students find an accessed site that is questionable, the procedure is to contact the appropriate supervisor/teacher who will notify the Superintendent/designee. The Superintendent/designee will contact, as appropriate, the service/ software provider and/or the District Technology Coordinator.

*However, under certain specified circumstances, the blocking or filtering technology measure(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 District is not responsible for any inappropriate content or material which may be accessed via a staff member's or a student's own personal technology or electronic device or via an unfiltered Internet connection received through a staff member's or a student's own personal technology or electronic device.

Further, in order to help ensure the safety and security of minors when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications, appropriate supervision will be provided by a classroom teacher and/or other appropriate District personnel; and notification will be given to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students. Students will also be informed regarding unauthorized access to District computers and the Internet, including so-called "hacking," and other unlawful activities by minors online.

Parental and/or student consent, as may be applicable, shall be required prior to authorization for student use of District computers as a means to help ensure awareness/compliance with District rules and standards of acceptable behavior.

In accordance with New York State Education Law, the School District may provide, to students in grades kindergarten through twelve (12), instruction designed to promote the proper and safe use of the Internet. Schools must instruct students in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as providing education on

**District Option*

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SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING GUIDELINES (Cont'd.)

cyberbullying awareness and response. 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.

In furtherance of the District's educational mission to enact safety measures to protect students when online, the District has adopted and will enforce its Internet Safety Policy that includes the operation of technology protection measure(s) with respect to any of its computers with Internet access as mandated by CIPA and also in accordance with the District's Acceptable Use Policies and Regulations. The District shall enforce the operation of such technology protection measure(s) during any use of District computers in accordance with CIPA and applicable Board policies and building procedures.

Furthermore, in accordance with law, the District Technology Coordinator may access all staff and student files, email, and electronic storage areas to ensure system integrity and that users are complying with the requirements of CIPA and District policy and procedures. Additionally, dissemination and/or publication of the District's Acceptable Use Policy and Regulation will be utilized as one means to further ensure the implementation of safety measures and appropriate notification to staff and students as to acceptable, as well as prohibited, conduct when using District computers or accessing the Internet on such computers. The standards of acceptable use as well as prohibited conduct by staff and students when accessing District computers and the Internet, as outlined in the District's technology policies, are not intended to be all-inclusive. Staff and students who commit an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action in accordance with law, the District Code of Conduct, and/or the applicable collective bargaining agreement. Legal action may also be initiated as deemed necessary by the Superintendent/designee.

BASE SCHOOL DISTRICT

INTERNET CONTENT FILTERING - AUTHORIZED "OVERRIDE" OPTION FORM

In accordance with The Children's Internet Protection Act, authorization may be granted by the designated school official(s) to disable blocking or filtering measures on District computers to enable access by **adults** engaged in bonafide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the District. There may be special projects/research done on the Internet where, for a limited period of time, filtering needs to be "turned off" to allow access to particular web sites. The capability of setting the time period to be "unfiltered," as well as the changing of the password, will reside with the person authorized to possess this user ID.

Only the designated authorized person will have the use of the user ID and password and will not share this information with the staff. Please provide the information below to the authorized designated person for approved "override" (i.e., disabling of technology protection measures). This form must be completed and submitted at least five (5) school days in advance.

AUTHORIZED OVERRIDE CAPABILITY WILL BE PROVIDED IN ACCORDANCE WITH THE PROVISIONS OF THE SCHOOL DISTRICT'S INTERNET CONTENT FILTERING/ SAFETY POLICY.

Please fill out the form below to request the authorized override option.

Staff Member's Name:_____

Date of Application:_____

Title of Authorized Staff Member

_____

Signature of Authorized Staff

Member:_____