

Frewsburg Central School District

Technology Plan

July 1, 2018 - June 30, 2021

Frewsburg Central School District
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[Technology Plan Deadline Extension Information \(Click Here\)](#)

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DISTRICT MISSION STATEMENT

The Frewsburg Central School District is committed to providing a learning environment in which each student is guided to pursue excellence in all areas of academics, athletics, and extracurricular activities.

INTRODUCTION

The purpose of this document will be to establish a framework for the inclusion of technology into the curriculum offering of this district, as well as assessment of student skills and aptitudes, and improvement of current school management techniques.

The Board of Education charges the technology committee with developing a plan which will:

- Be educationally sound. All decisions shall be based on the educational welfare of the students.
- Be fiscally responsible. This plan, while reflective of student needs, shall also be implemented in a manner that will reflect good fiscal management.
- Be based on the best information currently available to the district. It is further understood that technology is constantly changing and therefore, this plan shall be assessed and updated annually, reflecting both technological change and changes in district needs.

This plan primarily addresses the educational component of the district's technology. It should be noted that other areas of district operation also require updating or installation of new technology. The technological needs of food service, facility maintenance, and the transportation departments, as well as the business office are addressed and met by the district's technology department.

To develop this plan, a team of district personnel was selected. The team included board of education members, administrators, teachers, community members and parents. The team met on several occasions and developed the plan. The committee continues meeting as needed to keep the plan current.

MEMBERS OF THE TECHNOLOGY COMMITTEE

Shelly O'Boyle	Superintendent
Heidi Reale	Director of Technology & Communications
Danielle Patti	Assistant Superintendent, Curriculum & Instruction
Jason Ruhlman	Board of Education Member
Chad Chitester	Board of Education Member
Larry Lodestro	Board of Education Member
William Caldwell	Jr. Sr. High School Principal
Shaun Laska	Technology Integration Specialist/Parent
Emily Spielman	Jr. Sr. High School Library Media Specialist/Parent
Lindsay Marzec	Jr. Sr. High School Teacher
Jennifer Swanson	Jr. Sr. High School Teacher
Ann Morrison	Elementary Principal
Joan Waterman	Technology Integration Specialist
Amy Caldwell	Elementary Teacher
Jason Rappold	Elementary Teacher
Mike Seastedt	Community Member

COMMUNITY DEMOGRAPHICS

Located in the western part of the state, the Frewsburg Central School District is a small, rural district that borders the Pennsylvania line. Historically, this area was rich in the agriculture and farming industry. The district is comprised of two campuses; a PK-6 building (Robert H. Jackson Elementary School) and a 7-12 Junior/Senior High School. A sense of 'Bear Pride' runs deep as evidenced by strong community involvement, a highly active Parent Student Teacher Association, and a highly involved Board of Education. Within the past several years, our district has begun to see a steady increase in the percentage of students receiving free and reduced lunch making us recipients of Title IA funding. Our district has also begun to see a more transient population, and our unemployment rate has risen. Despite this, our parents remain proud and will not always apply for free and reduced lunch, though many would likely qualify, so our percentage of FRLP is not a true representation of need. The education provided to our students is funded primarily through state aid and on the shoulders of our local taxpayers. Frewsburg is classified as an "average needs" district that struggles to provide opportunities for our students. You will see from our needs assessment, given our lack of STEAM initiatives, we are graduating female students who have low confidence in the areas of math, science, and engineering. The female students in our 'average needs' district deserve the same educational opportunities as those in other districts throughout the state.

VISION

It is our belief that technology integration should support and enhance curriculum at all grade levels. We will focus on providing high quality professional development with a focus on digital resources that complement/extend the curriculum. Technology integrators will assist teachers in bridging gaps within their curriculum by helping them address areas of both strength and weakness to challenge and support all learners. Exposing teachers and students to relevant online digital resources to enhance the curriculum will assist us in cultivating a blended learning environment. We will strive to provide a personalized learning experience for students by using digital content to differentiate instruction. In addition, our focus will extend student opportunities in Science, Technology, Engineering, Art, and Mathematics. The establishment of a STEAM program that prepares students for careers in the evolving 21st Century workplace will be a priority with a special focus on the development of an updated Industrial Arts curriculum and enhancement of performing arts equipment.

We recognize that for the students currently enrolled at Frewsburg Central School their living environment will be significantly different as advances in technology create changes in how they interact with society. If our graduates are to be successful we must develop a two-pronged initiative. First, we must ensure students are familiar and comfortable with existing technologies and can use this knowledge in practical applications, both in the workplace and for personal skills improvement. Secondly, and perhaps equally importantly, we must instill in students a resiliency to adapt to even further technological change and the ability to integrate and apply new technology into helping them meet their individual life goals, as socially responsible, digitally literate citizens.

INSTRUCTIONAL GOALS

- Goal 1: Instill in students a resiliency to adapt to further technological change with the ability to integrate and apply new technology as responsible, digital citizens.
- Goal 2: Exposing teachers and students to relevant online digital resources to provide a personalized learning experience for students, while utilizing resources to assist teachers in bridging curriculum gaps.
- Goal 3: Establish a Science, Technology, Engineering, Art, and Mathematics (STEAM) program that prepares students for careers in the evolving 21st century workplace, with a special focus on the development of an updated Industrial Arts curriculum.
- Goal 4: Ensure that all students and staff have access to current technology to improve academic achievement through relevant hardware and software.

INFRASTRUCTURE GOALS

- Goal 1: Sustain a robust and future proof infrastructure to facilitate access to high quality, digital content for staff and students.
- Goal 2: Technology will be used to enhance communication and interaction with parents, families, and community.
- Goal 3: Technology will be used to increase building security for students and staff members

CURRICULUM

Goal 1: Instill in students a resiliency to adapt to further technological change with the ability to integrate and apply new technology as responsible, digital citizens.

- NYSED Goal: Provide technology-enhanced, culturally and linguistically responsive learning environments to support improved teaching and learning.
- Target Population: All students, SWD

Goal 2: Exposing teachers and students to relevant online digital resources to provide a personalized learning experience for students, while utilizing resources to assist teachers in bridging curriculum gaps.

- NYSED Goal: Increase equitable access to high quality digital resources and standards-based, technology-rich learning experiences.
- Target Population: All Students PK-12, SWD.

Goal 3: Establish a Science, Technology, Engineering, Art, and Mathematics (STEAM) program that prepares students for careers in the evolving 21st century workplace, with a special focus on the development of an updated Industrial Arts curriculum.

- NYSED Goal: Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.
- Target Population: Students in grades 7-12, Other (Females)

Goal 4: Ensure that all students and staff have access to current technology to improve academic achievement through relevant hardware and software.

- NYSED Goal: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
- Target Population: All students, Other (Teachers).

Action Plan:

We developed a comprehensive needs assessment with input from teachers and administrators. This needs assessment was completed by students in grades 7-10. We chose this grade band to gain insight from grades 7 and 8 based on their prior years attending our elementary school through 6th grade. 9th and 10th grade was chosen to provide a picture of the needs in our middle level/high school. In all, 209 students completed the needs assessment.

We discovered that overall our students have had limited opportunities to engage in lessons utilizing skills such as coding. We also identified a trend in the difference between females and males in the areas of electronic project completion and computer code. Although students have had some access to a 3D printer, only 17 of the females surveyed and 22 males had used this equipment out of 209 students that took the assessment.

Based on the data from this needs assessment we made the following observations:

- Females in grades 7-10 do not feel as confident pursuing a career in the engineering field as their male peers;
- Both males and females have had limited interaction with electronics (LEGO projects, LittleBits);
- More males than females report having experience writing computer code;
- Low numbers of both males and females report having had the opportunity to use a 3D printer;
- A lower interest in how computers and electronics work was highlighted amongst females;
- When asked if they could be successful in an engineering career field, more than double the males responded yes indicating a very low confidence level of females; and
- Overall only a few students in our district have ever participated in a MakerSpace.

Our interpretations and conversations with stakeholders based on this data also revealed:

- Space is an issue; classrooms setup and arranged in the traditional manner limit collaborative/makerspace to infuse STEAM based projects;
- Females are not signing up to participate in extracurricular STEAM based initiatives (LEGO league); and
- Despite the district initiative regarding Personalized Learning, the blended learning models have not fully operationalized yet.

Project Goals, Outcomes, and Action Plan

Issue Identified from Needs Assessment Total # surveyed= 209	Goal	Measurable Outcome
Classroom activities do not support or integrate STEAM initiatives and limit exposure to collaborative environments.	Enable Business, Family & Consumer Science, Art, and Technology teachers to implement STEAM themed teaching and promote students ability to acquire and apply knowledge across different subject areas with an	Develop a STEAM academy at the Middle Level that guides 7th & 8th grade students through a 10 week process of design, marketing, and production.

	emphasis on project- based learning	
22 Males and 17 Females for a total of 39 students report having had the opportunity to use a 3D printer.	Introduce knowledge of 3D printing for students to learn through spatial representation.	Students in grades 3-6 will incorporate 3D printing in a project-based lesson.
22 Males and 17 Females for a total of 39 students report having had the opportunity to use a 3D printer, create something using computer components or electronic parts, supplies, and tools.	Introduce knowledge of 3D printing and additive manufacturing technology to students.	Students will utilize 3D printers, laser cutter, CNC, plasma cutter in their STEAM academy rotation.
17 Males and 7 Females for a total of 24 students reported having only minimal interaction with electronics (LEGO projects, LittleBits).	Provide opportunities for students to participate in after school computer science extracurricular teams/activities.	By June 2019 we will double our LEGO league and Odyssey of the Mind enrollment.
5 Males and 2 Females for a total of 7 students have ever participated in a MakerSpace. Also noteworthy is that only 49 students out of 207 surveyed responded that they have ever built something out of computer electronic parts.	Enrich learning experiences and enhance student knowledge attainment and application through hands on and deep learning activities.	By June 2019 students in PK-2 will be regularly scheduled in a maker-space learning environment to experience hands on learning. Students in grades 3-6 will engage in hands on learning to investigate problems while developing creative solutions in a maker-space environment.
Personalized learning has not taken a true hold in our district despite the training we have done with faculty.	Engage students in design thinking process and problem solving practices.	Students in grades 7 & 8 will learn how to apply the design thinking protocol (Personalized Learning; Education Elements Core 4-Ongoing District Initiative).
51 Males and 31 Females for a total of 82	Provide coding instruction.	Elementary school students will receive coding instruction as part of

students have had limited opportunities to engage in lessons utilizing coding skills.		their computer science curriculum. 7th grade students will participate in a coding class as part of their STEAM academy.
Females confidence surrounding their Math capabilities was lower than males. Only 28 females reported that they felt they could be successful in a career in the engineering field.	Utilize an early intervention model to educate Females on STEAM based careers and activities available.	Targeted campaigns to raise female confidence in the areas of Math, Science, Technology and Engineering.

Stakeholder (s):

Our district believes strongly in stakeholder involvement. Multiple strategies have been used in order to engage all stakeholders in establishing a direction for the educational future of our students. Our district has been in the process of strategic planning under the direction of a new **superintendent**. Surveys have been used to get to the beliefs of both our **Board of Education, who represents the community**, as well as our **administrative staff**. The majority of our Board members and administrators identified the following 21st Century skills as most important for our students to be prepared for a successful future: 1) the ability to collaborate and work productively with others and resolve conflicts when they arise; and 2) the ability to organize, prioritize, set goals, and manage time. The information identified by these stakeholders lead us to question if our students are presented with opportunities that require them to engage in learning these important skills. This made us look to our **students** as important stakeholders, and they were directly asked for their input in the form of the Needs Assessment.

As the district has undergone planning for Smart School Bond Act (SSBA) and our required Technology Plan, multiple stakeholder groups have met together in order to plan for the future technology for our district. **Parents, teachers, community members, and administrators** have come together to identify the need for STEAM initiatives in both of our schools. Knowing that it was not enough to just state that STEAM initiatives are needed, **a subgroup of teachers**, met with our **Assistant Superintendent for Curriculum and Instruction** to look at Middle School flexibility and how we can design an instructional program that exposes all of our middle level students to STEAM opportunities. Again, even prior to this grant, this planning occurred. Goals were established and outcomes were planned.

Lastly, our district presented a capital project to our **community and community based organizations** in the 2015-2016 school year which included classroom renovation in order to make space for STEAM initiatives at our elementary school. This capital project was approved by our community.

In summary, **all stakeholder groups** have been working towards identifying a common set of beliefs, identifying instructional needs, establishing goals, writing action plans, establishing timelines, and identifying persons responsible for implementation since each of these components is essential for effecting change and achieving sustainability.

Implementation/Work Plan			
07/01/2018 -- 06/30/2021			
Measurable Outcome	Month/Year	Steps	Person Responsible
Develop a STEAM academy at the Middle Level that guides 7th & 8th grade students through a 10 week process of design, marketing, and production.	February 2018	Initial meeting with FACS, Tech, Business, and Art Teachers to brainstorm structure, focus, and roll-out of STEAM Academy	Assistant Superintendent for Curriculum
	February annually	Begin scheduling process	Counselors
	March annually	Hold Parent Information Night	MS Principal, Counselors
	July 2018, 2019, 2020	Teacher planning (paid stipends) of integrated curriculum	Asst. SI and STEAM teachers
	July 2018	Purchase 3D printers, plasma and laser cutters, CNC	Asst SI and STEAM teachers
	September 2018	First cohort goes through	

Measurable Outcome	Month/Year	Steps	Person Responsible
Students in grades 3-6 will incorporate 3D printing in a project-based lesson.	July 2018	Purchase 3D printer for grades 3-6	Asst. SI
	July 2018	Purchase curriculum/software for 3D printing	Technology Integrators
	July-August 2018	Professional Development for teachers on 3D printing	Technology Integrators/BOCES CSLO Days
	Sep 2018-June 2019	Teachers implement 3D printing in project based lessons	Embed Technology Integrators
Students will utilize 3D printers, laser cutter, CNC, plasma cutter in their STEAM academy rotation.	July 2018	Purchase 3D printer, laser cutter, CNC, Heat Press and Vinyl Cutter Printer, plasma cutter	Asst. SI
	July 2018	Purchase curriculum/software	Technology Integrators
	July-August 2018	Professional Development for teachers on 3D printing and CNC, laser, vinyl, plasma cutters	Technology Integrators/BOCES CSLO Days
	Sep 2018-June 2019	Teachers implement 3D printing and CNC, laser, vinyl, plasma cutters in project based lessons	Embed Technology Integrators

Measurable Outcome	Month/Year	Steps	Person Responsible
By June 2019 we will double our LEGO league and Odyssey of the Mind enrollment.	July 2018	Purchase LEGO robotics kits, OM club fees.ASs	Asst. SI for Curriculum & Tech Integrator
	July 2018	Develop stipend for extracurricular supervisor(s).	Superintendent/Union President
	September 2018	Promote clubs at Open House	Technology Integrator
By June 2019 students in PK-2 will be regularly scheduled in a maker-space learning environment to experience hands on learning. Students in grades 3-6 will engage in hands on learning to investigate problems while developing creative solutions in a maker-space environment.	October 2018	Involve stakeholders in design of maker-spaces and furniture for space	Asst. SI/Technology Integrators/Teacher Representatives/ES Principal
	January 2019	Purchase furniture, supplies, materials, software, etc for maker-space room and portable carts	Asst. SI
	January 2019 February 2019	Create schedule for grade 3-6 Students begin rotation of visiting the maker-space	ES Principal Technology Integrator/Grades 3-6 classroom teachers
Students in grades 7 & 8 will learn how to apply the design thinking protocol (Personalized Learning; Education Elements Core 4-Ongoing District Initiative).	July 2018	Refresher workshop on design thinking protocol	District personalized learning team and STEAM teachers
	September 2018-June 2019	Integration of design thinking protocol in STEAM Academy lessons	STEAM Teachers Embed technology integrator

Measurable Outcome	Month/Year	Steps	Person Responsible
Elementary school students will receive coding instruction as part of their computer science curriculum. 7th grade students will participate in a coding class as part of their STEAM academy.	August 2018	Exploration of coding curriculum and resources	Technology Integrator/Asst. SI/STEAM Teachers
	August 2018	Purchase coding software, materials	Asst. SI
	September 2018	Incorporate coding in lessons	ES Comp Sci Teacher/STEAM Teachers
Targeted campaigns to raise female confidence in the areas of Math, Science, Technology and Engineering.	July 2018	Schedule with St. Bonaventure Challenge Center	ES Principal/ES Grade Level Chairs
	October 2018 December 2018	Students participate in Challenger Center, St. Bonaventure	Students
	September 2018	ES Open House presentation	Tech Integrator/Club Advisor
Enhancements to Performing Arts	July/2018	Investigate PTZ camera and control console for Auditorium	Technology Integration Specialist
	September/2018	Begin live performances	Director of Technology
	September/2019	Student participation in production	
1:1 Devices for all students	July/2018	Devices deployed to grades 3-6	Administration
	July/2019	Devices deployed to grades K-2 Plan to refresh oldest devices for 5 grades	Director of Technology
	December/2020		

Funding Source:

Expense	Sustainability
Teacher Staff Development for 3D printer, Laser Cutter, Plasma Cutter, Vinyl Cutter, Heat Press, and CNC	If ongoing professional development is required after the grant expires, our technology integrators will be available to train teachers. The district is committed to cover costs of substitutes and/or summer stipends through the general fund. BOCES CSLO days purchased yearly through Co-Ser can also be used as appropriate.
STEAM Curriculum Development	The STEAM Academy curriculum development will be a one time expense. However, if teachers require time in the future to revisit the curriculum or make revisions, staff development days will be devoted to this. The district is also committed to cover cost of substitutes and/or summer stipends through the general fund.
Stipends for Club Advisors for LEGO League and Odyssey of the Mind	This will be a negotiated expense that extends beyond the grant. These stipends will be absorbed by the district general fund.
Service Plan for 3D Printers	This will be a yearly expense that extends beyond the grant. The district is committed to budgeting this cost in general fund expenses.
Software Subscriptions for 3D printing and coding, and other misc.	This will be a yearly ongoing expense that will be absorbed by general fund. The district will seek to get BOCES to support the software so that it is aidable.
Odyssey of the Mind Enrollment Fees	This will be a yearly ongoing expense. This fee can be run through a cross-contract with BOCES. Once the grant expires, the district will purchase this service through BOCES and receive 84% aid the following year.
3D Printers	The 3D printers purchased by the grant will be added to our technology replacement cycle so that they can be replaced in 5 years using general fund.
Expense	Sustainability
Filament for 3D Printers	This will be a yearly purchase that the district is committed to absorbing once the grant expires.

Laser Cutter	The Laser Cutter purchased by the grant will be added to our technology replacement cycle so that it can be replaced in 6 years using general fund.
Table Top Laser Cutter	The Table Top Laser Cutter purchased by the grant will be added to our technology replacement cycle so that it can be replaced in 5 years using general fund.
CNC	The CNC purchased by the grant will be added to our technology replacement cycle so that it can be replaced in 7 years using general fund.
Vinyl Cutter and Heat Press	The Vinyl Cutter and Heat Press purchased by the grant will be added to our technology replacement cycle so that it can be replaced in 8 years using general funds.
LEGO Robotic Kits	These will be replaced or added to as needed. The district is committed to purchasing these.
Odyssey of Mind Misc Materials	One time expense purchased by the grant.
Misc Materials for Coding	One time expense purchase by the grant.
Industrial Cabinet Saw	This replaced when needed using the district technology budget line.
Workbenches	These are one time grant expenses.
Furniture for ES Makerspaces	These are one time grant expenses that will hopefully last for many years. The district will absorb replacement if/when needed.
Portable Makerspace Carts	Supplies in the Makerspace Carts will be replaced as needed using general funds. Carts should last for many years.
Misc Materials for Makerspaces	One time expense purchased by the grant.
PTZ (Pan Tilt Zoom) Camera and control console equipment	One time purchase with Smart Schools Bond Act funds, supplemented as necessary with local funds
1:1 Student Devices	The devices needed for July 2018, grades 3-6 will be purchased with local funding sources. Devices needed for July 2019, grades K-2 will be funded using Smart Schools Bond Act allocation. Once on the replacement plan, the district will sustain their 1:1 program with local funding sources

Keyboarding Skills-Grades K-12

Grade(s)	Keyboarding Instruction Expectations in NYS Next Generation English Language Arts Learning Standards	Page
PreK	Students should begin to explore keyboards.	12
K	Students should explore keyboards.	18
1	Students should continue to explore keyboards.	25
2	Students should be introduced to keyboarding.	32
3 and 4	Students should receive instruction in keyboarding, with a focus on technique over speed.	39, 46
5 and 6	Students should continue to improve keyboarding skills, with a focus on increasing speed as well as accuracy.	53, 60
7, 8, 9/10	Students should continue to improve keyboarding skills to increase speed and accuracy.	68, 74, 83
11/12	Students should demonstrate proficient keyboarding skills.	90

Grade(s)	Keyboarding Instruction
P-1	Identify a keyboard Explore keyboards General familiarity with letter and number placement
2	Intro to enter key and space bar Intro to backspace, delete, shift Intro to Home Row Intro to correct posture and hand placement
3-4	Direct, consistent instruction on keyboarding begins. Technique (including posture and hand placement) reinforced over speed.
5-6	Instruction on keyboarding continues (formal and/or informal). Technique (including posture and hand placement) reinforced over speed.
7-8	Students should continue to improve speed and accuracy. Technique (including posture and hand placement) and speed reinforced. Correct posture and hand placement should continue to be reinforced.
9-12	Students should continue to improve speed and accuracy until district mastery goal is met. Correct posture and hand placement should continue to be reinforced.

Technology Skills/Kindergarten

Standard: In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations—students in kindergarten should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; explore keyboards).


CURRICULUM

TOPIC	OBJECTIVES
Digital Citizenship NetSmartz.org Internet safety video Internet Safety-BrainPop Jr.	<ul style="list-style-type: none"> ● Staying safe online like staying safe in the real world ● Not sharing of passwords ● Traveling safe on the internet
Rules for handling devices	<ul style="list-style-type: none"> ● Carrying the laptop ● No food or drink ● Plugging into charging station ● Being “kind” i.e. not dropping it, pushing on keyboard to hard, etc..
Introduction to devices Computer Parts by Little Bud	<ul style="list-style-type: none"> ● Naming computer components/hardware ● Logging into ● Start and restart the devices ● Shut down properly
Desktop features	<ul style="list-style-type: none"> ● Icons on desktop ● Opening icon/program from desktop
Using the mouse TVOKids ABCya!	<ul style="list-style-type: none"> ● Mouse skills, movement and control ● Introduce skills of open, close, move, resize, and minimize a window .
Keyboarding Keyboarding w/out tears	<ul style="list-style-type: none"> ● Basic keyboarding skills ● Identify/Explore a keyboard ● General familiarity with letter and number placement
Internet	Introduction to these skills <ul style="list-style-type: none"> ● Opening a web browser ● Typing URL address ● Using search engines ● Opening a new tab ● Identify & uses of back arrow ● Refresh icon

Technology Skills/1st Grade

- students in 1st and 2nd grade should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; continue to explore keyboards, etc

CURRICULUM

Topics	Objectives
Digital Citizenship NetSmartz	<ul style="list-style-type: none"> • Staying safe online like staying safe in the real world • Not sharing of passwords • Traveling safe on the internet
Rules for handling devices	Review rules from kindergarten <ul style="list-style-type: none"> • Carrying the devices • No food or drink • Plugging into charging station • Being “kind” i.e. not dropping it, pushing on keyboard to hard, etc..
Introductions to devices	Reviewing parts of the devices and vocabulary
Keyboarding TypingClub TurtleDiary	<ul style="list-style-type: none"> • Identify/Explore a keyboard • General familiarity with letter and number placement • Basic keyboarding skills • Capital and lowercase letters • Symbols, enter, backspace
Word processing  (Microsoft word and powerpoint)	<ul style="list-style-type: none"> • Changing text, font, color, size, bold, italic, inserting picture & shapes, saving, drawing • How to use icons in the toolbar
Introduction to Google Suite	<ul style="list-style-type: none"> • Google slides • Google docs • Gmail
Mouse skills	Reinforcing these skills <ul style="list-style-type: none"> • Introduce skills of open, close, move, resize, and minimize a window • Saving files to different locations
Desktop skills	Reinforcing these skills <ul style="list-style-type: none"> • Icons on desktop • Opening icon/program from desktop
Internet	Introduction to these skills <ul style="list-style-type: none"> • Opening a web browser • Typing URL address • Using search engines • Opening a new tab • Identify & uses of back arrow • Refresh icon

CURRICULUM

Technology Skills/2nd Grade

- students in 1st and 2nd grade should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; continue to explore keyboards, etc

Digital Citizenship NetSmartz	<ul style="list-style-type: none"> ● Staying safe online like staying safe in the real world ● Not sharing of passwords ● Traveling safe on the internet ● Social media
Rules for handling devices	Review rules
Introduction to devices	<ul style="list-style-type: none"> ● Review parts of devices and vocabulary, ● Uses in society: careers
Keyboarding skills TypingClub TurtleDiary	<ul style="list-style-type: none"> ● Intro to enter key and space bar ● Intro to backspace, delete, shift ● Intro to Home Row ● Intro to correct posture and hand placement
Word Processing: Microsoft Word & Powerpoint There needs to be an introduction to equation editor and Math type for students in preparation for CBT	<ul style="list-style-type: none"> ● Review icons in toolbar and what they do. ● Inserting a graph/chart ● Saving a file ● Keyboard shortcuts
Introduction to Google Suite	<ul style="list-style-type: none"> ● Google docs ● Google slides ● gmail
Internet	Reinforcing these skills <ul style="list-style-type: none"> ● Opening a web browser ● Typing URL address ● Using search engines ● Opening a new tab ● Identify & uses of back arrow ● Refresh icon

Technology Skills/3rd Grade

- Students in 3rd grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. students should continue to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write and explore concepts). Students should receive instruction in keyboarding, with a focus on technique over speed.

Digital Citizenship	<ul style="list-style-type: none"> • Staying safe online like staying safe in the real world • Not sharing of passwords • Traveling safe on the internet • Social media
Rules for handling devices	Review rules
Introduction to devices	<ul style="list-style-type: none"> • Review parts of devices and vocabulary, • Uses in society: careers
Keyboarding skills TypingClub	<ul style="list-style-type: none"> • Direct, consistent instruction on keyboarding begins. • Technique (including posture and hand placement) reinforced over speed.
Word Processing: Microsoft Word & Powerpoint	<ul style="list-style-type: none"> • Review icons in toolbar and what they do. • Keyboard shortcuts • Intro to spreadsheets
Google Suite	<ul style="list-style-type: none"> • Google docs • Google slides • Gmail • Google Sheets: introduction
Internet	Reinforcing these skills <ul style="list-style-type: none"> • Opening a web browser • Typing URL address • Using search engines • Opening a new tab • Identify & uses of back arrow • Refresh icon • Toggling between two tabs
Computer based testing <ul style="list-style-type: none"> • Castle learning • Edulastic 	Working with programs to increase their CBT skills

CURRICULUM

Technology Skills/4th, 5th, and 6th Grade

- Students in 4th, 5th, and 6th grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. students should continue to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write and explore concepts). Students should receive instruction in keyboarding, with a focus on technique over speed

Digital Citizenship	<ul style="list-style-type: none"> ● Social media ● Leaving digital footprints ● Rights and Responsibilities ● Digital Law ● Cyberbullying
Internet	<ul style="list-style-type: none"> ● Refining web searches
Technological Awareness	<ul style="list-style-type: none"> ● Troubleshooting minor device problems ● Careers & jobs
G suite	<ul style="list-style-type: none"> ● Google docs ● Google slides ● Gmail ● Google Sheets: introduction
Keyboarding Skills	<ul style="list-style-type: none"> ● Direct, consistent instruction on keyboarding begins. ● Technique (including posture and hand placement) reinforced over speed. ● Instruction on keyboarding continues (formal and/or informal).

CURRICULUM

Technology Skills/7th-12th Grade

<p>Digital Citizenship NetSmartz.org http://www.isafe.org/ https://www.meganmeierfoundation.org/ https://nobullying.com/ Cyberbullying</p>	<ul style="list-style-type: none"> ● Social media ● Leaving digital footprints ● Rights and Responsibilities ● Digital Law ● Cyberbullying
<p>Technological Awareness</p>	<ul style="list-style-type: none"> ● Troubleshooting minor device problems ● Staffing of student help desk to assist peers ● Careers & jobs
<p>Advanced Business Applications</p>	<ul style="list-style-type: none"> ● Desktop publishing and spreadsheet skills oriented toward business applications ● Use of office software to solve complex application problems
<p>Computer Aided Design and Production</p>	<ul style="list-style-type: none"> ● Use of CAD software to solve problems ● Application of designs to physical product creating using lasers, 3D printers
<p>Video Production and Communications</p>	<ul style="list-style-type: none"> ● Use of A/V mixers to produce daily broadcast communications ● Digital camera equipment and fundamentals of videography ● Publishing software to produce student-generated newspapers (electronic and print) ● Creation of blog posts to communicate ideas online ● Student use of various presentation technologies in the classroom to foster innovative communication skills
<p>Visual and Performing Arts</p>	<ul style="list-style-type: none"> ● Use of software for digital photography ● Digital audio, lighting, and visual and sound effects equipment for theatrical productions ● Computer-based composition and music engraving ● Student-driven music skills development using adaptive software
<p>Keyboarding Skills</p>	<ul style="list-style-type: none"> ● Continue to work toward fluency in keyboarding skills aligning with state standards ● Students should continue to improve speed and accuracy. ● Technique (including posture and hand placement) and speed reinforced.

	<ul style="list-style-type: none"> • Correct posture and hand placement should continue to be reinforced.
Research Skills/Media Literacy	<ul style="list-style-type: none"> • Learn to evaluate online sources of information for validity • Access a variety of journal articles using online databases
Copyright Law and Attribution	<ul style="list-style-type: none"> • Learn details of copyright and fair use law • Develop protocols of attribution to produce proper citations when using others' work
Data Collection and Analysis	<ul style="list-style-type: none"> • Use digital devices to gather scientific data • Use of computer software and hardware to analyze data in order to verify hypotheses or to make predictions
Coding	<ul style="list-style-type: none"> • Formulate paradigms for algorithmic design using a variety of languages and models • Apply coding principles to solve problems and interact with real world objects (robots, smart devices)

Students with Disabilities and Assistive Technology

Keyboard access may present a challenge for some students with disabilities. Such students may have assistive technology, instructional accommodations, and testing accommodations recommended on their individualized education programs (IEPs) or Section 504 accommodation plans (504 plans) to address their disability-related needs. For some students with disabilities, keyboarding may not be appropriate, even with the use of assistive technology tools. For these students, other assistive technology devices may be recommended, such as speech-to-text programs or eye-gaze technology for typing. In our district we use Dragon Speak and Learning Ally for some students.

A student with a disability requiring keyboarding accommodations and/or assistive technology is given the opportunity to participate in general instructional technology activities, including keyboarding instruction, as appropriate to his or her individual needs. During such instruction the assistive technology and/or accommodations recommended for a student with a disability must be consistently implemented in accordance with the specifications on the student's IEP or 504 plan.

SWD will continue to participate in the least restrictive environment. With access to more technology and online curriculum, more opportunities for closing achievement gaps will be attainable. Teachers will identify student strengths and weaknesses and use this information in writing IEP goals as well as progress monitoring.

Student Achievement

The district will:

1. Utilize NYS testing data, NWEA MAP and MPG data, and other sources of formative assessment to inform instruction by identifying trends that highlight possible gaps in the curriculum.
2. Use web-based software to ease the transition to fully aligned curricula by providing students ample self-directed practice opportunities, doubling as powerful formative assessments for teachers. Study Island will be used to develop an individual learning path based on data gained from NWEA MAP and MPG assessments.
3. Encourage the integration of devices and online resources into the curriculum, through professional development and the use of teacher leaders in the area of technology, to engender the growth of 21st century skills among our learners. Tech integrators will support this work as they push into classrooms to support teachers.

Technology Delivery

1. The Internet – via projection systems, smart boards, and direct student access on 1:1 devices and laptop carts – is being used district-wide to enhance student learning and achievement. Instructional videos, interactive lessons, and online self-assessments are all examples of the types of instructional technologies that are being delivered to our students. Furthermore, the Internet has allowed students to collaborate and communicate more effectively as 21st century learners.
2. Smartboards have allowed teachers in the district to create more dynamic and engaging lessons for their classes, allowed for the use of recording software, and for teachers to investigate the flipped classroom model. The District is committed to investigating cost effective replacements for these aging smartboards that offer even more flexibility to the teaching environment.
3. Google Apps For Education (GAFE) –allows collaboration between student, teacher and parent as well as other educators from around the world. Additionally GAFE’s cloud based storage also allows individuals access to documents from anywhere there is an Internet Connection and offline access when they are not “connected.” Recently the integration specialists have begun working with teachers using Google Cast to allow students and teachers to project their work for the class to view.
4. System Center Configuration Manager (SCCM) –allows for faster provisioning of new devices onto the network by creating a more automated approach to deploying software packages and maintaining Windows updates.

Parental Communications & Community Relations

1. The technology plan will be uploaded to our school website. A hard copy will also be available at a community member’s request.
2. The District offers a Parent & Student Portal through our student management system, eSchoolData. The portal allows access with a username and password so parents and students can see progress reports, report cards, assignments and attendance.
3. The District utilizes Blackboard Connect, a rapid calling system, to communicate with parents in an emergency situation or to relay information regarding school events.
4. Frewsburg Central School District produces a community newsletter, spotlighting student achievements in academics and other extra-curricular activities.
5. The District and individual schools utilize the website to highlight student achievements, upcoming events, district information and much more.

PROFESSIONAL DEVELOPMENT

Professional Development:

After analyzing the needs assessment, we developed selected activities as part of our district strategy to increase access to personalized rigorous learning experiences supported by technology. In order to be effective, we understand the necessity in providing high quality professional development to our teachers. The strategy we will use in moving forward with these initiatives largely relies on the teaching that happens within classrooms. For example, in order to implement a coding program at the elementary school, our teachers will need to have time to figure out where this fits in with their curriculum. Additionally, they will need support in delivering the instruction. We will utilize our technology integrators for this work and encourage them to work side by side with our classroom teachers. In addition, we will utilize our BOCES supports to structure CSLO days that are expand on the coding topic. Another form of professional development includes turn key training led by teacher leaders in which personalized learning is modeled and supported. Our tech integrators have been trained as part of a district PL initiative with Education Elements. We will continue this work within our district by assisting in the opportunities for students to participate in blended learning. Work will build upon prior learning about design thinking as teachers will utilize this protocol in the STEAM academy.

Financial Commitment:

- **Subscription Purchases:**

Our goals and measurable outcomes rely on expansion of our curriculum. We need to purchase software and hardware that are interactive and engaging. Some of the subscriptions we have looked at include; Tynker, Wonder Workshop, Kibo and Sphero. These subscriptions for elementary students will assist in forming early curiosities around computer science for all students. This also supports our goal to increase the interest and confidence of females in the area of engineering. We also need to allocate resources to support the expansion of existing clubs (LEGO league) and plan for more STEAM based summer opportunities.

- **Classroom Design:**

To define spaces that are rich in collaborative opportunity, the district recognizes the need to move away from the traditional classroom setup. Furniture, supplies, and materials designated for students to engage in creative, limitless exploration is necessary to meet these needs.

- **STEAM Development:**

To meet our goal in developing a STEAM academy for students in grades 7 & 8 we will need to make purchases that include 3D printer, CNC, plasma cutter, laser engraver, and appropriate software. At the elementary levels, we will invest in the development of mobile STEAM carts and equipment for a hands on learning lab to promote the idea that this type of learning is not confined to a set "space."

- **Confidence and Exposure Campaign:**

The development of a campaign to inspire and motivate females to pursue engineering related careers will begin as an early intervention initiative in Pre-K. Curriculum work involving presentation of a variety of STEAM career opportunities will be intentionally highlighted at all grade levels. Additionally, field trip opportunities to expose all students to STEAM based careers will be explored. Students in grades 2,4,6,8, and 10 will attend St. Bonaventure University's Challenger Space Center taking part in a simulation as well as experiencing many hands-on STEAM based activities. The advisors for LEGO League and Odyssey of the Mind will broaden their marketing of clubs to be more enticing to females.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Current Status:

Frewsburg Central School District presently receives a Gigabit Broadband connection from the WNYRIC into the Main Closet at the high school where it terminates in the router. The district utilizes power over Ethernet gigabit switch technology with the closets linking together with multi-mode fiber. Each wiring closet utilizes uninterruptible power supplies (UPS) to maintain connectivity during a power outage until the time power is restored or the generator takes over sustaining power. Classrooms and offices are connected to the wiring closets via CAT 5e or in some areas, CAT 6 with Ethernet connectors in the closets as well as the classrooms. Robert H. Jackson Elementary school is connected to the high school main closet via single-mode fiber to the main closet at the elementary building. The bus garage is connected to the High School via wireless access. Every classroom is equipped with a wireless access point to allow up to 50 simultaneous connection the the district network. All maintenance of the district's LAN is handled through contractual agreement with the Erie I BOCES WNYRIC.

There are approximately 1180 devices with Internet access within the District. In house we have 19 servers, most of which are virtualized, for management, data storage, security camera system, cafeteria point of sale program, transportation system, wireless, and library automation.

Our District utilizes Voice over IP for its phone system. Every classroom and office is able to dial within the building as well as externally. This system includes messaging services, allowing teachers to receive phone messages without classroom interruptions. This provides staff with better access to parents and vice versa.

Student Technology

All students at Frewsburg Central School District have access to a device in order to access classroom content via Google Classroom, online resources, and to collaborate on projects. Moving from a cart based environment to one where students receive a device assigned to them will allow students to have access to this content without the hassle of the teacher securing a cart for use on a particular day, thus saving instructional minutes.

In the Frewsburg Jr/Sr High School, beginning in the 2017-18 school year, all 380 students, grades 7-12 were individually assigned a Windows convertible tablet with touchscreen that they use throughout the day and also take home. This resource can be used offline to complete assignments or utilize home wifi for the purpose of accessing online resources to enhance their learning experience. There are designated charging areas located throughout the school for students to recharge their devices as necessary. This school is equipped with two distance learning (DL) rooms and two portable Polycom TV carts where students receive instruction from teachers in other school districts for classes they otherwise would not have access to. These rooms and carts are also available for online field trips or other collaborative initiatives. Recently the district began converting an older computer lab into STEAM (Science, Technology, Engineering, Art, Math) room, equipped with higher capacity Windows computers and setup to allow for the future expansion of the STEAM space. New for the 2017-18 school year, the high school constructed a TV Production room, complete with a green screen for student led productions, such as morning announcements.

Within Robert H. Jackson Elementary, all students in grades 2-6 have individual access to a windows based laptop for use during the day. These laptops are stored in a cart located within each classroom to charge overnight. Students in grades UPK-1 share 5 carts of windows based laptops, and gives students regular access to curricular resources, such as keyboarding

applications and other Internet based resources. There is one portable Polycom TV cart available for online field trips or other collaborative initiatives. The school has received approval for renovations to include a makerspace learning environment to be incorporated into regularly scheduled classes for grades PK-2. Additionally the stakeholders will investigate developing creative solutions in a makerspace environment for grades 3-6. Beginning in the 2018-19 school year, the District intends to continue it's rollout of student 1:1 devices to those students in grades 3-6. To ensure an affordable replacement plan, the students remaining in grades K-2 will receive a 1:1 device in the 2019-20 school year.

Technology Support:

Frewsburg Central School District employs an Assistant Superintendent for Curriculum & Instruction who works closely with the Director of Technology & Communications to ensure that instructional goals are met and enhanced by the integration of technology. Additionally, the full time Director of Technology & Communications oversees the daily operation of the technology department and prioritize the needs of the staff and students. The District also employs a Personal Computer Specialist to assist users with software and hardware requests as well as plan for hardware upgrades, deployment of software, including operating system patches, and assist with security upgrades. The District also contracts with Erie 1 BOCES to have a network technician in District 25 days per year. Three days a week are contracted with Erie 2 BOCES for a Personal Computer Specialist to assist with tech support requests and to maintain the increasing number of computers and devices attached to their network. Each school employs a full time Technology Integration Specialist to assist teachers with integrating technology into their curriculum. As well, they act as a liaison between the teachers and technology department to ensure seamless transition of updates and new initiatives.

The Frewsburg Jr/Sr High School has implemented a student led helpdesk to assist in the front line troubleshooting of student 1:1 devices. These students assess the situation initially and determine if the technology department needs to become involved with the repair of the device. This helpdesk is overseen by the Computer Lab Aide and is located in the library where they have quick access to a loaner device, if deemed necessary. Our distance learning rooms are overseen by an AV Aide.

Security

The District has put in place many security measures to aid in the safety of our students and staff. All District employees are required to wear identification badges at all times. Both schools have controlled door access in that staff are given access for times specific to their roles. There is a robust IP based camera system in place internally and externally for all campus areas. The paging system is now integrated with the Voice over IP phones so administration can utilize any area of the school to communicate announcements as needed to our staff and students.

Plan for Continuous Upgrading

The District has a plan to refresh the infrastructure components every 5 years or as needed, to upgrade student devices every 4 years and to evaluate other classroom technology (interactive boards, projectors, document cameras, etc) as necessary to ensure they are relevant and current. Due to the age of the camera security system, it will be evaluated for upgrades during this technology plan. The administrative team has looked at all funding sources including local, eRate and Smart Schools Bond Act funds to create a fiscally sound financial plan.

INFRASTRUCTURE GOALS

Goal 1: Sustain a robust and future proof infrastructure to facilitate access to high quality, digital content for staff and students.

Stakeholders: Erie I BOCES WAN support staff, District Technology Department
Frewsburg Central District believes a strong infrastructure is the backbone to support any Education Technology initiative, especially 1:1 devices for the students. We believe it is critical for every classroom to have a wireless access point allowing for no less than 25 concurrent connections. The wiring closets need to be equipped with switches that will allow for power over ethernet as well as a high bandwidth throughput. The dual core switch, located in the server room at the high school needs to be upgraded to prepare the district to move towards an environment that supports 10 GB connectivity. Upgrades to wiring will be considered when capital projects are evaluated for the schools. Those wiring upgrades will include CAT 6a to each wireless access point and CAT 6 to each teacher workstation, VoIP phone and any future SIP devices.

It is also necessary for the wiring closets to be connected via 12 strand multimode, 50 micron fiber to sustain higher bandwidth throughput.

Goal 2: Technology will be used to increase building security for students and staff members.

Stakeholders: District & Building Administrators, District Technology Staff, District Maintenance Staff, Erie I BOCES support staff

A robust voice over IP phone system will be maintained within the District, to include a phone in all offices and classrooms.

The IP Surveillance Camera System, originally installed in 2009, will be evaluated and a recommendation made for an upgrade to increase the quality and quantity of security within the school building as well as the exterior campus areas.

The district will continue to assess physical access control and reporting measures to stay current with regulations and the needs of the district.

The District will investigate ways to slow down a perpetrator's egress during an emergency with internal threat.

Goal 3: Technology will be used to enhance communication and interaction with parents, families, and community.

Stakeholders: District Administrators, District Technology Staff

Technology will be used to enhance communication and interaction with parents, families, and community.

Frewsburg Central School District is committed to the website creation and ongoing updates to publish viable content to our community, parents and students.

The Superintendent will utilize Social Media Manager to allow visibility into content created regarding Frewsburg Central Schools on social media platforms such as Facebook and Twitter. This will allow her to quickly address concerns that arise from the community as well as squelch the proliferation of misinformation.

The district will create an online threat reporting form so people can anonymously post concerns found on social media, texting and other areas. The ease of access for users, coupled with the anonymity we believe will create a safe environment for us to collect relevant information to protect the safety of our students and staff.

Implementation/Work Plan-Goal 1
 Sustain a robust and future proof infrastructure to facilitate access to high quality, digital content for staff and students.

07/01/2018 -- 06/30/2021

Measurable Outcome	Month/Year	Steps	Person Responsible
Upgrade Core switch Funding Source: Smart Schools Bond Act	January/2018	Plan with Erie 1 BOCES WAN team	Erie 1 BOCES WAN team
	July/2018	Apply for SSBA Allocation	Director of Technology
	December/2018	Installation	
Connect Wiring Closets via Fiber Funding Source: Smart Schools Bond Act	January/2018	Plan with Erie 1 BOCES WAN team	Erie 1 BOCES WAN team
	December/2018	Apply for SSBA Allocation	Director of Technology
	July/2019	Installation	
Upgrade Wireless Network Funding Source: ERate	January/2018	Plan with Erie 1 BOCES WAN team	Erie 1 BOCES WAN team
	February/2018	Apply for eRate	Director of Technology
	July/2019	Installation	
Upgrade Switches Funding Source: ERate	January/2018	Plan with Erie 1 BOCES WAN team	Erie 1 BOCES WAN team
	February/2018	Apply for eRate	Director of Technology
	July/2020	Installation	
Upgrade Classroom Wiring Funding Source: Capital Project	January/2019	Plan with Erie 1 BOCES WAN team	Erie 1 BOCES WAN team
	July/2019	Build into future capital projects	Director of Technology
	As Approved	Installation	Administration

Implementation/Work Plan-Goal 2			
Technology will be used to increase building security for students and staff members.			
07/01/2018 -- 06/30/2021			
Measurable Outcome	Month/Year	Steps	Person Responsible
Upgrade IP Camera Surveillance System Funding Source: Smart Schools Bond Act	July/2018	Plan & Order	Erie 1 BOCES
	September/2018	Install Servers	Director of Technology
	November/2018	Complete Installation	Administration
Enhance Internal/External Building Security Funding Source: Local Smart Schools Bond Act	December/2018	Evaluate Options to Slow an Intruder	Administration Director of Technology
	January/2019	Evaluate license plate readers	Maintenance
	June/2019	Implementation	
IP Phone System Funding Source: Local	January/2021	Revisit viability of the system	Director of Technology Erie 1 BOCES
Badge System Upgrade	December/2018	Investigate upgrades available for system to deploy ID and door access control badges for our staff	Director of Technology

Implementation/Work Plan-Goal 3			
Technology will be used to enhance communication and interaction with parents, families, and community.			
07/01/2018 -- 06/30/2021			
Measurable Outcome	Month/Year	Steps	Person Responsible
Relevant content on District website	July/2018 Ongoing	Monthly website	Administration Director of Technology
Monitor Social Media Manager	July/2018 Ongoing	Ongoing monitoring and response to community member concerns via Social Media	Superintendent
Online Threat Reporting	July/2018	Create online threat protection form	Superintendent
BoardDocs	July/2018	Convert old Board of Education agendas and minutes into BoardDocs for ease of accessing	District Clerk
Live Stream Events	January/2019 April/2019 July/2019 August/2019	Investigate Options Test Purchase necessary items Implementation	Director of Technology

MONITORING AND EVALUATION

Evaluation

Annually, the district will evaluate the impact of our technology plan on students' performance by: reviewing the school report card data, graduation and drop-out rates, student attendance and discipline as well as student grades. The Chief Information Officer (CIO) and Data Management Specialist will be responsible for collecting and compiling this data.

Student proficiency will be assessed through performance on state-wide testes, classroom tests and projects, and checklists.

Support staff will be evaluated annually through the support staff evaluation.

The district Annual Professional Performance Review (APPR) plan is inclusive of district documents to record teacher performance and student learning. Data obtained through this process will be aggregated for district use in determining strengths and weaknesses of our staff and students' knowledge and skills. The key indicators of success are multi-faceted, but always focused on student achievement:

- Graduation Rate
- Advanced Regents Diplomas
- Regent's scores
- College Connection and credits earned
- SAT/ACT scores
- Project-based learning

Accountability for the technology plan will be assessed through individual performance evaluations as part of the APPR process. Teacher proficiency will be assessed through a myriad of strategies including teacher evaluation, formative, summative and informal walk-through and teacher portfolio.

Through ongoing needs assessment, the district will collect information and analyze it to make decisions to ensure staff has the technology and resources necessary to implement New York State Learning Standards in all classes.

The needs of teachers and students are ever changing. Through the technology committee, administration, conversations with the CIO, Data Management Specialist, and department chairs, information will be brought forward so the individual needs of teachers and students can be addressed. The Director of Technology and Communications along with the District Technology Committee will meet as needed throughout the year to review the Technology Plan goals and work plan. The will look at the progress, discuss obstacles, and make revisions to the plan if necessary in response to concerns brought forward. This plan is a fluid document brought to life by the ever changing needs of the staff, to respond fully and thoroughly to the needs of our students, based on data.

Acceptable Use Policy

To protect our network and our students the district requires all users to read, sign, and abide by the district's AUP. These documents can be found on pages 34-57. The district provides internet filtering through Erie I BOCES using Lightspeed Systems software. All users and computers in the District are filtered based on their role. The district believes the best protection is careful monitoring by all staff. As part of the district internet safety policy students are allowed on computers, and other technology, only under the direct supervision of staff. The District's Internet Safety/Internet Content Filtering Policy was first adopted in 2008. There was a public forum held for this policy on January 14, 2010. Since then, this policy has been modified and can be found on pages 58-60.

POLICY

2017

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Students

SUBJECT: STUDENT ACCEPTABLE USE POLICY (AUP)

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

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

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents or guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the District. The District cannot screen or review all of the available content or materials on these external computer networks, thus, some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents or guardians.

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 this 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. Parents and guardians should establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage.

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

Students who engage in unacceptable use of the DCS may lose access in accordance with applicable due process procedures, and may be subject to further discipline in accordance with the District *Code of Conduct*. The District reserves the right to pursue legal action against a student who willfully, maliciously, or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents or guardians of any student who willfully, maliciously, or unlawfully damages or destroys District property.

(Continued)

POLICY

2017

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Students

SUBJECT: STUDENT ACCEPTABLE USE POLICY (AUP) (Cont'd.)

Student data files and other electronic storage areas are considered District property subject to control and inspection. The Director of Technology, or his/her designee, may access all files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy. Students should not expect that information stored on the DCS will be private.

Notification

The District's AUP will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

General Obligations Law § 33-112

NOTE: Refer also to Policy #8271 -- Internet Safety/Internet Content Filtering Policy
District Code of Conduct

Adoption Date August 10, 2017

Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE GUIDELINES)**

Program Implementation

The Frewsburg Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System will provide access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, "on-line services," "Wi-Fi," and "Internet." The District shall provide personnel support for such usage for district equipment.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the Frewsburg Central School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all inclusive. Students are held to the same standards of good behavior whether they are using school computer networks or any other electronic media or communications, including a student's own personal technology device while on school grounds or at school events. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the Building Principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

Standards of Conduct Governing Student Access to the DCS

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District's computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed that users will comply with District standards and will honor the agreements they have signed.

(Continued)

Students

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

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be Frewsburg Central School District property and subject to control and inspection. The technology staff may access, without prior notice, all such files and communications to insure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should NOT expect that information stored on the DCS will be private.

During school, teachers will guide students toward appropriate materials. Outside of school, parents/guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.

Use of the DCS which violates any aspect of Frewsburg Central School District policy; the Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, specific activities shall be prohibited by student users of the DCS including, but not limited to, the following:

1. Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic, threatening or abusive.
2. Use of obscene or vulgar language.
3. Harassing, insulting or attacking others.
4. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
5. Using unauthorized software on the DCS.
6. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the Director of Technology & Communications.
7. Violating copyright law, including the illegal file sharing of music, videos and software.
8. Employing the DCS for non-educational commercial purposes, product advertisement or political lobbying.
9. Disclosing an individual password to others or using others' passwords.
10. Transmitting material, information or software in violation of any District policy or regulation, the District Code of Conduct, and/or federal, state and local law or regulation.
11. Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.
12. Accessing personal, interactive sites (such as Myspace blogs) unless under the direct supervision of a staff member. This includes the use of a student's personal cell phone or digital device to access such social networking sites.
13. Creating or using a website or blog which may cause a substantial disruption in the school environment or interfere with the rights of others.
14. Using digital device (such as cell or camera phones), electronic technology and/or media to facilitate cheating, plagiarism, etc.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources shall be subject to that network's acceptable use policy.

(Continued)

Students

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

Personally Owned Devices

If a student chooses to use his/her own personal technology equipment with permission from the building Principal, the following guidelines will apply:

1. The entire cost to acquire all personal technology equipment is the responsibility of the student. Services that may incur a financial cost to the District, such as phone options, software or other "apps" are not allowed. The District does not agree to pay such charges and students who desire these options must assume all costs incurred for such charges.
2. Personal technology equipment is not covered by the District's Insurance if it is lost, stolen or damaged. Loss or damage to any personal technology equipment is solely the responsibility of the student. If lost or stolen, the loss should be reported immediately to Technology staff, as well as the Building Principal, so appropriate action can be taken to minimize any possible risk to the DCS and the District.
3. Students assume complete responsibility for the maintenance of personal devices, including maintenance to conform to District standards. Students also assumes all responsibility for problem resolution, as well as the use and maintenance of functional, up-to-date anti-virus and anti-malware software and any other protections deemed necessary by Technology staff.
4. All personal technology equipment used on the DCS or wireless network is subject to review by the Director of Technology & Communications, or individuals/entities designated by the Superintendent, if there is reason to suspect that the personal device is causing a problem on the DCS network.

Wireless Devices on District Premises

1. For security reasons, students who use their personal device to connect to the Internet, using a District network, will only be permitted to use the District's guest wireless network. Access to any other District network using a personal device is prohibited.
2. Personal devices that have the ability to offer wireless access to other devices must not be used to provide that functionality to others in any District building. The ability to connect personal devices to the District wireless network is a privilege and not a right for students. Any student who violates the conditions of this regulation using his/her own device will have his/her access privileges withdrawn.

(Continued)

Students

3. When personal devices are used in District facilities or on the District wireless network, the District reserves the right to:
 - a. Make determinations on whether specific uses of the personally owned wireless devices are consistent with the Students Acceptable Use of Technology agreement.
 - b. Log network use and monitor storage disk space utilized by such users; and
 - c. Remove or restrict the user's access to the network and suspend the right to use the personally owned computer in District facilities at any time if it is determined that the user is engaged in unauthorized activity, violating the District's Student Acceptable User of Technology agreement, or violating the terms of this Regulation.

If a student or a student's parent/guardian has a District network account, a non-district network account, or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District policy and/or regulation may result in student discipline. Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

Sanctions

- 1) Violations may result in suspension and/or revocation of student access to the DCS as determined in accordance with appropriate due process procedures.
- 2) Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
- 3) When applicable, law enforcement agencies may be involved.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the DCS as a system administrator may result in restriction or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

Notification/Authorization

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

Adopted September 11, 2014

**FREWSBURG CENTRAL SCHOOL DISTRICT
STUDENT AGREEMENT FOR USE OF DISTRICT COMPUTERIZED
INFORMATION RESOURCES**

Every Frewsburg Central School District (hereafter the "District") student who accesses any aspect of the District's computer system (hereafter "DCS") will be required to read and acknowledge this Computer Use Agreement. **This form supersedes previous forms. Students/Guardians who have signed previous forms must also complete this new form.**

Computer use is often a valuable and necessary component of a student's learning environment. In addition, varying responsibilities result in access to information sources such as software, programs, the Internet, and the district's computer network. Although students may have access to these information sources, their use must be specially authorized by the District. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. Access should be primarily for educational and research activities. Electronic mail and telecommunications shall not be utilized to share confidential information about District students, employees, or officials without prior authorization. No student may disclose, use, or disseminate any personal information regarding District students or employees.

All hardware, including computers and equipment, is the property of Frewsburg Central School District and will fall under the guidelines listed below. Furthermore, all existing District policies, practices, and regulations apply to use of the DCS, especially those that relate to intellectual property protection, misuse of District resources, harassment, bullying, privacy, information security, and confidentiality.

The District's expectations of its students include, but are not limited to, the following:

1. **Illegal or Destructive Activities**
 - a. Students shall not go beyond their authorized access to the DCS or other computer equipment or software including the files or accounts of others.
 - b. Students shall not disrupt or attempt to damage or disrupt any computer, system, system performance, or data.
 - c. Students shall not use district equipment to engage in illegal or offensive acts.
2. **System Security**
 - a. Students are responsible for the security of their computer equipment, files, and passwords.
 - b. Students shall promptly notify their school counselor or technology department member of security problems.
3. **Inappropriate Conduct**

The following are prohibited when using any technical resource associated with the DCS:

 - a. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;
 - b. Potentially damaging, dangerous, or disruptive material;
 - c. Personal or generalized harassment in violation of district policies; and
 - d. False or defamatory information.
4. **Plagiarism and Copyright Infringement**
 - a. Works may not be plagiarized.
 - b. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. No work shall be used without the express written consent of the copyright owner.
 - c. Software copyrights and software licenses must be strictly respected.

(Continued)

5. Inappropriate Access to Material
 - a. Technical resources shall not be used with material that is profane, obscene or pornographic, or advocates illegal acts, violence, or illegal discrimination.
 - b. The use of Internet games, unauthorized software, or other instant messaging software (e.g. AOL Instant Messenger, etc.) is prohibited except when specifically authorized by the District Superintendent (or designee).
 - c. Inadvertent inappropriate access shall be reported immediately to the technology department.
6. Expectation of Privacy

Students have no expectation of privacy in files, disks, hardware, or documents that have been created in, entered in, stored in, downloaded from, transmitted via or used on the DCS or related district equipment.
7. Services and Assumption of Risks

Frewsburg Central School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to including, but not limited to, loss of data and inaccurate or poor quality information obtained via the DCS. Users are responsible for backing up data stored locally on any device assigned to them.
8. Discipline
 - a. Students who engage in unacceptable use may have their access to the DCS restricted or terminated and may be subject to further discipline pursuant to local, state, or federal law.
 - b. Deliberate violations of this agreement (i.e. malicious acts or omissions; searching for, viewing or otherwise visiting inappropriate sites including but not limited to those likely to contain pornography or sexually explicit images) are cause for disciplinary action up to and including expulsion.
9. Unacceptable Uses

The following uses will be regarded as not acceptable:

 - a. Illegal or malicious use, including downloading or transmitting of copyright material such as music, videos and games.
 - b. Use for racial, sexual, or other harassment in violation of district policy.
 - c. To access, view, or transmit pornographic or obscene material.
 - d. To solicit personal information with the intent of using such information to cause emotional or physical harm.
 - e. To disrupt the work of other users. This included the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource.
 - f. Installation of unauthorized programs.
10. E-Mail (if supplied)
 - a. Every user is responsible for all e-mail originating from their user ID e-mail address. Forgery or attempted forgery of electronic mail is prohibited. The District's e-mail standard is the only allowable e-mail to be used. Do not access your personal e-mail account (ex. Hotmail, AOL, etc.) through the DCS.
 - b. Attempts to read, delete, copy, or modify the e-mail of other users are prohibited.
 - c. E-mail is NOT private. The District Superintendent (or designee) has the right of access to all e-mail sent or received. In the event of Frewsburg Central School District being involved in any legal proceedings, any relevant e-mails (including Internet e-mail) may have to be disclosed, on the same basis as the case for written documents.
 - d. Forwarding of chain letters is not allowed.

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

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

Student Name (PRINT) _____ Grade _____

Gender (CIRCLE) M F Homeroom Teacher _____

Student Signature _____ Date _____

PARENT OR GUARDIAN MUST SIGN THE FORM ON BACK BEFORE RETURNING. PLEASE MAKE SURE BOTH SIDES ARE FILLED OUT BEFORE RETURNING TO THE SCHOOL.

For Office Use Only

User ID:

Password:

Student ID:

- | | | |
|---|---|---|
| <input type="checkbox"/> Database | <input type="checkbox"/> Master Guru (3-5) | <input type="checkbox"/> EasyTech (7-8) |
| <input type="checkbox"/> Network | <input type="checkbox"/> Successnet Math/Read.(3-6) | <input type="checkbox"/> Type to Learn |
| <input type="checkbox"/> Study Island (K-8) | <input type="checkbox"/> Successnet SS/Spanish (7-12) | |
| <input type="checkbox"/> Castle Learning (K-12) | <input type="checkbox"/> ePals | |

**FREWSBURG CENTRAL SCHOOL DISTRICT
PARENTAL/GUARDIAN CONSENT FOR STUDENT USE OF DISTRICT COMPUTERIZED
INFORMATION RESOURCES**

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

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

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

I agree that my son/daughter may have access to the DCS.

Parent/Guardian Signature _____ Date _____

**STUDENT MUST SIGN THE FORM ON BACK BEFORE RETURNING.
PLEASE MAKE SURE BOTH SIDES ARE FILLED OUT BEFORE
RETURNING TO THE SCHOOL.**

Adopted September 11, 2014

POLICY

2017

6410
1 of 3

Personnel

SUBJECT: STAFF ACCEPTABLE USE POLICY

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

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

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. These agreements will be kept on file in the District's Technology Office.

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

Access to confidential data is a privilege afforded to District employees in the performance of their duties. Safeguarding this data is a District responsibility that the Board takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile or personal devices to access the DCS and the information it may contain.

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

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

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

(Continued)

POLICY

2017

6410
2 of 3

Personnel

SUBJECT: STAFF ACCEPTABLE USE POLICY (Cont'd.)

Social Media Use by Employees

The District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites (SNS), have great potential to connect people around the globe and enhance communication. Therefore, the Board encourages the use of District-approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

Public social media networks or SNS are defined to include: websites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, video sites, and any other social media generally available to the District community which do not fall within the District's electronic technology network (e.g., Facebook, MySpace, Twitter, LinkedIn, Flickr, Vine, Instagram, SnapChat, etc.). The definition of District-approved password-protected social media tools are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further defined and differentiated in Administration Regulation. The School District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of this media during District time or on District-owned equipment is prohibited. In addition, employees are encouraged to maintain the highest levels of professionalism when communicating, whether using District devices or their own personal devices, in their professional capacity as educators. They have a responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District policies and regulations.

Confidentiality, Private Information and Privacy Rights

Confidential or private data, including, but not limited to, protected student records, employee personal identifying information, and District assessment data, will only be loaded, stored, or transferred to District-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the DCS, any mobile devices, including flash or key drives, and any devices that access the DCS from remote locations. Staff will not use email to transmit confidential files in order to work at home or another location. Similarly, staff are prohibited from using personal, cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

(Continued)

POLICY

2017

6410
3 of 3

Personnel

SUBJECT: STAFF ACCEPTABLE USE POLICY (Cont'd.)

In addition, staff will not leave any devices unattended with confidential information visible. All devices must be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

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

NOTE: Refer also to Policies #5672 -- Information Security Breach and Notification
#5674 -- Data Networks and Security Access
#6411 -- Use of Email in the District
#7243 -- Student Data Breaches
#7316 -- Student Use of Personal Technology
#8271 -- Internet Safety/Internet Content Filtering Policy

Adoption Date August 10, 2017

SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM

The District's computer system (hereafter "DCS") is provided for employees to enhance the educational programs of the District, to further District goals and objectives, and to conduct research and communicate with others regarding topics related to the education of students.

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

Employees are encouraged to utilize electronic communications in their roles with the District. Employees are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. All such usage shall be limited to school related issues or activities. Communications over the DCS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

The District's policies and accompanying regulations regarding employee, and student use of computerized information resources establish guidelines to follow in instruction and in working with students on acceptable use of the DCS, including access to external computer networks.

All employees who use mobile technology in the course of their job duties, including but not limited to cell phones, smart phones, flash drives, tablets, e-readers, laptop computers, scanners, printers, digital cameras, camcorders, PDAs, iPads and iPods, shall abide by this Regulation which governs the use of this type of equipment. Any device that runs software or systems including, but not limited to, Palm OS, Windows, Pocket PC, Android, or IOS is considered a "computer" for the purposes of this Regulation. In addition, all applicable language in Policy and Regulation #6471 and #6471R – Employee Use of Computerized Information Resources and Form #6471F – Agreement for Employee Use of Computerized Information Resources (AUP) also applies to mobile and personal technology equipment when it is used in conjunction with the District's wireless network or in the course of the employees job duties.

Access to confidential data is a privilege afforded to District employees in the performance of their duties. Safeguarding this data is a District responsibility that the Board of Education takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile/personal devices to access the DCS and the information contained therein.

(Continued)

**SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM
(Cont'd.)**

Prohibitions

It is not the intention of this regulation to define all inappropriate usage. However, in addition to the general requirements of common sense and acceptable employee behavior, activities which shall be prohibited by employees using the DCS include, but are not limited to, the following:

1. Using the DCS in any way which results in unauthorized charges or expense to the District.
2. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software, or related equipment through physical action or by electronic means.
3. Using unauthorized software on the DCS.
4. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the employee without express permission from the Director of Technology & Communications.
5. Violating copyright law or other laws, rules, or regulations.
6. Employing the DCS for commercial purposes, personal gain, marketing, sales, product advertisement, advancement of any personal religious or political belief or creed, any illegal activity, or political lobbying.
7. Disclosing an individual password to others or using any password(s) assigned to or associated with any other user or individual.
8. Sharing confidential information about District students, employees, staff or officials.
9. Sending or displaying offensive messages or pictures, including but not limited to obscene or pornographic messages and pictures.
10. Using obscene language.
11. Harassing, insulting or attacking others.
12. Engaging in practices that threaten the DCS (e.g., loading files that may introduce a virus).

(Continued)

SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM

(Cont'd.)

13. Violating regulations prescribed by the network provider.
14. Excessive use of the DCS for other than school related work or activities.
15. Assisting a student to violate District policy and/or regulation, or failing to report knowledge of any student violations of the District's policy and regulation on student use of computerized information resources.
16. Use which violates any other aspect of Base School District policy and/or regulations, as well as local, state or federal laws or regulations.

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

Confidentiality, Private Information and Privacy Rights

Confidential and/or private data, including but not limited to, protected student records, employee personal identifying information, and District assessment data, shall only be loaded, stored or transferred to District-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the DCS, any mobile devices, including flash or key drives, and any devices that access the DCS from remote locations. Employees will not use email to transmit confidential files in order to work at home or another location. Employees will not use cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

Employees will not leave any devices unattended with confidential information visible. All devices are required to be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

Employee data files, e-mail, and electronic storage areas shall remain District property, subject to District control and inspection. The Director of Technology & Communications or the Superintendent's designee(s) may access all such files and communications, and storage areas, without prior notice, to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Employees should NOT expect that information stored on the DCS will be private.

(Continued)

**SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM
(Cont'd.)**

Personally Owned Devices

If a staff member chooses to use his/her own personal technology equipment, the following guidelines will apply:

1. Prior to use on the DCS or wireless network, all devices must be approved by the Superintendent.

OR

Personal devices will only be connected to the guest wireless network and not be connected to the DCS.

*The District reserves the right to review and amend this policy.

2. The entire cost to acquire all personal technology equipment is the responsibility of the employee. Services that may incur a financial cost to the District, such as phone options, software or other "apps" are not allowed. The District does not agree to pay such charges and employees who desire these options must assume all costs incurred for such charges.
3. Personal technology equipment is not covered by the District's Insurance if it is lost, stolen or damaged. Loss or damage to any personal technology equipment is solely the responsibility of the employee. If lost or stolen, the loss should be reported immediately to Technology staff so appropriate action can be taken to minimize any possible risk to the DCS and the District.
4. Employees assume complete responsibility for the maintenance of personal devices, including maintenance to conform to District standards. Employees also assumes all responsibility for problem resolution, as well as the use and maintenance of functional, up-to-date anti-virus and anti-malware software and any other protections deemed necessary by Technology staff.
5. Employees must also meet any expectations of continuity in formatting of files, etc. when making changes to documents for work purposes (i.e., do not change the format of a file so that the original file is unusable on District-owned hardware/software).

(Continued)

SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM

(Cont'd.)

6. All personal technology equipment used on the DCS or wireless network is subject to review by the Director of Technology & Communication, or individuals/entities designated by the Superintendent, if there is reason to suspect that the personal device is causing a problem on the DCS network, or if the employee is suspected by a supervisor of spending excessive time at work on non-work related matters.
7. The District's email client will not be installed on personally owned devices. All access to email will be through the an internet browser. The District reserves the right to review and amend this policy.
8. The use of personal technology equipment in the course of an employees' professional responsibilities may result in the equipment and/or certain data maintained on it being subject to review, production and/or disclosure (i.e., in response to a FOIL request, discovery demand or subpoena). The employee is required to submit any such information or equipment, when requested.
9. It is also the responsibility of the District employee using a mobile device, personal or District-owned, to ensure that all security protocols normally issued in the management of District data on conventional storage infrastructure are also applied on that mobile device. All District-defined processes for storing, accessing and back up data must be used on any device used to access the DCS.
10. Use of any mobile technology device during the school day, whether District-issued or personally owned, should not interfere with the employees' ability to carry out daily responsibilities.

District- Issued Devices

Mobile wireless devices issued by the District will be subject to audit and inventory standards. Employees must be able to produce the device when requested by a District official. If the device is lost or damaged, it must be reported to the employees supervisor immediately. If theft is suspected, law enforcement will be contacted.

Flash Drives

Flash or key drives may be provided to staff members for use on the District network if requested by their supervisor. These flash drives will not be used for confidential information. Use of personally owned flash drives or other external storage devices to conduct District business is prohibited unless otherwise specified by the Superintendent or a person of his/her designee.

(Continued)

**SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM
(Cont'd.)**

Wireless Devices on District Premises

1. For security reasons, staff who use their personal device to connect to the Internet, using a District network, will only be permitted to use the District's guest wireless network. Access to any other District network using a personal device is prohibited.
2. Personal devices that have the ability to offer wireless access to other devices must not be used to provide that functionality to others in any District building. The ability to connect personal devices to the District wireless network is a privilege and not a right for employees. Any employee who violates the conditions of this regulation using his/her own device will have his/her access privileges withdrawn.
3. When personal devices are used in District facilities or on the District wireless network, the District reserves the right to:
 - a. Make determinations on whether specific uses of the personally owned wireless devices are consistent with the Employee Acceptable Use of Technology agreement.
 - b. Log network use and monitor storage disk space utilized by such users; and
 - c. Remove or restrict the user's access to the network and suspend the right to use the personally owned computer in District facilities at any time if it is determined that the user is engaged in unauthorized activity, violating the District's Staff Acceptable User of Technology agreement, or violating the terms of this Regulation.

Sanctions

The Director of Technology & Communications will report inappropriate behavior to the Superintendent who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations or complaints will be routed to the employee's supervisor for appropriate action. Violations may result in a loss of access to the DCS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

**SUBJECT: EMPLOYEE USE OF DISTRICT COMPUTER SYSTEM
(Cont'd.)**

Notification

All employees will be given access to a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Any employee who does not receive such documents or needs additional copies of said documents may request them from the District. Each employee will sign an Acceptable Use Agreement before establishing an account or continuing their use of the DCS.

Adopted September 11, 2014

**FREWSBURG CENTRAL SCHOOL DISTRICT
AGREEMENT USE OF COMPUTERIZED INFORMATION RESOURCES**

In consideration for the use of the Frewsburg Central School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policies on employee and student use of computerized information resources and the regulations established in connection with those policies and I fully understand these policies and regulations and all their provisions. I agree to adhere to the employee policy and the regulations and to any changes or additions later adopted by the District. I shall report all student violations of the District's policy on student use of computerized information resources to my supervisor.

I understand that failure to comply with these policies and accompanying regulations may result in the loss of my access to the DCS and may, in addition, result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. 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.

Employee Signature _____

Date _____

School/Building _____

For Office Use Only	
User ID:	
Password:	
<input type="checkbox"/> Database	<input type="checkbox"/> Turnitin (7-12)
<input type="checkbox"/> Network	<input type="checkbox"/> Castle Learning (K-12)
<input type="checkbox"/> Lotus Notes	<input type="checkbox"/> Study Island (K-8)
<input type="checkbox"/> Notes Group	<input type="checkbox"/> Master Guru (3-5)
<input type="checkbox"/> School World	<input type="checkbox"/> ePals
<input type="checkbox"/> eSchool Data	<input type="checkbox"/> Learn360
<input type="checkbox"/> ClearTrack (Spec. Ed.)	<input type="checkbox"/> Lexia (K-6)
<input type="checkbox"/> Successnet (K-6 all, 7-8 SS only)	

Adopted September 11, 2014

Frewsburg Central School District Employee Computer Use Agreement

Every Frewsburg Central School District (hereafter the "District") employee who accesses any aspect of the District's computer system (hereafter "DCS") will be required to read and acknowledge this Computer Use Agreement. **This form supersedes previous forms. Employees who have signed previous forms must also complete this new form.**

Computer use is often a valuable and necessary component of an employee's work. In addition, varying work responsibilities result in access to information sources such as software, programs, the Internet, and the district's computer network. Although employees may have access to these information sources, their use must be specially authorized by the District. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. Access should be primarily for educational and professional or career development activities. Electronic mail and telecommunications shall not be utilized to share confidential information about District students, employees, or officials without prior authorization. No employee may disclose, use, or disseminate any personal information regarding District students or employees.

All hardware, including computers and equipment, is the property of Frewsburg Central School District and will fall under the guidelines listed below. Furthermore, all existing District policies, practices, and regulations apply to use of the DCS, especially those that relate to intellectual property protection, misuse of District resources, harassment, bullying, privacy, information security, and confidentiality.

The District's expectations of its employees and staff include, but are not limited to, the following:

1. Student Personal Safety
 - a. Employees who supervise students with access to technical resources shall be familiar with the Frewsburg Central School District Student Internet Safety/Internet Content Filtering Policy (8271) as well as the District Code Of Conduct and enforce its provisions outlines in both documents.
 - b. Student use of technology will be supervised to the extent appropriate. Digital ethics is the responsibility of all who monitor student use..
2. Illegal or Destructive Activities
 - a. Employees will not go beyond their authorized access to the DCS or other computer equipment or software. This will include accessing the files or accounts of others without authorization.
 - b. Employees will not disrupt or attempt to damage or disrupt any technology tools, infrastructure, network capacity, system performance, or data.
 - c. Employees will not use District equipment or personal equipment connected to the District guest network to engage in illegal or offensive acts.
3. System Security
 - a. Employees are responsible for the security of all technology tools, files, and passwords.
 - b. Employees will promptly notify their immediate supervisor or technology department member of security problems.
 - c. Employees with access to student records may not use, release, or share these records (or information contained in these records) except as authorized by Federal and State law.
 - d. Employees whose position and responsibilities require a cell phone or other mobile device for District business purposes and who receive that service through the District service plan must notify the District immediately if their device is lost or stolen. Employees should contact their immediate Supervisor and/or Director of Technology. For District supplied devices, cell and data service will be terminated immediately to protect the organization from unauthorized use.
 - e. Personally owned flash drives shall not be used for District official business purposes.

4. Inappropriate Conduct
 - a. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;
 - b. Potentially damaging, dangerous, or disruptive material;
 - c. Racial, sexual or other harassment of bullying in violation of District policies or regulations; and
 - d. False or defamatory information.

5. Plagiarism and Copyright Infringement
 - a. Works may not be plagiarized.
 - b. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted to request his or her permission to use the work. No work shall be used without the express written consent of the copyright owner.
 - c. Software copyrights and software licenses must be strictly respected.

6. Inappropriate Access to Material
 - a. Technology resources will not be used to access or disseminate material that is profane, obscene (pornographic), or advocates illegal acts, violence, or illegal discrimination. Inadvertent inappropriate access will be reported immediately to the supervisor.
 - b. The use of Internet games, web chats, unauthorized software, or non-authorized instant messaging software (e.g. AOL Instant Messenger, etc.) is prohibited, except when specifically authorized by the District Superintendent or a person of his/her designee.
 - c. Use of publicly available non-District created Web collaboration tools such as blogs, wikis and social networking tools for work purposes is acceptable, if conducted in accordance with Regulation #6471R – Social Media Guidelines for Employees. Employees must use District authorized resources to create teacher or classroom web pages. Unofficial personal use of social networking sites or Web 2.0 collaboration tools during the work day using District technology resources is not permitted without prior supervisor approval initiated by an employee's supervisor. Excessive use of personal technology devices for non-work related activity during the work day is not permitted and may result in disciplinary action.

7. Expectation of Privacy

Employees have no expectation of privacy in files, disks, hardware, or documents that have been created in, entered in, stored in, downloaded from, or used on District equipment.

8. Services and Assumption of Risks

Frewsburg Central School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to including, but not limited to, loss of data and inaccurate or poor quality information obtained via the DCS. Users are responsible for backing up data stored locally on any device assigned to them.

9. Discipline
 - a. Employees who engage in unacceptable use may lose access to technology tools provided by the District and may be subject to further discipline in accordance with applicable law and collective bargaining agreements.
 - b. Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornography or sexually explicit sites) are cause for disciplinary action up to and including termination.

10. Unacceptable Uses

- a. Illegal or malicious use, including downloading or transmitting of copyrighted material such as music, videos and games.
- b. To solicit personal information with the intent of using such information to cause emotional or physical harm.
- c. Downloading of music, games or other programs, or streaming of music or video for personal use are prohibited.
- d. To disrupt the work of other users. This included the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource.
- e. Use for private business purposes. This includes, but is not limited to, the installation or loading of personal business programs onto your computer for your use for tasks not associated with your Frewsburg Central School District job duties.
- f. Excessive personal use of Internet or e-mail, during the work day, may result in disciplinary action.

11. E-Mail

- a. Every user is responsible for all e-mail originating from their user ID e-mail address. Forgery or attempted forgery of electronic mail is prohibited. The District's e-mail standard (currently, Domino Lotus Notes) is the only allowable e-mail to be used. Do not access your personal e-mail account (ex. Hotmail, AOL, etc.) through the DCS.
- b. Attempts to read, delete, copy, or modify the e-mail of other users are prohibited.
- c. E-mail is NOT private. The District Superintendent (or designee) has the right of access to all e-mail sent or received. In the event of Frewsburg Central School District being involved in any legal proceedings, any relevant e-mails (including Internet e-mail) may have to be disclosed, on the same basis as the case for written documents.
- d. Forwarding of chain letters is not allowed.

I have read the Employee Computer Use Agreement and received the *Computer Guidelines and Rules*. I understand that failure to comply with these policies and accompanying regulations may result in the loss of my access to the DCS and may, in addition, result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. 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.

PLEASE PRINT

FIRST NAME _____ LAST NAME _____

DEPARTMENT/PROGRAM _____

BUILDING _____

SIGNATURE _____ DATE _____

POLICY

2017

8271
1 of 3

Instruction

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District will ensure the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. These technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, pornographic, or, with respect to the use of computers by minors, considered harmful to 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 or program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board'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 District, including the selection of appropriate 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 any inappropriate sites. Proper safety procedures, as deemed appropriate by the applicable administrator or 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 may include, but will 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 email, 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 students;
- b) Monitoring logs of access in order to keep track of the websites 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 (AUP), unauthorized access, and other unlawful activities by minors are prohibited by the District and student violations of these 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 students.

(Continued)

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

The determination of what is "inappropriate" for minors will be determined by the District and/or designated school official(s), the definition of which may vary depending on 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 or regulations.

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 the Director of Technology or other person authorized by the District.

The District will provide certification, in accordance with 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 or filtering of access to certain material on the Internet) for all District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the District may provide to students in grades K through 12 instruction designed to promote the proper and safe use of the Internet. The Commissioner will provide technical assistance in the development of curricula for this course of study which will 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.

Additionally, students will 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 this 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.

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.

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

Notification/Authorization

The District's AUP 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 public hearing or meeting to address this policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary if and when amendments are made to this policy.

This 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.

This policy is required to be retained by the school for at least five years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 USC §§ 254(h) and 254(l)
47 CFR Part 54
Education Law § 814

NOTE: Refer also to Policies #7315 -- Student Acceptable Use Policy (AUP)
#7316 -- Student Use of Personal Technology
District *Code of Conduct*

Adoption Date: April 12, 2018