

WYOMING CENTRAL SCHOOL TECHNOLOGY PLAN



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Wyoming Central School Technology Plan

EXECUTIVE SUMMARY

Mission Statement

The mission of the Wyoming Central School, in partnership with the community, is to enable each student to reach his or her highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community. The Wyoming Central School District aims to be a leader in providing all learners with the technological knowledge and resources to be successful in our ever changing world.

The priority of the Wyoming Central School District is to implement and maintain a district wide network of communication, information, professional development, and integration of technology into the curriculum. The district will make a commitment to provide appropriate technology for all students, faculty and staff.

The Wyoming Central School vision for technology is based on the idea that we must build a community of learners that understand and use technology. Technology is a tool that cannot be separated from the total curriculum, but is an integral part of it. A good technology plan recognizes that students need skills that will make them competitive in an information-based society which is driven by technology. Technology supports learning by allowing for different learning styles and different teaching styles. Through technology, we gain access to a world of information.

Plan Summary

During the planning process, the district must have objectives that are assessable for needed change and flexible to allow for budgeting and technological advancement. There must be emphasis on ensuring security and confidentiality. Implementation will include hardware, software, training, user support, connectivity, maintenance and updates. Planning for the future involves foresight that will allow for the most enhanced learning environment. There is a need to emphasize the integration of technology over the study of technology.

INFORMATION TECHNOLOGY ASSESSMENT

Inventory of Equipment

| | Location | | | | |
|----------------------------|--------------|------------|---------|----------------|-------|
| | Computer Lab | Classrooms | Library | Admin. Offices | Other |
| Computers | | | | | |
| HP Compaq | 23 | 20 | 13 | 7 | 3 |
| Dell | 0 | 5 | 0 | 1 | 0 |
| HP Vectra VE | 2 | 18 | 0 | 0 | 0 |
| HP Laptop | 0 | 0 | 0 | 1 | 0 |
| Other | 0 | 4 | 0 | 0 | 0 |
| | | | | | |
| Internet Ready | 25 | 47 | 13 | 9 | 3 |
| Multimedia | 25 | 47 | 13 | 9 | 3 |
| | | | | | |
| Peripheral Devices | | | | | |
| Printers | 5 | 28 | 2 | 3 | 2 |
| Scanners | 3 | 2 | 1 | 1 | 0 |
| Modems(below 28.8) | 0 | 0 | 0 | 0 | 0 |
| Modems(28.8or above) | 0 | 0 | 0 | 0 | 0 |
| Assistive/Adaptive Devices | 0 | 0 | 0 | 0 | 0 |
| Digital Cameras | 4 | 2 | 0 | 2 | 0 |
| TV Monitors | 0 | 6 | 2 | 0 | 0 |
| VCRs/Laserdisc Player | 1 | 7 | 2 | 0 | 0 |
| Projection Devices | 1 | 5 | 1 | 0 | 1 |
| Satellite Devices | 0 | 0 | 0 | 0 | 0 |
| Video Cameras | 5 | 0 | 0 | 0 | 2 |
| Smart Board | 1 | 1 | 0 | 0 | 0 |
| Smart Airliners | 0 | 1 | 0 | 0 | 1 |
| Document Cameras | 0 | 0 | 0 | 0 | 0 |
| | | | | | |

| | Location | | | | |
|--------------------------------------|--------------|------------|---------|----------------|-------|
| | Computer Lab | Classrooms | Library | Admin. Offices | Other |
| Network Equip. | | | | | |
| Hubs | 1 | | 1 | | 1 |
| Routers | 1 | | | | |
| Servers | | | | | 2 |
| Rooms wired for internal connections | 1 | 25 | 1 | 6 | 3 |
| | | | | | |
| Telecommunication Links | | | | | |
| Full or fractional T1 | x | x | x | x | x |
| ISDN | | | | | |
| Dedicated cable/microwave | | | | | |
| | | | | | |

Program Status

Curriculum Integration

Students must be prepared to be successful in our Global Community. Technology is a resource that can enhance student learning. It is also an area advancing and changing at an extreme rate. Therefore, it is our undertaking to ensure that students leave Wyoming Central School with the abilities to problem solve and think critically, as well as the ability to adapt to new technology. Students must have basic skills that can be modified and applied as they continue their education and in a rapidly changing job-market.

Students will:

- Demonstrate the ability to access, generate, process, and transfer information using appropriate technologies.
- Integrate strategies to utilize technology.
- Use technology for their own development as independent learners.
- Apply technological knowledge and skills to varied situations.
- Appreciate the impact of technology on their own lives currently and in the future.

Technology Education is a means to support learning in all subject areas, not an end in itself. The Standards for Learning set forth by the state of New York are the basis for curriculum at all grade levels. The integration of technology into those curriculums is critical in the overall goal of successful student achievement. Technology can be a tool in creating actively engaged learners who will meet those standards. Integration of technology into the curriculum is an ongoing occurrence. As technology changes, so does the desired integration method.

Though technology can be considered an enhancement to learning in all subject areas, New York State Technology Standard 5 requires students to access, generate, process and transfer information using appropriate technology. Students are required to apply technological knowledge and skills to design, construct, use and evaluate products and systems within their working world. Students need to understand relationships between math, science and technology and use those understandings to address real-life problems and to make informed decisions.

Wyoming Central School recognizes its role as a community leader in providing students opportunities to grow as life-long learners able to be productive and successful citizens in the future.

Staffing and Training

Teachers have an obligation for growth in technology skills and the district has the obligation to support these endeavors. Teachers must be provided with technological materials and skills necessary to instruct and impact their students.

Teachers will:

- Use technology to manage time and tasks related to instructional planning and reporting.
- Enhance student learning through the integration of technology.

- Provide more learner-centered activities using technology.
- Communicate with peers, students, parents and administrators using technology.
- Participate as informed decision makers regarding best technology uses.
- Use technology to collect and analyze data in making curricular decisions.
- Continue to learn about technology in education and use it to pursue relevant information.

In keeping with the overall atmosphere of a small district such as Wyoming Central School, all members of the school community contribute to the education of our students. District Staff members are models of behavior and attitude and must be properly prepared for their role. In addition, the District Staff must perform in an efficient and effective manner. Technology has become an integral part of the overall operation of our school as it has been designed to serve as a tool for completing the tasks required by school districts.

District staff will:

- Use computers and other electronic technology to become more productive.
- Communicate with peers, students, parents, and other staff using technology.
- Access, retrieve and update district wide information electronically.

Wyoming Central School is committed to ongoing staff development for teachers. On-going staff development focuses on a cohesive K-8 curriculum which is based on the New York State Standards. Training sessions and in-service programs provide teachers with the skills and techniques they need to succeed when working with students. This training includes the use and integration of technology.

Staff development is not limited to teachers. District Staff is provided similar opportunities for growth and development pertinent to district needs.

A survey is given yearly to Wyoming Central School faculty and staff to assess technology skills and training needs. The Technology Coordinators plan, with input from Administration and CDEP Committee, coordinate, and implement staff development programs for the district. It is our goal to ensure that curriculum needs are met for staff and students through appropriate training. We must also train for proper and appropriate use of equipment. It is our belief that teachers trained in the use of technology will enhance and create an effective learning environment.

Training is offered by the Technology Coordinators at various levels. Workshops are developed for large groups during Superintendent's Conference Days. Small group instruction on topics of interest to that particular group, are offered after school or as scheduling allows. Individuals are also given training on an as-needed basis for particular issues relevant to their curriculum, interests and needs. Teachers and staff are also encouraged to participate in on-line courses and webinars, as well as independent studies.

EduTech offers an extensive list of courses which support technology within the Wyoming Central School. As well, GV BOCES offers training to school employees at nearby facilities. Faculty and staff are encouraged to participate in these classes.

NYSCATE, New York State Computer and Technology Educators, offer up-to-date resources and information via a website, conferences, and area resources. The Wyoming Central School District Computer Technology Coordinators are members and encourage others to attend conferences and events held by the NYSCATE Association.

Plan Budget

Budget

The Wyoming Central School District budget provides for the maintenance and updating of technology hardware and software, as well as professional development. Overall funding for District Technology comes from a variety of sources. E-rate funds are placed into the General Fund, which in turn drives the Fund Balance, which then creates additional Technology purchases. EduTech is a main service provider for Wyoming Central School. The budget focuses on a three year period. It should be noted that these amounts may vary and change based on services and pricing. Additions and deletions may occur during re-evaluation, as District priorities change and as new technologies become available.

| Funded Area | Amount per Year |
|--|---|
| GV/WFL EduTech Administrative CoSer | |
| ➤ Administrative Maintenance - Maintenance and equipment repair | \$2094.16 |
| ➤ Administrative Training – Training for EduTech supported software | \$1909.62 |
| ➤ Financial Services – Accounts Payable, Financial Software, Payroll, Personnel | \$7852.27 |
| ➤ Network Printing Centers Networked Printing Centers | \$721.36 |
| ➤ Network Support - Support for equipment, file servers, switches, hubs, UPS's, and tape backups. | \$9995.40 |
| ➤ Project Coordinator/SAA Support – Support for planning, installation, and SAA contracts. | \$2074.65 |
| ➤ Score, Reporting, Data Analysis – Data Warehouse, State Data Collection, test scoring. | \$8488.11 |
| ➤ Student Services – School Master, Cleartrack 200, Mark Reporting, Master Student Data Base, Student Attendance, Scheduling, Student Software Licenses. | \$12209.84 |
| ➤ Workstation Support – Support related to workstations, network access, desktop operating system, troubleshooting, research & development, and hardware diagnostics. | \$1590.66 |
| | Total Administrative CoSer \$46,936.07 |
| GV/WFL EduTech Instructional CoSer | |
| ➤ Instructional Maintenance – Maintenance and equipment repair | \$2095.22 |
| ➤ Instructional Training – Training for EduTech supported software | \$3402.21 |
| ➤ Network Support – Support for equipment, file servers, switches, hubs, UPS's, and tape backups. | \$11433.03 |

| | |
|---|---|
| ➤ Project Coordinator/SAA Support – Support for planning, installation, and SAA contracts. | \$8347.28 |
| ➤ Research & Development – LakeNet internet, research, development, equipment, supplies, consultants, and training. | \$7528.40 |
| ➤ Shared Support | \$12646.13 |
| ➤ Student Services – CSLO Base Fee | \$3255.74 |
| ➤ Workstation Support – Support related to workstations, network access, desktop operating system, troubleshooting, research & development, and hardware diagnostics. | \$6089.11 |
| | Total Instructional CoSer \$54,797.12 |
| GV/WFL EduTech Telecommunications CoSer | |
| ➤ Communication Services – Email, Erate Services, Internet Access Telephone Fee | \$5945.20 |
| ➤ Network Personnel Support – Application and personnel support related to LakeNet, email, DocuShare, content filters, and gateway to the internet. | \$17164.67 |
| ➤ Telecommunications Maintenance – Maintenance, licensing for routers, application software, content filters on LakeNet. | \$2104.76 |
| ➤ Web Development & Support – Web hosting per Web Site and Filter Bypass | \$228.37 |
| | Total Telecommunications CoSer \$25,443.00 |

Hardware Replacement

Wyoming Central School will follow a replacement cycle for updating computers based on ongoing assessment of individual computer capabilities, repairs, and need. In order to meet district needs, computers may not be retired, but rather transitioned to other areas if they may still meet basic requirements. All future purchases should be in line with the plan for multi-media use. This plan may change or fluctuate as warranted by other needs in the district.

Wyoming Central School chooses to make major technology purchases through Edutech to assist with State Aid.

TECHNOLOGY OBJECTIVES AND PLANS

Overview

Overall Objectives

The New York State Department of Education has established mandates through the New York State Learning Standards. It is stated that students are required to demonstrate the ability to use a variety of technologies to solve problems and communicate with a wide variety of audiences locally, nationally, and internationally. We, as a district, are responsible for providing learning environments that allow students to fulfill and succeed in meeting these requirements.

Goal 1: Students will use a variety of technology to complete tasks in an efficient and effective manner, preparing them to be adaptable to the ever changing technologies of the future.

Strategies:

- Provide access to a variety of multi-media technologies, as well as computers.
- Integrating technologies further into K-8 classroom curriculums to actively engage students in learning.
- Allowing students to assist in technology troubleshooting.

Goal 2: Teachers will integrate technology and multi-media into their classroom curriculum, adapting teaching methods for best use of technology that would enhance student learning.

Strategies:

- Provide and encourage participation in training and workshops that involve the use of technology in the classroom.
- Encourage teachers to explore technologies in their everyday lives in order to become more technologically aware.
- Provide resources and “best practices” lessons and examples on which teachers can explore and build ideas for their classrooms.
- Develop and implement a plan for matching technology users with less technical teachers in order to encourage peer learning and exchange.

Goal 3: District Staff will use technology as effective communication and district management at all levels and positions.

Strategies:

- Provide and encourage participation in training that involve technology.
- Provide access to hardware and software that meets district needs for maintaining student, staff and financial information.

Goal 4: Increase awareness of ethics and safety as a key factor in the overall success of technology use.

Strategies:

- Develop a set of standards based on sound technology ethics and safety information.
- Create lesson plans specifically addressing the topics of ethics and safety as related to technology for K-8 computer classes.
- Ensure classes participate in a strong, research-based program about ethics and safety.
- Review expectations regularly at all District levels.

Basic Technology Plan

The Wyoming Central School District will maintain a sound Technology Program by:

- Conducting yearly surveys of needs and status of network capabilities that will guide in the distribution of software, equipment, training and assistance.

- Providing access to computers for all staff and students, both during and after school. Students may access computers between 7:45am and 3:45pm, as well as other times as supervised by an approved school employee. Computers are available in classrooms, the library, and in the main computer lab.
- Providing Internet access on all networked computers for student and staff research and information gathering.
- Continuing to add multi-media equipment such as Smart Boards, scanners, digital cameras, digital video, and LCD projectors into K-8 classrooms, the library, and the computer lab.
- Providing email accounts and access to all staff, teachers, and administrators and encouraging email as a primary means of communication.
- Maintaining computer classes for K-8 students while encouraging and supporting technology integration in all curriculums.
- Establishing and supporting professional development for staff, teachers, and administrators that provides skills and knowledge necessary for the use of current technology.
- Providing access to technologies for recording, reporting, and analyzing student and district data.
- Basing acquisitions, maintenance and replacement of technology on identified needs and priorities, while establishing a system of funding that includes devoted budget amounts, state hardware and software monies, and e-rate reimbursements.

Equipment and Service Components

Hardware

| | Planned Future Acquisition | | | Notes |
|----------------------------|-----------------------------------|---------------|---------------|--|
| | Year 1 | Year 2 | Year 3 | |
| Computers | | | | |
| HP Compaq | | | | |
| Dell | | | | |
| HP Vectra VE | | | | |
| HP Laptop | | | | |
| Other | | | | |
| New desktop - TBD | | 10 | 10 | For classroom/district office replacement. |
| New laptop - TBD | 2 | | | Shared school use w/portable projectors. |
| | | | | |
| Internet Ready | | | | All |
| Multimedia | | | | All |
| | | | | |
| Peripheral Devices | | | | |
| Printers | 2 | | 2 | Laser printers for upper grade classrooms. |
| Scanners | 1 | | 1 | For classroom use |
| Modems(below 28.8) | | | | |
| Modems(28.8or above) | | | | |
| Assistive/Adaptive Devices | | | | |
| Digital Cameras | | | | |
| TV Monitors | | | | |

| | | | | |
|-----------------------|---|---|---|--|
| VCRs/Laserdisc Player | | | | |
| Projection Devices | 3 | 3 | 3 | 1 shared use, 2 w/classroom Smart Boards |
| Satellite Devices | | | | |
| Video Cameras | 1 | 1 | 1 | Shared classroom use |
| Smart Board | 2 | 2 | 2 | Classroom use |
| Smart Airliners | 1 | 0 | 0 | Classroom use |
| Document Camera | 1 | 0 | 1 | Shared classroom use |
| | | | | |

| | Planned Future Acquisition | | | Notes |
|--------------------------------------|----------------------------|--------|--------|-------|
| | Year 1 | Year 2 | Year 3 | |
| Network Equip. | | | | |
| Hubs | 0 | 0 | 0 | |
| Routers | 0 | 0 | 0 | |
| Servers | 0 | 0 | 0 | |
| | | | | |
| Rooms wired for internal connections | 0 | 0 | 0 | All |
| | | | | |
| Telecommunication Links | | | | |
| Full or fractional T1 | 0 | 0 | 0 | |
| ISDN | 0 | 0 | 0 | |
| Dedicated cable/microwave | 0 | 0 | 0 | |
| | | | | |
| | | | | |

Software

Software purchases are made upon request and review. Teachers and the Technology Committee recommend software based on their own experiences, needs, and research. Factors such as cost, user impact, system requirements and purpose are considered before purchases are made. Upgrades to software are made in similar fashion. Increasingly, software purchases are made on a yearly basis and are renewed as they are web-based products.

Staffing and Training

Technology Coordination

The Wyoming Central School District Technology Committee oversees the purchasing of hardware and software for the district. Consisting of two teachers serving in the role of Co-Technology Coordinators, additional faculty members, the library/media specialist, an administrator, and a community member, the group works as a team to oversee and make decisions regarding technology needs. Also, through a yearly survey (Appendix III) and ongoing faculty requests, the Technology Committee gains insight into the needs of the District. The Technology Committee examines needs and prioritizes items as they fit into the District Technology Plan. Budgeting is an additional concern for the Technology Committee. In conjunction with Edutech staff, the group works to ensure the implementation of technology

programs, hardware and software purchases, and the overall operation of Wyoming Central School technology.

The Technology Committee collaborates with faculty and staff members through request forms, yearly surveys, and group discussions. All district employees are encouraged to participate in the Technology Committee. In addition, the Technology Committee plans with the District CDEP Committee and the Superintendent to increase technology integration and training.

Support and Maintenance

Basic support and troubleshooting takes place on site by the Technology Coordinators and technology staff. Additional support and maintenance of equipment is provided through Edutech services. Edutech is a main consultant in the making of infrastructure and equipment purchases.

Curriculum Planning

The Technology Curriculum calls for the development of lessons that teach basic computer skills, including basic keyboarding and troubleshooting. Class time is specifically allotted for this curriculum to allow every child to develop these skills. In addition, class time is allotted to provide opportunities to explore and use technology in cross-curricular lessons, applying skills to appropriate situations.

Staff Training

Training will serve the vital role as need technologies are introduced into the school environment. Wyoming Central School will continue to support and provide training opportunities for all members of the district.

SAFETY POLICIES

Acceptable Use Policy

The Wyoming Central School Board of Education will provide access to various computerized information resources through the District's computer system: consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail and the internet.

Generally, the same standards of acceptable student conduct, which apply to any school activity, shall apply to use of the District computer system. District computer users will also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, licensing agreements, and student's rights of privacy created by federal and state law.

Internet access and computer use at Wyoming Central School is a privilege and not a right. All users who engage in unacceptable use may lose access to the District computer system in accordance with applicable due process procedures, and may be subject to further discipline under the District's Code of Conduct. See Appendix I.

Internet Safety Policy

In compliance with The Children’s Internet Protection Act of the Federal Communications Commission, the Wyoming Central School District will enforce an Internet Safety Policy that ensures the use of technology protection measures on all District computers. This policy applies to both adults and minors with regard to visual depictions that are obscene, or considered harmful to students.

Filtering technology is present on all District computers. “Bess” is currently administered through EduTech for the safety of students. However, no filtering technology can guarantee the prevention of access to inappropriate materials. Therefore, in addition, appropriate monitoring of online activities of minors by adults is required and enforced to ensure the safety of students who access the internet. It is a goal of Wyoming Central School to provide a safe learning environment.

Students will also receive instruction on age appropriate “Internet Safety Rules” as part of their instruction. Students are also required to have a signed Acceptable Use Form on file in the District which states parental permission for internet use.

Under special circumstances, filtering may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable is held by the Technology Coordinator, the Superintendent, and/or other authorized school personnel. See Appendix II.

PLAN ADMINISTRATION

Budgeting

In addition to the Edutech Budget, the following reflects anticipated needs for the duration of this technology plan. These funds will be derived from State Aid and the Wyoming Central School General Fund.

| | Year 1 | Year 2 | Year 3 | Notes |
|--------------|---------------------|--------------------|--------------------|-----------------------------|
| Hardware | \$8,050.00 | \$23,150.00 | \$24,650.00 | State Aid approx. \$3200.00 |
| Software | \$2,800.00 | \$2,800.00 | \$2,800.00 | State Aid approx. \$2700.00 |
| TOTAL | \$10, 850.00 | \$25,950.00 | \$27,450.00 | |

Ongoing Planning and Review

Plan Review and Revision

Technology and its implementation are constantly in flux and undergoing change. The Wyoming Central School District understands that it is inevitable that changes will occur in this 3-year plan as currently laid out.

It is the responsibility of the Technology Coordinators and the Technology Committee to analyze and determine a need for revisions. Through a joint effort, the plan can be changed at any point. It is understood by all that this Technology Plan is a work in progress.

The District plans to formally review and update this plan within 2 years of implementation. Minor updates and changes will be made intermittently as needed.

Technology Program Monitoring and Evaluation Process

The use of Technology in the classroom environment is expected to positively affect student learning. Though it would be difficult to measure the direct impact the use of technology has on individual student achievement, it is an important aspect of the overall evaluation of our program. We can look to State test results, our own assessments of student technology skills, the activity and use of the overall technology system and surveys. Teacher, staff, student and community input plays a vital role in our evaluation of the technology program at Wyoming Central School.

WYOMING CENTRAL SCHOOL
COMPUTER ACCEPTABLE USE AGREEMENT

The same standards of acceptable student conduct, which apply to any school activity, apply to the use of WCS Computers. The school’s information technology resources are provided for educational purposes. However, the use of WCS Computers and the Internet is a privilege, not a right, and inappropriate use may result in canceling those privileges. This agreement must be renewed each academic year.

I. STUDENT AGREEMENT

I agree to these guidelines for the appropriate use of WCS Computers and the Internet:

1 Respect and protect the privacy of others.

- I will use only the account name and password I am assigned.
- I will not view or use other people’s folders, files or work without permission from a teacher.
- I will not distribute private information about others or myself.

2 Respect and protect the integrity, availability, and security of all computer technology.

- I will ask permission before using computer equipment, or accessing the network, internet, a file, or application.
- I will report any misuse or security problems to a teacher.
- I will not destroy, damage or change any computer or network settings.
- I will conserve, protect, and share computer resources including paper, ink, and disk space.

3 Respect and protect the intellectual property of others.

- I will not infringe on copyrights (no making illegal copies of music, games, movies, etc.)
- I will not plagiarize by copying the work, writings, images, etc. of another person.

4 Respect and practice the principles of community.

- I will communicate only in ways that are kind and respectful.
- I will report threatening or offensive materials to a teacher.
- I will not intentionally access, transmit, copy or create material that violates the Wyoming Central School’s Code of Conduct (including anything threatening, rude, mean, inappropriate, objectionable, or meant to harass).
- I will not use the computer for personal use (ex. checking email, instant messaging, surfing the Net, playing games, etc.) unless it is a part of an approved school project.

Student Name: _____ Grade _____

Student Signature: _____

II. PARENT/GUARDIAN AGREEMENT

We are aware of the district’s Computer Use Policy and regulations*. In considerations for the privilege of using the WCS Computers and for having access to public networks; I hereby release the district, its operators, and any institutions with which they are affiliated, from any and all claims or damages of any nature arising from my, or my child/children’s use or inability to use, the system including but not limited to the type of damage identified in the district’s policies and regulations.

_____ I give permission to issue an account for my child/children and certify that the information contained on this form is correct.

_____ I do not give permission for my child/children to participate in the district’s computer system Internet access. I understand that my child/children will still be allowed to use classroom and library computers.

Parent/Guardian Name: _____ Date _____

Parent/Guardian Signature: _____

* The complete Technology Plan and Computer Use Policy are available for viewing in the District Office.

WYOMING CENTRAL SCHOOL

Wyoming, New York 14591

INTERNET SAFETY POLICY

Introduction:

It is the policy of the Ark Community Charter School to (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) comply with the Children’s Internet Protection Act; and (e) not allow any download of inappropriate material including pictures or literature that expresses sexual content, or bias towards any person’s race, religion color, creed, national origin, citizenship, age, sex, sexual orientation, or nationality.

Definitions:

Key terms are as defined in the Children’s Internet Protection Act.

Technology protection measure – the term means a specific technology that blocks or filters internet access to visual depictions that are:

1. Obscene, as defined in section 1460 of title 18, United States Code.
2. Child Pornography, as defined in section 2256 of title 18, United States Code.
3. Harmful to minors, defined as an picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion.
 - b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals.
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.
4. Sexual Act/Sexual Content have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material:

To the extent practical, technology protection measures (or “internet filters”) shall be used to block or filter internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene, or child pornography or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled, or in the case of minors, minimized only for the bona fide research or other lawful purposes.

Inappropriate Internet Use:

Practical steps should be taken to promote safety and security to all the users of the WCS computer network when using email, instant message, chat room and other forms of direct Internet communications. Specifically as required by the Children's Internet protection Act, prevention of inappropriate network uses includes: (a) unauthorized access including hacking and other unlawful activity, (b) unauthorized disclosure, use and dissemination of personal identification information regarding minors and (c) unauthorized downloading of any appropriate material that may be bias towards any person's race, religion color, creed, national origin, citizenship, age, sex, sexual orientation, or nationality.

Supervision and Monitoring:

It shall be the responsibility of all staff members of WCS to supervise and monitor the use of online computer network and access to the Internet in accordance with this policy and the Children's Protection Act.

Procedure for the disabling or other modification of any computer or the use of various technology protection measures shall be the responsibility of any staff member, intern, substitute teacher, or other appropriate adult who is present during the use of computers.

Wyoming Central School Technology Use Survey

To guide teacher training and preparation, this survey is designed to assess the importance and current use of technology. It should take you approximately 15 minutes to complete. Thank you for offering your input.

Name: _____

Grade Level

- Elementary
- Middle School
- Special Areas
- Special Education
- Other: _____

Position

- Teacher
- Teaching Assistant
- Administrator
- Other: _____

Years in position: _____

Part I Directions

Below are titles of technology skill areas. In each technology skill area, read each sentence to determine your level of competence. Place a check in the box you feel is most appropriate.

Basic Computer Operations

- I do not use a computer.
- I can use the computer to run a few specific programs, but, at times, am concerned that I might damage the computer or lose my information.
- I can connect my computer and connect peripheral devices (printers), load software on my home computer, print, and use most of the operating system tools like the clipboard, clock, notepad/wordpad, find command, and understand the recycle bin.
- I can troubleshoot software and printing problems on my home computer. I can customize windows. I can easily switch between programs, and understand task bar properties. I feel confident choosing appropriate applications for different tasks.

File Management

- I do not know how to save or print files.
- I save documents I have created, but sometimes do not understand where they are saved.
- I can create documents and folders, and quickly drag and drop between local PC and network servers.
- I can access the building network and have a filing system for organizing my files. I can locate both my personal and network shared files quickly and reliably, and understand details regarding files.

Internet Use

- I cannot use a web browser. (i.e. Internet Explorer)
- I can start up a browser to use the Internet and browse pages, but spend little time doing so.
- I am able to make use of the web browser to explore educational and professional resources. I can also create and manage bookmarks and understand search engines.
- I can utilize my browser to maximize its ability to obtain materials. I understand the difference between copying items and downloading. I take advantage regularly of printing professional resources from the web.

Electronic Mail Use

- I do not use electronic mail.
- I occasionally use email. I understand that electronic mail is an effective way to communicate with my colleagues and co-workers.
- I am an active email user and efficiently manage and save my mail. I can send and receive attached files, and save those files if necessary to my folders on my PC or server.
- I understand how to subscribe/unsubscribe to and use electronic newsletters, and newsgroups. I understand how to create and use my own personal groups within our mail system for efficient communication.

Database Use

- I do not use database software (i.e. Access)
- I understand the use of a database and can add or delete records in a database as well as locate field information.
- I can create a database, define fields and create layouts. I can sort, query, and copy records and print the information in report formats which are useful to me.
- I can use formulas with my database to create summations of numerical data. I can use database information to mail merge in a word processing document.

Spreadsheet Use

- I do not use spreadsheet software (i.e. Excel)
- I understand the use of a spreadsheet and can navigate within cells, rows, and columns. I can create a simple spreadsheet, which does simple calculations.
- I use a spreadsheet for a variety of tasks. These spreadsheets use labels, formulas and cell references. I can change the format of the spreadsheets by changing column widths and text styles. I can use the spreadsheet to create a graph or chart.
- I can use spreadsheet software to explore relationships and to analyze information to solve problems.

Word Processing

- I do not use word processing software. (i.e. typing letters)
- I occasionally use word processing software for simple documents, which I know I will modify and use again. I generally find handwritten work easier, and delegate to someone else.
- I use word processing software for nearly all my professional work: memos, reports, worksheets, and home communication. I can edit, spell check, and change character and paragraph formats. My work looks professional.
- I can create different column types, tables of contents, indexes, and a variety of templates and style sheets. I can open and save documents between various file formats (other applications).

Graphics Use

- I do not use graphics in any of my presentations, or documents.
- I can open and create simple pictures with the painting and drawing programs, and/or insert clip art provided by various applications.
- I use both pre-made clipart and simple original graphics in my word processing documents. I can edit clipart, change its size, and place it on a page. I can use most of the drawing tools, and can group and ungroup objects. I can use the clipboard to take graphics from one application to another.
- I understand and take advantage of the differences between drawing and painting programs, and can choose appropriate graphic file format for specific use. I understand the difference between .gif, .bmp, .jpeg, and vector and bitmap images.

Multimedia Use

- I do not use multimedia software (i.e. Power Point)
- I can navigate my way through existing multimedia.
- I can create my own multimedia for information presentations. This multimedia uses navigation buttons, sounds, transitions, graphics, and text fields.
- I can design multimedia projects that smoothly incorporate a variety of resources in a polished professional package.

Network Use

- I do not use the network.
- I log on and retrieve email. I understand the purpose for networking and can use a file server to connect and retrieve a program or document, in my folder or on the Shared Drive.
- I use the file server to share documents and apply security and permissions so other users can retrieve information. I know how to make a shortcut on my desktop to the information.
- I understand not only the concepts and principles of network sharing, but I can connect to another server at a remote location for sharing or printing of information. I understand how to map (connect) a network drive to another computer or server in order to share information.

Information Searching/Media Center

- I am unlikely to seek information that is in an electronic format.
- I can conduct simple searches with electronic encyclopedias, Internet search engines, and catalogue searching systems.
- I have learned how to use a variety of search strategies on several tools, including the use of “logical operators” such as “and/or” to help target the search to find specific information in an efficient manner.
- I understand how various search engines work and what types of reports they can generate. Based on this, I can select search tools appropriate to my specific needs.

Ethical Use Understanding

- I am not aware of any ethical issues surrounding computer use.
- I know that some copyright restrictions apply to computer software and internet sites.
- I understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds a site license. I understand the board policy on the use of copyrighted materials and the Acceptable Use Agreement for technology.
- I have a personal philosophy and can articulate the policies for technology use within education.

Part II Directions

Please rate your degree of proficiency with the following tasks:

1. Early: little or no working knowledge of the given task
2. Emergent: some experience or knowledge but need support to complete the given task
3. Fluent: thorough competence; can complete the given task without support or delay
4. Proficient: can teach others the given task

| Software | Early | Emergent | Fluent | Proficient |
|----------------|-------|----------|--------|------------|
| Inspiration | | | | |
| KidPix | | | | |
| PowerPoint | | | | |
| Word | | | | |
| Excel | | | | |
| E-mail Manager | | | | |

I also use the following software: _____

| Web | Early | Emergent | Fluent | Proficient |
|----------------------------|-------|----------|--------|------------|
| Searching for resources | | | | |
| Webquests | | | | |
| Student Management Systems | | | | |

| Technology Tools | Early | Emergent | Fluent | Proficient |
|--------------------------------|-------|----------|--------|------------|
| TV/VCR | | | | |
| TV/DVD | | | | |
| Audio (e.g., book tapes, CDs) | | | | |
| Overhead Projector | | | | |
| Digital Camera | | | | |
| Handheld (e.g., Palms or PDAs) | | | | |

I also use the following technology tools: _____

| Instructional Strategies | Early | Emergent | Fluent | Proficient |
|-----------------------------|-------|----------|--------|------------|
| Cooperative Learning Groups | | | | |
| Project Based Learning | | | | |

I also use the following instructional strategies: _____

Part III Directions

Please answer the following.

Considering key factors (e.g., availability, interest, reliability, training, and pedagogy), what most influences your use of technology?

Considering key factors (e.g., availability, interest, reliability, training, and pedagogy), what most prevents you from using technology?

What do you expect pre-service teachers to know about technology?

Would you participating in additional technology training?

- Yes, definitely
- No
- Maybe (what would make you say yes?)

If you could learn one new technology skill, what would it be?

What additional technology equipment would you like to see at Wyoming?

Please make any comments that you think would help us.

Thank you!