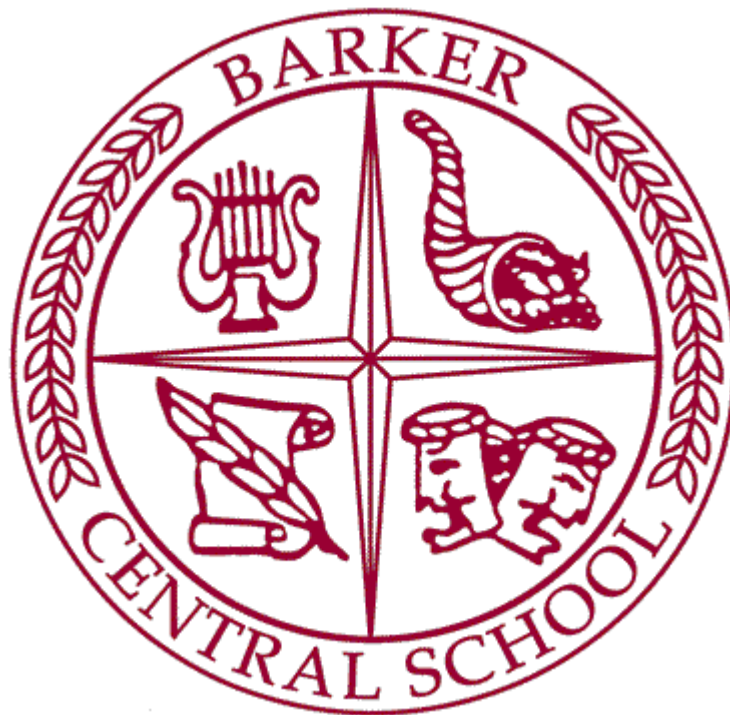*Barker Central School District*
1628 Quaker Road
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Educational Technology Plan 10th Edition

Barker's Vision for the Future
July 2015 - June 2018

http://www.barkercsd.net/techplan

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INTRODUCTION

The following pages describe the July 1, 2015 through June 30, 2018 educational technology plan for the Barker Central School District designed to support the mission to provide educational programs which enable all students to function responsibly in an ever-changing world. The Technology Committee, comprised of volunteers representing the school district and community, developed a three-year educational technology plan designed to train district personnel in the use of technology, enhance student learning and achievement, create additional avenues for communication with the community and outline the future for district technology. The Barker Central School District is a public school system located in an agricultural area along Lake Ontario in the Village of Barker and the Town of Somerset in the northeastern part of Niagara County. The district serves approximately 800 students, pre-k through grade 12 with a certified professional staff of 89. The district contains two schools, Pratt Elementary and Barker Junior/Senior High in buildings that are interconnected on one campus. The parent body is composed of college educated professionals, agricultural, skilled and semi-skilled industrial workers. Barker Central School is accredited by the Board of Regents of the New York State Department of Education.

It is the committee's desire to integrate technology across curricular areas while utilizing the latest technology in all aspects of the teaching/learning arena. It is the committee's expectation that the implementation of this plan will continue to lead our students toward becoming increasingly competitive, productive, responsible and informed members of society. The plan includes four (4) categories: I. Curriculum; II. Professional Development Infrastructure; III. Infrastructure, Hardware, Technical Support & Software and IV. Monitoring & Evaluation. Appreciation is expressed to the Board of Education, teachers, staff, students and community members for their support of educational technology at Barker Central School and the committee volunteers for their continued dedication.

Dr. Roger J. Klatt
    Superintendent of Schools
	Mr. John Hoar
	    Pratt Elementary School Principal

Mr. Randall Atwater
    Board of Education
	Mr. Gordon Kenyon
	    Board of Education

Mr. William Bodine
    Community Member
	Mrs. Sharon Lamb
	    Barker Junior/Senior High Teacher

Mr. James Cantella
    Barker Junior/Senior High Teacher
	Mr. James Luckman
	    Director of Technology & Assessment

Mrs. Susan Carestia
    Community Member
	Mrs. Tracey Luckman
	    Pratt Elementary School Teacher

Miss Gabrielle Clare
    High School Student
	Mrs. Loriann Martell
	    Barker Junior/Senior High Teacher

Mrs. Kathryn Class
    Parent
	Mr. Louis Mead
	    Board of Education

Mr. Ronald Clemens
    Board of Education
	Mrs. Janet Morrow
	    Barker School Librarian

Mr. Jeffrey Costello
    District Technology
	Mr. Bradley Pritchard
	    Barker Junior/Senior High School Principal

Mrs. Deborah Farese
    Director of Instructional Services
	Mr. William Smith
	    Board of Education

Mrs. Erin Goodlander
    Parent
	Mrs. Janice Stoll
	    District Business Office

Mrs. Mary Grabowski
    Barker Junior/Senior High Teacher
	Mr. John Sweeney Jr.
	    Board of Education

Mrs. Mary Jo Harris
    Board of Education
	Mrs. Sara Thibault
	    Pratt Elementary School Teacher

Mrs. Carol Heiligenthaler
    District Business Administrator
	Mrs. Gail Upton
	    Barker Junior/Senior Teacher

BARKER CENTRAL SCHOOL DISTRICT VISION

Barker Central School will provide the experiences necessary for our students to acquire the knowledge, skills, and traits to succeed intellectually, physically, socially, and emotionally in an ever-changing world.

TECHNOLOGY MISSION STATEMENT

The technology mission of Barker Central Schools is to incorporate technology into every aspect of the educational process, which will enhance life-long learning by:

- Supporting the complete integration of technology into the teaching/learning environment
- Establishing creativity and competence that will promote self esteem
- Creating avenues for career opportunities and exploration
- Encouraging and expanding communications on a local and global basis
- Ensuring accessibility and commitment to deal with current and future needs
- Providing for comprehensive faculty/staff training in technology applications
- Implementation of Cloud Based, One to One and 21st Century computing programs & skills
- Integration of blended learning opportunities to meet college and career readiness goals
- Executing and expanding local, state and federal initiatives
- Continuing to develop and expand the innovative use of technology in education

TECHNOLOGY VISION STATEMENT

Barker Central School's vision is to prepare students to live in a sophisticated digital society. The ability to use computers and other smart technologies is an essential skill that our school system will help students acquire. Barker Central School will produce life-long learners who will be able to access information, manipulate data, synthesize concepts and creatively express ideas in a collaborative and cooperative manner. Technology can virtually bring the world to the student, providing a depth and richness of instructional approaches to reach pupils of all learning modalities. It will permit learners to collaborate, exchange information and share ideas locally, nationally and globally. It is essential that we prepare and enable our learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

DISTRICT TECHNOLOGY GOALS

- Technology will be integrated into instructional programs demonstrating evidence of projects aligned with Learning Standards of New York State and the New York State P-12 Common Core Learning Standards and National Educational Technology Standards.

- Instructional staff will provide learning experiences to meet technology expectations as outlined in the district educational technology plan.

- Promote staff, parent and community member awareness of emerging technologies, appropriate technology use and digital citizenship.

- Establish a communication system to facilitate the exchange of information between the school and community and provide cloud based digital classroom resources for creation of original work, research and collaboration.

- Explore and investigate evolving technologies and alternative assistive technologies to accommodate special needs, increase student achievement, and provide suitable access for all students.

- Improve existing district-wide legacy technology systems to enhance the management of district resources.

- Provide technology integration training for staff during planning times, before/after school hours which will facilitate effective integration of technology into curriculum.

- Develop and maintain enhanced internal control systems for procedures, securities and archives.

ACTION PLAN

The following action plan consists of four (4) categories: I. Curriculum; II. Professional Development Infrastructure; III. Infrastructure, Hardware, Technical Support & Software and IV. Monitoring & Evaluation. Each category contains various elements including goals, actions needed to achieve goal, staff development, persons responsible, date each action will be completed and indication of success.

I. CURRICULUM

Technology is a tool to help students achieve the goals set forth in the ISTE National Educational Technology Standards (NETS), Learning Standards of New York State and the New York State P-12 Common Core Learning Standards. When used appropriately in the classroom, technology engages students in active learning and assists teachers as facilitators in a learning environment. Teachers must address different learning modalities and diverse populations in a classroom setting. Technology supports this effort as a learning tool that can deliver content through a variety of methods. In addition, technology can be a vehicle for restructuring the learning environment and methods in which teachers deliver instruction, enhancing student learning and demonstrating the relevance of curriculum across all content areas. The ISTE NETS framework will guide instructional staff in the development of curriculum and technology integration. The following goals have been established to meet the following elements:

A. Curriculum Integration
These curriculum and technology integration goals outline the process to move forward with strategies for improving achievement and technology literacy for all students.

a. Increase the quality of technology integration to support the infusion of engaging instruction, critical thinking and development of 21st century skills.
b. Improve district results on New York State assessments and student achievement through integration of strategies to achieve higher order thinking and problem solving supported through the use of technology.
c. Develop and implement a systematic plan to educate students about digital citizenship, intellectual property rights, resource and information validity and personal safety.
d. Develop and increase technological literacy to prepare students for higher education blended and online learning environments, become productive and successful digital citizens.
e. The district will utilize interactive web based tools to enhance learning through global collaboration, communication and accessibility.
f. The development and implementation of technology infused projects in grades 3-8 will provide measurement of technology literacy and proficiency with a culminating project as assessment tool.
g. The district will utilize interactive web based tools to enhance learning through global collaboration and communication.

B. Student Achievement

Our district will use an online digital literacy system called Easy Tech to integrate standardized lessons to achieve targeted proficiency by grade level. Teachers at the elementary level in grades Pre-Kindergarten through 6 will use small or large group instruction to complete lessons and the online progress monitoring functions to measure proficiency. Grade 5 and 6 students will receive formalized instruction in a mobile and/or desktop lab environment taught by business/computer skills teachers. Junior high students in grades 7 and 8 will receive small and large group instruction, independent practice and individual and group projects. High school students in grades 9-12 will receive technology instruction through core and special area technology infused curriculum courses. High school students have the opportunity to become MOUS (Microsoft Office User Specialist) certified and to pursue advanced technology course electives. All teachers receive training on the development of instructional lessons that incorporate technology skills appropriate to grade level and/or content area.

Technology profiles have been developed by ISTE and broken into four grade level categories. The following experiences with technology and digital resources are examples of technology literacy learning activities students may engage in:

Grades PK–2

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution.
- Engage in learning activities with learners from multiple cultures through e-mail and other electronic means.
- In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.
- Find and evaluate information related to a current or historical person or event using digital resources.
- Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.
- Demonstrate the safe and cooperative use of technology.
- Independently apply digital tools and resources to address a variety of tasks and problems.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites.

Grades 3–5

- Produce a media-rich digital story about a significant local event based on first-person interviews.

- Use digital-imaging technology to modify or create works of art for use in a digital presentation.
- Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.
- Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.
- Identify and investigate a global issue and generate possible solutions using digital tools and resources.
- Conduct science experiments using digital instruments and measurement devices.
- Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.
- Practice injury prevention by applying a variety of ergonomic strategies when using technology.
- Debate the effect of existing and emerging technologies on individuals, society, and the global community.
- Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.

Grades 6–8

- Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software.
- Create original animations or videos documenting school, community, or local events.
- Gather data, examine patterns, and apply information for decision making using digital tools and resources.
- Participate in a cooperative learning project in an online learning community.
- Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.
- Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.
- Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.
- Integrate a variety of file types to create and illustrate a document or presentation.
- Independently develop and apply strategies for identifying and solving routine hardware and software problems.

Grades 9–12

- Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content.
- Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries.
- Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.
- Employ curriculum-specific simulations to practice critical-thinking processes.
- Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.
- Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- Design a Web site that meets accessibility requirements.
- Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.
- Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.
- Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.

C. **Technology Delivery**

   The Barker Central School District employs a variety of methods to deliver technology to provide learning opportunities beyond the school walls and continually explores innovative ways to deliver and receive educational material for our staff and students.

   a. Online learning partnerships with universities have been established and will be expanded to provide college level coursework in a blended learning environment.
   b. Cloud based services, Google Education and Microsoft Office 365 will be integrated to offer anytime, anywhere file access, online applications and licensed downloads to staff and students.
   c. Virtual Field Trips (VFTs) will be used to enhance curriculum at all grade levels. VFTs will be made available as part of the O/N BOCES VFT COSER.
   d. Video conferencing programs like Google Hangout and Skype will be used in conjunction with web cameras equipped with audio capability for the delivery of specialized connections to enhance instruction and join students with external instructional resources and experiences.
   e. Safari Montage will be connected with video display systems in classrooms and interfaced with district networked computers to deliver television cable stations, school information channels, instructional digital resources (video, audio, images), live announcements, professional development and external instructional resources.
   f. Robotic devices will be investigated to provide live video connectivity for homebound students.
   g. Wireless access for busses will be investigated to provide connectivity for personal and/or district devices to facilitate completion of student work and possible video transmission for approved school events.
   h. Web-based resources for staff and students including instructional, remedial, reinforcement, exploratory and coursework will be evaluated and implemented.

D. **Parental Communications & Community Relations**

   The Barker Central School District website offers staff, students and community members the ability to remain current with instructional, activity and other school information posted on a continuous and time appropriate schedule.

   a. The Educational Technology Plan will be disseminated to community members in digital format via the district website and paper copies will be made available in the district office for residents that cannot access the document on the Internet.
   b. Community education course and registration information will be made available on the district website and in print format available at the district office. Technology related courses will be offered to continue the technology literacy initiative for community members as part of the Barker Community Education program.
   c. Classroom web-pages on the district website will be used to effectively communicate with parents and promote parent involvement in school related activities.
   d. High school study plans will be uploaded to the website at the beginning of each quarter to provide curricular information for each course.
   e. BlackBoard Connect rapid broadcast system will keep community members, parents & students informed about school events, student absences and emergency information.
   f. District calendar and school "Banner" publication will be updated on the district website.
   g. Student Management System software, PowerSchool's ParentPortal, will provide secure parental and student access to student information.
   h. Internet safety and other technology related informational sessions and web resources will be offered to parents and community members each year.
   i. The local PTSA, technology committee, NAF (National Academy Foundation) will include parents and community members as active participants in the planning, development, implementation and assessment of the educational technology plan.
   j. Board of Education meeting agendas and minutes and other important notices will be provided and updated on the website.
   k. The website school district calendar will be updated to provide optional e-alert notifications and event information throughout the year.
   l. A Barker Central School District Alumni Association website section will maintained by alumni officers to disseminate information to former students and graduates.

Action Plan Category: Curriculum				
Goal 1: Increase the quality of technology integration to support the infusion of engaging instruction, critical thinking and development of 21st century skills.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Review ISTE NETS (National Educational Technology Standards) with district instructional staff	• Administrative Staff Meetings • Technology Committee Meetings • Faculty Meetings	• Director of Technology • Building Administrators • Technology Committee	October 2015 October 2016 October 2017	Review standards at first meetings of each school year. Post link to standards from district website for quick reference.
Teachers will use resources available to enhance and deliver instruction	• District website • Building level presentations • Electronic communication	• IT Department • Technology Committee • Building Administrators	Ongoing Sept 2015-June 2018	Review of website activity Principal observation of instruction BOE meeting teacher/student presentations
Promote use of cloud based tools, district web based learning programs and distance learning resources	• Administrative Staff • Instructional Staff • Support Staff	• IT Department • Turnkey Trainers • E1B CSLO Trainers	Ongoing Sept 2015-2018	MS One Drive & Google Drive Account Access Principal Observations Record of Virtual Connections
District instructional staff will collaborate to align standards and ISTE Performance Indicators	• Construct curriculum plan to align to ISTE NETS, Learning Standards of New York State and the New York State P-12 Common Core Learning Standards	• Director of Instructional Services • Director of Technology • Instructional Staff • Building Administrators	Ongoing Sept 2015-2018	Alignment of curriculum, publish descriptions to district website
Students will construct and produce from their own learning	• Model instructional strategies to promote student centered learning and creative processes	• Instructional Staff • E1B Trainers • Students	June 2016 June 2017 June 2018	Review of published work created by students

Action Plan Category: Curriculum				
Goal 2: Improve district results on New York State assessments and student achievement through integration of strategies to achieve higher order thinking and problem solving supported through the use of technology.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
District staff will investigate technologies to improve student academic results	• Participation in CSLO Technology Integrator Forum Meetings • Provide website resources to review	• Building Administrators • Technology Committee • Instructional Staff • IT Dept Staff	Ongoing August 2015 August 2016 August 2017	Acquisition, implementation and integration of resources
Monitor the implementation of instructional strategies and supporting technologies	• New teacher orientation • Continued training and support for current staff	• Director of Technology • Technology Trainers • Building Administrators	June 2016 June 2017 June 2018 Annual workshop dates TBD	Records of workshops & attendance Principal observations
Review district data results and modify instruction based on indicators	• Review and analyze district data systems and generate reports • Plan instructional modifications	• Director of Instructional Services • Building Administrators • Instructional Staff	Fall/Spring Annually	Identification of target areas for focused instruction Modification of instructional plans
Research and recommend digital portfolio database solution	• Investigate digital portfolio products • Pilot trial for identified group of students	• Director of Instructional Services • Building Administrators • Director of Technology • Instructional Staff	January 2016	Pilot digital portfolio solution to collect student work samples with assessment data Population of system with student work contributions and review of system potential

Action Plan Category: Curriculum				
Goal 3: Develop and implement a systematic plan to educate students about digital citizenship, intellectual property rights, resource and information validity and personal safety.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Implement components of the iSAFE curriculum, NetSmartz and Easy Tech online curriculum	• CSLO training sessions	• Library Media Specialists • Instructional Staff	Sept 2015-June 2018	iSAFE assessments Surveys regarding behavior Monitor number of behavior incidents Monitor Internet usage statistics
Publish Acceptable Use Agreement for students/staff and review and update annually	• Review agreement with students/staff annually	• Director of Technology • Building Administrators	Sept 2015 Sept 2016 Sept 2017	Publish Acceptable Use Policy to district website
Construct website section for parental resources regarding Internet safety and responsible use	• Parent Awareness	• Building Administrators • Library Media Specialists	January 2016	Completed section on district website Parental feedback

Action Plan Category: Curriculum				
Goal 4: Develop and increase technological literacy to prepare students for higher education environments, blended and online learning environments, become productive and successful digital citizens.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Adopt aligned ISTE NETS performance standards at primary and secondary levels	• Instructional staff will develop awareness of aligned technology standards and requirements	• Director of Instructional Services • Building Administrators	Sept 2015 Sept 2016 Sept 2017	Assess alignment of grade level and subject curriculum to ISTE NETS standards Review modified instructional plans Survey of alumni regarding technological literacy preparedness
Create local assessments that indicate mastery of performance indicators at each level	• Teachers will collaborate and receive appropriate training to create authentic assessments	• Director of Instructional Services • Building Administrators • CSLO E1B Trainers	January 2016	Publish list of acceptable assessments at each level
Implementation of assessments to evaluate student mastery of performance indicators at each level	• Train teachers in the administration and evaluation of assessments	• Director of Instructional Services • Building Administrators • CSLO E1B Trainers	Dec 2015 Dec 2016 Dec 2017	Review student work and digital portfolio submissions to validate mastery of age appropriate technology skills

Action Plan Category: Curriculum				
Goal 5: The district will utilize interactive web based tools to enhance learning through global collaboration and communication.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Instructional staff will develop awareness of interactive web based teaching/learning tools	• Publish menu of tools on the district Intranet	• Director of Technology • Director of Instructional Services • Building Administrators	September 2015	Monitor Intranet access and implementation of interactive web based tools
Integration of MS Office 365, Google Classroom and web based instructional tools	• Train instructional staff in the implementation of effective web based teaching tools	• Director of Technology • Director of Instructional Services • Building Administrators • Technology Committee • CSLO E1B Trainers	January 2016	Teacher observation Review of classroom activities with inclusion of web based tools
Students will construct digital projects involving global collaboration and communication with peers and respected resources/authorities	• Instructional staff will review project ideas and receive training on tools necessary for implementation • Guide learning process for students	• Director of Instructional Services • Building Administrators • Instructional Staff • CSLO E1B Trainers	June 2016 Annual Reviews	Evaluate student digital portfolio Student presentations to district staff

Action Plan Category: Curriculum				
Goal 6: The development and implementation of technology infused projects in grades 3-8 will provide measurement of technology literacy and proficiency with a culminating project as assessment tool.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Implementation of Easy Tech system	• Train staff on use of system	• Director of Technology • Director of Instructional Services • Building Administrators • CSLO E1B Trainers	September 2015	Monitor use of system
Development of technology infused projects by grade level and/or subject area	• Train instructional staff in the development and implementation of technology infused lessons and projects	• Director of Technology • Director of Instructional Services • Building Administrators • CSLO E1B Trainers	January 2016 Annual Reviews	Development of technology infused projects
Development of grade 8 project	• Grade 8 staff will work with CSLO trainers to develop project to assess technology literacy	• Director of Technology • Director of Instructional Services • Building Administrators • Instructional Staff • CSLO E1B Trainers	June 2016 Annual Reviews	Evaluation of project success against technology literacy standards Student presentations to district staff

Action Plan Category: Curriculum				
Goal 7: Increase parent communications by maintaining the district wide website, Intranet, parent portal, alumni portal and community resources.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Provide district staff with website development tools	• Training opportunities for development of website, information and resources	• Director of Technology • Technology Trainers	Ongoing development	Instructional staff will maintain classroom websites Buildings and departments will have content rich website
Make available two-way communication tool(s) for parents	• Parent information meetings and informational brochures	• Director of Technology • Building Administrators	Ongoing access	Integration of website Intranet, e-Alert capability, portal notifications via email and emergency broadcast system
Provide access to attendance and academic data to monitor progress	• Parent information meetings	• Director of Technology • Building Administrators	Fall/Spring annually or as needed	Maintenance of PowerSchool Parent Portal Parent Feedback System Usage Log
Conduct parent information meetings to promote use of portal services, Intranet and web resources		• Director of Technology • Building Administrators	Fall/Spring annually or as needed	Community support for implementation Portal Usage Statistics Intranet registration E-Alert System Usage Statistics
Provide community with access to District Educational technology Plan		• Director of Technology	Ongoing	Posted plan on district website

II. PROFESSIONAL DEVELOPMENT

An essential element in the successful implementation of any program is professional development. Technology is no exception. Technology is changing the daily operations of the educational institution, as well as the expectations for teaching and administrative staff. Professional development programs need to focus on skills-based training and on the effective use of technology in the educational and administrative setting. For example, administrative personnel need to know how to use technology to complete their work accurately and efficiently, while instructional staff need to know how to effectively integrate technology with curriculum to enhance student learning opportunities and achievement. This component of professional development is ongoing, as new technologies continue to emerge. The use of technology to assist in meeting the New York Common Core Standards is critical. An awareness of state and national standards addressing technology competencies for teachers, administrators and other relevant educators will be conveyed through professional development workshops.

E. **Professional Development**
   The district has adopted the ISTE National Educational Standards for Teachers and Administrators. Professional development opportunities will be provided to assist with all facets of lesson development, technology integration, planning and other instructional and management activities for teachers and administrators.
   a. Administer staff development needs assessment tool on an annual basis.
   b. Technology training and awareness of state and national standards addressing technology competencies will be provided to administrators, teachers, and other relevant educators and staff.
   c. Technology in-services will be developed in conjunction with the Erie 1 BOCES Common Set of Learning Objectives instructional staff and offered for instructional staff and all grade levels and curricular areas.
   d. Technology training will be integrated with other staff development activities to enable staff members to effectively use technology throughout the curriculum.
   e. Develop appropriate technology training activities to support the Learning Standards of New York State and the New York State P-12 Common Core Learning Standards.
   f. Establish and maintain partnerships with academic institutions and businesses to aid in the development of a technologically advanced staff.
   g. Develop and maintain tools to evaluate staff development components.

Technology Insights and Ideas through Use of Survey

Barker Central School District staff and students have the opportunity to participate in the annual Project Tomorrow "Speak Up Day" online survey to share their views on technology use and provide the district with data regarding the present level of technology skills, determine the future direction of technology for the district and to promote enhanced student learning and achievement through the effective use of technology.

Technology Survey Summary Data: 2015 Findings
Teachers value the importance of technology in their professional lives with 98% ranking technology as important or very important to their professional responsibilities. The teachers indicated a trend in terms of the impact that technology has on instruction and learning.

The highest ranked statements on the value of technology within education include: richer lesson plans, more engaged learners, personalized education and better communications with parents on student performance.

77% of teachers said that technology has had the greatest impact on teaching and instructional support. The second greatest impact is in communications.

Teachers' #1 use of technology is communication with colleagues followed by electronic classroom management systems, resource accessibility, communications with administrators and research.

32% of teachers say that their pre-service training did not adequately prepare them to integrate technology into classroom instruction.

94% of teachers think that in-service training provided by technology department personnel, mentor-teachers or specialized trainers (Erie 1 BOCES CSLO) is satisfactory.

81% of teachers say that they occasionally incorporate new Internet materials into new or existing lesson plans. Teachers also think that technology use is an asset in their mission to meet state standards and other accountability measures.

Sampling of Technology Survey Questions:
- What areas of your professional responsibilities as a teacher has technology had the biggest impact?
- What devices do you use in a typical work week?
- What Internet tools do you use in a typical work week?
- What obstacles do you face in using technology and the Internet at school for professional tasks?
- Has the professional development you received adequately prepared you for using technology in instruction?
- How do you include Internet as part of instruction, classroom projects, lesson plans?
- If you were designing a new school, what technology would be most important for new teachers?
- Please share ideas on how technology could better be used/integrated in the classroom.
- Please share ideas on how teachers can become more involved with technology decisions.

F. Supporting Resources
   a. A variety of resources are revised annually and utilized to support the entire technology program: District Policies (Student use of Computerized Information Resources Acceptable Use Policy, Staff use of Computerized Resources, Children's Internet Protection Act: Internet Control/Filtering/Safety Policy, Electronic manuals and printed material, Informational School Web Site (Intranet), Instructional/Training Software & Resources, Technology Department Procedures, Electronic Information Subscriptions/Help Systems, Mobile Device Program Loan and Authorization Agreement Documentation, Office 365 Parental Permission Forms, One to One Computing Initiative Forms, Higher Education Partnership Informational Forms and Procedures (Advanced Placement & National Academy Foundation), Technology Committee, Classroom Webpage Design Guidelines, Erie 1 BOCES Technical & Instructional Support and other resources are utilized to support the entire technology program.

Professional Development Strategy

A significant and integral factor of an overall education process is the ongoing learning of instructional and pupil personnel services staff.   Given the complexities of change and specifically, the implementation of the Learning Standards of New York State, New York State P-12 Common Core Learning Standards and ISTE National Educational Technology Standards for students, teachers and administrators, professional development becomes more essential. A working knowledge of these standards is vital to understanding and applying curricular goals and objectives, instructional practices needed to implement goals and objectives and appropriate assessment practices needed to evaluate goals and objectives. The professional development plan is driven by the concept that both instructional and pupil personnel staff will need to continue their efforts to enhance curriculum application and assessment in order for students to meet and exceed appropriate standards. Finally, it is recognized that a successful professional development process must emphasize context, process and content. It must be a sustained endeavor to provide staff with the tools and critical substance to observe, reflect and modify practice of action research principles.

Barker Central School District Professional Development Focus Statement
The focus of the Barker Central School District's professional development initiative is to support and enhance our professional community's commitment to address changing school and community needs.

ISTE Standards for Teachers
- Facilitate and inspire student learning and creativity
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

ISTE Standards for Administrators
- Visionary Leadership
- Digital Age Learning
- Excellence in professional practice
- Systemic Improvement
- Digital citizenship

Action Plan Category: Professional Development				
Goal 1: Provide a targeted level approach to technology training.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Provide entry level training for new applications and/or technologies	• New teacher orientation, guided 1:1 training, grade level, classroom, team or department support, CSLO BOCES workshops	• Director of Instructional Services • CSLO Technology Trainers • Director of Technology • Technology Staff • Turnkey Trainers	Ongoing Support	Staff participation in training Staff self assessment/technology survey results Administrative observations
Targeted staff development	• Guided 1:1 training, grade level, classroom, team or department support, CSLO BOCES workshops	• Director of Instructional Services • CSLO Technology Trainers • Turnkey Trainers	Ongoing Support	Staff self assessment Digital portfolio development Administrative observations
Design integrated instructional units	• CLSO support during instructional design process	• Director of Instructional Services • CSLO Technology Trainers	Ongoing Support	Staff self assessment Digital portfolio development Administrative observations

Best practices presentations		• Director of Instructional Services • Director of Technology • Teacher Leaders	Ongoing Support	Amplified interest for technology training/integration
Annual review and revision process for Professional Development		• Technology Committee • Director of Instructional Services • Director of Technology		

Action Plan Category: Professional Development				
Goal 2: Use multiple data analysis tools to modify instructional practices, monitor student performance and meet data reporting requirements.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Review data collection and reporting responsibilities and procedures	• District data analysis team	• Director of Instructional Services • Director of Technology • Building Administrators	Ongoing	Accurate data reporting and verification to NYSED
Use the Data Warehouse to analyze test results, target areas for improvement, identify trends and evaluate instructional programs	• As needed to identified staff	• Director of Instructional Services • Director of Technology • Building Administrators • Instructional Staff	Ongoing	Improved student achievement and instructional strategies
Resources will be utilized to support the entire technology program	• Provide access to electronic resources • Distribute printed resources • Renew subscriptions	• Technology Staff • Director of Instructional Services • Building Administrators • Board of Education • Technology Committee	Annual revision	Number of downloads from district website Number of printed resources distributed Subscription renewal status

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Barker Central Schools strives to provide students with the knowledge and skills needed to be contributing members of society. Barker Central Schools is committed to providing staff and students with the equipment, hardware and software necessary to enhance the learning environment and student achievement. In addition, many career opportunities require proficiency in current technology concepts and skills. To ensure that our students are prepared with the knowledge and skills needed to pursue desired career opportunities, Barker Central Schools makes every effort to remain current with technology.

G.   Infrastructure Needs/Technical Specification, and Design

STATE OF THE DISTRICT

Hardware/Software/Network Infrastructure, Telecommunications Status/Inventory

Network Servers/Wire Closets: The Barker Central School District is equipped with Windows based servers that operate on Ethernet based architecture. A centralized file server room is located in the high school that connects wire closets throughout the district via 62.5/125 multimode fiber.

Broadband WAN: The district is connected to Erie 1 BOCES Gigabit Broadband Wide Area Network services via the Shared Telecom Broadband Service.

Classroom Computers/Devices: The Barker Central School District computers function in a Microsoft Windows Active Directory environment and respond to policies to facilitate desktop management, application deployment, network security and power management.

Administrative Offices: The central offices utilize Windows 7 to access secure online services from Erie 1 BOCES to provide functions for financial management services, personnel management and other electronic communications.

Specialized Software Systems: PowerSchool is used to manage student attendance, grades, transcripts and demographic data. The WebSmartt Cafeteria Management system utilizes four registers equipped with biometric devices in the high school to facilitate accurate and rapid meal transactions. IEPDirect and RTIMDirect are web based systems used to track individual plans for students with specialized instructional or program needs. Web based data systems are acquired through Erie 1 BOCES to provide the district with analysis and error checking systems to report accurate data to meet state reporting requirements. Lotus Notes is used to provide electronic mail and calendar functions for staff. The Lightspeed System provides Internet Content Filtering for all static and mobile machines and devices.

Audio/Visual: The district is in process of migrating to an interactive classroom solution to interface with the Safari Montage digital resource system to provide access to instructional and informational video, audio and image resources. A fully functional television studio is located in the high school to provide students with opportunities to learn all facets of broadcasting through the development and delivery of live announcements.

Computer Labs: The district has computer labs available for whole class instruction, independent student work, staff development, community education and after-school programs.

Mobile Laptop Carts/Devices: Mobile laptop carts with full access to file/print and Internet services are available for instructional use. Mobile computing devices are assigned on an annual basis to select groups of students to target specific curricular development, learning initiatives and experiences.

Classrooms: Classrooms are equipped with networked student computer stations and designated teacher stations, printer, cable-ready television and scan converter. Peripheral devices including digital cameras, microscopes, scanners, etc. are designated to classrooms upon approved request.

Parent Connection: Blackboard Connect is a broadcast system providing daily outbound messages to parents when students are absent or the district sends voice notification to students/parents/community. PowerSchool's Parent Portal provides real time access to student grade, attendance and demographic information.

Interoperability of Equipment

The Barker Central School District operates a Windows based desktop/server environment. Equipment purchase requests are only finalized when research by technology department staff determine successful interoperability with existing systems and infrastructure. Purchases made through Erie 1 BOCES are approved by the Senior Technical Support Specialist assigned to the district. This process serves as a second check for interoperability with the WAN, BOCES systems and internal LAN. Continuous upgrading of equipment compatible with the district's computer network is realized from the district hardware budget.

Technology Replacement and Maintenance Cycle

Technology devices will be identified for replacement on a semi-annual basis by the Technology Committee. As mechanical parts wear out and maintenance costs increase to repair equipment, the determination will be made to replace machines based on their operability effectiveness to meet the goals of the district. Technology devices purchased through Erie 1 BOCES will be wiped of all data and returned to Erie 1 BOCES via WNYRIC staff or designee. Barker Central School District owned equipment will be wiped of all data and submitted for approval for disposition according to district policy. The three-year Educational technology Plan strives to identify equipment with the highest probability for replacement. This is subject to change as new software/hardware requirements change and unpredictable equipment failures are experienced. It is the goal of the district to maintain a three to five year replacement cycle for equipment.

District Technical Support

The Barker Central School District employs a .6 Director of Technology, part-time MicroComputer Support Specialist, full-time Audio-Visual Teaching Assistant and contracts services with Erie 1 BOCES for Senior Technician support, WAN Senior Technician support and Technician support.

470 Requests for Barker Central School District

Item	*Validation for Use: Page Reference*
Telephone	22
Cell Phones	22
Pagers/Internal Radio Communication	22
WAN	22
Internet Access	22
Email	22
Internal Connections	22

Action Plan Category: Infrastructure, Hardware, Technical Support and Software				
Goal 1: Maintain telecommunication infrastructure to provide reliable and stable services to meet district needs.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Expand wireless network access throughout the district	• Training for all staff and students on wireless network access	• Director of Technology • Erie 1 BOCES Technical Support Personnel	Spring 2016	Complete installation and wireless network access
Evaluate network performance	• Test analysis training for Technology Staff	• Director of Technology • Erie 1 BOCES Technical Support Personnel	Bi-Annual January/July	Recommendations for network improvements
Investigate VOIP implementation and file E-Rate application		• Business Administrator • Director of Technology • Erie 1 BOCES Technical Support Personnel	Fall 2015	E-rate funds secured Project completed for implementation
Maintain broadband WAN, Internet access, email, telephone services and file E-Rate application	• New staff orientation and ongoing support	• Technology Staff • Erie 1 BOCES Technical Support Personnel	Ongoing 2015-2018	High speed, uninterrupted Internet, email and phone services
Utilize Internet content filtering and email spam filtering tools to monitor systems and usage	• Train staff as needed	• Technology Staff • District Administrators	Ongoing 2015-2018	Report statistics and configuration modifications to streamline appropriate access

Action Plan Category: Infrastructure, Hardware, Technical Support and Software				
Goal 2: Implement a mobile learning device and interactive classroom technology intiative to provide 24/7 infusion and access.				
Actions needed to achieve goal	**Staff Development**	**Person(s) Responsible**	**Date each action will be completed**	**Indication of Success**
Develop a targeted purchase and implementation plan for mobile learning devices	• Training for designated students, parents and staff with access to mobile devices	• Director of Technology • District Administrators • Erie 1 BOCES CSLO Trainers	Fall 2015 and Ongoing through 2018	Mobile Learning Device distribution, functionality and integrated design plans
Develop a targeted purchase and implementation plan for interactive classroom equipment with Smart Schools Bond Act Funds	• Smart Schools Bond Act guidelines • Training for designated students and staff	• Director of Technology • District Administrators • Erie 1 BOCES CSLO Trainers	Fall 2015 and Ongoing through 2018	Interactive classroom equipment acquisition, installation and integration
Maintain technology inventory according to Erie 1 BOCES and district guidelines as added to or removed from production environment		• Director of Technology • Technology Staff	Ongoing	Complete and updated inventory records
Investigate available grants to assist in funding the expansion of mobile learning device implementation		• Director of Technology • Director of Instructional Services • Building Administrators	Ongoing 2015-2018	Acquisition of grant information and completed applications to help secure funding
Review of usage, integration design, learning outcomes and impact on student achievement	• Data analysis team as needed to identify targeted data set using district data analysis tools	• Director of Instructional Services • Building Administrators • Erie 1 BOCES Data Specialists • Director of Technology	Annual Review as assessment data become available	Data analysis statistics used to determine modifications to current design

Action Plan Category: Infrastructure, Hardware, Technical Support and Software				
Goal 3: Maintain a 3-5 year obsolescence replacement plan.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Identify equipment in current inventory meeting criteria for replacement		• Technology Staff	Annually each spring	List of targeted equipment item identification information and location
Purchase replacement equipment		• Director of Technology • Erie 1 BOCES CSR and Project Manager	Annually each summer	Replacement of equipment
Return to Erie 1 BOCES, auction or recycle equipment		• Director of Technology • Technology Staff	Annually each fall	Removal of obsolete equipment
Relocate replaced equipment that can serve useful in alternate location		• Director of Technology	Annually each fall	Relocate equipment and put in production environment

Action Plan Category: Infrastructure, Hardware, Technical Support and Software				
Goal 4: Maintain a system of technical support for staff and students.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Provide ongoing training for technical staff	• Determine technical training needs and coordinate facilitation	• Director of Technology	Ongoing	Service call log and completion statistics
Maintain repair service agreement with Erie 1 BOCES		• Director of Technology • Erie 1 BOCES Technical Services	Ongoing 2015-2018	Service call log and completion statistics Coupon usage statistics
Monitor satisfaction rating of job completion by Technology Dept staff		• Director of Technology	Annually each spring	Analysis of survey responses

Action Plan Category: Infrastructure, Hardware, Technical Support and Software				
Goal 5: Implement district energy management solution and reduce consumption of natural resources.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Utilize DeepFreeze management console to administer shutdown controls for equipment	• Staff awareness • Technology Staff DeepFreeze Management Functions	• Director of Technology • Erie 1 BOCES Technical Services	Ongoing Maintenace 2015-2018	Reduction in power consumption
Increase electronic work, instructional resources, storage and display capabilities	• Staff and Student Scanning, Digital Portfolio, File Management Training	• Director of Technology • Director of Instructional Services • Building Administrators	Ongoing 2015-2018	Reduction in paper consumption

Action Plan Category: Infrastructure, Hardware, Technical Support and Software				
Goal 6: Acquire and maintain legal licenses of instructional software as new releases become available.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Review and upgrade instructional applications when new versions become available		• Director of Technology • Technology Committee	Annually each June/July	Legal licenses of instructional software
Acquire and renew annual subscriptions to web-based services		• Director of Technology • Technology Committee	Annual renewal	Continued access to services
Maintain district software inventory		• Director of Technology	Ongoing as purchased or upgraded	Updated and complete inventory record

Hardware Inventory	Computer Labs	Class-rooms	Library or Media Ctr	Admin. Office	Other Location	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
Computers (list by type)								
A. PC Windows 7 Desktop Computer	132	432	34	17	7	150	150	150
B. Windows 7 Laptop	0	186	0	6	0	20	20	20
C. iPAD	0	146	0	0	0	30	30	30
D. Chromebook	0	60	0	0	0	50	50	50
Number of computers listed above that are Internet ready	132	824	34	23	7	N/A	N/A	N/A
Number of computers listed above equipped for multimedia	132	824	34	23	7	N/A	N/A	N/A
Peripheral Devices								
A. Printers	12	112	6	18	2	30	30	30
B. Scanners	3	2	2	3	1	1	1	1
C. Modems (below 28.8 Kbps)	0	0	0	0	0	0	0	0
D. Modems (28.8 Kbps or above)	0	0	0	0	0	0	0	0
E. Assistive/Adaptive Devices	0	0	0	0	0	0	0	0
F. Digital Cameras	0	53	2	1	0	5	5	5
G. TV Monitors	6	78	2	8	3	0	0	0
H. Interactive Classroom Board	4	58	2	0	0	30	30	30

I. Projection Devices	4	58	2	1	1	50	10	10
J. Video Cameras	0	0	0	0	14	2	2	2
Software								
A. Educational/Instructional	273 Software Titles/Versions					Renewals per Funding Strategy		
B. Application	51 Software Titles					Renewals per Funding Strategy		
C. Network/Management	27 Software Titles					Renewals per Funding Strategy		
Network Equipment								
A. Switches	0	0	0	0	52	0	0	0
B. Routers	0	0	0	0	1	0	0	0
C. Servers	0	0	0	0	12	1	1	1
D. Wireless Access Point	0	0	0	0	50	50	0	0
Number of rooms wired for internal connections	100%	100%	100%	100%	100%	N/A	N/A	N/A
Telecommunication Links								
A. Broadband Connection	District is one building – on Broadband					Annual Renewal via Erie 1 BOCES		

I.   Increase Access

The Barker Central School District is a community-based learning center. Technology provides new ways of communicating ideas and information. Barker Central Schools is dedicated to exploring new methods of communication via our website, voicemail, e-mail, web e-alerts, text capabilities, mobile learning devices and Black Board Connect emergency notification system. These methods will allow community members, parents and students to access live data regarding district events, student achievement, school activities, scheduling and course information, college and financial information and will provide a means for communicating with teachers, administrators and staff. The Barker Central School District will take steps to ensure that all students and teachers have increased access to technology by expanding community education classes for young children through adult level learners and offering a more extensive range of professional development opportunities. Our

commitment to various BOCES services such as Common Set of Learning Objectives provides our staff with the opportunity to take advantage of progressive staff development courses to enhance the integration of technology into instruction and curriculum. The acquisition of interactive classroom equipment will also provide students with greater access to the exploration of technology tools as a learning mechanism. As the district strives to provide a one-to-one computing model for students with secure wireless and mobile computing devices, greater access will be realized by all students. The acquisition of mobile devices with a specific purpose, such as speech to text applications, to meet IEP goals will provide assistive technology for special-needs students. The district migration from a server-client based student management system to a web-based system with an integrated parent portal provides parents with greater access to student information and communication with instructional staff.

IV. MONITORING AND EVALUATION

J. Evaluation

The Barker Central School District Technology Committee monitors and evaluates implementation of the district's educational technology plan on a quarterly basis. In addition, an annual review will coincide with departmental curriculum review with teachers and district administrators. The technology committee and district cabinet members receive summative reports from district technology staff regarding progress toward goals and actions detailed in the educational technology plan. Data from surveys, evaluation forms, data mentor, data warehouse and other analytical software is used to determine whether a goal is successfully achieved and to evaluate the effectiveness of each goal.

District Administrators, Director of Technology and Technology Committee are responsible for the collection of data to determine the effectiveness of the Educational Technology Plan. At minimum, a bi-annual evaluation of the plan and targeted actions will assist in the identification of unmet goals. These goals will be reviewed by the Technology Committee, district administrators and key personnel and a plan will be formulated to devise methods to address or modify the goals as needed. The frequency of evaluations will range from a weekly to annual event dependent on the specific goal or action. Specific frequencies and persons responsible for evaluations have been identified in the detailed goal charts portion of this document and the evaluation processes outlined below. A bi-annual review of the plan will be conducted by the Technology Committee.

The evaluation process includes but is not limited to:
(ITC – Technology Committee)

- Collecting feedback from administration, teachers, students, staff and community members via formal and informal communications.
  - Frequency: Monthy
  - Persons Responsible: Technology Department Personnel, ITC

- Tracking the utilization of district technology through computer lab schedules, digital resource distribution system records, number of users on network, teacher lesson plans, and management software.
  - Frequency: Weekly/Monthly
  - Persons Responsible: Technology Department Personnel, ITC, District Administrators

- Reviewing attendance records and attendee evaluation forms for district technology workshops to evaluate professional development goals.
  - Frequency: Quarterly
  - Persons Responsible: Director of Curriculum & Instruction

- Electronic portfolios will be used to track student achievement and evaluate curriculum/instructional goals.
    - Frequency: Bi-Annual
    - Persons Responsible: District Administrators, ITC

- Analyzing NYS assessment data to evaluate curriculum, instructional goals and the impact of the technology plan implementation on student performance.
    - Frequency: Monthly
    - Persons Responsible: District Administrators, Instructional Staff

- Gathering feedback from parents, students and community residents through web-based surveys, meetings and email.
    - Frequency: Bi-annual
    - Persons Responsible: Technology Department Personnel, ITC, District Administrators

- Accountability for implementation will be assessed by reviewing each goal of the plan and receipt of reports for identified responsible person(s) in the plan.
    - Frequency: Bi-Annual
    - Persons Responsible: ITC

- Levels of technological proficiency gained by students, teachers, staff and administrators will be ascertained through survey results.
    - Frequency: Annual
    - Persons Responsible: Technology Department Personnel, ITC

- The effectiveness of disbursement decisions will be analyzed by successful implementation of priorities and allocation of funds to complete planned components according to the established timeline.
    - Frequency: Bi-Annual
    - Persons Responsible: ITC, District Administrators, BOE

- The key indicator of success for each component of the plan will be implementation of identified objectives, meeting established timelines, student achievement and growth of the plan according to changes in available technology and cost effectiveness.
    - Frequency: Bi-Annual
    - Persons Responsible: ITC, Technology Department Personnel, District Administrators, Erie 1 BOCES Support Personnel

- As new technologies evolve and become available, the Technology Committee will analyze implementation decisions and make recommendations to modify the plan according to the goals established by the district.
    - Frequency: Bi-Annual
    - Persons Responsible: ITC, District Administrators, BOE

- Quarterly review of the plan by the Technology Committee and monthly reports to the Administrative Cabinet by the Director of Technology will serve as the organizational mechanism to allow for changes in the implementation of the technology plan and its components.
    - Frequency: Quarterly
    - Persons Responsible: ITC, Director of Technology

- When necessary, adjustments and updates to the Educational Technology Plan are discussed and carried out by the Technology Committee and technology staff.
  - Frequency: As needed
  - Persons Responsible: ITC, Technology Department Personnel

- Support instruction with new technology tools including podcasting, blogging, electronic presentations, desktop publishing, video production, web tools, mobile computing, etc.
  - Frequency: Bi-weekly
  - Persons Responsible: Instructional Staff, Technology Department Personnel, Erie 1 BOCES Support Personnel

K. Acceptable Use Policy

Barker Central School students are required to acknowledge the Barker Central School Technology Acceptable Use Agreement at the beginning of each school year before access to the district computer network is granted. Barker Central School staff are required to acknowledge the Barker Central School Technology Acceptable Use Agreement. The agreement is delivered via email at the beginning of each school year to maintain district computer network access. Please refer to copy of the district AUP below.

Content Filtering

The Barker Central School District acquires Internet content filtering services, LightSpeed Web Filter, through Erie 1 BOCES for all desktop devices throughout the district. The district also acquires mobile Internet content filtering services for all mobile devices. The mobile content filtering service forces filtering services whether used internally or at external locations. The LightSpeed content filtering solution provides blocking of images or data considered a.) obscene, b.) child pornography or c.) information harmful to minors in accordance with the requirements set forth by the Federal Children's Internet Protection Act. District staff may submit sites (via e-mail) for review to block/unblock; in some cases, if the site is deemed unsafe, the WNYRIC immediately blocks this site to all users.

2014   8271
Instruction
SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY
In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet. Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online. However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA. In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:
a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of such students;
b) Monitoring logs of access in order to keep track of the 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, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

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

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research. The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission. Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

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

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet. Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

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

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

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. Students' access to the District's computer system (DCS) will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet. The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future. The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology. The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 USC Sections 254(h) and 254(l)

47 CFR Part 54

Education Law Section 814

Adopted: 9/15/14

BOE Public Forum Date: 5/21/12

Barker Central School District Technology Acceptable Use Agreement

Barker Central School District is pleased to offer district students access to the district computer network and the Internet. Use of our network will provide district students access to numerous software programs and the Internet for educational purposes.

Mission Statement

The mission of Barker Central School is to improve learning and teaching through interpersonal communication, student access to information, research, teacher training, collaboration and dissemination of successful educational practices, methods and materials.

Usage Guidelines

Network account holders are responsible for appropriate behavior when using the district computer network. It is expected that all network account holders will comply with district standards and regulations as described in the Barker Central School Student Handbook. Each network account holder is held responsible for his/her actions and activity within his/her account. Some examples of unacceptable use are:

➢ Using the network for any illegal activity, including plagiarism or violation of copyright laws;
➢ Damaging or disrupting network equipment, software or system performance;
➢ Altering the configuration of any computer or network device;
➢ Gaining unauthorized access to network resources or entities;
➢ Transferring or installing any hardware/software program;
➢ Using the network in an unsupervised setting;
➢ Using another person's network account;
➢ Playing Internet games or other computer games without specific permission from a teacher or staff member;
➢ Using, accessing or transmitting profane, offensive, prejudicial or inappropriate material or language;
➢ Using technology in a way that is inconsistent with existing Barker Central School rules as documented in the Barker Central School Student Handbook.

Netiquette

➢ Be polite.
➢ Use appropriate language.
➢ Do not reveal any personal information about yourself or others.
➢ Always use common sense and think about the decisions you are making.

Penalties

Infractions of this Technology Agreement will result in punishments consistent with Barker Central School disciplinary procedures. The penalties can include but are not limited to:

➢ Technology restrictions:
  • 1st Offense: One (1) school month of no computer use except for directed lessons or completion of an assignment with direct physical supervision of the assigning teacher. In addition, in-school suspension will be assigned for one day.
  • 2nd Offense: Six (6) school months of no computer use except for directed lessons or completion of an assignment with direct physical supervision of the assigning teacher. In addition, three (3) days of in-school suspension will be assigned.
  • 3rd Offense: One (1) school year of no computer use except for directed lessons or completion of an assignment with direct physical supervision of the assigning teacher. In addition, off-site suspension (O.S.S.) will be assigned for a minimum of three (3) days and a maximum of five (5) days.
➢ In-school suspension;
➢ Suspension from school;
➢ Parent conference

INFORMATION SERVICE CONTRACT

We are pleased that electronic information services are available to students and staff in our district. The Barker Central School District strongly believes in the educational value of such electronic services and recognizes the potential of such to support curriculum and student learning in our district. Our goal in providing these services is to promote educational excellence by facilitating resource sharing, innovation and communication. Barker Central School District will make every effort to protect students and teachers from any misuse or abuse as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the electronic information services.

Listed below are the provisions of this contract. If any user violates these provisions, access to the electronic information service may be denied and he/she may be subject to disciplinary action.

TERMS AND CONDITIONS OF THIS CONTRACT

1. PERSONAL RESPONSIBILITY

As a representative of this school, students and staff will accept personal responsibility for reporting any misuse of the network to the Director of Technology. Misuse of the network includes, but is not limited to, the alteration of a system configuration, disruption or degradation of hardware, software or system performance, or any data file(s) created, sent or received that indicate or suggest pornography, unethical or illegal solicitation, sexism, inappropriate language and other issues described below. All the rules of conduct described in the district Student and Teacher Handbooks apply when you are on the network.

2. ACCEPTABLE USE

The use of an assigned account must be in support of education and research and with the educational goals and objectives of the Barker Central School District (These may be found in the district document entitled "Barker Central School District Educational Technology Plan"). The user is personally responsible for this provision at all times when using the electronic information services.

The inappropriate use of electronic information resources can be a violation of local, state and federal laws and users can be prosecuted for violating those laws. Please be advised of the following guidelines:
a. Use of other organizations' networks or computing resources must comply with rules appropriate to that network;
b. Transmission of any material in violation of United States law or other state organization law is prohibited. This includes, but is not limited to: copyrighted material, threatening material, or material protected by trade secret;
c. Use of commercial activities by for-profit institutions is generally not acceptable;
d. Use of product advertisement or political lobbying is prohibited;
e. Use of profane, offensive, prejudicial or inappropriate material or language is prohibited.

3. TRAINING

Each person who receives an account will participate in an orientation or training course with a member of the Technology Department as to proper behavior and use of the network. The Barker Central School District Director of Technology (operating under the aegis of the school board and the district office) will decide what is appropriate use and their decision is final. The Director of Technology may close an account at any time. The administration, staff, or faculty of the Barker Central School District may request that the Director of Technology deny, revoke or suspend specific user accounts.

4. PRIVACY

Data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be school district property subject to control and inspection. The Director of Technology may access all such files and communications to insure system integrity and that users are complying with the requirements of this agreement and accompanying regulations. Students should NOT expect that information stored on the Barker Central School District computer system will be private.

5. SERVICES

The Barker Central School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Barker Central School District will not be responsible for any damages suffered while using this system. These damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the electronic information system is at your own risk. Barker Central School District specifically disclaims any responsibility for the accuracy of information obtained through its services.

6. SECURITY

Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the Director of Technology at once. Never demonstrate the problem to other users. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

7. VANDALISM

Vandalism is defined as any malicious attempt to harm or destroy the data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses or any physical damage to equipment. Any vandalism will result in the loss of computer services, disciplinary action and legal referral.

8. INTERNET CONTENT FILTERING/SAFETY POLICY

The Barker Central School District has implemented an Internet filtering system on all networked computers through Erie 1 BOCES that strives to block access to objectionable Internet sites. Barker Central School feels that the benefits to students from access to the Internet exceed possible disadvantages. Students may obtain access to the Internet through the electronic information systems with the approval of a parent/guardian. Utilization of the Internet must be in support of, and consistent with, the educational goals and objectives of the Barker Central School District. When using the Internet, all users must adhere to the requirements of this agreement and accompanying regulations and existing Barker Central School rules as documented in the Barker Central School Student Handbook.

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the Barker Central School District has adopted and will enforce this Internet Safety Policy that ensures the use of technology protection measures on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to obscene visual depictions, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet. Please be advised of the following guidelines:

1. Students are not allowed to engage in an online activity unless under the direct supervision of a Barker Central School employee.
2. The use of any email account not assigned to you by Barker Central Schools is prohibited. The use of Barker Central School email will be strictly monitored. Use of the email system must be under the direct supervision of a Barker Central School approved email sponsor.

3. Use of chat rooms and/or other forms of direct electronic communications is prohibited unless directed and supervised by a Barker Central School District teacher or administrator.
4. Students should not attempt unauthorized access or other unlawful activities while online.
5. Students should not post or send personal contact information about self or other people on the Internet. Personal contact information includes but is not limited to home address, home telephone number(s), work address, etc.
6. Students should not download, upload or install program files.
7. Additional Internet plug-ins should not be installed by students. Students should notify a teacher if additional configuration is needed.
8. Students should not transmit profane, offensive, prejudicial or inappropriate material or language.
9. Students are not allowed to play games or listen to music through the Internet unless directed and supervised by a Barker Central School District teacher or administrator.
10. Students should check copyright permissions before downloading any data, such as images, from the Internet.

9. DATA AND STORAGE DEVICES
1. Students should save all data to their assigned home directory (Drive H:) unless directed by a teacher to do otherwise.
2. Student home directories should be cleaned and virus scanned on a regular basis.
3. Students may not store software programs in home directories.
4. Storage devices brought from outside the school must be virus scanned before used on district equipment.
5. Music devices are not to be used in school computers unless they are being used for a specific school project.

10. COMPUTER LAB RULES
Computer labs are available for student use during the school day. Students who wish to use a computer lab need to obtain a pass from a teacher. Teachers will call the lab to see if computers are available before sending students. Students are expected to treat all computer lab equipment with respect and report any faulty equipment to supervising staff.

Lab Rules:
1. No food or drink in computer labs.
2. Computer labs are to be used for assigned educational projects only.
3. Students will display appropriate identification while using computers in a lab (i.e. agenda book or I.D. card).
4. Students will occupy only one computer at a time.
5. Students will be respectful of other students and all computer lab equipment. Students will leave the equipment in the same condition in which they found it and report any problems to supervising staff.
6. Students will use discretion when printing.
7. Students will not use speakers without the permission of supervising staff. Headphones are available upon request from supervising staff.
8. Students will logout using the logout icon or shut down properly at the end of the day.

11. MOBILE DEVICES
1. Students are permitted to bring personal mobile learning devices to school for educational use with approved assignments and projects.
2. Students may connect personal devices to the BYOD wireless network with designated network account credentials.
3. Use of personal devices for educational assignments and projects imply adherence to all guidelines established in the Barker Central School District Technology Acceptable Use Agreement and student handbook.

MULTIMEDIA CENTER ACTIVITIES
The Multimedia Center AV/Video equipment is available for student use through participation in morning announcements, video club, computer club or a teacher-sponsored project. Students must be trained by Technology Department staff before operating any of the equipment. Students are expected to treat Multimedia Center equipment with care and notify a teacher if any equipment is damaged or faulty.

Barker Central School Consent and Waiver
Use of the school computing systems implies the student and his/her parent(s) or guardian(s) agree to abide by the Technology Agreement rules and code of ethics for Barker Central School electronic information system users. The student and his/her parents should discuss and understand the rights and responsibilities described by these rules and codes.

Because students will have access to Internet, which allows students to contact computer systems around the world and share information, learn concepts, do research projects and communicate with others, they will have a new and powerful tool that adds a new dimension to their educational experience. Unfortunately, some of the sites on Internet may contain material that is illegal, defamatory, inaccurate or offensive to some people. We wish to assure you that Barker Central School does not condone or permit the use of such material in the school environment and will make every reasonable effort to insure that unauthorized exploration of Internet does not occur.

In consideration for using the Barker Central Schools computer system and in consideration for having access to information contained on it or accessible through it, we hereby release the Barker Central School District's Board of Education, administration, staff and BOCES from any and all claims of any nature arising from the use, misuse, or inability to use the Barker Central Schools computer system or the Internet. We further understand that failure to comply with these rules and codes may result in loss of computing/Internet rights and may result in criminal charges being filed.