

ROMULUS CENTRAL SCHOOL
The Small School with **BIG** Ideas



TECHNOLOGY PLAN

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Romulus, New York

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INTRODUCTION

Technology has been a driving force at Romulus Central School in our staff development, our purchasing, and our way of doing business. Past initiatives have included the complete computerization of every classroom, the installation of two new labs, the inclusion of 3 mobile wireless access carts, iPads, SMARTboards or BrightLink interactive projectors in nearly every classroom, the computerization of all offices, internet access to all networked computers, an electronic doorway library, Wireless access throughout the building and a guest wireless, computerization of energy and security controls for the building, e-mail and voicemail for all professional staff, and training for all teachers on the use of software tools for productivity and instruction. Ongoing initiatives include security cameras and access doors, GAFE (Google Apps for Education) platform for Teachers and students to offer cloud based computing and off site collaboration, continued training on the security of social network platforms and much more. Technology is changing at such a rapid pace, and the demands for new and improved services are such that a living plan is necessary to keep us on the cutting edge. This document hopes to help serve that purpose.

TECHNOLOGY VISION STATEMENT

The use of technology at RCS for students and staff will involve:

- Student/teacher roles will be redefined. Less emphasis will be placed on the teacher as presenter. Teachers will function as coaches, guides, facilitators, and co-adventurers in the search for knowledge
- Development of 21st century “super skills” that incorporate the appropriate use of sharing and accessing information. Communication, Collaboration, Critical thinking, and Creativity will be the Common Core.
- Ethics will become more important as people gain greater access to knowledge and information that can affect others.
- Professional Development and training will be re-defined (less face to face, more online training and the use of resident experts).
- The administration will create an environment that supports access to learning technologies, available to all teachers to support their own learning and professional development at school and home.
- Establishing a partnership with internet providers for students to access the internet from home.
- Parents will access information about their children’s school, teachers, homework, or schoolwork, and will be able to access a wide range of direct student activities that can help them to assist their children at home.

DISTRICT GOALS OF RCS TECH PLAN

The Romulus Technology Committee has defined 4 goals for addressing and implementing technology within our school district. It is the intent that these goals will be updated in subsequent years.

- ❖ **Develop Comprehensive Computer Technology Plan that:**
 - **Provides equitable access to cutting edge technology in a fiscally responsible manner.**
 - **Develops information literacy for students, staff and community**
 - **Promotes digital citizenship**
 - **Increases student engagement in teaching and learning**
- ❖ **Improve District Communication**
- ❖ **Build Upon and Improve Student, Teacher, and Administrator Technology Skills**
- ❖ **Plan for Future Goals: Elective Technology/STEM Courses, tech books replace textbooks and near paperless district**

District Beliefs:

The Romulus School District believes that Technology empowers students to adapt to our rapidly changing society, and seeks to ensure that all students and staff be able to create, access, exchange, and analyze information from electronic sources. Technology is essential to:

- Delivering Common Core and Content Standards aligned instruction
- Assessing instructional efficacy both formative and summative
- Data analysis
- Improving student academic achievement through increased participation and engagement
- Improving student motivation and learning
- Providing access to a wide array of information.
- Preparing students for the changing technologies required for advanced learning and work
- Accommodating different curriculum needs and different learning styles
- NYS Assessments and PARCC online testing
- Assisting staff with record keeping, including but not limited to student grade and records

District Commitments:

To accomplish this, the District and Committee are committed to:

1. Students having access to information and technologies needed to function as productive members of the 21st century.
2. Supporting teachers and staff in developing and using relevant technologies to prepare and deliver curriculum.
3. Providing ongoing Professional Development as well as classroom support.
4. Creating/enhancing Learning Environments which include student centered approaches to teaching and collaborative work.
5. Creating and actively carrying out a technology plan to guide the integration of computer technology and to regularly seek feedback, and update this plan. This process includes

input from various stakeholders (BOE, teachers, community volunteers, parents, students, post-secondary advisers and collaboration with BOCES and member districts).

6. Provide district-wide opportunities for continual technological education in the summer and as part of Superintendent's Conference Days
7. Ensure the continuity and coordination of acquisition, application, replacement, and maintenance of changing technology
8. Promote district-wide educational goals through the use of technology
9. Assist teachers with the integration of technology into the curriculum to improve student achievement.

District Action Plan 2014-2018

Goal 1. Develop comprehensive computer Technology Plan initializing 1:1 computer technology integration

To enhance teaching, learning, and student engagement in every classroom with voice, video, and data technologies, we will integrate 1:1 computers:student in all classrooms Grade 3-12.

Implementation Plan

The RCS Technology committee will oversee any subcommittees to guide us: (Integration Guidance, PD/Technology Curriculum?)

PD and Technology Curriculum Subcommittee (Chaired by the District Tech Manager)

Professional Development - Effective and ongoing professional development is essential to the success of our plans. The District and the Committee believe PD is most effective when it is in response to current teacher needs and as much as possible led by peer teachers. Thus this subcommittee is charged with providing a flexible and responsive PD Plan to facilitate the district's computer technology integration beginning in Spring 2014/Summer 2015. This plan will be adjusted continuously based on feedback and identified needs. It will be evaluated at least once a year. PD Outline Table is below.

Technology Curriculum - Critical to the success of computer technology integration is also a written Technology Curriculum with a progression of skills PK-12. Such a curriculum is being written/updated and will become part of ongoing PD sessions and in classroom support.

Evaluation Process

Teacher/student feedback will be solicited continuously in an informal manner and at least once in a school year in a formal way through surveys. The Technology Committee will review and make adjustments. Teachers/administrators will review student performance to evaluate effectiveness of software applications and hardware in achieving goals.

Budget

The district technology budget provides funds to cyclically replace computers and software in classrooms, labs and libraries based on an annually updated projection plans. The budget is prepared by the Director of Technology. This projection also includes replacement of servers/network hardware and software necessary to maintain the district infrastructure to a high standard. Additional funds are annually budgeted for specific hardware/software requests from

end users. As of 2016, funds are becoming available by SED approval through the Smart School Bond Initiative.

Goal 2. Improve District Communication

The Technology Committee will serve as a clearinghouse for streamlined Hardware and Software management and purchases as a vehicle for collecting, analyzing and disseminating information about instructional technology software. The committee will:

- Collect a list of programs and software in use in the district
- Serve as a committee to inform all staff about available software, hardware and/or services
- Analyze the usefulness of software, hardware and/or service and be part of the decision making process to purchase/acquire
- Search for solutions to desired software, hardware and/or service needs presented
- Ensure Utilization of technology, especially new district-wide wireless network to enhance district communication internally and externally, record keeping, data availability and efficiency. Deploying these systems is intended to give teachers/administrators tools to help meet the increasing demands of data management

Implementation Plan

- Technology Committee will meet every other month in the school year at 3:15 in the BOE room.
- When possible Capital Project provides for District-wide Network upgrades.
- Maintain a single district-wide student records database solution SchoolMaster /SchoolTool with web access for students, parents and teachers, and Food Service and Transportation databases. Ongoing annual Training in SchoolMaster/School Tool for new employees. Wayne Finger Lakes Edutech provides ongoing support.
- Continue streamlining collaboration software to promote district-wide efficiency (Google Drive, Google Applications for Education (GAPE), Curriculum Mapping Software, NWEA Student Assessments and Data Analysis, etc).
- District Communication coordination between administrative team and Data Coordinator which supports a single student records database manager responsible for data integrity, district training and data warehouse responsibility.
- Expanded and updated use of district web site to communicate school information to community.
- Use Blackboard Connect to allow customized voice/text/email messages to be efficiently delivered to RCS students, staff and parents.

Evaluation Process

Survey staff/community to evaluate effectiveness of software/hardware solutions in furthering district communication. Monitor the number of errors and the ease of preparing state reports. Monitor tax inquiries, parental inquiries into student performance, etc. Monitor hits on district internet web site to gauge usage.

Budget

The “SchoolMaster/SchoolTool” student records database support will be funded through a Wayne-Finger Lakes Administration SAA. Internet hosting/development are funded through a Wayne-Finger Lakes SAA. The Blackboard Connect system will be funded through a Wayne-Finger Lakes SAA. All Hardware purchases will be funded through Technology Budget. Any additional software would be funded through the district software budget. As of 2016, funds are becoming available by SED approval through the Smart School Bond Initiative.

Goal 3. To Build upon and Improve Student, Teacher and Administrator Technology Skills

Students

The district will provide the necessary curriculum, faculty, staff and facilities to meet the stated district technology goals for students.

The Common Core State Standards seeks to develop students who:

- 1. Demonstrate independence**
- 2. Evaluate complex text**
- 3. Possess strong content knowledge**
- 4. Communicate effectively**
- 5. Comprehend and critique**
- 6. Locate and use evidence effectively**
- 7. Feel confident solving real world problems**
- 8. Understand other perspectives and cultures**
- 9. Apply their existing knowledge to new situations**
- 10. Use technology and digital media strategically and capably**

The RCS Technology Plan is designed to develop and enhance these skills in our students and we aspire for them to exemplify the drive, capability and compassion to achieve their full potential while contributing to our evolving local and global communities.

Implementation Plan

As an integral part of our continuing efforts to align our curriculum and instruction to the Common Core and Content Standards, and using the NETS Standards for Students (See Appendix A) as a template, RCS will provide programs to enhance teaching and learning through the use of educational technologies.

- In addition to instruction aligned to the Common Core and Content standards, computer skills and curriculum related material will be an integral part of classroom instruction.
- Computer Technology Trainers will be available to assist in such instruction in the classroom.
- Library Media Specialist will provide ongoing instruction at all grade levels in collaboration with classroom teachers.

Evaluation Process

- PK-6 student progress in using computer technology will be measured TBD.
- 9-12 Students will be encouraged to complete an electronic portfolio by the end of their senior year.

- A district survey will allow faculty to annually give feedback to gauge the student abilities to use technology to complete assignments. Elective classes will be tailored to meet additional classroom objectives, as needed.
- Teaching assistants will attend additional trainings each year relevant to their building level and share that information with students and teachers.

Teachers

As an integral part of our continuing efforts to align our curriculum and instruction to the Common Core and Content Standards, and using the NETS Standards for Teachers (See Appendix A) as a template, RCS will provide programs to enhance teaching and learning through the use of educational technologies. Teachers will have the opportunity to learn technology skills and strategies by working with district technology personnel (Technology Director, computer teaching assistants) as well as outside resources including Edutech, GVBoces and other third party consultants/trainers, and possible online training. Teachers will be encouraged to attend technology conferences such as NYSCATE. Technology support will be offered in the summer and on superintendent's conference days.

Ongoing professional development will be planned and implemented in 2 two day trainings in summer 2015. Plans for 2015-2016 include:

1. Superintendent’s Conference Days - Technology will be a central part of all
2. Parent/Community Education (ex. Appy Hours info and training sessions)
3. Technology Trainers available by appointment in the classroom every school day
4. Online ongoing training
5. District Website
6. Technology Committee clearinghouse resource for instructional, hardware/software needs, and 1:1 implementation issues

The district will provide the necessary training, staff and resources to meet the stated district technology goals for teachers.

Implementation Plan

Technical Professional Development Plan

To ensure that RCS staff is proficient in using district technology resources a professional development plan has been planned for Spring/Summer, with continuing plans for school year developing along the lines of the table below.

The plan will be annually reviewed by the District Technology Committee/ Administrative team to verify that it meets current and anticipated technology requirements. Individual progress will be evaluated by the building principal for teaching staff as part of a periodic review. Feedback will be provided to the Superintendent and the Technology Committee.

Technical Skills	Delivery Plan
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<p>1 - RCS Network Architecture Resources, and Usage</p> <ul style="list-style-type: none"> ● Accessing local wide/area resources ● Understanding District Infrastructure ● Available resources ● Acceptable Use Policy 	<ul style="list-style-type: none"> ● September of current school year ● Building administrator to determine schedule
<p>2 - Technology Integration</p> <ul style="list-style-type: none"> ● Google Apps ● Google Drive ● Chromebook Usage ● Advanced Google Apps ● Advanced Computer Integration 	<ul style="list-style-type: none"> ● Basic training will be provided by district computer technology trainer ● Comprehensive 2 Day Training in Chrome, Chrome Books, and Google Suite will be provided on two separate dates in Spring 2014 & Summer 2015 ● Repeat training on SCDs ● Advanced Training on SCDs ● Technology Fair?
<p>3 - Student Management System</p> <ul style="list-style-type: none"> ● SchoolTool 	<ul style="list-style-type: none"> ● Training provided by WFL BOCES and Turnkey trainers
<p>4 - Internet Safety</p>	<ul style="list-style-type: none"> ● Training provided as part of distribution of Chromebooks
<p>5 - Library Electronic Catalog/Databases</p>	<ul style="list-style-type: none"> ● Training provided by Library Media Specialist
<p>6 - Specialized Software Clear Track, VersaTrans, MAP, Finance Mgr., As Requested or Need Identified</p>	<ul style="list-style-type: none"> ● Presented by program vendors, Boces, district computer technology trainer. Available as optional schedule on all SCDs
<p>7 - Specialized Hardware</p> <ul style="list-style-type: none"> ● Smart Board, BrightLink Interactive Projector ● Distance Learning, etc. as identified by teachers, administrators 	<ul style="list-style-type: none"> ● Presented by, program vendors, Boces, district computer technology trainer ● Offered as options on all SCDs
<p>8 - Information Technology Training</p>	<ul style="list-style-type: none"> ● Training offered in Spring 2014/Summer 2015, and at SCDs ● Attending conferences, workshops, targeted training, Boces classes, etc.

Evaluation Process

The Tech Committee will evaluate the effective use of technology in the classroom as part of annual planning.

Administrators:

Every administrator will be technologically literate; will provide leadership in integrating technology into curriculum, instruction, and student learning activities; and will have access to

technology resources that support them in developing management systems and in creating a school climate and culture that results in high student achievement.

Implementation Plan

Using the NETS Standards for Administrators (See Appendix C) as a template for professional development, RCS will provide programs to help district administration meet these goals.

Goal 4. Plan for Future Goals: Elective Technology/STEM Courses, “Tech” books replace textbooks and near paperless district, Blended/Personalized Learning

For further development in 2015-2018. The district infrastructure for wireless access and 1:1 Chromebook initiative was accomplished in 2015. The district is investigating the best practices for professional development and delivery of Blended Learning during the 2016/2017 school year. Examples of Blended learning include elective technology/STEM classes to students, staff, and community, “flipped” classroom, online courses, and project based learning..

Implementation Plan

Coordination with WFL BOCES to secure a guide vendor for Blended Learning. Frontier instructors begin implementing aspects in 15/16 and continue as teacher leader resources in successive years. Administration will lead a district implementation team. District administration develops elective technology curriculum for students, and staff. Instructors will be selected from areas of proficiency within current staff.

Evaluation Process

Approval of curriculum offerings by district administration. Enrollment in final course offerings. Course feedback will be solicited by survey.

Technology Design

The design process for Romulus’s Three-Year Technology Plan has been driven by three basic premises.

- First, maximum advantage must be taken from the existing technology framework in the school
- Second, the design effort must be a continuous process, with many required steps not easily accomplished until certain prerequisite tasks have been undertaken.
- Third, Technology must be viewed as a routine part of the environment and that working with or planning for technology use does not require extraordinary effort.

RCS Computer Technology Infrastructure

1. Windows 7/Three Microsoft Server 2008 R2 servers. A common desktop interface lets our users spend more time working. Ease in creating multimedia presentations attracts greater student/faculty interest in employing technology in the classroom. Desktop systems are scheduled for cyclical replacement to ensure users are trained on modern equipment and to minimize down time due to hardware failure.

2. Network Protocol TCP/IP. This standard ensures vendor interoperability and fault tolerant, efficient communication between devices.

3. Hardware Vendor(s) - hardware is purchased from state-bid approved vendors offering tier one equipment. Volume purchases are made through WFL BOCES. Low down time due to quality components and ready parts availability ensures more technology based learning time.
4. Local Network Infrastructure - inter-building switched fiber optic backbone with 100/1000 mbs copper connections to servers/desktops high-speed network provides the reliability and speed to run demanding applications including streaming audio and video. Wireless, mobile notebook resources offer additional computing flexibility by allowing as many as 20 networked computers to travel to any classroom.
5. Wide-Area Network Infrastructure - 200mbs fiber (Time Warner contracted through Edutech). (An Update to our existing fiber connection will make streaming video, audio, and distance learning over the internet more stable). Students and teachers benefit from rapid internet searching and downloads allowing more time spent learning rather than waiting for information on congested links. The expanded resources offered via the internet promote advanced student research and learning opportunities to worldwide resources. Increased, stable bandwidth allows us to run more web-based applications which reduce our local hardware and support costs.
6. Internet Service Provider - Time Warner contracted through Edutech provides reliable, managed services resulting in high up time.
7. District Web Site - Contracted through Sharpschool. Teacher web pages enhance curriculum, allowing student access outside the classroom. The district internet web site (<http://www.rcs.k12.ny.us>) provides a wealth of school information to the community. Everything from the lunch menu to teacher authored web pages contributes to efficient communication and learning.
8. Email Services - Google Apps for Education. Message archiving for 10 years will be deployed via Postini services for Admin and Staff .
9. Internet Filter - IBoss filtering solution, contracted through Edutech. With a district controlled internet filter we are able to customize the configuration to allow teachers the freedom they need to efficiently search the internet for learning resources, while preventing students from visiting inappropriate sites. GoGuardian filtering for district owned Chromebooks.
10. Office Automation Microsoft - Office 2010. Additionally the district will host Google Apps for Education.
11. Desktop Platform - Windows 7 Professional
12. Wireless Devices - Laptops, Chromebooks, and iPads/Androids
13. SPAM Filter - Integrated into Google Apps for Education.

Budget Plan

The Technology Committee will prepare an annual budget recommendation with District Business Official. This recommendation will be reviewed by the District administrative team as a part of their budget planning and submitted to the Superintendent. The budget plan will seek to provide a multiyear plan that implements the needs identified in the assessment. As of 2016, funds are becoming available by SED approval through the Smart School Bond Initiative.

Internet Safety Plan

Introduction

It is the policy of the Romulus Central School District that all employees and students within the Romulus Central School District shall adhere to the Romulus Central School District Acceptable Use Policy (AUP) Policy #7315. Compliance with the Children's Internet Protection Act Pub. L. No. 106554 and 47 USC 254(n)].

Definition

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

Access to Inappropriate Material

As per the Romulus Central School District's AUP, filtering software is in place to block or filter the internet and other forms of electronic communication.

Specifically, as required by the Children's Internet Protection Act, blocking applies to all written as well as visual depictions of material deemed obscene or child pornography, and 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 bona fide research or other lawful purposes.

Inappropriate Network Usage

As per the Romulus Central School District's AUP, all forms of electronic communication are managed by filtering software for student users.

The Romulus Central School District's AUP strictly forbids inappropriate network usage as outlined within the illegal activities section.

Education, Supervision and Monitoring

It shall be the responsibility of all staff members of the Romulus Central School District to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Coordinator or designated representatives.

Adoption

The Romulus Central School District School Board has approved and adopted the Internet Safety Policy as part of the District Technology Plan.

Addendum

APPENDIX A: National Education Technology Standards (NETS) for Students

APPENDIX B: National Education Technology Standards (NETS) for Teachers

APPENDIX C: National Education Technology Standards (NETS) for Administrators

Appendix A: NETS for Students

(When available the PK-12 Technology Curriculum)

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology based activities in which students achieve success in learning, communication, and life skills.

I. Creativity and innovation

- A. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - 1. Apply existing knowledge to generate new ideas, products, or processes.
 - 2. Create original works as a means of personal or group expression.
 - 3. Use models and simulations to explore complex systems and issues.
 - 4. Identify trends and forecast possibilities.

II. Communication and collaboration

- A. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - 1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - 3. Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - 4. Contribute to project teams to produce original works or solve problems.

III. Research and information fluency

- A. Students apply digital tools to gather, evaluate, and use information.
 - 1. Plan strategies to guide inquiry.
 - 2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - 3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - 4. Process data and report results

IV. Critical thinking, problem solving, and decision making

- A. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - 1. Identify and define authentic problems and significant questions for investigation.
 - 2. Plan and manage activities to develop a solution or complete a project.
 - 3. Collect and analyze data to identify solutions and/or make informed decisions.
 - 4. Use multiple processes and diverse perspectives to explore alternative solutions.
- V. Digital citizenship**
 - A. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - 1. Advocate and practice safe, legal, and responsible use of information and technology.
 - 2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - 3. Demonstrate personal responsibility for lifelong learning.
 - 4. Exhibit leadership for digital citizenship.
- VI. Technology operations and concepts**
 - A. Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - 1. Understand and use technology systems.
 - 2. Select and use applications effectively and productively.
 - 3. Troubleshoot systems and applications.
 - 4. Transfer current knowledge to learning of new technologies.

Appendix B: Nets for Teachers

RCS Seeks to continuously improve teacher technology skills as provided for in Nets for Teachers through ongoing professional development as outlined in this document.

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETST), which focus on Pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the District to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific-outcomes to be

measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

A. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

A. Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

1. Design developmentally appropriate learning opportunities that apply Technology enhanced instructional strategies to support the diverse needs of learners.
2. Apply current research on teaching and learning with technology when planning learning environments and experiences.
3. Identify and locate technology resources and evaluate them for accuracy and suitability.
4. Plan for the management of technology resources within the context of learning activities.
5. Plan strategies to manage student learning in a technology enhanced-environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

A. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

1. Facilitate technology-enhanced experiences that address content standards and student technology standards.
2. Use technology to support learner-centered strategies that address the diverse needs of students.
3. Apply technology to develop students' higher order skills and creativity.
4. Manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.

A. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

1. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
2. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

3. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
- V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**
- A. Teachers use technology to enhance their productivity and professional practice.
- Teachers:
1. Use technology resources to engage in ongoing professional development and lifelong learning.
 2. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
 3. Apply technology to increase productivity.
 4. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
- VI. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**
- A. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
- Teachers:
1. Model and teach legal and ethical practice related to technology use.
 2. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
 3. Identify and use technology resources that affirm diversity.
 4. Promote safe and healthy use of technology resources.
 5. Facilitate equitable access to technology resources for all students.

Appendix C: Nets for Administrators

RCS Seeks to continuously improve administrator technology skills as provided for in Nets for Administrators through ongoing professional development as outlined in this document.

Educational Technology Standards and Performance Indicators for Administrators

- I. **LEADERSHIP AND VISION.**
 - A. Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:
 1. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
 2. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
 3. foster and nurture a culture of responsible risk taking and advocate policies promoting continuous innovation with technology.
 4. use data in making leadership decisions.
 5. advocate for research-based effective practices in use of technology

6. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING.

A. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

1. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
2. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning
3. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
4. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
5. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

A. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

1. model the routine, intentional, and effective use of technology.
2. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
3. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
4. engage in sustained, job-related professional learning using technology resources.
5. maintain awareness of emerging technologies and their potential uses in education.
6. use technology to advance organizational improvement

IV. SUPPORT, MANAGEMENT, AND OPERATIONS.

A. Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

1. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
2. implement and use integrated technology-based management and operations systems.
3. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
4. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

5. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.
- V. ASSESSMENT AND EVALUATION.
- A. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:
1. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
 2. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
 3. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
 4. use technology to assess, evaluate, and manage administrative and operational systems.
- VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.
- A. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:
1. ensure equity of access to technology resources that enable and empower all learners and educators.
 2. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
 3. promote and enforce privacy, security, and online safety related to the use of technology.
 4. Promote and enforce environmentally safe and healthy practices in the use of technology.
 5. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

(ACCEPTABLE USE POLICY)

Policy #7315

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

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students.

Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

Standards of Acceptable Use

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

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

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

Any student in the District who is aware of any misuse or abuse of any software or electronic communication system shall notify his/her teachers or Building Principal.

Student 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 Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

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

Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Agreement for Student Use of District Computerized Information Resource

AGREEMENT FOR STUDENT USE OF DISTRICT COMPUTERIZED INFORMATION RESOURCES

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

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCA. Prior to suspension or revocation of access to the DCA, students will be afforded applicable due process rights. Such violation of District policy and regulations may also result in the imposition of discipline under the District's school conduct and discipline policy and the Student Discipline Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District.

Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously, or unlawfully damage or destroy District property.

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Parent/Student Acknowledgment Form
Parent-Student Acknowledgment

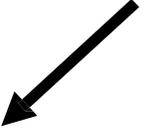
Student Name _____

NOTE: Five (5) signatures are required on this page

We have read and understand the **RULES, REGULATIONS, AND PROCEDURES** in the Student/Parent Handbook.

Date

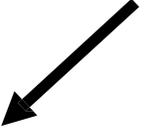
Signature of Parent/Guardian



I have read and understand the regulations set forth in this handbook.

Date

Signature of Student



Grade of Student: _____

I grant permission to the Romulus Central School District to use photographs and/or digital images/school interviews of my child in school publications relating to school events. I understand that once an image is posted on the district web site, any computer user can download the image. Therefore, I agree to indemnify and hold the school district harmless from any and all claims and demands arising out of or in connection with the use of these images.

Date

Signature of Parent/Guardian



I give my son/daughter permission to participate in **FIELD TRIPS** during regular school hours.

Date

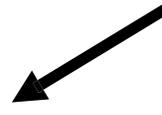
Signature of Parent/Guardian



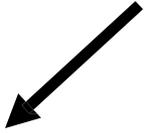
I give my son/daughter permission to use the **INTERNET** at school, with the understanding that he/she will abide by the rules outlined in this handbook.

Date

Signature of Parent/Guardian



For weekly Email update from 7-12
Principal See example of Update on
Previous Page



Email Address: _____

Please sign and return this page to the school office within three school days of the time the handbook was issued to you.