





**“If we teach today as we taught yesterday, we rob our children of tomorrow.”**

**- John Dewey**

## **District Technology Committee Members**

Mr. Cliff Butler.....Director of Information Services  
Mrs. Margaret Kucko.....Intermediate Principal  
Ms. Mary Kay Frys.....Superintendent  
Mr. John Mauro.....School Business Executive  
Mr. Joseph Guccia.....Middle School Principal  
Ms. Kim Beukema.....High School Principal  
Mr. Daniel Erickson.....Primary Principal  
Mr. Adam Gabriel.....Network Engineer  
Mrs. Kim Michalak.....Board of Education



## **Introduction**

### **Technology in Support of the Mission**

Digital technology has become an integral part of achieving educational excellence for a changing tomorrow, which is the mission of the Johnson City Central School District. Over the past few years we have been busy adding to our mobile computer labs, installing a robust managed wireless infrastructure that now allows public access, adding numerous LCD projectors and document cameras to classrooms around the district and adding numerous methods to our network for teachers to communicate with students and parents. With the advent of on-line assessments and the integration of more technology into instruction, this new plan seeks to address these ever changing needs.

### **The Role of Technology**

The role of technology in helping students achieve distinctive learning results has grown considerably over that last few years. Greater numbers of faculty and staff have become comfortable with computer technology and have provided students with learning activities that generate skill and understanding of the technical world we live in. These developments are encouraging and are the result of the district's commitment to making wise use of instructional technology wherever it makes sense to do so. This is not to say, however, that the work is complete. Technology is an ever changing entity that our students must understand and our faculty must embrace if we are to achieve the educational goals we have established as a district.

### **Technology Rich Learning Environment**

We envision a learning environment in which:

- Students are engaged in cooperative and independent learning with the teacher facilitating the children's learning.
- Students are using higher-level thinking skills to actively solve problems and investigate ideas.
- Students are using a variety of resources and formats including printed materials, manipulatives, software, and the Internet.
- Students have access to technological tools, allowing them to become increasingly independent in their choice of the appropriate tool.
- Students collaborate and communicate with people from all parts of the world.
- Classrooms are center-based with students working in small groups giving teachers time for goal setting and helping other students.



- Teachers collaborate with one another, sharing best practices, and work cooperatively developing lessons, activities, and projects for their students.
- Teachers assess student learning and performance authentically, using creative and collaborative models that reflect lifelong skills and accomplishments.
- Teachers seek out professional development opportunities to augment their programs.
- Teachers and administrators work together to facilitate and stimulate student learning and achievement.
- Administrators provide time and support for teachers to plan, develop, and evaluate effective programs and projects.
- Communication and support among all school community members is open and honest and in the best interest of students.



## **Technology Standards**

After careful analysis of current data and trends in the field of instructional technology, the Johnson City Central School District has adopted the ISTE Standards for students, teachers and administrators to guide technology implementation for the 2014-2017 school years.

### **Students**

#### **1. Creativity and innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

#### **2. Communication and collaboration**

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.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

#### **3. Research and information fluency**

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results



#### **4. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

#### **5. Digital citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

#### **6. Technology operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

## **Teachers**

#### **1. Facilitate and inspire student learning and creativity**

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

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



## **2. Design and develop digital age learning experiences and assessments**

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

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

## **3. Model digital age work and learning**

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

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

## **4. Promote and model digital citizenship and responsibility**

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

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



## **5. Engage in professional growth and leadership**

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

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

## **Administrators**

### **1. Visionary leadership**

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

### **2. Digital age learning culture**

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration



### **3. Excellence in professional practice**

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

### **4. Systemic improvement**

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

### **5. Digital citizenship**

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools



### **Current State of Technology - District**

Since the most recent publication of the Instructional Technology Plan in 2010, the Johnson City School District has methodically been replacing outdated technology. We have accomplished many of the goals set forth by the previous revision of this plan. Some of the district wide goals that we accomplished are:

- Data collection around the district has been transformed from a purely paper system to an electronic system which now allows us to make much more effective use of the data we collect. Since the data is collected electronically, we can now better analyze the data for trends.
- We are now using eDoctrina to generate pre and post-tests. These tests are then scanned back to eDoctrina where they are scored and reports for data analysis are generated.
- Technology in classrooms around the district has been updated.
- We have added over 150 tablets – both iPads and Galaxy Tabs around the district.
- We have totally replaced our old wireless infrastructure district wide with a new managed system.
- We have begun virtualizing servers and workstations.
- Our principals are all using the iData Dashboard to look at results and help drive decisions.

These are just a sampling of the technology related goals we have accomplished in a few short years. With the continued support of the community, Board of Education, and members of the district, we will be able to accomplish even more.

### **Current State of Technology - High School**

Every classroom at the high school has at least one networked computer system, a 32" PC ready television, a VCR, DVD player, LCD projector and document camera. Every classroom is connected to at least one networked laser printer. There are currently nine areas (labs) within the building that have larger groupings of networked systems for student use: Room 128 (20 systems), Room 129 (25 systems), Room 130 (15 systems), Room 272 (19 systems), Room 264 (25 systems), Room 275 (16 systems), Room 241 (15 systems), Room 238 (13 systems), and the



Library (37 systems). In addition to these nine locations, we also have 3 mobile labs (2 with 24 systems each and 1 with 16 systems).

### **Recent Changes at the High School**

- In the summer of 2012 we upgraded the wireless infrastructure and added public Wi-Fi. The wireless network is used by staff and students who are assigned a district laptop or tablet, allowing them to be mobile, yet connected. The network is also used by students, staff and the general public to access the Internet using their personal devices.
- In the summer of 2013 we completed our new video production lab. There are currently 2 classes being taught in this new lab. Two more classes will be added in the 14-15 school year.
- In the summer of 2011 we expanded our CCTV system to include 16 outdoor and 16 indoor cameras.
- In 12-13 school year, we began distributing tablets to students in 3 courses – 2 social studies and 1 science.
- In the fall of 2013, all of our Special Ed staff were issued iPads which they use with their students on a daily basis.
- In the fall of 2013 we issued iPads to all of the building administrators. These are used to assist with a variety tasks including classroom observations.
- In the 11-12 school year we issued Samsung Galaxy Tabs to our ESL and Foreign Language Teachers.

### **Future of Technology - High School**

- In the summer of 2014 we will be begin adding Smart boards to our Social Studies classrooms.
- In the spring/summer of 2014 we will begin providing wireless access outside of the High School. We will begin by providing access to our new press box and concession stand that are being constructed as part of our field project. If all goes well, we plan to expand this to our baseball as softball press boxes in near future.



- In the spring of 2014 we plan on piloting the use of the online testing component of eDoctrina with a select number of teachers.
- We will continue to refresh workstations around the building keeping the technology current for students and staff.
- In the summer of 2015, we will be totally renovating our science wing and adding a STEM lab. The new rooms will all be equipped with some type of Smart board, projector, document camera and computers. In this same project, we will be relocating our IT offices along with our server room.
- We have begun looking at replacing our current LCD projectors with LED Laser projectors as the currently installed projectors age out. The lamps in these new projectors have an estimated life of 20,000 hours or 10 – 15 years in a classroom environment.
- We will be adding one additional mobile lab to the science / math wing. This new lab will help with some of scheduling conflicts that current arise as well as help with capacity for the new online test that are scheduled to begin in 2015.
- We are planning on adding another group of computers in the library. This addition will take place sometime during the 14-15 school year.
- We are looking at the possibility of issuing iPads to our High School PE teachers. The iPads would be used to take attendance right in the gym during class and for the electronic gradebook. We have purchased one iPad for PE that will be passed around on a trial basis during the first half of 2014.

### **Current State of Technology - Elementary-Middle School**

Each general classroom has at least four networked computers, a 32" PC ready television, a VCR, DVD player and is connected to a laser printer located in the same wing. There are currently four computer labs with at least 28 systems each. Each lab has at least 2 black & white laser printers and a ceiling mounted projection system. In addition to the four fixed labs, we also have four mobile labs. We currently have seven 24 station labs and one 16 station lab.

Over the last few years, we have been steadily adding LCD projectors, document cameras and SMART Boards around the building. We currently have this equipment deployed in approximately 95% of the building.



### **Recent Changes at the Elementary-Middle School**

- In the 11-12 school year we issued Samsung Galaxy Tabs to our ESL and Foreign Language Teachers.
- In the summer of 2012, we began virtualizing student workstations in 2 grade levels. In the summer of 2013, we virtualized the student workstations in 2 additional grade levels. Doing this helps extend the usable life of a workstation.
- In the summer of 2012 we upgraded the wireless infrastructure and added public Wi-Fi. The wireless network is used by staff and students who are assigned a district laptop or tablet, allowing them to be mobile, yet connected. The network is also used by students, staff and the general public to access the Internet using their personal devices.
- In the summer of 2012 we added LCD projectors and document cameras to the art classrooms.
- In the summer of 2013 we added LCD projectors and documents cameras to the music and Industrial Technology classrooms.
- In the fall of 2013, all of our Special Ed staff were issued iPads which they use with their students on a daily basis.
- In the fall of 2013 we issued iPads to all of the building administrators. These are used to assist with a variety tasks including classroom observations.
- In the fall of 2013 we also issued iPads to 10 of our Middle School teachers as part of a pilot program to investigate how teachers could use them in the classroom. This group of teachers meets on a monthly basis to discuss how each of them are using the iPad.

### **Future of Technology - Elementary-Middle School**

- We have begun looking at replacing our current LCD projectors with LED Laser projectors as the currently installed projectors age out. The lamps in these new projectors have an estimated life of 20,000 hours or 10 – 15 years in a classroom environment.
- We will continue to refresh workstations around the building keeping the technology current for students and staff.

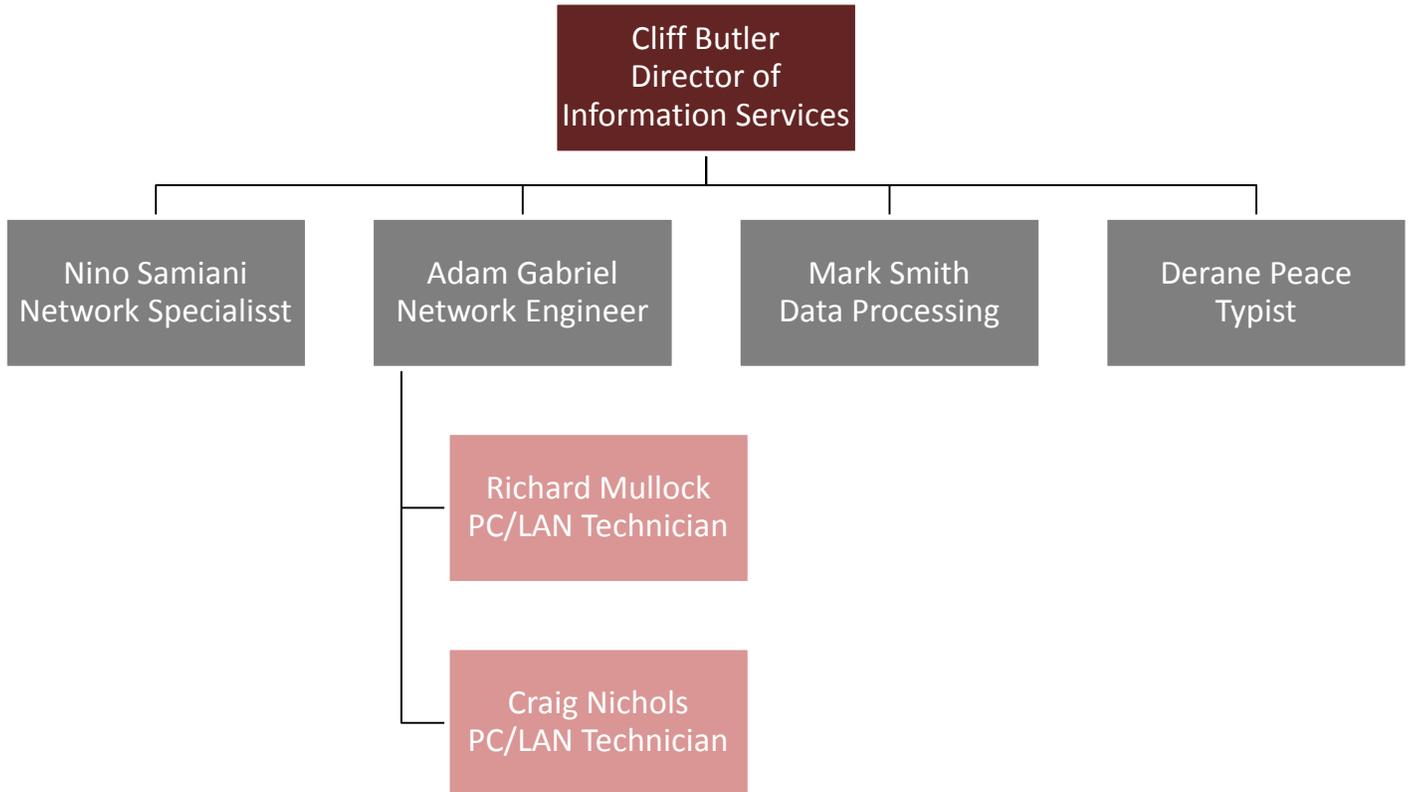


- We will continue to add additional mobile labs so that we have enough capacity to accommodate the new online testing that is schedule to begin in 2015. At this time, we feel we need to add at least 3 more 24 station mobile labs.
- We will also continue to expand the number of wireless access points in the building. The expansion will add some redundancy as well as some density. Growth will continue until we feel we have enough capacity to accommodate the upcoming online testing.
- We are currently looking at the possibility of issuing iPads to all of our reading teachers.
- We are currently looking at the possibility of issuing iPads to our Middle School PE teachers. The iPads would be used to take attendance right in the gym during class and for the electronic gradebook. We have purchased one iPad for PE that will be passed around on a trial basis during the first half of 2014.



### **Information Services Staffing**

The Information Services Department currently has 7 full-time district employees working at different levels.





### Budget

Our plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Our budget has continued to keep pace with the growing demands on technology in education as is evident by the table below.

Budget Code	Description	2014-2015	2015-2016	2016-2017
A2630-22	Equipment Instructional	\$183,400.00	\$183,400.00	\$183,400.00
A2630-221	Equipment Non-Instructional	\$35,000.00	\$35,000.00	\$35,000.00
A2630-23	Furniture	0	\$7,000.00	0
A2630-46	Software	\$70,000.00	\$70,000.00	\$70,000.00
A2630-472	Service & Repair	0	0	0
A2630-478	Cell Phones	\$2,600.00	\$2,600.00	\$2,600.00
A2630-49	BOCES	\$410,669.00	\$422,989.00	\$435,679.00
A2630-491	BOCES - IPA	0	0	0
A2630-492	BOCES – Xerox Copiers & Service	\$112,126.00	\$112,126.00	\$112,126.00
A2630-501	Supplies	\$38,000.00	\$40,000.00	\$40,000.00
		<b>\$851,795.00</b>	<b>\$873,115.00</b>	<b>\$878,805.00</b>

### Professional Development Opportunities

Johnson City staff members can participate in workshops or courses offered through the Johnson City Teacher Center and Southern Tier Teacher Center Network.

Johnson City School District also subscribes to the Model Schools Service and the School Curriculum Improvement Service that is provided by the Broome-Tioga BOCES Center for Educational Support and Technology. These services publish a monthly calendar of course offerings on the Web expanding the opportunities for additional professional development.

The Information Services Department also will be offering a few 2-3 hour training sessions during the year for the clerical staff in the District. These sessions will cover basic file management, mail/merge, GroupWise, spreadsheets, the Internet and others. These sessions are designed to help bring both new and veteran staff members up to speed with some of the new technology that is available to them. These sessions are conducted using one of the mobile labs or in a computer lab, depending on the number of participants and equipment availability, so that each person has their own computer for the training.

In addition to offering training opportunities to the clerical staff, we will also be offering a few sessions for administrators and principals to get them more familiar with the tools they can use to analyze data more effectively. This training will take periodically during the year.



## **Technology Plan Evaluation**

Everyone agrees that evaluating the impact of technology on school programs and student achievement is probably one of the most difficult tasks we have before us. One of the problems is that if you sense an improvement in student achievement, it's probably the result of many different factors and not just the usage of technology within the district. These other factors include:

- teachers' attitudes and beliefs
- the level of support provided by the building and district administration
- the current teaching and learning environment within each school in the district
- the availability and quality of professional development opportunities
- the level and timeliness of technical support
- the amount of access students have to the technology
- the level to which the technology is linked to curriculum, standards, and assessment.

Another problem is that the existing assessments that schools use to measure student achievement rarely measure the benefits of student usage of technology. Areas such as critical thinking, problem solving, creativity, cooperation, research, and independent learning are rarely measured in the assessment process.

The evaluation process should give us a way of examining the performance of the overall technology plan as well as specific aspects of the plan, such as professional development, student performance, technical assistance, and budget allocations. Evaluation is a data-driven process. The goal is to collect and analyze data that will help us make decisions about what is working, what is not working and what should be changed or improved. The data should contain both quantitative (counts of things) and qualitative (narration of things) in order to provide a complete picture of what is going on. Just providing counts can be very misleading.

The questions we are going to try to answer in our evaluation process pertain to the goals set forth in this plan.

- Are teachers using technology as an instructional aid in the delivery of program?
- Is teacher utilization of technology having an impact on student usage of technology in the learning process?
- Has student performance been impacted by the integration of technology?
- Has the district allocated appropriate funding for technology so that teachers and students can realize the full potential of these resources?
- Has our professional development strategy for technology been effective in helping teachers attain basic technology proficiencies?

# TEACHER TECHNOLOGY & LEARNING SURVEY



Check the appropriate box for each question.

**1. Building:**

- Primary                       Intermediate                       Middle School                       High School

**2. I teach the following subjects: (check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Art                              | <input type="checkbox"/> Mathematics          |
| <input type="checkbox"/> Business Education               | <input type="checkbox"/> Music                |
| <input type="checkbox"/> Computer Lab Classes             | <input type="checkbox"/> Reading              |
| <input type="checkbox"/> English as a Second Language     | <input type="checkbox"/> Science              |
| <input type="checkbox"/> Foreign Language                 | <input type="checkbox"/> Special Education    |
| <input type="checkbox"/> Health and/or Physical Education | <input type="checkbox"/> Technology           |
| <input type="checkbox"/> History and/or Social Studies    | <input type="checkbox"/> Vocational Education |
| <input type="checkbox"/> Language Arts                    | <input type="checkbox"/> Other                |

**3. I have used technology for:**

- 0 – 6 months                       7 months – 2 years                       3 – 5 years                       6+ years

**4. As a technology user, I would consider myself as:**

- Non-user                       Beginner                       Confident                       Capable of teaching others

**5. I use a computer at home for teaching-related tasks:**

- Yes                       No                       No computer access at home

**6. I rate my professional use of technology: (choose one)**

- Seldom or never                       2 – 4 times a year                       Monthly                       Daily/weekly

**7. I rate my classroom use of technology for students: (choose one)**

- Seldom or never                       2 – 4 times a year                       Monthly                       Daily/weekly

**8. The percentage of students in my classes having daily use of technology:**

- 0 – 20%                       21 – 40%                       41 – 75%                       76% or more

**9. When my students use technology, they mostly:**

- Work individually                       Work in pairs                       Work in small groups                       Cannot, as technology is rarely available



**33. The general response time to your technical needs:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Within the hour       | <input type="checkbox"/> Within 24 hours | <input type="checkbox"/> Within the week  |
| <input type="checkbox"/> Within the school day | <input type="checkbox"/> Within 48 hours | <input type="checkbox"/> Within the month |

**34. The Overall rating of your technical support experiences:**

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Outstanding  | <input type="checkbox"/> Frustrating                          |
| <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Debilitating to instructional effort |
| <input type="checkbox"/> Lagging      |   |

# **Appendix A**

## **Children's Internet Protection Policy - 8640**

### General Information

Internet access will be provided to students in accordance with the terms of this policy. Internet access from school computers is reserved solely for educational purposes. Use by outside groups is prohibited. Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction, and shall be limited to educational purposes and governed by this policy. Access to the Internet will be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

The school district reserves the right to monitor all Internet activity including transmission and receipt of e-mail. Use of e-mail is limited to school district purposes.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed and it shall operate so that images which are obscene, pornographic or harmful to minors shall not be displayed. Such filtering software shall also be designed and it shall operate so that images or language which advocate or promote violence or hatred against particular individuals or groups of individuals, or promotes the superiority of one racial, ethnic or religious group over another shall not be displayed. For purposes of this policy, the phrase *harmful to minors* means any picture, image, graphic image file, or other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

### Prohibited Conduct

No student shall, while using a computer or other device connected to the Internet:

1. Access, transmit or retransmit materials which promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like.
2. Access, transmit or retransmit any information which is harmful to minors as that phrase is defined in this policy.

3. Access, transmit or retransmit material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
4. Engage in any act of cyberbullying. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).

Cyberbullying has the effect of:

- a) Physically, emotionally or mentally harming an individual;
- b) Placing an individual in reasonable fear of physical, emotional or mental harm;
- c) Placing an individual in reasonable fear of damage to or loss of personal property; and
- d) Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities or any other individual's opportunities.

Also, cyberbullying that occurs off-campus, which endangers the health and safety of students or staff within the school or can be reasonably forecast to cause a material or substantial disruption to the educational process, is prohibited. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

5. Use or possess bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession with the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
6. Use encryption software from any access point within the school district.
7. Transmit credit card or other personal identification information, including home addresses or telephone numbers from any school district computer.
8. Transmit e-mail through an anonymous remailer.

9. Access the Internet from a school district computer using an unauthorized network account.
10. Use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication, or enter a chat room without the express permission of the staff member supervising the computer resource.
11. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line.
12. Disable or attempt to disable filtering software. However, such filtering software may be disabled for bona fide research or other lawful purposes, when the building principal of the building in which such research or other lawful activity will be conducted has given written permission to disable the filtering software.

In addition to those penalties set forth in the student discipline code, a violation of this Internet policy may also result in loss of Internet privileges and district network access.

Opinions, advice, services and all other information expressed on line or those of the on-line authors and not of the school district. The Internet contains information pertaining to a variety of subjects. Not all of this information is accurate or reliable, particularly where the advice of medical, legal, accounting, or other professionals would be appropriate. Users are advised not to rely on advice found on the Internet. The school district is not responsible for such advice.

The school district does not guarantee or imply that access to the Internet will always be available when students want access or that the software provided by the district will always work as intended. The school district is not responsible for failures in the operation or technical functioning of the Internet or the computers or software used to access the Internet.

Date of Board Adoption: June 26, 2012

Johnson City Central School District, Johnson City, New York

# **Appendix B**

## **Computer Resources & Data Management Policy - 8630**

The Board of Education recognizes that computers are a powerful and valuable education and research tool and as such are an important part of the instructional program. In addition, the district depends upon computers as an integral part of administering and managing school resources, including the compilation of data and record keeping for personnel, students, finances, supplies and materials. This policy outlines the Board's expectations in regard to these different aspects of the district's computer resources.

#### General Provisions:

The Superintendent shall be responsible for designating a Director of Information Services, who will oversee the use of district's computer resources.

The Superintendent, working in conjunction with the School Business Executive and the Director of Information Services, will be responsible for the purchase and distribution of computer software and hardware throughout the district. They shall prepare and submit for Board approval, a comprehensive multi-year technology plan which shall be revised as necessary to reflect changing technology and/or district needs.

The Superintendent, working with the Director of Information Services, shall establish regulations governing the use and security of the district's computer resources. The security and integrity of the district's computer network and data is a serious concern to the Board and the district will make every reasonable effort to maintain the security of the system. All users of the district's computer resources shall comply with this policy and regulations.

The district reserves the right to control access to the Internet for all users of its computers and network. The district may either allow or prohibit certain kinds of online activity, or access to specific websites. All users of the district's computer resources must understand that use is a privilege, not a right, and that use entails responsibility. Failure to comply may result in disciplinary action, as well as suspension and/or revocation of computer access privileges. Users of the district's computer network must not expect, nor does the district guarantee, privacy for electronic mail (e-mail) or any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

#### Management of Computer Records:

The Board recognizes that since district data is managed by computer, it is critical to exercise appropriate control over computer records, including financial, personnel and student information. The Superintendent or his/her designee shall be responsible for the safe and secure management of computer records.

Review and Dissemination:

Since computer technology is a rapidly changing area, it is important that this policy be reviewed periodically by the Board and the district's external auditor. The regulation governing appropriate computer use will be included in both employee and student handbooks.

Date of Board Adoption: January 28, 2014  
Johnson City Central School District, Johnson City, New York

The following rules and regulations govern the use of the district's computer network system; employee, student and third party users access to the Internet; and management of computerized records.

## I. ADMINISTRATION

- The Superintendent of Schools shall designate the Director of Information Services to oversee the district's computer network.
- The Director of Information Services shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The Director of Information Services shall develop and implement procedures for data back-up and storage. These procedures will facilitate the disaster recovery plan and will comply with the requirements for records retention in compliance with the district's policy on school district records.
- The Director of Information Services shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The Director of Information Services shall take reasonable steps to protect the network from viruses or other software that would compromise the network.
- All employee, student and third party user agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the Information Services office. Students may be granted an account for up to one academic year at a time.
- Consistent with applicable internal controls, the Superintendent, in conjunction with the School Business Executive and the Director of Information Services, will ensure the proper segregation of duties in assigning responsibilities for computer resources and data management.

## II. INTERNET ACCESS

District employees, students and third party users are governed by the following regulations:

- Employees will be issued an e-mail account through the district's computer network. Johnson City School District e-mail accounts are to be used for district business. Limited personal use is considered acceptable.
- Employees are expected to review their e-mail daily.

## II. INTERNET ACCESS (Cont'd.)

- Users may access the Internet for education-related and/or work-related activities. Limited personal use is acceptable.
- Users are advised that they must not have an expectation of privacy in the use of the district's computers.
- Use of computer resources in ways that violate the acceptable use and conduct regulation, outlined below, will be subject to discipline.

## III. FINANCIAL SOFTWARE SECURITY

- Users may have access to financial software for work-related activity. This access is a privilege, not a right. This privilege can be revoked at any time.
- Access to financial software may be obtained by completing the Request for Financial Software Access form (8630-E.3).

## IV. ACCEPTABLE USE AND CONDUCT

The following regulations apply to all staff, students and third party users of the district's computer system:

- Access to the district's computer network is provided solely for educational and/or research purposes and management of district operations consistent with the district's mission and goals. Limited personal use is acceptable.
- Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- All network users will be issued a login name and password. Non-students will be required to periodically change this password, as per password guidelines on Non-Student Request for Computer Network and Internet Access (8630-E.2).
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the district's network must notify appropriate staff. Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

## V. PROHIBITED ACTIVITY AND USES

The following is a list of prohibited activity for all staff, students and third party users concerning use of the district's computer network. Any violation of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted material including, but not limited to software, music and video on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Use of another's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Using third party websites and/or proxies to circumvent district filters or firewalls.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for fraudulent purposes or financial gain.

## V. PROHIBITED ACTIVITY AND USES (Cont'd.)

- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Wastefully using finite district resources.
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while your access privileges are suspended or revoked.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

## VI. NO PRIVACY GUARANTEE

Users of the district's computer network should not expect, nor does the district guarantee, privacy for electronic mail (e-mail) or any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

## VII. SANCTIONS

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in disciplinary action, as well as suspension and/or revocation of computer access privileges.

Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

## VIII. DISTRICT RESPONSIBILITIES

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information.

VIII. DISTRICT RESPONSIBILITIES (Cont'd.)

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or any other errors or omissions. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

## COMPUTER RESOURCES AND DATA MANAGEMENT REGULATION 8630-R.2 - Web Page Regulations

Johnson City Central School District provides extensive access to the Internet in classrooms and offices affording the opportunity for students and staff to contribute to the school district's presence on the World Wide Web. The district's official website provides information to the world about school curriculum, instruction, school authorized activities, and other general information relating to our schools and our mission. Above all, the web page has an educational focus. Its purpose is to provide information to students, support learning, foster positive technical use and celebrate learning. Internet access for the creation of web pages is provided solely by the district Information Services Department. Creators of web material need to familiarize themselves with and adhere to the following regulations and responsibilities in order to maintain one validated and centralized site and expedite the flow of information in the publishing cycle. Failure to follow these regulations or responsibilities may result in the loss of authoring privileges and/ or other more stringent disciplinary measures. All proposed content should be submitted to Information Services in digital form. Once reviewed and edited to standards, materials will be published to the Johnson City Central School District's official website upon the approval of the Director of Information Services.

### Content Approval

The Director of Information Services is responsible for final web page approval. Regular communication between district staff and Information Services is encouraged so that efforts may be coordinated.

### Subject Matter

All subject matter on web pages should promote and celebrate student learning; foster positive technical use; relate to curriculum, instruction, school authorized activities and general information that is appropriate for a school environment and of interest to others; and should relate to the school district goals. Commercial, religious or political use is strictly forbidden.

### Links

Links to individual student or faculty web pages are also forbidden. Faculty should not be creating independently designed private websites for regular instructional use. Such initiatives should be published on the official district site or via approved district resources and thereby benefit from the safety of the rules and guidelines declared in these regulations.

Documents created for the Web and linked to district web pages will meet the criteria for use as an instructional resource. Any links to district web pages that are not specifically curriculum related will meet the criteria established in the Computer Resources and Data Management Policy #8630. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be nonsectarian, exclusively devoted to community interests or child welfare, are nonprofit and nondiscriminatory.

### Quality

- All web page work must be free of spelling and grammatical errors.
- Documents may not contain objectionable material or point to objectionable material via links. Objectionable material is defined as material that does not meet the standards for instructional resources specified in district policies.  
All web pages will be:
  - concise
  - appropriate
  - accurate
  - current and timely
  - consistent in style
- Regarding the question of quality or propriety of web page material, appearance, or content, the judgment of the Director of Information Services will prevail.

### Ownership and Retention

All web pages on the district server(s) are the property of the school district. Web page materials will be regularly reviewed for timeliness and content and edited accordingly. Authors will be informed of such changes, thereby given the opportunity to provide content replacement in order to provide continuous support of intended instructional needs. Such arrangements should be made with the Information Services Department on a regular basis.

### Student Safeguards

Due to the extent of potential viewership and inherent safety concerns these student safeguards are to be strictly followed:

- Web page documents may include only the first name of a student.
- Documents may not include a student's phone number, address, names of other family members, or names of friends.
- Published e-mail addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member. Alumni may choose to list e-mail addresses for the purpose of organizing annual reunions.
- To publish digital pictures, videos, and audio clips of students, the teacher must first check with the school office or the district office to determine if the student's parents/guardians have objected to such publication through the regular Data Privacy restriction process.
- On-line images with three or more students, such as a class picture, are permitted. Images of fewer than three students may be published as long as parental permission is obtained. Students' images will not be published without the direct permission of the students in that image.
- Web page documents may not include any information which indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in activities.

### Intellectual Property Rights

The district must protect individual rights concerning the publishing of student-produced work, such as poems, short stories, and art. Not only should the district have the permission of the student for such publications, but parents must also agree. Before posting student-generated work, schools must take reasonable care that the content of that work is owned solely by the student. Plagiarism in any form is not permitted.

Special care must be made to adhere to all copyright laws. Scanned images from books, downloaded from the Internet or taken from commercial CDs, and other materials protected by copyright law may not be used on the district website without express permission of the owner.

Electronic transmission of materials is a form of copying. As specified in district policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via district equipment, including the web server(s).

### School Board Policies

All documents on the Johnson City Central School District server(s) must conform to School Board policies and regulations as well as established school guidelines. Persons developing web documents are responsible for complying with these and other policies. Some of the relevant issues and related Board policies include the following:

All communications via the district web pages will comply with the Computer Resources and Data Management Policy #8630. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.

Any student information communicated via the district web pages will comply with Johnson City Central School District's policies on data privacy and public use of school records.

Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled in accordance with the Computer Resources and Data Management Policy #8630, the District Code of Conduct, and other related policies.

### Staff Sites

The district will provide and maintain a limited web server for staff use. Staff who are developing web curricular content for publication will edit and test the page(s) for accuracy of links, and check for conformance with standards outlined in these regulations. The staff member in charge will be responsible for ensuring the site is updated on a timely basis.

Material on sites reflect an individual's thoughts, interests, and activities. Concern about the content of any page(s) created or linked by students or staff should be directed to the Director of Information Services for review. Content may be removed at the discretion of the Superintendent or his/her designee.

Given the rapid change in technology, some of the technical standards outlined in these regulations may require change throughout the years. Such changes will be made by the Director of Information Services, under the direction of the Superintendent.

#### Third-Party Web Sites

The district recognizes that web sites are constantly changing with sites being added and removed every day. The district also recognizes that some of these sites may have an educational benefit to students and as such, will entertain requests from staff members on their use in the classroom. Such requests will be reviewed for their benefit by Information Services, building principals and/or the Superintendent.