

Elmira Heights Central School District
Technology Plan
2010-2012



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Prepared by:
The Technology Committee

May 4, 2010

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Background Information

School Overview

The Elmira Heights Central School District has approximately 1,100 students enrolled in its three schools: Cohen Elementary School, Cohen Middle School (which are housed in the same building complex) and Thomas A. Edison High School. The district serves the Village of Elmira Heights and parts of the towns of Elmira and Horseheads. There are roughly 8000 residents in the community, with affordable housing and increasing rental properties in the district. The district is supported by the Greater Southern Tier BOCES. The district has provided a successful environment for teaching and learning as evidenced by assessment scores, scholarship winners, active community support as well as dynamic athletic and extra curricular events. Staffs of more than 90 teachers and 75 support staff address the needs of students and families of the district.

District Mission Statement

The Elmira Heights Central School District is an integral part of a nurturing diverse community dedicated to meeting the needs of individual students in becoming contributing citizens by setting high expectations, promoting life-long learning and pursuing excellence in a safe mutually respectful environment.

District Goals

1. **Student Achievement** – Prioritize continuous improvement for all students at all levels
2. **Accountability** – Work with parents, staff, students, and the community to establish structures for accountability in areas of student achievement, communication, evaluation, finance, and planning
3. **Recruiting, Training, and Retaining Highly Qualified Staff** – Create an atmosphere that attracts and keeps staff members in all units
4. **Manage Finances to Create Efficiencies with Regard to Staffing, Programs, Infrastructure, and Future Needs** – Seek opportunities and strategies to plan for efficiencies and to conserve resources

5. Manage Facilities for Enrollment, Preservation, and Safety – Plan for enrollment trends, manage current and future bond/construction projects, and offer input in village/town planning decisions as appropriate

Technology Mission Statement

The mission of the Technology Plan Development Committee supports the mission of the school district by incorporating the use of technology to improve and enhance instruction, learning, management, and administrative functions in order to continually improve student achievement.

Plan Development

The Elmira Heights Central School District Technology Plan was developed by the members of the Technology Committee. The Technology Committee consists of district constituents who volunteered their time to assist in guiding the direction with which Elmira Heights moves in relation to technology integration district wide.

In order to see to it that the district technology plan is implemented thoroughly and properly, the Technology Committee meets on a regular basis. Members may include but are not limited to teachers, administrators, students, paraprofessionals, and parents. Building and department level concerns can be brought to the Committee by the building level teams or building representative, allowing all in the district to have a voice in the long-range technology plans.

Individuals from all areas of the district are invited to participate in this committee. In the beginning of every school year an open invitation is sent out to allow every member of the community to participate if they wish. Administrators, teachers, and support staff are all encouraged to attend. In having a wide base of representation, the focus and long range planning of the district technology department is being guided by the people with vested interest in the future of technology.

Technology Committee Members:

Linda Buice – Technology IST – District-Wide
Jeff Lawrence – Principal – Cohen Middle School
Julie Lederman – Technology Coordinator – District-Wide
Missy Lutz – Science Teacher – Thomas Edison High School
Deb Palmer – Business Manager – District-Wide
Tracie Mayotte – 1st Grade Teacher – Cohen Elementary School
Mary Ann Sheets – Librarian/Media Productions - Teacher Thomas Edison High

Technology Committee – Annual Plan Review

The Technology Committee is charged with revising and updating the technology plan to meet the needs of the district, and to grow with the ever-changing technology world. With the guidance of the Technology Director and IST, the committee will continually look at and evaluate the status of technology in the district, and develop the plan to guide district practices in technology.

Current State of Technology

The Elmira Heights Central School District continues to allocate sufficient budgetary and staffing resources support our district technology needs. Presently the district teachers, staff, and students have access to many technology based resources. These include, but are not limited to:

- 2-5 computers per classroom K-12
- Teachers station in all classrooms
- At least one Computer Lab for student/classroom use in all buildings
- Online access to library card catalog in all buildings
- Voicemail access for all teachers and staff
- Closed Circuit TV in all classrooms at the High School
- Television access for grades K-12
- Wireless Laptop Carts in Cohen School
- Multi-purpose room located at the Cohen Campus
- Large Group Instruction/Community Room located at Edison Campus
- Internet access at all computer workstations district wide
- File Server access in all buildings for staff and students
- Email access for teachers and staff
- Network programs for student/teacher use
- Internet based programs for student/teacher use
- Technology staff development program both in-house and through BOCES
- District website and availability of teacher directed web-sites
- Interactive Whiteboards in all buildings for instructional use
- Distance Learning Equipment in Community Room located at Edison Campus
- Media Center at Edison High School

Detailed information on technology curriculum, district hardware and software are detailed in appendices I, II, and III.

The Technology Plan

Academic Goals

The Technology Department is constantly striving to enhance the skills and abilities of the teachers in the area of technology integration. Through staff development, committee based discussions and budgetary support we attempt to improve the technology offerings available to our student body. In the long term plan, it is our goal that teachers will become more comfortable with the technology made available to them and begin to integrate it as part of their day to day instruction, utilizing technology to enhance the material they are already charged with delivering. By integrating technology into their day to day teaching they will lead by example, and illustrate to the students of Elmira Heights that technology is just another tool in the arsenal of equipment available to be effective in the career of their choice.

Strategies or Supporting Activities for Achieving the Goals

The Technology Department utilizes many strategies to achieve our goals. The Technology Committee is constantly in communication with all schools in hopes of developing effective plans and common strategies for implementation of technology.

Presently, the Technology Committee focuses staff development on more “integration” based offerings and slowly pulling away from trainings that teach the details of a particular piece of software (Ex: Intro to Microsoft Word). Several of our new in-service courses are designed to allow the teachers time and assistance in developing a lesson plan that utilizes technology. In assisting the staff in becoming more comfortable with technology we are building skills that they can apply further within their everyday instruction.

In addition to professional development, the District has made a commitment to enhance the technological benefits by purchasing a new “mobile” computer lab for the Cohen Complex with state of the art CAD software installed, instituting a 2-year IST Tech position to further enhance the district’s professional development resources, continues to purchase Promethean Boards with the goal that all instructional rooms will be equipped with that equipment.

District Technology Goals

Goal 1: Facilitate Student Achievement through the use of Technology

All students in the Elmira Heights Central School District will have the opportunity to use learning technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future studies and employments.

1.1 The District will incorporate standards for technological literacy, as aligned with the New York State Learning Standards (NYSLs), to ensure that every student, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability will be technologically literate by the time he/she graduates from high school, including the skills needed for success in his/her future studies and employments.

1.2 Linkages to state and national standards (International Society for Technology in Education, ISTE; Supporting Teachers to Achieve Results by Integrating Technology into the Curriculum, STAR; Milken Foundation Education Technology, American Association of School Librarians/Association for Educational Communication and Technology, AASL/AECT; Information Literacy Skills Standards, etc.) rubrics, resources, and guides will be provided by the District to support administrators and teachers in identifying the extent to which students meet high standards of technology literacy.

1.3 The District will use State and Federal technology funding to support our resources to purchase, install and maintain up-to-date technology hardware and software.

1.4 The District will continuously support access to high quality coursework through the use of technology by developing standards and criteria for the delivery of online academic courses and curricula aligned with NYSLs.

1.5 Software will be integrated into all levels of instruction to meet the needs of students in the district.

1.6 The District's administration will develop appropriate processes and evaluation measures to ensure that all students and teachers meet the technology standards identified in 1.1 and 1.2 above.

a. All administrators will encourage teachers to access and utilize the District selected grade book program and post grade reports electronically at all levels.

b. All administrators will require teachers to post attendance electronically throughout the District.

- c. All administrators, regardless of school level, will ensure that the teachers address the minimum technology competencies as outlined in the Appendix.
- d. All administrators and administrative support staff should be competent in the student information system.

Goal 2: Ensure Access to Technology for Effective Teaching and Learning

The Elmira Heights Central School District will provide access to technology resources that support all related service providers (Psychologists, Guidance Counselors, Social Workers, Occupational Therapists, Physical Therapists, Speech and Language Teachers, English as a Second Language Teachers, Teachers of the Deaf and Hard of Hearing, Academic Intervention Services and Remedial Education Providers) which will allow them, where applicable, to utilize technology as part of their respective service.

- 2.1 The District will provide related service providers access to, and training on, student databases and Internet programs.
- 2.2 The District will provide related service providers with access to software lists for all district buildings.
- 2.3 The District will continue to research areas of funding to support adaptive and/or assistive technologies that may be utilized either by students or by the related service provider to help students reach high levels of academic achievement.
- 2.4 The District will continue to provide access to professional development opportunities relative to a related service provider's area of expertise. Training is provided through BOCES workshops, BOCES on-line courses, grant funded workshops and tech prep. Peer coaching and support by district staff will also be provided.

Goal 3: Provide Quality Professional Development in Technology

Every teacher and prospective teacher in the Elmira Heights Central School District will meet technology competency standards that ensure their ability to use learning technologies effectively in supporting student achievement of the New York State Learning Standards.

- 3.1 The District will allocate sufficient professional development resources to ensure that all teachers, administrators, and support staff is adequately supported with the resources and skills needed to confidently integrate high quality learning technologies into curricula and instruction.
- 3.2 The District will develop appropriate processes and evaluation measures to ensure that all teachers demonstrate technical proficiency in order for students to meet NYS technology standards.

3.3 The District's applications for technology funds will describe appropriate professional development activities for integrating technology into curriculum and instruction through ongoing, sustained, intensive and high-quality professional development including ongoing software evaluation by committee, standardization of software usage across the District and coordination of software purchases.

3.4 The District will provide equipment and training for staff to access distance learning, video conferencing, virtual field trips and ties to universities in the classroom.

3.5 The District will provide access to data analysis and appropriate training to allow teachers to modify and improve classroom instruction.

3.6 The District will select candidates for new positions with appropriate technological proficiency.

Goal 4: Facilitate Parent /Guardian Communication and Access to Student Record

The Elmira Heights School District will provide parents/guardians access to web-based information about their children's learning environment, activities and graded events to enable monitoring and reinforcement of instruction.

4.1 The District will provide access to electronic outreach for parents/guardians and community along with guidance in web applications.

4.2 The District will provide parents/guardians with access to information to support their children's learning.

4.3 The District will make parents aware of the Virtual Learning Space by the New York State Education Department.

4.4 The District will provide technical assistance in developing electronic applications for school-parent-community communications, including distance learning and video conferencing.

Goal 5: Ensure Internet Safety and Security

The Elmira Heights` will support information literacy for all students and system-wide security from inappropriate materials

5.1 The District will maintain a policy of Internet safety for minors that include a protection measure for all technology with Internet access.

- Access to visual depictions that are obscene, child pornography, or harmful to minors. This will ensure that such protection is enforced during any use of technology by minors. Similar protection against visual depictions that are obscene, or child pornography, will be ensured for technology even when used by adults. The district will use the GST BOCES filtering system.
- Students and staff are prohibited from
 - Using the District Computer System (DCS from this point forward) to obtain, view, download, send, print, display or otherwise gain access to or transmit materials that are unlawful, obscene, pornographic, or abusive.
 - Use of obscene or vulgar language in electronic communications and documents.
 - Harassing, insulting, or attacking others via the use of DCS.
 - Damaging, disabling or otherwise interfering the operation of computers, computer systems, software or related equipment
- Students are prohibited from using DCS for unauthorized email communications.

5.2 Legal and Ethical use of Software

- Legal and ethical implications of software use will be taught to students of all levels where there is such software use.
- Building principal or his/her designees and classroom teachers will be responsible for informing district students of rules and regulations governing student access to DCS.
- Policies and Procedures will be updated and communicated to the school community (see Appendix for more information)

Goal 6: Encourage Stakeholder Participation and Input

The Elmira Heights Central School District will seek ongoing input from representatives of all sectors of the educational community (teachers, administrators, support staff, parents/guardians, students and community members/business partners to collaboratively implement, evaluate and revise the educational technology plan for the District. We will continue to build educational technology capacity to ensure the most relevant and highest possible quality of support for all members of the teaching and learning community.

6.1 The District will continue to work with the Technology Committee to seek recommendations and implementation support for meeting District technology goals under this framework.

6.2 The District will establish an annual review of the technology plan by the Technology Committee. Subcommittees may include but are not limited to:

- a. Software Evaluation Committee
- b. Computer teachers/Technology Department
- c. Technology Strategic Planning Committee
- d. Technology Professional Development sub-committee

e. District Leadership Team

6.3 The District will utilize feedback from professional development offerings to revise and improve these efforts for all sectors of the educational community.

6.4 The District will partner with community members, business and local colleges to further technology development in the District.

Goal 7: Secure and Maintain Technology Funding

The Elmira Heights Central School District will financially support equitable access to high-quality learning technologies to ensure that teachers, administrators, support staff, students and families have high-speed access to electronic resources, up-to-date hardware, software and intensive ongoing professional development.

7.1 The District will monitor data regarding the digital divide between school and home access to information technologies. The District will take appropriate action, such as seeking support for legislative initiative and development of community-school-business partnerships, to support anytime, any place access to such technologies by all educational community members at every socioeconomic level.

The District will provide in-school computer labs complete with up-to-date software and trained personnel to enhance computer skills for all students.

7.2 The District will initiate alliances with public television and private industry to ensure that all schools can access high-speed learning technology applications. The District will provide a media lab for video technology training and production at Edison High School.

7.3 The District will focus State and Federal discretionary funding streams, including competitive grant programs, to support teachers, administrators, support staff, students. The District will ensure that such resources will be used (as appropriate under each funding source) to obtain the hardware, software, maintenance, connectivity and professional development necessary to ensure that schools share equitable access to high-quality learning technologies.

7.4 The District will develop a periodic schedule of software updates, a schedule of hardware replacement, outfit new computer labs and classrooms as enrollment increases and provide all classrooms with technology peripheral devices, including whiteboards, webcams, GPS, and video cameras to our equipment inventory .

Staff Training/Professional Development

The Technology Department is in charge of delivering quality instruction in the area of Technology use and integration to the teachers and staff of the Elmira Heights Central School District. With the assistance of the Greater Southern Tier BOCES and the IST, the Technology committee has been able to and will continue to offer Technology courses to the teachers of Elmira Heights.

The district also uses the GST BOCES professional development program through the SIP initiative. Staff members participate in and develop skills through this program. See Appendix IX for specific programs and participation rates.

Budget

The District implemented the position of Technology Coordinator 7/1/07, contracting for this position through GST BOCES. In the past there had been no clear direction for technology purchases. The Technology Coordinator is now responsible for gathering requests for new hardware and software, evaluation of such and the master replacement plan for district hardware. Based on overall District needs and individual building needs, she makes recommendations to the Superintendent, Business Manager and other Administrators. The majority of the budget is derived from state-aided hardware and software and an amount budgeted annually for hardware through the GST BOCES Computer Services coser. Additionally, the District is able to enter into aggregate buys of computers through BOCES to obtain the lowest possible costs and finance these purchases over multiple-years. BOCES computer services is also regularly upgrading their technology and offering new and/or upgraded technology that districts can take advantage of. Availability of ARRA funding for 2 years will allow us to increase our technology equipment & capital project.

Evaluation

The District will continually be in the process of evaluating the Technology Plan. In order to see to it that all parties have a “voice” in the process, the Technology Coordinator and/or

IST will act as a central point of communication and information flow for the district. The Technology Director and/or IST will attend regular meetings, including the following:

- Administrative Team Meeting (when necessary)
- Technology Committee Meeting
- GST BOCES Technology Support Meetings
- GST BOCES – Model Schools Meeting

Certification

This Technology Plan has been reviewed and submitted on behalf of the Elmira Heights Central School District, New York State Education Department BEDS code of 070902060000, by the Technology Committee members listed below on ?, 2010.

Committee Member

Member Signature

Linda Buice

Jeff Lawrence

Julie Lederman

Missy Lutz

Deb Palmer

Tracie Mayotte

Mary Ann Sheets

Appendix

EHCS D Technology Learning Standards

Kindergarten

- Identify parts (keyboard, monitor, mouse, headphones, etc.)
- Run simple programs (basic instructions on screen – Compass, ABC World, etc.)
- Use keys: space bar, arrows, mouse, i.e. escape (end program), return
- Locate and use letter and number keys
- Introduce access to electronic resources
- Introduce use of keyboard
- Use log-on/log-off procedures

First Grade

- Practice and extend competencies of previous grade level
- Introduce keyboarding use and concepts such as posture
- Begin to read and follow on-screen directions
- Identify floppy disks/CD-ROMs/thumb drive
- Use keys shift/caps lock, back space

Second Grade

- Practice and extend competencies of previous grade levels
- Run a program from a menu
- Demonstrate ability to save, quit, exit and resume program execution
- Introduce proper start-up and shut down procedures
- Introduce shift, caps lock, backspace
- Apply keyboarding concepts

Third Grade

- Practice and extend competencies of previous grade levels
- Use word processing formatting (underline, boldface, etc.)
- Demonstrate ability to name and save files, retrieve files and print saved work
- Use keyboarding skills
- Use painting and drawing tools
- Demonstrate ability to conduct searches using electronic catalogs
- Use electronic resources/reference tools (encyclopedias, atlases, dictionaries, electronic catalogs, whiteboards, etc.)

Fourth Grade

- Practice and extend competencies of previous grade levels
- Use word processing and editing (spell checker, thesaurus, cut, copy, paste) skills
- Introduce multimedia tools and appropriate applications (ex. scanner, KidPix, etc.)
- Understand and exhibit ethical behavior
- Understand importance of technology in today's society
- Introduce concepts and terminology of electronic communications (ex. modem, e-mail, blogs, faxes, etc.)

Fifth Grade

- Practice and extend competencies of previous grade levels
- Extend word processing skills to include graphics
- Explore the internet
- Evaluate intent and accuracy of information resources

Sixth Grade

- Practice and extend competencies of previous grade levels
- Extend word processing skills: spell-check, thesaurus, cut, copy and paste
- Use electronic resources and reference tools: encyclopedias, atlases, dictionaries, electronic catalogs, etc.
- Introduce multimedia tools and appropriate applications (ex. digital camera, PowerPoint, etc.)
- Understand and exhibit ethical behavior
- Show respect for other computer users
- Understand importance of technology in today's society
- Introduce concepts and terminology of electronic communications: email, chat, bulletin boards, etc.
- Introduce computer terminology: input and output device, monitor, CPU, hyperlink, etc.
- Introduce spreadsheets and databases
- Explore the internet
- Extend word processing skills to include layout and design
- Understand concept of WebPages
- Basic troubleshooting
- Load and remove disks/CDs into drives
- Saving to a variety of sources
- Understand and comply with responsibilities of using the network

Seventh and Eighth Grade

- Practice and extend competencies of previous grade levels
- Be able to use proper keyboard techniques: touch control, accuracy, speed, etc.
- Show respect for other computer users
- Be aware of emerging technologies
- Demonstrate ability to use current and additional technologies: scanner, CD-ROM, laser disks, etc.
- Be able to format personal and business reports: outlines, multiple page reports
- Learn to cite references from a variety of sources
- Be able to use a variety of electronic information sources: online databases, internet, CD-ROM, etc.
- More sophisticated use of multimedia tools and appropriate applications, digital camera, PowerPoint, etc.
- Conduct more efficient, sophisticated information searches using a variety of search strategies

Ninth, Tenth, Eleventh and Twelfth Grade

- Practice and extend competencies of previous grade levels
- Integrate information accessed electronically into classroom projects (internet, online services, DC-ROM, video, etc.)
- Utilize electronic resources for assistance and transition to post-high school training
- Conduct more efficient, sophisticated informational searches on electronic catalogs using logic based search strategies
- Analyze information collected through electronic data probes
- Organize and manipulate data through spreadsheet and database applications with the purpose of interpreting and presenting the data
- Demonstrate proficient use of Microsoft Office including Access

Implementation Status Report

District Goal #	Key Objective(s)	Target Date	Responsible Person or Group	Current Status
Completed Projects:				
1, 2	– Six floating white boards purchases (2/building) and staff trained	Completed Spring 2006		
3	– Develop self-assessment tool for teachers and plan for its annual use. Distribute benchmarks to staff and students annually.	Completed Administered Fall 2009	Tech Committee	
1,2,7	– Hire a full time Technology Coordinator. Investigate grant funds to support the position.	Completed Fall 2006	Fiore	– Additional .5 resource added Fall 2009 for a total of 1.5 FTE dedicated to support the use and implementation of technology.
Planned or In Process:				
1,2,3	– Establish the multipurpose room at Cohen.	Completed January 2010	Fiore/ Palmer/ IT Coordinator	
1,2,3	Add the following technology to the district – Distance Learning Lab in the High school – Five(10) white boards per building – Phased implementation of additional whiteboards as funding becomes available	Fall 2010 Fall 2010 Ongoing	Administration	Funding Approved Winter 2009 Implementation in Progress
1,2,3	– Develop and administer a software usage survey in order to document what software is being used, how technology is being used, and if key objective 1 a is being achieved.	January 2009		• Development to begin fall 2010
1,2,3,4	– Assess technology access within community. Survey student families as to computer, internet and other pertinent technology available within students homes.	January 2009		• Development to begin fall 2010

District Goal #	Key Objective(s)	Target Date	Responsible Person or Group	Current Status
1,2,3	<ul style="list-style-type: none"> - Update the current list of district printers and their locations. - Identify a budget plan to purchase additional printers. 	June 10	Building Team	<ul style="list-style-type: none"> - Subcommittee established Fall 2009 to coordinate technology training with in district. - ongoing
6	<ul style="list-style-type: none"> - Present the technology plan to stakeholders (parents, community, Chemung County Area employers surrounding higher education institution). - Solicit Technology Committee members and support from these organizations. 	Jun-08	Fiore Tech. Cmt.	No progress
7	<ul style="list-style-type: none"> - Provide funding in current operating budget to implement the plan, especially a full time Technology Coordinator. 	Jun-08	Fiore BOE	Completed
6	<ul style="list-style-type: none"> - Communicate revised plan to the Board of Education and staff. - Staff will participate in the plan implementation through professional development opportunities and planning through BLT and Faculty Council. 	Jun-10	Fiore Tech. Cmt.	ongoing
3	<ul style="list-style-type: none"> — Establish staff technology competency check list to use for evaluating potential new hires and as a guide for training. 	June 2010	Tech Committee	
1,2	<ul style="list-style-type: none"> - A technology component will be integrated into a core curriculum project at each grade level in grades 3-8. - All high school students will take the Keyboarding and Computer Applications course. 	June 2010	Fiore Principals Teachers	<ul style="list-style-type: none"> - Technology integration in-to core curriculum needs to be documented. - High School Students are not currently required to take either course
Ongoing Initiatives:				

District Goal #	Key Objective(s)	Target Date	Responsible Person or Group	Current Status
3,6	<ul style="list-style-type: none"> – Plan technology days through the DLT. – Develop partnerships with institutions of higher education for practicum students to work with teachers to develop methods of infusing technology into the curriculum. 	Ongoing	DLT Tech Committee	ongoing
1,2	<ul style="list-style-type: none"> – Cascade older computers into classrooms that request them. – Expand Wireless Capabilities 	Ongoing	IT Team	– Cascading ongoing as labs are updated.
4	<ul style="list-style-type: none"> – Communicate with BOCES to explore ways to make data available to parents while maintaining appropriate security. – Include in district website links to educational resources for parents 	2010-2011		– Grading and attendance data will be available when district/BOCES moves to next generation grading and attendance tools. Date TBD
1,2,3.6	<ul style="list-style-type: none"> – All technology policies will be reviewed annually. 	ongoing	BOE	meeting monthly
7	<ul style="list-style-type: none"> – Create a high school course on media production. 	2009-2010	Administration	Media Production Class began Sept 09
7	<ul style="list-style-type: none"> – Provide funding in current operating budget to hire a full time Lan Technician to support the extensive technology. 	2008-2009	Administration BOE	Completed July 2008
7	<ul style="list-style-type: none"> – Provide funding in current operating budget to hire a full time Instructional Technology Support Specialist to assist the staff with integrated technology into their curriculums. 	2009-2010	Administration BOE	Grant Funds to be available Nov 2009
7	<ul style="list-style-type: none"> – Budget for wiring for access to cable TV and media distribution for all classrooms 	2010-2011	Administration BOE	

Hardware Inventory

Cohen Elementary School Computer Inventory							
Requirements By Grade / Area	Windows Desktop	October 2009 Inventory	Windows Wireless Carts	October 2009 Inventory	Laptops	October 2009 Inventory	Notes
Pre-Kindergarten	2	2			1	1	
Kindergarten	8	20			1		
1st Grade	8	20			1		
2nd Grade	8	20			1		
3rd Grade	8	20			1		
4th Grade	8	8			1		
5th Grade	8	8			1		
Art	1	1			1		
Music	2	2					
Special Ed	15	10					
Speech/Language	3	3					
Physical Education	1	1					
Library Media Center	5	5			1		
Computer Lab(s)	30	30				2	
Multipurpose Room					25	25	
Flexible Computer Classrooms			3	1	72	7	add 65 laptops
Faculty Room							
Psychologist/Nurse	1	1					
Administrators	1	1			1	1	
Clerical	2	2					
Total Number Required	111		3		107		
Number Now In Service		154		1		36	
Number to be Added	0		2		71		
2009-10					17		Add to Existing Cart for 24 total
2010-11			1		18		
2011-12					18		
2012-13			1		18		

Thomas A. Edison High School Computer Inventory

Requirements By Department / Area	Windows Desktop	October 2009 Inventory	Windows wireless carts	October 2009 Inventory	Desktop Mac	October 2009 Inventory	Laptops	October 2009 Inventory	Notes
Art	3	3			6		1		
Business	28	28					1		
English	6	6					1		
Health	2	2					1		
Library Media Center	12	12					3	1	
Math	6	6					1		
Music	2	3					1		
PE/Athletics	2	2							
Science	16	12					2	1	
Second Language	4	4					1		
Social Studies	4	4					1		
Computer Lab(s)	28	28					1		
Special Ed	6	6							
Flexible Computer Class-rooms			3				72		
Faculty Rooms	1	1							
Guidance/Counseling	3	3							
Psychologist/Nurse	2	2							
Administrators	1	1							
Clerical	3	3							
Resource Officer	1	1							
Total Number Required	130		3		6		86		
Number Now In Service		136		0		0		2	
Number to be Added	0		3		6		84		
2009-2010			1				21		
2010-2011			1		2		21		
2011-2012			1		2		21		
2012-2013					2		21		

District Office Computer Inventory

Requirements By Office / Department	Windows Desktop	October 2009 Inventory	Windows Wireless	October 2009 Inventory	Staff Desktop	October 2009 Inventory	Advanced Desk- top	October 2009 Inventory	Laptops	October 2009 Inventory
Custodial	2									
Food Service	2									
Transportation	2									
Technology Coordinator									1	1
Administrators	2	2	1	1					1	1
District Office Staff	5	4							2	2

Software Inventory

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Li- censes Owned	Notes
3-D Skeleton			1	
<i>A to Zap</i>			1	
ABC Worlds			1	
ActivArena			4	
ActivPrimary			1	
ActivStudio			district	
Adobe 7, 8			district	
Adobe Indesign			1	
Adobe PageMaker			1	
Adobe Photoshop			1	
Adobe Production Studio			4	
<i>Aesop's Fables</i>			1	
Algebra, Patterning and Logic			1	
All in One Language Fun			1	
Alpha Betty & Friends			1	
Amazon Trail			1	
American Memory Primary Re-			1	
Ancient Civilizations Africa			1	
Animations of Calculus			1	
ArcGIS 9.2			500	
ArcView			500	
Arithmetic Critters			1	
Assessment Center			1	
Astro Algebra			1	
Astro Algebra			1	
Automap Street Plus			30	
Band in a Box			1	
Berlitz Spanish			1	
Bicycle Solitaire			1	
Bingo Maker			1	
Boardmaker			2	
Brain Pop			district	
Brain Quest			2	
C++ Creator			1	
Cabri Geometry			1	
CD Creator			1	
Chariots, Cougars, and Kings			1	
<i>Chess Kids</i>			1	

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Licenses Owned	Notes
Chessmaster 6000			1	
<i>Children's Writing and Publishing</i>			site	
BrainPop			Site	
Bridges			network	
Chuck Wagon Bill			1	
Classic Concentration			3	
Clock Faces			1	
Communities Here and There			1	
<i>Compass</i>			50	
Corel			30	
<i>Cornerstone</i>			network	
Counting Critters			1	
Cross Country USA			1	
<i>Cut and build</i>			1	
DAS Scoring Assistant			1	
Dear America			1	
Deep Freeze			1	
Dictionaries and Languages			1	
Virtual DreamTeam			30	
Dreamweaver			30	
Earobics			200	
Earth Quest			1	
Earth Science Review			site	
Earths Dynamic Surface			site	
Encarta "97			30	
<i>Encarta "98</i>			28	
Encarta Encyclopedia 2002			30	
Encarta Reference Suite			1	
Encyclopedia Britannica			1	
English Language Arts Re-			1	
English Your Way			1	
Exam Pro			30	
Examgen I, II,III			1	
Exploring Where & Why			1	
Faces & Places			1	
Finale			1	
First Letter Fun			2	
Foreign Language Advantage			1	
Fractions			1	
Frontpage			30	

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Licenses Owned	Notes
Fun From A to Z			1	
Garmin			500	
Virtual Business – Pers Finance			30	
Geobee Challenge			1	
Geometry and spatial Sense			1	
Gizmos and Gadgets			1	
Google Earth			district	
Grade Machine			1	
Grammatik Windows			1	
Graphing and Managing Data			1	
Green Globes and Graphing			1	
<i>Haunted House</i>			1	
Human Body 2.0			1	
Inspiration			3	
Inspiration8			7	
Integrade Pro			network	
Internet Explorer 7			network	
<i>Key Math</i>			1	
Kids Atlas 2000			1	
Kid's English			1	
Kids Time Deluxe			1	
Kittens, Kids, and Frogs			1	
Knowledge Quest Math			1	
Learn French Now			1	
Learn Spanish Now			1	
<i>Learning in toyland</i>			1	
Library of Congress			1	
Magic Schoolbus Ocean			1	
Mandarin			network	
<i>Mario Teaches Typing</i>			1	
Mario's Game Gallery			1	
Marks Manager			1	
Masika 3			1	
Masterplots 2000			1	
Math A Practice			1	
Math A Review			1	
Math Ace Grand Prix			2	
Math B Practice			1	
Math Blaster Mystery			1	
<i>Math Blaster Plus</i>			1	

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Licenses Owned	Notes
Math Critters			1	
Math Shop			2	
Math shop			1	
Math Success			1	
Math, Science, and Technology			1	
Mathematics Deluxe			1	
Mathosaurus I, II			site	
Mavis Beacon			site	
McAfee Virscan			network	
Microtype 4			site	
Microsoft Office 2007			87	
Microsoft Office Pro 2003			420	
Microsoft Outlook Exchange			network	
Microsoft Publisher			120	
Microsoft Streets & Trips			30	
Microsoft Student Encarta			30	
Middle School Advantage			2	
Mighty Math			1	
Millie's Mathhouse			1	
Minime			network	
Mitchell on Demand 5			1	
<i>Muppet word Book</i>			1	
<i>Muppetville</i>			1	
Music Ace 2			1	
Music Doodle Pad			1	
Music Lab Lite			1	
Native American Peoples			1	
NFL Math			1	
Nile Passage to Egypt			1	
Numberball			1	
Occupational Outlook Handbook			1	
Office '97			300	
<i>Office Small Business '97</i>			30	
Oliver's Crosswords			1	
Opac			network	
Operation Neptune			2	
PageMaker			30	
Penny Panda's Sticker Store			1	
Photoshop			30	
Photosuite			20	

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Licenses Owned	Notes
Picture Chompers			1	
Picture Phonics			1	
Plate Tectonics (Adv & Int)			1	
Plato Pathways			1	
Pocketschool			district	
Pondering Problems			1	
Pre-Reading and Counting			1	
<i>Print Artist Platinum</i>			4	
Print Artist Platinum			1	
<i>Print Master 4.0</i>			1	
<i>Print Master 7.0</i>			1	
Print Master Silver II			1	
<i>Print Shop Deluxe</i>			1	
Psych Manager			1	
Puzzle Creator 2000			1	
Read and Rhyme			1	
Read Naturally SE			1	
Reading A to Z			50	
<i>Reading Blaster</i>			1	
<i>Reading blaster 2000</i>			1	
Reading Comprehension-Levels 1, 2, 3			1	
Reading Explorers			1	
Reading Series - Lost Oasis			1	
Real World Math			1	
Rocks & Minerals			1	
Roommate			network	
Sasi			network	
Say It In English			1	
Schedule Star			1	
School Connects			district	
School Island			district	
<i>Scrabble</i>			2	
Scuffy and Friends			1	
Shockwave			network	
<i>Sim town</i>			1	
Skytrip America			3	
Smart Music for Practice Rooms				
Smart Music Educator Subscription			1	

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Licenses Owned	Notes
Smart Start English			1	
Social Studies Resources			1	
SolidWorks			24	
Space Travel			1	
Spellbound			1	
Sticky Bear Reading			1	
<i>Streets '98</i>			30	
<i>Student Writing Center</i>			1	
Super Science Show			site	
Super Solver Spellbound			1	
Super Solvers			1	
Swamp Gas USA			1	
TASA Earth Dynamics			District	
TASA Plate Tectonics			1	
TASA Rocks and Minerals			1	
TASA Topographic Maps			1	
Teacher's Toolbox 2000			1	
Teaching Made Easier			Site	
That Spelling is Right			1	
The Art Historian			1	
The Civil War Experience			1	
The Clue Finders			1	
The Complete National Geo-			1	
The Ellis Island Experience			1	
The Sky			1	
The Solar system			1	
TI Navigator			1	
Tim and the Cat			2	
Time, Life and Works			1	
Tomorrow's Promise Science			1	
Top Readers Club			1	
Topographic Maps			site	
Treasure Cove			1	
<i>Treasure Galaxy</i>			1	
Treasure Mathstorm			1	
Troggle Trouble Math			2	
Type to Learn			network	
UXL Biographies			1	
Vocabulary A to Z			1	
Virtual Business-Retailing			30	

Approved Software Title / Version	Approx. Unit Cost	# of Copies or Sites Required	# of Copies or Site Licenses Owned	Notes
Virtual Business-Sports			30	
Vision			90	
Weather			1	
Where in the USA is Carmen Santiago?			4	
Where in Europe is Carmen Santiago			1	
Wild West Math			1	
Williams Learning			1	
Windows Vista			10	
Windows XP			400	
Word Problem Square-off			1	
Word Zapper			1	
World Atlas			1	
World Library CD			1	
WorldBook			1	
Write Out Loud			10	
Yamaha Soft Synthesizer			1	
Fast Forward			District	
ActivStudio			Site	
Windows Vista			125	
Skateboards Inc.			Site	
Raz Kids			1	
AimsWeb Pro			330	
School Connects			Network	
Efofex			Site	
Timeliner			5	
ActivInspire			Site	
Zap			1	

District Technology Use Policy: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE GUIDELINES)

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

Regulation: 7314R

Program Implementation

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

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the Elmira Heights Central School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

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

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

Standards of Conduct Governing Student Access to the DCS

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will

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

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be Elmira Heights Central School District property and subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should **NOT** expect that information stored on the DCS will be private.

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

No student will be given access to the DCS until they and their parents have signed the included Acceptable Use Policy. Use of the DCS which violates any aspect of the Elmira Heights Central School District policy, Code of Conduct, and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, the following activities shall be prohibited by student use of the DCS:

- Using the DCS to obtain, view, download, send print, display or otherwise gain access to or transmit materials that are unlawful, obscene, pornographic or abusive.
- Use of obscene or vulgar language.
- Harassing, insulting or attacking others.
- Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- Using unauthorized software on the DCS.
- Changing, copying, renaming, deleting, reading or otherwise, accessing files or software not created by the student without the express permission from the computer coordinator.

- Violating copyright law.
- Employing the DCS for commercial purposes, product advertisement or political lobbying.
- Disclosing an individual password or using others' passwords.
- Transmitting material, information or software in violation of any District policy or regulation, the Code of Conduct and/or federal, state and local law or regulation.
- Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.
- Engage, enter or communicate via e-mail, instant messaging or chat rooms.
- Allow any other person access to an individual's account.
- Download any file or piece of software without the computer coordinator's permission.
- Access other systems without permission of the computer coordinator.

These procedures and policies apply to all components of the DCS. Furthermore, network accounts are to be used only by the authorized owner of the account.

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

Sanctions

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

Security

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

violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

Notification/Authorization

Only those students who have signed an agreement form and provided written permission from parents/guardians may access the DCS, including potential student access to external computer networks not controlled by the School District (Affirmative Consent). Permission is not transferable and may not be shared. All required forms must be kept on file in the District Office. (Refer to Form #7314F).

District Internet Use Procedures: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

NOTE: These procedures are within the guidelines and authority of Board of Education Policy #7314.

Privacy: 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 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 District's computer system, (DCS) will be private.

No student will be given access to the DCS until they and their parents have assigned the included Acceptable Use Policy. Use of the DCS which violates any aspect of the Elmira Height Central School District policy, Code of Conduct, and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, the following activities shall be prohibited by student use of the DCS:

- Using the DCS to obtain, view, download, send print, display or otherwise gain access to or transmit materials that are unlawful, obscene, pornographic or abusive.
- Use of obscene or vulgar language.
- Harassing, insulting or attacking others.
- Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- Using unauthorized software on the DCS.
- Changing, copying, renaming, deleting, reading or otherwise, accessing files or software not created by the student without the express permission from the computer coordinator.
- Violating copyright law.
- Employing the DCS for commercial purposes, product advertisement or political lobbying.
- Disclosing an individual password or using others' passwords.
- Transmitting material, information or software in violation of any District policy or regulation, the Code of Conduct and/or federal, state and local law or regulation.
- Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.
- Engage, enter or communicate via e-mail, instant messaging or chat rooms.
- Allow any other person access to an individual's account.
- Download any file or piece of software without the computer coordinator's permission.
- Access other systems without permission of the computer coordinator.

These procedures and policies apply to all Elmira Heights Central School District computers.

No student will be allowed access to the DCS until the agreement below is signed and returned to the appropriate school librarian.

In consideration for the use of the Elmira Heights Central School District computer system (DCS), I agree that I have been provided with a copy of the District's policy on student use of the computerized information resources and regulations established in connection with that policy. I hereby agree to adhere to the policy and the regulations adopted by the District.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCS in addition to any other consequence that may be applicable via the District Code of Conduct and/or federal, state and or local laws or regulations. 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 parent or guardians.

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

I agree that my son/daughter may have access to the DCS and I agree that this may include remote access from our home.

Student

Date

Parent/Guardian

Date

Elmira Heights Central School District

Date

Staff User Authorization Request

Supervisor and user please read and sign the other side of this form

Date:		Employed By:	GST BOCES	Building Worksite:	
FIRST Name:				Work Phone:	
LAST Name:				Supervisor:	
Employee No.		VOIP Needs:	<input type="checkbox"/> Phone extension <input type="checkbox"/> Phone <input type="checkbox"/> Voicemail <input type="checkbox"/> Not applicable	Campus:	BUSH <input type="checkbox"/> COOPERS <input type="checkbox"/> WILDWOOD <input type="checkbox"/> OFF-CAMPUS <input type="checkbox"/>
<input type="checkbox"/>	Add the above as a NEW User - Select appropriate job type below				
Clerical/Secretarial <input type="checkbox"/>			Teacher <input type="checkbox"/>		
Administrative <input type="checkbox"/>			Teaching Assistant/Teacher Aide <input type="checkbox"/>		
Food Service Worker MCM <input type="checkbox"/>			Bus Garage <input type="checkbox"/>		Maintenance <input type="checkbox"/>
Food Service Manager R: Drive <input type="checkbox"/>			CBO <input type="checkbox"/>		
<i>OTHER – please explain</i>					
Make this NEW user's access exactly like (existing username)					
<input type="checkbox"/>	Move/Change an Existing User to a new location and/or position				
New building location			New Position		
Make this user's access exactly like (existing username)					
<input type="checkbox"/>	Terminate this User from the system as of date and then deleted			** note user will be disabled for 30 days	
<input type="checkbox"/>	Transfer this User's FILES to another user				
To User Name:			At Location		
<i>Transfer of data requires approval by the District Technology Director whose district currently OWNS the data</i>					
<input type="checkbox"/>	Name Change or Name Correction				
OLD or MISPELLED NAME (first and last please):					
NEW or CORRECTED NAME (first and last please):					

Supervisor/Tech Director _____

Remove or add access to specific applications circle choice

below

<input type="checkbox"/> SASI	Add	Re-	<input type="checkbox"/> MUNIS	Add	Remove
move					
<input type="checkbox"/> SASIDI	Add	Re-	<input type="checkbox"/> WINCAP	Add	Remove
move					
<input type="checkbox"/> Teacher Toolbox	Add	Re-	<input type="checkbox"/> Taxes	Add	Remove
move					
<input type="checkbox"/> Other			<input type="checkbox"/> Other		
<input type="checkbox"/> Other			<input type="checkbox"/> Other		

BOCES USE ONLY

DEPARTMENT	User ID	Password	Information Changed as requested above	User Deleted	Technician Initials	Date
LAN Team						
Student Team						
Financial Team						
IDEAS\WEB Team						

Ethics of Computer Use: Policies and Guidelines for District Employees

As a user of the computer services of the GST BOCES, I agree not to:

1. Violate the property rights and copyrights in data and computer programs.
2. Destroy or damage intentionally or neglectfully other user's data or programs.
3. Obtain unauthorized access to and use of an account and network facilities or use of such facilities for purpose other than those for which they were permitted to the user (do not share accounts).
4. Obtain unauthorized access to and use of an account or network facilities for personal or private gain.
5. Read or use private files/data without proper authorization.
6. Divulge the contents of any database holding personal and confidential information related to children, parents, or school business operations.
7. Attempt, without authorization, to modify computer hardware or system software.
8. Use the mail system to send, store or forward unsolicited, non-educational personal messages. Use network data storage or system resources to store non-educational or personal files.
9. Use the network for slanderous, abusive, intimidating, or otherwise offensive messages.
10. Use another person's name to fraudulently send or receive messages.
11. Run, install, or give intentionally to another, a program that could result in the eventual damage of a file or computer system. This is directed towards, but not limited to, computer viruses.

Password Guidelines:

- Passwords must be at least five characters long.
- Passwords should be alphanumeric.
- Passwords cannot be the same as your user ID.
- Passwords cannot be part of your name or your initials.
- Do not share your password and do not write it down.
- Make your password something you can remember, but do not make it easily associated with you!
- Your network password must be changed every six months.

When there is any indication of unauthorized use or abuse of the system or any other action, which interferes with the proper functioning of the system, or infringes upon the rights of other users, the appropriate agency will be authorized to investigate. Unethical or irresponsible use of the system will be referred to the appropriate authorities for disciplinary or legal action. System users have a responsibility to maintain the integrity of the system and to use it only in an authorized and appropriate manner.

I have read fully and agree to abide by the above:

User Signa-
ture:

Date:

Supervisor's Signa-
ture:

Date:

Please forward to your district technology director for authorization and signature.

Technology Director Signature:

Date:

District Technology Director
Please Forward to:
OR E-MAIL completed form to:
helpdesk@gstboces.org

Authorization Request, Bldg. #4
GST BOCES, Computer Services Center
459 Philo Road, Elmira, NY 14903
Fax: (607) 795-5307

Teacher Technology Standards

Standard A	Demonstrate effective use of a computer system and utilize computer software.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list is not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- a disk with saved files created with at least two different software programs (specific program)
- a print-out of information from a CD-ROM
- print out of web site from Internet

Standard B	Apply knowledge of terms associated with educational computing and technology.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list is not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- a lesson used with students that teaches or reinforces appropriate vocabulary
- a printed copy of directions for students to complete a technology task
- a completed technical vocabulary test
- a letter to parents explaining a technology project
- a sample of a technology based lesson

Standard C	Apply computer productivity tools for professional use.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list is not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- two professional word processing documents, at least one of which contains a graphic relating to the subject
- demonstrate a database for classroom management
- a spreadsheet for classroom management tasks

- proficiency in e-mail correspondence
- demonstrate retrieval of website for professional use
- the URL and print-out of a web page created by you for students or parents
- evidence that you have used technology to produce a bulletin board, learning center, or learning games
- a print-out of a digital camera image (with activity or description) that you produced for a professional activity
- develop class project using interactive whiteboard

Standard D	Use electronic technologies to access and exchange information.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list is not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- a lesson plan that incorporates students' active use of the internet
- a print-out of web-based information you retrieved for instructional use
- evidence of your class's participation in a web project
- a print-out of e-mail correspondence between you or a member of your class and an adult "expert" at a remote site
- a print-out of a thread or of an e-mail conversation from a professional listserv you have joined
- a completed web-site evaluation form

Standard E	Identify, locate, evaluate, and use appropriate instructional hardware and software to support State and National technology standards.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list is not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- a print-out of a digital camera image that you produced for a curriculum-related activity (include activity description)
- a document that contains a scanned image that you produced for a curriculum-related activity
- a lesson plan that incorporates student use of computer-assisted instruction software
- create a web quest or other on-line class activities (class web page, blog, wiki, etc...)
- a lesson plan that incorporates various available multi-media sources
- written reviews of three instructional software programs
- written reviews of three web sites that relate to your grade level or discipline (include bibliographic citation)
- a video created in a professional or instructional setting

Standard F	Use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list is not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- a copy of a student generated word processing document from a class assignment
- a copy of a student generated database from a class assignment
- a copy of a student generated spreadsheet from a class assignment
- a copy of a student generated desktop publication from a class or extracurricular activity
- evidence of participation by your class in a Web project
- a print-out of a multimedia presentation generated by your students
- evidence of student data used with computer programs and how that has impacted instruction
- a written description of how a presentation device was used in a professional or instructional setting
- a copy of a student or class book written to help present curricular material
- a copy of a management plan developed by you to assure frequent and equitable use of classroom computers or other technologies by your students

Standard G	Plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of education settings.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- video of at least 2 lessons
- the signature of your principal or designee indicating that they observed a lesson that successfully included student use of technology
- a lesson plan that utilizes the computers
- use of adaptive technologies

Standard H	Demonstrate knowledge of ethical and legal issues relating to the use of technology.
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Listed below the standard are items that could (for example) be included in an individual's portfolio that will be reviewed during the formal evaluation conference. The individual can submit other items and justify their purpose in the portfolio, during a conference with the reviewer.

It is the responsibility of the individual to assure that the portfolio items include evidence of proficiency of all eight standards. This list not meant to be inclusive or exhaustive; however, all portfolio items should be related to classroom activities:

- a re-engineered lesson plan that demonstrates your knowledge of these issues
- a written description of how computer viruses are spread and preventative measures that can be taken by you and your students
- a written description on the use of passwords at your building and their purposes
- the URL of a site describing copyright issues for schools
- the URL of a site describing MLA bibliographic citations for electronic information
- a written description of the AUP with suggested modifications

Educational Technology Literacy Standards for Students

Based on the International Society for Technology in Education (ISTE)
Six Major Categories

I = Introduction – the student is introduced to the subject via observation/one-on-one assistance/guidance
G = Guided – The student can perform with minimal assistance/reminders.
IU = Independent User – The student performs without assistance.

Basic Operations and Concepts (Standard 1)

(for this section only put a check mark in the column on the left when the student demonstrates understanding of the terminology)

Use and understanding of basic computer related terminology	
	Log In
	Cursor
	Icon
	Scroll Bar
	Hour Glass/busy
	Internet
	Minimize
	Maximize
	Network
	Directory
	Open File/Save File
	Word Processor
	Edit
	Hardware
	Software
	Copyright
	Software Policy
	License Agreement
	Electronic mail (e-mail)
	File
	Telecommunication
	Multimedia
	Read-only file
	Desktop Publishing
	Spreadsheet
	Cell
	Column
	Row
	Formula
	Database
	Query
	Field
	Record
	Boolean Search
	Firewall
	Podcast

Basic Operations and Concepts (Standard 1)

Identify basic computer hardware components and peripheral devices:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Keyboard & Mouse	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Monitor	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Printer	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Headphones/Speakers	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	CD-ROM/RW	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Hard Drive		I	G	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Disk		I	G	G	G	G	IU	IU	IU	IU	IU	IU	IU
	File Server		I	G	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Scanner				I	I	G	IU	IU	IU	IU	IU	IU	IU
	Digital Camera/Video				I	I	G	G	G	G	G	IU	IU	IU
	USB Port						I	G	G	IU	IU	IU	IU	IU
	Alternate Storage Devices						I	G	G	IU	IU	IU	IU	IU
	RAM								I	G	G	IU	IU	IU
Care and appropriate use of hardware:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Demonstrate appropriate care and use of basic computer components	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate appropriate care and use of storage devices (disks, CD-ROM)	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Evaluate the computer's power system	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate ability to turn computer off/on using the appropriate method	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate appropriate care and use of printer	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Identify the functions and advantages of computer productivity software:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Word Processing	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Telecommunications (e-mail & internet)		I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU
	Presentation				I	G	G	G	G	G	IU	IU	IU	IU
	Desktop Publishing				I	G	G	G	G	G	IU	IU	IU	IU
	Spreadsheet/Graphs				I	G	G	G	G	G	IU	IU	IU	IU
	Database										G	G	G	G
Use basic computer management skills:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Demonstrate ability to access and exit software	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate ability to move throughout a document/window	I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate ability to minimize, maximize and restore		I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate ability to manage files (saving, naming and retrieving)		I	G	G	G	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate the ability to print		I	G	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
	Demonstrate ability to organize files/folders			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Demonstrate ability to use utilities (formatting, copying, deleting, backup, saving)					I	G	G	G	G	G	IU	IU	IU
	Demonstrate appropriate use of log in numbers/names	I	G	G	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Demonstrate appropriate use of network printing			I	G	G	G	G	G	G	IU	IU	IU	IU
	Creating individual use passwords							I	G	G	IU	IU	IU	IU

Knowing the importance of password security			I	I	I	I	I	G	G	IU	IU	IU	IU
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Social, Ethical, and Human Issues (Standard 2)

	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate understanding of appropriate legal/ethical conduct by:													
Demonstrate appropriate use of computers according to district policy	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Demonstrate appropriate computer etiquette	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Respecting the privacy of others	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Obeying copyright laws	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU

Social Skills

Use technology in a positive manner	I	G	G	G	G	G	G	G	G	G	G	G	G
Work cooperatively with others	I	G	G	G	G	G	G	G	G	G	G	G	G
Understand how misuse of technology can effect others.	I	G	G	G	G	G	G	G	G	G	G	G	G

Technology Productivity Tools (Standard 3)

	K	1	2	3	4	5	6	7	8	9	10	11	12
Keyboarding Skills													
Demonstrate appropriate hand and finger positions and movements on the keyboard	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Demonstrate appropriate posture	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Demonstrate appropriate hand position and movement of the mouse	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Demonstrate appropriate hand and wrist exercises as needed	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Demonstrate correct finger reaches from home row to surrounding keys (letter, spacebar, enter key, backspace, shift and punctuation)	I	G	G	G	G	G	G	G	G	IU	IU	IU	IU
Demonstrate appropriate use of special keyboard keys (Ctrl, Alt, Delete, Tab, Arrow Keys, etc.)			I	G	G	G	G	IU	IU	IU	IU	IU	IU
Demonstrate appropriate use of special keyboard keys (Home, End, Page Up, Page Down)				I	G	G	G	IU	IU	IU	IU	IU	IU
Demonstrate appropriate use of numbers, symbols and numeric key pad				I	G	G	G	IU	IU	IU	IU	IU	IU
Type with continuity and rhythm using touch typing keyboarding methods.	I	I	I	I	G	G	G	G	G	IU	IU	IU	IU

Create and save new documents:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Creating a new document			I	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
Identify the appropriate layout for intended use			I	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
Use of save and save as			I	G	IU	IU	IU	IU	IU	IU	IU	IU	IU
Save as HTML for use on a web page									I	G	G	G	IU

Open, view, and print documents:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Retrieve a document			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
View a document			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
Use print preview			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
Print an entire file			I	G	G	G	IU	IU	IU	IU	IU	IU	IU

	Print selected parts			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
Format documents:														
	Selecting appropriate font, style, and size			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Word spacing			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Indenting				G	G	G	IU	IU	IU	IU	IU	IU	IU
	Alignment				I	G	G	G	IU	IU	IU	IU	IU	IU
	Line spacing				I	G	G	IU	IU	IU	IU	IU	IU	IU
	Selecting and formatting text				I	G	G	G	IU	IU	IU	IU	IU	IU
	Apply bullets and numbering				I	G	G	G	IU	IU	IU	IU	IU	IU
	Insert symbols							I	G	G	IU	IU	IU	IU
	Selecting page orientation					I	G	G	IU	IU	IU	IU	IU	IU
	Margins					I	G	G	IU	IU	IU	IU	IU	IU
	Setting Tabs							I	G	G	IU	IU	IU	IU
	Using headers, footers and pagination							I	G	G	IU	IU	IU	IU
	Tables							G	G	G	G	G	IU	IU
Edit Text:														
	Changing font, style and size			I	G	G	G	G	IU	IU	IU	IU	IU	IU
	Cutting, copying, pasting, drag, and deleting text			I	G	G	IU	IU	IU	IU	IU	IU	IU	IU
	Undo/Redo			I	G	G	IU	IU	IU	IU	IU	IU	IU	IU
	Using spell check				I	G	IU	IU	IU	IU	IU	IU	IU	IU
	Using thesaurus					I	G	G	G	G	IU	IU	IU	IU
	Using find and replace							I	G	G	IU	IU	IU	IU
Use desktop publishing techniques														
	Inserting graphic			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Sizing graphics			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Creating graphics			I	G	G	G	IU	IU	IU	IU	IU	IU	IU
	Columns						I	G	G	G	IU	IU	IU	IU
	Use graphic/photo editing tools						I	G	G	G	IU	IU	IU	IU
	Use paint and draw tools						I	G	G	G	IU	IU	IU	IU
	Use appropriate design and layout						I	I	G	G	IU	IU	IU	IU
	Use appropriate templates and wizards						I	I	G	G	IU	IU	IU	IU
Use a word processor in a real world context to:														
	Create stories and/or poems			I	G	G	G	G	G	G	IU	IU	IU	IU
	Create reports				I	G	G	G	G	G	IU	IU	IU	IU
	Create letters with envelopes and memorandums					I	G	G	G	G	IU	IU	IU	IU
	Create a formal lab report							I	G	G	G	IU	IU	IU
	Create a bibliography								I	G	G	G	IU	IU
	Create a resume and cover letter										I	G	IU	IU
	Create a mail merge										I	G	G	IU
Spreadsheet Skills														
Create and save spreadsheet:														
	Identify intended use				I	I	G	G	G	G	G	G	IU	IU
	Identify cells, columns and rows				I	I	G	G	G	G	G	G	IU	IU
	Specify data organization				I	I	G	G	G	G	G	G	IU	IU
	Set cell attributes				I	I	G	G	G	G	G	G	IU	IU
	Navigate, enter and edit data				I	I	G	G	G	G	G	G	IU	IU

	Create calculation formulas				I	I	G	G	G	G	G	G	IU	IU
Retrieve Data		K	1	2	3	4	5	6	7	8	9	10	11	12
	Sort Data				I	I	G	G	G	G	G	G	IU	IU
	Create graphs				I	I	G	G	G	G	G	G	IU	IU
	Print spreadsheet				I	I	G	G	G	G	G	G	IU	IU
Edit Data		K	1	2	3	4	5	6	7	8	9	10	11	12
	Insert/delete column or row				I	I	G	G	G	G	G	G	IU	IU
	Cut, copy and paste data and formulas				I	I	G	G	G	G	G	G	IU	IU
	Use fill down/across				I	I	G	G	G	G	G	G	IU	IU
	Save updated spreadsheet				I	G	G	G	G	G	G	G	IU	IU
	Format data within a spreadsheet				I	I	G	G	G	G	G	G	IU	IU
	Insert graphics				I	I	G	G	G	G	G	G	IU	IU
	Save as HTML for use on a web page									I	G	G	G	G
Use a spreadsheet in a real world context to:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Analyze and solve problems					I	G	G	G	G	G	G	IU	IU
	Use appropriate graph(s) based on data					I	I	G	G	G	G	G	IU	IU
	Visually represent data					I	I	G	G	G	G	G	IU	IU
	Incorporate graphs in other applications						I	G	G	G	G	G	IU	IU
Database Applications														
Create and save database:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Identify intended use									I	G	G	G	G
	Specify data organization									I	G	G	G	G
	Name fields									I	G	G	G	G
	Set field attributes									I	G	G	G	G
	Enter data using a consistent format									I	G	G	G	G
	Edit data as needed									I	G	G	G	G
	Save as HTML for use on a web page									I	G	G	G	G
Retrieve Data		K	1	2	3	4	5	6	7	8	9	10	11	12
	Sort								I	G	G	G	G	G
	Search for specific data by field								I	G	G	G	G	G
	Create and print forms, queries and reports										I	G	G	G
Edit data:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Insert, modify and delete records									I	G	G	G	G
	Insert, modify and delete a field									I	G	G	G	G
	Save updated records									I	G	G	G	G
	Determine appearance of page										I	G	G	G
	Insert header/footer										I	G	G	G
Use a database in a real world context to:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Analyze and solve problems										I	G	G	G
	Integrate with other applications										I	G	G	G

Technology Communication Tools (Standard 4)

Use the internet to:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Demonstrate appropriate behavior for Internet and e-mail use	I	G	G	G	G	G	G	IU	IU	IU	IU	IU	IU
	Sending and receiving electronic mail					I	G	G	G	G	IU	IU	IU	IU
	Navigate to teacher chosen websites			I	I	G	G	G	IU	IU	IU	IU	IU	IU
	Add/use Internet browser				I	I	I	I	G	G	IU	IU	IU	IU
	Ability to navigate browser software using the toolbar and hyperlinks				I	I	I	I	G	G	IU	IU	IU	IU
	Acquire information as text, audio and graphics				I	I	I	I	G	G	IU	IU	IU	IU
	Evaluate acquired information for validity and usefulness				I	I	I	I	G	G	G	IU	IU	IU
	Use electronic reference tools (CD-ROMs and Internet)		I	I	I	I	I	I	G	G	IU	IU	IU	IU
Prepare an electronic presentation:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Create a slide presentation				I	G	G	G	G	G	G	IU	IU	IU
	Create and edit slides				I	G	G	G	G	G	G	IU	IU	IU
	Add and edit text (font, size and color)				I	G	G	G	G	IU	IU	IU	IU	IU
Change the look of your presentation:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Customize the background				I	G	G	G	G	G	G	G	IU	IU
	Arrange objects on the slide				I	G	G	G	G	IU	IU	IU	IU	IU
	Insert graphics, clipart and/or digital pictures				I	G	G	G	G	IU	IU	IU	IU	IU
	Use WordArt to enhance titles or to create original art					I	G	G	G	IU	IU	IU	IU	IU
Customize:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Add slide transitions to your slide show					I	G	G	G	G	G	G	IU	IU
	Arrange slides/screens in a logical and appropriate order					I	G	G	G	G	G	IU	IU	IU
	Use sounds to enhance your presentation						I	G	G	G	G	IU	IU	IU
	Create slide layouts for tables and/or charts						I	G	G	G	G	IU	IU	IU
	Link multiple pages together throughout a variety of applications						I	G	G	G	G	G	G	G
	Animate text and/or graphics to add impact						I	G	G	G	G	IU	IU	IU
	Place video in your presentation								I	G	G	G	G	G
Save:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Save a presentation as a new and/or existing presentation and close the file				I	G	G	IU	IU	IU	IU	IU	IU	IU
	Save as presentation to a new location (shared directory for presentation)				I	G	G	G	G	G	IU	IU	IU	IU
	Save as HTML for use on a web page									I	G	G	G	G
Presentation:		K	1	2	3	4	5	6	7	8	9	10	11	12
	Open an existing multimedia project				I	G	G	G	IU	IU	IU	IU	IU	IU
	Practice presentation skills for audience				I	G	G	G	G	IU	IU	IU	IU	IU
	Delivery of presentation using projection device				I	G	G	G	G	IU	IU	IU	IU	IU
	Create notes to have for final presenta-								I	G	G	IU	IU	IU

tions														
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Evaluating	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>Ability to analyze one's own presentation:</i>													
Quantity/quality of information in presentation				I	G	G	G	G	G	G	IU	IU	IU
Use/overuse of graphic, custom animation, background, text				I	G	G	G	G	G	G	IU	IU	IU
Accuracy and completion of presentation				I	G	G	G	G	G	G	IU	IU	IU
Evaluating the electronic information process as it evolves and makes appropriate adjustment				I	G	G	G	G	G	G	IU	IU	IU

Use Multimedia Peripherals:	K	1	2	3	4	5	6	7	8	9	10	11	12
Digital Cameras				I	G	G	G	IU	IU	IU	IU	IU	IU
Scanner					I	G	G	IU	IU	IU	IU	IU	IU
Digital Video Camera						I	G	G	G	IU	IU	IU	IU

Technology Research Tools (Standard 5)

Use the computer/internet to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Access a variety of on-line resources for research (encyclopedias, websites)			I	G	G	G	G	IU	IU	IU	IU	IU	IU
Evaluate the appropriateness and accuracy of a web site					I	I	G	G	G	G	G	IU	IU
Evaluate the reliability of a web site					I	I	G	G	G	G	G	IU	IU
Sort through a variety of information for relevance					I	I	G	G	G	G	G	G	IU
Use external devices to input data into a computer					I	I	G	G	G	G	G	G	IU
Perform searches to acquire information					I	I	I	I	G	G	G	IU	IU
Select an appropriate search engine for type of search					I	I	I	G	G	IU	IU	IU	IU
Choose appropriate websites					I	I	I	G	G	IU	IU	IU	IU
Perform Boolean searches						I	I	G	G	IU	IU	IU	IU
Cite electronic searches/sites						I	I	G	G	IU	IU	IU	IU
Perform self-directed learning	I	I	I	I	G	G	G	G	G	IU	IU	IU	IU

Technology Problem-solving and Decision-making Tools (Standard 6)

Use the computer as a tool to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Analyze data/information	I	I	I	I	G	G	G	G	G	G	IU	IU	IU
Make predictions/decisions	I	I	I	I	G	G	G	G	G	G	IU	IU	IU
Convey thoughts and ideas	I	I	I	I	G	G	G	G	G	G	IU	IU	IU
Identify and solve problems	I	I	I	I	G	G	G	G	G	G	IU	IU	IU
Select appropriate tools/software to complete tasks	I	I	I	I	G	G	G	G	G	G	IU	IU	IU
Integrate appropriate tools/software to complete tasks	I	I	I	I	G	G	G	G	G	G	IU	IU	IU
Integrate technology with daily living	I	I	I	I	G	G	G	G	G	G	IU	IU	IU

Adapted from draft of NYS K-12 Business Computer Literacy Curriculum