



Auburn Enlarged City School District

Working Together ... Building a Community of Learners



*Our
Learning
Community*



2014 - 2018 Technology Plan

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Table of Contents

Mission and Vision Statements	3
Technology Planning	4-5
– Goals	6-8
– Professional Development	9-10
– Assessment of Technology Services	11-16
– Budget	17-18
– Evaluation	19-20
CIPA compliance	21
AESCD Website Guidelines	22-23

District Overview

The Auburn Enlarged City School District serves the city of Auburn and sections of the Towns of Fleming, Sennett, and Owasco. Approximately 2,350 students attend five K-6 elementary schools, 620 students attend the 7-8 Jr. High, and 1,400 attend one 9-12 high school. Three of the district's elementary schools and both middle schools are eligible for Title I federal funds due to their high poverty rate. In addition, there are 4 non-public schools and Cayuga Community College located within the District's boundaries.

Auburn Enlarged City School District Mission Statement

The Mission of the Auburn Enlarged City School District is to provide equitable educational opportunities and experiences necessary to develop confident life-long learners. Through our programs, we will develop critical, creative thinkers, and caring, respectful, productive, service-oriented individuals, capable of meeting the challenges of the 21st century.

District Goals

High Quality Curriculum and Instruction

The Auburn Enlarged City School District will develop a framework and implement high quality curriculum, instruction, and balanced assessment model for all students. All staff will implement evidence-based practices including high yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation

All members of the Auburn Enlarged City School District and community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem solving and critical thinking. We will seek to leverage emergent ideas and insights to realize measureable achievement gains for educators and students.

Systems Thinking

The Auburn Enlarged City School District will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional programs. Each student will be provided equitable access to meet and exceed the standards for college and career readiness.

Technology Planning

The Auburn Enlarged City School District (AECSD) has developed a comprehensive and effective technology program through the support and dedication of the community, parents, students, faculty, staff and BOE. The AECSD planning process is steered by the **Technology Planning Team (TPT)**.

Technology Planning Team Mission and Planning Process

TPT is a cross section of professionals concerned with the development of the District's use of technology to enhance student learning, professional development and administrative productivity. Through monthly meetings the TPT recommends technology program goals and monitors and communicates the overall effectiveness of the technology program. TPT coordinates its planning and program development with the point of contact at each of the district's schools, team facilitators, and the District Professional Development Planning Committee (PDP).

TPT assesses and plans for the development of:

- Technology Infrastructure
- Technical Support
- Professional Development
- Curriculum Integration
- Funding
- Monitoring, Evaluating & Communicating Program Effectiveness

Technology Planning Team (TPT) Members

Timothy Moon
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Thomas Bunn
David Treharne
Matthew Drastal
George Cosentino
Kathryn Oneil
Kim Dunster
Anne Mlod
Michael Trapani
Mary Nellenback
Jesse Chehovich

GOALS

An establishment of clear goals and realistic strategies for using telecommunications, digital resources and information technology to improve education, library services, and student learning.

Curriculum – The District will utilize technology to enhance teaching and learning to improve student achievement.

Action Steps:

- Parent feedback will be provided through the use of a technology grade on the elementary report card. This feedback will be based on the assessment of student performance with the district technology skills. Teachers will be expected to use lessons that contain effective technology integration which allow students to learn, practice and demonstrate their level of technology skills. Teachers will be supported with varied staff development opportunities. A collection of lesson plans, which include integrated technology, will be available. Common Core implementation requires that students demonstrate personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. In addition, include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Development of a new technology skills grid and assessment for these skills at the secondary level. Teachers will be expected to use lessons that contain effective technology integration which allow students to learn, practice and demonstrate their level of technology skills. This would be supported with staff development. To ensure that students can meet Common Core standards such as, evaluating the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. In addition, students are required to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Promote the teachers to be leaders and mentors to their colleagues with integrating technology. Create opportunities for them to share and display their work through: modeling, faculty and grade level/department meetings; workshops; videoconferencing; teacher web pages.
- Ensure all teachers have a digital presence within the accessible via the district web site. Teachers will be supported and encouraged to use web pages or Learning Management Tool as part of classroom instruction, and to support learning outside of the school day.
- Identify teachers who have not integrated technology in their instruction on a regular basis. Support these teachers with ongoing, intensive, job-embedded professional development for technology integration.
- Promote the usage of videoconferencing, virtual field trips and long distance learning, and on-line learning opportunities within and outside the district.
- Support the districts Library Media Specialists in their efforts to educate students and teachers in information literacy for the digital environment.

- Continued alignment of faculty technology skills with student technology skills and proficiency goals.
- Encourage, train and support teachers in utilizing electronic resources in their instruction for, research (subscription databases: Proquest, Grolier, NOVEL), multimedia (PowerMediaPlus), online resources (C.E.R.F.) and lesson plans (Marco Polo).
- Sharing of teacher developed and discovered resources through grade level/content area web pages, email conferences and shared folders. Teacher groups will meet to develop a system to share these resources within their buildings and across the district.
- Support teacher acquisition of the necessary skills to provide students with an engaging and digitally rich learning experience.
- Train and support administrators in identifying effective technology integration in instruction.
- Train and support administrators in using technology so they may model its effective use and promote integration.
- Adopt guidelines for district web page creation and provide templates to facilitate adoption.
- Increase the use of digital content through:
 - maintaining adequate instructional computer resources
 - Use of electronic textbook resources
 - district supported web pages
 - instructional use of shared folders
 - exploring the use of remote access to the district's network
 - educating students on the usage and evaluation of online resources
- Continue and expand partnerships with Cayuga-Onondaga BOCES, public libraries, local museums, Cayuga Community College, School Library System and Time Warner Cable.
- Promote a software selection policy K-12.

Administrative – The District will utilize technology to improve efficiency, analysis and productivity in critical support areas.

Action Steps:

- Train and support administrators in using technology to increase their effectiveness, productivity and data analysis.
- Integration of data systems to increase the efficiency of operations and improve productivity.
- Expand use of financial enterprise software to include digital storage of documents. (double check this)
- Implement integrated warehouse and inventory management software to improve accountability and control of district assets.

Infrastructure – The District will maintain an effective technology infrastructure that supports curricular and administrative needs.

Action Steps:

- Continually monitor and review network capacity relative to access needs.
- July 2014 upgrade BOCES connection to 1000 mbits per second. Increase the Internet connection from 47 to 70 mbits.
- WAN upgrade from 1 gigabit per second to 10 gigabits per second to each building.
- Update security cameras from analog to digital, with appropriate storage of footage.
- Proposed projector mounting in all classrooms (funded through capital project).
- Additional wireless infrastructure to support the potential of 1:1 computing on a large scale.

Funding – The District will provide adequate resources to support technology integration.

The District has made a solid commitment to providing the necessary financial resources to support technology integration in our schools. State Aid for hardware and software provides annual designated funding to support instructional upgrades. The District also participates in and receives E-rate funding. The District has adopted and is currently funding a four- year replacement cycle of both its instructional and administrative hardware, through a leasing arrangement with the OCM-BOCES and CNYRIC. In addition, the District actively seeks grant funding to support technology projects. The District’s operating budget, exclusive of

grant funding, is projected to grow at a 4-5% level to accommodate full implementation of the District's replacement plan and to supplement staffing support.

Action Steps:

- Develop communications materials describing District's technology program and goals for use in soliciting support from public and private sources.
- Seek opportunities to collaborate with other districts/BOCES to maximize use of resources.

Professional Development

A professional development strategy ensuring staff will know how to use information technology to improve education and/or library services.

Professional Development – The District will provide ongoing, sustained professional development for all staff to ensure the appropriate and effective use of technology.

Action Steps:

- Maintain the high school and middle school technology staff developers and add one at the elementary division.
- Create a training plan to bring all staff to minimum technology skill level.
- Use in-house technology staff developers to continue support for the teachers and pilot programs.
- Maintain a full time Director of Technology to coordinate, facilitate and deliver technology staff development.
- Adopt and adapt the staff development model used in the EETT grant.
- Devote Superintendent's Conference Day time to technology training
- Expand cooperative efforts between TPT and Curriculum Counsel for staff development in technology integration.
- Identify teachers who have not integrated technology in their instruction on a regular basis. Support these teachers with ongoing, intensive, job-embedded professional development for technology integration.
- Train and support administrators in identifying effective technology integration in instruction.
- Train and support administrators in using technology so they may model its effective use and promote integration.

- Provide teachers with a substitute to allow them to receive technology training during regular school hours.
- Offer workshops (voluntary), before and after school hours, targeting specific technology and integration skills/strategies.
- Encourage and support teachers to attend workshops offered by Cayuga-Onondaga BOCES, Cayuga-Onondaga Teacher Center, and conferences.
- Encourage and support teachers to pursue staff development opportunities through:
 - In-house staff developers
 - BOCES
 - Teachers' center
 - Conference day workshops
 - Online tutorials (internal/external)
 - College/continuing ed
 - Conferences/Seminars (NYSCATE, NECC)
 - Webinars
 - Professional Association Meetings
 - Peer-to-Peer
 - Team mentoring
 - Co-teaching
 - Modeling
 - Demonstration/Presentation

Technology Services

Included assessment of telecommunications services, hardware, software, and other services that will be needed to improve education and/or library services.

Network Description

Data Communications

The AECSD has a robust District-wide area network supporting Internet, data and telephone communications. Each school's and the administration building's local area network (LAN) is interconnected to the District's Wide Area Network (WAN).

The WAN infrastructure is comprised of one pair of leased single mode dark fiber optic cable from FLTG head-end location on Owasco Street to each school and Administration Building. Cisco network equipment controls and directs communications across the WAN. Each school and the Administration Building have a Gigabit Ethernet connection supporting broadband communications to each closet and gigabit to the desktop.

FLTG delivers 3- pairs of single mode fiber out of its head-end location on Owasco Street to each of the schools and administration building. Only one pair of fiber is being leased today to support the Gigabit AECSD WAN, leaving 2-pair available for future voice, video and/or data systems and applications.

Within each school and the Administration building is a local area network (LAN) supporting network communications to computer workstations, servers, printers and peripherals. All computer cable outlets use an EIA/TIA Category 5e or better copper unshielded twisted pair (UTP) cable from the outlet back to the nearest Telecom Closet. The Cisco switches within the telecom closets (TCs) support network communication bandwidth of 1000mbits/second. Multi-mode fiber optic cables interconnect each telecom closet to the buildings main telecom closet (MC).

This WAN services supports both Internet access as well as access to BOCES network services. There is a Firewall and Content Filter providing network security between the district and Cayuga-Onondaga BOCES.

In Jan. of 2014, upgrade to the connection from the NOC at AHs to Tubman increasing the connection speed to 10 Gig. Phase 2 of the network project should focus on repeating this connection to each location throughout the district. In addition, the main core switch has aged out and should be considered for replacement at that time.

Telephone Communications

The District Telephone System also utilizes the AECSD WAN for intra-district telephone and auto-attendant/voice mail (AAVM) operations. The District deployed as part of its 1997/98 Capital Project. Cisco switches and Call Manager are utilized to manage the functions of the VOIP phone system. All classrooms, instructional areas and offices have telephone sets connected to the telephone network and support emergency 911 calls.

The benefit of the AECSD WAN supporting PBX networking is that all calls within and between District facilities incurs no recurring monthly telephone charges. The network allows for the consolidation and pooling of lines, thereby reducing over all local telephone service monthly recurring charges. It also provides centralized AAVM operations eliminating the need for expensive equipment local to each facility.

The age of some of our VOIP infrastructure is now beginning to age out. Servers and individual phones will need to be upgraded as finances permit.

Video Communications

Time Warner delivers Cable TV (CATV) services to each school and the Administration Building. The CATV service is delivered via a Time Warner coaxial cable that terminates at a District amplifier in each building's main telecom closet (MC). The MC amplifier sends the CATV over RG-11 coaxial backbone cabling to other distribution points in the building (typically TCs). The signal is again amplified at the distribution points and the signal is distributed to classrooms, instructional areas and offices using RG-6 coaxial cable to a TV "F" connector outlet.

Cayuga-Onondaga BOCES delivers their Distance Learning Program to the AHS Distance Learning Room via a 100 Mbit WANconnection. The distance-learning program provides for live interactive audio and video communication between the AHS distance learning room and other school districts participating in the C-O BOCES program.

The AECSD WAN can support video over IP applications, multi-media presentation and interactive Internet video communications. Auburn High school has a television studio with cable television broadcast capability within the building. This equipment has reached the end of life and is in need of replacement. The studio would benefit from increased utilization of High Definition equipment for taping, mixing, editing, and delivering the new standard of digital high definition.

Information Systems

The AECSD utilizes two workstation platforms, Apple Macintosh and Microsoft Windows.

Apple Macintosh is the primary workstation standard for grades K-12 for both students and teachers. At the High School Windows workstations are used within the business curriculum, a computer-programming course and technology classes (“Project Lead the Way”). Apple File Servers are used for instructional files.

The District’s current minimum Apple and Windows Workstation Standard Configurations are:

- 4 gigabits of RAM
- 500 gigabit hard drive
- Apple OSX 10.6.8x or higher
- Microsoft Windows 7 Operating System or higher.

Instructional Computers

Each of districts five elementary schools has two networked Apple computer per classroom. Most of the classrooms have 2-5 additional workstations with network and internet connectivity. Each school has one computer classroom/lab with adequate workstations to accommodate the largest class. The labs have a video projector, color printer and multimedia workstation that is connected to a scanner. There are additional networked workstations in the schools library. Each elementary school has one wireless computer carts with a minimum of 18 Apple Macbook laptop computer workstations per cart. All schools have several digital cameras and one digital video camera.

The Jr. High has at least one networked Apple computer per classroom. Most classrooms have an additional workstation with network and internet connectivity. The labs have a video projector, with one color printer and one multimedia workstation that is connected to a scanner per school.

Auburn High School (AHS) have at least one networked Apple computer per classroom. The high school has three Apple and three Windows networked computer classrooms, with additional workstation access in the library. There is a Writing Center adjacent to the Library equipped with 24 workstations. All labs have a video projector, with one color printer and two multimedia workstations that are connected to a scanner in the building. The building has several digital cameras and several digital video cameras.

Workstations for each level (elementary, middle and high school) are configured with a standardized set of software tools that are upgraded each year. These tools include productivity suites, First Class Mail v12.0 (teachers only), Internet browsers and content-based software.

The Office of Assistant Superintendent of Instruction is charged with oversight to insure district curricula are aligned with the NYS Learning Standards. To insure instructional staff has access to effective curricula and lesson plans aligned with the NYS Learning Standards that include the integration of technology and information literacy skills, the district maintains the following databases:

- AECSD Curriculum,
- Lesson Plans,
- NYS Standards,
- Software,
- Technology Skills Database - Students.

Administrative Hardware and Software Integration

All administrative and clerical personnel are equipped with a PC desktop or laptop. The following is a list of administrative software:

Microsoft Office 2007 Professional	FileMaker Pro 11
First Class Mail v12.0	Schooltool
Transfinder	nVision
Winsnap	FORTRES
Win Zip	SonicWall
Photoshop Elements 10.0	Quickbooks

Technical Support Personnel

The following personnel support the technology infrastructure of the district:

- 1 Chief Information Officer (district-wide responsibility)
- 1 Network & Technical Services Coordinator (district-wide responsibility)
- 2 Computer Operations Specialist (district-wide responsibility)
- 2 Computer Systems Technicians (building and district-wide responsibility)
- 5 Computer Clerks (building responsibility)

The District is on a computer equipment life cycle program where workstations, servers and printers are leased and aided through BOCES. This program ensures standardization, and that maintenance coverage and performance standards are maintained and up to date.

District Computer Inventory

	HS	JRhs	Casey	Genesee	Herman	Owasco	Seward	CayHm	Qty
As of 2014									
eMac 800 02-03	3	2	28	5	13	21	22	0	94
eMac +1Ghz 03-05	111	84	84	61	73	72	85	1	571
iBook G4 04-05	31	38	33	29	24	32	36	0	223
iMac W 06-08	167	59	66	58	53	54	57	9	523
iMac 20 08-10	89	52	23	36	12	37	22	0	271
iMac 21 09-10	4	27	13	8	2	8	2	0	64
MacBook 09-10	5	32	28	26	55	26	54	0	
iMac 21.5 10-11	37	10	19	10	10	10	10	18	124
Total macs	447	304	294	233	242	260	288	28	2096
Acer Netbooks 09-10	33	68	20	20	0	0	20	39	200
Ipad2 11-12	9	7	8	4	7	4	7	20	66
Total Devices	489	379	322	257	249	264	315	87	2362
	21.3%	14.5%	14.0%	11.1%	11.5%	12.4%	13.7%	1.3%	

Financial Support

District provided budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the technology plan strategy.

Funding

The District has made a solid commitment to providing the necessary financial resources to support technology integration in our schools. State Aid for hardware and software provides annual designated funding to support instructional upgrades. The District also participates in and receives E-rate funding. The District has adopted and is currently funding a four- year replacement cycle of both its instructional and administrative hardware, through a leasing arrangement with the OCM-BOCES and CNYRIC. In addition, the District actively seeks grant funding to support technology projects. The District's operating budget, exclusive of grant funding, is projected to grow at a 4-5% level to accommodate full implementation of the District's replacement plan and to supplement staffing support.

Category	2006-2007	2007-2008	2008-2009	2009-2010	Funding Source
Software					
Instructional	\$ 73,207	\$ 72,841	\$ 72,477	\$ 72,114	State Aid/Federal
Hardware					
Administrative	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	General Fund
Instructional	\$ 68,700	\$ 68,357	\$ 68,015	\$ 67,675	State Aid/Federal
Computer leases	\$ 288,602	\$ 303,032	\$ 318,184	\$ 334,093	General Fund
Support Services					
Contractual services	\$ 159,478	\$ 165,857	\$ 172,491	\$ 179,391	General Fund
Staff Development-contract	\$ 33,110	\$ 33,110	\$ -	\$ -	General Fund
C-O BOCES servicesupport/staff dev	\$ 89,130	\$ 65,934	\$ 70,549	\$ 75,488	General Fund
CNYRIC services	\$ 150,542	\$ 159,575	\$ 169,149	\$ 179,298	General Fund
Technology Staff					
Tech Director	0	1	1	1	General Fund
Techs	3	3	3	3	General Fund
Lab clerks/techs	9	10	9	9	General Fund
Staff Developers	2	2	3	3	General Fund
Benefits					
	\$ 131,605	\$ 166,869	\$ 193,044	\$ 200,766	General Fund
Supplies					
	\$ 24,977	\$ 26,476	\$ 28,064	\$ 29,748	General Fund
Phones					
Provider costs (Nextel, ATT)	\$ 45,000	\$46,350	\$47,741	\$49,173	General Fund
BOCES-Verizon	\$ 50,000	\$51,500	\$53,045	\$54,636	General Fund
Phone maintenance	\$ 35,000	\$36,050	\$37,132	\$38,245	General Fund
Distance Learning-BOCES					
	\$ 24,000	\$24,960	\$25,958	\$26,997	General Fund
Learning Technologies-BOCES					
	\$ 77,581	\$ 81,460	\$ 85,533	\$ 89,810	General Fund
	\$1,260,932	\$1,312,370	\$1,351,382	\$1,407,434	
		\$51,438	\$39,011	\$56,052	
		4.08%	2.97%	4.15%	

* Grayed line items partially funded by e-rate

Internet Connectivity

	2006-7	2007-8	2008-9	2009-10	Status
Internet Connectivity	All rooms	All rooms	All rooms	All rooms	District Wide
Rooms with access	396	396	396	396	100% In District
Computers with access	All computers	All computers	All computers	All computers	100% In District
Rooms without access	None	None	None	None	None In District
Computers without access	None	None	None	None	None In District

Evaluation Process

An evaluation process enabling the district to monitor progress towards specified goals and make mid-course corrections as needed.

The TPT will meet monthly to review the status of technology related issues. An ongoing review of district technology goals will be part of these meetings. Any adjustments will be recommended through TPT as well as plans for implementation.

Curriculum and Professional Development

- The TPT instructional sub-committee developed and delivered a survey (profile) to faculty for self-assessment of tech skill proficiency. This survey was completed in 2003 and the data has been used to develop appropriate staff development opportunities. A new survey will be developed for the 2007-2008 school year to evaluate both teacher and student progress in achieving the districts technology goals.
- Addition of the student technology skills grade to the elementary report card, starting in 2007-8, will supply data about student progress relating to technology skills performance. It will also be used to identify effective lessons that can be replicated and expanded for various grade levels.
- The modification (MS) and creation (HS) of student technology skills at the secondary level. This would include an assessment of student technology skills on the report card.
- The database of lesson plans with integrated technology will contain a field for teachers to supply feedback on each lesson. The feedback will become data within the database. That data will be used by, staff developers to target areas of need, teachers to determine appropriate usage and the TPT to evaluate frequency and level of technology integration.
- The EETT Grant has supplied several sources of data to evaluate the effects of technology integration in the district.
 - An EETT cohort online survey was completed by the 114 district teachers participating in the grant at the beginning of each school year. The data was compiled, by the RED Group from Syracuse University, and analyzed. The survey can be found at <http://suce.syr.edu/survey/WorkKeys/survey.cfm>.
 - Cohort teachers filled out feedback forms after each workshop session (4 per year). This data supplies information on the growth, frequency and level of technology integration in this sub-group of teachers.
 - Cohort members participated in an EETT focus group at the end of each year. The data was compiled by the RED Group and used to drive continued staff development for the cohorts.
 - Select cohort teachers have been using “Action Research” to evaluate the effect of technology integration on student achievement.
- The district will expand its usage of “Action Research”, to evaluate the effects of technology integration on student achievement, to all teachers.

- On May 2, 2006, the TPT filled out CoSN's "Accessible Technologies Self-Assessment Tool" (http://www.accessibletech4all.org/self_assessment/index.cfm). This tool allows district leaders to gauge their progress in incorporating assistive and instructional technologies. It provides a framework for discussions that will help leaders across the district as they incorporate technology throughout the instructional process. TPT will use this tool annually. The tool was comprised of the following Self-Assessment Factors ranked (1. Don't Know 2. No Action 3. Early 4. Developing 5. Proficient 6. Optimal). The district's rank is in parenthesis.
 1. Vision: Has your district created a shared vision of technology integration that helps all students to learn? **(3.29)**
 2. Communication and Collaboration: Do district leaders work across district and department divisions to actualize their vision of technology integration that helps all students to learn? **(3.17)**
 3. Funding: Does the district have a sustainable process for acquiring and deploying technologies that help all students to learn? **(4.00)**
 4. Professional Development and Awareness: Does the district support educators in habitual use of technology to personalize learning for all students. **(3.14)**
 5. Infrastructure: Has the district built and maintained a robust system that supports teacher and student access to technologies that improve learning for all students? **(4.00)**
 6. Instruction and Assessment: Does the district employ technology to raise and demonstrate student achievement across student populations? **(3.00)**

Infrastructure

- Use various network monitoring software to constantly evaluate the networks capacity and adjust accordingly.
- Receive feedback on network performance from staff developers and end users through the helpdesk, email and building ITC committees.

Administrative

- Use the TPT Administrative sub-committee to evaluate specific technology related issues.
- Use the Auburn Leadership Team (ALT) meetings to discuss, analyze and evaluate technology related issues with district administrators.

Funding

- Consistently review information and data from the previous goal areas to evaluate if funding is adequate in all aspects of technology usage.

The district will continue to use these evaluation tools as well as create new ones to continually assess the progress of the districts technology goals.

District Internet Safety Policy and Children's Internet Protection Act (CIPA)

Student Computer Usage Policy that was approved following the standard procedure for adopting all board policies, which insures reasonable public notice of the proposed policy, and adequate time for public input before adoption of and policy.

The District does not allow or have chat room software installed on workstations. E-mail accounts for students are provided only with teacher supervision. Free E-mail accounts (Hotmail, etc.) can be blocked with the filter if needed. The district protects all confidential and sensitive information as well as user data folders through the installation of security software on all servers.

Meetings and Public Notice

Board meetings for the upcoming school year for the Auburn Enlarged City School District are approved in the first meeting of July of said year.

Notice of these open meetings is posted in all school buildings, local newspapers and local cable channel throughout the school year (July 1 – June 30).

Policies

All policies are reviewed and presented to the District Policy Committee. After review from the policy committee it is brought to the Board of Education for a first reading.

All board policies are reviewed and adopted by the Auburn Board of Education. There is a first reading on the agenda (with copy of said policy as an exhibit) and two weeks later there is a second reading (with copy of said policy as an exhibit). The policy is adopted after second reading upon approval.

The following policies combine to help insure safe and appropriate usage of technology resources:

Policy **#8271** (INTERNET CONTENT FILTERING) was adopted by the Board of Education on January 27, 2004.

Policy **#8270** (INSTRUCTIONAL TECHNOLOGY) was adopted by the Board of Education on January 27, 2004.

Policy **#8261** (STUDENT COMPUTER USAGE POLICY) was adopted by the Board of Education on March 23, 1999.

Policy **#7314** (STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES) was adopted by the Board of Education on September 9, 2003.

Policy **#6470** (STAFF USE OF COMPUTERIZED INFORMATION RESOURCES) was adopted by the Board of Education on May 13, 2003.

AECSD Website Guidelines

The availability of Internet access in AECSD Schools provides expanded educational opportunities for our students. Teacher web pages are public documents welcoming the outside world to the classroom and linking students and staff to outside sources of information. Teacher Guidelines are required in the construction of school web pages to ensure that information on the pages is appropriate for any school community member or Internet user.

Responsibilities

Teachers posting to the district-approved servers are responsible for meeting the guidelines in this document. These guidelines cover management of content, and format of teacher web pages. The teacher is the only person authorized to create, edit or upload files to the server. The teacher is solely responsible for the content of their web site and must not share their username and password with students or any other person.

Requirements

Home Pages

- Teacher/Classroom/Grade Level/Content Area “Home Pages” shall be located on district-approved servers.
- Official District web pages will not be located on any external web server.
- Teachers will use the district home page template (“Header Navigation Bar” with district links) to create their home page.
- Subsequent web pages may link within the teachers' pages.

Safety

- No web page content should allow people accessing the page to contact any student directly.
- A student’s full name must **not** be used in any web page. For a student’s first name, picture or work to appear on a classroom web page, proper consent must be obtained from their parent or guardian. Filenames for pages and images should be checked to ensure that students' names **do not** appear there (e.g., marysmith.gif, jimpaul.html).
- Links or references to personal home pages for students or staff are not permitted.
- Site layouts, floor plans or any map-like images that depict school district building layouts are prohibited.
- Staff members should keep their personal information to a minimum.

Copyright

- The author of the Web page must follow all applicable copyright and fair use laws pertaining to the usage of text, images, sounds, and hyperlinks to other web sites/pages.
 - Copyright may be claimed by the author for their original work.
 - Staff members are to consult with Library Media Specialists or staff developers with questions or concerns.
- * See copyright and fair use documents

Training

- It is the responsibility of the school staff member to obtain the training necessary for creating, troubleshooting and maintaining web pages.
- Staff members may utilize any of the following staff development resources to aid in the development of their web presence: individual or group meetings with a technology staff developer; district conference day or building supported workshops; district supported online documents and tutorials.

Content Standards

- Documents may not contain objectionable material or point directly to objectionable material.
- All subject matter on web pages and their links must relate to curriculum and instruction or school-oriented activities. The web site may not be used as a forum to advance your own personal beliefs or causes. Some examples include, but are not limited to, references and/or links to commercial, social, religious or philosophical organizations outside the scope of the curriculum.
- All documents, information and links on district-approved servers must conform to current School Board Policies and Regulations concerning computer usage and selection of instructional materials.
- All web site material must be free of any spelling or grammatical errors.
- All web page information and links should be kept accurate and timely, with the most current information and a last revision date.
- The site organization should use a consistent format (header, navigation and information sidebars). Background and color schemes should be consistent. Graphics should be content appropriate, sized for optimization, free from copyright restrictions and kept to a minimum.

Web Standards

- Web pages should be designed to load quickly.
- Text should not be underlined so as not to be confused with hyperlinks. All hyperlinks should be easily identified and logically structured.
- All pages should have a link back to the appropriate “Home Page”.
- Downloadable files should be made available in multiple formats when possible (.doc, .rtf, .pdf .cwk).
- District files should follow the districts naming structure and, at a minimum, be available in PDF format.

- Reasonable efforts should be made to create web pages that possess a high degree of usability for people with disabilities.

These guidelines will be evaluated and updated as needed in response to the changing nature of technology and its applications in the AECSD.