



*Office of Curriculum, Instruction and Technology*  
*390 North Ridge Street, Rye Brook, NY 10573*  
*914-937-3600 Ext. 3031*  
<http://www.blindbrook.org>

## **BLIND BROOK TECHNOLOGY PLAN**

**July 6, 2006-June 30, 2009 Updated 05/15/07**

Christine Burton  
Director of Curriculum, Instruction and Technology K-12  
[cburton@blindbrook.org](mailto:cburton@blindbrook.org)

## Table of Contents

### **Introduction**

Description of District.....	3
Blind Brook School District Goals 2007-08.....	4

### **Blind Brook Technology Vision and Planning Process**

District Technology Vision Statement.....	6
Technology Professional Development Expectations .....	7
Technology Planning Committee Members .....	8
Ten-Step Technology Planning Process .....	9

### **Overview of Blind Brook Technology Plan 2006-09**

Technology Status Update 2006-07.....	10
Current Resources/Equipment .....	12
Current Resources/Software with Ongoing Professional Development .....	13

### **Blind Brook Technology Plan 2006-09 Goals & Objectives**

Statement of Goals.....	17
Performance Indicators for Teachers.....	18
Summary of Needs Assessment .....	19
Elaboration of Goals .....	21

### **Technology Budget**

Budget History .....	26
Adopted Technology Budget 2006-07.....	28
Technology Budget Projections .....	28

### **Evaluation of the Technology Plan**

Evaluation Benchmarks .....	29
Evaluation Measures.....	29

### **Appendices**

Appendix A: Acceptable Use Policies.....	30
--	----

## INTRODUCTION

### Description of District

The Blind Brook School District is located in central Westchester County, New York, about 25 miles north of New York City. Like many school districts in Westchester, Blind Brook is small (approximately 1,500 students) and proud of the quality of its schools, its faculty and its students. The Bruno M. Ponterio/Ridge Street School (K-5) and Blind Brook Middle/High School (6-12) are nationally recognized Schools of Excellence and both are accredited by the Middle States Association.

The Blind Brook Public Schools are also a member of the Tri-States Consortium, a group of thirty-five high-performing school districts in the New York metropolitan area dedicated to improving the already impressive performance of their students. The residents of the district have consistently supported its schools by passing virtually every budget and bond issue presented to them. Almost all graduates of Blind Brook High School matriculate at four-year colleges and universities, many of which are among the nation's most selective.

- The ***Blind Brook School District*** has state of the art computer technology to serve the students, administration, faculty, and community. **Over \$5 million** has been spent on this program in recent years. The high-speed fiber-optic network is multi-platform, providing students with state-of-the-art equipment and Internet access in both the Macintosh and the PC environments. The ratio of students to computers is 2.5, the lowest in Westchester County and among the lowest in the state.
- The ***Blind Brook School District*** is proud of the **achievement** of its students on both the state and national levels. Students consistently outperform their peers in similar public school districts and independent schools on a variety of measures, including tests administered by the State of New York, the College Board, and the Educational Records Bureau.
- The ***Blind Brook School District*** is also proud of the close and cooperative relationship that exists among the **Board of Education**, the **Administrative Union**, the **Teachers' Federation**, the **Employee Union** and the **Parent-Teachers' Association**. Educational planning in Blind Brook is frequently collaborative, as all constituencies share a strong interest in maintaining and enhancing Blind Brook's excellence. The keys to Blind Brook's continuing success are its small size, the quality of its teaching and administrative staff, its motivated students, and its supportive Board of Education, parents and community.

## DISTRICT GOALS 2006-07

### *Goal 1*

#### *Evaluate current programs and design a longer term strategic framework*

##### *Mid-States Evaluation*

- Investigate a comprehensive evaluation of current school programs by the Mid-States Accreditation Association with 2006-2007 as a year of study and Spring 2008 as a target date for the Mid States visit. Recommendations will be considered for the 2008-2009 school budget.

##### *Strategic Planning*

- Explore with key stakeholder groups approaches to longer term strategic planning and decision-making. Report by May 2007.

### *Goal 2*

#### *Strengthen K-12 Instructional Efforts*

##### *Mathematics Instruction*

- Pilot new Middle School Math Program and finalize selection by December 2006.

##### *Global Languages*

- Submit Global Language Task Force initial recommendations by December 2006.

##### *Literacy*

- Support Literacy efforts by committing to *Writing and Reading Across the Curriculum and Improving Mastery Levels in ELA in Grades 3-12*. June 2007 student performance will be compared to three year benchmarks of 2004, 2005, and 2006

##### *Academic Competitions*

- Examine current efforts with student competitive academic teams, clubs, etc., and explore participation in a broader range of such competitions. Recommend additional competitions etc., for 2007-2008 budget.

##### *Senior Year Alternatives*

- Research the current academic Senior options and community service programs for students and identify by June 2007 alternatives to the present schedule that would be more motivational and challenging to seniors.

#### *Advanced Placement*

- Determine the relationship between Advanced Placement, Honors and Elective courses with particular focus on developing by Spring 2007 recommendations for next school year.

#### *High School Scheduling*

- Propose solutions by January 2007 to high school scheduling in grades 9-12 since over 50% of secondary courses are currently singletons and the occurrence of scheduling conflicts is escalating.

#### *Classroom Instructional Time*

- Develop strategies prior to January 2007 to reduce the loss of instructional time due to the increased demands on classroom teachers with state test training and test correction taking teachers out of the classroom.

#### *Student Report Cards and Parent Reporting*

- Evaluate our K-5 report cards with an emphasis on substantially improving the assessment factors of student achievement and the reporting indicators for parents.
- Assess the format of report cards in grades 6-8 and grades 9-12.
- Recommended changes for all report cards will be completed by May 2007 for implementation in the 2007-2008 school year.
- Investigate approaches to increase parent conference time in addition to report card comments.

### ***Goal 3***

#### ***Initiate Fiscal and Facility Improvements***

- Examine current budget expenditures and identify areas for cost containment for 2007-2008 school budget.
- Develop a long range financial plan that maintains sound instructional progress and reasonable tax rates.
- Reorganize the administrative structure for facility supervision to maintain a clean, healthy environment for our schools. Submit plan during Fall 2006.

## **DISTRICT TECHNOLOGY VISION AND PLANNING PROCESS**

### **District Technology Vision Statement**

While constituting its own content area with implications for developing student's technological skills in preparation for employment in the adult world, technology's primary purpose and the reason for its presence in the classroom is to improve learning and further the ability of students to construct knowledge. Furthermore, the Technology Planning Committee is committed to the idea that curriculum integration, professional development, and network maintenance and upgrade must co-occur methodically for technology integration to occur as economically and effectively as possible.

The District Technology Vision is articulated as follows:

- Having achieved or exceeded the New York State learning standards, all graduates of the Blind Brook UFSD consistently demonstrate the technological skills, functional knowledge and conceptual understandings to succeed in life as healthy adults who contribute positively to their community.
- Professional staff, parents, and community are technologically informed and included as partners dedicated to the process of improving teaching and learning.
- The learning environment is technologically advanced and sound, and perceived by all as safe, secure, welcoming, and learner-centered.

## **Technology Professional Development Expectations**

- Ongoing professional development opportunities will be provided to professional staff, parents, and community in order for them to develop the understandings and skills necessary to be technologically informed and included as partners dedicated to the process of improving teaching and learning.
- The professional development opportunities will include using technology to acquire data on student performance, designing performance and Standards-based instructional modules for increasing interactive student engagement and achievement.
- Professional development in the use of technology will consistently forward teachers' ability to use student performance data to evaluate the effectiveness of software currently in use or under consideration for adoption with regard to the software's potential to enhance, modify or elevate the quality of curriculum and instruction and forward student achievement.
- Ongoing professional development will be provided to all staff on all technologies, both hardware and software, that staff members are expected to use in the course of instruction, professional work, curriculum development and assessment design.
- Training and/or support will be provided to all technical staff on the hardware and software they are expected to support.
- Scheduling and format of professional development will be flexible to include workday, after school and summer opportunities.
- Professional development offerings will respond to needs determined from the identified gaps between each staff member's current knowledge base and the district's technology and instructional goals. Technology user surveys will be developed, distributed and analyzed by the Technology Planning Committee to determine the professional development needs of network users.
- Professional development courses will include access to follow-up support.
- All staff will be trained to do basic troubleshooting and equipment maintenance in order to maintain instructional efficiency. This training will include identification of critical problems and the procedures for determining whether to self-solve a technological problem using a diagnostic protocol, seek immediate assistance or submit tasks to the Help Desk.

## **Technology Planning Committee Members 2006-07**

The Technology Planning Committee comprises Board of Education members, administrators, teachers and parent members representative of the larger community. The most important tasks of the Technology Planning Committee are assessing the technological and educational needs of the students, annually evaluating the technology plan in light of those needs, refining the district's vision to reflect the changing role of technology in society, establishing goals, researching financially responsible solutions, and revising the strategic plan that serves as the district's blueprint for implementation. The committee consists currently of the following members:

Steven Kaplan, Member of Board of Education  
Christine Burton, Director of Curriculum, Instruction and Technology K-12  
Jonathan Ross, Assistant Superintendent of Facilities and Finance  
Colin Byrne, MS/HS Technology Coordinator  
Jean Follansbee, Instructional Media Specialist  
Betsey Murphy, BMP/RSS Teacher  
Heidi Hansen, MS/HS Speech Therapist  
Alistair Burke, Videographer  
Alain Oberrotman, Community Member/Parent  
Caryn Furst, Community Member/Parent  
Thomas Friedlander, Community Member/Parent  
Giorgio Rietti, Community Member/Parent

## **The 10-Step Technology Planning Process**

The Technology Planning Committee is committed to the idea that curriculum integration, professional development, and network maintenance and upgrade must co-occur methodically for technology integration to occur as economically and effectively as possible. The technology planning process consists of the following ten steps which may occur in overlapping stages as different aspects of the technology plan are simultaneously evaluated and/or revised on an ongoing basis:

1. Solicitation of school/community representatives for participation on Technology Planning Committee;
2. Formal scheduling of monthly Technology Planning Committee meetings;
3. Analysis of help desk data and hardware/software equipment inventories;
4. Distribution and evaluation of user feedback surveys for technology and professional development;
5. Evaluation of technology and professional development plans in alignment with district goals and student performance data;
6. Creation of forms and schedules for new hardware and software requests from teachers to improve instruction;
7. Research (fiscal and feasibility studies) for new initiatives;
8. Budget-planning;
9. Development of RFPs;
10. Public presentation of technology status and recommendations to staff, community and Board of Education.

## **OVERVIEW OF BLIND BROOK TECHNOLOGY PLAN 2006-09**

### **Technology Status Update 2006-07**

This Technology Plan is predicated on anticipated community support for school-year budgets of 2007 through 2009. Budgetary changes and advances in technology not anticipated in this plan will necessitate revision of the Technology Plan. This Technology Plan is also based on the assumption that the Board of Education and the community will continue to philosophically and financially support the development and integration of technology into instruction to promote a learner-centered education for all students. This three-year plan reflects the school district's extensive and on-going commitment to technology integration and serves as an assurance for the quality and integrity of the decisions made about technology acquisition and educational implementation.

Beginning with the academic year 2002-03, the district aggressively began to address its technology needs and prioritized network repair and upgrade of aging servers, switches and blades, replacing infrastructure components with equipment possessing self-diagnostic capabilities. In addition, the district implemented instructional technology integration initiatives such as Smart Board technology, Pasco probes, and an expanded use of instructional software and library databases throughout the grades. Finally, the district supported professional development through BOCES workshops and professional conferences as well as through the provision of ongoing in-service training that allowed teachers to accumulate "Tech Bank hours" contributable to in-service credits. Since 2003-04, the Smart Board initiative has continued every year and to date eighty percent of the classrooms are, a K-12 technology curriculum developed and implemented, an Acceptable Use Policy for students drafted and implemented, and the position of Technology Coordinator created at the MS/HS.

In 2004-05, the position of Technology Director was restructured to be the newly entitled Director of Curriculum, Instruction and Technology K-12, reflecting the district's commitment to the integration of curriculum and technology, and the position of Technology Coordinator was expanded to assume more professional development functions. Importantly, a cost-analysis of the district's IPA obligations through BOCES was conducted in 2004-05 and examined against the need to develop a predictable and reliable annual budget for the ongoing replacement of classroom hardware and network infrastructure as a hedge against future obsolescence, with the result that the district determined to enter into the first year of a cycle of non-BOCES deferred-lease contracts for the procurement of replacement desktops and infrastructure components.. In addition, a decision was made for the purpose of streamlining both the K-12 curriculum and the network to convert the BMP/RSS site from a MAC to PC environment, with the unique exception of the music and art rooms, and to convert the district network from Novell to Windows. A five-year network/hardware replacement cycle plan was developed and presented to the Board of Education in December 2005, and the first year of the desktop replacement cycle was implemented in 2005-06. Finally, district made a decision to engage the services of a technology consulting firm (Edutek) to manage the network,

assist in the evaluation of the district's technology needs and participate in the development of the district's Technology Plan. The 2006-07 school year saw a refinement of the protocols and procedures for technology in the district with regard to filtering, system maintenance/monitoring and remote portal access. Technology purchase and repair requests were automated through help desk software. In addition, professional development tracking was begun through the use of web-based software. The district has begun to look at a more integrated student information management system compatible with other operational software for tracking AIS and IEPs, as well as to promote teacher's ability to use local benchmarking software and PRS devices for ongoing assessment aligned with NYS Learning Standards. Finally, the district joined the local LHRIC of SW BOCES data warehouse project and hired a data consultant to work directly with teachers in making use of data for instruction.

Having thus established a stable network as well as a predictable budgetary cycle for planned upgrade and continued maintenance of network stability now and into the future, and in the context of increased accountability for student performance under the *No Child Left Behind Act*, this 2006-09 Technology plan, will continue to focus on the following goals that have informed its umbrella five-year technology plan 2004-09:

- I. To evaluate and increase the integration of *interactive* instructional technology in the classroom to promote student achievement by improving the resourcefulness of instruction and student engagement through technology in keeping with ISTE and NYS Learning Standards;
- II. To evaluate and expand sustained, ongoing professional development in the instructional use of *interactive* technology and in the use of technological tools for data analysis, curriculum development, assessment design and student engagement;
- III. To integrate the student information management system for data analysis, instructional decision-making and benchmark assessments to enable the school district to become a networked organization focused on student achievement, and to provide discreet points of functional interface with other software systems for student benefit (college application software, AIS and IEP classification software instructional media/library systems and in-house POS systems).
- IV. To continue to evaluate and upgrade network functioning for user-friendly access to instructional technology and student data as will meet the needs of the increased numbers of users on the network.
- V. To identify, evaluate and implement technological solutions to ensure reliable communications, safety and security for the entire school/community.

## **Current Resources/Equipment**

- 201 faculty and non-custodial professional staff (incl. 1 tech coordinator, 2 instructional media specialists, 2 technology teachers and 1 automated systems clerk for data management);
- 12 administrators;
- 2 building sites w/air-conditioned environments;
- 7 Windows servers (SASI, district website, library database, financial program, domain controllers for each building, various software and network), 1 Novell and 1 OS-X server (RSS Elementary Art and Music only) and tape back-ups;
- Fiber-optic connections between buildings and to Internet;
- Hardware Equipment: 638 computers (comprising PC and MAC desktops, and wireless laptop carts), printers and scanners, digital cameras, DVD players, 58 monitors and video players, digital video cameras, graphing calculators, PASCO Science Probes, networked copiers and Elmo document projectors, closed-captioned TVs, Smart Boards (interactive white boards in 90% of all classrooms district-wide) and 39 projectors.

**Current Software, Databases, Online Services and Equipment Maintenance  
With Ongoing Professional Development Venues**

<b>Productivity Tools and Instructional Software for Curriculum Integration</b>	<b>Professional Audience</b>	<b>PD Venues (Budgeted)</b>
<i>Microsoft Office XP</i> Applications	K-12 Teachers, TAs, School-Related Personnel, Students	Superintendent's Conference Days, New Teacher University workshops, After-school in-service workshops (for Tech Bank hours and in-service credits), BOCES workshops, Non-BOCES professional workshops and graduate courses, Web-based tutorials (Online PD), Independent Study Group Projects, Summer Curriculum Projects, Site-based parent meetings, Classroom instruction
Desktop Publishing ( <i>Quark Express, Adobe Photoshop, Publisher</i> )	K-12 Teachers, District Clerk (for district-wide, school/community publications), Students	
Curriculum Connections software (ILS) K-2	K-2 Teachers, Students	
Diagnostic prescriptive tools ( <i>CCC and Ultra Keys</i> )	K-2 Teachers, Students	
Electronic resources for BOE-adopted instructional programs	K-12 Teachers, Parents, Students	
<i>Visual Studio.net</i> (Programming)	Technology Teachers, Students	
<i>Front Page</i> and <i>Dream Weaver</i> (Web-page design)	Technology Team (District "Web Master"), Teacher-Leaders, PTA Reps, District Clerk, Students	
<i>NYSED VLS Marco Polo</i>	K-12 Teachers	
Multimedia ( <i>Adobe Photoshop, Dream Weaver, Macromedia Flash, iMovie</i> ), and other art, music and graphic design software	K-12 Art, Music Teachers, Students	
Instructional web-based and CD software (various)	K-12 Teachers, Parents, Students	
<b>Technology Equipment Software</b>		
<i>Smart Board</i> software	K-12 Teachers	After-school in-service workshops (for Tech Bank hours and in-service credits), BOCES workshops, Summer Curriculum Projects, On-site assistance
PRS Device software	K-12 Teachers	
<i>Pasco Probe</i> software	6-12 Science Teachers	
Digital camera software	K-12 Teachers	
CD/DVD and Scanner software	K-12 Teachers	

<b>Assessment Tools</b>		
<i>Grade Quick</i>	6-12 Teachers	Superintendent's Conference Days, New Teacher University workshops, After-school in-service workshops (for Tech Bank hours and in-service credits)
<i>Atlas Curriculum Mapping</i>	K-12 Teachers	
Testing Databases ( <i>Eduware, Barron's Regents, ExamGen</i> )	K-12 Teachers	
<b>Information Management Software/Databases</b>		
<i>SASI</i>	Testing/Data Team, Administration, Guidance Dept., Nurses	On-site consultant workshops, Off-site assistance, BOCES workshops
<i>Data Warehouse</i>	Testing/Data Team, Administration, Guidance Dept.	Off-site assistance, BOCES workshops
<i>eScholar Cognos</i>	Testing/Data Team, Administration, Guidance Dept., K-12 Teachers	On-site consultant workshops, BOCES workshops
<i>Info Fund (to be replaced in 2006-07 with Finance Manager)</i>	Business Office Administration and Personnel	Off-site assistance (On-site consultant workshop)
<i>IEP Direct</i>	Special Education Administration, Teachers, Support Staff and PPS School-Related Personnel	On-site consultant workshops, Superintendent's Conference Days
<i>Naviance</i>	Guidance Dept., Parents, Students	On-site consultant workshops, Superintendent's Conference Days, Web-based tutorials (Online PD), Site-based parent meetings
<b>Internet Databases</b>		
<i>WeatherNet Station</i>	MS Science Teachers, Students	Off-site assistance, virtual tutorial
Online library databases	K-12 Teachers, Students	On-site IMC Specialist
<i>OPAC &amp; EBSCO</i>	K-12 Teachers, Students	On-site IMC Specialist

<b>Web Site/Internet Communications</b>		
District web site	Technology Team (District “Web Master”), Teacher-Leaders, PTA Reps, District Clerk	Non-BOCES professional workshops, Web-based tutorials (Online PD)
<i>eChalk</i> virtual community (School/community email service, web postings and database, and teacher web pages)	Teachers, Support Staff, School-related personnel, 6-12 Students, BOE, PTA	On-site consultant workshops, Superintendent’s Conference Days, New Teacher University workshops, After-school in-service workshops (for Tech Bank hours and in-service credits), Web-based tutorials (Online PD), Site-based parent meetings
Distance learning ( <i>CAHO, Brain POP, River Deep</i> )	6-12 Teachers	On-site assistance (IMC Specialist)
Channel 77	Teach Team, AV Coordinator and District Clerk	On-site assistance (AV coordinator)
<b>Online Professional Development</b>		
<i>My Learning Plan.com</i>	K-12 Teachers and Administrators	Superintendent’s Conference Days, New Teacher University workshops, After-school in-service workshops (for Tech Bank hours and in-service credits), Web-based tutorials (Online PD)
<b>Assistive Technologies</b>		
<i>Dragon-Naturally Speaking 8</i> software	Special Education Teachers, Technology Teachers, and related professionals (TAs and OTs)	Non-BOCES workshops at WIHD (Westchester Institute for Human Development)
<i>Alpha Smart</i> devices	Special Education Teachers, Technology Teachers, and related professionals (TAs and OTs)	Non-BOCES workshops at WIHD (Westchester Institute for Human Development)

Hand-held devices (various)	Special Education Teachers, Technology Teachers, and related professionals (TAs and OTs)	Non-BOCES workshops at WIHD (Westchester Institute for Human Development)
<b>Technology Service Maintenance</b>		
<i>EduTek</i> Help Desk	K-12 Teachers, School-related Personnel and Administration	Superintendent's Conference Days, New Teacher University workshops, Web-based tutorials (Online PD)
<i>BOCES</i> Help Desk	K-12 Teachers, School-related Personnel and Administration	Web-based tutorials (Online PD)
Printers and Peripherals (Maintenance and Trouble-Shooting)	K-12 Teachers and Administrators	Lunch 'n Learn workshops

**BLIND BROOK TECHNOLOGY PLAN 2006-09  
GOALS & OBJECTIVES**

**Statement of Goals**

- I. To evaluate and increase the integration of *interactive* instructional technology in the classroom to promote student achievement by improving the resourcefulness of instruction and student engagement through technology in keeping with ISTE and NYS Learning Standards;
- II. To evaluate and expand sustained, ongoing professional development in the instructional use of *interactive* technology and in the use of technological tools for data analysis, curriculum development, assessment design and student engagement;
- III. To integrate the student information management system for data analysis, instructional decision-making and benchmark assessments to enable the school district to become a networked organization focused on student achievement, and to provide discreet points of functional interface with other software systems for student benefit (college application software, AIS and IEP classification software instructional media/library systems and in-house POS systems).
- IV. To continue to evaluate and upgrade network functioning for user-friendly access to instructional technology and student data as will meet the needs of the increased numbers of users on the network.
- V. To identify, evaluate and implement technological solutions to ensure reliable communications, safety and security for the entire school/community.

## **Performance Indicators for Professional Staff**

The following outline of outcomes frames the parameters for establishing performance indicators for professional staff for each of the strategic objectives detailing the five goals of the Technology Plan. As a result of the successful implementation of the district's Technology Plan, each professional staff member will

1. Use productivity tools for a wide variety of instructional and organizational tasks, demonstrating the ability to manage files, adjust settings and produce documents;
2. Comfortably operate a variety of hardware for instructional and administrative purposes;
3. Identify, request and use web-based and CD-ROM software applications in instruction;
4. Utilize databases to analyze student performance and inform instructional decision-making;
5. Integrate technology into the curriculum (specifically, identifies technological competencies and develops performance indicators for students within units of study);
6. Participate in district culture of electronic communication through email as a viable venue for expediting work-related issues and meeting in "blog" format with colleagues;
7. Access and evaluate critically Internet resources;
8. Construct web-pages for use by students and colleagues;
9. Trouble-shoot and perform routine maintenance tasks on peripherals and standard hardware equipment;
10. Utilize help desk for more critical technological problems.

## Summary of Needs Assessment 2004-05: Report 2006-07

A year-long needs assessment analysis of the technology status of the district, as documented in the Technology Planning Committee meeting minutes for 2004-05 and as reflected in the Edutek Report for 2004-05, resulted in the identification of the technology needs listed below. Addressing these needs is a prerequisite for the fulfillment of the district's technology goals. The following, therefore, inform the strategic objectives throughout:

- Investigate secure web-based server options for new software applications in addition to site-based server options to increase potential for remote user access for students and professional staff;

*The NYS Technology Audit illustrated the need to control outside remote access, particularly of vendors. District subsequently implemented protocols that document access, permissions authorized, one-time only passwords and all access events. Notably, remote access is no longer an assessed need and the provision of it no longer a goal. All work done on behalf of district through its own network must be done on site.*

- Improved web site interface for increased multi-purpose functionality for all user groups;

*District engaged consultant services for a year-long project in redesigning the district web site and procuring identified software. The unveiling of the new website is projected for Fall 2007.*

- Budget-supported instructional initiatives to increase technology integration into curriculum, for example, advancing the interactive use of technology through wireless personal response system devices for students;

*District procured PRS systems from two different vendors for use in classrooms at both campuses; other systems continue to be analyzed for purposeful use and inclusion in curricula.*

- Integrated student information management system with technological and professional development resources for testing/data management and coordination, instructional decision-making and assessment design;

*District is in the planning stages of a systems conversion, projected for the 2008-09 school year.*

- Administrative support for the use of online professional development management system for professional growth and evaluation;

*District procured a professional development tracking software for all professional staff; initiation began 2006-07; full implementation targeted for 2007-08.*

- Implementation of Acceptable Use Policy for all professional staff and school-related personnel;

*The new AUPs for staff and students were reviewed by legal counsel and were implemented with 100% compliance in 2006-07.*

- Fiber optic telephony solution to improve Intra- and Internet voice/data transmission capabilities.

*District contracted for fiber optic connectivity in 2006-07.*

### **Summary of Needs Assessment 2007-08**

1. Investigate applicability and utility of virtual servers;
2. Evaluate storage area network and disaster recovery solutions;
3. Plan change-over of student information management system;
4. Coordinate functional student systems (library database, security ID, point-of-sale cafeteria system) for common user ID mechanism ;
5. Implement web-based student performance feedback system for parent/school communications on student progress;
6. Train teachers in use of new website software, and in the use of new assessment and data software;
7. Fully implement professional development tracking software;
8. Revise and innovate computer instruction curriculum for students, with particular focus on elementary RADLab and K-12 Science curriculum goals;
9. Integrate Information Literacy Standards throughout curriculum through the use of technology;
10. Create school-to-work bridge through technology curriculum.

## Elaboration of Goals: Strategic Objectives

### Goal I

(Addresses SED Criteria 1, 3 and 5)

**To evaluate and increase the integration of *interactive* instructional technology in the classroom to promote student achievement by improving the resourcefulness of instruction and student engagement through technology in keeping with ISTE and NYS Learning Standards**

#### Strategic Objectives

- 1.1 Annually evaluate the understandings and skills of the professional staff determined to be necessary for the staff to be technologically informed and included as partners dedicated to the process of improving teaching and learning;
- 1.2 Annually evaluate and expand inventory of instructional software and databases as well as professional development opportunities for making best use of these in learner-centered and problem-based constructivist pedagogy;
- 1.3 Continue to offer advanced Smart Board training workshops for teachers with focus on interactive student use of Smart Board in conjunction with other technologies (e.g. personal response systems, digital cameras and other hand-held wireless devices);
- 1.4 Continue to integrate mandatory technology workshops, including the dissemination of the ISTE Standards, into expanded New Teacher University program (currently consisting of 12 workshops annually);
- 1.5 **Accomplished:** revise district lesson plan template, observation rubrics and teacher evaluation criteria to reflect expectation that technology standards are integrated into regular instruction as a performance criterion;
- 1.6 **In progress:** develop in conjunction with the district's K-12 Curriculum Council and Professional Development Committee a unified teacher initiative for addressing students' ability to 1) make appropriate use of Internet resources and library databases for research; 2) fulfill expectations of completing research-based interdisciplinary projects using technological resources for production and presentation individually and cooperatively; 3) integrate productivity tools and devices in the pursuit of research, data analysis and experimentation; 4) create original works using technological resources (e.g., computer-assisted graphics and drafting, video-productions, musical compositions, choreographic creations, etc.) for electronic publication and/or public performance both in traditional academic realms as well as in the creative arts; and 5) exercise sound judgment in evaluating the credibility of Internet resources when conducting research and accessing primary and secondary sources of information;
- 1.7 Continue to evaluate effectiveness of current K-12 Technology Curriculum;

- 1.8 **In progress:** expand secondary technology course offerings to include advanced technology courses including but not limited to MOUS Certification and AP Computer Science;
- 1.9 **In progress:** realize the long-term goal of providing closed-circuit student TV and video production by coordinating efforts with community groups and service providers to expand cable drops and develop a studio at the MS/HS site;
- 1.10 **Accomplished.** Evaluate, design and implement access to wireless infrastructure for student use of personal response devices and wireless palms pilots/tablets/notebooks for Intel science research;
- 1.11 Continue to ensure through ongoing evaluation and planning that network and equipment are in constant optimal condition for permitting uninterrupted student and teacher access to technological functioning in the classroom upon demand.

## Goal II

*(Addresses SED Criteria 1, 3 and 5)*

**To evaluate and expand sustained, ongoing professional development in the instructional use of *interactive* technology and in the use of technological tools for data analysis, curriculum development, assessment design and student engagement**

### Strategic Objectives

- 2.1 Conduct frequent surveys (including intake survey of prospective teachers at time of interview) of teachers' technological knowledge base with respect to 1) level of technological proficiency; 2) level of satisfaction in accessing resources through current network; and 3) needs identification for greater productivity personally and technologically;
- 2.2 **In progress:** train K-12 teachers in *My Learning Plan.com* and incorporate expectation of its use into teacher evaluation documents;
- 2.3 Propose expanded online PD program accessible through *My Learning Plan.com* aligned with district goals for teachers to accumulate in-service credits contributable to salary lane changes;
- 2.4 Develop district protocol for differentiated financial support for professional development aligned with district technology initiatives;
- 2.5 **Accomplished:** prioritize Curriculum Mapping initiative by embedding schedule for it within established district professional development venues (e.g., Superintendent's Conference Days, faculty and departmental meetings);
- 2.6 **In progress:** prioritize resources (time and money) for training teachers in the use of benchmarking and assessment software for frequent local analysis of student performance as well as integration with NYS testing databases;
- 2.7 **In progress:** develop strategy for increasing teacher creation and use of web pages as instructional resources for students;

- 2.8 **In progress:** evaluate and expand inventory of instructional software and databases as well as professional development opportunities for making best use of these in learner-centered and problem-based constructivist pedagogy;
- 2.9 **Accomplished/In progress:** develop advanced Smart Board training workshops for teachers with focus on interactive student use of Smart Board in conjunction with other technologies (e.g. personal response systems, digital cameras and other hand-held wireless devices);
- 2.10 **In progress:** integrate more mandatory technology workshops, including the application of the ISTE Standards to instructional practices, into expanded New Teacher University program (currently consisting of 12 workshops annually) as well as into the ongoing professional development program generally;
- 2.11 **Accomplished:** revise district lesson plan template, observation rubrics and teacher evaluation criteria to reflect expectation that technology standards are integrated into regular instruction as a performance criterion;
- 2.12 Ensure through planning that network and equipment are in constant optimal condition for permitting uninterrupted teacher and administrative access to technological functioning for purposes of addressing professional development needs upon demand.

### **Goal III**

*(Addresses SED Criteria 2, 3, 4 and 5)*

**To integrate the student information management system for data analysis, instructional decision-making and benchmark assessments to enable the school district to become a networked organization focused on student achievement, and to provide discreet points of functional interface with other software systems for student benefit (college application software, AIS and IEP classification software instructional media/library systems and in-house POS systems).**

### **Strategic Objectives**

- 3.1 Annually evaluate the understandings and skills of the professional staff determined to be necessary for the staff to develop the technological facility for accessing and analyzing data and assessments;
- 3.2 Annually evaluate the extent to which teachers progressively develop curricula and lessons in which students' use of technology is assessed;
- 3.3 **Accomplished:** evaluate current student information management system for security, data completeness, SIF compatibility and potential for integration with NYSED Data warehouse, State and local assessment databases, and benchmarking software for user-friendly access and manipulation of data for research, assessment and instructional purposes;
- 3.4 **Accomplished:** make recommendation for changes in SIMS to meet expectations for integrating data analysis and ongoing assessment of student achievement;

- 3.5 **Accomplished:** conduct Curriculum Mapping Initiative (Data Analysis) Phases II-V over the next two-years using electronic Atlas Curriculum Mapping tool to inform curricular changes;
- 3.6 **In progress:** identify, acquire--and train professional staff in the use of-- benchmarking and assessment software for frequent local analysis of student performance as well as integration with NYS testing databases;
- 3.7 **In progress:** implement district WACI (Writing Across the Curriculum Initiative) to establish benchmarked writing assessments electronically;
- 3.8 Ensure through planning that network and equipment are in constant optimal condition for permitting uninterrupted teacher and administrative access to technological functioning for purposes of data analysis and assessment upon demand.

#### **Goal IV**

*(Addresses SED Criteria 3, 4 and 5)*

**To continue to evaluate and upgrade network functioning for user-friendly access to instructional technology and student data as will meet the needs of the increased numbers of users on the network.**

#### **Strategic Objectives**

- 4.1 **Accomplished:** issue a request for proposal for bundled service from responsible provider incorporating fiber optic for voice/data transmission between buildings, fiber optic to Internet, Internet service and local telephony service;
- 4.2 **Accomplished:** remove network management desk and server racks from current locations in MS/HS computer labs to separate closet;
- 4.3 **Accomplished:** in the course of voter-approved Capital Construction Project work planned for 2005-06, upgrade the connectivity of the network drops to each computer workstation in existing rooms made accessible through construction upgrade as well as ensure the proper placement of new drops in project additions;
- 4.4. Implement Year 4 of Board of Education-approved 5-year Deferred-lease Cycle plan for hardware replacement and upgrade of 150 desktops;
- 4.5 **Accomplished to 90% of Completion:** budget for and procure approximately new Smart Boards and projectors annually, and contract for wall and ceiling installations of same, until all classrooms are equitably appointed;
- 4.6 **Accomplished:** explore partnerships with cable service providers via new Rye Brook Village franchise agreements for installation of cable drops and discounted access to service for purposes of establishing cable access as well as provide for a closed circuit TV studio at the MS/HS site;
- 4.7. **In progress:** develop a multi-year plan to establish wireless access points at the MS/HS site and budget appropriately for the installation of wireless hubs and carts;
- 4.8 **In progress:** re-design district web site for more user-friendly interface and procure additional server for same;

- 4.9 **Revised:** expand remote access potential to district web site through a) existing Citrix mainframe structure; b) installation of fiber-optic connectivity; and c) use of web-based rather than site-based software applications;  
**New:** Continue to refine remote access protocols to reflect recommended security measures and system monitoring by administration;
- 4.10 Ensure through ongoing evaluation and planning that network and equipment are in constant optimal condition for permitting uninterrupted student and teacher access to technological functioning in the classroom upon demand;
- 4.11 Ensure through planning that network and equipment are in constant optimal condition for permitting uninterrupted school/community communications within and beyond the boundaries of the district.

### **Goal V**

*(Addresses SED Criteria 3, 4 and 5)*

**To identify, evaluate and implement technological solutions to ensure reliable communications, safety and security for the entire school/community.**

### **Strategic Objectives**

- 5.1 **Accomplished:** Re-evaluate filter, firewall and security features of existing network;
- 5.2 **In progress:** plan and budget for Teacher ID Key-Access Card System, currently at the MS/HS site, at the elementary school site;
- 5.3 **In progress:** plan and budget for multi-system student ID card to interface with various functional systems (library database, point-of-sale cafeteria system, etc.);
- 5.4 **Abandoned:** implement in concert with neighboring school district, Port Chester, and through the State grant-funded support of the Village of Rye Brook, new emergency contact software program, *Reverse 911*, and develop family contact protocols;  
**New/Accomplished:** identify, procure and implement web-based software for extant emergency contact/ response communications, and develop protocols for collecting emergency contact information;
- 5.5 **Accomplished:** re-evaluate data entry protocols in student information management system to accurately complete parent contact database;
- 5.6 **Accomplished:** create and implement Acceptable Use Policy for all staff;
- 5.7 **Accomplished:** procure and implement new business office software application *Finance Manager* and train business personnel in differentiated use as per audit report recommendations;
- 5.8 **New:** investigate storage area network and disaster recovery systems for in keeping with new regulations concerning electronic document archiving and retrieval and database security;
- 5.9 Ensure through planning that network and equipment are in constant optimal condition for permitting uninterrupted school/community communications within and beyond the boundaries of the district.

**TECHNOLOGY BUDGET**  
*(Addresses SED Criteria 4)*

**Budget History**

During the 2003-2004 school years, the Blind Brook Technology Department spent approximately \$798,561.00. These funds were apportioned as follows:

- \$404,936.00 for BOCES IPAs, Internet-related services, network technical support and professional development;
- \$234,462.00 for salaries and related expenses;
- \$59,313.00 for purchased equipment;
- \$17,285.00 for related technology supplies;
- \$27,343.00 for Non-BOCES services and contractual expenses;
- \$21,812.00 for software;
- \$27,920.00 for technology-related non-BOCES professional development;
- \$5,490.00 for library databases and technology equipment.

In 2004-2005 the Blind Brook Technology Department spent approximately \$882,984.00 throughout the organization on technology and related expenses, reflecting a 10.6% increase in the technology and professional development budgets. These funds were apportioned as follows:

- \$373,436.00 for BOCES IPAs, Internet-related services, network technical support and professional development;
- \$144,061.00 for salaries and related expenses;
- \$56,044.00 for purchased equipment;
- \$18,058.00 for related technology supplies;
- \$190,661.00 for Non-BOCES services and contractual expenses;
- \$36,929.00 for software;
- \$58,195.00 for technology-related non-BOCES professional development;
- \$5,600.00 for library databases and technology equipment.

In 2005-2006 the Blind Brook Technology Department Proposed budget allowed for approximately \$991,600.00 throughout the organization on technology expenses, reflecting a 12.3% increase in the technology budget from the previous year and representing 3.2 % of the total budget for 2005-06. These funds were apportioned as follows:

- \$395,465.00 for BOCES IPAs, Internet-related services, network technical support and professional development;
- \$166,869.00 for salaries and related expenses;
- \$77,061.00 for purchased equipment;
- \$11,060.00 for related technology supplies;
- \$214,000.00 for Non-BOCES services and contractual expenses;
- \$54,935.00 for software;
- \$66,500.00 for technology-related non-BOCES professional development;
- \$5,710.00 for library databases and technology equipment.

Student enrollment for 2005-06 was approximately 1,460 students. The per-pupil expenditure for technology therefore is approximately \$679.00.

In 2006-2007 the Blind Brook Technology Department budget allowed for approximately \$1,054,307.00 throughout the organization on technology expenses, reflecting a 6.3% increase in the technology budget from the previous year and representing 3% of the total district budget for 2006-07. These funds were apportioned as follows:

- \$307,907.00 for BOCES IPAs, Internet-related services, network technical support and professional development;
- \$35,000.00 for debt service related to deferred lease of equipment;
- \$157,589.00 for salaries and related expenses;
- \$142,643.00 for purchased equipment;
- \$12,500.00 for related technology supplies;
- \$234,758.00 for Non-BOCES services and contractual expenses;
- \$110,610.00 for software;
- \$46,000.00 for technology-related non-BOCES professional development;
- \$7,300.00 for library databases and technology equipment.

Student enrollment for 2006-07 was approximately 1,492 students. The per-pupil expenditure for technology therefore is approximately \$707.00.

## **Adopted Technology Budget 2007-08**

In 2007-2008 the Blind Brook Technology Department budget allows for approximately \$1,350,113.00 throughout the organization on technology expenses, reflecting a 2.8% increase in the technology budget from the previous year and representing 3.7% of the total district budget for 2006-07. These funds were apportioned as follows:

- \$328,003.00 for BOCES IPAs, Internet-related services, network technical support and professional development;
- \$154,611.00 for debt service related to deferred lease of equipment;
- \$174,367.00 for salaries and related expenses;
- \$177,669.00 for purchased equipment;
- \$24,165.00 for related technology supplies;
- \$309,025.00 for Non-BOCES services and contractual expenses;
- \$149,773.00 for software, library databases and technology equipment;
- \$32,500.00 for technology-related non-BOCES professional development.

Student enrollment for 2007-08 is approximately 1,528 students. The per-pupil expenditure for technology therefore is approximately \$884.00.

## **Projected Budget Expectations**

Historically, the annual budget reflects appropriate increases and responsible provision for the ongoing upgrade and maintenance of technological infrastructure, hardware and software, and associated professional development for making best instructional use of these resources, with the result that the community has consistently passed the school district's proposed budget in its entirety without exception. It is expected that future budgets for the next three years will continue to provide adequate funding at an average annual increase of 3% with the following average apportionment of expenses:

- 24% for IPAs, Internet-related services (connectivity, filters, firewall), network technical support and BOCES professional development;
- 11% for debt service related to deferred lease of equipment;
- 13% for salaries and related expenses;
- 13% for purchased equipment;
- 2% for related technology supplies;
- 23% for Non-BOCES services and contractual expenses;
- 11% for software, library databases and technology equipment;
- 2% for technology-related non-BOCES professional development.

## **EVALUATION OF THE TECHNOLOGY PLAN**

*(Addresses SED Criteria 5)*

A thoughtful evaluation component of the plan is necessary to ensure plan implementation and to measure plan success. The following benchmarks and procedures will be used to gauge the successful implementation and subsequent results of the plan:

### **Evaluation Benchmarks**

- The expectations, needs assessments, goals and objectives for providing information access, user-interface with productivity tools and software, functional infrastructure, technical support, professional development, communication tools and security have been fulfilled;
- Policies, procedures and protocols concerning implementation and use of technology are in place and a part of operating procedure;
- Technology standards inform the curriculum;
- All faculty, students and school-related personnel routinely use technology for work processes and decision-making consistent with the Technology Plan.

### **Evaluation Measures**

- Survey results and focus group discussion concerning the uses of technology, the quality and quantity of electronic communications, the effect of participation in professional development, and the expanded use of technology in instruction demonstrate that the Technology Plan has been effectively implemented;
- Requests for software and specialized equipment and peripherals reflect increased interest in procurement and use of technology;
- Frequency studies demonstrate that technology is used almost exclusively to evaluate student performance, create benchmark assessments and document improvement in student achievement;
- Exemplars of student work;
- Help desk data reflect a decline in calls for basic service assistance;
- Usage reports reflect increased patronage of library databases.

Appendix A: Acceptable Use Policies  
(See attached)

**BLIND BROOK – RYE UNION FREE SCHOOL DISTRICT**  
**STAFF AGREEMENT**  
**USE OF ELECTRONIC INFORMATION RESOURCES**

---

*Please read this agreement carefully. When signed by you, it becomes a legally binding contract. Before you can be provided with a network access account, you must sign this agreement form and return it to the Technology Coordinator.*

Internet access is available to administration, faculty and staff members at the Blind Brook School District. We are very pleased to bring this access to the District and believe the Internet offers vast, diverse and unique resources to both students and staff. Our goal in providing this service to staff and students is to promote educational excellence in Blind Brook School District by facilitating resource-sharing, research, innovation and professional communication.

The Internet, however, is not designed exclusively for the use by schools. It is possible that staff and students may occasionally access inappropriate material either deliberately or by accident. District guidelines for Internet use prohibit access to material that is inappropriate in the school environment

Staff members are expected to use district technology equipment, software, and network services for educational purposes. Blind Brook School District has taken steps to help promote a safer Internet experience by providing a filtering system. The use of a filter is not a 100% guarantee that staff and students will not encounter information that is not controversial or of limited educational value and requires that staff exercise professional judgment in bringing inappropriate content to the attention of the network administrators. We, Blind Brook School District, firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this project.

These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. ***It is highly recommended that you do not provide others with access to your accounts and that you change your passwords regularly.*** You are responsible for all actions on your account.

***If a Blind Brook School District user violates any of the provisions, terms or conditions outlined in this agreement, his or her account will be terminated and future access could possibly be denied. The signature(s) at***

***the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.***

## **TERMS AND CONDITIONS**

**1. PERSONAL RESPONSIBILITY.** As an employee, the user will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse may come in many forms, but it is commonly viewed as any transmission(s) sent or received that indicates or suggests pornography, unethical or illegal solicitation, racism, sexism and inappropriate language, or other issues described below.

**2. ACCEPTABLE USE.** The use of an assigned account must be in support of education, research and the fulfillment of professional responsibilities, and must be consistent with Blind Brook School District's educational goals and objectives. The user is personally responsible for the use of his/her account at all times.

Specifically:

- a. Use of other organizations' networks or computing resources must comply with rules appropriate to that network;
- b. Transmission or download of any material in violation of United States or other state regulations is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret;
- c. Engaging in commercial activities by for-profit institutions is not acceptable;
- d. Use of the network for product advertisement, philanthropic solicitations or political lobbying is prohibited.

**3. PRIVILEGES.** The use of the electronic information system is a privilege, not a right. Inappropriate use may result in cancellation of the account. Each person who receives an account will receive instruction as to proper behavior and use of the network. The administration or staff of Blind Brook School District may request that the system administrator deny, revoke or suspend specific user accounts.

**4. GUIDELINES.** All computer users have the same right to use the equipment, wiring, and resources provided by the district. Resources are a shared commodity and of finite size that must be shared by all users. Consequently, all users will abide by the following guidelines, and to all other guidelines concerning the appropriate use of technology, as approved by Blind Brook School District's governing board:

- a. **BE POLITE.** Never send, or encourage others to send, abusive messages.
- b. **USE APPROPRIATE LANGUAGE.** Users are representatives of their school and District on a non-private system. What is said, written or done on a computer can be viewed globally. Profanity, threats, vulgarities, or

any other inappropriate languages as well as illegal activities of any kind are strictly forbidden.

- c. **PRIVACY.** Users shall not reveal any personal information, home addresses or personal phone numbers, or those of students or colleagues. Users must report to the system administrator any person who asks for personal information or violates user privacy.
- d. **ELECTRONIC MAIL.** Electronic mail (email) is not guaranteed to be private. All network computers, servers, wiring, and electronic resources that are owned by or connected to District 301 networks are subject to monitoring and review by network administrators. Messages relating to or in support of illegal activities must be reported to the system administrator.
- e. **DISRUPTIONS.** The network may not be used in any way that would disrupt use of the network by other users. The downloading or saving of large files is prohibited.
- f. **SOFTWARE.** Software is protected by copyright laws; therefore, users will not make unauthorized copies of software found on school computers, either by copying them onto one's own digital media or onto other computers through electronic mail or bulletin boards; and will not give, lend, or sell copies of software to others without the written permission of the copyright owner or unless the original software is clearly identified as shareware or in the public domain. Software is not to be installed on district servers or computers by staff members. All software programs that are to be used on District-owned computers must be approved and installed by the Technology Department.
- g. **MISUSE.** Any misuse of the Network must be reported to the system administrator.

5. **SERVICES.** Blind Brook School District makes no warranties of any kind, whether expressed or implied, for the services it is providing. The District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, misdeliveries, or service interruptions caused by the system or by user errors or omissions. Use of any information obtained via the information system is at user's own risk. Blind Brook School District specifically denies any responsibility for the accuracy of information obtained through its services.

6. **SECURITY.** Security on any computer system is a high priority. If a user identifies a security problem, he/she must notify the system administrator at once and not demonstrate the problem to other users. All use of the system must be under the user's own account. Any misuse of an account is the personal responsibility of the user.

7. **VANDALISM.** Vandalism is defined as any malicious attempt to harm or destroy data of another user, or that of agencies, or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses, disrupting or limiting access to network resources, or using the network to make unauthorized entry to any other machine accessible via the

network. Any violation may result in the loss of network privileges, could be treated as refusal to follow an administrative direction and may be an intentional violation of board policy, and/or legal referral.

**8. UPDATING YOUR ACCOUNT.** Users must notify the system administrator of any changes in account information or employment status.

**9. PERSONAL USE.** Blind Brook School District realizes that some personal (non-educational based) use of the district's networks and the Internet may normally occur. If this use interferes with the performance of District resources, normal work/ educational related duties, or is deemed inappropriate for a work/educational environment, steps will be taken to rectify the situation. These may include notification to the direct supervisor, the superintendent of schools, and removal of network and Internet privileges where possible. Pertinent information may be turned over to local law enforcement agencies when necessary. Personal usage should be minimized or done at home.

**10. ACCEPTANCE OF TERMS AND CONDITIONS.** Users take full responsibility for individual use. All terms and conditions as stated in this document are applicable to Blind Brook School District computer users. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of New York, and the United States of America.

**Required Signature**

**Blind Brook School District Network User**

I understand and will abide by the provisions and conditions of this agreement. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the system administrator. I understand that misuse may come in many forms, but may be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above.

*Staff Name (please print).* \_\_\_\_\_

*Staff Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

---

---

# ACCEPTABLE USE POLICY

**2006-07**

*Terms and Conditions for Student Use  
of the Internet, District Network and Technology for Grades K-5*

Adopted 06-09-97 Revised 06-21/04

---

---

## CONTRACT FOR ACCEPTABLE COMPUTER USAGE BMP RIDGE STREET ELEMENTARY SCHOOL

While using the computer I will:

1. Show respect for others.
2. Show respect for the things that people have on the computer.
3. Respect the software laws by not copying software.
4. Respect the copyright laws by not copying text from the Internet without referencing my sources.
5. Keep my password to myself and not try to find out someone else's password.
6. Not share my password or use someone else's account.
7. Understand that teachers will be able to see what I have put on the computer.
8. Use the Internet for my school work only.
9. Not post or release my last name, home address, home telephone number, social security number or photograph on the Internet or e-mail that information.
10. Not post or release the home address, home telephone number, social security number or photograph or e-mail of anyone on the Internet or e-mail that information

### STUDENT AGREEMENT

I have read these rules with my parents and we have discussed them together. I promise to follow the rules. If I do not, I might not be able to use the computers in school.

\_\_\_\_\_

Student

\_\_\_\_\_

Grade

\_\_\_\_\_

Date

PARENT(S) / GUARDIAN(S) AGREEMENT:

*I (We) have read the Acceptable Use Policy. As the parent(s) or guardian(s) of the above named student, I (We) understand that the internet access to the school is intended for educational purposes, and that it is impossible to restrict access to all controversial material. The Blind Brook-Rye UFSD cannot be responsible for materials accessed on the Internet.*

\_\_\_\_\_

Name

\_\_\_\_\_

Date

**BLIND BROOK RYE PUBLIC SCHOOL DISTRICT**

---

---

# **ACCEPTABLE USE POLICY**

## ***Terms and Conditions for Student Use of the Internet, District Network and Technology for Grades K-5***

### **2006-2007**

Adopted 06-09-97 Revised 06-21-04

---

---

#### **Introduction**

The Blind Brook-Rye School District is pleased to offer its students, faculty and staff access to the Internet. The Internet, a global electronic information infrastructure, is a connection of networks used by educators, business, government, the military and other organizations. The Board of Education strongly believes in the value of telecommunications and recognizes the potential of such to support our curriculum, students, faculty and staff.

The Internet is a fluid environment. In general, electronic traffic passes freely in a trusting atmosphere. But with such access comes the availability of material that may not be appropriate in a school setting. It is our goal to provide users with the understanding and skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational objectives.

This policy is designed to facilitate and set guidelines for exploring and using the Internet, the district network applications and web based instructional and research tools, in a responsible, ethical and legal manner. Of necessity, it places the primary responsibility for proper conduct on the user. Use of the School District's local network and Internet facilities in contravention of the following guidelines will result in cancellation of the user's account as determined by a building administrator and possible legal intervention when applicable.

#### **Terms and Conditions for Student Use**

A. I understand and grant permission for my child

\_\_\_\_\_ to access the Internet, District Network and other District technology and have discussed with him/her the requirement that he/she abide by the following Rules and Code of Ethics:

1. The use of a user's account must be for research in support of education, consistent with the objectives of the Blind Brook-Rye School District.
2. Network accounts are to be used only by the authorized owner of the account for authorized purposes. Using or sharing another user's login name and password is prohibited.
3. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
4. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, copied, damaged, or abused in any way. Nor shall the network be used in any way that intends to disrupt operation of the network or use of the network by others.
5. Malicious use of the Internet or the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computer system (e.g., create viruses) is prohibited.
6. Hate mail, harassment, profanity, obscenity, discriminatory remarks, misrepresentation, impersonation, and/or other similar behavior are prohibited on the Internet and the network.
7. Intentional uses of the Internet or the network to access or process pornographic material, text files unrelated to course work or academic research, materials for use in illegal activities, or files dangerous to the operating integrity of the network and its users are prohibited.
8. Exemplary behavior is expected on "virtual" field trips, as the user is representing the Blind

Brook-Rye School District when visiting locations on the Internet.

9. Users shall not reveal anything that would enable others to locate or exploit them, e.g., last name, home address, credit card, photos of themselves/others or social security number. Similarly, users shall not reveal such information about others over the Internet.
10. Students without parental permission to use the Internet are prohibited from teaming up with those who have permission to use the Internet.
11. Use of the Internet, network or district web based e-mail tool to hack into other users accounts is prohibited.
12. Use of the Internet or the network for commercial or for-profit purposes is prohibited.
13. Use of the Internet or the network for product advertisement or political lobbying is prohibited.
14. Each user is responsible for his/her own actions while using the Internet or the network.
15. The use of Cell Phone text messaging during an exam or during instructional time is prohibited.
16. The use of a Pager text messaging during an exam or during instructional time is prohibited.
17. If a graphing calculator must be used, having students show the instructor that they have reset their calculator prior to the start of an exam.
18. All PDA/PC's shall be turned off during exams.

#### B. Intellectual Property

1. I recognize that material received via the Internet or a computer network is owned by the author or the person holding the copyright and/or other intellectual property rights, and my child will give full credit for all materials received electronically.
2. I recognize that software is protected by copyright laws; therefore, my child will not make copies of software found on school computers either by copying them onto my own diskettes, CD's or onto other computers through electronic mail or bulletin boards; and will not give, lend, or sell copies of software to others unless they have the written permission of the copyright owner or unless the original software is clearly identified as shareware or in the public domain. Attributions of authorship will follow the same copyright rules for material obtained via the network.
3. I recognize that electronic copyrighted text is protected by copyright laws; therefore, my child will not cut and paste or photograph electronically with my cell phone this copyrighted text into my reports, take home exams, school related documents without correctly referencing the copyrighted source. Attributions of authorship will follow the same copyright rules for material obtained via the network.

I understand and agree that any violation of the above will have serious consequences. Any violation of District policy and rules may result in loss of District-provided access to the Internet and network access. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language and behavior. Legal intervention may occur when applicable, including but not limited to network tampering, hacking and intentional equipment theft or damage.

#### **PARENT(S) / GUARDIAN(S) AGREEMENT:**

I (We) have read the Acceptable Use Policy. As the parent(s) or guardian(s) of our child,

\_\_\_\_\_, I (We) understand that the internet, and network access to the school is intended for educational purposes, and that it is impossible to restrict access to all controversial material. The Blind Brook-Rye UFSD cannot be responsible for materials accessed on the Internet.

---

Parent (s) Name (s)

Date

---

Parent (s) Name (s)

Date

# BLIND BROOK PUBLIC SCHOOLS

---

---

## **ACCEPTABLE USE POLICY** *Terms and Conditions for Student Use* *of the Internet, District Network and Technology for Grades 6-12* **2006-2007**

Adopted 06-09-97    Revised 06-21-04

---

---

### **Introduction**

The Blind Brook-Rye School District is pleased to offer its students, faculty and staff access to the Internet. The Internet, a global electronic information infrastructure, is a connection of networks used by educators, business, government, the military and other organizations. The Board of Education strongly believes in the value of telecommunications and recognizes the potential of such to support our curriculum, students, faculty and staff.

The Internet is a fluid environment. In general, electronic traffic passes freely in a trusting atmosphere. But with such access comes the availability of material that may not be appropriate in a school setting. It is our goal to provide users with the understanding and skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational objectives.

This policy is designed to facilitate and set guidelines for exploring and using the Internet, the district network applications and web based instructional and research tools, in a responsible, ethical and legal manner. Of necessity, it places the primary responsibility for proper conduct on the user. Use of the School District's local network and Internet facilities in contravention of the following guidelines will result in cancellation of the user's account as determined by a building administrator and possible legal intervention when applicable.

### **Terms and Conditions for Student Use**

A. I understand and agree to abide by the following Rules and Code of Ethics regarding Internet, District Network and Internet web based instructional and research use:

1. The use of a user's account must be for research in support of education, consistent with the objectives of the Blind Brook-Rye School District.
2. Network accounts are to be used only by the authorized owner of the account for authorized purposes. Using or sharing another user's login name and password is prohibited.
3. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
4. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, copied, damaged, or abused in any way. Nor shall the network be used in any way that intends to disrupt operation of the network or use of the network by others.
5. Malicious use of the Internet or the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computer system (e.g., create viruses) is prohibited.
6. Hate mail, harassment, profanity, obscenity, discriminatory remarks, misrepresentation, impersonation, and/or other similar behavior are prohibited on the Internet and the network.
7. Intentional uses of the Internet or the network to access or process pornographic material, text

- files unrelated to course work or academic research, materials for use in illegal activities, or files dangerous to the operating integrity of the network and its users are prohibited.
8. Exemplary behavior is expected on "virtual" field trips, as the user is representing the Blind Brook-Rye School District when visiting locations on the Internet.
  9. Users shall not reveal anything that would enable others to locate or exploit them, e.g., last name, home address, credit card, photos of themselves/others or social security number. Similarly, users shall not reveal such information about others over the Internet.
  10. Students without parental permission to use the Internet are prohibited from teaming up with those who have permission to use the Internet.
  11. Use of the Internet, network or district web based e-mail tool to hack into other users accounts is prohibited.
  12. Use of the Internet or the network for commercial or for-profit purposes is prohibited.
  13. Use of the Internet or the network for product advertisement or political lobbying is prohibited.
  14. Each user is responsible for his/her own actions while using the Internet or the network.
  15. The use of Cell Phone text messaging during an exam or during instructional time is prohibited.
  16. The use of a Pager text messaging during an exam or during instructional time is prohibited.
  17. If a graphing calculator must be used, students shall show the instructor that they have reset their calculator prior to the start of an exam.
  18. PDA/PC's shall be turned off during exams.

B. I recognize and agree to abide by the following Rules and Code of Ethics regarding protected by intellectual property rights, including copyrighted material::

1. I recognize that material received via the Internet or a computer network is owned by the author or the person holding the copyright and/or other intellectual property rights, and my child will give full credit for all materials received electronically.
2. I recognize that software is protected by copyright laws; therefore, my child will not make copies of software found on school computers either by copying them onto my own diskettes, CD's or onto other computers through electronic mail or bulletin boards; and will not give, lend, or sell copies of software to others unless they have the written permission of the copyright owner or unless the original software is clearly identified as shareware or in the public domain. Attributions of authorship will follow the same copyright rules for material obtained via the network.
3. I recognize that electronic copyrighted text is protected by copyright laws; therefore, my child will not cut and paste or photograph electronically with my cell phone this copyrighted text into my reports, take home exams, school related documents without correctly referencing the copyrighted source. Attributions of authorship will follow the same copyright rules for material obtained via the network.

I understand and agree that any violation of the above will have serious consequences. Any violation of District policy and rules may result in loss of District-provided access to the Internet and network access. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language and behavior. Legal intervention may occur when applicable, including, but not limited to cases of network tampering, hacking and intentional equipment theft or damage.

**PARENT(S) / GUARDIAN(S) AGREEMENT:**

I (We) have read the Acceptable Use Policy. As the parent(s) or guardian(s) of our child, \_\_\_\_\_, I (We) understand that the internet, and network access to the school is intended for educational purposes, and that it is impossible to restrict access to all controversial material. The Blind Brook-Rye UFSD cannot be responsible for materials accessed on the Internet.

---

Parent (s) Name (s) Date

---

Parent (s) Name (s) Date

---

---

**BLIND BROOK PUBLIC SCHOOLS**  
**ACCEPTABLE USE POLICY**  
**AGREEMENT FORM FOR GRADES 6-12**  
**2006-2007**

*Please return this form to \_\_\_\_\_ by September 9, 2005. Students who do not return this form will not have computer access at school. PARENTS and STUDENTS must sign this form.*

---

---

**Student User Agreement**

I have read the Acceptable Use Policy in the Family Guidebook. I understand and will abide by the terms for use of the Internet and the Blind Brook-Rye School District's computer system and other technology. I recognize and agree to abide by the district's Rules and Code of Ethics regarding copyrighted materials and plagiarism. I further understand that any violation of the terms and conditions is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken. The School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School District will not be responsible for any damage suffered including loss of data.

Student's Name \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please Print)

User's Signature \_\_\_\_\_ Date: \_\_\_\_\_

***Parent/Guardian Agreement***

I have read and discussed with my child the terms of the Internet and the Blind Brook-Rye School District's computer system as stated in the Family Guidebook. I recognize it is impossible for the School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. The School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School District will not be responsible for any damage suffered including loss of data. I hereby give permission to issue an account for my child.

Parent/Guardian's Name: \_\_\_\_\_  
(Please Print)

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Adopted 06-09-97 Revised 06/21/04*