

# Kingston City School District 2007-2010

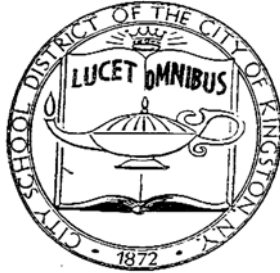
## Kingston City School District Technology Plan

Excellence Through Infrastructure



Setting the Stage for Achievement

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**Mission Statement:**

It is the mission of the Kingston City School District to educate, inspire and graduate students who are excellent in scholarship and character and are empowered to reach their maximum potential as responsible and productive members of society.

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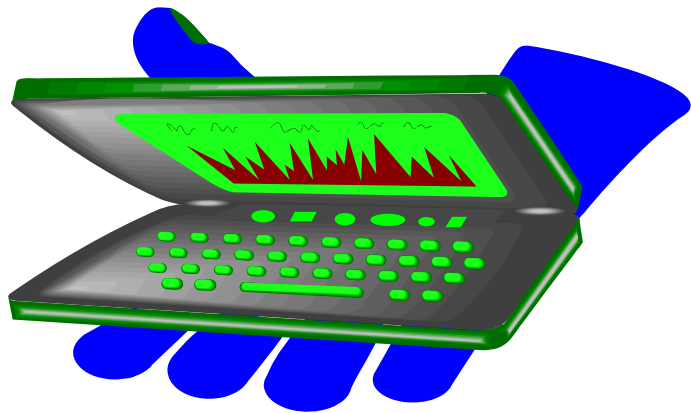
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## INTRODUCTION

*“School boards are focusing a great deal of attention on technology and finding ways for administrators, teachers and students to make the best use of digital resources to improve student performance. The biggest challenge is getting everyone to stop seeing technology as one more thing they need to add on, an adjunct rather than a part of the learning process.”*

The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content. June 2000. Available at [www.ceoforum.org](http://www.ceoforum.org)

*“After more than two decades of research on the benefits of educational technology, evidence that demonstrates the positive effects technology can have on student achievement is mounting. Specifically, studies have shown that large-scale statewide technology implementations have correlated use of technology with increases in student performance on standardized tests.”*

Margaret Honey. Great Expectations—Leveraging America’s Investment in Educational Technology, EDC Center for Children and Technology, 2002.

*“We recognize that we are calling on schools to change dramatically even as they face difficult economic challenges and a vigorous discussion of student achievement and assessments. However, while current budget constraints eventually will subside, the long-term need for 21<sup>st</sup> century learning will not: Accelerating technological change, rapidly accumulating knowledge, increasing global competition and rising workforce capabilities around the world make 21<sup>st</sup> century skills essential.”*

Learning for the 21<sup>st</sup> Century. Partnership for the 21<sup>st</sup> Century. Available at [www.21stcenturyskills.org](http://www.21stcenturyskills.org)



*"You may have the best computer, the most sophisticated curriculum software, and the fastest Internet connection. . . But if that teacher doesn't know how to use any of that, it's not going to improve education."*

John Bailey, Director of Technology—US Department of Education

*"There is general agreement that computing technologies have not had a significant impact on teaching and learning in K-12 in the U.S. even though billions of dollars have been spent in purchasing, equipping, and supporting the technology. Some critics of school technology use this situation to push their position that technology is not appropriate for children. Others put the failure on the backs of classroom teachers. However . . . the reason there has not been an impact of technology is that students have actually, for all intents and purposes, not used the technology. And, the reason for this non-use lies not at the feet of the teachers, but rather in the very real lack of access to technology, e.g. having one computer in the classroom is not access nor will it lead to significant student use. Frankly, there can't be an impact of technology if children have not had the opportunity to access and use the technology."*

Norris, Sullivan, and Soloway. No Access, No Use, No Impact: Snapshot Surveys of Educational Technology in K-12 from the *Journal of Research on Technology in Education* Volume 36, Number 1, Fall 2003.



## **Kingston City School District** **Revised Technology Plan** **(2007-2010)**

Kingston is a small city of 23,456 located on the west side of the Hudson River approximately 50 miles south of Albany. Its history frames the condition of the issues in Kingston today. Kingston was the first capital of New York State and evolved in the 19<sup>th</sup> century as a thriving railroad and river town, much like the communities along the Hudson from Troy to Yonkers. During the mid-20<sup>th</sup> Century, IBM established a large manufacturing plant in Kingston that employed over 7500 people and stabilized the community economically for several decades. Then in the mid 1990's IBM closed its Kingston operations, creating a severe down turn in the economy from which the city and its surrounding regions has not recovered. There is no strong tax or employment base in Kingston; the majority of new employment is low paying service jobs. Many efforts have been invested in economic development with mixed results. Thus, the City of Kingston itself struggles. Its poverty rate is high, 28% of families in the city are in poverty status with female head of household. This percentage has continued to increase for the last 10 years. There is an increasing number of newly arrived immigrants whose first language is not English. The current demographics of Kingston are 20% African American, 10% Hispanic and 70% White.

Four of the towns surrounding the City of Kingston are included in the community because they are part of the Enlarged City of Kingston School District. The towns are Ulster, Hurley, Lake Katrine and Port Ewen. Their economic, demographic and social profile is substantially different than the City of Kingston. By comparison, the poverty rate of families in these communities ranges from 0% to less than 6% as compared to the city's rate of 28%. The enlarged school district is 125 square miles in size with 11 elementary schools. They range from rural to suburban to "inner city" due to the situation previously described. The eleven elementary schools feed into two middle schools. These two middle schools then merge into one very large high school with an average population of 2300 students.

### **I. Present Context—**

A great deal is already happening with technology in the Kingston City School District. Despite a number of fiscal challenges over the past few years, a substantial new technology infrastructure is being implemented in the schools, new computers have been added in many classrooms, and professional development continues to focus on integrating technology into teaching. Clearly, both administrative and educational technology are being used by Kingston City School District's administrators, teachers, support staff and students in a wide variety of valuable ways.

This document outlines a revised technology plan for the district based on several factors. This technology plan revision does not take place within a vacuum. It is important to understand that this plan builds on and updates the prior District Technology Plans completed in April of 2001 and April of 2007. This plan is not a radical departure, but an attempt to continue the many good things planned and implemented over the past six years. It is also important to understand that this technology planning takes place within three other important contexts. The first is reflected in the district's Comprehensive District Educational Plan (CDEP). This revised technology plan is intended to be an integral component of the CDEP and is developed to support the overall CDEP goals and objectives. The second is reflected in the facilities master plan development, of which this revised technology plan is a critical part. The third is reflected in the technology planning requirements now established at both the state and federal level (which includes E-Rate program

requirements and Title II—No Child Left Behind (NCLB) requirements). This plan is intended to address all those requirements.

#### A. Comprehensive District Educational Plan (CDEP)

The Comprehensive District Educational Plan (CDEP) for the Kingston City School District is focused on achieving two sets of goals. The first set of academic performance goals are targeted at elementary, middle and high school level, and emphasize meeting or exceeding New York State Education Department Performance Standards, as measured by the assessments given at the respective grade levels. The second set of goals are “Character Performance” related, and focus on increasing attendance, decreasing suspension rates and increasing opportunities for student participation in activities.

The focus of our technology, as reflected in this plan, must be on the fundamental goals articulated in the CDEP. Clearly, technology itself must not be the focus or an end, in and of itself, but rather what is important is how technology can be used to accomplish the academic and other performance goals that we established. Technology provides a set of tools and resources to students and teachers that can expand learning opportunities, increase student motivation and empower teachers and students to learn in new ways. Technology also offers new ways to engage parents and others outside the school in a wider learning community. The challenge of the entire the Kingston City School District will be to work on establishing the best matches between the CDEP goals and what technology can offer to teaching and learning. This plan was developed to address this challenge.

#### B. Master Plan Development

The Kingston City School District is presently involved in a capital project for telecommunications, and hopefully will be involved in a larger capital construction project over the next few years that will address the overall facilities and physical environment in each school. The intent of this effort is to turn the current classroom environment into an enhanced environment of learning for the 21<sup>st</sup> century. The proposed facilities master plan, of which this revised technology plan is an integral part, will define the space and infrastructure that is required to support this learning environment. This plan focuses on the technology related spaces and infrastructure that must be incorporated into the overall master plan. As a part of the technology plan, the district will need to maintain and enhance the individual classroom environment to take advantage of the proposed technology infrastructure. This updated technology plan takes the proposed infrastructure changes into account, and establishes a vision of teaching and learning that will leverage this infrastructure, and extend its power through professional development to increase student learning. This technology plan will provide the framework for defining the priorities, changes, and proposed resources needed to implement this infrastructure necessary to support the vision. The technology-related infrastructure and space implications that were identified in this technology visioning and planning process are summarized in this document.

### C. Planning Requirements that Drive This Process

National and state groups have identified the importance of technology planning for school districts. The critical importance of articulating how technology supports curriculum and instruction, and how and where resources should be expended for technology (in order to address critical learning standards), are reflected in the planning requirements of the New York State Education Department, the Schools and Libraries Division (E-Rate) , and the Federal NCLB-Title II Technology Planning requirements. Each of these requirements is outlined in the Appendix at the end of this plan. Kingston's revised district technology plan, as presented in this document, reflects New York State requirements, as well as the overall goals and standards for the E-Rate Program and the No Child Left Behind (NCLB) Title II Program.

## II. Educational Technology--Vision Statement

### A. Background

The Kingston City School District is committed to using technology to support and extend learning by building a community of learners that extends beyond the four walls of our classrooms. While our primary focus is on student learning, this electronic learning community, which our technology can build and support, actually provides significant benefits to all members of our community, including:

- Students
- Teachers
- Administrators
- Support staff
- Parents
- Other community members

These benefits will be provided to our learning community through the power of information and communications technology, and by strengthening the quality of our teaching, thereby helping us to meet the current academic and social needs of all our students, and to prepare our students for continued personal and educational growth as adults.

We believe that equipping all of our schools with the best possible technology is as important as many of the other physical components which make up the pillars of our school district and which facilitate learning for our children. We also know that a well-developed and well-supported technology infrastructure will help prepare our students for the many challenges they will face in the current and future economies, and increase the possibility that they may be able to find opportunities which will allow them to remain members of the Kingston community well beyond their years of schooling.

Furthermore, we support the concepts reflected in the national 21<sup>st</sup> Century Skills initiative as the basis for the skills with which we want all our young people to graduate from our schools ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)). We believe that preparing our students through the use of information and communications technology is critical to their success in our society. These technologies include computers, networked information, the Internet and all varieties of electronic media and tools.

While some of these items listed below are complete and the foundation is in place the purpose is to implement and sustain progress and growth over the next three years.

We believe that technology's potential for all members of our community, especially for students, teachers and administrators is reflected in the following types of digital technology uses:

- Collaboration
- Communications
- Access to information, instructional resources, and lessons
- Productivity tools for teachers
- Productivity tools for student learners
- Decision making support
- Data representation and graphical presentation
- Adaptations for special individual needs of all learners, as well as technology for special programs such as Academic Intervention Services (AIS), English as a Second Language (ESL), and enrichment
- Individualization of learning to address all learning styles
- Multimedia presentations that can address different learning modes
- Going beyond the four walls of the school, and opening up the world

- Engaging learners in discovery, project-based learning that supports a constructivist learning model
- Preparing students with the 21<sup>st</sup> century information handling skills necessary to function in college and in the workplace

**Based on research of what it takes to make technology successful (see Appendix), we know that we need to address all the following factors to be successful with our information and communications technology:**

- Develop a comprehensive, community-shared vision of teaching and learning with technology, along with a plan and multi-year budget support
- Assert leadership at all levels of the district in support of teaching and learning with technology
- Build a strong focus on curriculum and instruction, with technology integration as a vehicle to support learning standards, along with appropriate software support and appropriate processes for identifying, evaluating and selecting software tools linked to curriculum and instruction
- Ensure appropriate levels of staff development, provided on an on-going basis
- Implement and support an infrastructure with:
  - High speed Internet connectivity
  - High speed network connections between buildings
  - Access to the network, including the Internet, student work and school resources from anywhere in the school
- Provide powerful student information system support for program decision-making, tracking student progress, and increasing staff productivity
- Institute appropriate levels of technical support to keep the systems running efficiently and securely, along with a help desk that supports users with system problems
- Focus on changing organizational and instructional methodologies to take advantage of technology's power
- Investigate ways to access the network including the Internet, student work and school resources from home

## **B. OUR VISION OF WHAT SHOULD TAKE PLACE IN THE KINGSTON CITY SCHOOL DISTRICT'S TECHNOLOGY-ENRICHED, ELECTRONIC LEARNING COMMUNITY**

**We envision** that our new technology-enriched learning community will help our students to achieve higher levels of academic performance, and to develop new competence and pride in their work as successful communicators and thinkers in the 21<sup>st</sup> century world.

**We envision** our students using technology and engaged in authentic, project-based, student-centered discovery learning that enhances all the information and communications skills defined in the 21<sup>st</sup> Century Skills Project, and that helps students to meet the challenging New York State Learning Standards established for every student in the Kingston City School District.

**We envision** technology being used to adapt instruction to address the widest range of student learning styles and unique needs.

**We envision** that our teachers and other instructional staff will have the necessary access to appropriate technology, along with the appropriate on-going professional development necessary to integrate and use technology effectively into curriculum and instruction.

**We envision** our teachers and students using technology to extend learning beyond the confines of their physical classrooms and schools, in order to access resources, collaborate with other learners, and present the products of their learning experiences as participants in the global learning community.

**We envision** our teachers, students and community members accessing information resources electronically at any point in time, from any location (school, home, and library).

**We envision** our teachers and students communicating and publishing their work electronically via the District's web site for widespread access.

**We envision** that information and communications technologies, along with a wide range of evolving electronic and multimedia tools, will be fully integrated into our curriculum and instruction, and be fully tied to national, state and local learning standards.

**We envision** information technology being used to help increase staff productivity, to track student academic progress, and to support informed decision-making related to students programs and budgets.

**We envision** a complete automated Library system that allows for digital lookup of all school resources both on campus and at home.

**C. WHAT SHOULD THE TECHNOLOGY-ENHANCED LEARNING ENVIRONMENT LOOK LIKE? (See the Technology Infrastructure and Space Master Plan document in the Appendix for more detail.)**

**We envision the physical learning environment of the Kingston City School District to include the following:**

**For Our Schools:**

- Access to appropriate server and application resources
- Access to relevant curricular content, general software tools, content specific software, and electronic references and resources from anywhere in the network.
- Access to all district library resources electronically
- Access to a reliable telephone system in each room
- Access to a wide range of computer peripherals including:
  - Display/presentation technologies (e.g. LCD projectors)
  - Special ceiling mounted projectors in labs and other rooms
  - Specialized interactive white boards in labs and other shared-group spaces
  - Digital cameras, video cameras, large format printers
  - Scanners
  - Wireless keyboards and mice for presentation
  - Digital color copier/printers
  - Handheld devices
  - Interactive video conferencing and distance learning systems on carts available for classroom use
  - Specialized curriculum specific peripherals, including:
    - Science probes
    - Microscope attachments
    - Graphing calculators

- Keyboards and sequencers
  - Graphics tablets
  - Hand-held devices including graphing calculators (need program to provide graphing calculators for needy students)
- Specialized adaptive devices and assistive technologies to meet student needs
- Access to a full classroom of computers, based on the following minimum requirements:
  - At the elementary level, at least one computer classroom/lab per elementary school.
  - At the middle school (MS) level, one computer classroom/lab per 200-250 students (or per house) with one additional general lab for the entire building's use.
  - At the high school (HS) level, four department specific computer classrooms/labs (English, Math, Science, Social Studies/History) per house (with at least one lab per 200-250 students), in addition to a general computer lab for the building and computer classrooms for art, technology, and business.
  - All labs in MS and HS should have seating and equipment for 30 students, with 36" desks, and at least one wheel-chair accessible seat.
  - For all buildings--access to at least one mobile cart with a full class complement of laptops, tablets, PDA's (or possibly other smaller computing devices) per building, with allocation of one mobile cart for every 10 classrooms, and with allocation of one mobile cart per floor, in a multi-floor building (in order to address problems of moving carts). Note that the long-range view of one device per student is not a likely vision for the next 3 to 5 years, although it may be likely in the next 5 to 10 years.
  - All computer classrooms/labs should have ceiling mounted LCD/DLP projector with wireless keyboard and mouse for teachers. Mobile carts should have an LCD/DLP projector with wireless keyboard and mouse. Access to at least one mobile cart with a full classroom complement of notebook computers should be provided for each floor of a building.
- Library/Media Center computers in each building should have 10-20 computers, at a minimum, in the library for student use. Library/media centers should be designed to have a computer classroom/lab adjoining the library/media center, if possible, in addition to the computers in the library/media center itself.
- Powerful network infrastructure throughout each building (supporting data, voice, video, security and access control) with requisite space allocation for wiring closets and power and cooling for systems, as well as appropriate systems software for security and Internet filtering
- Appropriate wireless access throughout each building, providing connectivity from any location
- Appropriate electrical power to support technology in all instructional locations
- Adequate space for technology throughout the building, including classrooms and computer labs.
- Appropriate cabling to support security cameras and access control points throughout the buildings, at strategic points

**For Our Classrooms:**

- Teacher location--two network connections--one for teacher computer/phone and one for the printer in each classroom
- Student Use (in addition to the teacher connections)

- At the elementary level, six network connections for students in each classroom.
  - At the middle school level, four network connections for students in each classroom.
  - At the high school level, two network connections for students in each classroom.
- Multimedia computer and large display projection capability for each teacher
- Work group printers (clustered at least by building floor), with the printer on the network, but not located in each classroom to maximize resources.
- Printers in each computer lab, and provided as necessary for confidential printing by counselors, special education staff, and administrators.
- Access via the network to high speed color printers/copiers located in the building and/or at a strategic location in the district
- Telephone
- Cable television programming access, including Cable in the Classroom
- Mobile cart access with a full classroom of notebook computers linked with wireless connections to the access point on the cart
- Access to a wide range of software applications
  - Generalized software tools for Internet, communications, as well as text, image, and multimedia video and sound processing
  - Specialized curriculum-specific software
- Access to digital content, including public television, streaming media, educational video on demand, and library resources
- Appropriate furniture and mountings for computers and presentation/display devices in all rooms. Furniture arrangement patterns must be flexible and reflect the kinds of instruction that take place in the room. Low profile form-factor systems should be used, with consideration given to maximizing space through the use of LCD panels rather than CRT monitors.

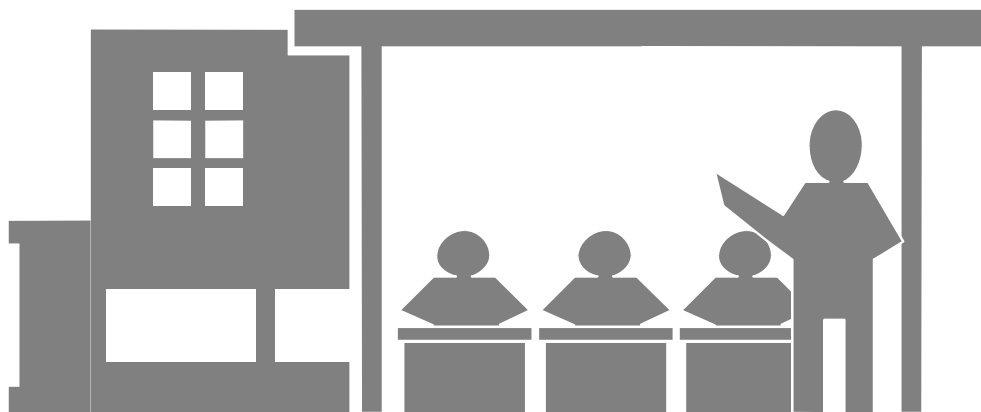
**In the Home of Parents/Students and Community Members:**

- Access to web information resources, student work and communications tools such as BlackBoard and other technology-based resources for sharing
- Communications about the community and the school via electronic, web-based systems
- Secure access to student grades and attendance notification
- Secure access by students, and their parents, to student work (projects and lessons) as well as to school software applications
- Digital access to School Board meeting minutes
- Internet streaming of School Board meetings
- Utilize assistive technology for home bound students
- Utilize partnerships with adult literacy providers and local libraries to assist in creating a stronger community

### III. Our District's Mission

*It is the mission of the Kingston City School District to educate, inspire, and graduate students who are excellent in scholarship and character and are empowered to reach their maximum potential as responsible and productive members of society.*

Our vision of technology, as outlined in Section II above, is a powerful vehicle for accomplishing the Kingston City School District's mission. To be responsible and productive members of society, empowered to reach their maximum potential absolutely requires that our students at every level, from pre-K to high school, understand and use all aspects of information and communications technology in their school and home environments. It is our responsibility to provide the appropriate levels of technology access to teachers and students as a necessary pre-condition for their use and integration into teaching and learning. This plan provides the framework for supporting our overall district mission through the use of powerful technology tools. It is our belief that without technology, it will be impossible to achieve our mission and goals. Underlying our plan is the fundamental belief that technology-based teaching and learning is not about the "stuff," but rather what teachers and students do with the "stuff" to bring about increased learning.



## IV. Technology Assessment

It is important to understand what technology is in place and how it is being used before establishing our plan for technology. The results in the next section are from the 2006-2007 school year data. The distribution of technology is different for each level of instruction. In each of the elementary schools there are 3 computers in each classroom for student use. The middle school and the High School teachers utilize the multimedia presentation computer in their classroom to assist in delivering instruction. The total number of computers in the district at this time is 1856. The inventory is available at the central offices.

### A. Instructional Equipment

	Classrooms with computers and Internet access	Computer Labs	Multimedia Presentation Teacher Workstations	Instructional Support Accessories					
				Dana Carts	LCD Projectors	Wireless Solution	SmartBoard Solution	Document Scanner	Interactive Student Response Systems
<b>Elementary</b>	250	11	2	9	33	2	25	1	11
<b>Middle</b>	145	5	145	2	16	2	8	2	0
<b>High School</b>	136	10	136	0	20	0	5	2	0

### B. Network Operations

The Kingston City Schools network operation center is located at Crown Street. The wide area network is a point to point fiber optic configuration with redundant legs at the most critical locations, capable of running at 1 Gbps. The internal network is protected by multiple firewalls. There are over 55 Servers that host an array of services including web sites, DHCP (Dynamic Host Configuration Protocol), DNS (Domain Name System), Email, Voice Mail, as well as, several file and backup systems. All teachers have access to voice mail and phones in there classrooms via a district wide IP phone system that routes all internal calls across the Network and outbound calls are routed to one of several PRI/T-1 circuits. All equipment is protected from power spikes and short term outages through the use of uninterrupted power supplies. Maintenance and basic support is sustained on all system components. Most of the equipment listed above is eligible for E-Rate discounts.

## **V. Action Plan Including Curriculum and Professional Development —**

### **A. Goals based on Priority Needs**

Based on a review of the current technology plan, discussions with staff, feedback from all technology committee members, as well as a review of the technology assessment data available, and a review of the needs identified in the Kingston CDEP Plan, we have established five priority goals for action under this plan. These five priority goals, which support the District's mission and CDEP, are:

1. Increase student skills and achievement in ELA (especially reading and writing) using technology
2. Improve skills of students in math using technology
3. Address the achievement gap for all identified sub-groups
4. Improve and continue to support our network and system infrastructure to insure access from all locations
5. Increase the use and benefits of administrative applications for staff productivity and data-based decision making, and increase data-based decisions related to students and programs

The tables that follow provide more detail on each of these five goals. Subsequent sections of the plan will address the budgetary aspects associated with each goal, as well as any curriculum or standards related issues. Although there are many technology needs in the district (many more than there is funding for), the purpose of this plan and these five areas will be to serve as the focal point for all technology efforts and funding. These goals, and in particular the first two, are directly linked with, and supportive of our CDEP goals. We believe that without a prioritized focus, fiscal (and human resources) would likely be spread across so many areas that they would have little or no impact on what is really important to the mission and goals of the district. By establishing priorities, particularly priorities that are linked with our large priorities reflected in CDEP, we can track and measure our success in addressing our critical needs.

## B. Goals- Strategies, Objectives, Activities, Resources, Timeline, Responsibilities, and Monitoring

<b>Goal 1:</b>	Increase student skills and achievement in ELA (especially reading and writing) using technology.		This strategy relates to: <ul style="list-style-type: none"> <li>• Teaching and learning needs of all students</li> <li>• Needs of low-achieving students</li> <li>• Professional Development</li> <li>• Internal or External Technical Assistance</li> <li>• Extended time for learning</li> <li>• Parent and community involvement</li> <li>• District's CDEP Plan</li> </ul>	
<b>Strategy :</b>	Increase the ability of the teaching staff to utilize the available technology.			
<b>Objectives</b> <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b> Teachers will be able to deliver a multi-dimensional lesson utilizing existing and new technology for ELA.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b> Students will be exposed to available technology to practice and master targeted ELA concepts.			
<b>Activities</b> What actions will occur? What steps will staff take?	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Identify and model successful technology based lessons.	Using tools such as Core Software (Appendix E ) and Instructional Support Accessories.	On Going	Principals, Lead Teachers, Technology Integration Specialists, MST Facilitator	Quarterly reports prepared by Integration Specialists to be given to Asst. Supt. for Curriculum
Help teachers understand how to use available technology more effectively through targeted professional development activities related to ELA.	Mylearningplan.com offered in-services , online training Implementation of Technology Integration Specialists, Video Conferencing	On Going	Technology Integration Specialists, Technology Support Team	Review of sign-in sheets for offered in-services.
Utilize appropriate instruments and data to determine impact on ELA achievement, and track this achievement with respect to the classrooms using technology.	Fast ForWord NWEA NYSTART AIMS	On Going	Teachers Lab TA's Testing Department Lead Teachers Technology Integration Specialists	Reports generated by the available programs
Examine potential software for reading and writing that links to NYS Standards	Publishers Conferences Other Districts	On Going	Technology Team Technology Integration Specialists MST Facilitator	Increase in available or recommended solutions

<b>Goal 2:</b>	Increase student skills and achievement in math using technology.	<p>This strategy relates to:</p> <ul style="list-style-type: none"> <li>• Teaching and learning needs of all students</li> <li>• Needs of low-achieving students</li> <li>• Professional Development</li> <li>• Internal or External Technical Assistance</li> <li>• Extended time for learning</li> <li>• Parent and community involvement</li> <li>• District's CDEP Plan</li> </ul>			
<b>Strategy :</b>	Increase the ability of the teaching staff to utilize the available technology.				
<b>Objectives (Please write objectives as responses to the italicized guiding questions.)</b>	<i>What school practices/programs will be improved through this strategy?</i>				
	<b>OBJECTIVE:</b> Teachers will be able to deliver a multi-dimensional lesson utilizing existing and new technology for math.				
	<i>How will student learning be improved/enhanced through this strategy?</i>				
<b>OBJECTIVE:</b> Students will be exposed to available technology to practice and master targeted Math concepts.					
<b>Activities</b> What actions will occur? What steps will staff take?	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	
Identify and model successful technology based lessons.	Using tools such as core software (Appendix E) and Instructional Support Accessories.	On Going	Principals, Lead Teachers, Technology Integration Specialists MST Facilitator	Quarterly reports prepared by Integration Specialists to be given to Asst. Supt for Curriculum	
Help teachers understand how to use available technology more effectively through targeted professional development activities related to math.	Mylearningplan.com offered in-services, online training, Implementation of Technology Integration Specialists, Video Conferencing	On Going	Technology Integration Specialists, Technology Support Team	Review of sign-in sheets for offered in-services.	
Utilize appropriate instruments and data to determine impact on math achievement, and track this achievement with respect to the classrooms using technology.	NWEA NYSTART AIMS	On Going	Teachers Lab TA's Testing Department Lead Teachers Technology Integration Specialists	Reports generated by the available programs	
Examine potential software for math that links to NYS Standards	Publishers Conferences Other Districts	On Going	Technology Team Technology Integration Specialists MST Facilitator	Increase in available or recommended solutions	

<b>Goal 3:</b>	Address the achievement gap for all identified sub groups		This strategy relates to: <ul style="list-style-type: none"> <li>• Teaching and learning needs of all students</li> <li>• Needs of low-achieving students</li> <li>• Professional Development</li> <li>• Internal or External Technical Assistance</li> <li>• Extended time for learning</li> <li>• Parent and community involvement</li> <li>• District's CDEP Plan</li> </ul>	
<b>Strategy :</b>	Ensure that technology resources are equally distributed across buildings			
<b>Objectives (Please write objectives as responses to the italicized guiding questions.)</b>	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b> Teachers will be able to share and deliver lessons by utilizing common components to all sub groups			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b> All Student sub groups will be exposed to the same available technology to practice and master concepts in all curricular areas.			
<b>Activities</b> What actions will occur? What steps will staff take?	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Help teachers understand how to use common technology more effectively through targeted professional development activities.	Mylearningplan.com offered in-services. Implementation of Technology Integration Specialists	On Going	Technology Integration Specialists, Technology Support Team	Review of sign-in sheets for offered in-services.
Utilize appropriate instruments and data to determine impact on sub group achievements, and track this achievement.	Fast ForWord NWEA NYSTART	On Going	Teachers Lab TA's Testing Department Lead Teachers Technology Integration Specialists	Reports generated by the available programs
Research and develop a network system that allows teachers to post and search for model lessons.	District file servers Staff development	On Going	Technology Team Technology Integration Specialists MST Facilitator	A continually building pool of model lessons.

<b>Goal 4:</b>	Improve and continue to support our network and system infrastructure to ensure reliable access from all locations		This strategy relates to: <ul style="list-style-type: none"> <li>• Teaching and learning needs of all students</li> <li>• Needs of low-achieving students</li> <li>• Internal or External Technical Assistance</li> <li>• Extended time for learning</li> <li>• Parent and community involvement</li> <li>• District's CDEP Plan</li> </ul>	
<b>Strategy :</b>	Address the continued upkeep and implementation of the vast array of network equipment.			
<b>Objectives (Please write objectives as responses to the italicized guiding questions.)</b>	<i>What school practices/programs will be improved through this strategy?</i>			
	<b>OBJECTIVE:</b> To continue to supply a reliable and supported network and enhance the technology infrastructure.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	<b>OBJECTIVE:</b> Students and staff will be able to utilize appropriate technology to support education and management needs on a daily basis			
<b>Activities</b> What actions will occur? What steps will staff take?	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Increase network access with the use of wireless technology	Wireless access points Wireless controllers Additional cabling	On Going	Technology Team	An increase of locations that have wireless access to the network and the Internet
Maintain Compliance with CIPA (Child Internet Protection Act) and Continue to purchase identified hardware and utilize a 5 year Life cycle	Internet Filtering Software Independent Purchase Agreement (IPA) BOCES	On Going	Technology Team, Technology Committee, Software Review Committee	Continued qualification for state and federal aid. Continued access to an up to date system.
Address the need to combine existing infrastructure to include all phone, video, data, security and access control systems.	Berbee Informacast Cisco VOIP	On Going	Technology Team	Reduction in multiple system
Increase the technical support staff to ratio of at least one person to 250 computers.	1 FTE Help Desk 4 FTE Support Techs 1 FTE Network and Tech Coord Additional 2.5 FTE will be required	On Going	Personnel Office	A reduction in the current 1:375 Ratio
Utilize procedures to allow for remote management and support. Track trouble tickets using a central point of contact.	Microsoft SMS Microsoft SUS Microsoft Remote Desktop Footprint helpdesk software	On Going	Technology Team	Produce quarterly reports to show the total number of issues that arose and were resolved.

<b>Goal 5:</b>	Increase the use and benefits of administrative applications for staff productivity and data-based decision making, and increase data-based decisions related to students and to programs		<p>This strategy relates to:</p> <ul style="list-style-type: none"> <li>• Teaching and learning needs of all students</li> <li>• Needs of low-achieving students</li> <li>• Professional Development</li> <li>• Internal or External Technical Assistance</li> <li>• Extended time for learning</li> <li>• Parent and community involvement</li> <li>• District's CDEP Plan</li> </ul>		
<b>Strategy :</b>	Plan professional development for administrators and teachers in the use of data in decisions making				
<b>Objectives</b> <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>				
	<b>OBJECTIVE:</b> Administrators and teachers will be able to track student performance, share data electronically, and receive staff development on data based programs				
	<i>How will student learning be improved/enhanced through this strategy?</i>				
<b>OBJECTIVE:</b> Students will receive data based targeted instruction using technology to increase performance in all curricular areas.					
<b>Activities</b> What actions will occur? What steps will staff take?	<b>Resources</b> What are existing resources that can be used? What new resources can be used?	<b>Timeline</b> When will this activity begin and end?	<b>Who is Responsible? Who is Involved?</b> Who will take primary responsibility? Who else needs to be involved?	<b>Monitoring Implementation</b> What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	
Help teachers understand how to use available technology more effectively through targeted professional development activities related to data based decision making.	Mylearningplan.com offered in-services. Implementation of Technology Integration specialists	On Going	Technology Integration Specialists, Technology Support Team, Teachers, Administrators	Review of sign-in sheets for offered in-services.	
Provide easier mechanism for sharing data electronically	SASI, Microsoft Office Suite, Net Meeting, Shared network storage, NYSTART, VADIR, Black Board, Tech Paths	On Going	Technology Support Team, Teachers, Administrators	Increase in network data storage	
Plan and implement additional SASI Training	BOCES led instruction Locally offered in-services Mylearningplan.com	On Going	Technology Integration Specialists, BOCES, Teachers, Administrators	Added utilization to advanced data driven features within SASI	

## **C. Alignment Between National, State and Local Standards**

The International Society for Technology in Education (ISTE) has released a set of national educational technology standards for pre K-12 students, through its National Educational Technology Standards (NETS) Project. These standards have the support of the U.S. Department of Education, as well as the New York State Education Department, and many other organizations. The standard and detailed profiles are available in electronic format at <http://cnets.iste.org>.

**These technology standards reflect the goal of integrating technology into teaching and learning across all instructional areas. The six categories around which these technology standards are written include:**

- Basic Operations and Concepts
- Social, Ethical and Human Issues
- Technology Productivity Tools
- Technology Communication Tools
- Technology Research Tools
- Technology Problems Solving and Decision Making Tools<sup>5</sup>

The table in the Appendix provides one way to organize the performance indicators for students at each of three levels: elementary, middle and high school. These statements are taken from the NETS lists for each category, with some of the redundancies removed across categories. These standards provide the framework for Kingston's technology initiatives, and provide the standards linkages with all subject area standards.

## **VI. Professional Development Focused on Technology Integration**

On-going professional development is critical to effective integration of technology, and ultimately to improving student achievement. Kingston has implemented professional development programs that focus on a strong, standards-based curriculum and remain consistent with the goal of training and supporting teachers in the use of technology. The District has offered, and will continue to offer a wide range of courses for teachers, either directly or through the BOCES and the Mid-Hudson Teacher Center. We believe we will need to continue to offer staff development in a number of the tool software packages. We believe that professional development must help to move all teachers through the six stages reflected in the Apple Classroom of Tomorrow (ACOT) research (Sandholtz, Ringstaff and Dwyer, 1997). These six stages of comfort and use of technology (along with a brief description of what each stage means for a teacher) are:

1. Awareness—I am aware that technology exists but have not used it, perhaps I am even avoiding it.
2. Learning the Process—I am currently trying to learn the basics. I am sometimes frustrated using computers. I lack confidence when using computers.
3. Understanding and Applications—I am beginning to understand the process of using technology and can think of specific tasks in which it might be useful.

4. Familiarity and Confidence—I am gaining a sense of confidence in using the computer for specific tasks. I am starting to feel comfortable using the computer.
5. Adaptation to Other Contexts—I think about the computer as a tool to help me and am no longer concerned about its as technology. I can use it in many applications and as an instructional aid.
6. Creative Applications to New Contexts—I can apply what I know about technology in the classroom. I am able to use it as an instructional tool and integrate it in many applications and as an instructional aid.

The Kingston City School District offers professional development to help teachers move through the six stages, in order to become more comfortable with and more capable of integrating technology into teaching and learning. Professional development focuses **first**, on an understanding basic operation of the technology/computer, including mouse, keyboard, file handling, printing, and network-based log on and access. This is basic training intended to make teachers comfortable with the computer and competent in its use within the Kingston City School District system.

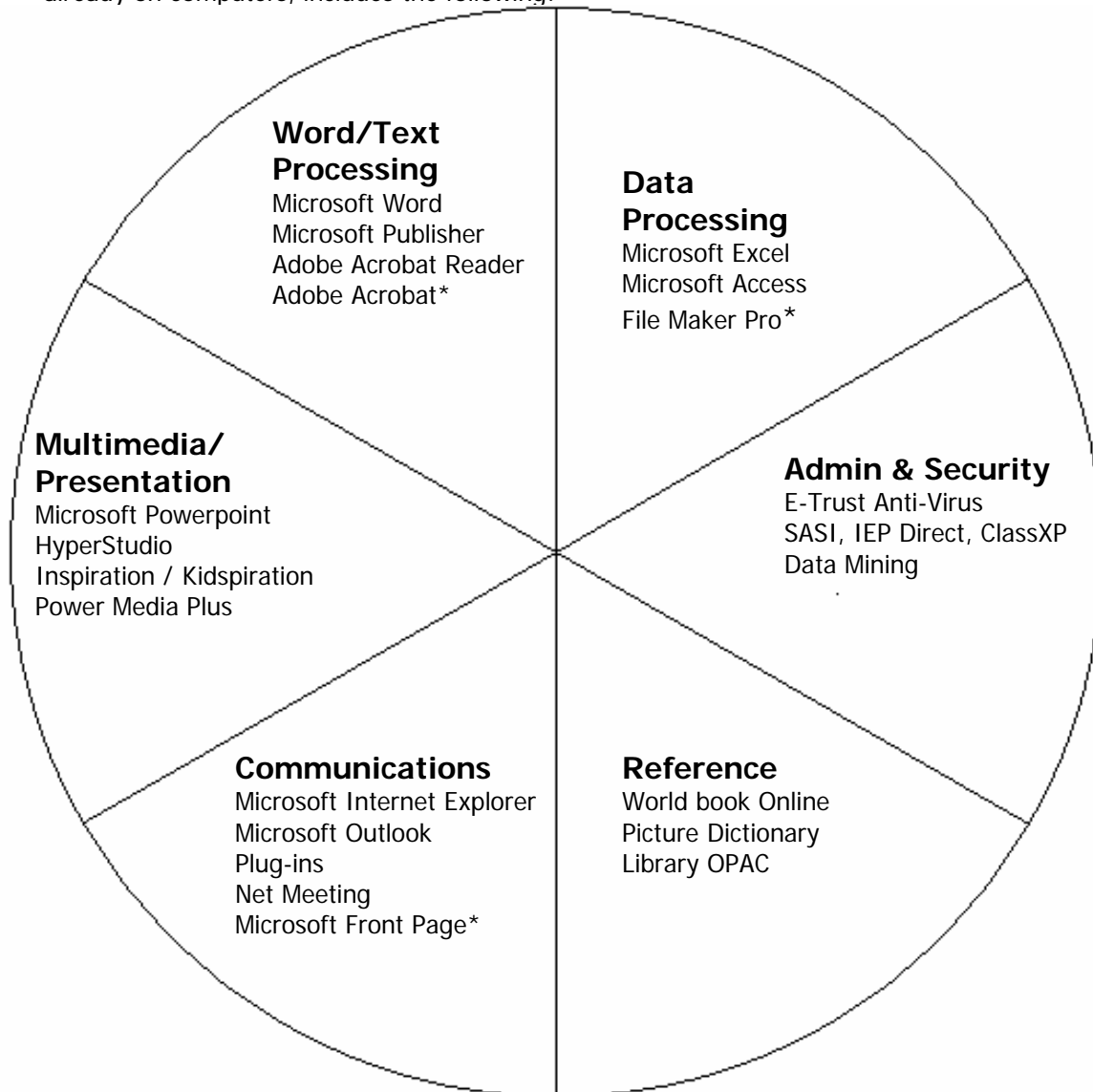
The following evaluation rubric, taken from the District's Annual Professional Performance Review Process (APPR), shows the three areas on which teachers will be evaluated, relative to technology knowledge and use. All professional development will be focused on moving all teachers into category 4 in the rubric. A survey of staff skills and needs will be conducted to establish a baseline for planning and implementing professional development related to technology use.

## VII. Technology (From District's APPR)

	1	2	3	4.
1. Knowledge and Skills	Teacher does not demonstrate knowledge and skills to use technology as a teaching and learning tool.	Teacher demonstrates limited knowledge and skills to use technology as a teaching and learning tool.	Teacher demonstrates some knowledge and skills to use technology as a teaching and learning tool.	Teacher enhances teaching through demonstration of knowledge and skills to use technology as a teaching and learning tool.
2. Facilitates Student Use of Technology	Teacher does not facilitate the use of technology to further the learning process.	Teacher encourages some use of technology by students to further the learning process.	Teacher facilitates the students' use of technology to further the learning process.	Teacher facilitates the students' use of technology to enhance the learning process.
3. Use of Technology	Teacher does not use technology in the teaching and learning environment	Teacher uses some technology in the teaching and learning environment	Teacher uses technology in the teaching and learning environment	Teacher's use of technology enhances the teaching and learning environment.

Moving teachers forward in their technology skills requires professional development that helps teachers to develop facility with specific computer software tools for personal (teacher) productivity (e.g. Microsoft Office and Outlook for e-mail), as well as for use as student

information, access and communication tools. Tools are general-purpose software packages that can be applied within and across many disciplines. Tool-level training is intended to help teachers learn a variety of general tools that they can then use in their lessons, and have their students use. Kingston is exploring the establishment of a basic toolkit, which will be available on all computers, as well as a more specialized, advanced toolkit, which would be installed on selected computers. The toolkit Kingston is considering, and which is partially implemented already on computers, includes the following:



The basic software tool applications need to be available on all workstations, wherever they are located. The district's technology consultants have recommended standardization of operating system and establishment of this basic toolkit software in order to leverage lower costs during purchase, reducing costs in training, and reducing the costs of technical support because only a limited set of software must be learned and updated. The greater the number of software options, the greater the costs for implementation and long-term cost of ownership. Standardization is one of the best ways to control these costs and to insure compatibility across the district.

The third, and last type of professional development, focuses on extending the ability to integrate all technology into curriculum, instruction and assessment. The district must provide technology training so teachers can plan and implement instructional experiences that are appropriate to the curriculum and relevant to each learner's needs and experiences. Teachers must become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision-makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed and responsible technology users

It is clear that on-going staff development and training will need to focus on all three areas listed above (particularly with the entry of new staff members), but with a particular focus on integration. As is typical in most districts, staff development in the integration of technology into the teaching and learning process will be the most extensive and involved part of the district's staff development process. Staff development will build on the prior two areas of training (basic operation and tool use), and will essentially require on-going staff development over multiple years. It is important to note that all staff development for teachers (even staff development at the first two stages of basic operations and tool use) need to focus getting teachers to the point of using technology within the context of a subject area. Teachers need to understand the connection between the software applications and what they can do in the classroom with students. To do this we want to establish our turnkey Islands of Excellence Program and explore implementing the Generation Yes approach to involving students in collaboration with teachers.

## **VIII. Technology To Be Acquired**

We anticipate acquiring the following over the course of the plan

- New and upgraded hardware, including computers and peripherals to be available in all classrooms and labs
  - Laptops/notebook computers
  - Desktop computers
  - Table computers
  - PDAs and other handhelds
  - IP Telephone system
  - Citrix/Thin Client
  - LCD projectors
  - White boards
  - Mobile carts
  - Wireless
  - Science probes
  - Graphic calculators
- Software (to be available on the network to all computers)
  - New tool software for:
  - Text
  - Graphics

- Video
- New Curriculum specific software for:
  - Language Arts
  - Math
  - Science
  - Social Studies
  - Languages Other Than English
  - Art
  - Music
  - Physical Education
- Network (wired and wireless connections in every room)
  - Converged network for:
    - Data
    - Video
    - Voice
    - Security

Distribution of hardware will be coordinated with the priorities of the plan, which include the two primary goals related to support of the CDEP—English/Language Arts and Math. Decisions about placement of new or upgraded hardware and software will be based on how that change in technology can help to impact the goals and priority of this plan.

## **IX. Technical Staffing for Maintenance and Support of Systems**

Based on technology industry studies of both the commercial sector and the educational sector, it is clear that complex networked technology systems require appropriate levels of technical staffing. Studies in the corporate world (IDC and the Gartner Group) have documented that in industry, technical support levels range from about 1 person for every 50 to 75 computers, and in school districts that figure is one person for every 200-600 or more computers. All staff understands the critical importance of stable and reliable systems to the effective integration and use of technology in the classroom. To insure that systems are stable and reliable, the district is in the process of implementing a wide range of systems management procedures, as well as upgrading systems to standardize on a level of hardware that can be supported.

However, as an integral part of this plan, the district must move toward a goal of having a ratio of one technical support person for every 200 to 250 computers. This goal for technical support is probably not possible in a single year or even two, but it is critical to the overall success of the technology initiative. The budget reflects this technical support initiative, and projects moving from the present technical staffing level of five people, to a total of seven over the next three years.

## **X. Staffing Requirement**

### **Technology Integration Specialists--Requirements**

The Technology Integration Specialists will provide support and modeling in the classroom to teachers relative to the best uses of technology to support teaching and learning. The Technology Integration Specialist will be responsible for providing professional development support in a "turnkey" basis as well as curriculum development support for the district. This person should be:

- A certified teacher
- Can demonstrate how they have successfully integrated technology into instruction
- Can demonstrate how they have facilitated the use of technology by students
- Can demonstrate knowledge of the curriculum and assessments in the area that they will be working
- Must be experienced in a subject area
- Must have received tenure in their area of certification
- Experience providing professional development in the area of technology integration
- Is able to demonstrate competency in a variety of software applications
- Has distinguished themselves as an instructional leader
- Can demonstrate involvement in curriculum and staff development initiatives

### **Computer Lab Teaching Assistant--Requirements**

The intent is to re-classify the present positions to Computer Lab Teaching Assistants. These staff would be responsible for providing computer support to students in the labs, as well as supervising students, assisting teachers in the use of the labs, and providing support for AIS, ESL and other student populations

## **XI. Financial Plan and Budget**

The following two tables provide a detailed financial plan itemizing the various cost components and revenues necessary to implement the technology plan and vision. Our overall goal was to plan, design and implement technology that would support and improve teaching and learning in all the classrooms in the District, and better prepare students in the district with the necessary information technology skills for the 21<sup>st</sup> century. The first table provides the projected costs. The second table provides a projection of the revenues available from various sources to fund the various technology cost components.

**Kingston City School District  
Technology Budget Projections (2007-2010)**

(Note that these staffing costs reflect benefits, but do not reflect any state or federal aid)

	Present	2007-2008	2008-2009	2009-2010
- Management of Technology- Instructional and Administrative	1 FTE \$72,000	1 FTE \$74,000	1 FTE \$76,000	1 FTE \$80,000
-Technical Support--Help Desk Staff	2 FTE \$108,000	2 FTE's \$112,000	3 FTE's \$168,000	4 FTE's \$230,000
-Clerical/Administrative Support	0.5 FTE \$14,000	0.5 FTE \$14,000	0.5 FTE \$15,000	0.5 FTE \$15,000
-Instructional Support--Integration Specialists	0.6 +0.4 FTE's \$95,000	0.6 +0.4 FTE's \$95,000	2 FTE's \$190,000	4 FTE's \$380,000
-Technical Support	3 FTE's \$240,000	3 FTE's \$240,000	3 FTE's \$240,000	3 FTE's \$240,000
Other				
-Specialized Technical Support	\$20,000	\$25,000	\$25,000	\$25,000
District				
-Technology Related (500 instructional staff) AS PER PDP	\$ 45,000.00	\$ 68,300.00	\$ 75,130.00	\$ 82,643.00
BOCES (Model Schools)	\$27,100	\$27,100	\$27,100	\$27,100
<b>LIBRARY MEDIA CENTER</b>	\$92,000	\$92,000	\$92,000	\$92,000
-Administrative	\$280,000	\$310,000	\$320,000	\$335,000
-Instructional	\$96,000	\$115,000	\$130,000	\$150,000
<b>INFRASTRUCTURE</b>				
-Network Equipment	\$98,000	\$98,000	\$98,000	\$98,000
-Wide Area Network and Internet	\$335,380	\$220,000	\$220,000	\$220,000
-Server Hardware and System software	\$114,052	\$50,000	\$25,000	\$50,000
-Computer Purchase	\$152,462	\$25,000	\$25,000	\$25,000
	\$265,000	\$265,000	\$265,000	\$265,000
	\$265,000	\$265,000	\$265,000	\$265,000
-Computer IPA's	\$265,000	\$265,000	\$265,000	\$265,000
-Computer Software Licenses (System and Application)		\$75,000	\$75,000	\$75,000
-Printers and Other Peripherals		\$50,000	\$25,000	\$25,000
-Equipment Maintenance	\$30,000	\$60,000	\$75,000	\$75,000
<b>ON-GOING OPERATIONAL COSTS AND SUPPLIES</b>	\$50,000	\$55,000	\$60,000	\$70,000

## **Appendices Listing**

- A. Description of the planning process and participants
- B. Planning Requirements
  - a. New York State Education Department
  - b. E-Rate
  - c. Title II/NCLB
- C. Technology Standards
- D. Connections Between NETS and State/Local Standards
- E. Elementary School Core Software
- F. Acceptable Use Policy

## APPENDIX A

### Planning Process and Participants

An integral part of the planning process was the use of the electronic asynchronous conferencing and collaboration tool called BlackBoard. This software tool was used to share documents, drafts of the plan and as an electronic dialog vehicle for getting feedback and providing input to the plan. This tool was used in addition to the "face-to-face" meetings of the District Technology Planning Committee.

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## APPENDIX B

### Technology Planning Requirements

#### a. State Education Department Technology Planning Requirements

The New York State Education Department has released a draft statewide technology plan that includes goals and objectives for local educational authorities. Specifically, Goal Five of the New York State Education Department plan identifies the need for each district to have a technology plan in place, as noted below:

##### **Goal Five:**

Every district will develop, implement and evaluate a plan for technology use that:

- a) supports the achievement of high performance standards, including those for technology literacy, by all students, teachers and other education professionals;
- b) includes federally mandated protection from inappropriate materials; and
- c) ensures that every school library media center is an electronic doorway library with Internet access, library and other electronic content, and training in the use of technology.

##### Local Educational Agency (LEA) Objectives for Technology Planning

- 5.9 In accordance with NCLB Section 2414, each local educational agency applying for funds under this Act will submit to the State an updated local long-range strategies technology plan consistent with the objectives of the statewide educational technology plan.
- 5.10 Districts and BOCES will collaborate to ensure that district technology plans are consistent with Chapter 793 Plans.
- 5.11 District technology plans will be based on a needs assessment that a) incorporates disaggregated data; b) is focused on ensuring that all students have the opportunity to meet New York state technology standards identified in 1.1 above; and c) involves classroom teachers and school library media specialists in the development of such plans.
- 5.12 District technology plans will demonstrate how planned technology uses will support all students in achieving New York state technology standards.
- 5.13 District professional development in integrating technologies into curriculum and instruction will be high quality, intensive and sustained.
- 5.14 District technology plans will ensure that allocation of technology resources, including software and hardware acquisition and maintenance, and teacher and administrator professional development, is focused on any high need/low resource schools within that district.
- 5.15 District technology plans will focus on providing equitable technology access for all students for the purposes of: a) ensuring equity in students' learning opportunities, climate and outcomes, and b) eliminating discrepancies between building and population groups.
- 5.16 District technology plans will have in place a policy of Internet safety for minors that includes the operation of a technology protection measure for any of its computers with Internet access that protects against access

to visual depiction that are obscene, child pornography, or harmful to minors; and will ensure that such technology protection is enforced during any use of such computers by minors. Further, similar protection against visual depictions that are obscene, or child pornography, must be ensured for such computers even when used by adults.

- 5.17 District technology plans will include strategies to ensure that all school library media programs achieve electronic doorway library status.

## b. E-Rate Technology Planning Requirements

The Federal Communications Commission (FCC), recognized the necessity of thoughtful preparations for the use of these new technologies when they stipulated that requests for Universal Service Program discounts must be based on an approved technology plan [Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573]. To ensure that schools and libraries are prepared to use the requested services effectively, and to make certain that students and community members experience the real benefits of the Universal Service Program, applicants must certify that their requests are based on approved technology plans that include provisions for integrating telecommunication services and Internet access into their educational program or library services. Most schools and libraries have already developed such plans and may only need to modify these existing plans slightly to conform to E-rate program technology plan criteria.

To qualify as an approved Technology Plan for a Universal Service discount, as a part of the Schools and Libraries Division E-Rate program, the district technology plan must meet the following five criteria that are core elements of successful school and library technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Successful plans align these five criteria with the overall education or library service improvement objectives of states, districts, and local schools or libraries. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be strong connections between the proposed physical infrastructure of the information technology and the plan for professional development, curriculum reform, and library service improvements. (See [Technology Planning: Questions to Consider](#) for sample questions.)

Approved Technology Plans should cover a period of not more than three years. Long-range planning is important for the effective use of information technology in schools and libraries. This may be particularly important in the case of some lease-purchase arrangements or very

large capital investments that require extended commitments. However, in view of the rapid development cycle of new technologies and services, schools and libraries should approach long-term commitments with caution. To balance these concerns, a three-year planning cycle is appropriate. All approved plans should include provisions for evaluating progress toward the plan's goals, and ideally these assessments should occur on an annual basis. As indicated in Section III of this document, there may be cases in which an approved plan is longer than three years to conform to federal, state, or local requirements. Whenever an approved plan is longer than three years, there should be a significant review of progress during the third year.

Indeed, in light of the dynamic nature of this field, technology plans should undergo periodic revision to take advantage of new hardware, software, and telecommunication opportunities. As school or library staff become more proficient in the use of these information technologies, new education and library service improvement possibilities are also likely to emerge. A technology plan should be responsive to these opportunities, open to revision, and not a static document.

For many schools and libraries, the Universal Service Program itself may be one of these new opportunities. However, there is no need to write or develop a specific Universal Service Program or "E-Rate" technology plan. As discussed in Section IV of this document, it is only necessary that the approved plan include a sufficient level of information to justify and validate the purpose of a Universal Service Program request. It does not have to include the specific details and information called for on FCC Forms 470, 471, 486, and 500. The information provided on those forms should build on the foundation provided by the approved Technology Plan, by documenting specific implementation details and operational steps that are being taken under the plan. That information will be considered a refinement of the plan, as long as the requested services can be supported by the plan.

### c. No Child Left Behind (NCLB) Title II Technology Planning Requirements

Whether applying for formula-funding or competitive funding, districts will be asked to submit their district technology plan to the New York State Department of Education for review prior to funding.

The specific technology plan requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind include:

1. Standards-based Learning and Student Academic Achievement through Technology Use
  - A description of goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - A description of Strategies for using technology to improve academic achievement and teacher effectiveness.
  - A description of how the applicant will integrate technology into curricula and instruction, and a time line for this integration.
2. Access to Advanced Technology for Effective Teaching and Learning
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help insure that teachers are prepared to integrate technology effectively into curricula and instruction.

- A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.

### 3. Technology Integration and Use through Effective Professional Development

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

### 4. Research-based Technology Programs and Accountability Measures

- Promotion of curricula and teaching strategies that integrate technology that are based on a review of relevant research and leading to improvements in student academic achievement.
- Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.

### 5. Effective and Integrative Uses of Resources for Educational Technology Infusion

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.

## **APPENDIX C**

### **Technology Standards**

The International Society for Technology in Education (ISTE) has released an initial set of national educational technology standards for pre K-12 students, through its National Educational Technology Standards (NETS) Project. These standards are being circulated and commented on, with the support of the U.S. Department of Education, NASA, the Milken Exchange on Education Technology, and Apple Computer. The standard and profiles are available in electronic format at <http://cnets.iste.org>.

**These technology standards reflect the goal to integrate technology into teaching and learning across instructional areas. The six categories are:**

- Basic Operations and Concepts
- Social, Ethical and Human Issues
- Technology Productivity Tools
- Technology Communication Tools
- Technology Research Tools
- Technology Problems Solving and Decision Making Tools

The following table provides one way to organize the performance indicators for students at each of three levels: elementary, middle and high school. The statements are taken from the NETS lists for each category, with some of the redundancies removed across categories.

## APPENDIX D

### Connections Between National Education Technology Standards (the ISTE NETS project) and State/Local Standards

Standard	Pre-K-5	6-8	9-12
Basic Operations and Concepts	<ul style="list-style-type: none"> <li>• Keyboarding</li> <li>• Mouse use</li> <li>• Using Software Programs</li> <li>• Using Input Devices</li> <li>• Using the Internet</li> <li>• Identify and label computer parts and functions</li> <li>• Use computer as a modeling tool</li> <li>• Understand saving files</li> <li>• Understand common file storage and retrieval.</li> <li>• Understand printing their work in networked printer environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Software Programs to create and present projects</li> <li>▪ Using Internet for Research</li> <li>▪ Using Input Devices to support projects</li> <li>▪ Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</li> <li>▪ Use a computer system to monitor and control external events and/or systems.</li> <li>▪ Students have basic knowledge of how to access commonly shared programs, files and storage devices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Internet for research</li> <li>▪ Understand how to make informed and appropriate choices among technology systems, resources and services.</li> <li>▪ Select a computer system that meets personal needs.</li> <li>▪ Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</li> <li>▪ Understand how software applications and networks interact, and how to make best use of network resources</li> </ul>

Standard	Pre-K-5	6-8	9-12
Social Ethical and Human Issues	<ul style="list-style-type: none"> <li>▪ Students and their parents will understand, sign and abide by the Internet use policy.</li> <li>▪ Demonstrate respect for computer system hardware and software by handling it gently and with care</li> <li>▪ Practice responsible use</li> <li>▪ Work collaboratively and cooperatively with peers, family members and other when using technology in the classroom</li> <li>▪ Students will know the school printing policy and use it when printing their work to classroom and network computers</li> <li>▪ Students will understand citations and plagiarism rules, and will use materials appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.</li> <li>▪ Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.</li> <li>▪ Students respect privacy of other users.</li> <li>▪ Students respect software application security systems.</li> <li>▪ Students abide by district Internet use policy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students respect privacy of other users.</li> <li>▪ Students respect software application security systems.</li> <li>▪ Students abide by district Internet use policy.</li> <li>▪ Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.</li> <li>▪ Make informed choices among technology systems, resources, and services.</li> <li>▪ Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole.</li> <li>▪ Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.</li> </ul>

Standard	Pre-K-5	6-8	9-12
Technology Productivity Tools	<ul style="list-style-type: none"> <li>▪ Use a variety of media and technology resources for directed and independent learning activities.</li> <li>▪ Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.</li> <li>▪ Make use of technology for presentations, including video editing and image processing.</li> <li>▪ Create a personal portfolio.</li> <li>▪ Store work in electronic portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• Use content specific tools, software, and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.</li> <li>• Store work/presentations in electronic portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• Store work/presentations in sharable, electronic portfolios.</li> <li>• Make use of technology for presentations, including video editing and image processing.</li> <li>• Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.</li> </ul>

Standard	Pre-K-5	6-8	9-12
Technology Communication Tools	<ul style="list-style-type: none"> <li>• Gather information and communicate with others, using telecommunications, with support from teachers, family members, or student partners.</li> <li>• Using telecommunications efficiently and effectively to access remote information communicate with other in support of direct and independent learning and pursue personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Create web pages.</li> <li>• Design, develop publish and preset products (e.g.) Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</li> <li>• Use telecommunications and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Create web pages.</li> <li>• Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.</li> <li>• Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.</li> <li>• Collaborate with peers, experts and others to contribute to a content-related knowledge based by using technology to compile synthesize, produce, and disseminate information, models, and other creative works.</li> </ul>

Standard	Pre-K-5	6-8	9-12
Technology Research Tools	<ul style="list-style-type: none"> <li>Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</li> <li>Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.</li> </ul>

Standard	Pre-K-5	6-8	9-12
Technology Problem Solving and Decision Making Tools	<ul style="list-style-type: none"> <li>• Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.</li> <li>• Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.</li> <li>• Use technology resources (e.g. calculators, data collection problems, videos, Educational software) for problem-solving, self-directed learning, and extended learning activities.</li> <li>• Use modeling and simulation software to emulate authentic problems.</li> <li>• Model and simulate the design of a complex environment</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</li> <li>• Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</li> <li>• Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.</li> </ul>

## **APPENDIX E**

### **Elementary School Core Software**

1. Timeliner 5.1
2. Chuck Wagon Bill
3. Carnival Countdown
4. Zoo Zillions
5. Sammy's Science House
6. Zap
7. Fraction Attraction
8. Graph Master Network
9. I SPY Fantasy
10. Kidspiration 2
11. Math & Monster Workshop
12. Math Arena
13. Mathosaurus I
14. Mathosaurus II
15. My Amazing Human Body
16. Numbers Recovered
17. ORCHARD
18. Phonics A,B,C
19. GeoSkills
20. Punctuation
21. Accelerated Reader
22. Discover NY
23. FACTS 95
24. Splish Splash Math
25. Type to Learn Network
26. Ultimate Writing & Creativity
27. Wild West Math
28. Math Blaster Ages 6-8
29. Math Blaster Ages 7-9
30. Star Early Literacy
31. Incredible Contraptions

All software except numbers 7, 9, 11, 12, 15, 16, 24, 28, 29, 31 are available in the classroom.

## APPENDIX F

### Acceptable Use and Internet Safety Policy 4527

#### Introduction

Technology is used to support teaching and learning. Networks, including the Internet, allow people to communicate with others through the use of technology. It is the policy of Kingston City School District that all technology used to access the network will be used in a responsible, legal, and ethical manner. Failure to do so will result in the termination of network privileges for the user and possible disciplinary action in accordance with the District's Code of Conduct.

The District has developed this policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

#### Policy Statement:

- Access to the District computer network and the Internet is provided to students and staff for *Educational Purposes* which includes classroom activities, career development, curriculum development, communication essential to the administration and operation of the District, and high quality, educationally enriching personal research.
- The use of the District computer network and the Internet for other purposes, including for-profit activities, personal business, or illegal activities is prohibited.
- The network is not a public access service or a public forum.
- The District has the right to place restrictions on use to ensure that use of the Internet system is in accord with its limited educational purpose.
- Use of the District's Internet system will be governed by this policy, related District and school regulation, and where applicable, the District's Code of Conduct.
- Users have limited privacy expectations in the contents of their personal files and records of their online activity while on the District computer network.

#### Access:

1. Students in grades pre K-12 will have **supervised** access to the Internet and World Wide Web information resources through their classroom, library, or school computer lab, unless a parent/guardian requests (in writing) that this access be denied.

2. Students in grades 5-12 may be provided with an individual Internet account provided that the student and the parent/guardian signs the District's "Internet Use Agreement."
  - a. A parent/guardian can withdraw their approval at any time.
3. To the extent practicable, "Internet filters" shall be used to block or filter Internet, or other forms of electronic communications, that limit access to inappropriate information.
4. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
5. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
6. The Kingston City School District as the capability and right to monitor Internet sites accessed.
7. The Kingston City School District reserves the right to monitor all Internet activity including transmission and receipt of E-Mail. Use of E-Mail is limited to school district purposes.

**User responsibility:**

1. Users are expected to immediately notify a teacher or staff member if they become aware of a violation of the Acceptable Use and Internet Safety Policy. Users are not to attempt to handle it themselves.
2. Users are responsible for the contents of and access to their individual account.
3. Under no condition should users share passwords.
4. Users will be held responsible for any policy violations that are traced to their account.
5. Users who mistakenly violate the Acceptable Use and Internet Safety Policy should immediately notify a teacher or staff member, to ensure proper protection.
6. Users will not disclose, use or disseminate any personal identification information regarding minors.

**Unacceptable Usage:**

It is not the intention of this document to define all inappropriate usage. In addition to the requirements of acceptable user behavior, prohibited activities include, but are not limited to the following:

1. Access, transmit, or retransmit information that will disrupt the educational process.
  - a. Displaying or using inappropriate language or pictures, which may harass, assault, or attack others.
  - b. Use of obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
  - c. Promoting violence or advocating the destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like.
2. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet including but not limited to the:
  - a. Use of or possession of computer viruses **or** so-called hacking or other unlawful activities online, including disabling or attempting to disable filtering software or other District installed software.
  - b. Use of other people's passwords or trespassing in others' folders, work, or files. Transmitting E-Mail via an anonymous E-Mailer.
  - c. Use of the network for any type of unauthorized communication including, but not limited to, free web-based E-Mail, instant messenger, network broadcasting, chat rooms, Internet Relay Chat (IRC) etc.
3. Damaging computer systems or networks, or engaging in practices that threaten the network, i.e., loading files that may introduce a virus.
4. Attempting to override network security or attempting to gain access to any other computer system through the network.
5. Use or possess bootleg software. Bootleg software means any software, which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
6. Use encryption software from any access point in the school district, other than software installed by the District's Computer Services Department for the purposes of the District's network security.
7. Commit plagiarism or violate laws governing copyright.
8. Engaging in any illegal act.

**Sanctions:**

1. Violations will result in a loss of access, with the duration to be determined by the general student disciplinary code.

2. Additional disciplinary action will be determined in accordance with the District's Code of Conduct.

**Faculty & Staff Responsibilities Regarding Student Use:**

1. Staff members are expected to monitor student use of the District Internet System in a manner that is appropriate to the age of the students and circumstance of use.
2. Staff members are expected to have a plan when assigning use of the Internet and to communicate objectives and expectations to the school librarian and/or lab managers to allow for appropriate planning and coordination.

**CIPA DEFINITIONS OF TERMS:**

**TECHNOLOGY PROTECTION MEASURE.** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or harmful to minors.

**HARMFUL TO MINORS.** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT; SEXUAL CONTACT.** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code

Revised: June 13, 2002

## User Agreement and Waiver Form

**Please Print:**

**User/Account Holder Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade/Position:** \_\_\_\_\_

I have read and understand the Kingston City School District's Acceptable Use Policy regarding Internet use of the district-sponsored account. I agree to abide by its provisions.

I understand that in-school access to the Internet is designed solely for educational purposes. I also understand that a variety of inappropriate and offensive materials are available over the Internet and it may be possible for me to access these materials inadvertently. I agree to act responsibly and to refrain from viewing inappropriate and/or offensive materials. I further understand that it is possible for undesirable or ill-tended individuals to communicate with me over the Internet, that there is no practical way for the Kingston City School District to prevent this from happening. I agree to take responsibility for avoiding such individuals and to report any such attempts at communicating with me.

I understand that I have no right to privacy when I use the Kingston City School District's computer network and the Internet, including E-Mail. I authorize the Kingston City School District's staff to monitor any communications to or from me on the Kingston City School District's computer network and Internet. I have determined that the benefits of having in-school access to the Internet outweigh the potential risks, and I will not hold the Kingston City School District or its Internet Access Provider responsible for material acquired or contracts made on the Kingston City School District's network or the Internet.

I further understand that any violation of the provisions in the Acceptable Use Policy may result in suspension or revocation of my system access and related privileges, other disciplinary action, and possible legal action.

**Account Holder/User Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_