Connecting in The 21st Century

Cuba-Rushford District Technology Plan

July 2010- June 2013

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Cuba-Rushford District

2010 -2013 Educational Technology Plan

Requirements Checklist

Applicant	Legal Name of Applicant/District **Cuba-Rushford District**			
	Address **5476 Route 305**			
	City **Cuba**	State **New York**	Zip Code **14727**	County **Allegany**
	Telephone **585-968-2650**			Fax **585-968-2651**
	Superintendent **Kevin Shanley**		School District **Cuba-Rushford District**	
	Technology Plan Start Date **July 1, 2010**		Technology Plan End Date **June 30, 2013**	

Technology Plan Contact	Name of Technology Plan Contact **Carlos Gildemeister/Jay Morris**		Official Title **Administrator over Technology Department/ Technology Director**	
	Address **5476 route 305**			
	City **Cuba**		State **New York**	Zip Code **14727**
	Telephone **585-968-2650 ext 4451**	Fax **585-968-2651**	Email Address **cgildemeister@crcs.wnyric.org** **jmorris@crcs.wnyric.org**	

Check if the same as the Contact ☒ **Technology Director**	Name of Technology Director **Nikolaos Louvros**		Official Title Technology Integrator	
	Address **5476 Route 305**			
	City **Cuba**		State **New York**	Zip Code **14727**
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URL of the District Educational Technology Plan:
http://www.crcs.wnyric.org/departments.cfm?subpage=171120

Submit this form with your technology plan to no later than October 15, 2009 as follows: Please email the tech plan to **techplans@e1b.org** or fax to 716 -821-7292

WNYRIC/Erie 1 BOCES will review each district's technology plan for consistency with the following statutory requirements. Please identify the page numbers of the technology plan on which these statutory requirements may be found. Following review and approval, your district will be sent an approval letter

Cover Page **Table of Contents**	**NCLB Legislation**	**FCC e-rate Discount**	**Page(s) in document where component is found**
INTRODUCTORY MATERIAL			
An introductory section is needed to provide reviewers and other readers with background information and plan context. Include a list of names of stakeholders and their positions, make sure it is a good representation (Stakeholders should include Administrators, Teachers, Non-Instructional Staff, Students, Parents, & Community Members).			**4**
VISION AND GOALS			
List broad general district goals in this section. A vision and goals section is required to provide clarity for the overall direction of the technology program. Detailed goals may appear as part of other required sections.			**4**
I. CURRICULUM			
A. Five-ten goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning	**X**	**X**	**9**
B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration. Include technology & integration benchmarks whether they are NYS Standards and/or ISTE standards or local. Discuss how they are being used and attach in an appendix	**X**		**10**
C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies	**X**		**16**
D. Strategies to promote parental involvement and to increase communication with parents, including a description of how parents will be informed of the technology to be used with students (new)	**X**		**16**
E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers and public libraries	**X**		**16**
II. PROFESSIONAL DEVELOPMENT			
F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services – present levels of skills	**X**	**X**	**18**
G. Strategies and 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.	**X**	**X**	**37**
III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE			
H. Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired.	**X**	**X**	**47**
I. Inventory - see below – must include broadband statement		**X**	**53**
J. Strategies to increase access to technology for all students and all teachers	**X**		**58**
IV. FUNDING AND BUDGET			
K. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement including support resources, such as services, software, print resources, and digital curricula – see below	**X**	**X**	**53, 59**
L. Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan	**X**		**58**
V. MONITORING AND EVALUATION			
M. Strategies that the district will use to evaluate the extent to which activities 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 – including	**X**	**X**	**62**

teachers involvement in all aspects of the plan – see questions below			
N. Strategies are in place to develop and monitor district's policy's for staff and student use of the technologies including Acceptable Use Policy & Filtering Policy	**X**	**X**	**63**

Broadband Statement Pg. 52
470 Requests Pg. 73

Vision and Goals

A. **MISSION, VISION AND VALUES STATEMENT.**

Mission: To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

Vision: To become a regional model of excellence.

Values: Safe and caring learning environment
Unwavering focus on learning
Collaboration
Pride

B. <u>DISTRICT/SCHOOL BACKGROUND AND DEMOGRAPHICS:</u>

The Cuba-Rushford Central School District came into existence when the Rushford district was annexed by the Cuba district in July 1991. As a result of the annexation, Cuba-Rushford has benefited from significant additional state operating aid that has enhanced the educational program and supplemental capital construction aid that has funded much needed capital improvements. Since 1991, school leaders and staff have established a tradition of preparing K-12 students for adult life roles. This tradition has woven a strong community fabric for which the school district has served as a primary contributor. Cuba-Rushford has two elementary schools each in their community with a combined Middle and High School in Cuba, New York. The district is committed to enhancing our student's learning environment by keeping classroom sizes close to eighteen students per class. Our district employs two hundred twenty two staff in every capacity to support each student within the goals established by the Strategic Plan. Our current enrollment is 984 students.

Table 1 provides a glimpse at past district enrollments as well as projections through 2012-13.

Table 1
District Enrollment History and Projections

Yr	K	1	2	3	4	5	6	7	8	9	10	11	12	Un	K-12	K-5	6-8	9-12
96-97															1317			
97-98	87	114	116	87	80	91	103	101	105	114	109	95	97		1299	575	309	415
02-03	68	88	72	98	68	68	108	101	88	71	87	113	89	7	1126	462	297	360
03-04	58	92	69	78	84	70	71	110	96	89	67	80	110		1074	451	277	346
04-05	63	65	70	64	75	79	80	77	100	101	90	64	93		1021	416	257	348

05-06	65	62	61	59	64	73	79	80	77	95	91	87	62		955	384	236	335
06-07	63	83	50	71	71	71	70	86	84	65	96	85	81		976	409	240	327
07-08	63	73	78	54	76	69	73	71	88	74	68	89	87		963	413	232	318
08-09	70	74	62	80	55	76	71	76	70	83	73	64	90		944	417	217	310
09-10	78	83	63	63	81	55	79	74	75	66	82	69	65		933	423	228	282
10-11	69	92	70	64	64	81	57	82	73	71	65	77	70		935	440	212	283
11-12	69	81	78	71	65	64	84	59	81	69	70	61	78		930	428	224	278
12-13	69	81	69	80	72	65	66	87	58	77	68	66	62		920	436	211	273
13-14		81	69	80	72	65	66	87	58	77	68	66	62					273
14-15			69	70	81	72	67	69	86	55	76	64	67					262
15-16				70	81	72	67	69	86	55	76	64	67					262
16-17					71	81	75	70	68	82	54	71	65					272
17-18						71	84	78	69	64	81	51	72					268

C. STAKEHOLDERS.

The district has assembled different committees to address various technology needs. There are:

I. Technology Committee
II. Joint Educational Technology Team (JETT)
III. Web Committee

I. <u>Technology Committee:</u>

The district Technology Committee meets three times a year and invites all staff members and visitors are always welcome. Anyone interested in attending a meeting or becoming a member of this committee, may contact Jay Morris at 968-2650 extension 4451 or Carlos Gildemeister at 968-2650 extension 4422.

<u>Members</u>

Carlos Gildemeister, Middle School Principal
Kevin Erickson, Cuba Elementary School Principal
Greg Hardy, Rushford Elementary Principal
Kevin Shanley, Superintendent
Sue Culbert, Student Information and guidance
Scott Jordan, Science Teacher
Deb Dorgan, Math Teacher

Chris Cappelletti, Social Studies Teacher
Wendy Sprague, Librarian
Carrie Bold, High School Principal (Committee Co-Chair)
Linda Botens, English Teacher
Elvin Graham, Erie 1 BOCES Technician
Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Jay Morris, Technology Integrator

Community

Cindy Dutton, Cuba Circulating Library
Mansel Wells, Erie 1 Technology Planner
Barb VanWicklan, BOCES Program Manager for Instructional Technology
Mary Linza, Parent Representative
Dr. Mike Doyle, Parent Representative and BOCES Program Manager
Dave Crowley, Community Member
Chris Berardi, Parent Representative
Skip Wilday, Parent Representative
Wendy Sprague, School Librarian
Betsy Hardy, Parent Representative and CABOCES

II. Joint Educational Technology Team (JETT):

Educators are the driving force behind as well as the key constituents of the technology committee. They contribute to the development of technology integration plans at the school/classroom level. The support of other key stakeholders is essential to sustain the broad-based, continual support needed for long-range technology planning. The active involvement and support of parents, students, community, and business leaders are very important to the overall success of our planning effort.

The district technology committee received input from several groups that represent the communities served by our schools. We received information from parents, teachers, students and community members. These groups shared the common goal of quality education for all students throughout the district, and each brought differing perspectives and priorities. Their suggestions were incorporated in the long-range vision and implementation schedule.

Members

Kevin Shanley, Superintendent
Kevin Erickson, Cuba Elementary Principal, Curriculum Committee Chair
Carlos Gildemeister, Technology Integration Specialist, Administrative Intern
Jay Morris, Technology Integrator (Chair)
Scott Jordan, Science Teacher

III. Web Committee:

The Web Committee meet two times a year to discuss the effectiveness of the Cuba-Rushford web site and to evaluate the procedures and current needs.

Members

Kevin Erickson, Cuba Elementary School Principal
Jay Morris, Technology Integrator (Committee Co-Chair)
Scott Jordan, Science Teacher

Chris Cappelletti, Social Studies Teacher
Wendy Sprague, Librarian
Carlos Gildemeister, Middle School Principal (Chair)
Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Cristy Thomas, Elementary Teacher

D. TECHNOLOGY VISION:

The Cuba-Rushford Central School District will use technology to provide the best educational and management tools for our students, teachers, staff and administration.

These tools will provide strength to overall academic achievement. Educational technology will enhance the curriculum for already high achieving students, while providing a multidimensional approach to support remediation in reading, math and writing skills.

Educational technology will help provide each student with the success needed to become a life-long learner with a positive self-image. The student will be prepared to accept the technological changes in the working world of the future.

Educational technology will enhance teacher and management productivity by increasing the ability to communicate with parents, students, colleagues, the business community, and the world. The overall Technology Vision is to:

1. Be specific in our educational goals and vision of learning through technology
2. Provide Ongoing professional development
3. Allow structural changes in the school day that promote learning
4. Maintain a robust technical infrastructure and technical support
5. Ensure ongoing evaluation of our technology Plan.

E. TECHNOLOGY GOALS.

Goal 1: Maintain, update, and add technology equipment and software to have access and utilize the most current and useful available technology.

Goal 2: Dedicate money and time to ensure professional development opportunities and collaboration for students and staff.

Goal 3: Establish an unwavering focus on innovative learning experiences for students and staff that match our district mission and vision.

Goal 4: Organize and clarify responsibilities/funding for new and existing technologies.

Goal 5: Enhance the relationship within the school, and between the school and community.

Component I – Curriculum

A. CURRICULUM INTEGRATION

I. Advance technology Goals to Improve Student Academic Achievement

The Joint Educational Technology Team has identified the following five goals that align with the ISTE's technology competencies and the National Educational technology Standards (NETS) to ensure technology is in place to improve student academic achievement.

1. ***Curriculum Integration Goal #1*** – To provide Information Literacy opportunities to our students K-12 to ensure student who graduate from CRCS can master all six NETS standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.
    a. Basic operations and concepts
    b. Social, ethical, and human issues
    c. Technology productivity tools
    d. Technology communications tools
    e. Technology research tools
    f. Technology problem-solving and decision-making tools

    Monitoring Curriculum Integration Goal #1:
    Through our Technology Surveys, teacher observation of student work, and the assessment of our Technology Integration Specialist, the district monitors how students:

    a. Recognize the need for information
    b. Recognize that accurate and comprehensive information is the basis for intelligent decision making
    c. Formulates questions based on information needs
    d. Identifies a variety of potential sources of information
    e. Develops and uses successful strategies for locating information
    f. Determines accuracy, relevance, and comprehensiveness.
    g. Distinguishes among fact, point of view, and opinion
    h. Identifies inaccurate and misleading information
    i. Selects information appropriate to the problem or question at hand
    j. Organizes information for practical applications
    k. Integrates new information into one's own knowledge
    l. Applies information in critical thinking and problem solving
    m. Produces and communicates information and ideas in appropriate formats

2. ***Curriculum Integration Goal #2*** – To develop Independent Learners in our students to ensure they become life-long learners, become involved in their community, and seeks information for their own personal well-being (their own personal interests).

    Monitoring Curriculum Integration Goal #2:

Through our Technology Surveys, teacher observation of student work, the assessment of our Technology Integration Specialist, and the career paths they develop with the district guidance counselors, the district monitors how students:

a. Seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
b. Designs, develops, and evaluates information products and solutions related to personal interests.
c. Is a competent and self-motivated reader
d. Derives meaning from information presented creatively in a variety of formats
e. Develops creative products in a variety of formats
f. Strives for excellence in information seeking

3. ***Curriculum Integration Goal #3*** – Assist teachers and students on the full integration of technology into their instructional plan and participation. This includes lesson planning, problem-solving, modeling of instructional strategies, instructional coaching related to technology, and the modeling of a participatory student as they become interactive in the classroom.

   Monitoring Curriculum Integration Goal #3:
   Through technology surveys, observation of teacher's lessons, and the assessment of our Technology Integration Specialist, the district monitors the success rate and determines the level of support that is needed. These discussions occur at our weekly Congruence (Elementary) and Team meetings (Middle / High), the weekly Technology Integration meetings, the bi-weekly technology meetings, the weekly Administrator team meetings and other special meetings throughout the year.

4. ***Curriculum Integration Goal #4*** – Assist each building Curriculum Coordinator in the staff development needs assessment related to instructional technology and the implementation of the technology staff development plan for instruction. Student academic achievement and participation will improve the more versatile our staff become with integrating technology into their instruction.

   Monitoring Curriculum Integration Goal #4:
   The technology integration needs and success of our staff is monitored through classroom observations, the level of User Support Incidents created, PDP surveys, and all the district and school specific meetings listed under the monitoring of the curriculum integration goal #3. Our staff will also use the technology for measuring the effectiveness of teaching methodology in the classroom.

5. ***Curriculum Integration Goal #5*** – Follow the Action Plans delineated in the 2010 – 2013 Technology Plan.

   Monitoring Curriculum Integration Goal #5:
   The Technology Plan is the roadmap utilized in all technology and technology integration meetings. Any adjustments made to the technology Plan are reflected at the end of the plan from year to year and are a result of the monitoring tools in place within the Technology Plan.

II. Academic Achievement Strategies and Curricula promotion

Cuba-Rushford provides ample opportunities for students to learn, participate, and integrate technology into their own learning. Listed below are the strategies the district implements and encourages to sustain our students from year to year as they advance through the grades and a description of when the district promotes curricula at different levels.

1. The district provides technology resources (Hardware and Software), and encourages the use of these resources grades K-12.

2. At the elementary level (K-5), students have scheduled times in their schedules where they receive keyboarding training, basic technology operation instruction and software training in all the software packages availed to students.
3. Through Reading First student utilize computer software to determine the success level in the following areas:
    a. Phonemic Awareness
    b. Phonics
    c. Fluency
    d. Vocabulary
    e. Comprehension
4. At the 6th Grade level, students learn how to research a writing assignment using Library Media Resources and integrate them into presentation software. Presentation softwares available to our students include all Microsoft software, Photo Story, Video software, etc.
5. Middle and High School students participate in Survey Monkey surveys along these subjects:
    a. Technology needs
    b. Health and Wellness needs
    c. Career Goals
    d. Interests
    e. Social and Community Discussions
6. Middle and High School students help maintain technology infrastructure allowing them to have ownership in their educational environment.

III. Technology curricular promotions and teaching strategies are implemented based on the usefulness of the tool and the level of effectiveness as a formative tool for teachers. As listed above in section II. Academic Achievement Strategies and Curricula promotion, Cuba-Rushford has outlined some specific grade level checkpoints as new technologies and software packages are introduced (for example: Lotus Notes email accounts are activated at grade four as students have master the two basic NETS standards and move towards *Technology Productivity Tools* standard #3).
In addition, each classroom individually grows horizontally as teacher:

- explore with specific technology software packages that support their specific content area
- Explore within their own technology comfort level

B. STUDENT ACHIEVEMENT

I. ISTE Standards with embedded examples from Cuba-Rushford

Listed below are the ISTE standards and specific examples from content areas and grades of how technology in integrated into curricula and instruction.

1. Creativity and Innovation

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

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

-**Example**: CRCS equips every classroom with a promethean board, Elmo, projection devices, Sound Field System, and 6 student computers with standardized software to ensure students can become familiar and confident in the operation of the hardware and software regardless if they are in Kindergarten or Grade 12. By standardizing each room, students become familiar with all

the hardware and software which allows them to focus on learning, the assignment at hand, their own creativity, etc.

-Example: CRCS staff maintain their own classroom web page where they post:\

- Learning Objectives for students and parents
- A syllabus
- Homework
- Academic Intervention Services Materials for struggling students

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

-**Example**: Every CRCS student starting at Grade 4 is afforded an email account. Student receive training to allow them to receive teacher communications/work via email, collaborate with others, maintain a functioning calendar / Task List, post and share work internally, collaborate with other students, and interact with peers.

3. Research and Information Fluency

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

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

-Example: Every CRCS student is provided and trained to use their serve space to gather and plan research. As students enter Grade 6, they learn how to research a writing assignment using Library Media Resources, and integrate them into presentation software. Presentation software packages available to our students include all Microsoft software, Photo Story, Video software, etc. They learn to gather, analyze, organize and create a presentation that will portray their thoughts.

4. Critical Thinking, Problem Solving, and Decision Making

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

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

-Example: See #3 above. In grade 8, the use of technology sources is used to answer Document Based Questions in the Grade 8 Social Studies Assessment. Students make informed decisions using appropriate digital tools and resources.

5. **Digital Citizenship**
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

   -Example: Our Video Creation class at the high school level creates video events for community events keeping in mind the legal ramifications as they utilize copyrighted materials. They are collaborative projects that require student to communicate precisely with community members, teachers and fellow student. See Appendix VCE 5 year Plan. Page 73

6. **Technology Operations and Concepts**
   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   c. troubleshoot systems and applications.
   d. transfer current knowledge to learning of new technologies.

   Example: We are finding that the exposure to technology within K through grade 5 is so effective that students are very comfortable utilizing it within grade 6 practically without any help.

II. Action Plans

Goal 1: Maintain, update, and add technology equipment and software to have access and utilize the most current and beneficial available technology.

Actions needed achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Maintain District 3-4 Year Hardware Replacement Schedule	New Equipment Staff Training if necessary	-Tech. Coordinator -Tech. Integration Specialist (TIS)	Annually by the end August	Successful Implementation. Equipment Usage
Maintain hardware updated in every classroom	As needed.	-Tech. Coordinator	Annually	Successful Implementation. Equipment Usage
Add additional Laptop carts based on USC bookings	As needed.	-Tech. Coordinator - TIS	Annually	Successful Implementation. Equipment Usage
Periodically see what's new and research how to do things better through Eire 1 BOCES.	As needed.	-Tech. Coordinator -Tech. Admin. - TIS	Ongoing throughout Life of Technology	Meeting current goals established by the Strategic Plan revised in 2009

			Plan	

Safety and Security through latest technology advancements.	Minimal	-Tech. Coordinator -Tech. Admin. -Safety Team	Keyless doors by 2010. More camera coverage, esp. outside doors and parking lots by 2009	Lock downs are more secure. Less or no reported incidences.

Goal 2: Dedicate money and time to ensure professional development opportunities and collaboration for students and staff.

Actions needed achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Use of technology within Instruction (Staff)	Staff Training and Information Packets	-Tech. Integration Specialist -Tech. Admin.	Ongoing Annually	Principal Observations and Walk-Throughs, Teacher and Student Surveys and Technology Monthly Reports
Offer student electives grades 9 - 12. Possibly mini courses 6 - 8.	To be taught by a teacher who is an advanced user of the software/technology.	-Guidance -Tech Coordinator -Teacher	Offer courses as needed, and as instructors and students are available.	Students show competence with the software or technology.
Plan technology workshops during in-service days.	To be taught by a teacher or Technology Integration Specialist	- Admin. Team -Tech Director -Presenter - TIS	Plans for the next year are to be completed the previous year.	Teachers using technology or software taught.
Plan technology workshops after school hours.	Staff Training	- Admin. Team -Tech Coordinator -Presenter - TIS	Plans for the next year are to be completed the previous year.	Teacher use of technology or software. Satisfy PDP requirement, and or count toward in-service credits
Devote a portion of PDP time to learning about a new website or technology	Staff Training	- Admin. Team - TIS	Monthly Ongoing	Time set aside. Satisfy PDP requirement, and or count toward in-service credits

Goal 3: Establish an unwavering focus on innovative learning experiences for students and staff.

Actions needed achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Establish several computer electives that are available for students.	- Add staff	-Administration -Guidance	End of August Annually	More electives available for student selection

Goal 4: Organize and clarify responsibilities and funding for new and existing technologies.

Actions needed achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Maintain a District procedure for obtaining any type of technology to maintain District standards. (grants, donations, etc)	Memo of Awareness of Written Procedure	-Tech. Coordinator -Tech. Admin.	Ongoing	All technology purchases approved by ETM
Research various ways to obtain technology funding	Various Workshops / conferences	Grant writing Committee, Administrators, everyone	Ongoing	Increase of technology funds
Use technology to maximize student achievement	As needed	Principals TIS Technology Director	Ongoing	Better Achievement Scores and technology understanding

Goal 5: Enhance the relationship within the school and between the school and community.

Actions needed achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Advocate technology plan	Presentation of the Plan	Everyone	End of August annually	Acceptance by BOE
Continual updates/review of Technology Plan	None	Technology Planning Committee	Bi-annually	Published meeting minutes on email
Advise Community of Updated Technology and Hardware/Software Standards	None	ETM, Technology Planning Committee	As Needed	Survey, newsletter

C. TECHNOLOGY DELIVERY

The following list characterizes the Technology Standardization and delivery of curricula across the district.

1. Infrastructure - All CRCS Classrooms are equipped with the exact same hardware and software. In addition, each classroom possesses 5 student computers and a teacher machine. The standardizations allows for curricula to be delivered uniformly despite a teacher or student location.
2. The CRCS Web page houses each school individually allowing each grade level to post their grade level curriculum map, grade level or course syllabus, and learning community's postings online.
3. Curricula – The high school independent studies curriculums are available to those students enrolled in those courses to access on or off site.
4. Curricula – There are a series on ongoing distant learning sessions done via distance learning at different grade levels with other school district across the country and the world. These curricula experiences allow two different learning communities to share experiences with each other. Some example for the 2008-2009 were:
    a. Cuba Elementary Honk Kong , England & Canada Video Exchange
    b. Culture experience sharing with classroom in Hawaii
    c. Afghan exchange with soldiers
    d. Rushford Elementary Long House Project.

D. PARENTAL COMMUNICATION & COMMUNITY RELATIONS

I. Dissemination of technology Plan – The Plan is posted on the Cuba-Rushford District Web Site (http://www.crcs.wnyric.org/) and stays as a 'New News' item for the first month of every starting school year.

II. **Effectively communicated with Parents –** The Technology Plan is used as the district's guide in every technology related conversation. It is present for the three yearly Technology meetings which involve members (parents) of our community. In the annual Budgetary Meeting to the public, the technology Plan is referenced as our superintendent allocates monies to that category. It houses our Acceptable Use Policy and use of Technologies within the school hours. These are reviewed with parents during the Kindergarten, sixth grade and ninth grade yearly orientations.

III. **Parent Involvement in the planning stage, implementation, and assessment** is critical for the Technology Plan to be accurate and meaningful. Our Cuba-Rushford Parents are members of the following committees that contribute to the direction of the plan:

i. Strategic Plan Committee
ii. Technology Committee
iii. JETT Committee
iv. Web Page Committee
v. PTA - Parent Teacher Organization
vi. RCSO – Rushford Community School Organization
vii. Team Meetings
viii. Building Leadership Team

E. COLLABORATION

Cuba-Rushford is a Distance Learning Site for Adult Education for the following Institutions who offer courses and/or seminars to our community, alumni and students.

- ✓ Alfred University
- ✓ Saint Bonaventure University
- ✓ Cattaraugus Allegany BOCES
- ✓ New York State Department of Motor Vehicles
- ✓ ACASA – Drug and Alcohol Prevention Classes

In addition, Cuba-Rushford holds after school Adult Technology Literacy Courses for our staff and surrounding community members. Cuba-Rushford does not sponsor GED certification programs as our local Library and BOCES already sponsor these programs within our community.

Component II - Professional Development Strategy

A. 2009-2010 PDP PLAN.

Cuba-Rushford Central School
Professional Development Plan (PDP)

****

Professional Development Planning Team
2006-2007 – Adoption Date

District Committee

Contractual language for the Professional Development Plan for July 1, 2006 - June 30, 2007 is found in the AGREEMENT BETWEEN THE BOARD OF EDUCATION OF CUBA-RUSHFORD CENTRAL SCHOOL AND THE CUBA-RUSHFORD TEACHERS' ASSOCIATION APPENDIX B - PAGE 30.

Sandra Burdick –Teacher
Dr. Peggy Burke – Higher Education
Anne Brungard – Administration
William Joy – Teacher
Michael Kunz – Administration
William Melaro-Teacher
Jon Morris – Parent
Michael Oliverio – Teacher
Sharon Pulos – Teacher
JoAnn Viglietta – Teacher

Additional Members: 2000 - 2001

Pat Cheesman – Administration
Joy Mientkowicz – Parent
Michele Miller – Teacher
Jon Morris – Board Member

On September 17, 1999, the New York State Board of Regents approved the new regulation for Professional Development. The Cuba-Rushford Central Professional Development Plan is intended to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of our students.

This Professional Development Plan is meant to be a key to higher student achievement by improving the skills of teachers (as identified by "Teacher Standards for Success"), focusing on the New York State Learning Standards and student achievement, and connecting professional development to sustained school improvement efforts.

This plan is the first step in designing successful professional development that is meaningful and productive. It provides a framework to create opportunities for teachers and support staff to learn new skills, collaborate to ensure a higher degree of implementation and build new structures for student success.

Cuba-Rushford Central School
Professional Staff Development Guiding Assumptions

To help guide us toward successful professional staff development, we have included some guiding assumptions of staff development. The National Staff Development Council and the New York State Staff Development Council offer the following characteristics which may support and sustain our community of adult learners.

1. **Incorporation of available knowledge basis:** Current research findings need to be integrated into the educational process.

2. **Designs built on principles of adult learning and change process:** Effective educational practices for students and adults may be derived from research findings

3. **Experimentation and risk taking:** People acquire and retain new skills and knowledge through a growth process more effectively than through a process which emphasizes correction.

4. **Collegiality and collaboration:** Commitment to implement planned change is built through collaboration and open communication.

5. **Appropriate participant involvement in goal setting, implementation evaluation and decision making:** Needs identified by various constituent groups and individuals may be the basis for designing staff development programs and activities.

6. **Time to work on staff development and assimilate new learnings:** Solutions to complex problems require systematic decision-making processes.

7. **Leadership and administrative commitment:** Change is a process-not an event. Since implementation of educational programs takes from 2-5 years, it re- quires continual support at all levels.

8. **Integration of individual goals with school and district goals:** The nature of the working environment must be considered in designing staff development support activities.

9. **Formal placement of the program within the philosophy and organizational structure of the school and district:** Efficient and effective investment in developing the district's human resources yields dividends in accomplishing district goals.

Cuba-Rushford Central School
Professional Development Plan
(Effective beginning with the start of the 2009 – 2010 school year.)

1. On or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may not dictate the content of the plan. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year.

2. On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

3. Needs/Data Analysis

Cuba-Rushford Central
Professional Development Plan
Attachment / Needs Assessment Sources Used

1. School Report Card
2. BEDS data
3. The CAR report
4. Title 1
5. Student attendance rates
6. Graduation and drop-out rates
7. State benchmarks for student performance
8. New York State assessments
9. Longitudinal data
10. Teacher surveys
11. Teacher self-assessments
12. Curriculum revisions (ongoing)
13. Community feedback

Attachment 11 District Resources

Fiscal resources:

Staff development budget Staff resources:
Curriculum Coordinator
Grade level/subject area teams
BOCES (instructional Support Services, SETRC) Teacher Resource Center Local consultants
Community-.
Parent/Teacher Organization
Shared Decision Making Team

Cuba-Rushford Central School
Professional Development Plan Implementation Map

Step 1: Appendix B added to the negotiated agreement between the Board of Education and the Teachers' Association of Cuba-Rushford Central School.

Step 2: Negotiated agreement ratified by the Cuba-Rushford Teachers' Association and the Board of Education.

Step 3: In accordance with the language on page 32 of the negotiated contract on or before the 15th calendar day after the first student attendance day of each school year, each employee will submit to the unit member's Building Principal an individual professional growth plan identifying the professional growth activities the employee will undertake to improve the employee's knowledge of curriculum taught by the employee, the employee's instructional skills and/or the employee's interpersonal skills. The plan will also explain how the activities may improve the employee's professional abilities and may positively affect student achievement. The teacher and the Building Principal will thereafter meet to discuss the plan and the Principal may make suggestions to improve the plan, but the Principal may not dictate the content of the plan. The teacher may modify the plan at any time thereafter, but must inform the Principal in writing of any changes to the plan. A returning teacher may submit a professional growth plan for summer activities by July 1. Such activities shall be considered as meeting the professional development responsibilities for the next school year.

Step 4: On or before June 30 of each school year, each employee will provide a written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

Step 5: Repeat procedures starting with Step 3.

CRCS Professional Growth Activities

High quality professional development is essential to creating schools in which all staff members are learners who continually improve their performance. Professional development not only includes high-quality ongoing training programs with follow-up and support, but also may include growth promoting job-embedded, process such as those listed below:

1. *Video review, CD-ROM or Online Tutorials*
2. *Regional/National conferences/workshops*
3. *Site visitations*
4. *Leadership role in a professional organization*
5. *Grade level/discipline study groups: Two or more teachers research a topic relevant to their area*
6. *Action research: raising questions about how to improve practice, studying the literature and research related to their question(s), and selecting an approach or approaches that might result in improving current practice.*
7. *Reflective logs: keeping a log of specific Practices, within a topic, to determine what is important, working, the strengths among implications.*
8. *'Best Practice' Research: investigate the best practices in a specific area.*
9. *Assessment Literacy: Becoming proficient in the area of assessment*
10. *Case Studies: Using carefully chosen, real-world examples of teaching to serve as springboards for discussions among small groups of teachers.*
11. *Coaching: Teachers taking and acting with a goal of continuously improving their teaching practice. Being critical listener/observer, ask questions, make suggestions that help a teacher grow and reflect.*
12. *Curriculum Development: Developing curriculum maps and webbing.*
13. *Examining Student Work: To ensure that what students learn is aligned with standards.*
14. *Workshop attendance*
15. *Observation of other teachers*
16. *Portfolio*
17. *Peer review*
18. *Training to be a mentor teacher for peer review*
19. *Content area study and/or exploration, travel**, or other school visitations***

Professional Development Growth Activities Form
(Duplicate as necessary)

Name _____ Grade Level/Subject: _____

Professional Growth Activity

Area of Growth Addressed:

Expected Outcome:

Personal Assessment Method:

Professional Development Growth Activity End Report Form
(To be completed on or before June 30 of each school year)

A written explanation to the Principal of what professional growth activities the teacher engaged in since the end of the last school year. The explanation will also include an explanation of how the activities impacted the employee's professional abilities and/or student achievement and an approximation of the number of hours the teacher was engaged in such activities.

Name _____ Grade Level/Subject: _____

Professional Growth Activity

What was done?

Approximate number of hours:

B. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – PREVIOUS SUPERINTENDENT

Cuba–Rushford Central School
CSPD Plan Cover Letter

October 10, 2008

Dear Faculty and Staff,

In order to address your needs in a comprehensive manner, I am charged with the task of surveying the faculty and entire staff once a year to ascertain the training needs and issues that are in evidence. I am doing the survey now to be able to address training needs as they are part of various improvement plans in the district and are an integral part of the federal money grant through IDEA.

To do this I am asking you to complete this survey and return it via inter-office mail. I will address the role of CSPD and will collect your surveys. I will compile the tallies for each area and specific item. When a majority of tallies are in evidence, the CSPD Committee will discuss how best to address the issues for this year.

I have indicated in 'Technology' that you may have a personal technology goal. If you do and can be specific regarding what you need to reach this goal, then the training committee for technology can be more sensitive to the needs of the staff.

Thank you in advance for your input. Remember, it is important to know what you want so training offerings will be what you want in most cases.

Sincerely,

Anne Brungard

Anne Brungard
District Superintendent

C. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – CURRENT SUPERINTENDENT

CUBA-RUSHFORD CENTRAL SCHOOL

5476 Route 305 N., Cuba New York 14727-9208 *Fax (585) 968-2651* *http://www.crcs.wnyric.org*

Superintendent of Schools
(585) 968-2650 / Ext. 4426
Middle/High School Office
(585) 968-2650 / Ext. 4411

Guidance Office
(585) 968-2650 / Ext. 4416
Business Administrator
(585) 968-2650 / Ext. 4412

Cuba Elementary Office
(585) 968-1760 / Fax: 968-3181
Rushford Elementary Office
(585) 437-2217 / Fax: 437-2093

Maintenance Supervisor
(585) 968-2650 / Ext. 4427
Transportation Supervisor
(585) 968-2446

July 24, 2009

Dear Faculty and Staff,

A survey has been conducted to identify your training needs for the upcoming year. This information will be used as part of various improvement plans in the district and are an integral part of the federal money grant through IDEA.

I fully intend to continue this practice to drive our professional development district-wide.

Sincerely,

Kevin Shanley
Superintendent

KS/da

D. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – TECHNOLOGY INTEGRATION SPECIALIST.

To whom it may concern,

The Technology Integration Specialist (TIS) has the privilege to facilitate the use of technology to benefit student achievement. The TIS focuses on the staff development needs of the faculty in the area of technology integration into the instructional program of the district. Some of the specific duties relating to Professional Development are listed.

- Assists individual teachers in their classrooms on the full integration of technology into their instructional plan. This includes lesson planning, problem-solving, modeling of instructional strategies, and instructional coaching related to technology.
- Provides faculty in-service training.
- Disseminates research and literature to faculty on instructional technology.
- Assist teachers through the 'check points' established by the Technology Training Committee.
- Remains current in the field by reading research and literature, attending conferences and workshops and networking.
- Assists Curriculum Coordinator. Conducts annual staff development needs assessment related to instructional technology and implements a technology staff development plan for Instruction with help by the Technology Coordinator and the Superintendent.
- Serves on the district technology committee.
- Works with administrative and instructional teams to effectively infuse technology into the instructional program.
- Planning and overseeing operation of summer computer camps.

The enthusiasm of the staff, students and community has generated positive momentum in the area of technology integration at CRCS. The "21st Century Tools" and skills are being utilized with proven teaching methods to prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community**.**

Sincerely,

Jay Morris

E. CSPD SURVEY – TECHNOLOGY NEEDS.

All Cuba-Rushford staff take the Comprehensive School Personnel Development (**CSPD**) Plan Survey each year around the month of April. The district utilizes the result of this survey to better prepare for professional development the following year. Below you will find the 2008-2009 survey sent out by the Superintendent Anne Brungard.

Dear CRCS Everyone,

It is that time of year again when I invite your input / survey responses for the **C**omprehensive **S**chool **P**ersonnel **D**evelopment (**CSPD**) Plan. It is coming to you again in electronic form. This format is similar to one you have seen before, but just in case, here are the directions for completion.

This is how you fill out the survey!

1. Choose 'Reply with History' from the 'Reply' Menu.
2. You should see the Reply memo addressed to me.
3. Scroll down (there are many categories) and 'click' in the box (□) to the left of any area you would be interested exploring. If the question asks you to be specific, look over the list that proceeds the prompt Write --> and after the arrow, type specifically what you are interested in.
4. Choose 'Send'..... you are done!

Thank you so much for taking the time to complete this. Please send back by May 11th. Your input is appreciated.

CSPD Survey 2008-2009

A. June 2009 CSPD Survey

1. Which areas in Curriculum Development would be of interest to you in 2009 - 10?

- ☐ a) Standards of excellence / standards for my discipline
- ☐ b) Curriculum resources
- ☐ c) New programs for teaching in my area
- ☐ d) Integrating my subject areas into other curricular areas
- ☐ e) Transition Planning for students with disabilities
- ☐ f) Assessment
- ☐ Other (please specify)

2. What Instructional Strategies would be of interest to you?

- ☐ a) Portfolio
- ☐ b) Models of learning styles
- ☐ c) Cooperative or group learning
- ☐ d) Developmentally appropriate practices
- ☐ e) Assessing student performance and interpreting test data
- ☐ f) Adapting/modifying instruction for students
- ☐ g) Multiple Intelligences
- ☐ h) Capturing Kids' Hearts
- ☐ Other (please specify)

3. What areas of Professional Growth / Instructional Support would be of interest to you?

- ☐ a) Updates in my area / networking
- ☐ b) Mentorships
- ☐ c) Effective teaching methods, models, etc.
- ☐ d) Visitations to other districts
- ☐ e) Collaborative teaching
- ☐ f) Utilizing teaching assistants / aides
- ☐ g) Consultant teacher model

- [ ] h) Classroom management with students with disabilities

Other (please specify)

4. What areas of Technology would you like to make as a professional development goal?

- [ ] a) Personal Technology Goal
- [ ] b) Beginning technology skills - be specific in the comment block
- [ ] c) Intermediate technology skills - be specific in the comment block
- [ ] d) Advanced technology skills - be specific in the comment block

Other (please specify)

5. What Communication / Social Skills would you like to explores and about which learn more?

- [ ] a) Team building
- [ ] b) Development of school, community, and business relationships
- [ ] c) Parent / teacher communications
- [ ] d) Conflict resolution
- [ ] e) Stress Management
- [ ] f) Time management
- [ ] Other (please specify)

6. What Health and Safety issues would you like to see us offer or explore?

- [ ] a) Playground / Athletics
- [ ] b) Weapons in school
- [ ] c) Basic first aid
- [ ] d) AED training
- [ ] e) Crisis intervention training
- [ ] f) Staff Wellness Program
- [ ] Other (please specify)

7. Please place your name and building/s in the box so we can better determine who is making the requests.

B. 2008 - 2009 CSPD Survey – Technology questions

The 2009-2010 school CSPD survey results in the area of technology were utilized to develop professional development activities through the technology integration specialist during the four scheduled superintendent days set aside for this purpose.

Other (please specify)

1 use of promethean boards and systems Jun 2, 2009 2:39 PM
2 smart boards Jun 2, 2009 2:42 PM
3 Promethean Board Jun 2, 2009 2:43 PM
4 Integrating promethean board into all curriculum areas. Jun 2, 2009 2:45 PM
5 expanding and building upon my knowledge base in technology and integrating it into the classroom Jun 2, 2009 3:09 PM
6 finding material on 6th grade math Jun 2, 2009 3:11 PM
7 Promethean Jun 2, 2009 3:12 PM
8 When technology is not used often (special area) you tend to forget specifics. Jun 2, 2009 3:16 PM
9 Proemethean Board skills-developing flipcharts, using Activotes Jun 2, 2009 3:22 PM
10 using promethean board - activision program Jun 2, 2009 3:59 PM
11 personal goals as I prefer learning new technology independently. Jun 2, 2009 4:11 PM
12 Prom. boards - developing our own flipcharts Jun 2, 2009 4:28 PM
13 creating flip charts for the promeathean Jun 2, 2009 4:34 PM
14 Time to work with the promethean boards Jun 2, 2009 4:56 PM
15 promethean board Jun 2, 2009 5:20 PM
16 I would like to learn a bit more of the things I can do in ActivInspire Jun 2, 2009 7:06 PM
17 Utilization of the smart board Jun 2, 2009 8:12 PM
18 Advancement in Promethean Jun 3, 2009 11:42 AM
19 Computerized assessments and data management or tracking programs Jun 3, 2009 12:26 PM
20 digital camera, promethean board Jun 3, 2009 2:39 PM
21 photoshop skills/distance learning lab Jun 3, 2009 5:51 PM
22 Would like to learn more about promethean boards and whether I'd be able to get one in the future Jun 4, 2009 12:36 PM
23 Prometheam board planning and worktime with Cristy Thomas Jun 5, 2009 4:12 PM
24 maximize use of interactive promethean boards Jun 5, 2009 4:43 PM
25 Creating new kindergarten website Jun 5, 2009 7:40 PM
26 Smartboard work Jun 8, 2009 3:56 PM
27 promethian boards, websites that can be utilized in the classroom to teach specific content Jun 8, 2009 4:28 PM
28 Establishing wiki's or blogs Jun 9, 2009 12:11 PM
29 Use of a remote to run computer so I can circulate the room Jun 12, 2009 1:10 AM
30 Technology programs to help students (Premier?) Jun 14, 2009 4:58 PM

C. TECHNOLOGY STANDARDS - ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS.

Cuba-Rushford has adopted the ISTE National Educational Technology Standards for Students and has implemented curriculum and technology classes K-12 that ensures our students master the use of technology and become technology literate.

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Profiles for Technology Literate Students

GRADES PRE K - 2

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. 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. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

GRADES 3 - 5

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6 - 8

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3 , 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

GRADES 9 - 12

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:

1. 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. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

D. ACTIVITIES SUPPORTING TECHNOLOGY STANDARDS FOR STUDENTS AND PROFESSIONAL DEVELOPMENT FOR STAFF.

Technology Training Offerings

2009-2010

Over the past several years we have relied heavily upon the results from the yearly CSPD survey given to all of the staff to determine future needs. In addition, we have also relied on the specific requests from students and staff alike for use of technology and specific training needs as they develop their Professional Development Goals.

As we draw the data out from the responses, we become sensitive to new areas where any staff member wishes to grow in the technology. They are encouraged to set a personal technology goal for themselves. We are finding more individualized sessions to be the most needed and beneficial. To that end, we are taking the results of the surveys and determining how best to schedule training and follow-up for the staff. It is our goal for the staff to become comfortable with the technology and to also be risk-takers in learning new and exciting applications as they embed these skills in their teaching and / or work experiences.

We are offering staff and student development opportunities emphasizing the use of technology as an alternate venue for teaching and learning. Our goal is for all our Cuba-Rushford staff and students to utilize technology to enhance learning, increase productivity and promote creativity. The present collaboration that already exists within the staff and student population allows for a different variety of media and formats to communicate information. This is an asset as we try to replicate this type of instruction and learning in our entire classrooms district wide. The use of our technology Integration Specialist allows the district to assess, plan and carry out the activities that support the technology standards for our students and staff members. We are also fortunate to participate in the staff development offerings at our local CA BOCES and ERIE 1 BOCES.

People and Groups offering Professional Development
Individualized / Small Group Trainings

Technology Integration Specialist (In-house)	Individualized training occurs on a daily basis throughout the district based on surveys, direct requests for technical, software or implementation help, and staff PDP Goals.
Cattaraugus Allegany Board of Cooperative Educational Services (BOCES)	Provide all types of Staff Development Services through their Instructional Support Services (ISS) staff based on yearly surveys and on new technologies being availed to the educational community.
Common Set of Learning Objectives and Model Schools through ERIE 1 BOCES	Provide all types of Staff Development Services by Integrating Technology Through Regional Collaboration. Their services are set up according to the results of the CSLO survey.
Speakers and Professional Consultants	Usually provide District Wide Staff Development or larger group sessions during Superintendent Days.

E. POLICIES, MANUALS, WEBSITES, BENCHMARKS, AND SOFTWARE THAT SUPPORT OUR TECHNOLOGY PROGRAM:

POLICY	2008	3000
		1 of 1

SUBJECT: *SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING

[*Due to the need for Districts to determine their own standards for Web Page publishing, such as whether to authorize student created Web Pages/Blogs and/or to limit such use to school-sponsored instructionally related matters, this sample policy is not intended to be Board adopted "as is." This Update is meant to be utilized as a resource and a "framework" for determining and developing the school's own Web Page publishing standards that reflect the District's specific objectives, needs and circumstances.]

General Criteria

The availability of Internet access in the School District provides an opportunity for staff and students to access information and contribute to the School District's presence on the World Wide Web. The District/school/classroom Websites must relate to curriculum or instructional matters, school authorized activities, or general information of interest to the public pertaining to the District or its schools. Staff and students are prohibited from publishing personal home pages or links to personal home pages as part of the District/school/classroom Web Page(s). Similarly, no individual or outside organization will be permitted to publish personal Web Pages as part of the District/school/classroom Web Page(s).

Internet access for the creation of Web Pages is provided by the District and all information must be reviewed by the Website Manager prior to publishing it on the Web. Personnel designing information for the Web Pages must familiarize themselves with and adhere to District standards and procedures. Failure to follow District standards or responsibilities may result in disciplinary sanctions in accordance with law and/or the applicable collective bargaining agreement.

The District shall provide general training on relevant legal considerations and compliance with applicable laws and regulations including copyright, intellectual property, and privacy of student records as well as relevant District procedures to those staff members and students who are allowed to develop or place material on the District/school/classroom Web Page(s).

Content Standards

a) Approval for posting a Web Page must be obtained from the Website Manager or his/her designee(s). If at any time, the Website Manager/designee(s) believes the proposed material does not meet the standards approved by the District, it will not be published on the Web. Decisions regarding access to active Web Pages for editing content or organization will be the responsibility of the Website Manager/designee(s).

b) A Web Page must be sponsored by a member of the District faculty, staff or administration who will be responsible for its content, design, currency and maintenance. The sponsor is responsible for ensuring that those constructing and maintaining the Web Page have the necessary technical training and that they fully understand and adhere to District policies and regulations. The Web Page must include the name of the sponsor.

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

c) Staff or student work should be published only as it relates to a school/classroom authorized project or other school-related activity.

d) The review of a Student Web Page (if considered a school-sponsored student publication) shall be subject to prior District review as would any other school-sponsored student publication.

e) An authorized teacher who is publishing the final Web Page(s) for himself/herself or for a student will edit and test the Page(s) for accuracy of links and check for conformance with District standards and practices.

f) A disclaimer statement about the content of Web Pages must be part of individual sites:

Example: "The District has made every reasonable attempt to ensure that our Web Pages are educationally sound and do not contain links to questionable material or material that can be deemed in violation of the School District's Standards and Guidelines for Web Page Publishing Policy."

g) Commercial advertising or marketing on the District/school/classroom Web Page(s) (or the use of school-affiliated Web Pages for the pursuit of personal or financial gain) shall be prohibited unless otherwise authorized in accordance with law and/or regulation. Decisions regarding Website advertising must be consistent with existing District policies and practices on this matter. School-affiliated Web Pages may mention outside organizations only in the context of school programs that have a direct relationship to those organizations (e.g., sponsorship of an activity, student community service project).

h) Web Pages may include faculty or staff names; however, other personal information about employees including, but not limited to, home telephone numbers, addresses, e-mail addresses, or other identifying information such as names of family members may be published only with the employee's written permission.

i) All Web Pages must conform to the standards for appropriate use found in the District's Acceptable Use Policy(ies) and accompanying Regulations regarding standards of acceptable use; examples of inappropriate behavior; and compliance with applicable laws, privacy, and safety concerns.

j) All Web Pages must be approved through the designated process before being posted to the District/school/classroom Websites.

k) All staff and/or students authorized to publish material on the District/school/classroom Web Page(s) shall acknowledge receipt of the District's Web Page Standards and agree to comply with same prior to posting any material on the Web.

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

Release of Student Education Records/Directory Information

Release of Student Education Records

In accordance with the Family Educational Rights and Privacy Act (FERPA), unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student education records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

a) Identifies and authenticates a particular person as the source of the electronic consent; and

b) Indicates such person's approval of the information contained in the electronic consent.

Student Directory Information

Per FERPA, Districts must publish an annual public notice informing parents or eligible students of their right to refuse the release of student directory information and indicating a time period for their response. Following such public notice and a reasonable response period, the District may release such information to an outside group without individual consent.

Parental/Eligible Student Consent Required and Privacy Concerns

Written parental/eligible student consent shall be obtained by the District before education records or personally identifiable information contained therein is released to any party unless:

a) Such release is authorized by the Family Educational Rights and Privacy Act, or its implementing regulations;

b) The information released is "directory information" as designated by the District in accordance with FERPA. The District shall provide parents and eligible students with annual notification of their rights under FERPA and designation of directory information (i.e., disclosure of personally identifiable information contained in student records);

c) For anything not specifically designated as "directory information" by the District, the District must receive a "signed and dated written consent" from the parent/eligible student prior to releasing such information (unless otherwise authorized per FERPA);

(Continued)

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

d) However, even if student photographs are designated as directory information per FERPA, due to privacy and safety concerns, **the District requires specific affirmative written parent/eligible student consent prior to posting student photographs on District/school/classroom Web Pages.** Whenever possible, group photographs of students and/or the use of photographs where the student is not easily identifiable is preferable to the use of individual student photographs for safety reasons;

e) Web pages shall not include student's full name, telephone number, address, or email address and shall not post such information of other family members or friends. Posting of student names, when associated with any picture, will require parental permission. Without such permission, initials only may be used in the captions.

f) Online posting of school bus schedules and/or other specific activity schedules detailing dates/times/locations (e.g., field trips) is prohibited on school-affiliated Websites as such information can pose risks of child abduction or other security concerns. Password protected Websites may be authorized by the Superintendent/designee.

Use of Copyrighted Materials and "Fair Use" Exceptions/Intellectual Property and Works Made for Hire

Copyrighted Materials

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, "Fair Use" guidelines, licenses or contractual agreements, or the permission of the copyright proprietor. Web Page publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials or notice that such publication is in accordance with the "Fair Use" provisions of the Copyright Law.

Fair Use of Copyrighted Materials

Pursuant to Section 107 of the Copyright Law ("Fair Use" provisions), the use of copyrighted material for criticism, comment, news reporting, teaching, scholarship, or research may be permitted under certain circumstances.

However, any appropriation of someone else's work on the Internet is a potential copyright infringement. "Fair Use" provisions may not apply when a project created by a teacher or student is accessed by others over the Internet. If there is a possibility that school-affiliated Web Page(s), which incorporate copyrighted works under the "Fair Use" provisions, could later result in broader dissemination, it will be necessary to seek the permission of the copyright holder. The complex interplay between copyright law and the "Fair Use" provisions in educational multimedia projects should be considered in development of Web Page publishing standards and reviewed by school counsel prior to District implementation for compliance with applicable law and regulations.

(Continued)

a) Unless otherwise noted, always assume that work on the web is copyrighted. It is NOT necessary that the copyright symbol -- © -- be displayed for the work to be protected by copyright laws.

b) Proper attribution must always be given.

c) Obtaining permission(s) from the copyright holder(s) (whether text, graphics or music) should occur during the developmental process or project, rather than waiting to seek permission upon completion of the project.

d) Unauthorized electronic transmission of copyrighted materials is illegal.

Intellectual Property/ Works Made for Hire

All works completed by employees as part of their employment shall be considered "works made for hire" as described in the United States Code Annotated, Title 17, Copyrights to the extent permitted by law. This determination includes, but is not limited to, the following activities:

a) Work prepared by an employee within the scope of his/her employment, whether tangible or intangible;

b) Work specifically ordered or commissioned for use as a contribution to a collective work, as enumerated in law.

Any work created within the scope of such a relationship will be considered a work made for hire when a regular employment relationship exists.

Work covered under this policy is the property of the School District, not the creator of such work. The District shall own any and all rights to such works, or derivatives thereof, unless there is a written agreement to the contrary.

Student Work

Students are the copyright holders of their own original work. The District must receive written permission from both the parent and the student prior to publishing students' original work on the District/school/classroom Websites.

Student Free Speech Issues (School-sponsored Publications)

In general, School Districts can exercise editorial control over the style and content of student expression in school-sponsored publications, theatrical productions, and other expressive activities that students, parents and members of the public might reasonably perceive to bear the imprimatur of the school.

(Continued)

However, the school's actions in such a case must be reasonably related to legitimate pedagogical concerns and may not amount to viewpoint discrimination.

Consequences for Non-Compliance

Web Pages that do not comply with the above criteria are subject to revocation of approval and removal from the District/school/classroom Websites.

Staff

Faculty or staff posting non-approved or inappropriate material on a school-affiliated Website are subject to the imposition of discipline, including possible suspension or revocation of access to the District's computer network, in accordance with law and applicable collective bargaining agreements. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Students

Students posting non-approved or inappropriate material on a school-affiliated Website are subject to the imposition of discipline, including possible suspension or revocation of access to the District's computer network, in accordance with applicable due process procedures and the District Code of Conduct. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Oversight

The Superintendent of Schools or his/her designee shall have the authority to approve or deny the posting of any proposed Web Pages on school-affiliated Websites based upon compliance with the terms and conditions set forth in this policy as well as applicable District practices and procedures.

SUBJECT: INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

a) A comprehensive staff development program to ensure appropriate and effective use of technology.

b) The preparation of students to utilize multiple types of technology.

c) The integration of technology within and across all curriculum areas.

d) The equitable distribution and access to technological equipment and materials for all students.

e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.

f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

SUBJECT: THE CHILDREN'S INTERNET **PROTECTION** ACT: INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.
Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY **POLICY (Cont'd.)**

d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

**Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.*

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.
Student access to District computers is conditioned upon written agreement by the student and his/her parent acknowledging that the student's use will conform to the requirements of the District's Acceptable Use Policy. All agreements shall be kept on file in the District office.

SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (Cont'd.)

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

47 United States Code (USC) Sections 254(h)
and 254(1)
47 Code of Federal Regulations (CFR) Part 54

Adopted: 10/1/02
Revised: 7/5/08

Component III: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

A. PRESENT TECHNOLOGY CLIMATE.

THERE ARE NO NON-PUBLIC SCHOOLS IN THE CUBA-RUSHFORD SCHOOL DISTRICT

TECHNOLOGY COMMITTEE

The district technology committee and the sub-committees meet on a regular basis throughout the school year. Staff members and community members are encouraged to join the committees or visit meetings. Staff is updated over e-mail, and the community receives information through the district newsletter and the district's web page. The three building level teams and the district level team have been included in the long range planning activities.

TECHNOLOGY PLAN

This technology plan is intended to be a living document with updates on a yearly basis to make recommendations and evaluations. The JET committee, a sub-committee of the technology committee, will meet yearly to accomplish this task and to present the evaluations and recommendations to the board of education.

ENVIRONMENT

The Cuba-Rushford Central School District has adopted the standards of the Erie 1 BOCES Regional Information Center to assure the interoperability of technology components. The district uses the Center's approved lists for purchasing guidelines. The building wiring design assures connectivity and interoperability of PC computers through local and wide area networks. Electrical circuits with surge suppressed outlets dedicated to the data outlets have been installed in each building. Each classroom in the district has either 5 or 6 data outlets for the classroom mini labs.

COMPUTER WORKSTATIONS

Current workstation standards reflect industry standards and the anticipated demands of software to be used by administrators, teachers, students, and staff. Teachers in the district have mini-labs of 5or 6 computers for their students. A multi-media teacher workstation with a printer is located near the teacher desk. These stations have scan converters to allow display of teaching materials and presentation materials on the classroom 32-inch monitor. There are 662 networked workstations in the district.

EQUIPMENT AND SOFTWARE UPGRADES

A plan exists for the upgrade of hardware and software. A budget for software allows for upgrades and new purchases as necessary. Classroom computer workstations are replaced on a four-year rotation schedule and servers are replaced on a three-year rotation schedule. A budget exists for these scheduled equipment upgrades.

COMPUTER LABS

The Rushford Elementary School has a PC computer lab and Cuba Elementary two PC Labs for student and teacher training. The middle/ high school building has a PC lab, 3 wireless mobile labs

and a lab in the library. One of the mobile laptop carts is housed in the distance learning room, so that it can be used as an additional lab. Teachers may schedule these labs when classes are not in session.

LAPTOP COMPUTER LAB

The district provides twenty laptop computers for staff and students in grades 6-12. Students may sign out a laptop for use at home after attending a training session with a parent or guardian.

WIRELESS COMPUTER LAB

The laptop computers are also available as a wireless computer lab. Teachers may sign up to use the wireless computer labs on an as needed basis.

E-MAIL

Staff in all three buildings communicates through Lotus Notes and have individual Internet addresses. Student accounts are available to all students in support of the New York State Learning Standards.

INTERNET

The Internet may be accessed from any networked workstation. All buildings have access to the Gigabit Broadband Wide Area Network for data and Internet services through the Erie 1 Regional Information Center.

INTERNET FILTER

All classroom computers are filtered by 8e6 (X-Stop) Content Filtering. This is a service of the Erie I BOCES Regional Information Center. **Internet Content Filtering/Safety Policy included at the end of this section.*

WEB SITE

The goal is to provide a complete and interactive web site with district information for students, staff and the community. The district's web site may be reached at www.crcs.wnyric.org

LIBRARIES - SCHOOL

The two elementary libraries and the middle/high school library are automated with Mandarin Software version M3. Students and teachers may conduct library searches from classroom computers. The Internet is accessible from several computers in each library. The Cuba-Rushford Central School Middle/ High School library has been designated an Electronic Doorway Library by the Board of Regents, the New York State Education Department and the New York State Library.

LIBRARIES - PUBLIC

The district has a continuing need to interact with the public libraries in our communities. The Rushford Free Library and the Cuba Circulating Library have dial in access to the Internet through the schools. The library boards have worked with the technology committee in adoption Code of Ethics for users at their facilities. These libraries are represented on the district technology committee and will be included in ongoing technology efforts.

CODE OF ETHICS

The district has approved a code of ethics form for staff and students. Students and staff will need to accept the terms in order to log-into the district's computers.

SOFTWARE

Technological tools continue to evolve and improve. Providing the administrators, teachers, staff and students with the best tools available will enable them to perform their tasks more effectively. The variety and scope of available software for instruction continues to grow rapidly, making its way into mainstream instructional practice. The technological tools found in our school district must be used to promote the varied types of learning as well as various learning styles and abilities. Education software should address curriculum priorities and should be:

Inquiry-based
Interactive
Student directed
Objective based
Reflective of real life applications

Much of the software chosen will be approved for purchase through the Common Set of Learning Objectives. Software approved in this manner will take into consideration curriculum goals, teaching styles at the various levels, and learning styles and abilities. Priority has and will continue to be given to software in the areas of word processing, desktop publishing critical thinking skills development, and network access to information.

Much of the software available at Cuba-Rushford is available on the network fileservers but teachers may request individual software programs to support their curriculum. These purchases are approved through the Software Evaluation Committee. The district provides a software budget for these requests and for upgrades to existing network programs.

ADULT EDUCATION

The district continues to provide adult education classes each year for the community. Spring and fall sessions are offered each year. The Cuba-Rushford Computer labs are also available to the Cattaraugus / Allegany BOCES and other adult education programs operating within the district boundaries.

TEACHER TRAINING

Teacher training and professional development in technology play a key role in its ultimate acceptance and use in the classroom. Research indicates technology planning that does not address comprehensive and continuous professional development will likely have minimal success. Multiple levels of training and staff development must be offered to teachers and administrators so they feel empowered to use technology to facilitate their own productivity.

This should include:

- *effective integration of technology to facilitate:
    - -exploratory learning
    - -cooperative learning
    - -Classroom-based assessment
- *interactive video
- *hypermedia
- *telecommunications
- *distance education

The availability of diverse professional development opportunities is important to address the needs of all staff within the district yet all should be moved toward common goals.

Two aspects of technology-related professional development will require attention.

*operational/technical skills with equipment and application software

*curriculum integration skills

Professional development programs prepare the teaching staff to effectively deliver integration of content objectives, process skills, and technology competencies appropriate tot the grade level and subject area of the student. Curriculum in some areas will need upgrading to identify the basic information, performance standards and technology linkages that education reform dictates.

School district staff now participates in a variety of professional development programs sponsored by the Erie 1 BOCES Regional Information Center, and the Cattaraugus/ Allegany BOCES Center. The district participates in the Model schools programs through both BOCES centers as well as providing in-service through district turnkey trainers. Teachers also receive training through our participation in the Common Set of Learning Objectives.

The Cattaraugus/ Allegany BOCES Center provides links to additional professional development resources such as Houghton College, Olean Business Institute, Alfred University, St. Bonaventure University, SUNY at Buffalo, Alfred State College and Buffalo State College. Staff has also attended training at the NASA Center in West Virginia.

Staff is encouraged to attend local, state, and national technology conferences where they may learn about emerging technologies.

The Technology Training Team, a sub-committee of the technology committee is made up of turnkey trainers who help with on-going staff training in the district. These staff members are committed to providing both pre-service training and planning superintendent's days. The district will continue to provide training experiences for turnkey trainers.

MEDIA RETREIVAL SYSTEM

All three buildings have AMX Media Retrieval Systems installed. Teachers use their computers to schedule videotapes, DVD's, CD's and original programming. Teachers control remote media room equipment by use of a remote control device in the classroom. Each classroom has a 32-inch Sony monitor which can also be used to display presentation materials or software via a scan converter from the teacher workstation. These systems display a graphical clock as default and provide access to two PBS stations. Teachers also have access to the Learning Channel, C- Span, CNN News, CNN Headline News, and The Discovery Channel. Additional channels may be scheduled through the system. The office is able to turn all TV's on to give live announcements. This system also functions as an emergency announcement system.

DISTANCE LEARNING

There are distance learning rooms at each of the three buildings that utilize the Gigabit Broadband Wide Area Network. In addition to the distance learning room's I.P. video conferencing capabilities, we also have to a mobile cart in each elementary building that can be moved into the classrooms for virtual field trips.

TELEPHONE SERVICE

The buildings are networked with T-1 lines between three individual PBX systems. All teachers have classroom telephones with access to outside lines. A new phone system that would provide enhanced 911, teacher voice mail, and direct-inward-dialing, is a district need

CELL PHONE'S

The district has purchased 30 cell phones for safety and security purposes.

FUNDING

The JET Team recommends that Erie 1 BOCES Regional Information Center continue as the vehicle for the district technology plan. The district can expect to receive state aid by careful acquisition of state approved and BOCES supported hardware, software and training services. Ongoing use of the aid incentive will help the district realize our vision of students prepared to work with the technology of the future. The elementary schools are committed to learning and sharing through the Common Set of Learning Objectives.

The district will coordinate funding sources to support various aspects of the technology plan. The sources will include federal, state and grant funds. Local budgets will continue to provide technology resources.

Provisions in the local budget exist for:
*Hardware
*Software
*Operating costs of phone lines, cell phones, and security systems
*Consumable materials
*Professional development
*BOCES services

The district has completed the purchasing of classroom, network and office equipment and will budget for emerging technologies, as they become available.

The district is applying for E-Rate funds through the Western New York Regional Information Center. The telecommunications Act of 1996 should enable the district to upgrade communications throughout the district. Plans are in place for the acquisitions and upgrades and are included in this document.

EQUITY

The Cuba-Rushford Central School District is using technology to improve student learning outcomes. Technology is being integrated into the curriculum and learning activities of **all** students to improve learning. The attainment of the New York State Learning Standards will be the focus to improve student learning and performance. Proven instructional technology practices will be emphasized in professional development delivered by BOCES and other providers.
All Cuba-Rushford Central School students have access to classroom computers and all Grade 6 - 12 students have access to laptop computers for at home use.

ASSISTIVE TECHNOLGY

The district provides voice recognition software and specialized computer workstations in support of requests by the district's Committee on Special Education. These special workstations and software are provided upon request to benefit students with special needs.

TECHNICAL SUPPORT

The technology staff consists of the technology coordinator, two Erie 1 LAN technicians (seven tech. days), two technology aides, and 1/5 time technology integration specialist.

Participation in Cosers through Erie 1 BOCES and Cattaraugus BOCES, provide hardware maintenance, and software application support for administrative applications.

CURRICULUM SUPPORT

The Curriculum Support staff consists of a building principal and a technology integration specialist.

B. BROADBAND STATEMENT.

Cuba-Rushford has already acquired a Gigabit Broadband Wide Area Network connection for data and the internet in every district building.

C. TECHNOLOGY NEEDS TIMELINE AND INVENTORY WITH LOCATION OF EQUIPMENT AND REPLACEMENT / MAINTENANCE CYCLE.

Computers (listed by type)								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2010-2011	2011-2012	2012-2013
Dell GX745	102	164	39	5				
Dell GX755		175		12				
Dell GX760		205						
Dell Desktop(Model TBD)						186	144	165
Dell Latitude D620					24			
Dell Latitude D630					72			
Dell Latitude E6400					96			
Number of Computers listed Above that are Internet ready	ALL	ALL	ALL	ALL	ALL			
Number of Computers listed Above equipped for multimedia	102	544	39	17	192			

Peripheral Devices								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2010-2011	2011-2012	2012-2013
Printers	10	129	9	20	3		10	45
Scanners	8	6	1	2		3	3	3
Assistive / Adaptive Devices		6						
Digital Cameras		10	3	15		5	5	5
TV Monitors		15	0	0	0			
VCRs					38			
DVD Players					38			
DVD/VCR Combo		101				26	105	
Projection Devices		101			4	20	105	
Video Cameras		6				3	3	3
Cell Phones					20	20	20	20
Promethean Boards	2	30	1			8	8	8

Software (listed by type)								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2010-2011	2011-2012	2012-2013
Windows XP	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Windows 7						Purchase	With New	Computers
Office 2007	All	All	All	All	All	Upgrade	As	Needed
Publisher	25					Upgrade	As	Needed
Type to Learn III	All	All	All			Upgrade	As	Needed
Accelerated Reader	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Accelerated Math	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Lotus Notes	All	All	All	All		Upgrade	As	Needed
Micro Type Pro	All MS/HS	All MS/HS	All MS/HS			Upgrade	As	Needed
Student Writing Center	All	All	All			Upgrade	As	Needed
Print Shop	All	All	All	All		Upgrade	As	Needed
Music Ace	All Labs					Upgrade	As	Needed
Kidspiration	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Inspiration	All Labs					Upgrade	As	Needed
Earobics	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Adobe Creative Suite	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Vectorworks	25					Upgrade	As	Needed
WiggleWorks	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Oregon Trail	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Where in the World is Carmen Sandiego	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Where in the USA is Carmen Sandiego	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Visions	All MS/HS					Upgrade	As	Needed

Network Equipment

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2010-2011	2011-2012	2012-2013
Hubs					Wiring Closet	Upgrade	As	Needed
Routers					Wiring Closet	Upgrade	As	Needed
Servers					Wiring Closet	Upgrade	As	Needed
Switches					Wiring Closet	Upgrade	As	Needed
Wireless Hubbs					District Wide	Upgrade	As	Needed
Other								

Telecommunication Links

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2010-2011	2011-2012	2012-2013
Gigabit	Service To All Buildings							
Dedicated Cable	Service To All Buildings							
Distance Learning	Available in Every District Building							
Other	Wireless	Wireless	Wireless	Wireless	Wireless			

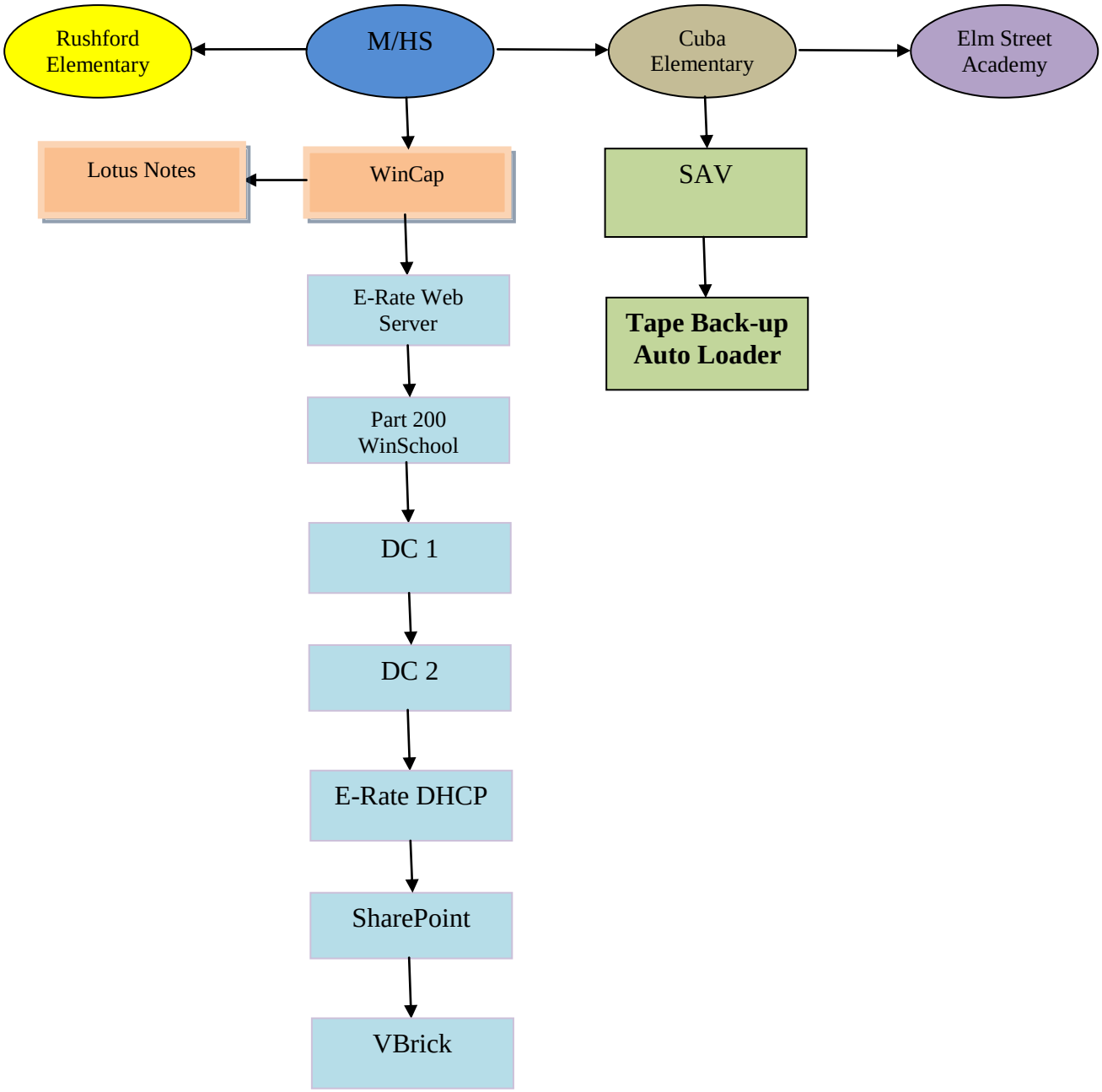
Online Internet Services

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2010-2011	2011-2012	2012-2013
Maps 101	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
World Book Online	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
Groliers Online	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
Gale Opposing Viewpoints	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
EBSCO periodical databases	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
E- Library periodical database	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
TeachingBooks.net	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
Choices	Middle School	Middle School	Middle School			Continue	Evaluate Service	Evaluate Service
ECOS	High School	High School	High School			Continue	Evaluate Service	Evaluate Service
X Stop Internet Content Filtering	ALL	ALL	ALL	ALL	ALL	Continue	Continue	Continue

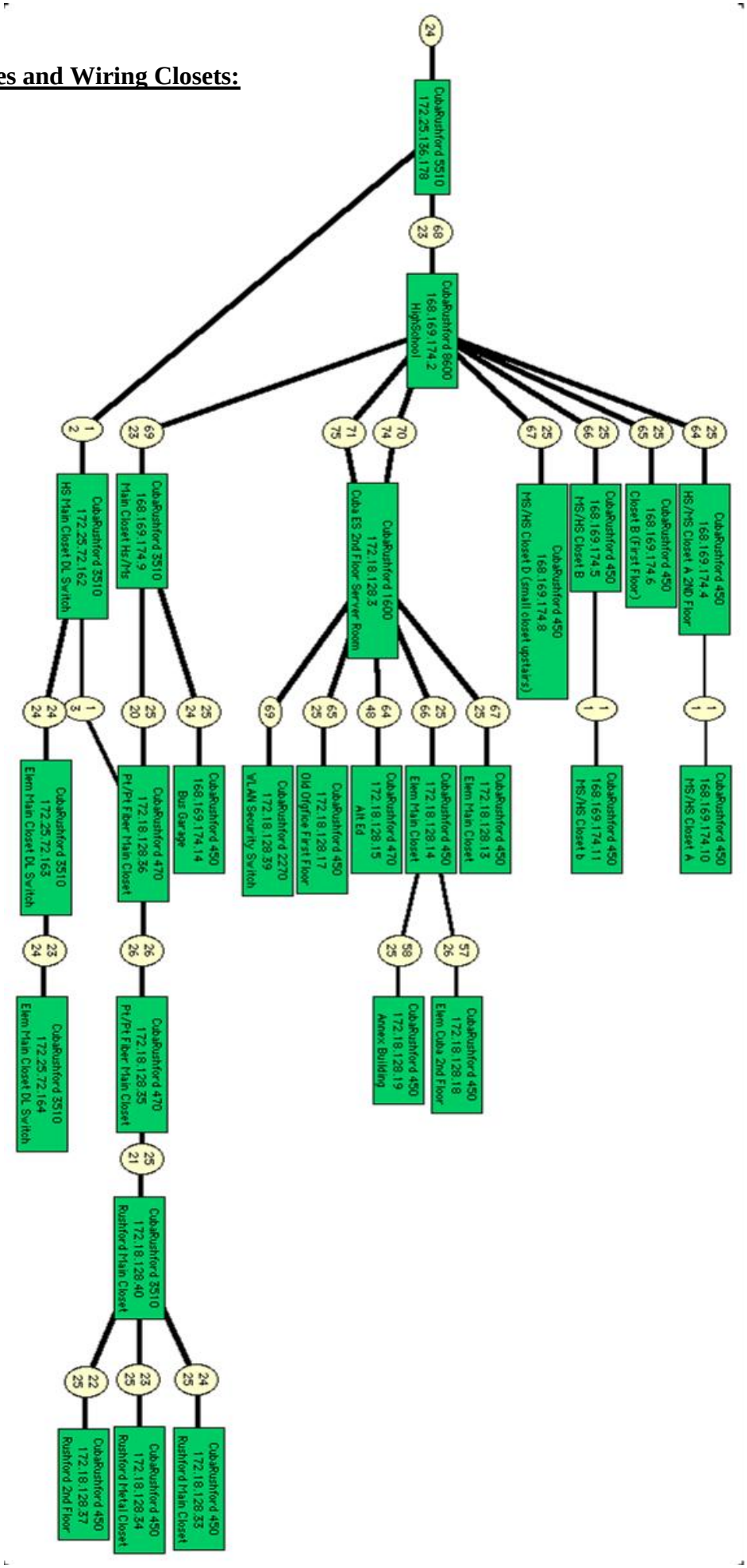
D. NETWORKING ENVIRONMENT

The computer network is a switched network with a gigabit fiber backbone to all wiring closets, elementary buildings, the bus garage, and the fish hatchery. Seven of the eight servers are located at the MHS. The tape back-up auto loader is attached to a server located in the Cuba Elementary, which provides off-site data recovery. Currently wireless connectivity is only available district wide. All campuses have 1 gigabyte connection to each desktop.

Server Configuration:



Switches and Wiring Closets:



E. INCREASE ACCESS TO TECHNOLOGY

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board to ensure our students and staff have increased access to technology either through our own district or through our educational partners (ex. BOCES).

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Our district has been designated as a high-poverty school which reinforces the districts commitment to provide as much technologically infused learning and access to ensure our students leave our district prepared. Therefore, the District is committed to:

a) A comprehensive staff development program to ensure appropriate and effective use of technology.

b) The preparation of students to utilize multiple types of technology including assistive technologies for our special education student. (ex. Kurzwell, Dragon Naturally Speaking).

c) The integration of technology within and across all curriculum areas. Our technology Integration Specialist facilitates these learning experiences.

d) The equitable distribution and access to technological equipment and materials for all students.

e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.

f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

Component IV: Budget 2010-2013

A. HARDWARE, SOFTWARE, PROFESSIONAL DEVELOPMENT BUDGET.

LOCAL BUDGET

This local budget is adjusted yearly to include needed AV/ETV equipment, supplies, computer hardware, software and supplies. Equipment repairs not available through Cattaraugus-Allegany BOCES are also included.

	2010 - 11	2011 - 12	2012 - 13
Computer Equipment	$ 50,161	$ 51,666	$ 53,216
Video Mac's, Printers, PC Upgrades, Document Cameras, Projectors			
Computer Software	$ 25,843	$ 26,618	$ 27,417
1. Teacher Requested Software, Software renewals, Software for new computers			
Computer Supplies	$ 9,064	$ 9,336	$ 9,616
Batteries for Activotes, PC supplies, Memory upgrades, cables, and connectors			
Computer Contractual	$ 5,665	$ 5,835	$ 6,010
1. All On-line subscriptions, training and maintanence not offered by Erie 1			
Audio Visual Equipment	$ 71,379	$ 73,520	$ 75,726
Sound System, VCR/DVD players, Projector Mounts, Vbrick system			
Teacher Requested Equipment			
Audio-Visual Supplies	$ 12,875	$ 13,261	$ 13,659
1. Batteries			
2. Video tape			
3. Laminate			
4. Miscellaneous Supplies			
Audio Visual Contractual	$ 6,180	$ 6,365	$ 6,556
1. Ronco Phone repair (moves or programming)			
Teacher req. Video training			
ETV Equipment	$ 5,150	$ 5,305	$ 5,464
1. Replacement and additional Cameras, and DVR's			
ETV Supplies	$ 3,296	$ 3,395	$ 3,497
1. Teacher requested videos, Cables, conenctors for video systems			
ETV Contractual	$ 3,090	$ 3,183	$ 3,278
3. Movie Licenses			
4. Dark Fiber Lease			
TOTAL	**$ 192,703**	**$ 198,484**	**$ 204,438**

ERIE I BOCES - WESTERN NEW YORK REGIONAL INFORMATION CENTER BUDGET

This budget is adjusted yearly to provide technology related shared services for the administrative operation of the district and to provide technical support, hardware purchases, software purchases and training for all staff in all areas.

	2010 - 11	2011 - 12	2012 - 13
Basic Learning Tech. Support	$1,951	$2,009	$2,069
Impact Test Scoring	$4,883	$5,030	$5,181
Data Warehouse and Data Mining	$6,962	$7,171	$7,386
Common Set of Learning Objectives	$10,142	$10,446	$10,759
District Hardware/Software budget line	$228,116	$234,960	$242,008
Antivirus			
SIS – Student Information System			
Win Cap – Financial System	$22,665	$23,345	$24,045
Win Snap - Cafeteria System	$6,500	$6,695	$6,896
Win School Scheduling			
Pinnacle Grade-book			
Micro Part 200 for Windows (Special Ed.) (cleartrak)	$5,748	$5,920	$6,098
Mailing Service	$2,060	$2,122	$2,185
E-mail/Web Services	$10,772	$11,095	$11,428
Telecommunication Network Services	$154,728	$159,370	$164,151
Library Automation	$12,932	$13,320	$13,719
Supplies on the Web	$20,600	$21,218	$21,855
Base LAN Tech Support	$133,962	$137,981	$142,120
Maintenance Coupons	$6,452	$6,645	$6,845
Network Software			
I.P.A. C.A. BOCES Elm St. Building Equipment	$28,041	$28,882	$29,748
Remote Backup Service	$1,854	$1,910	$1,967
High Speed Printer	$2,034	$2,095	$2,158
Guidance Software	$1,274	$1,312	$1,351
Power School	$13,269	$13,668	$14,078
Disaster Recovery (infrastructure)	$6,739	$6,941	$7,150
Curriculum Mapping	$7,635	$7,864	$8,100
High Speed Printer IPA	$2,266	$2,334	$2,404
Erate hardware/software	$62,693	$64,574	$66,511
Distance Learning Erie 1 support	$10,815	$11,139	$11,474
Total	**$765,092**	**$788,045**	**$811,686**

CATTARAUGUS-ALLEGANY BOCES BUDGET

This budget is adjusted yearly to provide shared services for the district.
Included here are equipment repair services and model schools staff development.

	2010 - 11	2011 - 12	2012 - 13
Distance Learning Support/Coordination	$ 44,342	$ 45,672	$ 47,042
Distance Learning Upgrades			
Educational Communications Center Services	$ 33,774	$ 34,787	$ 35,831
Equipment Repair Services	$ 6,721	$ 6,922	$ 7,130
AV/TV Computer Parts --- Bulbs	$ 1,030	$ 1,061	$ 1,093
AV/TV Equipment Repair Hours	$ 2,833	$ 2,917	$ 3,005
Model Schools/Tech Staff Development	$ 16,315	$ 16,805	$ 17,309
Computer Coordinator Support	$ 4,111	$ 4,234	$ 4,361
Database Co-Ser.	$ 8,753	$ 9,016	$ 9,286
Total	**$ 117,877**	**$ 121,414**	**$ 125,056**

COORDINATION OF RESOURCES

The mission of the Technology Department and the Technology Plan is to provide leadership and coordination for cost efficient access to information, resources and services that support instruction and administrative management for local, regional and statewide participation.

Coordination of instructional technology with existing and planned facility technology implementation is essential. The implementation of this plan will capitalize on all existing technology and training.

At the micro level, the administrative team and the Technology Department meet on a weekly basis to coordinate and evaluate the how well the district if following the technology plan and maximizing its resources for the benefit of our district.

Component V: Evaluation

A. EVALUATION PROCESS.

The District Technology Plan will be monitored and evaluated by the district technology committee three times a year and the Joint Educational Technology Team (JETT) on a semi-annual basis for the duration of the plan. Through the review of the indicators of success of each of the goals listed, the committees will be able to evaluate and adjust the plan as necessary. The progress of the committees in their quest to meet the goals of the plan will be published via staff email and district newsletter. This will enable the community to be informed about the ongoing status of the Technology plan. In September of each school year, a yearly summary of goal completion and the status of current projects completed by the committee will be submitted to the BOE/Superintendent. Goals that are not completed by the end of their deadline will be addressed, reevaluated and/or adapted by the committee.

Monitoring of Curricular Goals

Monitoring Curriculum Integration Goal #1:
Through our Technology Surveys, teacher observation of student work, and the assessment of our Technology Integration Specialist, the district monitors how students:

a. Recognize the need for information
b. Recognize that accurate and comprehensive information is the basis for intelligent decision making
c. Formulates questions based on information needs
d. Identifies a variety of potential sources of information
e. Develops and uses successful strategies for locating information
f. Determines accuracy, relevance, and comprehensiveness.
g. Distinguishes among fact, point of view, and opinion
h. Identifies inaccurate and misleading information
i. Selects information appropriate to the problem or question at hand
j. Organizes information for practical applications
k. Integrates new information into one's own knowledge
l. Applies information in critical thinking and problem solving
m. Produces and communicates information and ideas in appropriate formats

Monitoring Curriculum Integration Goal #2:
Through our Technology Surveys, teacher observation of student work, the assessment of our Technology Integration Specialist, and the career paths they develop with the district guidance counselors, the district monitors how students:

a. Seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
b. Designs, develops, and evaluates information products and solutions related to personal interests.
c. Is a competent and self-motivated reader
d. Derives meaning from information presented creatively in a variety of formats

e. Develops creative products in a variety of formats
f. Strives for excellence in information seeking

Monitoring Curriculum Integration Goal #3:
Through technology surveys, observation of teacher's lessons, and the assessment of our Technology Integration Specialist, the district monitors the success rate and determines the level of support that is needed. These discussions occur at our weekly Congruence (Elementary) and Team meetings (Middle / High), the weekly Technology Integration meetings, the bi-weekly technology meetings, the weekly Administrator team meetings and other special meetings throughout the year. The district will graph our success and post it as a motivational piece.

Monitoring Curriculum Integration Goal #4:
The technology integration needs and success of our staff is monitored through classroom observations, the level of User Support Incidents created, PDP surveys, and all the district and school specific meetings listed under the monitoring of the curriculum integration goal #3.

Monitoring Curriculum Integration Goal #5:
The Technology Plan is the roadmap utilized in all technology and technology integration meetings. Any adjustments made to the technology Plan are reflected at the end of the plan from year to year and are a result of the monitoring tools in place within the Technology Plan.

B. ACCEPTABLE USE POLICIES

a. STUDENTS

Cuba-Rushford Central School
Cuba, New York 14727

September 2006

Dear Parents/Guardians,

We at Cuba-Rushford Central School are proud of our computer network. Use of our computers and educational software will enhance the learning process and help each child to become more productive and creative. Computer technology will help develop communications skills and provide excellent learning experiences as our students enter the 21st Century when virtually every job requires the use of technology.

Students are able to communicate through electronic mail and the Internet. Electronic mail is the sending and receiving of messages through the use of a computer account with a password and the Internet is a network of information available through the use of a computer. The Internet allows students the opportunity to reach out to many other people, share information and learn concepts. Students may be communicating with other students and adults from other parts of the world.

While Internet activities will be supervised by the school staff, the Cuba-Rushford Central School District has taken additional measures to place an Internet filter on our network. Although no filter can assure complete protection from unwanted messages and sites, it has been our experience that this filtering system has greatly enhanced appropriate use of the Internet and e-mail accounts. The ultimate responsibility for proper use still lies with the student. It is important that both you and your child understand that the Internet is a public place where strangers meet and, unlike the U.S. Mail, many people that you do not know read your messages. It is very important that these notes are written appropriately. They should not contain profanity, obscene comments, sexually explicit material, expressions of bigotry,

racism, or hate. Also, they should not contain personal information that you would not want any stranger to have, such as your name, address, or telephone number. With this educational opportunity also comes responsibility. It is important that you and your son or daughter read the ethics code and discuss it together. When students are given a user ID or password and allowed to use the computers, it is extremely important that the rules are followed. Inappropriate use may result in the loss of the privilege to use this educational tool. Parents, remember that you are legally responsible for your child's actions. Please stress to your son or daughter the importance of using only his or her own user ID or password and the importance of keeping passwords secret from other students. Students should, under NO circumstances let anyone else use their ID, passwords or computer files!

Please take time to sit down with your son or daughter to read and discuss the Rules and Code of Ethics for Cuba-Rushford School computer users. Please detach, sign, and return the attached statement by September 30th. Your copy of the Code of Ethics is printed on the reverse of this letter. We ask that you keep this letter and your copy of the code of ethics statement where it can be referred to throughout the school year. Please call the school with concerns you may have about the school network.

Sincerely,

Nikolaos Louvros
Technology Director

RULES AND CODE OF ETHICS FOR CUBA-RUSHFORD CENTRAL SCHOOL'S STUDENTS IN GRADES K - 2

I agree to follow the computer rules and code of ethics in all of my work with computers. I understand that it is up to me to follow the rules carefully.

I will work quietly and carefully at the computer.

I will never give my name, address, telephone number or school name to anyone I meet over the Internet.

I will tell my teacher if something comes up on my computer that I am not comfortable with.

I will only print when my teacher tells me to.

I will be very careful with the computers.

I will not bring diskettes or CDs into school.

RULES AND CODE OF ETHICS FOR CUBA-RUSHFORD CENTRAL SCHOOL'S STUDENTS IN GRADES 3-5

As a computer user, I agree to follow the computer rules and code of ethics in all of my work with computers while attending school. I understand that the responsibility for proper use of computers and the school network lies with me.

I will only use the computer to help me with my education.

I will not install or use an instant messaging program on a school computer.

I will work quietly and carefully at the computer.

I will never give my name, address, telephone number or school name to anyone I meet over the Internet.

I will tell my teacher if something comes on up my computer that I don't think I should see.

I will not waste nor take supplies, such as paper, ink, or toner.

I will only print when my teacher tells me to.

I will not damage the computers on purpose.

I will not bring any media storage devices, such as CDs, diskettes into school.

I will not try to change settings on the computer or change the way it looks.

I will not use the computer to send messages that will hurt others.

I will not pass on chain letters. I will delete any I receive right away.

I will not copy another person's work from the Internet and call it my own.

If I am assigned a password, I will not share it with anyone else.

I will not try to learn another person's password.

RULES AND CODE OF ETHICS FOR CUBA-RUSHFORD CENTRAL SCHOOL
6 - 12 STUDENTS

As a computer user, I agree to follow the computer rules and code of ethics in all of my work with computers while attending school. I understand that the responsibility for proper use of computers and the school network lies with me. I also understand that the computer network and the information received, transmitted or stored on it may in no way be considered private and that it will be monitored to protect system integrity. By signing this statement I agree to the following:

I will not share personal information with anyone on the Internet. This includes, name, address, telephone number, and school name. I will not post personal information on the Internet.

I will not attempt to disable the workstation security or the Internet filtering system.

I will not install or use an instant messaging program on a school computer.

I will immediately inform my teachers of any inappropriate information that is accessed by accident.

I will not waste nor take supplies; such as paper, ink, and toner that are provided.

I will not violate property rights and copyrights in computer programs or plagiarize another person's work. (Copying another person's work from the Internet and using it as your own is an example of plagiarism.)

I will not intentionally damage equipment or waste computer resources.

I will not use an electronic mail package other than the district-operated service of Lotus iNotes.

I will not bring media storage device into school without permission of the technology coordinator.

I will not attempt to gain unauthorized access to system programs, the network or computer equipment.

I will not attempt to modify screen settings, computer hardware, system software or district prepared computer images. This includes changing the wallpaper on the desktop.

I will not load or copy software from or to a district computer.

I will not use the network for slanderous, abusive, intimidating, or otherwise offensive messages.

I will not use the network for spamming, pranks, threats or other forms of unacceptable communication.

I will not use the network to send unsolicited, non-educationally related messages, which are inoffensive but which consume system resources. (Chain letters are an example of e-mail, which consume system resources. This type of e-mail should be deleted immediately and never forwarded.)

I will not use the network to disturb or harass other computer users or to send unwanted mail.

I understand that there is a limit to the individual storage space on the school network, therefore I will not save unneeded, or unnecessary files and e-mail.

I will not download information on the hard drives of any school computer without permission from the technology coordinator.

I will not use the computer or internet access for a non-academic purpose.

I recognize that the work of all users is valuable: therefore, I will protect the privacy of others' areas by not using their Ids and by not trying to learn their passwords.

I understand the importance of keeping my own password confidential and will change the generic password of crcs1 to my own password containing between 5 and 7 letters or numbers. I will do this by October 15th and I understand that I may request help with this or any other network question in the technology office.

b. ACCEPTABLE USE POLICY – STAFF

Ethics has come from within, and is an essential quality in a public servant. It *represents a higher calling – doing the right thing, regardless of whether it's popular or not."*
Richard Mullaney, general counsel, Jacksonville, Florida

Cuba-Rushford Central School Acceptable Use Policy For Staff

Cuba-Rushford Central School offers telephone accounts, Internet access and electronic mail for employee use. Use of these accounts is to further educational goals, assist in the day to day business/administrative operation of the district and to improve communication throughout the district and with the district's communities. The computer/telephone/media networks are the property of the Cuba-Rushford Central School District. These networks and the information received, transmitted, or stored on them may in no way be considered private and will be monitored to protect system integrity. The school computer network runs in conjunction with and depends on services of the Western New York Regional Information Center at Erie #1 BOCES in West Seneca, New York. The district receives filtered Internet access through the Regional Information Center at Erie #1 BOCES. The use of the Internet is intended to support the process of education and those providing it.

As a user of Cuba-Rushford Central School computer/telephone/media networks and the Erie #1 BOCES Regional Information Center's Internet access, I agree not to intentionally:

1. Violate the property rights and copyrights in data and computer program.

2. Use the network for illegal activities. (Example – software piracy)

3. (Questions regarding copyright should be directed to the building media specialist.)

4. Damage equipment or waste computer resources.

5. Download a file containing a virus.

6. Use an electronic mail package other than the district-operated service of Lotus Notes on the school network.

7. Bring diskettes into school without permission of the technology coordinator.

8. Attempt to modify screen settings, computer hardware, system software or district prepared computer images. This would include changing the wallpaper on the desktop.

9. Load or copy software from or to district computers without the specific permission of the technology coordinator.

10. Divulge the contents of any database holding personnel and confidential information related to children, parents, or school business operations.

11. Read or use private files/data without authorization.

12. Use of network for slanderous, abusive, intimidating, harassing or otherwise offensive messages.

13. Use of network to view or send pornography.

14. Post personal or private information about students or myself on the Internet.

15. Use the Internet or district e-mail for political lobbying which may not be related to education or the welfare of students.

16. Use the network for spamming, harmful pranks, threats, or other forms of unacceptable communications.

17. Share personal password and network access or use another person's password and network access.

18. Fraudulently use another person's name to send or receive messages.

19. Use network facilities for commercial use or for profit.

20. Engage in personal business that is unrelated to job performance during duty hours.

21. Consume system resources for non-educational reasons by listening to real audio, viewing digital video, sending chain letters, or for sending e-mail with digital photos.

System users have a responsibility to maintain the integrity of the system and to use it only in an authorized and appropriate manner. By signing below, I agree to abide by all organizational policies, procedures, and guidelines. I understand that details of any violations will be sent to the district superintendent for disposition and may result in the loss of network privileges. Any disciplinary proceedings will follow due process as defined by law. Internet violations may result in suspension, limitation or cancellation of the district's Internet access through the Western New York Regional Information Center.

Date: _____

Signature: _____

Printed Name: _____

Building: _____

C. **SUBJECT: THE CHILDREN'S** INTERNET **PROTECTION** ACT: INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

2010-2011 Updates

2010-2011 Technology Based Benefits to Education

- 2010 Introduce iPads into 6th grade social studies and use of them for educational benefit.
- 2011 Introduce iPads into 8 classrooms and use them for educational benefit.
- 2011 Replace CES and MHS production copiers with networked printers / copiers.
- 2011 Replace and expand desk top computing in MHS Library to accommodate CAD.
- 2011 Upgrade and expand Wireless G network to a wireless N network going from 64 access points to a potential of 128 access points.
- 2011 Upgrade MHS server room and wiring.
- 2011 Add 120 Dell 5420 lap tops.
- 2011 Replace 90 Student Dell 620 Desk Tops with Dell 790 Desk tops.
- 2011 Support the installation, activation and operation of Keyless Entry in the district.
- 2010 Replace previous Bussing software with Transfinder.
- 2010 Eradicate virus and uniformly deploy AVG antivirus for the protection of the district.
- 2010 Support CRCS Outdoors to achieve nationally broadcast television show.
- 2010 Support Video Creation and Editing in the Growth of the Rebel Express Show.
- 2010 Deploy and train teachers and students on ActivEngage for self-paced assessments.

Technology Goals 2011-2012 Jay Morris
CRCS 7/18/11

Improving educational benefit to students with technology

1) Goal # 1 Install new N network and bring online 100%.
    a. Improve internet speed by factor of three.
    b. Improve connect ability by factor of two.

2) Goal # 2 Put technologies into students hands.
    a. iPads in Nine classrooms benefiting students
        i. Eight teachers trained in the use of iPads for educational benefit.
        ii. Four hundred and fifty students trained in the use of iPads for educational benefit.
        iii. Document lessons that incorporate and benefit from this technology.
            1. iPad Camp
            2. iPad Pilots with e1b
            3. iPad professional development with CA BOCES.
            4. Lesson List.
                a.
    b. Add three lap top carts to bring the total to fifteen classrooms with lap tops in district to benefit students.
        i. Fifteen teachers trained in the utilization of lap tops for educational benefit.
        ii. Six hundred students trained in the use of lap tops for educational benefit.
        iii. Document lessons that incorporate and benefit from this technology.
            1. Lesson List.
                a.
    c. Replace 100+ outdated student Desk tops with latest desk top technology.
        i. Teachers trained in the use of computer labs for educational benefit.
        ii. Students trained in the use of for computer labs educational benefit.
        iii. Document lessons that incorporate and benefit from technology.
            1. Lesson List.
                a. Brain Pop
3) Goal # 3 Plan for computers going home with students.
    a. 5th Grade teachers and students use devices in the classroom.
        i. Four teachers trained in the use of mobile devices for educational benefit.
        ii. Document lessons that incorporate and benefit from this technology.
            1. Lesson List.
                a.
    b. Based on teacher, student and parent confidence level start sending computers home with 5th grade students.
        i. Eighty one students taking devices home for educational benefit.
        ii. Document lessons that incorporate and benefit from this technology.
            1. Lesson List.
                a. Brain Pop

4) Goal #4 Risk assessment for district technology.
    a. Assess Technology Risks Based on notes from April 29, 2011 Presentation at Buffalo Hyatt Regency Hotel by NYSSBA
    b. Take actions based on Risk Assessment Report dated 7/14/2011

Cuba-Rushford Central School

Budget Status Report As Of: 07/26/2011

Fiscal Year: 2012

Fund: A GENERAL FUND

Budget Account	Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
2630-150-00-0000	Salary - Computer Inst	59,960.00	0.00	59,960.00	4,206.77	53,055.69	2,697.54
150 Instructional Salaries - Object Subtotal		**59,960.00**	**0.00**	**59,960.00**	**4,206.77**	**53,055.69**	**2,697.54**
2610-160-00-0000	NSalary - Library/AV	31,367.00	0.00	31,367.00	1,822.69	28,602.16	942.15
2630-160-00-0000	NSalary - Comput Instr	37,655.00	0.00	37,655.00	1,764.71	19,501.04	16,389.25
160 Support Staff Salaries - Object Subtotal		**69,022.00**	**0.00**	**69,022.00**	**3,587.40**	**48,103.20**	**17,331.40**
2610-200-01-0003	Equipment- AV	2,909.00	0.00	2,909.00	0.00	0.00	2,909.00
2610-200-01-0028	Equipment-Tech Dept	25,308.00	0.00	25,308.00	0.00	0.00	25,308.00
2610-200-02-0003	AV Equip CE	2,642.00	0.00	2,642.00	0.00	0.00	2,642.00
2610-200-03-0000	Equip-AV - RE	712.00	0.00	712.00	0.00	0.00	712.00
2610-200-05-0003	AV Equip - MS	1,958.00	0.00	1,958.00	0.00	375.69	1,582.31
2620-200-01-0028	TV-Equip-Tech Dept	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
2630-200-01-0000	Equip - Compu Inst - HS	0.00	1,119.10	1,119.10	1,119.10	0.00	0.00
2630-200-01-0028	State Aided Hardware	16,983.00	0.00	16,983.00	0.00	0.00	16,983.00
2630-200-01-VCE0	Equipment-VCE	8,911.00	0.00	8,911.00	0.00	0.00	8,911.00
2630-200-02-0003	Computer Equip CE	6,192.00	0.00	6,192.00	0.00	0.00	6,192.00
2630-200-03-0000	Equip - Rushford Computer	1,591.00	0.00	1,591.00	0.00	0.00	1,591.00
2630-200-05-0000	Computer Equipment - MS	2,189.00	0.00	2,189.00	0.00	0.00	2,189.00
2630-200-08-0028	PC Equip Tech Dept	13,226.00	0.00	13,226.00	0.00	0.00	13,226.00
200 Equipment - Object Subtotal		**88,621.00**	**1,119.10**	**89,740.10**	**1,119.10**	**375.69**	**88,245.31**
2610-400-01-0028	AV Contr-Tech Dept	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
2620-400-01-0028	TV-Contr-Tech Dept	3,000.00	0.00	3,000.00	86.44	1,113.56	1,800.00
2630-400-01-0000	Contr - Compu Inst - MHS	0.00	0.00	0.00	0.00	0.00	0.00
2630-400-01-0028	PC-ContrTech Dept	5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
2630-400-01-VCE0	Contractual-VCE	0.00	0.00	0.00	0.00	0.00	0.00
400 Contractual - Object Subtotal		**14,500.00**	**0.00**	**14,500.00**	**86.44**	**1,113.56**	**13,300.00**
2610-450-01-0003	Supplies - AV-HS	0.00	454.11	454.11	453.60	0.00	0.51
2610-450-01-0028	AV Supplies-Tech Dept	11,515.00	0.00	11,515.00	709.56	1,634.34	9,171.10
2610-450-02-0003	AV Supplies CE	509.00	0.00	509.00	0.00	0.00	509.00
2610-450-03-0003	Supplies - Rushford AV	126.00	0.00	126.00	0.00	0.00	126.00
2610-450-05-0003	A/V Supplies MS	346.00	0.00	346.00	0.00	0.00	346.00
2620-450-01-0000	Supplies - Edu TV HS	0.00	0.00	0.00	0.00	0.00	0.00
2620-450-01-0028	TV Supplies-Tech Dept	2,009.00	0.00	2,009.00	0.00	0.00	2,009.00
2620-450-02-0003	ETV Supplies CE	487.00	0.00	487.00	0.00	0.00	487.00
2620-450-03-0000	Supplies - Rushford ETV	100.00	0.00	100.00	0.00	0.00	100.00
2620-450-05-0000	ETV Supplies - MS	275.00	0.00	275.00	0.00	0.00	275.00
2630-450-01-0000	Supplies - Comp Inst HS	0.00	0.00	0.00	0.00	0.00	0.00
2630-450-01-0028	PC-SuppliesTech Dept	7,486.00	139.28	7,625.28	139.28	1,500.00	5,986.00
2630-450-01-VCE0	Supplies-VCE	0.00	0.00	0.00	0.00	0.00	0.00
2630-450-02-0003	Computer Supplies CE	679.00	0.00	679.00	0.00	0.00	679.00
2630-450-03-0000	Supplies - Rushford Compu	167.00	0.00	167.00	0.00	0.00	167.00
2630-450-05-0000	Computer Supplies - MS	461.00	0.00	461.00	0.00	0.00	461.00
450 Supplies - Object Subtotal		**24,077.00**	**593.39**	**24,670.39**	**1,302.44**	**3,134.34**	**20,233.61**

Budget Account	Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
2630-460-01-0000	Software - State Aided	25,000.00	149.95	25,149.95	0.00	537.67	24,612.28
460 State Aid Library Materia - Object Subtotal		**25,000.00**	**149.95**	**25,149.95**	**0.00**	**537.67**	**24,612.28**
1680-490-00-0000	BOCES - Data Processing	381,018.00	0.00	381,018.00	0.00	0.00	381,018.00
2070-490-08-0028	BOCES-Pro.Dev.-Technology	40,553.00	0.00	40,553.00	0.00	0.00	40,553.00
2110-490-08-0028	BOCES-Reg. School-Technol	70,060.00	0.00	70,060.00	0.00	0.00	70,060.00
2610-490-00-0000	BOCES - Library/AV	55,249.00	0.00	55,249.00	0.00	0.00	55,249.00
2630-490-00-0000	BOCES - Computer Inst	286,319.00	0.00	286,319.00	0.00	0.00	286,319.00
2630-490-06-0000	BOCES Inst. Tech-Elm St	20,569.00	0.00	20,569.00	0.00	0.00	20,569.00
490 BOCES Services - Object Subtotal		**853,768.00**	**0.00**	**853,768.00**	**0.00**	**0.00**	**853,768.00**
Total GENERAL FUND		**1,134,948.00**	**1,862.44**	**1,136,810.44**	**10,302.15**	**106,320.15**	**1,020,188.14**

Appendix

470 Requests for District

Item	Validation for use
Telephone	Pg. 49
Cell Phones	Pg. 50
Pagers	Pg. NA
WAN	Pg. 52
Internet Access	Pg. 47, 55
Email	Pg. 47
Internal Connections	Pg. 55
PBX	Pg. 49
Other: _____	Pg. _____
Other: _____	Pg. _____

Video Creation and Editing (VCE) 5 year Plan

Item		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Mac Book Pro Laptop		NEW			ADD 1 NEW Mac Book Pro Laptop	
Mac Pro Workstation		NEW	ADD 1 Mac Pro Workstation			ADD 1 Mac Pro Workstation
Final Cut Pro 2 (software)		NEW		Update Software		
Photoshop (software)		NEW		Update Software		
After Effects (software)		NEW		Update Software		
G Raid 1TB Hard Drives		NEW (x3)	ADD 1 Hard Drive	ADD 1 Hard Drive	ADD 1 Hard Drive	ADD 1 Hard Drive
52 inch TV / Monitor		NEW				Evaluate TV and it may need to be replaced.

Cost Break Down
Pricing based on what was purchased for the 2009-2010 School Year.
Mac Book Pro Laptop - $4000.00
Mac Pro Workstation - $8000.00 – this includes monitors, keyboard, mouse, and speakers
Final Cut Pro 2 (software) - $2000.00 (2 licenses)
Photoshop (software) - $1000.00 (4 licenses)
After Effects (software) - $1000.00 (4 licenses)
G Raid 1TB Hard Drives - $500.00 each (3 were purchased in 2009)
52 inch TV / Monitor - $1800.00 (this price includes bracket and HDMI cables)

Class Summary
The students in this class will learn the production of video using computer software to create and edit projects. The students will use several different types of video cameras, computer software, and processes in this class. Still pictures, high definition, and state-of-the-art software is used throughout this class. The field of video is exciting and students will get a firsthand look into what it takes to produce what they see on TV.
The class reaches all three buildings in our district and really knows no limits as to what we'll work on. We have done projects for Rushford elementary (videos of student presentations and then upload to the web), Cuba Elementary (helping young students create a video pen pal relationship with students in Hong Kong), and then everything that we do at the Middle/High School. Capturing special events (dances, lip sinks, the school play, holiday concerts, sporting events, wildlife, and many others…) is extremely time consuming for myself and the VCE Students spend many hours here after school taping and editing these activities. I have listed most of the projects that were completed during the 2008-2009 school year. As you can see we stay very busy. The Video Creation and Editing Class really knows no limits, we see the district as a whole and want all the special moments here at CRCS to remembered. Finally, I truly feel that the world is entering a new phase and this class is right on the edge with it. Facebook, MySpace, Twitter, You Tube are all internet sites that people young and old participate in. It is our job as educators to teach respect and responsibility when dealing with photos and video on the web.

2008-2009 Projects

- Homecoming Highlights
- Football Games
- Football top 10 plays
- Skate King I
- Skate King II
- Volleyball (girls) highlights
- Volleyball (boys)
- Cobleskill
- Turkey Catch
- 2008 CR High School Holiday Concert (multi camera shoot)
- The Sound of Music (multi camera shoot)
- High School 101
- Basketball games
- Cuba Elementary Hong Kong Video Exchange
- Rushford Elementary Long House Project
- Afghan phone call
- Balance beam training
- Hawaii phone call