

Changing the Way And Rate of Learning

Cuba-Rushford District Technology Plan



July 2013 to June 2016

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Revised: October 2012

<http://www.crcs.wnyric.org/files/filesystem/crcstechnologyplan2013-2016-final copy 20130422.pdf>

Technology Services

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erie boces

West Seneca Service Center
355 Harlem Road, West Seneca, NY 14224-1892

2013 Educational Technology Plan Requirements Checklist & Work Guide

Applicant	Legal Name of Applicant/District Cuba-Rushford District			
	Address 5476 Route 305			
	City Cuba		Zip Code 14727	County Allegany
	Telephone 585-968-2650			Fax 585-968-2651
	Superintendent Carlos Gildemeister		School District Cuba-Rushford District	
	Technology Plan Start Date July 1, 2013		Technology Plan End Date June 30, 2016	

Technology Plan Contact	Name of Technology Plan Contact Jay Morris		Official Title Technology Integrator	
	Address 5476 route 305			
	City Cuba			Zip Code 14727
	Telephone 585 808 3603	Fax 585-968-2651	Email Address jmorris@crcs.wnyric.org	

Check if the same as the Contact X Technology Director	Name of Technology Director X		Official Title	
	Address			
	City			Zip Code
	Telephone	Fax	Email Address	

URL of the District Educational Technology Plan:

<http://www.crcs.wnyric.org/files/filesystem/CRCSTechnologyPlan2013-2016-20121016-Final.pdf>

Submit this form with your technology plan to no later than October 17, 2012 as follows:

Please email the tech plan to **6** or fax to 716 -821-7292.

Educational Technology Plan - Required Elements

Element: Cover Page

Note: A cover page is necessary for identification and logistical purposes.

Required Components

The cover page includes each of the following basic identification items:

- District/school name, address, phone number;
- Start date of plan (month, year); July 2013
- End date of plan (month, year); June 2016
- Contact person for plan including phone number, fax number, and email address;
- The URL for the location of the technology plan on the web is indicated.

Cover Page determined complete? Yes X No ☐

Element: Introductory Material

Note: An introductory section is needed to provide reviewers and other readers with background information and plan context.

Page(s)	Required Components
7 <u>8</u>	<ul style="list-style-type: none">• Mission: The introductory section includes the district/school mission statement (from the school improvement plan).• Introduction: The introductory section includes a short description of district/school background and demographics including size, number and level of buildings, number of teachers and students, socioeconomic status, etc. Include a list of names of stakeholders and their positions.• Table of contents
8 <u>8-14</u>	

Introductory Material determined complete? Yes X No ☐

Element: Vision and Goals

Note: 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.

Page(s)	Required Components
9 <u>8</u>	<ul style="list-style-type: none">• Vision: A broad vision is articulated for the district/school technology program.• Goals: Broad, general district goals are established that reflect expectations of how technology will be utilized within the district. These might include:<ul style="list-style-type: none">○ The district's intent to highly integrate technology into teaching and learning;○ The relationship of the goals to the long-term vision and the district mission;○ Realistic strategies on how technology will be used to improve student learning and achievement;○ A description on how the goals address the objectives of the school improvement plan/strategic plan.
10 <u>8</u>	

Vision and Goals determined complete? Yes X No ☐

I. CURRICULUM

Element: A. Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

Page(s)	Required Components
11 <u>12-14</u>	<ul style="list-style-type: none">• 5-10 specific goals that are aligned with state or national standards for using advanced technology to improve student academic achievement. (These goals should be “concrete and measurable.”)• Strategies describe how technology will be used to improve the academic achievement, including technology literacy, of all students.• A description is provided on how the district will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction. (Could include specific promotions and targeted audiences.)
12 <u>12-14</u>	
13 <u>12-14</u>	

Element I: A. determined complete? Yes X No ☐

I. CURRICULUM

Element: B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Page(s)	Required Components
14 <u>15-21</u>	<ul style="list-style-type: none">• A description on how technology (including software and electronically delivered learning materials) will be integrated into curricula and instruction. The information described here could include:<ul style="list-style-type: none">○ Specific examples from within content areas and/or grade levels;○ OR, if desired, the full-curriculum describing the technology integration within the curriculum (integration benchmarks).<ul style="list-style-type: none">▪ Tie either of the above with Common Core, NYS State and ISTE standards. Discuss how they are being used.
15 <u>17-19</u>	

Element I: B. determined complete? Yes X No ☐

I. CURRICULUM

Element: C. Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

Page(s)	Required Components
16 <u>12-14</u>	<ul style="list-style-type: none">• Internet, interactive video, on-line courses, and/or other appropriate technologies for distance learning are presented in terms of how these technologies are currently being used OR might be used in the future to enhance instruction and increase student achievement.

Element I: C. determined complete? Yes X No ☐

I. CURRICULUM

Element: D. Parental Communications & Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

Page(s)	Required Components
17 <u>20</u>	<ul style="list-style-type: none">• A description is included on how the educational technology plan will be disseminated to the community.• Additional means of how technology will be used effectively in communicating with parents and promoting parent involvement are identified. These might include web sites, printed materials, and teacher meetings.
18 <u>20</u>	

Element I: D. determined complete? Yes X No ☐

II. PROFESSIONAL DEVELOPMENT

Element: E. Professional Development

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.

Page(s)	Required Components
19 <u>22</u>	<ul style="list-style-type: none">• Professional development strategies are in place to ensure that ALL staff and administrators are made aware of how to use available technologies to improve student learning.• A timeline for the implementation of various types of professional development training is included. (See Action Plan)• Awareness is indicated of state and national standards addressing technology competencies for teachers, administrators, and other relevant educators.
20 <u>18</u>	
21 <u>23</u>	

Element II: E. determined complete? Yes X No ☐

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: F. Infrastructure Needs/Technical Specification, and Design

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 the technologies to be acquired.

Note: For districts or schools receiving Universal Service Funds (E-rate), this is a **critical requirement that may be requested by the SLD in the event of an audit**. Be sure that your plan adequately describes any equipment you have requested through USF, as well as the district hardware, which will be supported by this infrastructure. This section does not require highly detailed technical specifications, but basic descriptions and overall justifications should be included.

Page(s)	Required Components
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22 <u>47</u>	<ul style="list-style-type: none"> • A description and inventory of the current status of hardware, software, network infrastructure, telecommunications, and other technology services in the district is provided – must include a statement about broadband.
23 <u>47-49</u>	
24 <u>47-49</u>	<ul style="list-style-type: none"> • The plan includes a description and inventory of the hardware, software, network infrastructure, telecommunications, and other services that will need to be acquired to improve instruction and student learning.
25 <u>43-53</u>	<ul style="list-style-type: none"> • Basic strategies for ensuring the interoperability of equipment are provided. (Plans for continuous upgrading and a timeline for technology acquisitions should be included.) • The plan includes a description of the replacement & maintenance cycle and technical support that is available within the district.

Element III: F. determined complete? Yes X No ☐

Required Element G: Inventory

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: H. Increase Access

Strategies to increase access to technology for all students and all teachers.

Page(s)	Required Components
26 <u>53</u>	<ul style="list-style-type: none"> • The plan addresses the steps that will be taken to ensure all students and teachers have increased access to technology (examples of issues to be addressed might include assistance to students in high-poverty and high-need schools or to students needing assistive technologies).

Element III: H. determined complete? Yes X No ☐

IV. MONITORING AND EVALUATION

Element: I. Evaluation

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 and national academic standards.

Page(s)	Required Components
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27 <u>55-56</u>	<ul style="list-style-type: none"> • A general description of the process by which the evaluation will be conducted is included.
28 <u>55-56</u>	<ul style="list-style-type: none"> • The evaluation section indicates what measures will be used and how success will be determined. <p>The plan indicates the following: (Action Plan)</p>
29 <u>55-56</u>	<ul style="list-style-type: none"> ▪ Frequency of evaluations;
30 <u>55-56</u>	<ul style="list-style-type: none"> ▪ Persons responsible for evaluations;
31 <u>55-56</u>	<ul style="list-style-type: none"> ▪ Strategies describing how unmet goals will be addressed.

Element IV: I. determined complete? Yes X No ☐

IV. MONITORING AND EVALUATION

Element: J. Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

Page(s)	Required Components
32 <u>57-62</u>	<ul style="list-style-type: none"> • An Acceptable Use of Technology Policy (AUP) for the district is included with the BOE approval date. BOE approval date = 2/26/13
33 <u>63</u>	<ul style="list-style-type: none"> • The district policy for Internet Safety/Content Filtering is included with the BOE approval date and the public forum date. BOE approval date and the public forum date = 2/26/13

Element IV: J. determined complete? Yes X No ☐

Questions – Contact Michelle Okal-Frink
mokal@elb.org

Manager: Instructional Technology, Research & Innovative Projects
(716) 821-7200

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Element: Introductory Material

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8 <u>8-14</u>	

Introductory Material determined complete? Yes X No ☐

Introduction

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. DISTRICT/SCHOOL BACKGROUND AND DEMOGRAPHICS:

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 a elementary school and 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 less than twenty four students per class. Our district employs one hundred and seventy five staff in every capacity to support each student within the goals established by the Strategic Plan. Our current enrollment is eight hundred and seventy five students.

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. Technology Committee:

The district Technology Committee meets three times a year. 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 (585) 808-3603 or Carlos Gildemeister at (585) 968-2650.

Members

Carlos Gildemeister, Interim Superintendent
Kevin Erickson, Cuba Elementary School Principal
Andrew Rantz, Middle School Principal
Sue Culbert, Student Information and guidance
Scott Jordan, Science Teacher
Deb Dorgan, Math Teacher
Chris Cappelletti, Social Studies Teacher, Technology Integrator
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 (Committee Co-Chair)
Paul Austin, Technology Specialist

Community

Cindy Dutton, Cuba Circulating Library
Tim Cox, CA BOCES Director
Mansel Wells, Erie 1 Technology Planner
Mary Linza, Parent Representative
Dave Crowley, Community Member and CRCS BOE member
Chris Berardi, Parent Representative
Skip Wilday, Parent Representative
Wendy Sprague, School Librarian
Betsy Hardy, Parent Representative and CABOCES employee

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 Erickson, Cuba Elementary Principal, Curriculum Committee Chair
Carlos Gildemeister, Interim Superintendent
Jay Morris, Technology Integrator (Chair)
Scott Jordan, Science Teacher
Paul Austin, Technology Specialist

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, Technology Integrator
Wendy Sprague, Librarian
Carlos Gildemeister, Interim Superintendent (Chair)
Tom Kenyon, High School Math Teacher
Shannon Albert, Middle School Science Teacher
Cristy McKinley, Elementary Teacher
Paul Austin, Technology Specialist

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 the 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 2013 – 2016 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 sustaining 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 available to students.
3. Through our reading programs students 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

I. CURRICULUM

Element: B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Page(s)	Required Components
14 <u>15-21</u>	<ul style="list-style-type: none">• A description on how technology (including software and electronically delivered learning materials) will be integrated into curricula and instruction. The information described here could include:<ul style="list-style-type: none">○ Specific examples from within content areas and/or grade levels;○ OR,if desired, the full-curriculum describing the technology integration within the curriculum (integration benchmarks).<ul style="list-style-type: none">▪ Tie either of the above with Common Core, NYS State and ISTE standards. Discuss how they are being used.
15 <u>17-19</u>	<ul style="list-style-type: none">• A timeline for the technology integration into curricula and instruction is included. (See Action Plan)

Element I: B. determined complete? Yes X No ☐

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 is 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 classrooms with a promethean board, Elmo, projection devices, Sound Field System, and 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.

-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 Grade 4 – 12 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 server 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 65

6. **Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- 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 in middle school.

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 devices as requisitions require.	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 Plan	Meeting current goals established by the Strategic Plan as revised.

Safety and Security through latest technology advancements.	As needed	-Tech. Coordinator -Tech. Admin. -Safety Team	Keyless doors, IP surveillance camera coverage.	Lock downs are more secure. Less or no reported incidences.
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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 advanced in the utilization 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 methods or technologies.	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 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

- D. Internet, interactive video, on-line courses, and/or other appropriate technologies for distance learning are presented in terms of how these technologies are currently being used **OR** might be used in the future to enhance instruction and increase student achievement.

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

1. Infrastructure - CRCS Classrooms are equipped with the similar hardware and software. Approximately 100 N access points are distributed through out the district with the plan to go to 128 or approximately one per classroom. There is a shift of providing students with a shared take home device (presently iPads) as take home devices. Grades 6, 8 and 11 in 2012 – 2013. Grades 6 – 12 by 2015.
2. With the growth of our Video Creation and editing class, the nationally broadcast CRCS Outdoors TV show our students will continue creating and consuming video content.
3. The teachers are using and will continue to develop Moodle, My Big Campus, Edmoto and CRCS Web pages to post their curriculums, course syllabus, and nurture safe learning community's online.
4. Curricula – The high school independent studies curriculums are available to those students enrolled in those courses to access on or off site.
5. 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 examples are:
 - a. Elementary students connecting with students in Honk Kong , England & Canada via DLL
 - b. Culture experience sharing with classroom in Hawaii
 - c. Afghan exchange with soldiers

E. 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/>).
- 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 inside and outside our schools. These are reviewed with parents during the Kindergarten, sixth grade and ninth grade yearly orientations. Technology articles are regular printed in our news letter high lighting student achievements. Parent communication through parent grade level meetings. News paper articles based on student implementation of technological tools to leverage their learning.
- 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. PTO - Parent Teacher Organization
 - vi. Team Meetings
 - vii. Building Leadership Team

F. 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

II. PROFESSIONAL DEVELOPMENT

Element: E. Professional Development

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.

Page(s)	Required Components
19 <u>22</u>	<ul style="list-style-type: none"> Professional development strategies are in place to ensure that ALL staff and administrators are made aware of how to use available technologies to improve student learning. A timeline for the implementation of various types of professional development training is included. (See Action Plan) Awareness is indicated of state and national standards addressing technology competencies for teachers, administrators, and other relevant educators.
20 <u>18</u>	
21 <u>23</u>	

Element II: E. determined complete? Yes ☒ No ☐

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 learning:** 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 requires continual support at all levels.

8. Integration of individual goals, school and district goals as well as State and Federal standards of technology competencies: 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

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*

A. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – PREVIOUS SUPERINTENDENT

CUBA-RUSHFORD CENTRAL SCHOOL

*Superintendent of Schools, 585-968-2650 / Fax: 968-2651
Transportation Supervisor, 585-968-2446*

*Cuba-Rushford Middle/High School
5476 Route 303N, Cuba, NY 14727
585-968-2650 / Fax: 968-1091*

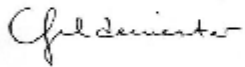
*Cuba-Rushford Elementary School
15 Elm Street, Cuba, NY 14727
585-968-1760 / Fax: 968-3181*

October 15, 2012

Dear Faculty and Staff,

The Cuba-Rushford student centered technology plan is based on our mission statement. Our mission statement is *"To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community."* We will do this by balancing the importance of Knowledge, Pedagogy and Technology. Our goal with technology is to have it blend in and disappear in the background. We leverage the teaching skills of the staff and help the students learn at rates that are based on Moore's Law. We will do this with technology while building students and staffs confidence, self esteem and sense of well being. We plan to give everyone in our district the opportunity to bring as much benefit as possible to those in the world around them.

We could not prepare them without you! Thank you!



Carlos Gildemeister
Interim Superintendent
Cuba-Rushford District

<http://www.crcs.wvnetic.org>

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

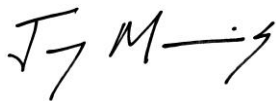
To whom it may concern,

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,

A handwritten signature in black ink, appearing to read "Jay Morris". The signature is stylized, with the first name "Jay" written in a cursive-like script and the last name "Morris" in a more formal, slightly cursive script.

Jay Morris

A. 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)

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

Technology Training Offerings

Over the past several years we have relied heavily upon the results from the yearly surveys 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 a lever to apply Moore's Law to rate of 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 in District and at our local CA BOCES and ERIE 1 BOCES with their staff.

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.

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

POLICY	2008 3000 1 of 1
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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)

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

- 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)

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

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.

POLICY

2008

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Instruction

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

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Element: F. Infrastructure Needs/Technical Specification, and Design

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 the technologies to be acquired.

Note: For districts or schools receiving Universal Service Funds (E-rate), this is a **critical requirement that may be requested by the SLD in the event of an audit**. Be sure that your plan adequately describes any equipment you have requested through USF, as well as the district hardware, which will be supported by this infrastructure. This section does not require highly detailed technical specifications, but basic descriptions and overall justifications should be included.

Page(s)	Required Components
22 <u>47</u>	<ul style="list-style-type: none"> A description and inventory of the current status of hardware, software, network infrastructure, telecommunications, and other technology services in the district is provided – must include a statement about broadband. The plan includes a description and inventory of the hardware, software, network infrastructure, telecommunications, and other services that will need to be acquired to improve instruction and student learning. Basic strategies for ensuring the interoperability of equipment are provided. (Plans for continuous upgrading and a timeline for technology acquisitions should be included.) The plan includes a description of the replacement & maintenance cycle and technical support that is available within the district.
23 <u>47-49</u>	
24 <u>47-49</u>	
25 <u>43-53</u>	

Element III: F. determined complete? Yes ☒ No ☐

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 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 5 or 6 computers for their students. The teacher workstation is connected to a high resolution projector pointed at a promethean board. There are 700 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 four-year rotation schedule. Decisions will be made on what devices are most beneficial to students for their use. A budget exists for these scheduled equipment upgrades.

COMPUTER LABS and LAPTOP COMPUTERS

The Elementary School has a PC computer lab for student and teacher training. The middle/ high school building has a PC lab, 18 wireless mobile labs. Teachers may schedule these labs when classes are not in session.

E-MAIL

Staff communicates through Lotus Notes and has individual Internet addresses. Student accounts are available to all students' grades 3-12 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 computers on the network are filtered by LightSpeed Content Filtering. This is a service of the Erie I BOCES Regional Information Center. Student devices that leave school grounds only have access to the internet through the LightSpeed browser.

**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 elementary library and the middle/high school library are automated with Mandarin Software version M3. Students and teachers may conduct library searches from any networked computers. The Internet is accessible from all 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 interaction with the public libraries in our communities. The Rushford Free Library and the Cuba Circulating Library have free Internet for their patrons. 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.

DISTANCE LEARNING

There are distance learning rooms at both 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 Polycom carts that can be moved into the classrooms for virtual field trips.

TELEPHONE SERVICE

All teachers have classroom telephones with access to outside lines.

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 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 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 devices for at home use.

ASSISTIVE TECHNOLOGY

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, three Erie 1 LAN technicians (seven tech. days), a full time electronic equipment technician, 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, a technology integration specialist and a 3/5 CA BOCES Curriculum Coordinator.

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		
						2013-2014	2014-2015	2015-2016
Dell GX755		160						
Dell GX760		185						
Dell Desktop(790)		55		12				
Dell Desktop(990)	24	15	56	1	1			
Dell Latitude D630					60			
Dell Latitude E6400					85			
Dell Mini					150			
Dell Latitude 5420					70			
Desktops						50	50	50
Laptops						50	50	50
iPads						400	400	400
Number of Computers listed Above that are Internet ready	ALL	ALL	ALL	ALL	ALL	All	All	All
Number of Computers listed Above equipped for multimedia	24	415	56	13	366	100	100	100

Peripheral Devices								
	Computer Labs	Classrooms	Central ized	Admin. Office	Other Location	Planned Future Acquisitions		
						2013-2014	2014-2015	2015-2016
Printers	3	0	20	5	2	2	2	2
Projection Devices	3	130			5	50	50	50
Video Cameras		6				3	3	3
Promethean Boards	3	120			1	8	8	8

Software (listed by type)								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2013-2014	2014-2015	2015-2016
Windows 7	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Microsoft Office	All	All	All	All	All	Upgrade	As	Needed
Type to Learn III	All		All			Upgrade	As	Needed
Accelerated Reader	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Lotus Notes	All	All	All	All		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	50					Upgrade	As	Needed
Visions	All MS/HS					Upgrade	As	Needed
VPP	iPads	iPads	iPads	iPads	iPads	\$20,000	\$30,000	\$40,000

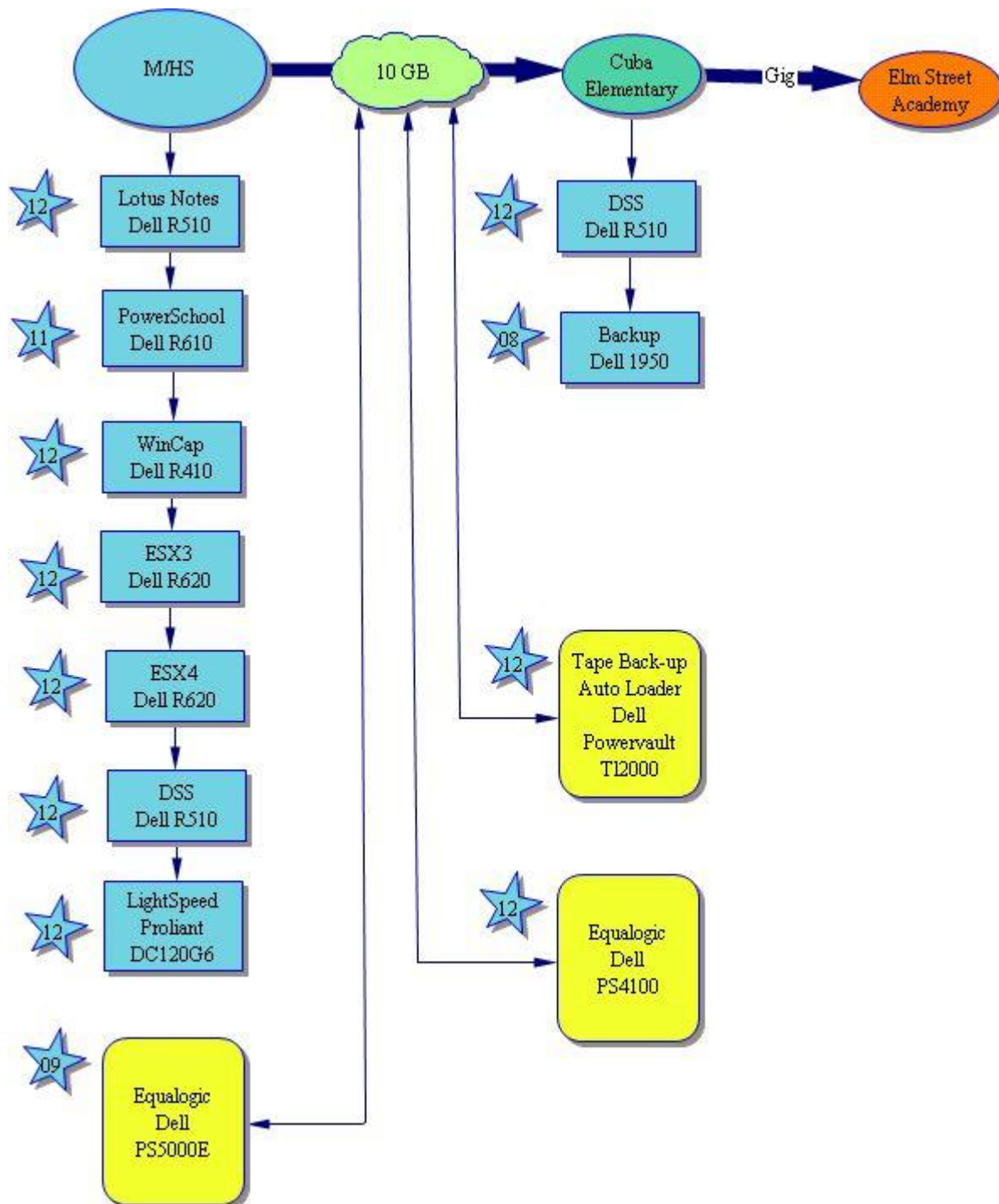
Network Equipment								
	Computer Labs	Classrooms	Central ized	Admin. Office	Closet	Planned Future Acquisitions		
						2013-2014	2014-2015	2015-2016
Access Points			99			Upgrade	As	Needed
Switches					27	Upgrade	As	Needed
Servers					11	Upgrade	As	Needed
Other						Upgrade	As	Needed

Telecommunication Links								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2013-2014	2014-2015	2015-2016
Gigabit	Service To Both Buildings					Upgrade	As	Needed
Dedicated Cable	Service To Both Buildings					Upgrade	As	Needed
Distance Learning	Available in Both Buildings					Upgrade	As	Needed
Other	Wireless	Wireless	Wireless	Wireless	Wireless	Upgrade	As	Needed

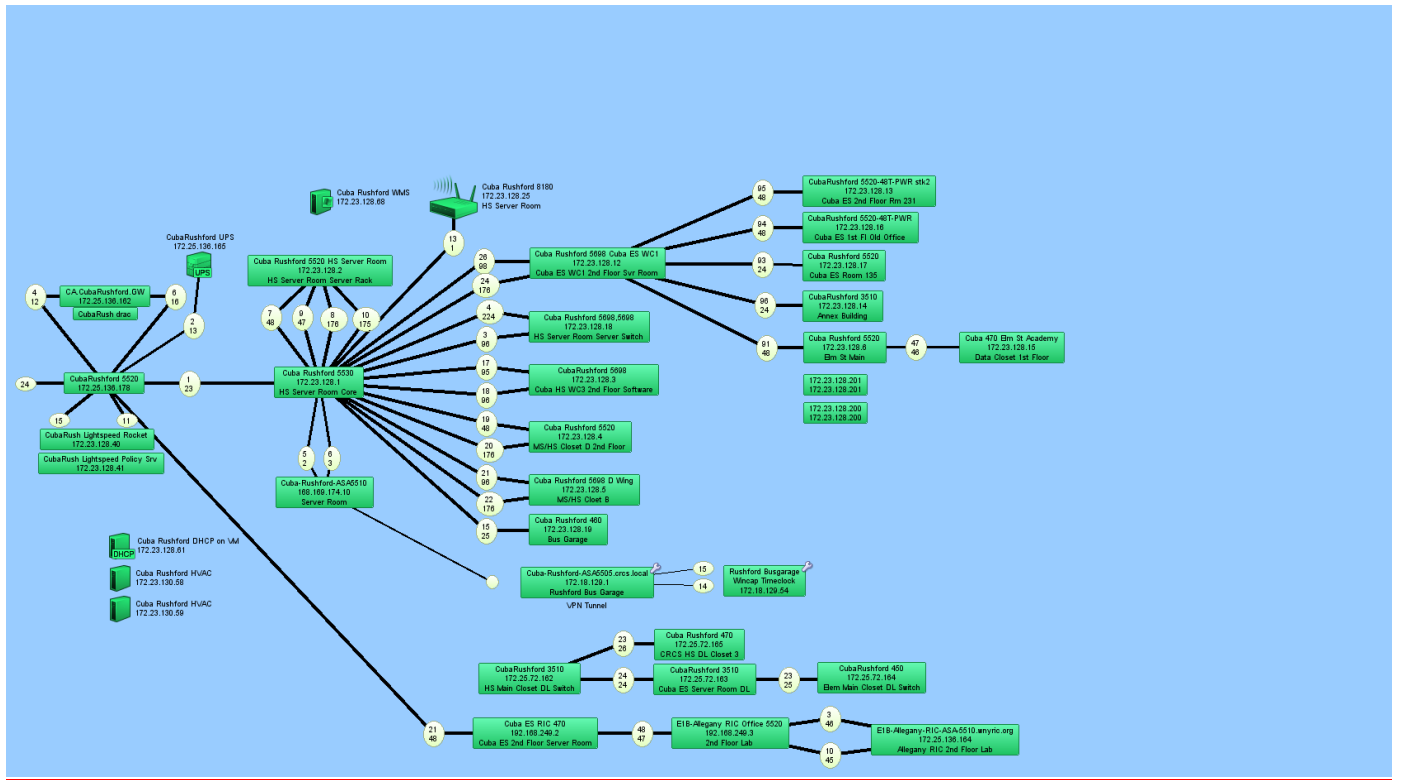
D. NETWORKING ENVIRONMENT

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

Server Configuration:



Switches and Wiring Closets:



E. INCREASE ACCESS TO TECHNOLOGY

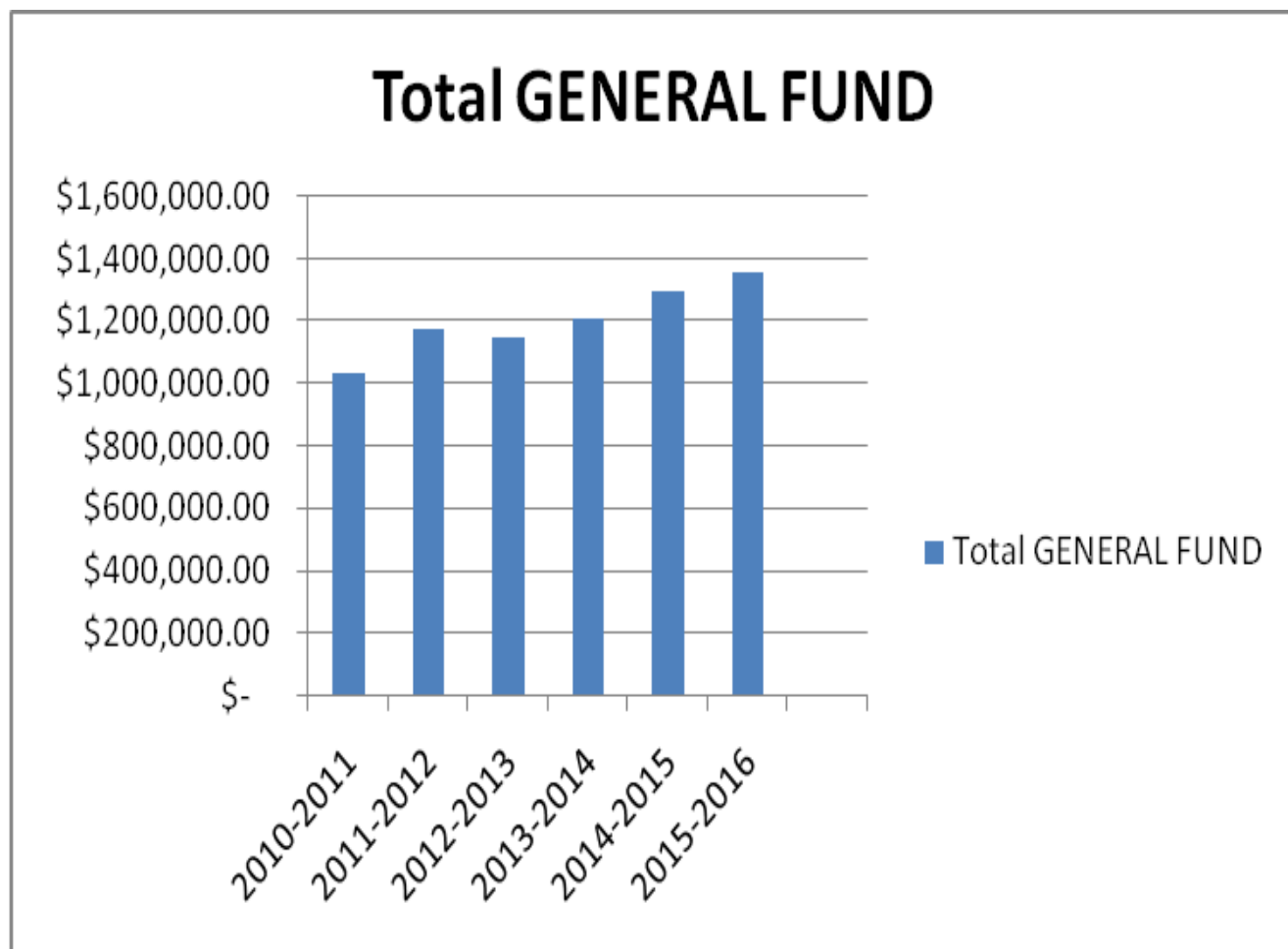
The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board to ensure our students and staff have increased access to technology either through our own district 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 2010-2016

A. HARDWARE, SOFTWARE, PROFESSIONAL DEVELOPMENT BUDGET.



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 is following the technology plan and maximizing its resources for the benefit of our district.

Component V: Evaluation

Element: I. Evaluation

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 and national academic standards.

Page(s)	Required Components
27 <u>55-56</u>	<ul style="list-style-type: none"> • A general description of the process by which the evaluation will be conducted is included. • The evaluation section indicates what measures will be used and how success will be determined. <p>The plan indicates the following: (Action Plan)</p> <ul style="list-style-type: none"> ▪ Frequency of evaluations; ▪ Persons responsible for evaluations; ▪ Strategies describing how unmet goals will be addressed.
28 <u>55-56</u>	
29 <u>55-56</u>	
30 <u>55-56</u>	
31 <u>55-56</u>	

Element IV: I. determined complete? Yes X No ☐

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. RESPONSABLE USE POLICIES

a. STUDENTS

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.

My goal is not to print.

I will use the power of the technology that is provided to me for good and to fight evil.

BOE approval date and the public forum date = 2/26/13

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.

BOE approval date and the public forum date = 2/26/13

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 lds 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.

BOE approval date and the public forum date = 2/26/13

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 Responsible 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: _____

BOE approval date and the public forum date = 2/26/13

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.

BOE approval date and the public forum date = 2/26/13

Appendix

Video Creation and Editing (VCE) 5 year Plan

Item	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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	ADD 1 Mac Pro Workstation
Final Cut Pro 2 (software)	NEW		Update Software			Update Software
Photoshop (software)	NEW		Update Software			Update Software
After Effects (software)	NEW		Update Software			Update Software
G Raid 1TB Hard Drives	NEW (x3)	ADD 8 Hard Drive	14 Tb Hard Drive	24 Tb of Hard Drive	32 Tb of Hard Drive	48 Tb of 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 2012-2013 School Year.

Mac Book Pro Laptop - \$4000.00

Mac Pro Workstation - \$10,000.00 – this includes monitors, keyboard, mouse, and speakers

Final Cut Pro 2 (software) - \$1200.00 (4 licenses)

Photoshop (software) - \$16,000.00 (500 licenses)

After Effects (software) - \$16,000.00 (500 licenses)

G Raid 4TB Hard Drives - \$500.00 each (8 were purchased in 2012)

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 me 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 remember. 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, YouTube 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.

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