

Connecting in The 21st Century

Cuba-Rushford District Technology Plan

2007-2010

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Component 1: Vision and Goals

A. MISSION STATEMENT.

To prepare students to be life-long learners and involved, conscientious citizens in a global community.

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.

B. 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 time a year and invites all staff members and visitors are always welcome. Anyone interested in attending a meeting or becoming a member of this committee, may contact Paul Austin at 968-2650 extension 4431 or Carlos Gildemeister at 968-2650 extension 4428.

Members

Barbara Funk, Middle School Principal
Mike Kunz, Cuba Elementary School Principal
Greg Hardy, Rushford Elementary Principal
Anne Brungard, Superintendent
Paul Austin, Technology Coordinator (Committee Co-Chair)
Louis Petroni, Music Teacher

Nettie White, Remedial Reading Teacher
Jill Robinson, Business Teacher
Sue Culbert, Student Information and guidance
Scott Jordan, Science Teacher
Deb Dorgan, Math Teacher
Chris Cappelletti, Social Studies Teacher
Wendy Sprague, Librarian
Carlos Gildemeister, High School Principal (Committee Co-Chair)
Nicole Deck, Rushford Elementary Secretary
Linda Botens, English Teacher
Elvin Graham, Erie 1 BOCES Technician
Tom Kenyon, High School Math Teacher
Shannon Wallace, Middle School Science Teacher
Aron Cole, Technology Integration Specialist / Music teacher

Community

Cindy Dutton, Cuba Circulating Library
Mansel Wells, Erie 1 Technology Planner
Barb VanWicklan, BOCES Program Manager for Instructional Technology
Mary Linza, Parent Representative
Dr. Mike Doyle, Parent Representative and BOCES Program Manager

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

Anne Brungard, Superintendent
Mike Kunz, Cuba Elementary Principal, Curriculum Committee Chair
Carlos Gildemeister, Technology Integration Specialist, Administrative Intern
Paul Austin, Technology Coordinator
Scott Jordan, Science Teacher
Aron Cole, Technology Integration Specialist / Music teacher

III. Web Committee:

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

Members

Mike Kunz, Cuba Elementary School Principal
Paul Austin, Technology Coordinator (Committee Co-Chair)
Jill Robinson, Business Teacher
Scott Jordan, Science Teacher
Chris Cappelletti, Social Studies Teacher
Wendy Sprague, Librarian
Carlos Gildemeister, High School Principal (Committee Co-Chair)
Tom Kenyon, High School Math Teacher
Shannon Wallace, Middle School Science Teacher
Aron Cole, Technology Integration Specialist / Music teacher

C. TECHNOLOGY GOALS.

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

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

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

Component 2: Professional Development Strategy

A. PDP PLAN.

Cuba-Rushford Central School Professional Development Plan (PDP) ***** Professional Development Planning Team 2006-2007

District Committee

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

Sandra Burdick –Teacher

William Melaro-Teacher

Dr. Peggy Burke – Higher Education

Jon Morris – Parent

Anne Brungard – Administration

Michael Oliverio – Teacher

William Joy – Teacher

Sharon Pulos – Teacher

Michael Kunz – Administration

JoAnn Viglietta – Teacher

Additional Members: 2000 - 2001

Pat Cheesman – Administration

Michele Miller – Teacher

Joy Mientkowicz – Parent

Jon Morris – Board Member

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

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

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

Cuba-Rushford Central School Professional Staff Development Guiding Assumptions

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

1. **Incorporation of available knowledge basis:** Current research findings need to be integrated into the educational process.
2. **Designs built on principles of adult learning and change process:** Effective educational practices for students and adults may be derived from research findings
3. **Experimentation and risk taking:** People acquire and retain new skills and knowledge through a growth process more effectively than through a process which emphasizes correction.
4. **Collegiality and collaboration:** Commitment to implement planned change is built through collaboration and open communication.
5. **Appropriate participant involvement in goal setting, implementation evaluation and decision making:** Needs identified by various constituent groups and individuals may be the basis for designing staff development programs and activities.
6. **Time to work on staff development and assimilate new learnings:** Solutions to complex problems require systematic decision-making processes.
7. **Leadership and administrative commitment:** Change is a process-not an event. Since implementation of educational programs takes from 2-5 years, it requires continual support at all levels.
8. **Integration of individual goals with school and district goals:** The nature of the working environment must be considered in designing staff development support activities.
9. **Formal placement of the program within the philosophy and organizational structure of the school and district:** Efficient and effective investment in developing the district's human resources yields dividends in accomplishing district goals.

Cuba-Rushford Central School
Professional Development Plan
(Effective beginning with the start of the 2006 – 2007 school year.)

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

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

3. *Needs/Data Analysis*

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

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

Attachment 11 District Resources

Fiscal resources:

Staff development budget Staff resources:

Curriculum Coordinator

Grade level/subject area teams

BOCES (instructional Support Services, SETRC) Teacher Resource Center Local consultants

Community-

Parent/Teacher Organization

Shared Decision Making Team

Cuba-Rushford Central School Professional Development Plan Implementation Map

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

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

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

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

Step 5: Repeat procedures starting with Step 3.

CRCS Professional Growth Activities

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

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

Professional Development Growth Activities Form
(Duplicate as necessary)

Name _____

Grade Level/Subject:

Professional Growth Activity

Area of Growth Addressed:

Expected Outcome:

Personal Assessment Method:

Professional Development Growth Activity End Report Form

(To be completed on or before June 30 of each school year)

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

Name _____

Grade Level/Subject:

Professional Growth Activity

What was done?

Approximate number of hours:

B. SUPPORT LETTER OF PROFESSIONAL DEVELOPMENT – SUPERINTENDENT

Cuba–Rushford Central School CSPD Plan Cover Letter

October 10, 2006

Dear Faculty and Staff,

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

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

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

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

Sincerely,



*Anne Brungard
District Superintendent*

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

February 2007

To the Cuba-Rushford Community,

What is Technology Integration? Do we do an adequate job of integrating technology here at CRCS?

Technology Integration is more than simply providing each classroom with student computers. It's more than putting up overhead computer projectors for Power Point presentations and wiring rooms so that computers can be networked with workgroup printers. When a school has a distance lab capable of communicating with other schools and organizations around the world it's a wonderful thing, but even that is not true technology integration. Smart Boards, laptops, desktop PCs and software, projectors and sounds systems, Internet and Content management systems are only the technology. Where does the integration happen?

In our school district we have some of the best technology in our area. We have been referred to by other districts as the model for technology in our region. However, recently we have been discovering that we are more keeping the status quo than we are leading the way. The technology we have is on par with the technology in other schools. But, are we actually learning how to use this technology? We have it in our buildings, but are the teachers using it in the classroom? And if so, are they using it as an integral part of the teaching and learning process? Are the students getting the training they need in order to enter the work force prepared for what's ahead?

The True integration of technology can only happen through new teaching methods. A teacher can be surrounded with new technology and never use it the way it is meant to be used. An educator, while teaching and keeping up with the every day needs of the classroom, also needs to be educated about the new tools that can be implemented in the classroom. The teacher's in the Cuba-Rushford district are hard working, dedicated, and have the best interests of the student in mind. There is just not enough time in the day to continue doing what they've been doing for the past many years, at the same time keeping up with the new technology. Our teachers are falling behind in the understanding and implementation of new technology in the classroom, but it's not necessarily for lack of effort.

Our students need teachers who have the resources to stay ahead of them in the classroom in order to equip them with the tools they will need when they leave us. Computers have found their way into almost every industry, and business large or small. To teach a student how to use a computer is not enough anymore. Students need to learn how to get beyond the basic functions of the computer and learn how to perform tasks using the computer as the means to the end. Somewhere in the United States, there is an entire office building that has gone paperless. There are teachers who can communicate with students whether they are in school, or at home. Students with special needs are no longer restricted in their access to the services they need. Students are no longer limited to the resources within the walls of their schools. The Internet literally opens up a world of opportunity. Imagine what that means for students who don't have the ability to leave Cuba, or Rushford. Imagine what that means to students who have never been fortunate enough to experience another culture, or geographical region. Students who have never heard another language spoken can now talk to people around the world. Through the use of technology, our students can have a global educational community. This is the "new face" of education.

So, what will it take for our teachers to get what they need to pass on to our students?

It will take dedicated time and resources in order to train the teachers on the tools and in the methods they will need to use in the classroom. It will take a person, or a team of people who can sift through the thousands of available software programs, pieces of hardware, Internet sites, and Learning management systems that can be accessed and utilized in the classroom. It will take a patient and supportive board of education and administration that provide time, resources, and opportunity for teachers to learn and implement new knowledge in the classroom for the benefit of our students.

How does the process start? It already has started. Thanks to Carlos Gildemeister, Paul Austin, and the rest of the technology team including tech support and technology committees, our technology department and resources are current. What is lacking is teacher training and support. Teachers need to be taught how to use the tools that have been provided for them. At the same time, the teachers need to be given time to work with the tools in a safe environment with help on hand to answer questions and give guidance and ideas. Teachers need to be assured that the methods they have been using for so many years have been GOOD, and that this new technology is not replacing old outdated methods, only enhancing the existing expertise and experience that already exists in our classrooms.

How can this be accomplished? How can CRCS continue to be the regional model of educational and technological excellence? If we aim to prepare students to be life-long learning and involved, conscientious citizens in a global community, then our district needs to allocate the resources to ensure we have a full time Technology Integration Specialist who can help us become a regional model.

I am thankful the Cuba-Rushford Board of Education has approved the hiring of a full time Technology Integration Specialist commencing in the 2007-08 school year that will help our staff and students achieve the vision and goals in the strategic plan adopted this February, 2007.

Aron Cole
7th Grade Music Teacher / Technology Integration Specialist
Cuba-Rushford District

D. CSPD SURVEY – TECHNOLOGY NEEDS.

All Cuba-Rushford staff take the Comprehensive School Personnel Development (CSPD) Plan Survey each year around the month of April. The district utilizes the result of this survey to better prepare for professional development the following year. Below you will find the 2006 – 07 survey sent out by the Superintendent Anne Brungard.

Dear CRCS Everyone,

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

This is how you fill out the survey!

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

Thank you so much for taking the time to complete this.

Please send back by May 11th. Your input is appreciated.

CSPD Survey April 2007

CURRICULUM DEVELOPMENT	
<input type="checkbox"/>	Standards of excellence and / or standards for my discipline
<input type="checkbox"/>	Curriculum resources (e.g. material / local resource people/ field trips / etc.
<input type="checkbox"/>	New programs for teaching in my area (please specify: Is it reading? Writing? Public Speaking? What? Write your response here -->
<input type="checkbox"/>	Integrating my subject area into other curricular areas
<input type="checkbox"/>	Linkage to higher education and / or current research awareness of my curriculum
<input type="checkbox"/>	Transition planning for students with disabilities
<input type="checkbox"/>	Assessment
<input type="checkbox"/>	Other: Specify: resources on disabilities, integration for students with disabilities, modification of curriculum Write your response here -->

INSTRUCTIONAL STRATEGIES	
<input type="checkbox"/>	Portfolio
<input type="checkbox"/>	Models of learning styles
<input type="checkbox"/>	Cooperative or group learning
<input type="checkbox"/>	Developmentally appropriate practices
<input type="checkbox"/>	Assessing student performance and interpreting test data (e.g. School Report Card)
<input type="checkbox"/>	Adapting / modifying instruction for students with learning problems and / or disabilities
<input type="checkbox"/>	Multiple Intelligences
<input type="checkbox"/>	All Kinds of Minds.. the work of Dr. Levine
<input type="checkbox"/>	Other: Write your response here -->

PROFESSIONAL GROWTH / INSTRUCTIONAL SUPPORT	
<input type="checkbox"/>	Updates in my area - networking
<input type="checkbox"/>	Professional writing
<input type="checkbox"/>	Mentorship: programs, consulting, training
<input type="checkbox"/>	Effective teaching methods , models, use of technology, etc.
<input type="checkbox"/>	Visitations to other districts
<input type="checkbox"/>	Access to certification information
<input type="checkbox"/>	Shared decision making / collaborative teaching
<input type="checkbox"/>	Total Quality Management
<input type="checkbox"/>	Utilizing teacher assistants / aides
<input type="checkbox"/>	Consultant teacher model
<input type="checkbox"/>	Writing IEPs
<input type="checkbox"/>	Committee on Special Education
<input type="checkbox"/>	Inclusion
<input type="checkbox"/>	Classroom management - inclusion of students with disabilities
<input type="checkbox"/>	Introduction to special education
<input type="checkbox"/>	Heterogeneous grouping - inclusion of students with disabilities
<input type="checkbox"/>	Parent training in special ed
<input type="checkbox"/>	Awareness of disabilities (e.g. learning disabled, multiply handicapped, Other Health Impaired ...) Write your response here -->
<input type="checkbox"/>	Other: Write your response here -->

TECHNOLOGY	
<input type="checkbox"/>	Integration of computers / application to my subject area
<input type="checkbox"/>	Software selection and / or review
<input type="checkbox"/>	Personal Technology Goal: Write your response here -->
<input type="checkbox"/>	Beginning technology skills (e.g. digital camera, PowerPoint, Word ...) Write your response here -->
<input type="checkbox"/>	Intermediate technology skills (e.g. digital camera, PowerPoint, Word ...) Write your response here -->
<input type="checkbox"/>	Advanced technology skills (e.g. digital camera, PowerPoint, Word ...) Write your response here -->
<input type="checkbox"/>	Developmentally appropriate practices. What skills at what grade level ?
<input type="checkbox"/>	Assessing student performance and creating graphs / charts from the data
<input type="checkbox"/>	Adapting / modifying instruction for students with learning problems and / or disabilities
<input type="checkbox"/>	Other: (Lotus Notes, Q & A after school...) Write your response here -->
<input type="checkbox"/>	Databases: how to merge Word data into labels
<input type="checkbox"/>	Report card / grade book
<input type="checkbox"/>	PowerPoint
<input type="checkbox"/>	Microsoft Office
<input type="checkbox"/>	Other: Write your response here -->

COMMUNICATION / SOCIAL SKILLS	
<input type="checkbox"/>	Communication
<input type="checkbox"/>	Team building
<input type="checkbox"/>	Development of school, community and business relationships
<input type="checkbox"/>	Parent / teacher communications
<input type="checkbox"/>	Communication during professional evaluation process
<input type="checkbox"/>	Conflict resolution
<input type="checkbox"/>	Collaborative relationships among professionals
<input type="checkbox"/>	Other: Write your response here -->

SOCIAL PROBLEMS	
<input type="checkbox"/>	Suicide prevention
<input type="checkbox"/>	Child abuse
<input type="checkbox"/>	Changing family structure
<input type="checkbox"/>	Alcohol abuse
<input type="checkbox"/>	Peer pressure / stress
<input type="checkbox"/>	Adolescent pregnancy / parenting
<input type="checkbox"/>	Character education
<input type="checkbox"/>	AIDS / STD
<input type="checkbox"/>	Recognizing cults
<input type="checkbox"/>	Sexual harassment
<input type="checkbox"/>	Child abuse recognition
<input type="checkbox"/>	Other substance abuse
<input type="checkbox"/>	Supervising adults
<input type="checkbox"/>	Stress management
<input type="checkbox"/>	Time management
<input type="checkbox"/>	Other: Write your response here -->

HEALTH AND SAFETY	
<input type="checkbox"/>	Fire
<input type="checkbox"/>	Bus (discipline)
<input type="checkbox"/>	Pool
<input type="checkbox"/>	Playground / Athletics
<input type="checkbox"/>	Disaster
<input type="checkbox"/>	Weapons in school
<input type="checkbox"/>	Other: Write your response here -->
<input type="checkbox"/>	Training in current issues
<input type="checkbox"/>	Awareness of a sick building - allergies, ventilation, carbon monoxide
<input type="checkbox"/>	Basic first aid
<input type="checkbox"/>	AED training
<input type="checkbox"/>	Specific medical awareness training - seizures, asthma, diabetes, CPR ..) Write your response here -->
<input type="checkbox"/>	Developing building - wide health / medical care plans (crisis teaming)
<input type="checkbox"/>	Safe transportation for all students
<input type="checkbox"/>	Proper body mechanics (ergonomics) in the work place
<input type="checkbox"/>	Issues and impact of violence in schools
<input type="checkbox"/>	Crisis Intervention training
<input type="checkbox"/>	Staff Wellness Program - stress management
<input type="checkbox"/>	Other Issues: Write your response here -->
You are done. Thank you for taking the time to do this survey.	

2005-06 CSPD Results in the area of Technology.

The 2005-06 school CSPD survey results in the area of technology were utilized to develop professional development activities through the technology integration specialist during the six scheduled superintendent days set aside for this purpose.

Staff	Technology														
	School Building (MSHS = 1, CE = 2, RE = 5)		Integration of computers to my subjects area	Software selection and or review	Personal technology goal	Beginning technology skills	Intermediate technology skills	Advance technology skills (Their comments)	Developmentally appropriate practice	assessing student performance and creating graphs	Adapting / modifying instruction for students with learning problems	databases	Report card / grade book	PowerPoint	Microsoft Office
District Total			6	3	1	4	0	0	3	3	6	1	5	4	2
Total per Building:															
MSHS			2	2	0	1	0	0	0	2	3	0	1	3	1
Cuba Elementary			2	1	0	2	0	0	2	1	3	1	2	0	1
Rushford Elementary			1	0	1	1	0	0	1	0	0	0	1	1	0

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

Cuba-Rushford has adopted the ISTE National Educational Technology Standards for Students and will be implementing curriculum and technology classes K-12 to ensure the 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)

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

Technology Training Offerings

2007

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

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

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

People and Groups offering Professional Development
Individualized / Small Group Trainings

Technology Integration Specialist (In-house)	Individualized training occurs on a daily basis throughout the district based on surveys and direct requests for technical, software or implementation help.
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.

Component 3: Current Status and Needs

A. PRESENT TECHNOLOGY CLIMATE.

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

TECHNOLOGY COMMITTEE

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

TECHNOLOGY PLAN

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

ENVIRONMENT

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

COMPUTER WORKSTATIONS

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

EQUIPMENT AND SOFTWARE UPGRADES

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

COMPUTER LABS

The Rushford Elementary School has a PC computer lab and Cuba Elementary two PC Labs for student and teacher training. The middle/ high school building has a PC lab, 3 wireless mobile labs and a lab in the library. One of the mobile laptop carts is housed in the distance learning room, so that it can be used as an additional lab. Teachers may schedule these labs when classes are not in session.

LAPTOP COMPUTER LAB

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

WIRELESS COMPUTER LAB

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

E-MAIL

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

INTERNET

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

INTERNET FILTER

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

WEB SITE

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

LIBRARIES - SCHOOL

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

LIBRARIES - PUBLIC

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

CODE OF ETHICS

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

SOFTWARE

Technological tools continue to evolve and improve. Providing the administrators, teachers, staff and students with the best tools available will enable them to perform their tasks more effectively. The variety and scope of available software for instruction continues to grow rapidly, making its way into mainstream instructional practice. The technological tools found in our school district must be used to

promote the varied types of learning as well as various learning styles and abilities. Education software should address curriculum priorities and should be:

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

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

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

ADULT EDUCATION

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

TEACHER TRAINING

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

This should include:

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

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

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

- *operational/technical skills with equipment and application software
- *curriculum integration skills

Professional development programs prepare the teaching staff to effectively deliver integration of content objectives, process skills, and technology competencies appropriate to the grade level and

subject area of the student. Curriculum in some areas will need upgrading to identify the basic information, performance standards and technology linkages that education reform dictates.

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

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

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

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

MEDIA RETREIVAL SYSTEM

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

DISTANCE LEARNING

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

TELEPHONE SERVICE

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

CELL PHONE'S

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

FUNDING

The JET Team recommends that Erie 1 BOCES Regional Information Center continue as the vehicle for the district technology plan. The district can expect to receive state aid by careful acquisition of

state approved and BOCES supported hardware, software and training services. Ongoing use of the aid incentive will help the district realize our vision of students prepared to work with the technology of the future. The elementary schools are committed to learning and sharing through the Common Set of Learning Objectives.

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

Provisions in the local budget exist for:

- *Hardware
- *Software
- *Operating costs of phone lines, cell phones, and security systems
- *Consumable materials
- *Professional development
- *BOCES services

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

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

EQUITY

The Cuba-Rushford Central School District is using technology to improve student learning outcomes. Technology is being integrated into the curriculum and learning activities of **all** students to improve learning. The attainment of the New York State Learning Standards will be the focus to improve student learning and performance. Proven instructional technology practices will be emphasized in professional development delivered by BOCES and other providers.

All Cuba-Rushford Central School students have access to classroom computers and all Grade 6 - 12 students have access to laptop computers for at home use.

ASSISTIVE 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, two Erie 1 LAN technicians (seven tech. days), two technology aides, and 1/5 time technology integration specialist.

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

CURRICULUM SUPPORT

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

POLICY

Instruction

**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

POLICY

2005

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Instruction

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

2005

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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: 7/5/05

B. 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		
						2007-2008	2008-2009	2009-2010
Dell GX620	102	164	39	5				
Dell GX280		105		12				117
Dell GX270		205				80	125	
Dell GX260		12				12		
Dell Inspiron 1150	24				48	72		
Dell Inspiron 5100					20	20		
Dell Inspiron 8500					2	2		
Number of Computers listed Above that are Internet ready								
Number of Computers listed Above equipped for multimedia	144	486	39	17	70			

Peripheral Devices								
	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2007-2008	2008-2009	2009-2010
Printers	10	129	9	20	3		10	45
Scanners	8	6	1	2		3	5	5
Assistive / Adaptive Devices		6						
Digital Cameras		10	3	2		10	10	5
TV Monitors		129	3	3				
VCRs					50			
DVD Players					38			
DVD/VCR Combo						26	105	
Projection Devices		10			4	20	105	
Video Cameras		6				3	3	3
Cell Phones					30	30		30

Software (listed by type)

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2007-2008	2008-2009	2009-2010
Windows XP	ALL	ALL	ALL	ALL	ALL	Upgrade	As	Needed
Windows Vista						Purchase	With New	Computers
Office XP	All	All	All	All	All	Upgrade	As	Needed
Publisher	25					Upgrade	As	Needed
FrontPage	30					Upgrade	As	Needed
Type to Learn III	All	All	All			Upgrade	As	Needed
Accelerated Reader	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Accelerated Math	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Lotus Notes	All	All	All	All		Upgrade	As	Needed
Micro Type Pro	All MS/HS	All MS/HS	All MS/HS			Upgrade	As	Needed
Student Writing Center	All	All	All			Upgrade	As	Needed
Print Shop	All	All	All	All		Upgrade	As	Needed
Music Ace	All Labs					Upgrade	As	Needed
Kidspiration	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Inspiration	All Labs					Upgrade	As	Needed
Earobics	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Adobe Creative Suite		5		15		Upgrade	As	Needed
Vectorworks	25					Upgrade	As	Needed
WiggleWorks	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Oregon Trail	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Where in the World is Carmen Sandiego	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Where in the USA is Carmen Sandiego	All Elementary	All Elementary	All Elementary			Upgrade	As	Needed
Visions	All MS/HS					Upgrade	As	Needed

Network Equipment

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2007-2008	2008-2009	2009-2010
Hubs					Wiring Closet	Upgrade	As	Needed
Routers					Wiring Closet	Upgrade	As	Needed
Servers					Wiring Closet	Upgrade	As	Needed
Switches					Wiring Closet	Upgrade	As	Needed
Wireless Hubbs	1		2		5	Upgrade	As	Needed
Other								

Telecommunication Links

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2007-2008	2008-2009	2009-2010
Gigabit	Service To All Buildings							
Dedicated Cable	Service To All Buildings							
Distance Learning	Available in Every District Building					Upgrade To Both Elementary Rooms		
Other								

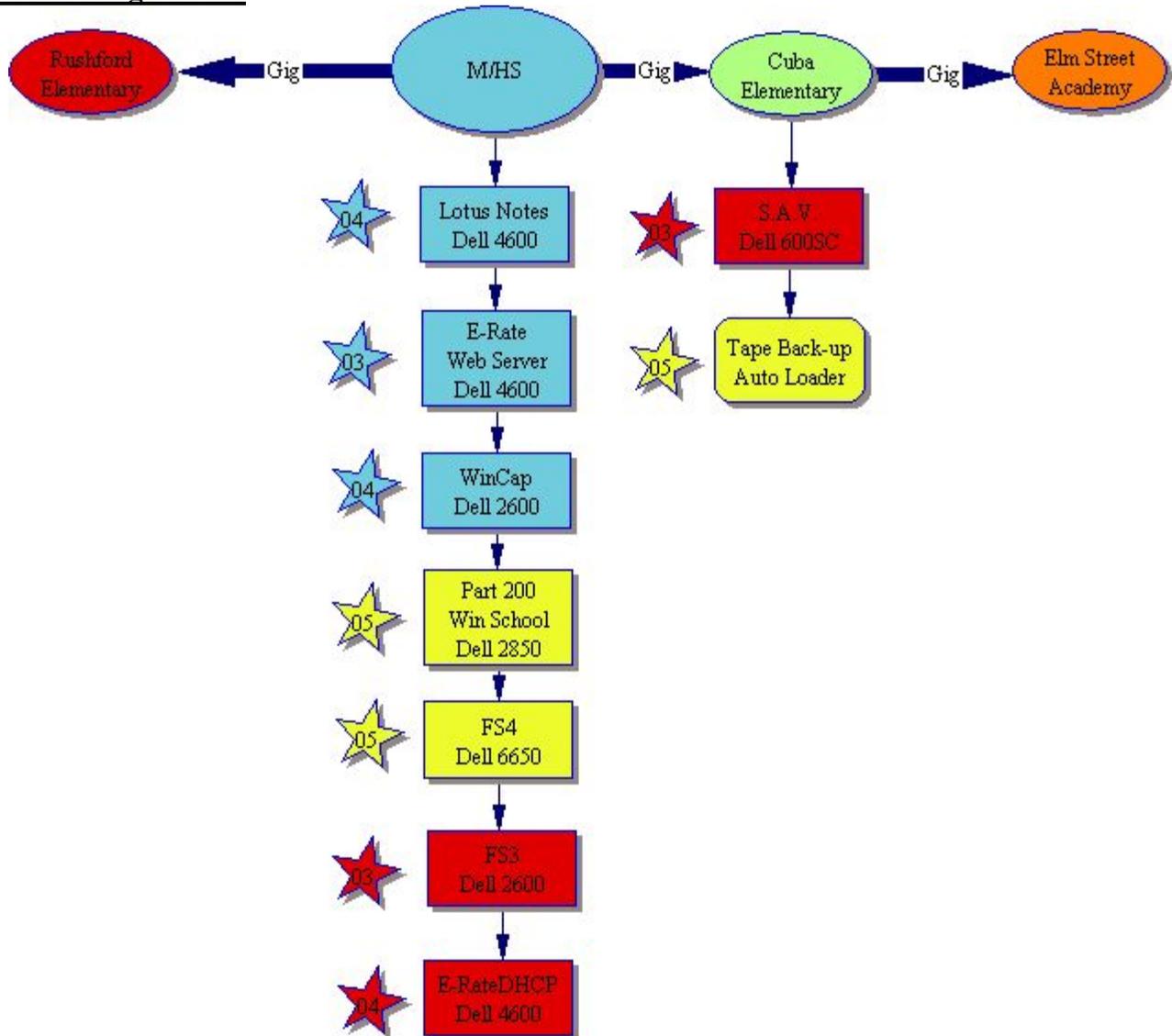
Online Internet Services

	Computer Labs	Classrooms	Library Or Media Center	Admin. Office	Other Location	Planned Future Acquisitions		
						2007-2008	2008-2009	2009-2010
Maps 101	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
World Book Online	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
Groliers Online	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
Gale Opposing Viewpoints	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
EBSCO periodical databases	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
E- Library periodical database	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
TeachingBooks.net	ALL	ALL	ALL			Continue	Evaluate Service	Evaluate Service
Choices	Middle School	Middle School	Middle School			Continue	Evaluate Service	Evaluate Service
ECOS	High School	High School	High School			Continue	Evaluate Service	Evaluate Service
X Stop Internet Content Filtering	ALL	ALL	ALL	ALL	ALL	Continue	Continue	Continue

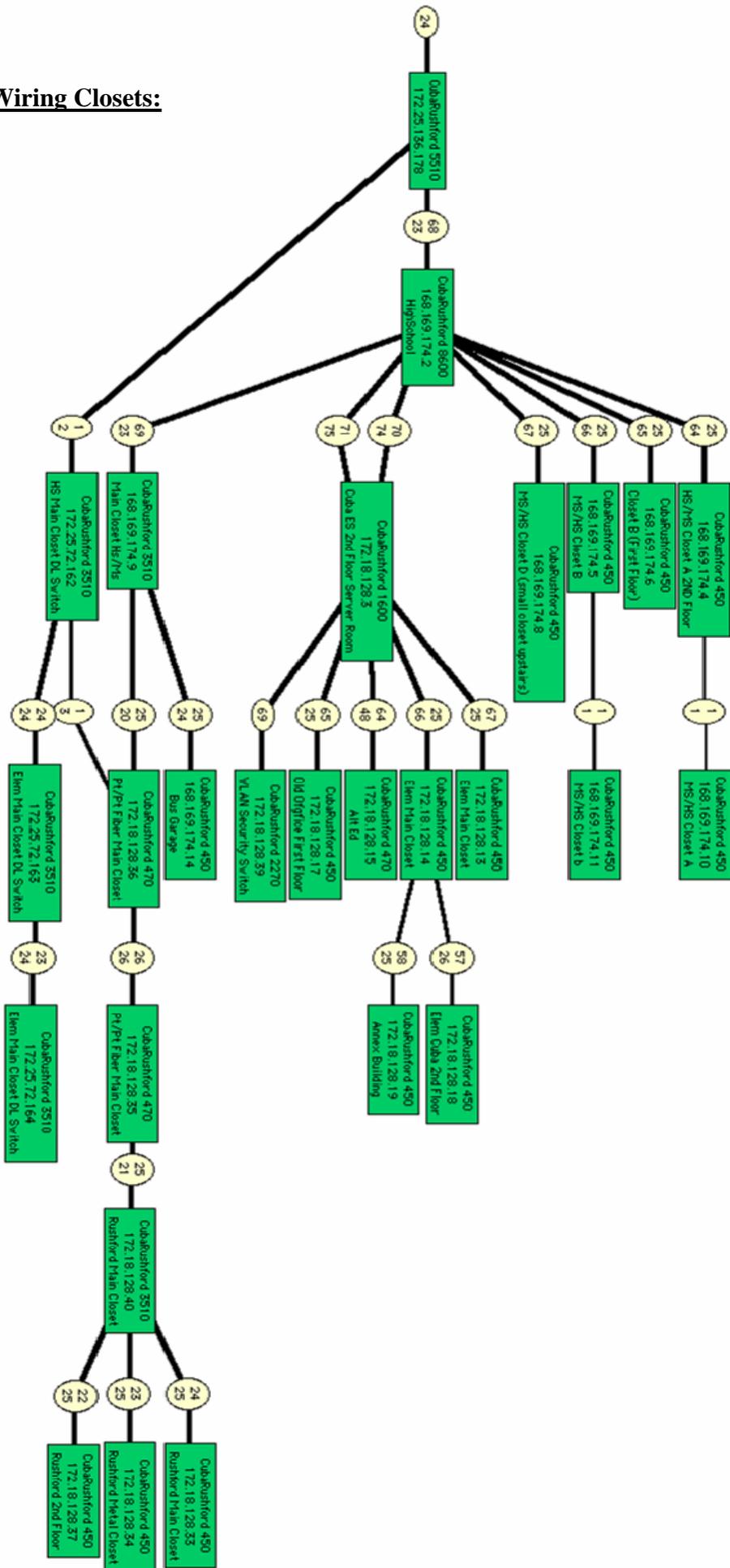
C. NETWORKING ENVIRONMENT

The computer network is a switched network with a gigabit fiber backbone to all wiring closets, elementary buildings, the bus garage, and the fish hatchery. Seven of the eight servers are located at the MHS. The tape back-up auto loader is attached to a server located in the Cuba Elementary, which provides off-site data recovery. Cuba Elementary is the only building with 100MB connections to the desktops. The Category 2 (10MB) wire needs to be upgraded to Catt. 6 or better, to provide 100/1000MB to all data drops in the Rushford Elementary and the MHS buildings. Currently wireless connectivity is only available in select locations. At the completion of the wiring project, there would be total wireless access in all buildings.

Server Configuration:



Switches and Wiring Closets:



D. ACCEPTABLE USE POLICY – STUDENTS

Cuba-Rushford Central School Cuba, New York 14727

September 2006

Dear Parents/Guardians,

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

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

While Internet activities will be supervised by the school staff, the Cuba-Rushford Central School District has taken additional measures to place an Internet filter on our network. Although no filter can assure complete protection from unwanted messages and sites, it has been our experience that this filtering system has greatly enhanced appropriate use of the Internet and e-mail accounts. The ultimate responsibility for proper use still lies with the student. It is important that both you and your child understand that the Internet is a public place where strangers meet and, unlike the U.S. Mail, many people that you do not know read your messages. It is very important that these notes are written appropriately. They should not contain profanity, obscene comments, sexually explicit material, expressions of bigotry, racism, or hate. Also, they should not contain personal information that you would not want any stranger to have, such as your name, address, or telephone number. With this educational opportunity also comes responsibility. It is important that you and your son or daughter read the ethics code and discuss it together. When students are given a user ID or password and allowed to use the computers, it is extremely important that the rules are followed. Inappropriate use may result in the loss of the privilege to use this educational tool. Parents, remember that you are legally responsible for your child's actions. Please stress to your son or daughter the importance of using only his or her own user ID or password and the importance of keeping passwords secret from other students. Students should, under NO circumstances let anyone else use their ID, passwords or computer files!

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

Sincerely,

Paul Austin

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

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

I will work quietly and carefully at the computer.

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

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

I will only print when my teacher tells me to.

I will be very careful with the computers.

I will not bring diskettes or CDs into school.

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

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

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

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

I will work quietly and carefully at the computer.

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

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

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

I will only print when my teacher tells me to.

I will not damage the computers on purpose.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I will not intentionally damage equipment or waste computer resources.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. ACCEPTABLE USE POLICY – STAFF

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

Richard Mullaney, general counsel, Jacksonville, Florida

Cuba-Rushford Central School Acceptable Use Policy For Staff

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

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

1. Violate the property rights and copyrights in data and computer program.
2. Use the network for illegal activities. (Example – software piracy)
3. (Questions regarding copyright should be directed to the building media specialist.)
4. Damage equipment or waste computer resources.
5. Download a file containing a virus.
6. Use an electronic mail package other than the district-operated service of Lotus Notes on the school network.
7. Bring diskettes into school without permission of the technology coordinator.
8. Attempt to modify screen settings, computer hardware, system software or district prepared computer images. This would include changing the wallpaper on the desktop.
9. Load or copy software from or to district computers without the specific permission of the technology coordinator.
10. Divulge the contents of any database holding personnel and confidential information related to children, parents, or school business operations.
11. Read or use private files/data without authorization.
12. Use of network for slanderous, abusive, intimidating, harassing or otherwise offensive messages.

13. Use of network to view or send pornography.
14. Post personal or private information about students or myself on the Internet.
15. Use the Internet or district e-mail for political lobbying which may not be related to education or the welfare of students.
16. Use the network for spamming, harmful pranks, threats, or other forms of unacceptable communications.
17. Share personal password and network access or use another person's password and network access.
18. Fraudulently use another person's name to send or receive messages.
19. Use network facilities for commercial use or for profit.
20. Engage in personal business that is unrelated to job performance during duty hours.
21. Consume system resources for non-educational reasons by listening to real audio, viewing digital video, sending chain letters, or for sending e-mail with digital photos.

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

Date: _____

Signature: _____

Printed Name: _____

Building: _____

F. BROADBAND STATEMENT.

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

Component 4: Budget 2007-2010

A. HARDWARE, SOFTWARE, PROFESSIONAL DEVELOPMENT BUDGET.

LOCAL BUDGET

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

	2007 - 2008	2008 -2009	2009 - 2010
Computer Equipment	\$82,000.00	\$86,100.00	\$90,405.00
• Teacher Requested Hardware			
Computer Software	\$36,000.00	\$37,800.00	\$39,690.00
• Teacher Requested Software			
Computer Supplies	\$5,000.00	\$5,250.00	\$5,512.50
• All other supplies not carried by Erie 1 BOCES			
Computer Contractual	\$2,500.00	\$2,625.00	\$2,756.25
• All on-line subscriptions			
Audio Visual Equipment	\$57,500.00	\$60,375.00	\$63,393.75
• Digital cameras, and camcorders			
• AV Equipment for Class Room Projectors			
• Sound board			
Audio-Visual Supplies	\$13,000.00	\$13,650.00	\$14,332.50
• Batteries			
• Video tape			
• Laminate			
Audio Visual Contractual			
• Ronco phone repairs (moves or programming)			
ETV Equipment	\$2,500.00	\$2,625.00	\$2,756.25
• Replacement and additional cameras, and DVR's			
ETV Supplies	\$14,000.00	\$14,700.00	\$15,435.00
• Teacher requested videos			
ETV Contractual	\$1,500.00	\$1,575.00	\$1,653.75
• Univisions media retrieval service calls			
• Phoenix annual support agreement	\$16,000.00	\$16,800.00	\$17,640.00
• Movie licenses			
• Dark fiber lease			
Summer Cleaning and Inventory			
• 2 Cleaners X 6 weeks			
• 1 person for inventory X 6 weeks			
• Extra Time For Technology Coordinator 3 weeks			
TOTAL	\$230,000.00	\$241,500.00	\$253,575.00

ERIE I BOCES - WESTERN NEW YORK REGIONAL INFORMATION CENTER
BUDGET

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

	2007 - 2008	2008 -2009	2009 - 2010
Basic Learning Tech. Support	\$1,901.00	\$1,996.05	\$2,095.85
Impact Test Scoring	\$4,723.70	\$4,959.89	\$5,207.88
Data Warehouse and Data Mining	\$5,757.75	\$6,045.64	\$6,347.92
Common Set of Learning Objectives	\$9,585.60	\$10,064.88	\$10,568.12
District Hardware/Software budget line	\$190,000.00	\$199,500.00	\$209,475.00
Win Cap – Financial System	\$20,670.00	\$21,703.50	\$22,788.68
Win Snap - Cafeteria System	\$6,081.44	\$6,385.51	\$6,704.79
Micro Part 200 for Windows (Special Ed.)	\$7,505.63	\$7,880.91	\$8,274.96
Mailing Service	\$2,000.00	\$2,100.00	\$2,205.00
E-mail/Web Services	\$7,740.50	\$8,127.53	\$8,533.90
Telecommunication Network Services	\$135,709.56	\$142,495.04	\$149,619.79
Library Automation	\$12,480.00	\$13,104.00	\$13,759.20
Supplies on the Web	\$20,000.00	\$21,000.00	\$22,050.00
Base LAN Tech Support	\$122,025.00	\$128,126.25	\$134,532.56
Maintenance Coupons	\$5,605.00	\$5,885.25	\$6,179.51
Network Software	\$2,486.00	\$2,610.30	\$2,740.82
I.P.A. C.A. BOCES Elm St. Building Equipment	\$22,702.80	\$45,000.00	\$45,000.00
Remote Backup Service	\$1,065.00	\$1,118.25	\$1,174.16
High Speed Printer	\$1,131.48	\$1,188.05	\$1,247.46
Guidance Software	\$1,306.00	\$1,371.30	\$1,439.87
Power School	\$18,375.01	\$19,293.76	\$20,258.45
Total	\$598,851.47	\$649,956.10	\$680,203.91

CATTARAUGUS-ALLEGANY BOCES BUDGET

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

	2007 - 2008	2008 -2009	2009 - 2010
Distance Learning Support/Coordination	38,296.80	40,211.64	42,222.22
Distance Learning Upgrades	19,637.64	20,619.52	21,650.50
Educational Communications Center Services	31,698.00	33,282.90	34,947.05
Equipment Repair Services	6,404.40	6,724.62	7,060.85
AV/TV Computer Parts --- Bulbs	3,000.00	3,150.00	3,307.50
AV/TV Equipment Repair Hours			
1 Technician day plus 100 hours	20,373.12	21,391.78	22,461.36
Model Schools/Tech Staff Development	25,272.00	26,535.60	27,862.38
Computer Coordinator Support	4,057.56	4,260.44	4,473.46
Database Co-Ser.	12,164.04	12,772.24	13,410.85
Total	160,903.56	168,948.74	177,396.17

Component 5: Evaluation

A. EVALUATION PROCESS.

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

Component 6: Action Plans

A. ACTION PLANS.

Goal 1: Maintain, update, and add technology equipment and software to have access and utilize the most current 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	-Tech. Coordinator -Tech. Integration Specialist (TIS)	Annually By August of 2007, 2008, 2009	Successful Implementation. Equipment Usage
Provide computer projectors for teacher if requested.	As needed.	-Tech. Coordinator - TIS	November 2008	Successful Implementation. Equipment Usage
Add additional Laptop carts	As needed.	-Tech. Coordinator - TIS	September of 2007, 2008, 2009	Successful Implementation. Equipment Usage
Add wiring that will enable access to wireless internet connections throughout the building.	None	-Tech. Coordinator	At the completion of the Capital Project.	Successful Implementation. Equipment Usage
Add wiring that will enable access to a voice amplification system if requested.	None	-Tech. Coordinator	November 2008	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 adopted in 2007.
Update phone system voice mail.	Vendor and Staff training	-Tech. Coordinator -Tech. Integration Specialist	2008 for hardware and software 2009 to complete training	Wide spread usage throughout district.
Safety and Security through latest technology advancements.	Minimal	-Tech. Coordinator -Tech. Admin. -Safety Team	Keyless doors by 2010. More camera coverage, esp. outside doors and parking lots by 2009	Lock downs are more secure. Less or no reported incidences.

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

Actions needed achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Use of technology within Instruction (Staff)	Staff Training and Information Packets	-Tech. Coordinator -Tech. Integration Specialist -Tech. Admin.	Ongoing Annually	Principal Observations and Walk-Throughs, Teacher and Student Surveys and Technology Monthly Reports
Offer student electives grades 9 - 12. Possibly mini courses 6 - 8.	To be taught by a teacher who is an advanced user of the software/technology.	-Guidance -Tech Coordinator -Teacher	Offer courses as needed, and as instructors and students are available.	Students show competence with the software or technology.
Plan technology workshops during in-service days.	To be taught by a teacher who is an advanced user of the software/technology. Staff Training	- Admin. Team -Tech Coordinator -Presenter - TIS	Plans for the next year are to be completed the previous year.	Transpired workshop and 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
Establish a data base/ list of district websites subscriptions /databases for easy referral.	Information Package	- TIS	November 2007	Published on district web page
Devote a portion of faculty meeting time to learning about a new website or technology	Staff Training	- Admin. Team - TIS	Monthly Ongoing	Time set aside. Satisfy PDP requirement, and or count toward in-service credits
Devote a portion of Superintendents Days to learning about a new website or technology	Provide choices and allow staff to the choose workshops they attend.	- Admin. Team - TIS	Bi-annualy	District staff development days set aside in calendar
Ability to procure information using the technology (primarily	Training for staff and students on what is available and how to	Library media specialist	continual	See above Increased

databases and websites) provided by school-media center	use. How to determine which source is best for a given purpose (students) How to incorporate use in classroom (teachers)			collaboration between teachers and librarian
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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
Supply every high school Student with a laptop using a progressive plan. Grades 12 / 11 (2008) and 10/9 (2008)	(Schedule Training in September of each year)	-Tech. Coordinator -Tech. Integration Specialist -Tech. Admin.	June 2010	Implementation and Distribution of Laptops.
Consider hiring a professional consultant for opinions, possibly to get suggestions we have not yet considered	None	-Tech. Coordinator -Tech. Admin.	June 2008, 2009, 2010	Updating of PDP and technology goals
Establish several computer electives that are available for students.	- Add staff	-Administration -Guidance	September 2008	More electives available for student selection
Begin using digital 5 week reports and report cards.	Staff Training	-Tech. Coordinator -Tech. Admin. - TIS	September 2009	Parent ability to access student grades

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

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

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Use of technology with various audiences (e.g. newsletter, web site, presentation)	Training, e.g. through Model Schools, BOCES, in-house	Everyone	Ongoing	Evaluations, questionnaires, surveys
Advocate technology plan	Presentation of the Plan	Everyone	October 2006	Acceptance by BOE
Continual updates/review of Technology Plan	None	Technology Planning Committee	Quarterly	Published meeting minutes on email
Advise Community of Updated Technology and Hardware/Software Standards	None	ETM, Technology Planning Committee	As Needed	Survey, newsletter

2008 - 2009 Updates

470 Requests for District (Name): Cuba Rushford

<u>Item</u>	<u>Validation for use</u>
Telephone	Pg. <u>30</u>
Cell Phones	Pg. <u>30</u>
Pagers	Pg. <u>NA</u>
WAN	Pg. <u>47</u>
Internet Access	Pg. <u>28</u>
Email	Pg. <u>28</u>
Internal Connections	Pg. <u>38</u>
PBX	Pg. <u>30</u>