

Chautauqua Lake Central School District Technology Plan



District Technology Plan for July 1, 2015 – June 30, 2018

District Technology Contact Person: Derek Svenson

Chautauqua Lake Central Schools

100 North Erie Street

Mayville, NY 14757

Contact Phone Number: 716-753-5891

Contact Fax Number: 716-753-5813

Contact Email: dsvenson@clake.org

Tech Plan URL: <http://www.clake.org>

October 152525-3, 2014

Version: 2015.1

Table of Contents:

ELEMENT: INTRODUCTION	5
DISTRICT DESCRIPTION:	5
TECHNOLOGY DEFINITION:	5
SCOPE OF PLAN:	5
THE PLANNING PROCESS:	6
OVERVIEW OF STUDENT COMPUTER HARDWARE AND SOFTWARE USE:	6
NETWORKED CLASSROOM CLUSTER (MULTI-STATION SITE)	7
NETWORKED COMPUTER CLASSROOM:	7
LIBRARY/MEDIA CENTER	8
OVERVIEW OF FACULTY AND STAFF COMPUTER USE:	8
ACKNOWLEDGMENTS:	8
DISTRICT MISSION STATEMENT AND GOALS:	9
ELEMENT: TECHNOLOGY VISION AND GOALS	10
DISTRICT TECHNOLOGY MISSION STATEMENT AND INFORMATION TECHNOLOGY GOALS:	10
SUMMARY OF SECONDARY (7 TO 12) GRADES TECHNOLOGY VISION AND GOALS:	11
SUMMARY OF PRIMARY SCHOOL (PRE-K TO 6) TECHNOLOGY VISION AND GOALS:	12
SECTION 1: CURRICULUM	12
ELEMENT: A. CURRICULUM INTEGRATION	12
INTRODUCTION:	12
GOALS AND ACTION PLANS FOR CURRICULUM INTEGRATION SECTION:	13
<i>Goal 1: Setup Secondary Teachers and Students with Google Classroom access and training at Secondary Level...</i>	<i>13</i>
<i>Goal 2: I Pads for the reading department and students receiving extra reading assistance</i>	<i>13</i>
<i>Goal 3: I Pads for Primary grade levels – Pre-K to Grade 3</i>	<i>14</i>
<i>Goal 4: Pilot 1:1 Program at Secondary level with Google Chromebooks</i>	<i>15</i>
<i>Goal 5: Study on the Transition to Online Textbooks for grades 7 to 12</i>	<i>15</i>
<i>Goal 6: Continue to Support and Enhance Enterprise Google Apps for Teacher and Students</i>	<i>16</i>
<i>Goal 8: Assure that all students and staff use technology as an integral tool to enhance the teaching and learning process.</i>	<i>17</i>
THE MONITORING AND EVALUATION PROCESS	18
SECTION 1: CURRICULUM	19
ELEMENT: B. STUDENT ACHIEVEMENT	19
INTRODUCTION:	19
CURRENT APPLICATIONS AND IMPLEMENTATION:	19
FUTURE APPLICATIONS AND IMPLEMENTATION:	19
SUPPORTING SYSTEMS AND SOFTWARE:	19
GOALS FOR CURRICULUM & STUDENT ACHIEVEMENT SECTION:	20
<i>Goal Item 1: Continue to expand the use of existing and new technology systems into all curriculum areas to assist students in meeting District and State academic content standards.</i>	<i>20</i>
<i>Goal Item 2: Continue to update and support technology standard benchmarks as developed by the district. New standards as they are released will need to be integrated into existing benchmarks, specifically the Common Core technology based benchmarks if the current CLCS are not directly addressing those new standards.</i>	<i>21</i>
THE MONITORING AND EVALUATION PROCESS	21
SECTION 1: CURRICULUM	21
ELEMENT: C. TECHNOLOGY DELIVERY	21
INTRODUCTION:	21
GOALS FOR TECHNOLOGY DELIVERY SECTION:	22

<i>Goal 1: Review, select and obtain learning resources required to support the implementation of the District Technology Plan.</i>	22
<i>Goal 2: Support and Expand Distance Learning Class.</i>	23
THE MONITORING AND EVALUATION PROCESS	23
SECTION 1: CURRICULUM	24
ELEMENT: D. PARENTAL COMMUNICATION & COMMUNITY RELATIONS	24
INTRODUCTION:	24
GOALS FOR CURRICULUM & PARENTAL COMMUNICATIONS AND COMMUNITY RELATIONS:	24
<i>Goal 1: A variety of technologies will be used to enhance communication between teachers, administrators and parents.</i>	24
<i>Goal 2: Provide PowerSchool Parent Portal access for parent access to grades and attendance at the Elementary and Secondary Schools.</i>	25
THE MONITORING AND EVALUATION PROCESS	25
SECTION 2: PROFESSIONAL DEVELOPMENT	25
ELEMENT: E. PROFESSIONAL DEVELOPMENT	25
INTRODUCTION:	25
DEFINITION OF PROFESSIONAL DEVELOPMENT:	26
PROFESSIONAL DEVELOPMENT GOALS:	26
PROFESSIONAL DEVELOPMENT AS IT RELATES TO TECHNOLOGY:	26
TEACHER TECHNOLOGY SKILLS SURVEY AND RESULTS:	28
TECHNOLOGY AND INTEGRATION BENCHMARKS:	29
SCOPE AND SEQUENCE OVERVIEW OF TECHNOLOGY CURRICULUM:	29
GOALS FOR PROFESSIONAL DEVELOPMENT SECTION:	30
<i>Goal 1: Provide staff development opportunities to assist teachers, administrators and other staff members in using technology to support State and District curriculum standards.</i>	30
THE MONITORING PROCESS	31
SECTION 3: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE	31
ELEMENT: F. INFRASTRUCTURE NEEDS / TECHNICAL SPECIFICATION AND DESIGN	31
TELECOM INVENTORY AND FUTURE NEEDS:	32
HARDWARE FUTURE NEEDS:	32
SOFTWARE FUTURE NEEDS:	33
NETWORKING INVENTORY AND FUTURE NEEDS:	34
NETWORK WIRING:	35
DISTANCE LEARNING:	35
REPLACEMENT & MAINTENANCE CYCLE:	35
PROTECTION FROM INAPPROPRIATE MATERIALS – ERIE 1 BOCES LIGHTSPEED INTERNET WEBSITE FILTER:	36
GOALS FOR INFRASTRUCTURE NEEDS / TECHNICAL SPECIFICATION AND DESIGN SECTION:	36
<i>Goal 1: Obtain, maintain and support hardware and network infrastructure to support the implementation of the District Technology Plan.</i>	36
THE MONITORING AND EVALUATION PROCESS	41
SECTION 3: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE	42
ELEMENT: G. INVENTORY	42
SECTION 3: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE	42
ELEMENT: H. INCREASE ACCESS	42
INTRODUCTION	42
GOALS FOR INCREASED ACCESS SECTION:	42
<i>Goal 1: Replace, update, and enhance technology access for students at CLCS. Better equipment will mean faster access, better compatibility with newer software OS's, websites and web based systems in use by students.</i>	42
SECTION 4: MONITORING AND EVALUATION	45
ELEMENT: I. EVALUATION	45

GOALS FOR THE MONITORING AND EVALUATION SECTION	46
<i>Goal 1: Implementation of the District Technology Plan will be monitored and evaluated on an annual basis.</i>	
<i>Revisions will be made to the plan based on the results of the evaluation.</i>	46
SECTION 4: MONITORING AND EVALUATION	47
ELEMENT: J. ACCEPTABLE USE POLICIES.....	47
INTRODUCTION:	47
APPENDIXES	49
APPENDIX AB - FUTURE COMPUTER SKILLS CHECKLIST FOR TECHNOLOGY TRAINING	49
APPENDIX AC - CHAUTAUQUA LAKE COMPUTER SKILL BENCHMARKS	51
APPENDIX AD – ITSE STANDARDS - NETS FOR STUDENTS	56
APPENDIX AE - DISTRICT HARDWARE AND SOFTWARE INVENTORY AND ESTIMATED FUTURE NEEDS.....	60
APPENDIX AI - ISTE NETS FOR TEACHERS	62
APPENDIX AJ - ISTE NETS FOR ADMINISTRATORS	64
APPENDIX AK – LIGHTSPEED WEB FILTERING	66
APPENDIX AL – LIGHTSPEED WHITE PAPER ON COMPLYING WITH CIPA	67
APPENDIX AM – CHILDREN’S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING / SAFETY POLICY	68
APPENDIX AN – STAFF AUP	70
APPENDIX AO – STUDENT AUP AND REGULATION	73
APPENDIX AP – TECHNOLOGY STAFF DEVELOPMENT TRAINING PLAN.....	80
APPENDIX AQ – CLCS ONLINE AND CLIENT BASED SYSTEMS	81
APPENDIX AR – REGULATION ON THE USE OF EMAIL IN THE SCHOOL DISTRICT.....	83

Element: Introduction

District Description:

The Chautauqua Lake Central School District serves around 930 students in grades K-12 and also provides Pre-K classes for children younger than kindergarten. The District includes one building where all instructional levels are housed including the Elementary School (Grades Pre-K to 6) and Secondary School (Grades 7 to 12) in the village of Mayville, New York State.

Technology Definition:

The Chautauqua Lake Central School District uses technology in both its instructional programs and in the administrative tasks for the District. Technology can be defined as the computer based hardware and software used as tools to help staff and teachers perform tasks faster and more efficiently. In education, it is the most appropriate equipment and applications to support or accomplish teaching and learning and engaging students into the curriculum. Such equipment includes but is not limited to:

- network connections to servers and online services, internet access, websites
- desktop or laptop computers
- digital cameras (still, video, microscopic)
- computer-based laboratories
- interactive white boards
- personal digital assistants
- mobile learning devices such as iPods or I Pads
- video technologies such as video conferencing, video streaming, broadcast video
- computer-based probe-ware

The Chautauqua Lake Central School District believes that instructional technology is one of several cornerstones of an effective school that meets the needs of the students and their future in today's world. Technology is not only a product of our culture; it also shapes the culture that created it. Technology makes instruction more student-centered, encourages cooperative learning, and stimulates increased student / teacher interaction. As technology influences the lives our students and the district community as a whole, it is critical for our district to remain vigilant about new technologies and to incorporate these new technologies into our working activities if a benefit can be gained from such incorporation.

Applied technology, especially in information and communications, will empower our students and staff with new critical problem-solving skills. Cooperative learning experience will point the way towards self-reliance as old models of long secure careers are replaced with project centered employment. The successful worker of the next decade will be flexible, independent, computer-literate, and capable of working collaboratively on projects that will rely on communication networks to coordinate team activities and not meeting face to face in a traditional office environment.

It is no longer possible for teachers to know or teach everything a student needs to retain for success in life. We must teach an information-based inquiry process which meets the demands of this new age. This is a new challenge for the world's most important profession. To this end, we believe that technology exists as a very powerful, essential tool in the education process for both students and staff. Technology is not a separate curriculum, but an appropriate part of every curriculum at every level of instruction.

Scope of Plan:

This updated three-year plan outlines needs, current resources and future goals for the following areas of technology use and support:

- Technology Vision and Goals
- Curriculum Integration
- Curriculum and Student Achievement
- Curriculum and Technology Delivery

- Curriculum and Parental Communication & Community Relations
- Technology Professional Development
- Infrastructure Needs / Technical Specifications, and Design
- Current Status of Infrastructure / Services & Needs
- Monitoring and Evaluation

The Planning Process:

The purpose of technology in schools is to support the learning and achievement of students in the classroom. The goal of technology planning is to provide technology resources to support District curriculum standards. Technology is used to assist students in meeting their grade level standards and to prepare them for a secondary education and for citizenship in the 21st century. The process used in updating the District Technology Plan included the formation of a District Technology Committee and building level Technology Committees to provide input from our various stakeholders.

The Chautauqua Lake Central School District, in its continuous effort to review, evaluate, and improve the instructional program, K-12, believes that the further development and implementation of technology in the teaching/learning process is an absolute necessity in order to best prepare our students to be successful today and in the future.

The Board of Education supported the establishment of building level technology committees composed of representatives of the Board, administration, teaching and support staff from each building, and the community at large. Members from the community were asked to serve on this committee based on their expertise in technology. The committees met to study and evaluate the uses of technology at all levels of the instructional program, and non-instructional uses as well. As part of this study, surveys were conducted of all personnel in order to assess knowledge and use, explore ways that technology may enhance the teaching/learning process in the future, and to determine staff development needs.

The Chautauqua Lake Central School District Technology Plan contains recommendations to provide equipment, software and staff development through the next several budget years. The technology committees meet on a bi-monthly basis to revise, update, evaluate and make recommendations to the superintendent of schools. New members from our business community along with parents will be asked annually to join our committees in order to gain more expertise and insight into educational technology.

Overview of Student Computer Hardware and Software Use:

The school is currently equipped with four general purpose computer labs not assigned to any one teacher or staff member, they include:

- Elementary IMac Lab consisting of 24 computer stations
- Secondary School Upstairs N-Computing lab consisting of 24 stations
- Secondary School Lower IMac Lab consisting of 21 computer stations
- Secondary School Media Center Lab consisting of 8 Windows 7 based computer stations

In addition to the un-assigned / general use labs, there are the following computer labs or mobile computer carts which are assigned to teachers for specific classes / curriculum:

- Secondary Business Lab consisting of 24 Windows 7 laptops – Used for several business classes
- Secondary Project Lead the Way Lab consisting of 18 Windows 7 computer stations – Used for PLTW classes
- District Music IMac Lab consisting of 10 IMac computer stations – Used for MIDI classes, Garage Band classes
- Elementary School Computer Instruction lab consisting of 25 Dell laptops – Used for elementary computer classes for students grades K to 6.
- Middle Grade PTLW lab consisting of 28 Dell desktop computers.
- Elementary Media Center laptop cart consisting of 25 Dell laptops running Windows 7.

- Secondary Media Center laptop cart consisting of 25 Dell laptops running Windows 7.
- 25 Chromebooks assigned to the 7th Grade instructional team.
- 24 Dell laptops assigned to the 8th grade instructional team.
- 24 Dell laptops assigned to the 6th grade instructional team.
- 30 Macbook laptops used by everyone and also STAR benchmarking at Elementary levels.
- 20 Science Macbook laptops used by the science instructional team
- 20 iPads used by the science instructional team.
- 20 Acer Netbooks used by the science instructional team.

There are also mini-labs in the secondary school that are shared between two classrooms in a pod area. There are 5 to 6 networked computers in each lab. Each Elementary school classroom has around 5 networked computers in each room used mainly for Office type applications, interactive websites, internet research and printing.

A major goal in past plans was to purchase laptops carts and incorporate more wireless laptop / mobile device carts for every grade or subject level. Progress, although slow, is being made toward that major district goal.

Students also have access to wide offering of local and “cloud” software at the district. The most recent change has been to add Google Apps to the district which allows students to create, turn in work and files to each other and teachers who are also using Google Apps. The entire district is setup with Google Apps and students grades 6 and up have accounts to use the systems. The district maintains a large listing of software and systems for students to access; those can be found in several Appendixes’. They are:

*The student approved and supported software list can be found in **Appendix AF**
The student approved and supported system list can be found in **Appendix AQ***

Networked Classroom Cluster (Multi-Station Site)

This cluster of computers in a multi-classroom set will provide the classroom teacher with a valuable resource close to the classroom for project work, individual research and work area with complete networked capability.

- Student access to their server account to facilitate curriculum integration
- Student access to e-mail and the internet
- Student access to the search library holdings
- Productivity software available to students for class projects or individual work

Networked Computer Classroom

The classroom is designed for full class use. The classroom can be used as a teaching station for teaching computer-based classes such as programming or computer applications skills class. It can also be used by a classroom teacher at times when all students need access to computer use. The classroom is equipped with a projection device and two multimedia workstations.

- Student access to their server account to facilitate curriculum integration
- Student access to e-mail and the internet
- Student access to the search library holdings
- Productivity software available to students for class projects or individual work
- Student access to multimedia production equipment
- Use classroom for presentation of information and concepts to students
- Provide for continuing education for community and staff members

Library/Media Center

The media center has multiple workstations / laptops available for student use. The students will have access to the library automation program allowing for searches of the library stacks. The workstations / laptops can access the internet for research purposes. A circulation workstation will be available to each librarian for managing the automated library resources.

- Student access to their server account to facilitate curriculum integration
- Student access to e-mail and the internet
- Student access to the search library holdings
- Productivity software available to students for class projects or individual work
- Student access to CD-ROM archival databases
- Student access to electronic accessible periodicals, reference materials and textbooks

As of September 2014 the Chautauqua Lake School District is reviewing updated board and administrative policies from Erie 1 BOCES which include the Computer Use / Acceptable Usage of Computer Systems policy (AUP) and form students need to review and sign before getting access to the network. These policies are always being updated as technology needs change.

*The current district AUP and agreement for Students is found in **Appendix AO***

Overview of Faculty and Staff Computer Use:

The management tool for the teacher allows for increased productivity through immediate and local access of the equipment, appropriate productivity software, e-mail access, presentation tools for instruction, and student management software. Each classroom will have a projection method for teaching purposes. This will provide:

- The computer workstation is an integral part of the teachers desk
- Easy and immediate access to student information
- Lesson plan and rubric design and retrieval
- Grade book access
- Test question database access
- Teacher access to the search library holdings
- E-mail access to supervisors, colleagues and students
- Access to internet for information retrieval
- Use station for presentation of information and concepts to students

As of September 2014 the Chautauqua Lake School District is working to update board and administrative policies from BOCES which will include the Computer Use / Acceptable Usage of Computer Systems policy (AUP) and form staff need to review and sign.

*The current district AUP and agreement for Staff and the Board of Education is found in **Appendix AN***

Acknowledgments:

The building level committee members are to be thanked for their time, energy and commitment to the development of this, and past plans:

Secondary Grade Levels (Grades 7 to 12) Technology Committee Members:

Derek Svenson	Gwen Mueller	Scott Peterson
Mary Peck	Brian Binkley	Chris Rammacher
Josh Liddell	Steve Johnston	Brian Fortney
Leigh-Ann Hendrick	Amy Shultz –Community	Stephanie Janicki
Jane Akin - Community		

Primary Grade Levels (Grades Pre-K to 6) Technology Committee Members:

Derek Svenson	Ed Carutis	Kim Mages
Karen Wojcinski	Ella Ames	Andrea Benedett
Louann Heslink	Holly Snyder	Amy Shultz –Community
Jane Akin - Community		

District Mission Statement and Goals:

Chautauqua Lake Central School, in partnership with family and community, will provide the educational opportunities for each student to achieve their highest potential in a safe, caring environment and prepare them to live, adjust and enjoy life in a changing world.

In an effort to advance this mission statement, the Board of Education has endorsed five district goals to be accomplished over the next three (3) to five (5) years. The technology plan is forged with these global goals in mind and the goals are listed on the next page. The technology plan is primarily directed towards accomplishment of district goals #1, #3, and #5.

District Goals Include:

Focus on Individual Student Achievement

Goal #1 – The Chautauqua Lake Central School District Board of Education will strive to deliver a continuously improving high quality education program for each student resulting in high academic achievement.

Focus on Individual Student Quality of Life

Goal #2 – The Chautauqua Lake Central School District board of Education will strive to ensure that each student develops a positive self-esteem that contributes to personal and community success by emphasizing social, emotional, and physical health.

Focus on Support Structures for Students

Goal #3 – The Chautauqua Lake Central School District Board of Education will identify, develop, and maintain the necessary support structures critical for an effective school program.

Focus on School Climate and Culture

Goal #4 – The Chautauqua Lake Central School District Board of Education will initiate and refine a planned celebration of school past and present that creates a clear district identity and a unified response to demands of the future.

Focus on Fiscal Stability and Economic Resources for Student Success

Goal #5 – The Chautauqua Lake Central School District Board of Education will identify and implement a short-term and long-range financial plan that supports the preceding goals in a fiscally responsible manner.

The development of the technology plan is founded on a number of belief statements that echo the sentiments of the various stakeholders and serves to solidify the goals noted above. The belief statements of the committee include:

Belief Statements

- We believe that education is a lifelong process and all students should be prepared and encouraged to learn throughout their life.
- We believe that the school curriculum must provide clear, measurable goals and assessments that will challenge students and help them to achieve to the best of their abilities and to become productive citizens in our changing world.
- We believe in the value of extracurricular activities.
- We believe that fiscal challenge requires responsive and responsible fiscal policy, and informed public support.
- We believe that strong partnerships with parents, businesses, and community organizations are desirable, beneficial, and necessary to further the mission of our school.
- We believe that the arts and the creative process play an integral part throughout the entire curriculum.
- We believe that we must provide, use, teach, and integrate the new technologies across the curriculum.
- We believe that every student has the right, capacity, and opportunity to learn and should be afforded the opportunity to succeed in an appropriate learning environment.
- We believe that school facilities must be clean, safe, and functional and fully support the educational program, and also be a resource to the entire community.
- We believe that all school personnel should be recognized and encouraged to further their professional development in skills and subject knowledge and should act as roles models for students in the area of use of technology.
- We believe in the value of long term planning, the importance of continual assessment, evaluation, and revision of district plans.
- We believe positive attitudes and values which support and respect the individual, the family, the community, our nation, and the global community must be an integral part of the curriculum.

Element: Technology Vision and Goals

Chautauqua Lake Central School recognizes that in order to better prepare our students for the future, the integration of technology is essential to support the development, implementation, and delivery of curriculum at all levels (K-12) of the educational program. Technology means more than computers and software; it is a process that allows students and staff to be able to find, extract, and apply needed information in an organized manner.

The Chautauqua Lake Central School District Mission Statement, Educational Goals, and Graduate Outcomes, as approved by the Board of Education, were used as the basis for the development of the above philosophy statement, the technology plan, and recommendations that follow.

Equity in education is part of our technology philosophy. Economically disadvantaged students do not normally have access to computer technologies in the home. By making technologies available to all students, we hope to provide educational equity for all of our students. New software can help student better prepare for existing and new assessment tests. We always keep in mind that technology should be used a tool, not to actually do the classroom teaching. We can't set a child in front of a computer and expect them to get the same information and understanding from watching a screen as they would from classroom instruction. Computers and technology belong in a school to support the curriculum and provide student with a tool to better learn that curriculum.

The overall plan is to continue to increase our student to computer ratio so that every child can get access to computer when needed. Each building committee has different goals when it comes to how to reach this goal. As the students are different in each building so are the technology needs.

District Technology Mission Statement and Information Technology Goals:

The technology mission statement of Chautauqua Lake Central School District is to maximize learning and opportunities by weaving instructional technology into the fabric of the community and its school. The district is committed to remaining on the cutting edge of technology and to infusing technology into daily school life so that it is relevant to students and staff.

Statement of Overall Technology Goals:

- Provide equitable access to technology for all students and staff
- Encourage collaborative learning, exploration, and problem solving skills
- Provide global information access
- Provide additional, appropriate, on-going training of staff in technology and instructional uses
- Support and enhance the integration of technology into the curriculum
- Share curriculum successes among colleagues
- Increased teacher productivity using appropriate technology tools
- Prepare students with the necessary technology/computer skills for the 21st century
- Develop technology leaders (both curricular and tech support) in our school
- Provide timely technical and instructional support
- Improve communications with the community through the use of technology
- Provide community access to the technology resources of our school
- As a district plan, budget for and move toward a 1:1 device model
- Move current textbooks and curriculum resources to online version such as Online Textbooks, Moodle servers

Summary of Secondary (7 to 12) Grades Technology Vision and Goals:

The secondary grades are a dynamic environment where one classroom might get used several times a day or only once. Students always need access to technology for subject reports, papers, projects, etc. We maintain several computer labs around the building and also are purchasing mobile devices for students to use while in a class. Teachers currently have access to mini-labs where students and go and work on individual projects but there are also the computer labs or mobile carts with enough computers for a classroom are few and often being used every class period. There is a general need to add more laptop carts so there is more opportunity for teachers to run computer based lesson plans. Computers at the secondary school continue to be used and setup to provide only a learning tool for students, we don't want to get a point where the computers are doing all the work and learning is not occurring in the classroom. Nothing can replace the student to teacher relationship in the classroom but computers can help a teacher by providing a multimedia tool to support their curriculum.

The Secondary School Technology Committee feels these are the major goals in technology for the next 3 to 5 years:

- Continue the integration of mobile devices into the classroom and being used for real time teaching. The goal being to have a laptop cart for every grade level and subject level. Current budget values make meeting this goal a long process which will span into this technology plan. Continue to replace the stationary mini-lab computers with laptop carts that can be shared in each department and every student can have a device to use in class. These classrooms can also include special education and other resource areas where technology and mobile devices can help engage kid with learning challenges. Our increased wireless system can handle this type of traffic and because of the upgrade we have more options for wireless / mobile devices.
- Integration of existing curriculum into online classroom system such as Google Apps and the new Google Classroom interface. Teachers with some planning and effort can maintain an online presence so students can find class materials and get information without the need to contact that teacher directly. These types of systems also allow for more classroom use of technology since the systems provide a location to take quizzes, tests and collaborate with other students and teachers.
- Study the feasibility of online text books or resources at the district. Contact textbook publishers and determine what format online textbooks might come in then determine what technology device will best meet that need and allow kids to carry all classroom materials on one device.
- Smart Board lesson plans for grades 7 to 12. Developing lesson plans with the Smart Board software can be very time consuming, if we can find vendors who provide those lesson plans for a cost and also be aligned to NY State educational standards we can provide teachers with materials they can quickly modify if needed to meet their specific classroom needs.
- Staff Development and continuing to offer our CSLO technology training opportunities as well as in house training will help teachers with how to use new hardware and software systems to integrate into their curriculum and continue to engage students in the learning process.

Summary of Primary School (Pre-K to 6) Technology Vision and Goals:

The Elementary School has had some positive changes over the past several years in the way of technology integration. Almost all teachers are using computers, iPads and projectors in the classroom with students, more teachers from Pre-K to Grade 6 have Smart Boards in their classrooms as a teaching tool and are using websites that support the Smart boards as well as actual lesson plans from the software that runs with the Smart Board hardware. The technology department was able to standardize the classroom computers to one model and many offerings of software for students to use as part of the daily station rotation teachers use at the district. There are several labs available to use and teachers are getting grade level mobile device carts to use in their classrooms. The Elementary School Technology Committee feels these are the major goals in technology for the next 3 to 5 years:

- Continue to replace the old classroom computers with updated hardware and software to better access learning software and system the district currently subscribes to such as Education City, Brain Pop, Accelerated Reader, Reading Naturally and Castle Learning to name a few major ones. These machines will be geared toward web-based applications and moving away from local computer games that don't always track student progress when using these systems. This will take years to complete due to the number of computers to replace in each classroom or grade level.
- Focus staff development training on a few of the important systems the district currently subscribes to (listed above). Teachers are overwhelmed with everything they need to do day to day and need assistance learning about these systems and how they can use them in the classroom with their students as an effective learning tool, not a waste of time or something else to cause a disruption or problem in the classroom. We will be working with the Curriculum Director on how to best train teachers on using these systems during the day or in after school sessions.
- Most classrooms now have at least one iPad to use with students, either as a lecture tool or a small group of machines for students to access. The availability of apps on the iPad make it a powerful classroom tool to help teachers find ways to engage students with subject area content they need to cover.
- With the expansion of Smart boards in the Elementary teachers are in need of class materials such as lesson plans to use with students on the Smart boards. Research into vendors who can provide lessons that align with state standards is underway. Budgeting for those purchases will help teachers provide interactive lessons with students and not have to spend hours and hours developing their own curriculum library for Smart board hardware.

SECTION 1: CURRICULUM

ELEMENT: A. Curriculum Integration

Introduction:

Integration of technology usually always involves hardware, software or in most cases, both. Chautauqua Lake recognizes that technology integration is an important tool to curriculum delivery and also engaging students in the learning process. The goals we have set for the district are specific which helps to actually achieve them and also assess if they have been completed or not. Our goals for the most part involve both hardware and software upgrades or new purchases of both. We feel we have a lot of systems to offer teachers and students but now need to explore new ways of putting technology into the hands of students so they can be connected or be engaged right in class. The majority of technology at the district is in the form of computer labs and local desktop workstations. A priority for the district is to find new mobile devices for students to use during and after class has completed. Mobile devices bring their own set of challenges as far as usage and management. The goals listed are places we want to get to in the future but pilots will need to be run to determine the scale in which we can roll out and support new mobile devices.

Goals and Action Plans for Curriculum Integration Section:

Goal 1: Setup Secondary Teachers and Students with Google Classroom access and training at Secondary Level

Objective 1: The district is already part of the Google Enterprise system, just recently Google released a new product called classroom that is a Learning Management System. Since it integrates right into our current usage and infrastructure we are going to push this out to all teachers at the Secondary level to provide that extra technology integration factor for their curriculum. The major goal is to require teachers to maintain an online classroom presence for students in grades 7 to 12. The existing goal of purchasing mobile devices for teacher and students to use will help integrate this new app into daily classroom work.

Action Plan and Benchmarks

- Activate Google Classroom for all teachers at the secondary level. Schedule training in after school training sessions to show teachers how to use the system with their students.
- Continue to plan for and purchase mobile devices (if required or not already present) for that department so they are able to use the Google Classroom system in the classroom with their students

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Activate Google Classroom for pilot teacher so they can setup classes, assignments and learn how to use the system. Work with teachers to develop classroom materials for training other teachers and students	Train the Trainers, get teachers ready to train other teachers and students.	Director of Technology	Fall 2015	Plan for rollout, training materials present and ready for teachers and students.
2. Attend department meetings and do a "dog and pony" show on how the system works to get teachers interested in using the system in their classes	None Required	Director of Technology, Technology Integrator	Winter 2015	Have a list of interested teachers to get signed up for training sessions.
3. Train teachers on use of the system	Training of general teaching staff	Director of Technology; Technology Integrator, Teacher Trainers	Spring 2016	Teachers have been trained and are working on classroom pages
4. Continue to budget for and purchase as many mobile devices as funds allow, current budget situation will cause this to span multiple years	None Required	Director of Technology, Technology Committees	Year1: December 2015 Year2: December 2016 Year 3: December 2017	Mobile Devices are setup and being used in the classroom by students and teachers for access to Google Classroom and other web – based systems.

Goal 2: I Pads for the reading department and students receiving extra reading assistance

Objective: Current iPad technology makes these devices very powerful for a reading teacher to use with students who are having problems with reading skills. The software currently available is already helping teachers at CLCS integrate technology into their curriculum and also directly affect student achievement with reading skills.

Action Plan and Benchmarks

- Pilot study has shown student improvement through the use of iPads for reading assistance. Pushing forward with budgeting for purchasing.
- Develop list of software or applications relevant for reading assistance with students and determine overall costs for purchases

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Work with reading teachers to determine what current software applications students could benefit from and work to integrate those software packages into existing curriculum.	None Required	Director of Technology, Technology Integrator, Building Principals	Winter 2015	List of software apps created and what curriculum standards each addresses for reading classes
2. Train teachers on using and adding software to the I Pad devices	Training for Teacher integrators	Director of Technology; Technology Integrator, Classroom Teachers	Spring 2016	Teachers have been trained and are ready to work with students using the new hardware and software
3. Budget for and purchase the required number of I Pads so each student in a reading program can use a device during class time. Current budget situation will cause this to span multiple years	None Required	Director of Technology, Technology Committees	Year1: December 2015 Year2: December 2016 Year 3: December 2017	Enough I Pads have been purchased for each student in the reading program to use a device during class.

Goal 3: I Pads for Primary grade levels – Pre-K to Grade 3

Objective: The Apple iPad and software available for those devices lends well to the primary levels at CLCS. The teachers of the Pre-K to grade 3 classes were able to evaluate an iPad with their students and found the kids were very engaged in the device and using it to re-enforce classroom standards and skills such as learning letters, numbers, beginning to write, reading, etc. The primary teachers would like to replace the current stock of older E-mac computers with Apple I Pads to better integrate technology into their curriculum. Students from those grade levels still attend computer classes in the Elementary lab and learn the basic skills as listed by our technology skill benchmarks.

Action Plan and Benchmarks

- Meet with primary teachers and determine what applications meet the needs of students, teachers and support curriculum and educational standards
- Train the teacher on the usage of iPad and software applications for primary levels
- Plan for and purchase iPad units for use in the classroom with students

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with primary teachers to plan out what applications will meet what standards and integrate technology and software into the curriculum	None Required	Technology Integrator, Director of Technology	December 2015	Integration of I Pad and software applications into the primary grade levels curriculum

2. Train teachers on using and adding software to the I Pad devices	Training for Teacher integrators	Director of Technology; Technology Integrator, Classroom Teachers	Summer 2016	Teachers have been trained and are ready to work with students using the new hardware and software
3. Budget for and purchase enough I Pads to complete a primary classroom station where student will rotate to during station time during the day, usually around 6 to 8 devices are needed to meet this need. Current budget situation will cause this to span multiple years	None Required	Director of Technology, Technology Committees	Year1: December 2015 Year2: December 2016 Year 3: December 2017	Enough I Pads have been purchased for the learning station in each primary classroom

Goal 4: Pilot 1:1 Program at Secondary level with Google Chromebooks

Objective: The Chromebook integrates into our existing Google Enterprise structure and so far with some of the devices we have purchased is an easy to use, easy to support platform for the future. We still need to see the results of a grade level wide program where we assign an entire class a Chromebook for the year. Currently we have a Chromebook cart in the 7th grade pod for testing and to determine what issues if any come up from using these devices on a daily basis with the kids.

Action Plan and Benchmarks

- Meet with tech committee and determine the grade level we want to focus on for a 1:1 roll out pilot.
- Train teachers on the use of Google apps, classroom and Chromebooks
- Plan for and purchase enough Chromebooks for the class of students receiving the devices
- Address support related issues associated with using Chromebooks instead of Windows or Macintosh computer systems.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with technology committee and determine grade level to focus on for 1:1 rollout pilot	None Required	Technology Integrator, Director of Technology	October 2015	Plan for what class is going to receive devices.
2. Train teachers on the use of Google Apps, Classroom and Chromebooks	Training for grade level Teachers	Director of Technology; Technology Integrator, Classroom Teachers	Summer 2016	Teachers have a new comfort level with the Google systems.
3. Plan for and purchase enough devices for the selected class of students	None Required	Director of Technology	Winter 2016	Items are in the budget and planned for.
4. Ensure support exists to maintain present program without impact to staff and students. Meet with students about the plan for using Chromebooks, go over rules and how to use these devices.	None Required	Director of Technology, Technology Committees	Spring 2016	Have class meetings to discuss how the rollout is going to work with students and teachers.

Goal 5: Study on the Transition to Online Textbooks for grades 7 to 12

Objective: CLCS has been looking at the possibility of moving to paperless or online textbooks for some time now. This goal will remain in the plan because many issues outside our control are preventative to making this happen yet. But as things change, publishers are more willing to make

textbooks available online we should always keep this as a goal to continue to work on and strive toward. The problems we have found in the past is that some of our textbook companies do not offer paperless or online versions of what we currently purchase in book format. The district has found that in some cases departments might be able to pull together resources from many areas which basically together are a full textbook that we would normally purchase. Technology is involved because web based application might be involved or technology devices may need to be purchased for students to hold and display the paperless resources required for the classes grades 7 to 12. Having online textbooks would certainly integrate technology into curriculum because now instead of bringing home a backpack full of books, it would only need a mobile device packed with online and paperless resources. Having said device could also allow the students to connect and collaborate at the same time using existing district resources such as Google Apps.

Action Plan and Benchmarks

- Work with Curriculum Director and Building Principals on the current offerings of what resources are available to teachers and students that will meet the needs of current curriculum and standards but be paperless. Determination of what format these resources are available will dictate what type of device is best suited to connect and open those formats
- Compile report on findings and determine what device would best fit the needs of accessing resources. Report should include cost comparisons and analysis of what is gained by going paperless as compared to the traditional purchase of paper based textbooks.
- Report findings to Superintendent and Board of Education

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Work with Curriculum Director and Building Principals to determine what resources are available and can replace existing textbooks	None Required	Director of Technology, Curriculum Director, Building Principals, Teachers	Year 1: June 2016 Year 2: June 2017 Year 3: June 2018	List of what subject area paper resources can be replaced by online / paperless resources
2. Compile report on findings, include costs, formats for resources and determine options for mobile devices that can meet the needs of accessing these resources	None Required	Director of Technology; Curriculum Director, Building Principals	Year 1: Fall 2016 Year 2: Fall 2017 Year 3: Fall 2018	Report on findings from study
3. Report to Superintendent and Board of Education	None Required	Director of Technology; Curriculum Director, Building Principals	Year 1: Fall 2016 Year 2: Fall 2017 Year 3: Fall 2018	Report given and feedback on plan to move forward or stay the same depending on multiple factors

Goal 6: Continue to Support and Enhance Enterprise Google Apps for Teacher and Students

Objective: Probably one of the best things we have done for technology integration was to join up with the Enterprise version of Google Apps for Education and roll it out district-wide. Giving access to students has allowed teachers to assign work, distribute information, share ideas, collaborate with students and allow student to do the same things with each other without any overhead for the district. Currently students are given a Google Apps account in 6th grade and they keep that account until they graduate from high school. Some of our middle grades teachers use Google Apps almost on a daily basis with kids. They assign work, grade work using Google Docs, students can develop slideshows and share them with the teacher to show on an overhead projector, all of which eliminates the need for flash drives, CD's from home and dealing with file format issue. Integration into the curriculum has been seamless and easy for teachers and students. We feel like there should be more teachers using

this program at the district but need to bring those teachers and students up to speed with additional training. The addition of Google Classroom should help get teachers using the system more in their classroom. A separate goal for roll out of Classroom exists at the Secondary level.

Action Plan and Benchmarks

- Work through grade levels 6 to 12 and setup training for those teachers so they know how to utilize Google Apps in the classroom. Plan with teachers on how to integrate the system into their curriculum and help make life easier and faster for helping students with projects and questions.
- Change curriculum standards to include the use of Google Apps in and out of the classroom as a method of sharing information, turning in work, etc.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with grades 6 to 12 and determine how Google Apps can be used in the classroom and be integrated into the curriculum for that department to help meet the needs of students and teachers	None Required	Director of Technology, Technology Integrator, Curriculum Director, Building Principals, Teachers	Fall 2015	List of how teachers and departments can use Google Apps in the classroom with students
2. Provide training on the usage of Google Apps in the classroom with students and integration into the curriculum	Director of Technology, Teacher, Technology Integrator	Director of Technology; Technology Integrator, Curriculum Director, Building Principals	Year 1: Fall 2015 Year 2: Fall 2016 Year 3: Fall 2017	Teachers trained on basic usage of Google Apps
3. Change curriculum standards to include the use of Google Apps as a classroom tool to communicate and collaborate with students	None Required	Director of Technology; Curriculum Director, Building Principals	Year 1: June 2016 Year 2: June 2017 Year 3: June 2018	Curriculum for various departments updated to use Google Apps as a tool in the classroom

Goal 8: Assure that all students and staff use technology as an integral tool to enhance the teaching and learning process.

Objective 1: Provide access to technology for all students and teachers

Action Plan and Benchmarks

- Assess the use of assistive devices for students with special needs during the IEP process and review use of such devices in June of each year.
- Assess the status of technology use in the school, from classroom to computer lab by June of each year.
- Review the Acceptable Use Agreements for student Internet and email use in August of each year.
- Assess the use of a variety of technologies such as probe-ware, video production, distance learning, and streaming video technology enhanced student presentations in May of each year.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
--------------------------------	-------------------	-----------------------	------------------------------------	-----------------------

1. Use the Technology Committee Meeting results to plan for placement of equipment.	None Required	Director of Technology; Tech committees	Year 1: Dec. 15 Year 2: Dec. 16 Year 3: Dec. 17	Plan for next budget year is in place
2. Use the Technology Use Survey to assess the use of technology in the instructional process.	None Required	Director of Technology; Tech Committees; Technology Integrator; Building Principals	Year 1: Dec. 15 Year 2: Dec. 16 Year 3: Dec. 17	Plan for next budget year is in place
3. Use the Survey results to revise school technology plans to include use of technology in all programs, including before and after school.	None Required	Director of Tech; Technology Integrator; Building Administrators; Department Chairpersons; Media Specialists	Year 1: Dec. 15 Year 2: Dec. 16 Year 3: Dec. 17	Plan revised for next year includes technology in all programs
4. Work with Special Education Department to assure students with special needs have access to the technology necessary to meet Individual Educational Program	None Required	Director of Technology; Director of Special Education	Year 1: Sept. 15 Year 2: Sept. 16 Year 3: Sept. 17	Students who need specific technology are supported ASAP
5. Review District Internet and email acceptable use policies for compliance with federal and state regulations.	Technology Meetings at Erie 2 BOCES	Director of Technology	Year 1: June 16 Year 2: June 17 Year 3: June 18	Updated policy to submit to the board for approval

Objective 2: Continue Technology Integration Staff Member at district to provide more resources for teachers to contact for help integrating technology into their curriculum

Action Plan and Benchmarks

- Meet with principals and superintendent to ensure position is not cut and perhaps increased in time in the district.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with district administrators each budget time to ensure the position is not cut from the budget and we can continue providing those services to our teachers.	None Required	Director of Technology; Administrators	December 2015 December 2016 December 2017	Position is continued to next school year

The Monitoring and Evaluation Process

The Information Services Department and the Technology Integrator will be responsible for monitoring implementation of the goals that are in the curriculum component. Site principals will be involved in the monitoring of technology integration into the teaching process. The School Improvement Process now being implemented at both schools will help to provide assessment data. As well as assessment data surveys will be included to get feedback from teachers and administrators about technology in the classroom. Building principals will also be building in technology integration into how the teachers are evaluated every year; they will have to demonstrate technology based lesson plans as part of their development process.

The communication with buildings and staff will be monitors and evaluated by the Director of Technology and the Technology Integrator from teacher and administrative feedback.

SECTION 1: CURRICULUM

ELEMENT: B. Student Achievement

Introduction:

Chautauqua Lake Central School District has developed and continued to update a list of technology benchmarks that were developed based on the ISTE standards and a committee of school staff. These benchmarks list out technology based skill sets from Kindergarten to Grade 9, when the committee felt that most of the technology benchmarks should be covered by then for the student to use those skills in high school level classes.

Standards in New York State are changing again with the Common Core being rolled out to school districts. Chautauqua Lake started training, staff development and implementation of Common Core changes in the 2013-2014 school year. These standards have their own set of technology based benchmarks and integration into curriculum.

Current Applications and Implementation:

The technology benchmarks developed by CLCS have been pushed out to the computer teachers in the district who have contact with each grade level at some point during the year. Elementary students attend a computer class where the benchmarks for their grade level are covered over the span of a school year.

Secondary students in grades 6 to 8 also attend a required computer class which covers the benchmark skills up to grade 9. Required computer classes from grade 9 and on are not required as the benchmark goals is to have the student proficient enough with using technology to apply those skills to classes at the high school level.

Future Applications and Implementation:

The existing benchmarks are evaluated each school year and updated as needed based on changes to NYS Standards, ISTE standards and now Common Core standards. With several different sources for standards we feel the benchmarks we maintain at CLCS are up to date but also ever changing to keep up with new technologies and resources.

Supporting Systems and Software:

In order to address and meet the benchmarks at CLCS hardware and software are required for students to use to learn the skill sets at each grade level. For the teachers who directly deliver the technology benchmark standards they have a computer lab as their classroom which is maintained with the following basic software packages:

- Microsoft Office 2013
- Internet Explorer Web Browser
- Firefox Web Browser
- All The Right Type – typing program
- Type to Learn – typing program
- Kid Pix – basic graphic arts program on Elementary lab
- Also includes basic programs included with Windows XP and Mac Operating Systems such as Paint, I Movie, I Photo and other multimedia programs for students to use

*The student approved and supported software list can be found in **Appendix AF***

The district also maintains online / web based services for students and staff to use as teaching tools. These are used in various classes outside of the normal computer classes. These programs are designed to support classroom instruction and standards. The district is working to reduce or remove the smaller, simple games found

on computers and move toward more web-based programs that help teachers track what kids are doing and also provide a new level of assessment on how well the kids are using the systems.

*NOTE: The district list of Online Services along with a description of each and break down of what grade levels they support can be found in **Appendix AQ***

*NOTE: The district Technology Benchmark list is found in **Appendix AC***

Goals for Curriculum & Student Achievement Section:

Goal Item 1: Continue to expand the use of existing and new technology systems into all curriculum areas to assist students in meeting District and State academic content standards.

Objective 1: Expand the use of web based online systems or hardware devices that provide teachers with a new tool to help with student achievement by providing another point for the student to learn and understand standards from the classroom. Systems are not meant to replace teaching but only to support what has already or will occur in the classroom. A system can be defined as a technology device / tool / service that can directly help a teacher raise student achievement in their class.

Action Plan and Benchmarks

- New and existing systems are available at the district for student usage, the need for integration into the curriculum to support new standards such as the Common Core need to be realized.
- For Elementary - Each grade level starting at grade K and ending at grade 6 will need to identify a program or hardware / software system that can directly assist them in increasing student achievement in their classroom by engaging the students and helping the learning process.
- For Secondary – Each department will need to identify a program or hardware / software system that can directly assist them in increasing student achievement in the classroom by engaging the students and helping the learning process.
- Those systems, if they do not already exist, will need to be budgeted for, purchased, teachers will be trained on usage and then rolled out to the grade levels responsible for the standards the system will help support.

The following table shows the activities, responsibilities and timeline to meet the above objective.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with each grade level and department to determine needs for a system and a complete description of what would work and what would not work.	Training on what options exist	Technology Integrator, Building Principals	Year 1: Aug 2015 Year 2: Aug 2016 Year 3: Aug 2017	List of systems for each grade level / department.
2. Determine costs for systems and develop plan for integration into curriculum	None Required	Director of Technology and Technology Committees, Curriculum Director, Department / Grade Levels	December 2015	List of systems, estimated costs and plan for integration
3. Begin purchasing systems as determined by building principal and as budget allows.	None Required	Director of Technology; Technology Integrator; Building Administrators	Year 1: July 2015 Year 2: July 2016 Year 3: July 2017	Systems are purchased for departments / grade levels
4. Provide summer training on the usage and integration of new systems	Training on system usage and integration ideas	Director of Technology; Technology Integrator; Building Administrators; Technology Committees	Year 1: Aug 2015 Year 2: Aug 2016 Year 3: Aug 2017	Teachers trained and using system in classroom with students

Goal Item 2: Continue to update and support technology standard benchmarks as developed by the district. New standards as they are released will need to be integrated into existing benchmarks, specifically the Common Core technology based benchmarks if the current CLCS are not directly addressing those new standards.

Objective 1: Continue review process for updating benchmarks with new information released from NY State and ITSE. Changes to the benchmarks mean changes to the curriculum in which they are delivered.

Action Plan and Benchmarks

- Meet as needed but at least on an annual basis to discuss, review and update, if needed, the technology benchmark standards for the district.

The following table shows the activities, responsibilities and timeline to meet the above objective.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet at least annually to review and update benchmarks	None Required	Technology Director, Curriculum Director and Technology Committees	Year 1: Dec 2015 Year 2: Dec 2016 Year 3: Dec 2017	Updated benchmark standards based on changes to state or other technology benchmark standards

The Monitoring and Evaluation Process

The Information Technology Department, Technology Integrator and Technology Committees will be responsible for monitoring implementation of the goals under this main component heading. Site principals will be involved in the monitoring of technology integration into the teaching process. The School Improvement Process currently running at both schools will help to provide assessment data. As well as assessment data surveys will be included to get feedback from teachers and administrators about technology in the classroom. The communication with buildings and staff will be monitored and evaluated by the Director of Technology and the Technology Integrator from teacher and administrative feedback.

SECTION 1: CURRICULUM

ELEMENT: C. Technology Delivery

Introduction:

Chautauqua Lake Central School District has typically been a leader in technology systems such as Distance Learning course offerings and enrollments. The district is always looking to expand the DL course offerings being broadcast from the district. Attempt have been made to offer out complicated classes such as Physics which typically is not an easy class to offer over DL due to the hands on education that takes place in the labs. The district currently broadcasts out a number of classes ranging from music classes to computer programming classes that other districts are not able to offer due to budgeting issues. We see DL becoming more of a tool to fill in those gaps for us and other districts so we can all still provide the best educational experience for students at any district.

A recent EXCEL project upgrade all our networking equipment, provide a new wireless system, a new camera monitoring system and a VM server package that will help us consolidate servers and also be able to provide new services without additional hardware purchases in the future. These systems lay the foundation for better technology delivery around the district by providing:

- Faster access to the desktop or laptop or mobile device

- Reliable wireless connections so less issues with dropped connections or not being able to access the network at all
- Ease of adding new servers for testing purposes or adding new systems without the need to invest in something that might not be a good fit for the district.

Along with hardware upgrades the district is looking at new ways to deliver technology and curriculum to students using the new backbone created from the project. Systems such as Castle Learning, Renaissance Learning and Google Apps will allow curriculum and content to be moved from a local device to the IT cloud where it can be shared with other students or teachers with little to no effort or setup. A new system the district is piloting is an Apex system which is a credit recovery system that allows students to take online classes they might have missed and are required for graduation. Several students have been involved with this system to date and the system is planning on being expanded to other students at the district who need this assistance.

All of these systems will also help to prepare students for a life at college and beyond where the use of technology to communicate and collaborate on projects will be a common practice in modern corporate America.

Goals for Technology Delivery Section:

Goal 1: Review, select and obtain learning resources required to support the implementation of the District Technology Plan.

Objective: Software selected for curricular use will assist students in meeting State and District curriculum standards.

Action Plan and Benchmarks

- Continually use resources such as the New York State Department of Education and BOCES services to assist in the selection of software.
- Continually look for software to help meet District technology goals and objectives at computer conferences, such as NYSCATE conference.
- Publish an updated list of approved software and systems at least annually **Appendix AE**.
- Provide opportunities for District teachers to share software that they find helpful at meeting of the Software Selection Committee and monthly Technology Coordinators' meetings.
- Determine which software titles have more than one level of use and are applicable to more than one grade level.
- Assist schools in obtaining software licenses on an as needed basis.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Develop District guidelines to assist in software selection.	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Jan 2016 Year 2: Jan 2017 Year 3: Jan 2018	Guidelines are documented in policy
2. Develop a list of recommended software to support curriculum standards.	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Feb 2016 Year 2: Feb 2017 Year 3: Feb 2018	List is created
3. Demonstrate software resources at technology training meetings and administrative meetings.	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing as requested	Meetings demonstrate new software
4. Publish a list of software recommended by the Software Advisory Committee.	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: June 2016 Year 2: June 2017 Year 3: June 2018	List is created and published for staff to review
5. Research volume licensing on software as requested by school sites.	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: July 2015 Year 2: July 2016 Year 3: July 2017	Prices are determined for site license of certain packages

Goal 2: Support and Expand Distance Learning Class

Objective: Continue to update and support Distance Learning classes at CLCS, expand outgoing course offering to other districts and work to bring in curriculum the district does not offer in house to expand the course offerings for students at CLCS. The district currently has a distance learning room and two polycom distance learning devices that can be used in classrooms to broadcast or receive courses. We currently have the capacity for several distance learning classes running during the same period of the day.

Action Plan and Benchmarks

- Work with schools and BOCES to expand offerings of distance learning classes which will integrate technology into the classroom
- Work with teachers at CLCS and expand the courses we offer by training them to run their normal classroom offering over the DL network and allow students at other schools to benefit from their course.
- Expand the use of existing equipment for DL classes and virtual field trips
- Enhance DL classes and outside applications by adding and keeping shared streaming services through Erie 2 BOCES active at the district.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with key players and develop plan to bring more content to the district via Distance Learning	None Required	Director of Tech; Technology Integrator; Guidance Staff; Building Principals, BOCES	July 2015, 2016, 2017	Plan for bringing more classes to the district
2. Schedule classes and advertise to increase interest in course offerings	None Required	Building Principals; Guidance Staff; Teachers	June 2016, 2017, 2018	Several course offerings available via Distance Learning
3. Work with teachers and DL Coordinator on expanding offerings of virtual field trips for one time connections into the classrooms to enhance learning and integrate technology into the curriculum	None Required	Director of Technology, Curriculum Director, DL Coordinator	Ongoing each year	Increased in Virtual Field trips seen over the course of several years as indicated by records from the DL Coordinator
4. Continue streaming service through Erie 2 BOCES to enhance programing.	None Required	Director of Technology	Ongoing each year	Service in the Erie 2 Budget

The Monitoring and Evaluation Process

The Information Technology Department, Technology Integrator and Technology Committees will be responsible for monitoring implementation of the goals under this main component heading. Site principals will be involved in the monitoring of technology integration into the teaching process. The School Improvement Process currently running at both schools will help to provide assessment data. As well as assessment data surveys will be included to get feedback from teachers and administrators about technology in the classroom. The communication with buildings and staff will be monitors and evaluated by the Director of Technology and the Technology Integrator from teacher and administrative feedback.

SECTION 1: CURRICULUM

ELEMENT: D. Parental Communication & Community Relations

Introduction:

Chautauqua Lake Central School District puts a priority on communication outside the school district by maintaining a professional website that is updated on a daily basis by a Public Relations staff member, which most schools do not have as a staff member. The district since adopting the PowerSchool student information system has always had the parent portal open for parents to view grades, attendance, assignments and other information for their students. This involves parents more in the educational process and allows them to easily keep up with student grades and assignments. In the 2011-2012 school year, teachers in grades 3 to 5 were added to the PowerSchool server and parents were given access to the portal.

Goals for Curriculum & Parental Communications and Community Relations:

Goal 1: A variety of technologies will be used to enhance communication between teachers, administrators and parents.

Objective: Use technology to provide additional access to school personnel by parents and the community.

Action Plan and Benchmarks

- Provide current information about the District via the District web site that is updated at least weekly by district webmaster
- Provide information about individual schools and classrooms to parents via the web site that is updated at least bimonthly.
- Setup and maintain the use of technology that allows parental access to homework assignments, attendance, grades and other student information and implement when appropriate.
- Add the My Lunch Money service to the district so parents can pay online as well as check for what their children are eating at the cafeteria.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Maintain current data on the District web site	Web Training for teachers on special assignment	Director of Technology; Webmaster	Ongoing	Website is kept up to date by teachers and students
2. Host school site web pages with current data available to parents. Expand usage to other teachers.	Web Training for teachers	Director of Technology	Ongoing	Website is kept up to date by teachers and students
3. Continue to use PowerSchool parent portal to allow parent access to student information via the web.	None Required	Director of Tech; Technology Integrator; Building Administrators; Department Chairpersons; Media Specialists	Ongoing	Parent Portal is kept open and accessible

4. Continue to use the My Lunch Money system to enhance communication with parents.	None Required	Director of Technology, Business Office	Ongoing	My Lunch Money is accessible to parents in district
---	---------------	--	---------	---

Goal 2: Provide PowerSchool Parent Portal access for parent access to grades and attendance at the Elementary and Secondary Schools

Objective 1: Develop supporting plan to train interested parents as students move into the third grade where, as of the 2011-2012 school year, teachers are putting in grades for students grades 3 to 5.

Action Plan and Benchmarks

- Provide continuing training and support in the use of PowerSchool's School Student Information System at least once a year for teachers and administrative staff so system is kept up to date for parents to access.
- Develop training materials to support a year round class for parents to receive in order to access the system to view grades, attendance and other information.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Provide training as needed for staff with questions about PowerSchool and Power Grade	Technology Department Training for PowerSchool / Power Grade	Director of Technology; Microcomputer Technical Specialists	Ongoing	Few to little questions or issues with PowerSchool
2. Continue updating training material to support parents so they know how to use the portal.	None Required	Technology Integrator; Building Administrators; Director of Technology	Ongoing	Updated materials ready to print or email to interested parents.

The Monitoring and Evaluation Process

The Information Technology Department, Technology Integrator and Technology Committees will be responsible for monitoring implementation of the goals under this main component heading. Site principals will be involved in the monitoring of technology integration into the teaching process. The School Improvement Process currently running at both schools will help to provide assessment data. As well as assessment data surveys will be included to get feedback from teachers and administrators about technology in the classroom. The communication with buildings and staff will be monitored and evaluated by the Director of Technology and the Technology Integrator from teacher and administrative feedback.

SECTION 2: PROFESSIONAL DEVELOPMENT

ELEMENT: E. Professional Development

Introduction:

Chautauqua Lake Central School District's Professional Development Plan is intended to ensure success for all students through the application of standards and effective practices that enhance individual and organizational

development in a diverse community of learners. All professional development activities are directly related to student learning needs as identified in the school report card and is aligned with NYS learning standards, assessments, and data analysis. Teachers and administrators work collaboratively to analyze student assessment data including NYS assessments and local parallel tasks. Needs for specific training will be derived from the analysis of weaknesses in student work as we continually audit and adjust our curriculum guides and instructional practices. The quality of teaching and learning improves when teachers participate in substantial professional development that allows them to remain current in the changing teaching profession in order to meet the needs of students

Chautauqua Lake Central School District is committed to meeting the constantly changing educational needs of the population it serves and to creating an engaging learning environment. Providing encouragement and support for continual professional development of all its personnel is critical to the system's ability to ensure quality educational services. To assure sufficient resources, knowledge, and opportunity to best meet its educational mission, Chautauqua Lake has committed itself to a comprehensive professional development program. Chautauqua Lake will best accomplish its local mission by fulfilling the goal of supporting professional development for all its personnel.

Definition of Professional Development:

Effective professional development is a complex, continuous, data driven process that results in long-term, positive change in schools and professional improvement. Knowledge, skills and attitudes are required of teachers, administrators and other school personnel to build on the premise that all students can learn and perform at secondary levels. The focus is on individuals working with others to provide the best learning environment for students by adopting and integrating current research and effective teaching practices across the curriculum.

Professional development includes, but is not limited to, secondary quality learning programs with purposeful follow-up and support along with other growth promoting practices such as study groups, action research, mentoring, and peer coaching. Using collaboration, discovery and problem solving can enhance individual strengths.

Professional Development Goals:

- Focus on improving student learning while developing curriculum and designing instruction compatible with current research, state frameworks, and content and performance standards
- Encourage educators to participate in the planning of their own professional learning and include training workshops
- Respond to identified classroom, grade level, team, department and school needs and help students attain district goals and state standards
- Promote long term, in-depth, sustained learning activities that include a variety of strategies to help educators apply what they have learned
- Provide opportunities for giving and receiving feedback
- Allocate time for educators to reflect, develop, critique, analyze, evaluate, refine and adapt strategies to meet diverse classroom needs
- Provide for the development of collaborative relationships and sustain continuous improvement of professional practice for all teachers
- Offer opportunities for leadership development
- Require administrative participation, support and follow-up
- Use standards and monitor progress in order to improve the impact of professional development

Professional Development as it relates to technology:

Teachers need to be trained in order to successfully incorporate the use of computer and computer related technology so it becomes a natural part of teaching and learning. It is essential for this school district to graduate students who are computer technology literate. Therefore, the Chautauqua Lake Central School District is committed to providing training opportunities in technology for teachers and staff through in-service programs and entering them into training workshops setup by the Erie 1 BOCES CSLO service as well as our own in house

training opportunities. Training is provided by the technology department at the school and through Erie 1 BOCES CSLO trainers. Necessary training sessions will take place during the school day, after school and as needed on in-service days. The district will provide substitutes to release teachers from instructional time if the class occurs during the school day. Teachers are encouraged to choose from these training areas to become part of their personal/professional goals each year. Trainings will take place on a regular interval (weekly or bi-weekly) and will be on a variety of topics identified in the curriculum map. The current Chautauqua Lake technology staff development plan is listed in **Appendix AP**. This plan was developed to address the feedback from teachers who were concerned that too much information was being given during a training session on an In-Service Day. More focused, more frequent, smaller sessions were needed to instruct on a few new skills then allow teachers to practice that new skill. The plan shows the areas we are focusing on each year, some may be added or removed based on need. The plan relies on participation from other teachers in the district to make it all work, without teacher trainers to run the classes, the plan will not succeed.

The curriculum and instructional goals tie into the larger school improvement plan. This staff development plan will be updated at the conclusion of each school year according to NYS standardized tests and regents tests, tests of NYS standards, and informal observations by district administration, who will give a general assessment of the curriculum goals and needs for training staff. Progress in these areas will be evaluated using a technology skill level survey (see **Appendix AB**, discussed in next section).

Additional standards we are looking to implement over the next several years but are currently working on a plan to set as a goal for profession development in technology can be seen in the following Appendix's (information from ISTE technology skills standards for Teachers and Administrators):

Appendix AI – Curriculum and Content Area Standards for Teachers

Appendix AJ - Curriculum and Content Area Standards for Administrators

Communications:

- Using telecommunications programs (email, list-servers, on-line discussions/instant messages, and fax) to complete class assignments.
- demonstrate basic use: logging into the network, how to save and retrieve files
- Using Google Docs for online storage of important documents, sharing documents and calendars. Teachers now have access to collaborate online with other teachers and staff.

Productivity:

- **Input Devices:** (i.e. mouse, scanner, etc) be familiar with uses of input devices.
- **Keyboarding:** demonstrate keyboarding skills
- **Database:** use database to complete class assignments.
- **Spreadsheet:** will use a spreadsheet program to complete class assignments.
- **Graphing:** use graphing software (or part of other software) to complete class assignments.
- **Computer Aided Design:** be familiar with usefulness of CAD programs in developing basic designs.

Publishing:

- **Word Processing:** will use a word processing program to complete class assignment.
- **Desktop Publishing:** will use a desktop publishing program to complete class assignments.
- **Multimedia Production:** use multimedia software to complete class assignments.
- **Graphic Design:** use graphic software to complete class assignments.
- **Webpage Design:** will use web-authoring software to complete class assignments, school website hosted by School World so lessons will be taught using that format and access.

Research:

- **Database searching:** search electronic databases to locate reference material or to retrieve specific information.
- **On-Line Library Catalog Use:** use on-line library catalog.
- **Internet Use:** navigate the Internet and locate specific information for class assignments.

- **Search Techniques:** will conduct a search and retrieve information using search engines, search commands (Boolean Operators), phrase searching and exact phrase to specify and limit the number of hits. The student will evaluate the source found and write a citation using the MLA style.
- **Browsers and Search Settings:** Restrict what a browser pulls back, even with the filter in place additional filtering can be accomplished.

Ethics: know and follow the school district's Acceptable Use Policy and other guidelines and policies for the school's technological resources. Also included in this section are Copyright laws, Fair Use and Education.

Other Skills Being Taught:

- Television Monitor Hookups and connections
- VCR Usage
- Video Camera Usage and Downloading
- Audio Cassette Recorder
- Digital Camera Use
- Use of Scientific Calculators
- Use of Graphing Calculators
- Use of Classroom Projector
- Use of Smart Boards
- Use of Mobile Devices, iPods, I Pad, Netbooks, smaller devices used for accessing resources.

Training based on specific teachers needs will begin this year and will continue with the CSLO service and also will be driven by the needs realized as grade levels and departments integrate technology into the curriculum. Topics will include but not be limited to those listed above.

Teacher Technology Skills Survey and Results:

Surveying teaching staff helps to change classes to meet the needs of teachers. Other curriculum projects often have teachers thinking about changes that do not always include technology. Going out to talk to grade levels and departments helps to keep the course offerings that CLCS offers in house up to date and relevant. The survey form can be found in **Appendix AB**. The results of this survey will be used to assign teachers to staff development training sessions under the BOCES service CSLO / technology integration training as well as in house training schedules.

Based on our survey results, these are the categories that staff places themselves as far as technology skill levels. We see more teachers moving from Beginner to Intermediate each year we send out the survey:

Instructional Staff Technology Skill Levels (%)

	<i>Primary (PreK-6)</i>	<i>Secondary (7-12)</i>
<i>Beginner</i>	15	10
<i>Intermediate</i>	60	30
<i>Advanced</i>	25	60
Total %	100	100

Non-Instructional Staff Technology Skill Levels (%)

	<i>Primary (PreK-6)</i>	<i>Secondary (7-12)</i>
<i>Beginner</i>	25	25
<i>Intermediate</i>	45	45
<i>Advanced</i>	30	30
Total %	100	100

The Skill Level Chart Key:

- **Beginner** can be defined as having only basic computer skills and can only do what is required (log into the computer, take attendance, check email).
- **Intermediate** can be defined as having all basic skills and also using the computer for browsing website, working on basic PowerPoint, Word, Excel files, using some of our online resources such as the school website, United Streaming, PowerSchool Gradebook, etc.
- **Advanced** can be defined as having skills that are pushing to technology department to keep up with the issues they discover in software, etc. These users are using advanced software features in Google Apps, Microsoft Office, Smart Boards, advanced subscription sites (Castle Learning, Renaissance Learning), online research, wireless laptops carts, responder kits, PowerPoint or Smart Board presentations, external technology devices such as iPod's and other mobile device equipment, science lab probes, GPS units, etc.

Our focus for the staff development has been and continues to be to focus on all aspects of our teacher skill levels so we are bringing our beginner teachers up to the net level but also providing training for our advanced teachers to help them keep up with changing technology.

Technology and Integration Benchmarks:

The benchmarks for the district were developed several years ago by gathering information from other districts nationwide and also looking at NY State and ISTE standards for technology. A district committee developed the standards list for K-12 curriculum technology integration. These standards are listed in **Appendix AC**. The technology standards as shown by ISTE are listed in **Appendix AD**. Both sets of standards are what the district strives to meet at each grade level. The main focus for the Chautauqua Lake standards was making sure students in grade K-8 had set skill levels for technology usage. Grades 9 to 12 it was assumed additional technology skills would come from courses at the Secondary School level.

The usage of these benchmarks is to occur in each classroom from K to 8 and including computer classes for grades 6 to 8 at the Secondary Schools. The Elementary students are given time in the computer lab with a computer teacher working on the skills listed in the benchmarks. Lessons on the computers provide the curriculum to meet the standards. Secondary School students also attend computer classes which are setup to cover most or all of the standards for those grade levels. The Secondary School is working to add more computer classes which help students and teachers achieve the standard requirements for technology knowledge. Secondary School teachers also work to integrate technology into their curriculum therefore helping to reach the standards.

Scope and Sequence Overview of Technology Curriculum:

Elementary School (K-6)

- introduce components of technology
- awareness of word-processing
- introduce applications of commercial software
- introduction to research
- exposure of technology purposes
- internet introduction
- refine components of technology
- exposure to keyboarding
- introduction to word-processing
- applications of commercial software
- teach research using CD ROM, internet
- continue exposure of technology purposes

Secondary School (7-12)

- teach keyboarding
- refine applications of commercial software
- introduce data spreadsheets

- refining word-processing
- introduction to multimedia (I-Life Suite)
- introduce data processing and spreadsheets
- application to research
- refine and mastery keyboarding
- specific application of independent word-processing
- application of commercial software
- refine data bases and spreadsheets
- introduce and teach programming
- refine application research
- introduce and teach CAD or drawing software products

Goals for Professional Development Section:

Goal 1: Provide staff development opportunities to assist teachers, administrators and other staff members in using technology to support State and District curriculum standards.

Objective 1: Use the school improvement assessments and teacher skills survey to help administrators select appropriate staff development activities.

Action Plan and Benchmarks

- Survey teachers and other staff members on staff development needs on an ongoing basis, specifically at the beginning of each school year for staff development planning.
- Investigate staff development opportunities available through the Erie 1 BOCES CSLO and Technology training services as new opportunities are announced for Fall, Winter, Spring and Summer of each year.
- Provide staff development opportunities that meet the needs of introductory, intermediate and advanced technology users.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Continue to maintain the Computer Teacher and Technology Integration position to assist in technology training and support district wide	Send trainers to additional training to ensure they can assist when needed	Building Principal and Director of Tech.	No Date	Teachers available to help technology department
2. Teachers and administrators take the technology skills survey.	None Needed	Director of Technology	Year 1: Jan-16 Year 2: Jan-17 Year 3: Jan-18	Compile results of survey
3. Results of the skills survey used to plan staff development opportunities for the following school year.	None Needed	Director of Tech; Technology Integrator; Building Administrators; Department Chairpersons; Media Specialists	Year 1: Feb-16 Year 2: Feb-17 Year 3: Feb-18	Staff is grouped and assigned set skill levels
4. Plan and schedule school site specific technology trainings by requests.	Training by the technology department	Director of Technology; Technology Integrator; Building Principals	As requested during year	Additional trainings and results
5. Offer technology trainings to meet the needs of beginning, intermediate and advanced users.	CSLO training sessions	Director of Technology; Technology Integration Staff; Building Principals	Continued in September 2015, every year forward	Survey feedback about the training sessions
6. Integrate trainings with specific curriculum goals and standards to demonstrate how technology is used to support student learning,	CSLO training sessions	Director of Technology; Technology Integrator; Building Principals	Continued in September 2015, every year forward	Teacher evaluations by building principals
7. Provide ongoing technical training to school web masters and site technology coordinators.	Offsite training and / or training materials	Superintendent; Director of Technology	Year 1: Dec-15 Year 2: Dec-16 Year 3: Dec-17	Attendance of training sessions by all web masters

Objective 2: Technology Survey for Students and Staff**Action Plan and Benchmarks**

- Work to survey students and staff every other year to help benchmark how well things have improved or not improved from technology training

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Develop online or paper survey to distribute to students and staff	None Required	Director of Tech; Technology Integrator; Guidance Staff; Building Principals	September 2015 September 2016 September 2017	Survey's ready for distribution
2. Review the results and use those results to influence future technology course planning and integration	None Required	Building Principals; Guidance Staff; Teachers	June 2016 June 2017 June 2018	Results of survey documented and used to plan training

The Monitoring Process

The Director of Technology, Technology Integrator and Building Principals will monitor the progress of teachers and administrators via school improvement assessment tools, including the Technology Skills Survey. Technology professional development will be monitored and adjusted depending on the results of this ongoing survey. Evaluations are collected from participants at the end of each training. These are used to evaluate the success of trainings and to make any needed changes. Participants in technology professional development opportunities will be encouraged to re-take the survey assessment so that growth in technology proficiency can be monitored.

The success of staff development can also be measured by the number of teachers reaching the proficient level. In addition to the monitoring of the school technology assessments, records will be kept as to the types of professional development opportunities requested by staff. The writing and research technology integration trainings will be evaluated by the above methods as well as by student writing scores. These scores are based on the District testing assessments and are collected annually for every student.

SECTION 3: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

ELEMENT: F. Infrastructure Needs / Technical Specification and Design

One of our main tasks is to integrate technology into the curriculum so it supports but does not overpower the current teaching methods. We want technology use to become transparent to the teacher and the students. Our purpose of using technology as a tool is to help us achieve educational benefits in the form of better test scores, better assessments, better grades, better student achievement overall. The following sections summarize the current technology at our district. Included is a section for district level or server level technology at the district. For this section it will be assumed that the building is setup with networking equipment that provides an active network connection to every computer in the buildings. 100% of all our computers are currently hooked to the internet and local area network to provide networking services such as web, email, file server, online collaboration, education type web sites, online benchmarking sites, access to student information systems, network printing.

Telecom Inventory and Future Needs:

Our Telecom systems have remained unchanged since moving into the new building back in 2000. We have maintained a telephony connection line (T1 or Fiber) through a local vendor for outgoing local and long distance calls. There is currently a plan to replace our older system and we have specifications in place. A building project is proposed on how to pay for this upgrade in services. Our number one option right now is the BOCES IP phone service because it is shared and cost effective for our district. We can use their main phone system with only local phones at our district which would enable to make local and long distance calling at a very minimal cost to the district. In addition to the T1 / Fiber connection we maintain 4 POTS lines which are used for emergency backup lines in the district in the event our T1 / Fiber connection is lost.

The uses of 2-way radios are replacing the loss of cell phones at the district.

Item	Current Inventory	Needs for Year 1	Needs for Year 2	Needs for Year 3
Telecom Services	Meridian Phone System	Plan in place to upgrade with BOCES IP Phone System through building project. Need budget vote on the project to proceed. If approved install would occur over summer of the first year.	Continue services	Continue services
	Phone in each instructional and non-instructional location	Replace with IP based system.	Continue services	Continue services
	PA System District-Wide	Maintain current system	Maintain current system	Maintain current system
	T1 / Fiber connection to phone vendor for outside phone connections	Service could be taken over by BOCES service and even more cost effective connections could be used for phone lines.	Maintain current system	Maintain current system
	Backup dial out lines for emergency usage	Maintain lines for emergency dial out	Maintain lines for emergency dial out	Maintain lines for emergency dial out

Hardware Future Needs:

Please see **Appendix AE** for District Hardware and Software Inventory Summary

	District Computer Inventory - See Appendix AE	Maintain 5 to 6 year cycle on primary computers, secondary or classroom machines have no current age limit as long as they are able to function effectively	Maintain 5 to 6 year cycle on primary computers, secondary or classroom machines have no current age limit as long as they are able to function effectively	Maintain 5 to 6 year cycle on primary computers, secondary or classroom machines have no current age limit as long as they are able to function effectively
--	--	---	---	---

Hardware	Server Hardware	Replace server hardware as needed, recent project provided district with new hardware in 2011-2012 school year.	Plan for replacement of VM SAN drives and image servers to ensure system remains upgraded and operating well.	Replace out aging servers as needed, first see if consolidation can occur to avoid hardware costs.
	Major Computer Upgrades	Replace older teacher desktop units and computer labs as replacement cycle dictates.	Replace older teacher desktop units and computer labs as replacement cycle dictates.	Replace older teacher desktop units and computer labs as replacement cycle dictates.
	Major Computer Upgrades	Purchase mobile devices for more student use, including I pads, Chromebooks and Windows laptops.	Purchase mobile devices for more student use, including I pads, Chromebooks and Windows laptops.	Purchase mobile devices for more student use, including I pads, Chromebooks and Windows laptops.
	I-SCSI Server System	Maintain and provide upgrades for new VM SAN system purchased under EXCEL project	Plan for replacement of VM SAN drives and image servers to ensure system remains upgraded and operating well.	Maintain and provide upgrades for new VM SAN system purchased under EXCEL project
	Projectors	Add projectors to any remaining rooms with them, purchase replacement bulbs for existing hardware. Order replacements each year to switch out with older dying units	Add projectors to any remaining rooms with them, purchase replacement bulbs for existing hardware. Order replacements each year to switch out with older dying units	Add projectors to any remaining rooms with them, purchase replacement bulbs for existing hardware. Order replacements each year to switch out with older dying units
	Wireless	Plan for in the project an upgrade to current wireless system to add an AP to every classroom in the district.	Maintain new wireless system, currently have extra AP's in stock so no new spending needed other than support from Erie 1 BOCES	Maintain new wireless system, currently have extra AP's in stock so no new spending needed other than support from Erie 1 BOCES
	Camera Monitoring & Recording System	Enhance and add new cameras to the system under the proposed building project.	Maintain support contracts to keep system up and date and running	Maintain support contracts to keep system up and date and running

Software Future Needs:

Please see **Appendix AE** for District Hardware and Software Inventory Summary

Software	Microsoft Windows 7 and 8 - 70% of total computers	Maintain Windows 7 and start upgrading newer machines to Windows 8 OS. Microsoft EES plans helps with licensing.	Maintain Windows 7 and start upgrading newer machines to Windows 8 OS. Microsoft EES plans helps with licensing.	Maintain Windows 7 and start upgrading newer machines to Windows 8 OS. Microsoft EES plans helps with licensing.
	Apple OSX - 30% of total district computers	Reducing number of Macs at the district especially for student machines, running latest version of OS, keep working on updates and system patches	Reducing number of Macs at the district especially for student machines, running latest version of OS, keep working on updates and system patches	Reducing number of Macs at the district especially for student machines, running latest version of OS, keep working on updates and system patches
	Microsoft Office 2011 or higher for the Macintosh	Maintain current numbers and possibly reduce license needs by setting up labs for	Maintain current numbers and possibly reduce license needs by setting up labs for	Maintain current numbers and possibly reduce license needs by setting up labs for

			students to only use Google Docs for the office application replacement	students to only use Google Docs for the office application replacement	students to only use Google Docs for the office application replacement
	Microsoft Office 2013 or higher		Maintain current numbers and possibly reduce license needs by setting up labs for students to only use Google Docs for the office application replacement	Maintain current numbers and possibly reduce license needs by setting up labs for students to only use Google Docs for the office application replacement	Maintain current numbers and possibly reduce license needs by setting up labs for students to only use Google Docs for the office application replacement
	All other software - see Approved District Software List		Upgrade software packages which teachers still use with latest versions	Upgrade software packages which teachers still use with latest versions	Upgrade software packages which teachers still use with latest versions
	Primary Grades Learning Software Package		Maintain web based products that fit the need for the Elementary teachers and students provide more training for teachers on how to use those systems effectively.	Maintain web based products that fit the need for the Elementary teachers and students, provide more training for teachers on how to use those systems effectively.	Maintain web based products that fit the need for the Elementary teachers and students, provide more training for teachers on how to use those systems effectively.

Networking Inventory and Future Needs:

Over the summer of 2011 the majority of our infrastructure was upgraded with an EXCEL project. This included all new Avaya switchgear, a new Avaya wireless network system, a new Milestone Camera monitoring and recording system and new Virtual VM Ware servers with Dell Equallogic systems to consolidate aging servers in the district. Due to this massive replacement of infrastructure we are not in need of a lot of infrastructure replacements at this point, We will plan for a normal replacement cycle so we are not suddenly needing to replace a lot of networking equipment at one time again.

All of our networking is currently through Erie 1 BOCES. Our main network connection which is a Gigabit network runs back to Erie 1 BOCES location in Fredonia and Buffalo. The connection to the internet is also through BOCES. The main campus does not maintain any other network connections to the outside world other than through BOCES.

Networking	Subscribed to BOCES 1G network infrastructure		Maintain Support agreement	Maintain Support agreement	Maintain Support agreement
	Wireless LAN		Maintain Avaya system through Erie 1 BOCES but plan for upgrade to the system if building project is approved.	Maintain Avaya system through Erie 1 BOCES	Maintain Avaya system through Erie 1 BOCES
	Network Switches		Maintain new Avaya system through Erie 1 BOCES	Maintain new Avaya system through Erie 1 BOCES, plan for systematic switch replacements over time by order a few new switches per year. Consult with BOCES on best practice for replacement plan	Maintain new Avaya system through Erie 1 BOCES, plan for systematic switch replacements over time by order a few new switches per year. Consult with BOCES on best practice for replacement plan

Network Wiring:

Currently we have 2 sites in the district: Bus Garage, and the main school building both of which are on the same campus. The school and bus garage are connected with a fiber connection to link the buildings together. Every classroom in the main campus has at least 1 active network drop, most have more than one to accommodate additional computers.

The district is connected to the outside world via the BOCES Gigabit Ethernet project that was implemented in the January of 2008. We have additional fax or regular phone lines out of the buildings to be used as backup or emergency phones as needed and also maintain a T1 / Fiber telecom connection for local phone service. We also maintain the Distance Learning service which uses the existing gigabit connection to BOCES in West Seneca, NY.

Distance Learning:

During the fall of 2008 construction was begun on a distance learning lab which existed when the building was erected in 2000 but services were dropped for a time period before the district decided to return to the service through BOCES. In the past year our DL was upgraded to HD format. This room is adjacent to the Secondary School Media Center. Some current and possible future uses include:

- Student courses not currently offered at Chautauqua Lake
- Teaching courses for other districts
- Student College courses (JCC, Fredonia...)
- Graduate courses for teachers
- Superintendents meetings
- Teacher in servicing
- Countywide workshops
- Community service (Red Cross, Fire Dept. in servicing, etc...)
- Virtual Field trips to other schools, zoos, museums, etc.

Replacement & Maintenance Cycle:

Maintenance

- **Hardware Repair**

Chautauqua Lake currently uses BOCES for most difficult or expensive hardware repairs. They offer a coupon service where you purchase a set number of coupons and are able to cash those in for hardware repairs. We only use this service for out of warranty repairs, otherwise we go directly to the vendor for repair services.

Some updating and repair is handled by information technology department. This includes adding memory chips, networking cards, batteries, replacing and exchanging disk drives, changing motherboards and other hardware related issues.

- **Software Maintenance**

Besides mechanical problems, computers also need software maintenance. For various reasons, software on computers can become corrupted. Such software maintenance is handled by the information technology department. This includes installing newly ordered software and reinstalling software that has become corrupted.

- **Replacement Plan**

At present we are looking at replacing primary (main teacher and staff) machines every 5 to 6 years. An analysis will be conducted on the machines in question to determine if replacement machines should be ordered or if the computers are working well in their current location or use at the district. In the interest of saving money we do not want to replace a computer just because it is 8 years old, it could still be used in a classroom environment for several more years. The analysis includes data about how many problems the machine has had, how much it will cost to properly upgrade hardware, will it run new software being released and it is working for the use it is currently allocated for. Some machines may do nothing but browse the internet, we don't need a new machine to fill that function.

If a new class is developed where full motion video is required on the machines we may need to plan for an upgrade.

General rule is we will try and replace teacher, staff and student primary (those used every day) machines before they are 8 years old. A lot of this depends on the budget and how much funding we have to use for equipment upgrades.

- **Recycling & Redistribution**

Our computers have a lifetime of approximately 6 – 10 years. We no longer auction off old computers due to liability concerns. New York State law states that computers and other electronic equipment must be disposed of properly with a registered recycler. As we replace computer labs, we usually move those computers into the classrooms until they fulfill their lifetime. When we have accumulated sufficient old components we contract with a licensed recycler for pickup. There is a plan to try and donate some of these computers to community organizations as long as all the required paperwork and procedures are followed.

Protection from Inappropriate Materials – Erie 1 BOCES Lightspeed Internet Website Filter:

Chautauqua Lake has had controls in place to guard against inappropriate internet content since the school was connected to the internet. As of September 2011 we have moved to the LightSpeed system service through Erie 1 BOCES. This program filters internet sites and blocks the following major areas:

1. Violence
2. Nudity
3. Pornography
4. Hotmail
5. Yahoo mail
6. Terrorism
7. Online gambling
8. Online banking
9. Web page hosting
10. Other sites deemed as inappropriate by BOCES and school staff

All computers on our network have this filtering system in place. Sometimes sites may be blocked inadvertently. If this is the case then teachers can request to have these sites unblocked. The Chautauqua Lake Internet Policy is found at **Appendix AM**. Please see **Appendix AK** for additional information about all the various subjects the LightSpeed filter checks and works to stop. Please also see **Appendix AL** for additional information about the software and how it supports the federal CIPA regulations for providing filtered internet access to schools and students.

Goals for Infrastructure Needs / Technical Specification and Design Section:

Goal 1: Obtain, maintain and support hardware and network infrastructure to support the implementation of the District Technology Plan.

Objective 1: Provide adequate computer and related hardware to meet technology plan goals and objectives.

Action Plan and Benchmarks

- Determine hardware requirements for computers and other devices that will be supported and maintained by Information Services. Update this list by September of each year.
- Survey schools for current technology equipment and maintain an online inventory of equipment that is updated on at least twice a year.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Maintain a current online computer hardware inventory.	Database training for Technology Department Staff	Director of Technology; Microcomputer Technical Specialists	June 2016 June 2017 June 2018	Inventory of all equipment finished in database format
2. Support computers and printers for instructional and business uses.	Hardware Training classes for Technology Department Staff	Director of Technology; Microcomputer Technical Specialists	Ongoing	Ticket count is kept to reasonable level
3. Work with purchasing to procure best pricing on	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	Best prices for equipment, saving district funds

Objective 2: Provide computer repair services to all sites, including the District Office.

Action Plan and Benchmarks

- Provide a repair infrastructure for timely repair of computers and related hardware with a target turnaround time of one week.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Continue to repair computer equipment and printers at no cost to school sites	Hardware Training classes for Technology Department Staff	Director of Technology; Microcomputer Technical Specialists	Ongoing	Complete 90% of repairs in house
2. Maintain a repair database to track repair requests and completion of work.	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	Track all requests so issues are resolved in timely manner
3. Provide timely turnaround of equipment	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	Feedback from User Survey's showing goals being met

Objective 3: Provide network support to all sites, including the District Office

Action Plan and Benchmarks

- Plan for timely support of all network infrastructure problems with a target response time of 24 hours
- Assist sites in planning network expansion as requested.
- Use Erie 1 BOCES Gigabit data circuits to connect the district to LAN and WAN services

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Provide on demand troubleshooting of network problems.	Networking Training with BOCES techs	Director of Technology; Microcomputer Technical Specialists	Ongoing	Resolve most networking issues in house

2. Work with Erie 1 BOCES Information Services in the maintenance and capacity of our network services.	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	Always improving the speed and reliability of the LAN
3. Monitor network services to identify and resolve problems before end users are affected.	Remote monitoring training class or materials	Director of Technology; Microcomputer Technical Specialists	Ongoing	Monitor all servers and switches for issues during the day

Objective 4: Provide troubleshooting phone support and site visits as needed to assist teachers and staff members in the use of technology.

Action Plan and Benchmark

- Information Services staff is available to provide technology assistance on an as needed basis during work hours.

The following table shows the activities, responsibilities and timeline to meet the above benchmark.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Phone support available during working hours.	Help Desk training for secretary	Director of Technology; Microcomputer Technical Specialists	Ongoing	Work to resolve most issues on the phone
2. On-site help available when needed	Training for support technicians	Director of Technology; Microcomputer Technical Specialists	Ongoing	Learning new skills and brushing up on old ones for providing better and faster service

Objective 5: Implement technology security measures.

Action Plan and Benchmarks

- Update District Virus Scan and Gateway solution for email server and maintain it on a daily basis.
- Install virus protection software where needed and requested.
- Engrave and inventory equipment to protect against theft as soon as received.
- Lock down and maintain wireless access points around the district

The following table shows the activities, responsibilities and timeline to meet Goal 5.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Install virus protection software as needed and maintain subscriptions to virus definition update services.	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	Virus kept to date to prevent virus computer infections
2. Assign District asset numbers, and inventory new equipment	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: June-16 Year 2: June-17 Year 3: June-18	All equipment in inventory database

3. Ensure wireless security is setup and running on all access points, investigate updates to security	Purchase support materials for in house resolution	Director of Technology; Microcomputer Technical Specialists	Ongoing	Wireless network locked down by MAC address for district
--	--	--	---------	--

Objective 6: Provide the hardware and infrastructure for Internet connectivity and other network services to all sites, including classrooms and libraries.

Action Plan and Benchmarks

- Survey hardware needs at various school buildings and determine what is required to enhance the current network infrastructure.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Continue to work with BOCES to provide Distance Learning to the district via the Erie 2 DL service and the Gigabyte network connection allowing access	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	New service will be installed with updated hardware
2. Survey schools to determine equipment needs, contact BOCES to purchase more equipment under network services coser	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Dec-15 Year 2: Dec-16 Year 3: Dec-17	Inventory sheet showing needs for additional equipment
3. Add additional network wiring as needed to buildings	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing	Meet the growing demands of the buildings

Objective 7: Explore the various technology options for enhancing / upgrading / replacing district Telephone Service.

Action Plan and Benchmarks

- Research other phone systems that could be shared as part of a larger phone system (BOCES)
- Continue to provide long distance voice telephone services
- Research possible change for local phone carrier to save the district money

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Plan and system specs in place for proposed building project in 2015. If approved system will be upgraded in Summer 2015 to Winter 2016.	None Required	Director of Technology; Microcomputer Technical Specialists	December-15	Approval and ability to move forward with upgrade.
2. Research the cost to switch local T1 provider for local calling to another vendor to save district money	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing due to E-Rate bidding	Realize savings for local calling service
3. Provide and monitor long distance voice services, research possible other carriers to save the district money in connection costs	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing each year due to E-Rate bidding	Gather information for review by business office

Objective 8: Provide Internet filtering software for all computers connected to the Internet on the District network.

Action Plan and Benchmarks

- Work with Erie 1 BOCES WAN Services on the use of Internet filtering software and review the filtering settings as needed, make changes as needed and review policies annually of what is being blocked and what is being allowed.

The following table shows the activities, responsibilities and timeline to meet the above benchmark.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Work with WAN Team at Erie 1 BOCES to ensure filter is working as needed, sent requests to block or unblock additional sites, review list annually and make changes if needed.	Attend Meeting with BOCES to learn more about Filter	Director of Technology; Microcomputer Technical Specialists	Annually Dec-2015 Annually Dec-2016 Annually Dec-2017	Take some control over the maintenance of the filter
2. Work with district to develop filtering policy so we can better control the filter and how much does not does not get through the system.	None Required	Director of Technology; Microcomputer Technical Specialists	Annually Mar-2016 Annually Mar-2017 Annually Mar-2018	Meet with administrators to determine filtering issues

Objective 9: Support the SIF system as needed at the district. Work with BOCES to support and maintain data syncing over various systems at the district to ensure student data is kept up to date from PowerSchool.

Action Plan and Benchmarks

- Develop list of systems being updated by SIF and work with users of those systems to ensure the data sync is working as needed and keeping the secondary systems up to date with student data.
- Work with BOCES on various technical issues that will need to be resolved each year as data is refreshed each night with the system hosted by BOCES.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Develop and maintain a list of servers being updated and synced by the BOCES SIF agents.	None Required	Director of Technology; Microcomputer Technical Specialists	Ongoing as needed.	List of servers being updated by SIF
2. Ensure sync is functioning by alerting staff who use the systems daily to be aware of sync issues and to contact the helpdesk and BOCES services if they notice data missing.	Train users of the systems to watch for student data changes each day.	Director of Technology; Microcomputer Technical Assistant; Support staff using SIS in the district.	Ongoing as needed.	Staff is aware data is being syncs and watches for issues or errors.

Objective 10: Support the cashless cafeteria system at the district, WebSmart. Work with BOCES to support and maintain the WebSmart system at both buildings in the district. System was upgraded in fall of 2014 from the old WinSnap service.

Action Plan and Benchmarks

- Develop list of things to remember during the year so important system maintenance does not go by without notice
- Work with BOCES on various technical issues that will need to be resolved each year as data is refreshed for the upcoming school year such as ID cards, student ID numbers, biometric scanning, student pictures.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet with BOCES to get a list of everything needing to be done on a yearly basis with WebSmart	None Required	Director of Technology; Microcomputer Technical Specialists; Building Principals, Lunch Room Staff, Office Staff	Ongoing	List of things to do for the year entered on calendar
2. Resolve issues with student data prior to refresh of data over the summer months	None Required	Director of Technology; Microcomputer Technical Assistant	Year 1: July 15 Year 2: July 16 Year 3: July 17	Student data ready to import to WinSnap
3. Continue to support the hardware located in the district and assist BOCES with troubleshooting that hardware	None Required	Director of Technology; Microcomputer Technical Assistant	Ongoing	Hardware up and running
4. Re-evaluate policies and procedures at each building for when students loose, forget or refuse to use their ID cards for purchasing lunches	None Required	Building Principal; Teacher on special assignment for instruction	Year 1: August 15 Year 2: August 16 Year 3: August 17	Understanding of procedures by office personnel

The Monitoring and Evaluation Process

Monitoring the District's progress in meeting its technology goals in the areas of infrastructure, hardware, technical support and use of software is one of the major activities of the Information Services Department. If District personnel have a problem with network speed or connectivity, Information Services is called to help solve the problem. Information Services is also called for hardware and software recommendations and for help on answering technical problems. At regular Information Services Department meetings, a list of current problems or projects at each District site is updated, and technical support staff discusses the status of each problem or project. This list is updated on a regular basis with how problems have been resolved and what upcoming needs might be. These meetings provide a chance for problem-solving, future needs planning, and for planning how the department will work to accomplish the goals of the District Technology Plan. For example, the implementation of a new lunch system requires a strong network, direct teacher access to computers on the network, District hardware and school office systems to meet the program requirements, and training on program implementation, as well as ongoing technical support. The Information Services Department insures that all these are in place and working for the lunch system to be a success.

An online log is kept, tracking each computer sent in for repair. This log describes the problem and how it was resolved. The log allows the tracking of repairs and the identification of trends in any specific equipment failures. The expediency of this service is monitored by the Director of Technology on a weekly basis so that computers are repaired in a timely fashion. If the repair technicians reach a point where they cannot keep up with the workload, request for additional personnel will be made during the annual budget process. Other alternatives for repair will be considered if necessary to assure continued support such as BOCES help desk services.

District departments and school sites monitor the need for additional equipment. The Information Services Department assists schools and departments with hardware and software selection to meet their needs. Schools and departments are made aware of any upcoming programs that may require the purchase of additional hardware. Updates of new hardware and other technology items of interest are presented at regular meetings of site technology coordinators and at District management meetings. The formation of a Software Selection Committee will assist the District in identifying current educational software available to help students and teachers meet District curriculum goals. The committee will create and monitor a recommended software list to make sure that it is appropriate for District needs. Teacher recommendations of software they are successfully using to meet District goals will also be considered for inclusion on the District list. Technology training will include workshops on how to use the recommended software to help students meet District goals and standards.

SECTION 3: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

ELEMENT: G. Inventory

See Appendix AE for full list of hardware and software inventory at CLCS

SECTION 3: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

ELEMENT: H. Increase Access

Introduction

A recent EXCEL project upgrade all our networking equipment, provide a new wireless system, a new camera monitoring system and a VM server package that will help us consolidate servers and also be able to provide new services without additional hardware purchases in the future. These systems lay the foundation for better technology delivery around the district by providing:

- Faster access to the desktop or laptop or mobile device
- Reliable wireless connections so less issues with dropped connections or not being able to access the network at all
- Ease of adding new servers for testing purposes or adding new systems without the need to invest in something that might not be a good fit for the district.

Goals for Increased Access Section:

Goal 1: Replace, update, and enhance technology access for students at CLCS. Better equipment will mean faster access, better compatibility with newer software OS's, websites and web based systems in use by students.

Objective 1: Upgrade and replacement of outdated computer hardware

Action Plan and Benchmarks

- Evaluate inventory list of all hardware and determine groups of computers for replacement based on age
- Analyze trouble tickets for those machines and determine if problems are exceeding relative usefulness of the machines
- Discuss replacement plan with stake holders to determine if the computer equipment is no longer meeting the needs of the staff and students
- If equipment is deemed in need of replacement those replacements will be added to the budget prior to other requests from the technology committees to ensure they are completed as timely as possible
- This replacements includes but is not limited to computer hardware, data projectors, laptops, printers, TV's, handheld devices and other technology equipment as defined by the technology committees

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Evaluate inventory list of all hardware to determine age	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Oct. 2015 Year 2: Oct. 2016 Year 3: Oct. 2017	List compiled of all hardware by age
2. Analyze trouble tickets for those machines and determine if problems are exceeding the relative usefulness of the machines	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Oct. 2015 Year 2: Oct. 2016 Year 3: Oct. 2017	Hardware is marked as possible replacement
3. Discuss replacement plan with stake holders to determine if the computer equipment is no longer meeting the needs of the staff and students	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Nov 15 Year 2: Nov 16 Year 3: Nov 17	From the active list mark those for replacement
4. If equipment is deemed in need of replacement those replacements will be added to the budget prior to other requests from the technology committees to ensure they are completed as timely as possible	None Required	Director of Technology; Microcomputer Technical Specialists	Year 1: Dec 15 Year 2: Dec 16 Year 3: Dec 17	Final list gathered and budgeted for in yearly tech budget
5. Dispose of outdated equipment correctly with approved disposal site or vendor, send business office list of disposed equipment for approval before proceeding	None Required	Director of Technology; Microcomputer Technical Specialists; Maintenance Staff	Year 1: August 15 Year 2: August 16 Year 3: August 17	Equipment properly disposed of and documented

Objective 2: Install / upgrade projectors in any remaining classrooms around the district

Action Plan and Benchmarks

- Most classrooms now have projectors installed with the exception of a few around the building. Also need to budget for replacement units as older units fail and are not able to be repaired for a reasonable amount. Newer technologies also can justify and upgrade to an existing setup to enhance instruction in that classroom.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Purchase projector systems for remaining classroom	None Required	Director of Technology; Microcomputer Technical Specialists	July 2015 July 2016 July 2017	Order submitted and approved
2. Install projectors and mounts for classrooms	None Required	Director of Technology; Microcomputer Technical Specialists	Summer 2015 Summer 2016 Summer 2017	Projectors set up and installed for teachers

Objective 3: Purchase Smart Boards for Classrooms

Action Plan and Benchmarks

- The district is interested in Smart Board technologies and have been purchasing boards for interested teachers. As we continue into the future more teachers will express an interest in Smart Boards and using them for classroom teaching. We do not purchase boards for every classroom and hope teachers use them, teachers need to request the boards. As teachers retire and new staff are hired more rooms are getting Smartboards.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
--------------------------------	-------------------	-----------------------	------------------------------------	-----------------------

1. Purchase Smart Boards for interested teachers	None Required	Director of Technology; Microcomputer Technical Specialists	July 2015 July 2016 July 2017	Order submitted and approved
2. Install and setup board in the rooms	Training on how to effectively use the Smart Boards	Director of Technology; Microcomputer Technical Specialists	Summer 2015 Summer 2016 Summer 2017	Smart Boards setup and working for students and teachers

Objective 4: Continue to replace Elementary classroom computers at stations areas.

Action Plan and Benchmarks

- Each teacher has from 4 to 6 computers in the classroom that students use a one of the stations during the day. The current machines are out of date and need to be upgraded with new hardware. Focus is going to be on support for web based applications the Elementary is currently using in the classrooms with students.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Plan for and budget to purchase replacement machines, purchase as many as budget will allow and final approval by the technology committees	Directions on using the new machines in the Elementary classrooms	Director of Technology; Microcomputer Technical Specialists, Teachers	July 2015 July 2016 July 2017	Order submitted and approved
2. Install and setup classroom computers, train teachers on use of new hardware and software	Training on using new hardware and software	Director of Technology; Microcomputer Technical Specialists	Summer 2015 Summer 2016 Summer 2017	Systems set up and running in the classrooms

Objective 5: Replace Mini Lab computers with department level laptop carts for integration into the classroom

Action Plan and Benchmarks

Instead of maintaining smaller labs that do not get much usage during the day the district is going to purchase laptop carts for each department to share and use within those class areas. Laptops will be maintained by that department and will only be used by those teachers. There will be enough laptops purchased so each student can have a machine during a lesson plan. With limited budget funds it will take many years to complete this project at the secondary level. This hardware is essential for ensuring success of other goals and objectives in this technology plan such as Integration of Google into the Secondary curriculum. With these machines, students can access the Google systems in the class and be able to take quizzes, tests, etc.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Plan for and budget to purchase machines for each department area, talk to each department and determine the type of machine requested and if a cart is required or not.	None at this Time	Director of Technology; Microcomputer Technical Specialists, Teachers	October 2015 October 2016 October 2017	Plan for budget year in place
2. Purchase and install computers in carts with image that will work for those classroom teachers, focus on web-based systems	Training on using new hardware and software	Director of Technology; Microcomputer Technical Specialists	Summer 2015 Summer 2016 Summer 2017	Systems set up and running in the classroom carts

Objective 6: Replace / Upgrade Science laptop cart

Action Plan and Benchmarks

The Science department at the Secondary level uses the laptops in their cart almost on a daily basis, the machines are aging out and need to be upgraded, specifically adding this as objective because of the importance.

The following table shows the activities, responsibilities and timeline to meet the above benchmarks.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Plan for and budget for replacement machines for the science laptop cart	None at this Time	Director of Technology; Microcomputer Technical Specialists, Teachers	October 2015 October 2016 October 2017	Plan for budget year in place
2. Purchase and install computers in carts with image that will work for those classroom teachers	Training on using new hardware and software	Director of Technology; Microcomputer Technical Specialists	Summer 2015 Summer 2016 Summer 2017	Systems set up and running in the classroom carts

SECTION 4: MONITORING AND EVALUATION

ELEMENT: I. Evaluation

It is most important to share the technology plan with the school and general community. We plan to provide an overview of the plan to the community at what we are planning to call a Tech night at the district. Parents and community members are invited to come to the school to see some of the technology being used in the classrooms. Teachers will be asked to come in and demonstrate how they are using technology in the classroom. A general presentation will be provided to the parents in the way of a presenter or video which will provide an overview of the technology plan, the goals and future strategies. The plan will also be placed on the district website for everyone to review in its entirety.

At least twice a year, our technology committees will meet for the purpose of evaluating our technology plan. Some of the methods we will employ will be as follows:

- Look at the opportunities present before the implementation of our plan. Then compare what is available now. Or we may compare opportunities on a year to year basis.
- Compare the number of students participating in technology based activities before the basis to how many are participating now.
- Surveys will be employed as an evaluation tool. Staff members and students can be surveyed as to experience, usage level, effectiveness of the plan, suggestions ...etc. Our survey could be constructed to see if we are reaching new people.
- We might use expert observers. Perhaps an expert from outside the school district could look over our existing facilities and make suggestions
- We will count the number of teachers involved. We can see how many teachers are resistant to technology.
- Each year our Technology committee consisting of staff, administration, community members and the technology coordinator will assess the overall effectiveness of the plan and make recommendations.
- Building principals and the technology coordinator will meet with department chairpersons or grade level chairpersons to discuss how technology is being integrated into the curriculum. Particular attention should be applied to how these technologies are helping students meet educational goals and state student performance standards.

- Different subject areas could meet to find ways to use technology to help integrate lesson plans across more than one subject area. For example Math and Science teachers could write a lesson plan that covers both areas. These teachers could compare work done before such a lesson to the outcomes after integrating the subjects. Feedback from students could also be useful in determining how meaningful such a lesson was perceived.
- Information that has been collected via data warehouse will be analyzed by building administrators, teachers, curriculum coordinator and the superintendent. This should show where our strengths and weakness lie.

Goals for the Monitoring and Evaluation Section

Goal 1: Implementation of the District Technology Plan will be monitored and evaluated on an annual basis. Revisions will be made to the plan based on the results of the evaluation.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Review the school's technology action plans and how they were implemented and site suggestions for changes.	None	Director of Technology; Technology Committee's; Building Principals; Technology Integrator, Superintendent	February-16 February-17 February-18	Notes on meetings suggestions and updates
2. Compare the pre and post training technology skills assessment results for growth at least twice a year.	None	Director of Technology; Directory or Curriculum	Feb 10 & June 16 Feb 11 & June 17 Feb 12 & June 18	Notes on meetings suggestions and updates
3. Track the number of teachers receiving CSLO Technology Training and encourage continued training.	None	Director of Technology; Directory or Curriculum	January-16 January-17 January-18	Results sheet of surveys
4. Use the Technology Skills Survey, completed by each technology committee, to assess the use of technology in the curriculum and the type of use at each building.	None	Director of Technology; Directory or Curriculum	January-16 January-17 January-18	Results sheet of surveys
5. Create a District survey, based on the technology plan, which complements the staff technology skills survey and provides more information about the implementation of the District plan at each building. Include the use of technology for projects, video, multimedia, probe ware and others.	None	Director of Technology; Directory or Curriculum	January-16 January-17 January-18	Results sheet of surveys
6. Analyze the results of the District survey to prepare data on the implementation of the technology plan.	None	Director of Technology	February-16 February-17 February-18	Results sheet of surveys
7. Analyze student assessment data for progress in meeting District and State curriculum goals and relate to the use of technology for program	None	Director of Technology; Directory or Curriculum	March-16 March-17 March-18	Report to Administrators
8. Share technology success stories at District technology coordinator meetings, in PTA newsletters, local newspapers and on the District web site.	None	Director of Technology; BOCES Public Relations Person	Ongoing	Articles on Technology
9. Track attendance at District, county and other tech trainings.	None	Director of Technology; Directory or Curriculum	Ongoing as needed	Attendance records
10. Publish the District Technology Plan on the District Web Site.	None	Director of Technology	June 2015	Published on web site
12. Monitor expenditures of technology funds for adherence to the District Technology Plan	None	Director of Technology	Ongoing	Maintain budget for school year

Objective 1: Report the progress of the District Technology Plan implementation on a regular basis.

Action Plan and Benchmarks

- Report progress on implementation on at least an annual basis and by request to the:
 - School Board
 - Superintendent

- District Technology Advisory Committee
- Principals

The following table shows the activities, responsibilities and timeline to meet the above benchmark.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date Each Action will be completed	Indication of Success
1. Meet at least once a year with the District Technology Advisory Committee to review the progress made toward implementation of the District Technology Plan.	None	Director of Technology; Technology Committee's; Building Principals; Technology Integrator, Superintendent	May-2016 May-2017 May-2018	Notes on meetings suggestions and updates
2. Record feedback from the Technology Building Committees.	None	Director of Technology	May-2016 May-2017 May-2018	Notes on meetings suggestions and updates
3. Revise technology plan based on Technology Committee feedback as to what is and is not working in the plan	None	Director of Technology	June / July 2016 June / July 2017 June / July 2018	Results sheet of meetings
4. Prepare an annual written evaluation of the technology plan implementation.	None	Director of Technology	Summer 2015 Summer 2016 Summer 2017	Report from evaluation
5. Share the written evaluation with the Superintendent, Board of Education, Principals and Site	None	Director of Technology	Summer 2016 Summer 2017 Summer 2018	Written and Oral report to Board

The information obtained through the monitoring and evaluation process will be used to update the technology plan and to inform decision makers and stakeholders so that decisions in funding, training and support can be made. The use of all technologies, including video, probe-ware, multimedia and instructional television will be included in this monitoring process.

The use of new technologies being tested by a few teachers and/or schools, such as streaming video, will also be monitored and evaluated as to impact on student achievement. Information gathered from the analysis of student achievement data will be used to assess the use of technology in the District. Recommendations of successful practices will be shared with the District Technology Committee, District Offices of the superintendent and Technology Integrator and building principals.

After implementation data has been gathered, the District Technology Advisory Committee will meet to review the data and make suggestions for revisions in the plan. The District Technology Plan is a living document, so that ongoing evaluation is imperative to make best use of technology in the schools.

Information will be shared with the District Superintendent and the Board of Trustees so that plans can be made for technology in the future. This information will also be presented to principals at administrative meetings on a bi-monthly basis. Principals will review this information with Building Technology Committees so that modifications can be made to individual School Technology Plans for the next year.

Information Services will review the data collected and use it to improve and analyze department services and plan for future needs.

SECTION 4: MONITORING AND EVALUATION

ELEMENT: J. Acceptable Use Policies

Introduction:

Chautauqua Lake Central Schools are part of the policy services service through Erie 1 BOCES so our policies and regulations are kept up to date and are reviewed and adopted by the administrative team and school board on regular basis. At times we even develop our own regulations to meet the needs of an ever changing technology environment.

Staff AUP – See Appendix AN

Student AUP – See Appendix AO

Internet Safety Policy – See Appendix AM

Policy on Staff Email Usage – See Appendix AR

Appendixes

APPENDIX AB - Future Computer Skills Checklist for Technology Training

The following list of computer skills is intended to provide us with a better understanding of your familiarity with certain type of computer applications. Please read through the following list and indicate whether you have **No Experience**, **Some Experience**, or are **experienced** in the following list of skills. Please check **Want to Learn more** if you are interested in additional training on this skill.

Please enter your name:

Please enter your district's name:

Please enter your school's name:

Listing of Computer Skills	None	Some	Experienced	I want to learn more
Create new files or directories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find and open existing files and documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and save documents in difference file formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create, Edit and print out various documents, spreadsheets, PowerPoint, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turn a computer / printer on and off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Format a flash drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy data to a CD or DVD disk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a mouse with left click, right click, click and drag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize different operating systems (Macintosh, Windows)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand basic computer terminology (RAM, Memory, Hard Drive, Input / Output, processes, Mega-Byte, Giga-Byte)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand how to save files to disk, floppy, network drive and when to do each	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to perform simple troubleshooting tasks; minimizing dependence on technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Word Processing (Word, Works, Apple Works, Claris Works)	None	Some	Experienced	I want to learn more
The level of my experience with word processing is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with copy and pasting text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using templates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with inserting graphics and clip art files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using spell checker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with inserting tables and hyperlinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with setting page settings (font, margins)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spreadsheets (Excel)	None	Some	Experienced	I want to learn more
The level of my experience with working with spreadsheets is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with entering text or numbers into cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with inserting rows and columns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with sorting columns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with creating charts from spreadsheet data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with creating formulas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Media Communications (PowerPoint)	None	Some	Experienced	I want to learn more
The level of my experience with working with PowerPoint is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My experience with developing an electronic slide show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with adding themes to a slide show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with changing settings on how slides transition during a show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with developing a slide show using sound and graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Email (Outlook, Entourage)	None	Some	Experienced	I want to learn more
The level of my experience with using email is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with sending new email messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with looking up email addresses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using other features in Outlook (Contacts, Calendar, Tasks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using different options to forward, reply, reply to all, copy, blind copy, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with attaching files to email messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with setting up my own distribution lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Web Browsing (Internet Explorer, Firefox, Safari)	None	Some	Experienced	I want to learn more
The level of my experience with using a web browser is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with searching for information online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with creating favorites or bookmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with saving and printing pages from the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with copying text or pictures to other documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using search engine / services to check for plagiarism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using Adobe Acrobat to view PDF files online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Imaging Editing Software (Microsoft Paint, Microsoft Image Viewer)	None	Some	Experienced	I want to learn more
The level of my experience with using image editing software...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with cropping pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with resizing images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with saving image files in other formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with printing pictures from my computer using Image Viewer Software (default software that comes with Windows 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Networking	None	Some	Experienced	I want to learn more
The level of my experience with networking skills...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with logging onto the network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with sharing files in a shared network folder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with saving and storing files on a network server	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with printing pictures from my computer using Image Viewer Software (default software that comes with Windows 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Technologies (Projectors, Wireless Laptop Kits)	None	Some	Experienced	I want to learn more
My experience with setting up and using projectors with my computer is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My experience with using a digital camera or video camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with setting up and using a wireless laptop kit (Mac or PC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with burning CD's on my computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using a scanner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience using mobile devices such as Smartphone's, iPods, I Pads, Chromebooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX AC - Chautauqua Lake Computer Skill Benchmarks

Grade	CLCS Benchmarks
K	KINDERGARTEN Skill Benchmarks – Committee recommends at least one session per week <ul style="list-style-type: none"> Usage of the following Input and Output devices: <ol style="list-style-type: none"> 1. Mouse (left click button) 2. Keyboard 3. Monitor (turn on) Usage of the Computer and Operating System <ol style="list-style-type: none"> 1. How to Turn On, Shut Down, Restart 2. Computer terminology 3. Proper seating and hand position 4. Beginning of Typing (Home Row Location) 5. Opening and using various programs using icons and menus Usage of the Internet <ol style="list-style-type: none"> 1. Basics of using web browser Create print outs for turn in using various programs Introduction to digital camera by teacher, demonstration Introduction to video conferencing such as virtual field trip Responsible computer usage / using manners while on the computer or around other kids using the computers Awareness of network servers and filing systems
	Grade One Skill Benchmarks – Committee recommends at least two sessions per week
1	<ul style="list-style-type: none"> Review and confirm mastery of Kindergarten skills Identify internal computer parts and functions Beginning typing skills <ul style="list-style-type: none"> o Location and function of command keys (Return, escape, Shift, Arrow) o Home Row review and expand to other letters outside of home row Word Processing skill development including: <ul style="list-style-type: none"> o Changing fonts o Typing sentences, word spacing o Publish basic typing examples Simple menu usage in MS Word, different functions and what they do: <ul style="list-style-type: none"> o Undo o Save o Save As o New Exposure to Educational Websites <ul style="list-style-type: none"> o Browsing and using address bar o Using menus to save Favorites Internet Safety introduction Publish work using various programs on computers Participate in DL program like field trip Beginning exposure to digital photography by instructor (mainly demonstration, no hand on at this point)

	<ul style="list-style-type: none"> ○ Take digital pictures ○ Download to computer using IPhoto ○ Import into Word or other program ○ Print out digital picture with heading
	Grade Two Skill Benchmarks – Committee recommends at least one session per week
2	<ul style="list-style-type: none"> • Review First Grade Skills during the year • Keyboarding <ul style="list-style-type: none"> ○ Begin basic typing skills using software package to learn the location of keys on the keyboard ○ Ensure typing program is also on classroom machines so students can practice while not in the computer class • Word Processing skill review and exposure to additional skills: <ul style="list-style-type: none"> ○ Spell Check ○ Save Document ○ Font format, size, styles, indenting, justifying text ○ Printing of document to network printer • Introduction to finding information for assignments and class projects on lab and library computers <ul style="list-style-type: none"> ○ Research websites – www.enchantedlearning.com ○ Information websites ○ Exposure to bad information sites - with examples • Publish works using various programs • Introduction to IPhoto software for learning how software can show pictures / data as slideshow, teacher demonstrations or use internet to find pictures for slideshow • Demonstrate using multimedia resources (internet, CD ROMs, DVD) • Discussion on Internet Safety and Computer / Internet Ethics • Build on digital pictures skills adding to PowerPoint, etc. • Participate in DL program like field trip
	Grade Three Skill Benchmarks – Committee recommends at least 2 times per week, or 10 week period every day
3	<ul style="list-style-type: none"> • Review of Grade 2 Skills • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide, computer in work force • Cover Internet Safety and Ethics <ul style="list-style-type: none"> ○ Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use ○ Apply and advocate the CLCS Acceptable Use Policy • Awareness of / exposure to: <ul style="list-style-type: none"> ○ Exposure to PowerPoint and how it works to show information, few slides from the kids ○ Internet websites using browser and finding sites using search engines • Display skills related to Microsoft Word: <ul style="list-style-type: none"> ○ Editing text <ul style="list-style-type: none"> ▪ Cut Commands ▪ Copy Commands ▪ Pasting and Deleting text Commands ○ Practical applications <ul style="list-style-type: none"> ▪ Typing pre-conceived classroom reports or paragraph ▪ Use internet browser to research specific subject area • Publish work using the following various programs: • Development of typing skills <ul style="list-style-type: none"> ○ Begin typing words and sentences using home row and correct hand placement on keyboard ○ Use typing software for skills development ○ Ensure typing program is also on classroom machines so students can practice while not in the computer class • Fundamental Skills and Terms <ul style="list-style-type: none"> ○ Exposure to E-mail and how it works ○ Help Menus (independently) ○ Network Folder access and saving files to that location ○ Multimedia - various functions, databases, websites

	<ul style="list-style-type: none"> • Computer Networking / Telecommunications <ul style="list-style-type: none"> ◦ Network use <ul style="list-style-type: none"> ▪ Accessing online information for research ▪ Accessing information from student network folder • Using and downloading digital camera images • Exposure and demonstration to digital video camera <ul style="list-style-type: none"> ◦ Use of the camera ◦ How to take video ◦ Downloading video and sharing movie file • Exposure to posting information on website (Elementary Web Pages) • Participate in DL program like field trip • Exposure to burning data to CD for backup
	Grade Four Skill Benchmarks - Committee recommends at least 2 times per week, or 10 week period every day
4	<ul style="list-style-type: none"> • Review Grade Three skills • Continue to discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. • Continue using and downloading digital camera images • Usage of digital video camera <ul style="list-style-type: none"> ◦ Use of the camera ◦ Planning and taking a video • Internet Safety and Information Age Ethics <ul style="list-style-type: none"> ◦ Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use ◦ Use multimedia resources to support curriculum ◦ Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources ◦ Apply and advocate the CLCS Use Policy • Participation in posting information on school website (Elementary Web Pages) <ul style="list-style-type: none"> ◦ Working with teachers to plan and develop a webpage ◦ Use Internal website to post information from kids • Word processing skills: <ul style="list-style-type: none"> ◦ Format - line spacing ◦ Sentence Structure, usage of indents, tabs, fonts ◦ Word / Font format – colors, size, style ◦ Practical applications - generate reports, email mail, paragraphs • Information management – Co-taught with computer teacher <ul style="list-style-type: none"> ◦ Organization <ul style="list-style-type: none"> ▪ Identify useful information from search ▪ Take notes and paraphrase ◦ Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. ◦ Begin to evaluate websites • Publish work using the various programs: • Integrate two or more software applications to produce finished product, example (iPhoto and iDVD) • Learn how to use technology for current event research or information such as news or weather, sports scores, Google Earth, etc. etc. • Participate in DL program like field trip • Burn data to CD – documents, various files • Burn DVD's
	Grade Five Skill Benchmarks - Committee recommends at least 2 times per week, or 10 week period every day
5	<ul style="list-style-type: none"> • Review and test all Grade level skills to ensure student has learned the required skills before moving to the Middle School • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide • Internet Safety and Information Age Ethics

	<ul style="list-style-type: none"> ○ Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use ○ Use multimedia resources to support curriculum ○ Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources ○ Apply and advocate the CLCS Use Policy, have students sign off on form with list prepared. • Typing Skills <ul style="list-style-type: none"> ○ Continue typing skills ○ Use software for typing skills ○ Cover and review typing reports and paragraphs • Publish work using various programs: • Beginning usage of Microsoft Excel <ul style="list-style-type: none"> ○ Entering data ○ Cell Format ○ Learn menu options ○ Create simple graphs from data in Excel ○ Beginning usage of formulas ○ Sorting and manipulating data ○ Graphing using various data in spreadsheet • Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. • Continue using and downloading digital camera images • Continue usage of digital video camera <ul style="list-style-type: none"> ○ Use of the camera ○ Planning and taking a video • Participation in posting information on school website (Elementary Web Pages) <ul style="list-style-type: none"> ○ Working with teachers to plan and develop a webpage • Integrate two or more software applications to produce finished product IPhoto to iDVD • Learn how to use technology for current event research or information such as news or weather, sports scores, Google Earth, etc. etc. • Participate in DL program like field trip
6 - 8	<p>Grade Six Skill Benchmarks – Quarter Credit class</p> <ul style="list-style-type: none"> • Keyboarding skills review and speed work • Integration and report writing using Word skills learned in Elementary, advanced Word skills • Office 2013 introduction and usage • Windows 7 and 8 <p>Grade Seven Skill Benchmarks – Quarter Credit class</p> <ul style="list-style-type: none"> • Exposure to different operating systems, Windows / Macs • Researching skills: <ul style="list-style-type: none"> ○ Strategies ○ Recognizing relevant materials ○ Use of Library Media Databases for Research and Projects • Start of two year research project • Be able to use network folder effectively • Introduction to Publisher • Excel skills continuation • PowerPoint Presentations • Advanced word processing skills • Use of other media integrating into projects: <ul style="list-style-type: none"> ○ Digital camera ○ Camcorder ○ Scanner <p>Grade Eight Skill Benchmarks – Half Credit class</p> <ul style="list-style-type: none"> • Continue to develop applications (same but greater degree of difficulty) and strategies (web searches, different media searches. print vs. non-print) • Final project to be developed and placed into student's electronic portfolio • Introduction to new technologies and opportunities on the internet

<p>9 - 12</p>	<p>Prior to completion of Grade 12 students will:</p> <ul style="list-style-type: none"> • 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. • Make informed choices among technology systems, resources, and services. • Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. • Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. • Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). • Evaluate technology-based options, including distance and distributed education, for lifelong learning. • Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. • Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. • Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. • 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. • Required computer class for graduation Half Credit minimum – develop curriculum that will prepare students for college, use of Turn-It-In.com and Angel System, online research sources, etc. • More computers classes to prepare kids for college senior year <p>Goal: Prepare students for college classes and use of technology in college setting.</p>
----------------------	--

APPENDIX AD – ITSE Standards - NETS for Students

1. Creativity and Innovation

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

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.
- c. Use models and simulations to explore complex systems and issues.
- d. Identify trends and forecast possibilities.

2. Communication and Collaboration

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

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. Contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

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

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

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

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. Advocate and practice safe, legal, and responsible use of information and technology.

- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

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

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.

© 2007 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

Profiles for Technology Literate Students

GRADES PRE K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK-Grade 2 (Ages 4-8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1,2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1,3,4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2,6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1,3,4)
7. Demonstrate safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-5 (Ages 8-11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1,2,3,4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1,2,6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3,4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3,4,6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources (3,4)
6. Conduct science experiments using digital instruments and measurement devices. (4,6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4,6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5,6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4,6)

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6-8 (Ages 11-14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1,2)
2. Create original animations or videos documenting school, community, or local events. (1,2,6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1,4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3,4,6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3,4,6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2,3,4,5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1,6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4,6)

GRADES 9 - 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9-12 (Ages 14-18):

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1,4)
2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1,2)
3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3,6)
4. Employ curriculum-specific simulations to practice critical-thinking processes. (1,4)
5. Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions. (1,2,3,4)
6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4,5,6)
7. Design a Web site that meets accessibility requirements. (1,5)
8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3,5)
9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1,5)
10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4,6)

APPENDIX AE - District Hardware and Software Inventory and Estimated Future Needs

**Purchasing additional equipment depends on budget situations; forecasted numbers represent replacement cycle goals for lab and staff computer equipment. Software upgrades are also released over the duration of this tech plan so other options might become available.*

Inventory	Computer Labs	Classrooms	Media Center	Admin Offices	Other Location	Planned Future Acquisitions (School Years)		
						15-16	16-17	17-18
Computers								
Laptops	88	284	53	25	12	60	60	60
Desktops	115	310	20	39	29	25	20	25
Peripheral Devices								
Printers	5	57	3	20	8	4	3	4
Mobile Device - iPads	0	72	0	2	0	10	30	10
Mobile Devices – Ipods	0	20	0	5	5	0	0	0
Scanners	1	13	0	1	0	1	1	1
Assistive Devices	8	70	0	0	0	10	10	15
Digital Cameras	2	14	0	6	0	2	2	2
Interactive Smart Boards	3	48	0	0	0	1	1	1
Projection Devices	6	65	2	2	3	5	5	4
Paid Software In Use	Current Licenses					Future Licenses		
Accelerated Reader	Site	Site	Site	Site	Site	Renew	Renew	Renew
Adobe Acrobat Pro 10.0	0	1	0	4	0	Upgrade	Upgrade	Upgrade
Adobe Photoshop	24	20	0	0	0	Upgrade	0	0
All the Right Type	24	0	0	0	0	0	0	0
Apple Remote Desktop	3	2	0	1	0	Add 2	Add 1	Add 1
PLTW Inventor Package	125	0	0	0	0	Renew	Renew	Renew
Clean Slate Security	Site	Site	Site	Site	Site	Renew	Renew	Renew
File Maker Pro 5.5	0	1	0	1	0	Upgrade	0	0
Finale 2010	10	5	0	0	0	Upgrade	Upgrade	Upgrade
Sibelius Music Software	10	5	0	0	0	Upgrade	Upgrade	Upgrade
Milestone Camera Software	0	0	0	0	75	Upgrade	Upgrade	Upgrade
iLife 2009	Site	Site	Site	Site	Site	0	0	0
iLife 2011	Site	Site	Site	Site	Site	Upgrade	Upgrade	Upgrade
I Spy School Days	25	0	0	0	0	0	Upgrade	0
Macintosh OS 10.9	Site	Site	Site	Site	Site	0	0	0
Windows 7 Pro	EES	0	0	3	0	30	30	30
Macintosh OS 10.7	0	0	0	0	0	50	50	50
Adobe Studio MX	21	1	0	0	0	Upgrade	Upgrade	Upgrade
Microsoft Office 2013	EES	EES	EES	EES	EES	Upgrade	Upgrade	Upgrade
Microsoft Office 2011 Mac	EES	EES	EES	EES	EES	Upgrade	Upgrade	Upgrade
Net Support Remote Control	Site	Site	Site	Site	Site	Renew	Renew	Renew
PowerSchool SIS	Site	Site	Site	Site	Site	Renew	Renew	Renew
School World Web Hosting	Site	Site	Site	Site	Site	Renew	Renew	Renew
Symantec Ghost Server	Site	Site	Site	Site	Site	Upgrade	Upgrade	Upgrade
Windows Server 2003	0	0	0	0	2	0	0	0
Windows Server 2008	0	0	0	0	10	0	0	0
Windows Server 2011	0	0	0	0	2	3	3	5
ExamGen Social Studies	0	4	0	0	0	Upgrade	Upgrade	Upgrade
Brain Pop	Site	Site	Site	Site	Site	Renew	Renew	Renew
Education City	Site	Site	Site	Site	Site	Renew	Renew	Renew

Castle Learning	Site	Site	Site	Site	Site	Renew	Renew	Renew
United Streaming	Site	Site	Site	Site	Site	Renew	Renew	Renew
Read Naturally	0	0	0	0	130			
Type to Learn	Site	Site	Site	Site	Site	Renew	Renew	Renew
Teen Biz (Achieve 3000)	Site	Site	Site	Site	Site	Renew	Renew	Renew
Voyager Journey's	Site	Site	Site	Site	Site	Renew	Renew	Renew
AIMS Web	Site	Site	Site	Site	Site	Renew	Renew	Renew
Enchanted Learning	Site	Site	Site	Site	Site	Renew	Renew	Renew
Reading.org	Site	Site	Site	Site	Site	Renew	Renew	Renew
Career Cruising	Site	Site	Site	Site	Site	Renew	Renew	Renew
EBSCO	Site	Site	Site	Site	Site	Renew	Renew	Renew
NOVEL	Site	Site	Site	Site	Site	Renew	Renew	Renew
Grolier Online Resources	Site	Site	Site	Site	Site	Renew	Renew	Renew
Maps 101	Site	Site	Site	Site	Site	Renew	Renew	Renew
ProQuest Culture Grams	Site	Site	Site	Site	Site	Renew	Renew	Renew
Teachingbooks.net	Site	Site	Site	Site	Site	Renew	Renew	Renew
World Book Online Advanced Edition	Site	Site	Site	Site	Site	Renew	Renew	Renew
Holt Online Textbook Support	Grades 6 to 8	Grades 6 to 8	Grades 6 to 8	Grades 6 to 8	Grades 6 to 8	Renew	Renew	Renew
Free Software In Use	Current Licenses					Future Licenses		
Java	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Mozilla Firefox	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
QuickTime Player	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Stuffit Deluxe	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Sun Java Client	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Virtual Box	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Windows Media Player 10	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Google Apps	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Adobe Flash Player	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Adobe Shockwave	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Microsoft Silverlight	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Real Media Player	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Google Chrome Web Browser	Free	Free	Free	Free	Free	Maint.	Maint.	Maint.
Network Equipment								
Switchgear	0	0	0	0	20	0	1	1
Wireless Access Points	0	0	0	0	45	2	2	2
Servers	0	0	0	0	15	1	1	1
Number of Rooms Wired for Internal Connections	21	99	2	33	26	0	0	0
Broadband Connection to Erie 1 BOCES	0	0	0	0	1	0	0	0
Camera Monitoring System	0	0	0	0	85	0	0	0
Telecommunication Connections								
Full for Fractional T1 / Fiber Connection	0	0	0	0	1	0	0	0
ISDN	0	0	0	0	0	0	0	0
Dedicated Cable Connection for TV Access	0	0	0	0	1	0	0	0

APPENDIX AI - ISTE NETS for Teachers

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. Promote, support, and model creative and innovative thinking and inventiveness.
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
Develop technology-enriched learning environments that enable all students to pursue their
- b. individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- Advocate, model, and teach safe, legal, and ethical use of digital information and technology,
 - a. including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared
 - b. decision making and community building, and developing the leadership and technology skills of others.
 - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
 - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

© 2008 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

APPENDIX AJ - ISTE NETS for Administrators

1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- Inspire and facilitate among all stakeholders a shared vision of purposeful change that
- a. maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. Model and promote the frequent and effective use of technology for learning.
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d. Ensure effective practice in the study of technology and its infusion across the curriculum.
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c. Promote and model effective communication and collaboration among stakeholders using digital-age tools.
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d. Establish and leverage strategic partnerships to support systemic improvement.
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c. Promote and model responsible social interactions related to the use of technology and information.
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

© 2009 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

APPENDIX AK – Lightspeed Web Filtering

*****See separate attachment for this Appendix**

APPENDIX AL – Lightspeed White Paper on Complying with CIPA

***See separate attachment for this Appendix

APPENDIX AM – Children's Internet Protection Act: Internet Content Filtering / Safety Policy

2011

8271

SUBJECT: 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, instant messaging 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
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification 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.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

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.

*Option A: "Affirmative Consent" (Opt-in) Student use of the District's computer system (DCS) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

*Option B: "Passive Consent" (Opt-out) Student access to the District's computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

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(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814

NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources
(Acceptable Use Policy)
District Code of Conduct on School Property

APPENDIX AN – Staff AUP

2010

6470R

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The District's computer system (DCS hereafter) is provided for staff to enhance the educational programs of the District, to further District goals and objectives; and to conduct research and communicate with others.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. The standards of acceptable use as well as prohibited conduct by staff accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action, including loss of access to the DCS as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement. Legal action may also be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Staff are encouraged to utilize electronic communications in their roles as employees of the District. Staff are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. Such usage shall be limited to school related issues or activities. Communications over the DCS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

The District's policies and accompanying regulations on staff and student use of computerized information resources establish guidelines for staff to follow in instruction and in working with students on acceptable student use of the DCS, including access to external computer networks.

Privacy Rights

Staff data files, e-mail and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications to ensure system integrity and that users are complying with requirements of District policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Prohibitions

It is not the intention of this regulation to define all inappropriate usage. However, in addition to the general requirements of acceptable staff behavior, activities which shall be prohibited by staff members using the DCS include, but are not limited to, the following:

- 1) Using the DCS which in any way results in unauthorized charges or expense to the District.
- 2) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- 3) Using unauthorized software on the DCS.

- 4) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the staff member without express permission from the computer coordinator.
- 5) Violating copyright law, including the illegal file sharing of music, videos and software.
- 6) Employing the DCS for commercial purposes, product advertisement or political lobbying.
- 7) Disclosing an individual password to others or using others' passwords.
- 8) Sharing confidential information on students and employees.
- 9) Sending or displaying offensive messages or pictures.
- 10) Using obscene language.
- 11) Harassing, insulting or attacking others.
- 12) Engaging in practices that threaten the DCS (e.g., loading files that may introduce a virus).
- 13) Violating regulations prescribed by the network provider.
- 14) Assisting a student to violate District policy and/or regulation, or failing to report knowledge of any student violations of the District's policy and regulation on student use of computerized information resources.
- 15) Personal usage on a district owned technology device (computer, laptop, other networked or non-networked device) including but not limited to email (Yahoo, Gmail, Wind Stream, Fairpoint, etc.), social networking sites (Facebook, Myspace, etc.), online shopping or research, updating personal websites or other online systems set up for personal use or gain. Personal usage is defined as using the district owned technology resources for personal use without expressed administrative approval.
- 16) Using social networking sites with any district owned computer equipment in or out of school inappropriately with students at the district. Please reference Regulation 6111R-Staff/Student Fraternization Regulation.
- 17) Use which violates any other aspect of Chautauqua Lake Central School District policy and/or regulations, as well as local, state or federal laws or regulations.

Any user of the DCS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

Sanctions

The computer coordinator will report inappropriate behavior to the staff member's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations or complaints will be routed to the staff member's supervisor for appropriate action. Violations may result in a loss of access to the DCS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All staff will be given a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Each staff member will sign an Acceptable Use Agreement (Form #6470F) before establishing an account or continuing their use of the DCS.

CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

In consideration for the use of the Chautauqua Lake Central School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. I agree to adhere to the staff policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Staff Handbook. I shall report all student violations of the District's policy on student use of computerized information resources to District officials.

I understand that failure to comply with these policies and accompanying regulations may result in the loss of my access to the DCS and may, in addition, result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District.

(Blank lines for items of staff information)

Staff Member Signature

Date

School/Building

APPENDIX AO – Student AUP and Regulation

2011

7314

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the

requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

*Option A: "Affirmative Consent" (Opt-in) Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

*Option B: "Passive Consent" (Opt-out) Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- Children's Internet Protection Act: Internet Content Filtering/Safety Policy
District Code of Conduct on School Property

2007
Students

7314R

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE GUIDELINES)

Program Implementation

The Chautauqua Lake Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System will provide access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so called "on-line services" and "Internet." The District shall provide personnel support for such usage.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the Chautauqua Lake Central School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

Standards of Conduct Governing Student Access to the District Computer System

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District's computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed that users will comply with District standards and will honor the agreements they have signed.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be Chautauqua Lake Central School District property and subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should **NOT** expect that information stored on the DCS will be private.

During school, teachers will guide students toward appropriate materials. Outside of school, parents/guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.

Use of the DCS which violates any aspect of Chautauqua Lake Central School District policy; the Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, specific activities shall be prohibited by student users of the DCS including, but not limited to, the following:

- 1) Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
- 2) Use of obscene or vulgar language.
- 3) Harassing, insulting, bullying, threatening or attacking others.
- 4) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- 5) Using unauthorized software on the DCS.
- 6) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
- 7) Violating copyright law, including the illegal file sharing of music, videos and software.

- 8) Employing the DCS for non-educational, commercial purposes, product advertisement or political lobbying.
- 9) Disclosing an individual password to others or using others' passwords.
- 10) Transmitting material, information or software in violation of any District policy or regulation, the District Code of Conduct, and/or federal, state and local law or regulation.
- 11) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.
- 12) Accessing personal, interactive sites (such as Myspace blogs) unless under the direct supervision of a staff member. This includes the use of a student's personal cell phone or digital device to access such social networking sites.
- 13) Creating or using a website or blog which may cause a substantial disruption in the school environment or interfere with the rights of others.
- 14) Using digital device (such as cell or camera phones), electronic technology and/or media to facilitate cheating, plagiarism, etc.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources shall be subject to that networks acceptable use policy.

If a student or a student's parent/guardian has a District network account, a non-district network account, or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District policy and/or regulation may result in student discipline. Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

Sanctions

- 1) Violations may result in suspension and/or revocation of student access to the DCS as determined in accordance with appropriate due process procedures.
- 2) Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
- 3) When applicable, law enforcement agencies may be involved.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the DCS as a computer coordinator may result in restriction or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

Notification/Authorization

Only those students who have signed an agreement form and provided written permission from parents/guardians may access the DCS, including potential student access to external computer networks not controlled by the School District. Permission is not transferable and may not be shared. All required forms must be kept on file in the appropriate building

office. (Utilize Forms #7314F -- Student Agreement For Use of District Computerized Information Resources and #7314F.1 -- Parental/ Guardian Consent for Student Use of District Computerized Information Resources).

7314F

**CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT
STUDENT AGREEMENT FOR USE OF DISTRICT
COMPUTERIZED INFORMATION RESOURCES**

In consideration for the use of the Chautauqua Lake Central School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policy on student use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Student Handbook.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCS. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Such violation of District policy and regulations may also result in the imposition of discipline under the District's school conduct and discipline policy and the Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District. Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously or unlawfully damage or destroy District property.

Student Signature

School Building

Date

**CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT
PARENT/GUARDIAN CONSENT FOR STUDENT USE OF DISTRICT
COMPUTERIZED INFORMATION RESOURCES**

I am the parent/guardian of _____,
the minor student who has signed the District's agreement for student use of computerized information resources. I have been provided with a copy and I have read the District's policy and regulations concerning use of the DCS.

I also acknowledge receiving notice that, unlike most traditional instructional or library media materials, the DCS will potentially allow my son/daughter student access to external computer networks not controlled by the Chautauqua Lake Central School District. I understand that some of the materials available through these external computer networks may be inappropriate and objectionable; however, I acknowledge that it is impossible for the District to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use to my son/daughter when using the DCS or any other electronic media or communications.

I agree to release the Chautauqua Lake Central School District, the Board of Education, its agents and employees from any and all claims of any nature arising from my son/daughter's use of the DCS in any manner whatsoever.

I agree that my son/daughter may have access to the DCS and I agree that this may include remote access from our home.

Parent/Guardian Signature: _____

Student's Name: _____

Date: _____

**CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT
COMPUTERIZED INFORMATION RESOURCES
PARENT/GUARDIAN NOTIFICATION/REQUEST TO DENY COMPUTER USAGE**

PARENT/GUARDIAN NOTIFICATION REGARDING COMPUTER USAGE

In order to become a user of the Chautauqua Lake Central School District's computer facilities, equipment, and Internet accounts, I understand that it is necessary to comply with District policy and regulations for the use of technology as presently in force and as may be amended from time to time. A violation of the District's policy and/or regulations regarding use of computerized information resources ("Acceptable Use Guidelines") may result in the loss of computer access, disciplinary action

and/or prosecution in accordance with law, regulation and/or the District Code of Conduct. I further understand that access to the computer facilities may include filtered access to the Internet.

I understand that individuals and families may be liable for violations of District policies and regulations/procedures for such use. While every reasonable effort will be made by School District personnel to monitor proper usage and provide Internet filters to questionable materials, it is the parent's responsibility for guidance of Internet use – setting and conveying standards for their son/daughter to follow when selecting, sharing or exploring information and media. Students who abuse the acceptable use of technology on the Internet may be removed from access in accordance with applicable due process procedures.

I have reviewed the Chautauqua Lake Central School District Acceptable Use Policy and Regulations for use of technology with my son/daughter. In consideration of the use of the Chautauqua Lake Central School District networks and in consideration for having access to the information contained on them and an Internet account, I release the Chautauqua Lake Central School District from any claims of any nature arising from my son/daughter's use of the Internet.

PARENT/GUARDIAN REQUEST TO DENY COMPUTER USAGE

In order to achieve the career development and technical education (occupational) learning standards articulated by the New York State Department of Education, students will be provided access to instructional materials and processes available only through the use of computers. **I understand that if I do not request, in writing, that my child not use computers, an account will be created to facilitate such access.**

Parental requests to deny student use of District computers will be considered in accordance with law and/or regulations.

APPENDIX AP – Technology Staff Development Training Plan

A common request has been heard concerning technology training > shorter training sessions with more specific training skills more frequently during the year. Focus in on specific technology skills and allow time for teachers and staff to use and practice that skill during the training session. Instead of exclusively using staff development days we will be conducting training during the school year in shorter sessions before and after school.

Teachers who possess excelled skills in certain technology areas will be paid to set up training classes for other teachers and offer those classes during the school year. Those teachers will be paid for their time in preparing for these classes. Teachers who attend the training before and after school will also be paid for their time at the contractual rate.

Listed below is the training plan listing the specific skills we are going to be focusing on, the platform the software is based on, the proposed frequency of that class, and the trainer(s) of the class:

Class	Platform	Frequency / Month
Windows 7 Skills	Windows 7 and 8	1
Macintosh OS X	Macintosh OS	1
ITunes	Both	1
IPhoto	Macintosh OS	1
IMovie	Macintosh OS	1
IDVD	Macintosh OS	1
GarageBand	Macintosh OS	1
PowerGrade	Both	1
Microsoft Word 2013	PC	1
Microsoft Excel 2013	PC	1
Microsoft PowerPoint 2013	PC	1
Apple Remote Desktop (Lab Usage)	Macintosh OS	1
Smart Boards and Notebook Software	Both	1
Projector Usage in Classroom	Both	1
Accelerated Reader	Both	1
I Pads in the Classroom	Both	1
School World Teacher Pages	Both	1
United Streaming	Both	1
Distance Learning in Classroom	Both	1
Distance Learning in DL Room	Both	1
I Pads and iPods in the Classroom	Both	1
Google Apps - Email	Both	1
Google Apps - Documents and Calendars	Both	1

APPENDIX AQ – CLCS Online and Client Based Systems

CLCS Online and Client Based Systems and Services

Program	Source	Licenses	Grade Levels	Description
Brain Pop	Web-Based	Site	3 to 12	Program designed to support classroom instruction and also covers various subject areas including science and social studies.
Education City	Web-Based	Site	K to 9	Program purchased for Math and Reading remediation, can be used by classroom teachers with all students who need extra help in those subject areas. Tracks student progress.
Castle Learning	Web-Based	Site	3 to 12	Program used to setup questions for students to answer, focus is on NY State Curriculum and NY State Tests including Regent's
United Streaming	Web-Based	Site	K to 12	Discovery Education video site, streaming video's on all sorts of subject areas to support curriculum
School World - Teacher sites	Web-Based	Site	K to 12	Teacher web pages or department web pages to share information about classroom and / or curriculum
Atomic Learning	Web-Based	Site	K to 12	Technical Training website with video tutorials on how to use all sorts of software
Read Naturally	Web-Based	Site	1 to 8	Software used by Reading Department to help kids who need assistance with learning to read
Type to Learn	Web / Client	Site	All Grades	System to teach typing skills
All the Right Type	Server / Client	Site	All Grades	System to teach typing skills
Accelerated Reader	Web-Based	Elementary	K to 8	Program used to test students on reading comprehension, encourages the reading of books to take tests and earn points for rewards
Teen Biz (Achieve 3000)	Web-Based	Secondary	7 to 12	Not for General Usage
Voyager Journey's	Web-Based	Secondary	7 to 12	Not for General Usage
AIMS Web	Web-Based	District	K to 12	Not for General Usage
Enchanted Learning	Web Based	Site	K to 12	Curriculum material online-over 25,000 web pages
Reading.org	Web Based	Site	K to 12	Online subscription for the reading dept. in addition to reading journals
Career Cruising	Web Based	Site	K to 12	Interactive career resource
CLCS eBooks	Web Based	Site	K to 12	Full text articles from reference encyclopedias

EBSCO	Web Based	Site	K to 12	Full text articles from journals and periodicals. Includes Literary Reference Center, Points of View, Searchasaurus, and more
NOVEL	Web Based	Site	K to 12	Over 700 periodicals including subjects like business, science, education, health, ELA, etc.
Grolier Online Resources	Web Based	Site	K to 12	Seven online encyclopedias with multimedia productions.
Maps 101	Web Based	Site	K to 12	Printable maps, interactive quizzes, and state and country info
ProQuest Culture Grams	Web Based	Site	K to 12	Printable country maps and cultural information
Teachingbooks.net	Web Based	Site	K to 12	Original in-studio movies of authors and illustrators of children and YA literature
World Book Online Advanced Edition	Web Based	Site	K to 12	Encyclopedia, multimedia, eBook reference, and primary source documents.
BEEP	Web Based	Site	7 to 12	College and Career Portfolio System - Erie 1 BOCES service
Holt Online Textbook Support	Web-Based	Site	6 to 8	Online subscription included with textbooks that gives students more options to read and retain information from the regular classroom textbooks, supports the textbooks but does not replace yet.

APPENDIX AR – Regulation on The Use of Email in The School District

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT

Electronic mail or email is a valuable business communication tool, and users shall use this tool in a responsible, effective and lawful manner. Every employee/ authorized user has a responsibility to maintain the District's image and reputation, to be knowledgeable about the inherent risks associated with email usage and to avoid placing the School District at risk. Although email seems to be less formal than other written communication, the same laws and business records requirements apply. School District employees/authorized users shall use the District's designated email system, such as Lotus Notes or Microsoft Exchange, for all business email, including emails in which students or student issues are involved.

Employee Acknowledgement

All employees and authorized users shall acknowledge annually and follow the District's policies and regulations on acceptable use of computerized information resources, including email usage.

Classified and Confidential

District employees and authorized users may not:

- a) Provide lists or information about District employees or students to others and/or classified information without approval. Questions regarding usage should be directed to a Principal/supervisor.
- b) Forward emails with confidential, sensitive, or secure information without Principal/supervisor authorization. Additional precautions should be taken when sending documents of a confidential nature.
- c) Use file names that may disclose confidential information. Confidential files should be password protected and encrypted, if possible. File protection passwords shall not be communicated via email correspondence in any event.
- d) Send or forward email with comments or statements about the District that may negatively impact it.

Personal Use

Employees and authorized users may use the District's email system for limited personal use. However, there is no expectation of privacy in email use. Personal use should not include chain letters, junk mail, and jokes. Employees and authorized users shall not use the District's email programs to conduct job searches, post personal information to bulletin boards, blogs, chat groups and list services, etc. without specific permission from the Principal/ supervisor. The District's email system shall not be used for personal gain or profit.

Email Accounts

All email accounts on the District's system are the property of the School District. Employees and authorized users shall not access any other email account or system (Yahoo, Hotmail, AOL, etc.) via the District's network. Personal accounts and instant messaging shall not be used to conduct official business.

Receiving Unacceptable Mail

Employees and authorized users who receive offensive, unpleasant, harassing or intimidating messages via email or instant messaging shall inform their Principal/supervisor immediately.

Records Management and Retention

Retention of email messages are covered by the same retention schedules as records in other formats, but are of a similar program function or activity. Email shall be maintained in accordance with the NYS Records Retention and Disposition Schedule ED-1 and as outlined in the Records Management Policy. Email records may consequently be deleted, purged or destroyed after they have been retained for the requisite time period established in the ED-1 schedule.

Archival of Email

All email sent and received to an employee's email account should be archived by the District for a period of no less than six (6) years. This time period was determined based on the possibility of emails that are the official copy of a record according to schedule ED-1. Depending on the District's archival system, employees may have access to view their personal archive, including deleted email.

Training

Employees/authorized users should receive regular training on the following topics:

- a) The appropriate use of email with students, parents and other staff to avoid issues of harassment and/or charges of fraternization.
- b) Confidentiality of emails.
- c) Permanence of email: email is never truly deleted, as the data can reside in many different places and in many different forms.
- d) No expectation of privacy: email use on District property is NOT to be construed as private.

Sanctions

The Computer Coordinator may report inappropriate use of email by an employee/authorized user to the employee/authorized user's Principal/supervisor who will take appropriate disciplinary action. Violations may result in a loss of email use, access to the technology network and/or other disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All employees/authorized users will be required to access a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Each user will acknowledge this employee/designated user agreement before establishing an account or continuing in his/her use of email.

Confidentiality Notice

A standard Confidentiality Notice will automatically be added to each email as determined by the District.

NOTE: Refer also to Policies #3320 -- Confidentiality of Computerized Information
 #3420 -- Anti-Harassment in the School District
 #5670 -- Records Management
 #6410 -- Staff Use of Computerized Information Resources
 #8271 -- Children's Internet Protection Act: Internet Content
 Filtering/Safety Policy