

Franklinville Central School Technology Plan

July 2010- June 2013

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Mission

The mission of the school district is to provide students and staff with the necessary tools to be successful teachers and life long learners in a rapidly changing and increasingly interconnected global society. In doing that we are mindful to provide students and staff a safe secure learning environment where the safety and security of all learners is paramount. As we learn and interact throughout the day we will treat each other with dignity and courtesy and we will not be allowed to hurt each other because that is the best way to live in society.

Introduction

Franklinville Central School is located in Franklinville, New York and comprises the towns of Farmersville, Lyndon, Ischua, and Franklinville. It is located in the foothills of the Allegany Mountains in Cattaraugus County. It is fifty miles south of Buffalo, New York and twenty-one miles north of Olean, New York. The school district has two principal buildings, a single story Pre-Kindergarten to sixth grade elementary school that originally opened in 1954. Since that time its size has increased several times during building projects in 1973, 1994 and 1999. The high school is located across Main Street and the original structure dates to 1926. That structure has been modified several times in 1954, 1994 and 1999. Both buildings are currently undergoing renovations and remodeling as part

of a \$21 million dollar capital improvement project. The school district currently server 740 students from pre-kindergarten to twelfth grade and it employs ninety teachers, six administrators, 80 support personnel including school bus drivers. Franklinville is a high need rural school district where 40% of our students qualify for free and reduced lunch.

Table of Contents

I. Curriculum

II. Professional Development

III. Infrastructure, Hardware, Technical Support, and Software

IV. Funding and Budget

V. Monitoring and Evaluation

Vision and Goals

In the 21st century, understanding and using technology is an integral part of virtually every aspect of daily life. It is the school system's responsibility to prepare students for this future. The classroom is the primary place where this preparation will occur; therefore, every classroom must be equipped with diverse technologies to support teaching and learning. Every teacher will be able to deliver instruction in a variety of modalities which will incorporate a variety of technologies to serve the needs of a diverse learning community.

- addressing diverse learning styles,
- accommodating individual learning rates,
- encouraging cooperative learning,
- helping students accept responsibility for their learning,
- providing the means to communicate globally, and
- Improving academic achievement in all areas.

The use of technology in instruction changes the structure of the classroom. No longer will the teacher rely solely on the traditional lecture/seat work method of instruction. In a technology-rich, learner-centered classroom, the teacher serves as a facilitator of instruction, mentor, and coach. Technology will provide a record of the student's academic history and ways to manage learning progress and activities. Teachers have the data and information needed to individualize instruction and assessment as well as make other important instructional management decisions. Through technology, teachers and students will access a wealth of materials, services, and networks throughout the state, nation, and world. Technology does not replace the teacher, but rather supports and enhances the educational process.

I. Curriculum

I. A. Curriculum Integration

Goal 1: Increase student communication and collaboration as well as develop cultural understanding and global awareness by engaging with learners from local, national and global locations.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed
Students will participate in collaborative lessons, conversations, or other project based experiences with persons across NYS and around the world.	Teachers will attend professional development offered through CA BOCES and Erie 1 BOCES in the areas of DL, Videoconferencing and use of Adobe Presenter.	Superintendent Instructional Staff Building Principals Dir. of Instruction Students Technology Dept.	Spring 2010 & Spring 2011
Inclusion of an international dimension in all subject areas based on: Knowledge of other world regions, cultures and economies, as well as international/global issues, and Skills in communicating in languages other than English, working in cross-cultural environments, and using information from different sources around the world.	Attend K-12 workshops, on-line learning, work with CA BOCES and The Partnership for 21st Century Skills	Superintendent Instructional Staff Building Principals Dir. of Instruction Technology Dept.	Ongoing 2010-2013

Goal 2: Educate our K-12 students regarding Internet citizenship, intellectual property rights, accessing and evaluating Internet information and personal safety.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed
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Implement the components of an Internet Safety curriculum	Internet safety training	Superintendent Technology Dept Teachers K-12	Ongoing 2010-2013
Implement a "feedback" website for students to anonymously inform the district of Internet safety issues	Teacher awareness Student awareness	Superintendent Building Administration Resource Officer	Ongoing 2010-2013
Construct a website of parental resources regarding the safe use of the Internet	Parent awareness	Superintendent Staff Technology Dept.	June 2010

Goal 3: Increase the quality of Technology Integration to support the development of engaging instruction, critical thinking and 21st Century Skills

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed
Promote the use of student Web 2.0 tools, internet video conferencing to facilitate communications with external expert audiences	All Staff K-12 participate in CA BOCES, Erie 1 offerings	Superintendent Instructional Staff Building Principals Dir. of Instruction Technology Dept. CA BOCES Staff	Ongoing 2010-2013
Promote the use of ThinkBright, Thinkfinity, BrainPop, BrainPop Jr. and other online resources and databases	All Staff K-12 participate in CA BOCES, Erie 1 offerings	Superintendent Building Principals Technology Trainers District Technology Committee	Ongoing 2010-2013
K-8 Technology Performance Indicators (NCLB requirement/ISTE standards)	All Staff K-12 participate in CA BOCES, Erie 1 offerings	Superintendent Building Principals Technology Trainers	Ongoing 2010-2013

Goal 4: Students will use learning technologies to support achievement of the New York State Learning Standards.

Actions needed to achieve goal Staff Development Person(s) Responsible Date each action will be

completed

Monitor the district's implementation of these instructional strategies and supporting technologies	New teacher orientation, continued support of current staff	Superintendent Building Principals Technology Trainers	Ongoing job-embedded training, co-teaching, workshops
Teachers will investigate how technologies can improve student academic results	Teachers who submit an investigation or purchase Application All Staff K-12 participate in CA BOCES, Erie 1 offerings Every teacher will complete a workshop or series of workshops which will acquaint them with the nine elements of digital citizenship as defined by ISTE. Then work on integrating these skills into individual content/subject/grade levels.	Superintendent Faculty Building Principals District Technology Committee	Ongoing from September 2010-June 2012
Students and Teachers will become a digital citizens.		Superintendent Building Principals Technology Committee	Ongoing September 2010-June 2013

Goal 5: Prepare our High School students for the online learning environment experienced in higher education environments.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed
Implement Moodle online classrooms	Participate in Moodle courses, Professional Development opportunities offered by CA BOCES	Superintendent Instructional Staff K-12	Ongoing 2010-2013

I. B. Student Achievement

Technology Integration Examples:

Our students have participated in virtual field trips in fourth grade to Costa Rica that helped facilitate a series of collaborative experiences between the two classrooms. The virtual experiences were made possible through the use of the mobile Polycom cart which leverages our school district's broadband connection to the internet. In addition students in sixth grade classes completed a series of very engaging conversations with scientists at the National Aeronautic and Space Administration (NASA) and completed a virtual trip to the Great Lakes Science Center in Cleveland, OH. Second grade students were inspired by the visit to the Badlands National Park and an opportunity to engage scientists at the National Aeronautic and Space Administration. Our adoption of the ISTE

standards for students Creativity and Collaboration has driven our efforts to provide these authentic experiences and encourages students to be lifelong learners. Fifth grades students have been blogging about the American Civil War. Students are using digital tools to gather, evaluate and use information. This has motivated students to not only learn more about the Civil War and has motivated them to be better writers and has resulted in improved achievement test scores in Language Arts.

Goals Using Advanced Technology to Improve Academic Achievement:(Aligned to above timeline in I. A. Curriculum Integration)

Goal 1: Increase student communication and collaboration as well as develop cultural understanding and global awareness by engaging with learners from local, national and global location.

ISTE Standard(s) Addressed:

Communication and Collaboration
Digital Citizenship

Indication of Success

Students/Teachers at grades 2,4,6,8,10,12 complete one global connection in using DL, Videoconferencing or Adobe Presenter by Spring 2010,2011, and 2013

Evaluation of curriculum in observations, modeling of inclusion in classrooms K-12

Goal 2: Educate our K-12 students regarding Internet citizenship, intellectual property rights, accessing and evaluating Internet information and personal safety.

Indication of Success

ISTE Standard(s) Addressed:

Digital Citizenship

Indication of Success

Pre and Post assessments

Monitor the number of inappropriate behavior discipline incidents

Monitor Internet usage statistics

The number of tips received by students and/or staff

Completed website

Parental feedback

Goal 3: Increase the quality of Technology Integration to support the development of engaging instruction, critical thinking and 21st Century Skills

ISTE Standard(s) Addressed:

Communication and Collaboration
Digital Citizenship
Research and Information Fluency
Creativity and Innovation

Indication of Success

Teacher evaluation of learning objectives – increased understanding of curriculum content after the project
Teacher evaluation of learning objectives – increased understanding of curriculum content after the project
Principal’s observation of student work
Portfolio Database of student work
Website Exemplars

Goal 4: Students will use learning technologies to support achievement of the New York State Learning Standards.

Indication of Success

Records of training provided
Principal observations of
test results based on item analysis
Selected technologies for specific curriculum areas with data to demonstrate improved learning results
Teachers will be conversant in all nine identified areas and be able to integrate these into their curriculum.

Goal 5: Prepare our High School students for the online learning environment experienced in higher education environments.

ISTE Standard(s) Addressed:

Communication and Collaboration
Digital Citizenship

Indication of Success

Quality of student and teacher interaction within Moodle
Student improved skills working within an online learning environment
Student Survey

I. C. Technology Delivery

Advance placement mathematics and veterinary science studies are delivered to high school students by way of our interactive multi-way and multi-point distance learning system which leverages our broadband connection to the internet. In addition high school students receive instruction in Latin via this same system. Many of our high school students receive instruction via the web with Keystone Learning and locally developed content that uses Moodle.

I. D. Parental and Community Relations

Action Plans for Parent Communication Goals

Goal 1: Increase parent communications by improving district website and incorporation of web based Student Information System

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Provide teachers, administrators, and department staff with a website development tool	Monthly staff development opportunities for the expansion of information shared	Administration Technology Trainers	Ongoing implementation	All teachers will have a classroom website and building's will have a content rich website
Provide parents with access to attendance and academic data to monitor their child's progress	Ongoing	Administration Teachers	Ongoing	Implementation of eSchool Data parent portal
Provide parents with access to the district technology plan		Web Master	Ongoing	Parent Feedback Posted plan on district website

I. E. Collaboration (Not Applicable)

II. Professional Development

II. F. Professional Development

In January 2010 FCS faculty was surveyed to generate data on staff level of expertise with technology as well as topics of interest. Results from this survey indicated that faculty was most interested in the following topics:

Projector Training (4) Excel (3) PowerPoint (4) Smartboard (9) (lessons)

Clickers (3) Airliners (4) Blogging (2) Moodle (2) Notebook Programs (2) Delicious

Geo Sketch Pad New/Exciting Websites Office Calendar Twitter Podcasts

Virtual Field Trips Webcasts Websites with Videos Keyboarding (Elem)

Staff was also asked to rate their level of expertise using technology. Approximately twenty percent indicated they were at the novice level. Seventy five percent indicated they were at the proficient level. And five percent indicated they were at the mastery level.

Novice=Can turn on computer, check email, use some word processing, basic use of internet

Proficient= Integrate technology tools and digital resources into some lesson planning

Master= Integrate technology tools and digital resources into all lesson planning

Goal 1: Provide a multi-tiered approach to technology training.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Provide entry level training for beginning users of technology	New teacher orientation, Job embedded support teaching in the classroom or 1:1 training, grade level,	Technology Trainers -CA BOCES	Ongoing support	Administration observations Increase in the number of staff participating in

	team or department support, BOCES workshops			ongoing training
Technology Teacher Leader in building support Units of instruction design	As needed – peer to peer support Collaboration support during instructional design process	Technology Teacher Leaders Technology Trainers Technology Teacher Leaders Building Principals	Ongoing support Ongoing support	Increased collaboration Teacher self-reflection
Targeted staff development based on administrative observations	Job embedded support co-teaching in the classroom or 1:1 training, grade level, team or department support, BOCES workshops	Technology Trainers-CA BOCES	Ongoing support	Administration observations Log of support provided by trainers
Create online video lessons for teacher on-demand training Provide “sharing” of best practices at faculty meetings Revision process for all staff development		Technology Trainers Teacher Leaders Technology Trainers Administration District Technology Committee	Ongoing support Ongoing support Annual modifications	Increased online materials Increased requests for further training Revise staff development plan based on input and goals of the technology plan

III. Infrastructure, hardware, technical support, and Software

I. H. Technological/Hardware Goals

Franklinville Central School currently has 520 computers deployed in classrooms and office spaces. One-hundred-eighty of those computers are deployed are used by pupil support staff including the district’s teachers. In Pre-K through Grade 3 we have one computer for each teacher and two computers for students. In Grades 4-6 we have deployed six computers in each classroom and one printer per classroom. All computers have access to the local area network and to the Internet. We have twenty-four general duty notebook computers that may be borrowed by teachers that are five years old and in need of replacement. We also have a Special

Education laptop cart with eight Dell Latitude 620 notebook computers for use by special education students. In addition to that we purchased twenty-four Dell Mini-10 notebooks to experiment with in the classroom and they are distributed throughout the district. There are eight computers in the Elementary Library that are also in need of replacement and they are use for student access to the Mandarin library system and the internet. In the Elementary School we have two computer labs each with twenty-five desktop computers that are more than five years old.

In the high school students have access to computers in special computer labs for music, art and technology. Music has ten new Dell Optiplex 760 desktops as does. The Art Department has a ten notebook computer mobile lab and technology has a twenty-five computer lab comprised of two year old Dell Optiplex desktop computers. Agriculture students have a ten station computer lab where students can access a Windows terminal server. We also have eight thin clients with Windows terminal server access in a study hall and sixteen thin clients in the high school library. In addition to that we have a twenty-three notebook computers that maybe signed out of the library. Special Education students have access to sixteen additional notebook computers in their resource rooms.

We have a fully virtualized file server infrastructure that utilizes VMWare ESX and VMotion and resides on two Dell R805 servers each with 32 gigabytes of RAM and these two servers utilize a three terabyte disk iSCSI disk array. We have twenty-five virtual servers in this system and we have dramatically increased our ability to recover data while at the same time dramatically lowering our energy foot print. This server infrastructure is backed up daily by a Dell Powervault TL 4000 tape library and by remote backup procedures at the Western New York Regional Information Center. We plan to move our financial management server into the virtual infrastructure this year as its current host server will be five years old and at end of life.

We have a fully switched ethernet backbone which is fed by our gigabit ethernet broadband connection supplied by contract with the Western New York Regional Information Center and we have added pervasive wireless to our infrastructure. We have been able to upgrade core switches in main closet to gigabit speeds which has assisted our server virtualization plans. We are currently budgeting funds for the purchase of one-hundred Nortel 1020-24T switches which would bring gigabit ethernet to all classrooms. We are planning to increase the wireless footprint and to upgrade the access points to 802.11n. Our current wireless network supports speeds up to 802.11g.

We are piloting Stoneware which is a private cloud solution that leverages our existing virtual infrastructure and enable students, staff and parents 24 x 7 access to network resources. We also are planning to purchase forty-eight netbooks to leverage that investment.

Our current phone system is a Ronco PBX which is supplied by a T1 line supplied by contract with Verizon gives us 24 direct outward/inward dialing. In our current capital project we will implement voice of internet protocol (VOIP) which will add to our

ability to support SIP compliant devices which will increase the ability of teachers to provide interactive teleconferencing from their classrooms.

All of our administrative staff are equipped with Blackberry mobile devices some other key personnel including school bus drivers are issued cellular phones which they carry on their buses when outside the range of our two way radio communication system. All cellular phones regardless of type are purchased from New York State Contract . Blackberry devices have their internet access filtered and each receive their Lotus Notes email with complete calendar integration.

Action Plans for Technological Goals

Goal 1: Maintain the district infrastructure to provide the highest quality telecommunications system financially possible.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Purchase 100 Nortel 1020-24T switches for all classrooms.	Training for all staff and students K-12 on how to access the wireless network	WNYRIC – Erie 1 BOCES Nortel Technology Department Technology Trainers	June 2010-September 2011.	Complete installation
Install wireless security software within the district and insure that it functions properly	Training for all staff and students K-12 on how to access this secure network.	WNYRIC – Erie 1 BOCES Nortel Technology Department Technology Trainers	June 2010	Complete installation
Evaluate the performance of the network annually.	WNYRIC Staff	Technology Director Business Manager	March 2011	Recommendations for network improvements
Develop purchasing plan for recommended improvements	Training for all staff and regular participation in WNYRIC Standards.	Technology Director and staff	May of each year	Possible E-rate application
Maintain the broadband WAN, Internet Access, telephone, cell phones, long distance and staff Email services	New teacher orientation Information pamphlets Ongoing staff support upon request	WNYRIC-Erie 1 BOCES Technology Department Business Department Technology trainers	Ongoing 2009 - 2013	High speed uninterrupted Internet service, phone and email
Monitor the tools used for Internet filtering and email spam filtering	All staff and students when needed	Technology Director Technology Staff	Ongoing 2009-2013	Utilizing Statistical Reports

Action Plans for Technological Goals

Goal 2: Maintain and extend our current server and desktop virtualization infrastructure.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Develop a purchase plan for the purchase of one additional Dell R805 server that can support desktop virtualization and be added to our existing VMWare infrastructure.		Technology Director Rob Morgan Bryan Spencer WNYRIC – Erie 1 BOCES	May 2010	Completed viable plan
Install the additional server	Technical staff training provided by vendor	Technology Staff Jeffrey LaBenne WNYRIC – Erie 1 BOCES	Summer of 2010	Completed install by September 2010
Maintain technology inventory as purchases and removals are processed		Technology staff	Ongoing as purchases are made and machines are removed	Accurate database for decision making

Action Plans for Technological Goals

Goal 3: Maintain an obsolescence replacement plan

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Identify those machines currently in inventory that meet the criteria set for obsolete computers.		Technology Staff	May of every year	Itemized listing of locations and machines
Purchase replacement computers with extended warranty as needed		Technology Director Technology Staff	July of every year	Replacement computers
Recycle those machines that do not get returned to WNYRIC		Recycling Company	November of every year	Removal of obsolete computers

If computers are replaced but yet useful, then identify possible uses.

Technology Director
Administration

November of every year

Identified uses for recycled computers

Definition of Obsolete Computer:

- 1) The machine can no longer be networked with current systems.
- 2) The machine can no longer run the current version of district software applications.
- 3) The machine is 5 or more years old.
- 4) It is no longer cost effective to support.

Given this definition, we will remove with out negotiation any machines that meet these criteria. If computers do not meet these criteria, we can discuss options on how they might still be utilized. For example, a word processing station only.

When computers are removed as obsolete, they must be auctioned as excess equipment by the district or returned to Erie 1 BOCES. We cannot give them to staff, students or organizations.

We will implement this procedure for all computers regardless of their original funding source.

Action Plans for Technological Goals

Goal 4: Maintain a system of technical support to provide students and teachers with operational equipment and network services.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Provide ongoing training for the technical staff	Identify technical training needed by staff and arrange for delivery	Technology Director WNYRIC	Ongoing	Successful closure to service calls and acceptable response time
Maintain repair service for technology equipment through Erie 1 BOCES & CA BOCES	Identify technical training needs.	Technology Staff	Ongoing	Successful closure to hardware repairs and timely response
Maintain repair service for Audio Visual equipment through vendor	Identify technical training needs	Technology Director Technology Staff	Ongoing	Successful closure to AV repairs and timely response
Monitor satisfaction rating	Identify technical training needs	Technology Director	Ongoing	Analysis of survey

of the work being conducted by the Technology Department via a web based survey

Technology Staff
User Support Center

responses

Action Plans for Technological Goals

Goal 5: Take steps to reduce the consumption of natural resources.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Turning off computers when not needed and at the end of the day.	Staff awareness	Technology Staff Maintenance Staff	Ongoing	Reduction in electricity usage

Action Plans for Technological Goals

Goal 6: Maintain legal licenses of instructional software applications as new versions of the software are released.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Upgrade selected instructional applications when new versions are released		Technology Director Technology Staff	August of every year	Legal licenses of instructional software
Renew annual subscriptions to web-based services		Technology Director Technology Staff	Annual purchase to maintain service	Ongoing access to services
Purchase newly identified instructional applications such as Stoneware to support 1 to 1 computing		Technology Director Technology Staff	Jan-June of every year	Legal licenses based on targeted implementation
Maintain a stable image for all district computers which includes all applications used in classrooms.		Technology Director Technology Staff	Ongoing as purchases are made	Satisfaction of teachers and staff as witnessed in technical support calls logged.

III. I. Inventory

	Computer Labs	Classrooms	Library/Media Ctr	Admin Offices	Other
Personal Computers					
Desktop Units	136	224	23	24	4
Laptops	79	18	0	11	
Number that are internet ready	215	242	23	35	4
Number equipped with multimedia	215	242	23	35	0
Peripheral Devices					
a. Printers	89				
b. Scanners	10				
c. Modems	0				
d. Assistive/Adaptive Devices					
e. Digital Cameras	20				
f. TV monitors					
g. VCRs	61				
h. Projection devices	52				
i. Satellite dishes	0				
j. Video cameras	8				
Software					
a. Microsoft Office 2000	360				
b. Microsoft Office 2003	180				
c. Lotus Notes Electronic Mail	180				
d. Adobe Acrobat Reader	514				
e. Internet Explorer 7	514				
f. Kurzweil 3000	10				
g. Waterford Reader	25				
h. Earobics	25				
i. Choices Guidance Software	Site				
j. Groliers Encyclopedia	Site				

h. Gimp	Open Source				
i. Audacity	Open Source				
j. Picasa	Free Site				
k. Apple i-Tunes	Free Site				
l. Google Sketchup	Free Site				
m. Google Docs & Gmail	246				
n. Drupal Open Content Manager	Open Source				
o. Moodle Learning Management	Open Source				
p. Stoneware Private Cloud	25				
q. Microsoft Windows XP & V. 7	500				
r. Symantec Antivirus	500				
s. VMWare ESX	2				
t. Backup Exec	5				
u. Citrix - Metaframe	5				
v. Wincap Financial Management	5				
w. Wireless Generation Dibels	6				
x. Adobe CS4	10				
y. Macintosh OSX	7				
z. Clear Track Special Education Software	Site license				
School Wires Website Software	Site license				
Network Equipment					
a. Hubs & Switches	174				
b. Routers	1				
c. Servers	4				
d. Number of rooms wired for internet access	155				
Telecommunication Links					
a. Full or Fractional T1	2				
b. ISDN	0				
c. Dedicated cable	1				

d. Gigabit Ethernet	1				
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The Franklinville Central School District network is fed by Gigabit Ethernet provided by service contract with the Western New York Regional Information Center and Time Warner Cable. It supports speeds up to 640 x T1.

III. J. Increase Access

Action Plans for Technological Goals

Goal 7: Develop an Assistive Technology Plan and increase access to technology for special education students working in conjunction with the Special Education Director.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Form and convene an assistive technology committee.	Meet with Special Education Department	Technology Director Special Education Director	05/01/10	Committee Created
Develop a vision for assistive technology in the school district.	Meet with Special Education Department and brainstorm	Technology Director	04/01/2010	Vision Statement Created
Develop three assistive technology goals	Meet with Special Education Committee	Technology Director Special Education Director	04/01/2010	Three written goals
Develop a plan to purchase 24 netbook computer for the Special Education Department		Technology Director Special Education Director	06/30/10	24 Netbook purchased
Develop a plan to purchase additional licenses of Read Out Loud Software for netbooks.		Technology Director Special Education Director	07/15/10	Software delivered

Special Education students who have print disabilities have been using Read Out Loud Software and Bookshare.org in both our elementary and secondary schools to read previously inaccessible printed materials. This has enabled these students to participate with their peers in the regular classroom and in this instance assistive technology is promoting a least restrictive environment for the students with special needs. These same students have access to Kurzweil 3000™ software and both students and classroom aides have been trained to scan books and other printed materials into a format that allows it to be read to the students by the Kurzweil 3000™ software.

IV. Funding and Budget

K. Budget and Timetable

ERATE Technology Budget

Description	2010	2011	2012	2013
Staff Development Services	\$5,000.00	\$5,000.00	\$5,250.00	\$5,512.50
Basic Learning Technologies Support	\$1,757.00	\$1,725.80	\$1,812.09	\$1,902.69
Guidance Online Resources	\$577.00	\$567.00	\$595.35	\$625.12
Common Set of Learning Objectives	\$1,555.00	\$1,429.80	\$1,501.29	\$1,576.35
SIRS Reference Series	\$1,940.00	\$1,940.00	\$2,037.00	\$2,138.85
CSLO Technical Support	\$3,000.00	\$83,805.00	\$87,995.25	\$92,395.01
ERATE Technology Plan Review	\$400.00	\$0.00	\$0.00	\$0.00
Instructional IPA	\$46,843.18	\$33,240.00	\$34,902.00	\$36,647.10
Model School Support	\$7,600.00	\$7,600.00	\$7,980.00	\$8,379.00
LAN Technical Support	\$82,200.00	\$82,200.00	\$86,310.00	\$90,625.50
Aidable District Hardware/Software	\$56,492.00	\$56,492.00	\$59,316.60	\$62,282.43
Library Automation	\$8,370.00	\$8,370.00	\$8,788.50	\$9,227.93
Eschool Data	\$17,430.60	\$17,234.80	\$18,096.54	\$19,001.37
Test Scoring	\$3,247.65	\$3,076.50	\$3,230.33	\$3,391.84
Data Warehouse	\$5,747.30	\$5,747.30	\$6,034.67	\$6,336.40
WinSnap Cafeteria Management	\$6,260.38	\$4,231.28	\$4,442.84	\$4,664.99
ClearTrack	\$7,167.00	\$7,416.75	\$7,787.59	\$8,176.97
WinCap	\$26,715.00	\$26,715.00	\$28,050.75	\$29,453.29
PDP Premiere	\$1,500.00	\$1,500.00	\$1,575.00	\$1,653.75
Capital Project Software	\$6,450.00	\$6,500.00	\$6,825.00	\$7,166.25
Global Connect	\$2,001.00	\$1,988.60	\$2,088.03	\$2,192.43
WNYRIC Mailing Service		\$687.11	\$721.47	\$757.54
Lotus Notes	\$9,740.00	\$9,792.00	\$10,281.60	\$10,795.68
Spam Filtering	\$1,321.00	\$1,342.15	\$1,409.26	\$1,479.72
Webs That Work	\$4,800.00	\$6,440.00	\$6,762.00	\$7,100.10
Web Ordered Supplies	\$13,000.00	\$15,000.00	\$15,750.00	\$16,537.50
Network Services	\$55,833.00	\$47,919.00	\$50,314.95	\$52,830.70
High Speed Network Printer			\$31,355.10	\$32,922.86
Maintenance	\$29,862.00	\$29,862.00		
Hardware Maintenance Coupons	\$9,640.00	\$9,228.00	\$9,689.40	\$10,173.87

Secure Socket Layer	\$325.00	\$325.00	\$341.25	\$358.31
LAN Technical Support	\$128,825.00	\$41,025.00	\$43,076.25	\$45,230.06
LAN Antivirus		\$4,600.00	\$4,830.00	\$5,071.50
Remote Backup Service	\$1,200.00	\$1,200.00	\$1,260.00	\$1,323.00
Central Site Infrastructure Fee	\$6,747.50	\$6,438.00	\$6,759.90	\$7,097.90
Technology Coordinator Salary	\$69,000.00	\$72,000.00	\$75,600.00	\$79,380.00
Technology Coordinator Supplies	\$2,000.00	\$2,000.00	\$2,100.00	\$2,205.00
New York State Software	\$15,000.00	\$15,000.00	\$15,750.00	\$16,537.50
New York State Hardware	\$15,000.00	\$15,000.00	\$15,750.00	\$16,537.50
COSER 503 Equipment Repair	\$11,600.00	\$7,000.00	\$7,350.00	\$7,717.50
COSER 517 Model Schools	\$22,990.00	\$22,990.00	\$24,139.50	\$25,346.48
COSER 611 Telephone Maintenance	\$12,016.00	\$12,000.00	\$12,600.00	\$13,230.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
Total	\$703,162.61	\$678,639.09	\$712,571.04	\$748,199.60

L. Coordination of Resources

Technology budget is funded through a local line item in the budget and this budget includes items that are purchased through a variety of services most of which are provided by the Western New York Regional Information Center at Erie 1 BOCES and our local Cattaraugus Allegany BOCES in Olean, New York. New York State Computer Aid and New York State Software Aid along with Title IID and other Federal Grant programs. Our network is administered by the Technology Director working in concert with a team of three certified microcomputer technical support personnel supplied to the district by contract with the Western New York Regional Information Center at Erie 1 BOCES. In addition to our local support staff, we coordinate our needs and planning with members of the Western New York Regional Information Center Wide Area Network support team which includes a senior microcomputer support specialist who works under a separate contract with us. Our equipment is maintained in good repair through coordination with hardware support contracts with both the Western New York Regional Information Center and the Cattaraugus-Allegany BOCES Center in Olean, New York. Our network is protected by contract filtering provided by 8E6 Corporation and the Western New York Regional Information Center and we also have a very stable firewall that is housed locally but administered by the Western New York Regional Information Center wide area network support team.

V. Monitoring and Evaluation

V.M. Evaluation

The Franklinville Central School's Technology Committee together with its School Improvement Team and the District Administrative Cabinet will participate in monitoring and adjusting the Technology Plan. Regular monthly meetings of the school district technology planning committee along with weekly technology department meetings and the logging and monitoring of help desk calls will be used to determine the success of the plan.

As a part of Annual Performance Reviews building principals will use the Franklinville Central School Student Work Rubric (See Appendix 1) to measure staff and student progress.

Stakeholders

Mrs. Michelle Spasiano	Superintendent
Mrs. Jennifer Cappelletti	Elementary Principal
Mr. Thomas Kopp	High School Principal
Mrs. Jessica Schirmacher-Smith	Special Education
Mr. Jeremiah Kane	Business Executive
Mrs. Kathryn McFarland	Director of Instruction
Ms. Kimberly Whitling	Elementary Teacher
Mr. Derek Schunke	High School Teacher
Mrs. Sarah Turner	Elementary Art Teacher
Mr. Donald Watkins	Technology Director
Mrs. Diane Soulvie	Secretary to the Superintendent
Mr. Thomas Gorecki	Elementary Teacher
Rev. Steve Hall	Parent
Mr. Benjamin Hall	Student
Ms. Jamie Wojtowicz	High School Teacher
Mr. Scott Shenk	High School Teacher
Ms. Debra Rogers	Elementary Teacher
Mr. Daniel Waldron	High School Teacher

V. N. Acceptable Use Policy

Franklinville Central School Acceptable Use Policy

Franklinville Central School

Acceptable Use (AUP) and Internet Safety Policy

Introduction

Ten Broeck Academy and Franklinville Central Schools implement an electronic communications system comprised of computers, networks, and the Internet that allows opportunities for students, staff and patrons to communicate, learn, access and publish information. The District believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and their success in the future. These opportunities also pose many challenges including, but not limited to, access for all students, age level appropriateness of material, security, and cost of maintaining ever more elaborate systems. The District will endeavor to ensure that these concerns are appropriately addressed, but cannot insure that problems will not arise.

By providing these opportunities, the District intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. The District dedicates the property comprising these resources, and grants access to them by users, only for the educational activities authorized under this policy and procedures and under the specific limitations contained therein.

The District directs the Superintendent to provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff and patrons while establishing reasonable controls for the lawful, efficient and appropriate use and management of the system.

From time to time, the District will make a determination on whether specific uses of the system are consistent with its Educational Philosophy. For security and administrative purposes the District reserves the right to review system use and file content by authorized personnel. The District reserves the right to restrict or remove a user from the system to prevent further unauthorized activity.

When using these resources for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information and distinguish fact from opinion.

Purpose

1. The purpose of these resources are to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people from throughout the world. Additionally, the system will be used to increase System intercommunication, enhance productivity, and assist the System's employees in upgrading their skills through greater exchange of information with their peers. The District will also work to share information with the local community, including parents, social service agencies, government agencies, and businesses.
2. Users may not use these resources for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use.
3. The District's employees may use the system to communicate with their elected representatives and to express their opinion on political issues, but not for political lobbying.
4. The term "educational purpose" includes use of the system for classroom activities, professional or career development, and limited high quality self discovery activities.

Unacceptable Uses of Resources:

Illegal Activities

- a. Users will not attempt to gain unauthorized access to the District system or to any other computer system through the District System, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".
- b. Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. Users will not use the District system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of a person, or etc.
- d. Staff are not permitted to make non-school related purchases using District e-mail accounts, i.e. QVC, Home Shopping Network, paying bills, etc. If you have a question as to what is a non-school related purchase, speak to your building principal.

System Security

- a. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
- b. Users will immediately notify the system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- c. Users will avoid the inadvertent spread of computer viruses by following the District's virus protection procedures if they download software.

Appropriate Use of Electronic Mail

- a. District employee's assigned e-mail accounts are considered their secondary e-mail accounts. If you have a personal e-mail account, it should be used as your primary e-mail accounts for all non-school related activities.
- b. Staff may access their e-mail accounts during their working day for the purpose of accessing "professional use" e-mails and correspondences. Personal e-mails are to be accessed during all employees non-working time (lunch) and after the regular school day.

Inappropriate Language

- a. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- b. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- c. Users will not post information that, if acted upon, could cause damage or a danger of disruption.
- d. Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e. Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- f. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

- a. Users will not repost messages.

- a. Users will not post private information about another person

Respecting Resource Limits

- a. Users will use the system only for educational and professional or career development activities, and limited, high quality, self discovery activities.
- b. Users will not download large files, unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer.
- c. Users will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
- d. Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota.
- e. Users will subscribe only to high quality discussion group mail lists that are relevant to their education or professional/career development.

Plagiarism and Copyright Infringement

- a. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- b. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

Inappropriate Access to Material

- a. Users will not use these resources to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- b. If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.

Enforcement of AUP

- a. Ten Broeck Academy and Franklinville Central Schools uses a technology protection measure that blocks or filters Internet access to some Internet sites that are not on accordance with District Policy.
- b. The Technology Coordinator or his designee may disable the technology protection measure that blocks or filters Internet access at your school for bona fide research purposes by an adult.
- c. The Technology Coordinator or his designee may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks are filters Internet access.
- d. The District's technology staff will monitor the Internet use history to ensure enforcement of the policy.

District Web Site

1. District Web Site. The District will establish a Web site and will develop Web pages that will present information about the District. The Technology Coordinator and Microcomputer Support Specialist(s) will be designated the Webmaster(s) and be responsible for maintaining the District Web site.
2. School or Class Web. Schools and classes may establish Web pages that present information about the school or class activities. These should be forwarded to the Technology Coordinator or Microcomputer Support Specialist(s) for review by the Technology Committee and upon approval by the Committee posted on the District Web Site.

Our network is completely filtered by 8e6 Technologies contracted for as a service with the Western New York Regional Information Center. We receive weekly updates from the filtering technology that keeps us aware of any security or filtering difficulties.

	clearly being assessed, products clearly demonstrate alignment with the Standards	demonstrate alignment with the Standards		assessments and products do not demonstrate alignment to the targeted standards
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Technology Connection: Technology can be used by teachers and students to plan or design assessments. Use of response systems or interactive whiteboards can help to review or reinforce learning.

Product Focus	4	3	2	1
<p>Is the purpose of the Unit tasks and the task's connection to the required knowledge or skill clear?</p> <p>Do the Unit tasks include a thoughtful product to be created as a demonstration of learning?</p>	<ul style="list-style-type: none"> The culminating product demonstrates complete alignment between product, big ideas, and unit tasks Unit tasks create a thoughtful product requiring higher level thought and multiple steps 	<ul style="list-style-type: none"> The culminating product demonstrates alignment between the product and the big ideas Unit tasks create a unique product that requires thought and more than one step 	<ul style="list-style-type: none"> The culminating product demonstrates alignment between the product and some unit tasks Unit tasks create a common product 	<ul style="list-style-type: none"> The culminating product is designed without thoughtful attention to alignment with unit big ideas Unit tasks do not create a product of significance
Integrated Work	4	3	2	1
Do the Unit tasks provide meaningful alliances across curriculum disciplines?	<ul style="list-style-type: none"> Unit tasks provide for skills, processes, information and/or product to be developed, instructed and assessed 	<ul style="list-style-type: none"> Unit tasks provide for identified skill development across curriculum disciplines in a coordinated time 	<ul style="list-style-type: none"> Unit tasks allow for the sharing of product between curriculum disciplines 	<ul style="list-style-type: none"> Unit tasks are isolated to a single discipline

	across multiple curriculum disciplines	period		
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Technology Connection: Technology documents the learning process allows students to demonstrate unit understanding in a variety of formats. Examples of products are video, classroom blogs, online digital publications, and interactive posters. Cross curricular connections are made easier using formats such as Google Docs, class wikis, and class web pages to share information.

Critical Thinking	4	3	2	1
<p>Are the Unit tasks designed to provide opportunities for growth in knowledge, problem solving and critical analysis?</p> <p>Is self-reflection an integrated and ongoing requirement of the tasks?</p>	<ul style="list-style-type: none"> • Unit tasks demonstrate multiple student-created solutions to a complex problem with the students evaluating and selecting the <u>best</u> solution • Unit tasks include self-reflection as an integral, on-going component in assessing student understanding 	<ul style="list-style-type: none"> • Unit tasks demonstrate student synthesis of a creative solution to a complex problem • Unit tasks include self-reflection at the end of each major task 	<ul style="list-style-type: none"> • Unit tasks demonstrate application of learned knowledge or skills to a new situation • Unit tasks include self-reflection at the end of the unit 	<ul style="list-style-type: none"> • Unit tasks designed only to recall previous knowledge • Unit tasks do not allow for self-reflection as a process for improving performance

Technology Connection: Technology allows multiple formats for student reflection which allows for deeper understanding, questioning, and problem solving. Creating a personal blogging site to use to not only for reflection but as a guide for teacher to

check for student understanding. Use of technology tools "enable the development of higher order thinking skills when students are taught to apply the process of problem solving and are then allowed opportunities to apply technology in development of solutions." Center for Applied Research in Educational Technology.

Learning Styles	4	3	2	1
Do the Unit tasks give students the opportunity to use a wide range of learning styles?	<ul style="list-style-type: none"> Unit tasks are designed to address the thoughtful application and balance of <u>all</u> learning styles to ensure all students academic success 	<ul style="list-style-type: none"> Unit tasks demonstrate the overall integration of honoring <u>all</u> learning styles across multiple tasks 	<ul style="list-style-type: none"> Unit tasks show evidence that attempts are being made to honor a single learning style in a single task 	<ul style="list-style-type: none"> Unit tasks demonstrate the learning style of the teacher
Collaboration	4	3	2	1
Do the Unit tasks provide the opportunity for students to work in interdependent teams?	<ul style="list-style-type: none"> Unit tasks are designed for student interdependence 	<ul style="list-style-type: none"> Unit tasks are designed so that students generate and share information but produce individual products 	<ul style="list-style-type: none"> Unit tasks are designed so that students share finished products for feedback 	<ul style="list-style-type: none"> Unit tasks are designed without student interaction

Technology Connection: Technology allows for multiple formats to differentiate instruction. The teacher can design the task using a technology tool to target the various learning styles. Technology can be used as a tool for collaboration both internally and externally providing multiple opportunities for students to work together not only in their classroom but globally. Technology allows these processes to be done simultaneously thereby allowing groups to work interdependently.

Student Choice	4	3	2	1
Do the Unit tasks provide	<ul style="list-style-type: none"> Unit tasks permit 	<ul style="list-style-type: none"> Unit tasks provide a 	<ul style="list-style-type: none"> Unit tasks provide 	<ul style="list-style-type: none"> The Unit tasks consist

students with a set of choices regarding the work/task?	students to design their own unique product or performance to demonstrate required understandings	rich variety of product or performance options, some of which may be student generated	students with teacher selected product or performance options	of only one teacher selected product or performance
How much control do the students have over the means to produce the product (resources, time, sequence, order)?	<ul style="list-style-type: none"> • Unit tasks offer students full discretion over the means (resources, time, sequence, order) to complete it 	<ul style="list-style-type: none"> • Unit tasks offer students discretion over the means (resources, time, sequence, order) to complete it with teacher input 	<ul style="list-style-type: none"> • The Unit tasks offer students limited discretion over the means (resources, time, sequence, order) to complete it 	<ul style="list-style-type: none"> • The Unit tasks offer students no discretion over the means (resources, time, sequence, order) to complete it

Technology Connection: Student Choice can be supported with technology by providing students with various tools to collect and store information, then allowing them to organize and create a product. Format and tools can be selected based on individual interests and abilities. Wikis, blogs or podcasts could be used to store information students have researched. Free online tools allow students to choose from multiple presentation formats.

<i>Authenticity</i>	4	3	2	1
Do the Unit tasks provide real world connections to which students attach	<ul style="list-style-type: none"> • Unit tasks are designed for application of learning in a real world setting 	<ul style="list-style-type: none"> • Unit tasks are designed for applied simulation of the learning in a real world 	<ul style="list-style-type: none"> • Unit tasks are designed with connections to real world possibilities 	<ul style="list-style-type: none"> • Unit tasks are designed in isolation and without regard for real world application

importance and understanding?		setting		
Performance	4	3	2	1
Do the Unit tasks provide the opportunity for a real world audience to provide feedback to the students?	<ul style="list-style-type: none"> • Unit tasks are designed to immerse students' interaction with an external real world audience • Unit tasks are designed to allow the real world audience to provide feedback to improve student performance 	<ul style="list-style-type: none"> • Unit tasks are designed to immerse students' interaction with an internal audience • Unit tasks are designed to allow the real world audience to provide feedback 	<ul style="list-style-type: none"> • Unit tasks are designed to provide a sharing of student work with an audience. • Unit tasks allow for teacher feedback to the students 	<ul style="list-style-type: none"> • Unit tasks are designed to provide a sharing of student work within the classroom. • Unit tasks may or may not allow feedback to the students.

Technology Connection: Real, authentic experiences can occur using various platforms such as Adobe Connect to meet and collaborate with people working in the field related to the topic of study. Students can create and collaborate with experts through blogging, sharing documents, distance learning, and virtual field trips.

Ongoing Assessment and Feedback	4	3	2	1
<p>Do the Unit tasks provide multiple opportunities for feedback to improve student performance?</p> <p>Is peer review an integral part of the task utilizing a clear rubric?</p>	<ul style="list-style-type: none"> • Unit tasks have multiple, ungraded opportunities to receive specific, descriptive feedback to improve understanding and product effectiveness in advance of final evaluation • Unit tasks include peer review process based upon rubric's criteria 	<ul style="list-style-type: none"> • Unit tasks provide ungraded and graded feedback to indicate student learning progress with opportunity to improve in advance of final evaluation • Unit tasks include peer review with a rubric or structured checklist 	<ul style="list-style-type: none"> • Unit tasks provide graded feedback to indicate student learning progress without opportunity to improve • Unit tasks include peer review in an informal setting 	<ul style="list-style-type: none"> • Unit tasks leave student learning unchecked in advance of final evaluation • Unit tasks do not provide the opportunity for peer review

Technology Connection: Technology provides various tools for students to use to share knowledge and understanding. Students and teachers can collaborate using multiple formats such as document sharing programs, wikis, blogs, and video conferencing. Online review programs, such as Study Island or School Island, can also be used help teachers to evaluate student progress. Any technology created product may be used as an assessment tool, examples could include Glogster, Voicethread, Drop.io, Prezi, Wikispaces and Animoto.

