EAST AURORA UNION FREE SCHOOL DISTRICT

TECHNOLOGY PLAN

July 2018 – June 2021

http://www.eastauroraschools.org/techplan18-21

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DISTRICT MISSION

The East Aurora Union Free School District will provide environments, experiences, materials and professional talents to help each student prepare to live in society as a contributing, self-fulfilling and caring citizen.

The school will endeavor to develop, in each student, a lifelong desire for knowledge and the skills to acquire it. The school will promote learning in the context of common sense, hope for a better future and a deep respect for humanity.

DISTRICT PROFILE

The Town of Aurora, located just 25 miles from downtown Buffalo and 45 minutes from Niagara Falls, has been home to interesting individuals, grassroots movements and international companies, including US President Millard Fillmore, the Roycroft Arts & Crafts movement, Moog Incorporated and Fisher-Price Toys.

The rich history of the Town of Aurora and Village of East Aurora remains an integral part of the present-day character of the township. The Town of Aurora was founded in 1818, fourteen years after the first settler, Jabez Warren, obtained a contact from the Holland Land Company for 1,443 acres and made it his family's home in 1804. The Town is thirty-six square miles with a current population of approximately 14,000, including the Village of East Aurora (population 6,673), the Hamlets of Jewettville, Griffin Mills, West Falls and a portion of South Wales. West Falls is the largest of the Hamlets, with a population of 2,258.

The three facilities which serve the school district and their current student and staffing populations are delineated below:

Parkdale Elementary School	Grades K-4	627 Students	47 Teachers
East Aurora Middle School	Grades 5-8	531 Students	45 Teachers
East Aurora High School	Grades 9-12	642 Students	49 Teachers

ACKNOWLEDGEMENTS

We wish to acknowledge our members of the staff at East Aurora Union Free School District for their assistance in the process of identifying the technology needs with our district. Their contributions to the development of the District's Technology Plan will be felt within our school community for many years.

Instructional Technology Committee	Technology Support Group
Brian Russ Superintendent **Mark Mambretti** Chief Information Officer **Richard Clements** Director of IT and Communications Services **Jerome Polakiewicz** Director, Pupil Services **Joanne George** District Business Official **Matthew Brown** Middle School Principal **William Roberts** High School Principal **Daniel Brunson** Board of Education **Judith Malys** Board of Education **Dennis Hirschfelt** District Sr. Microcomputer Support Specialist **Gary Grote** Chamber of Commerce **Barbra Mann** District Technology Department *Faculty Members* **Jason Zevenbergen** **Ashley Daigler** **Kevin Kot** **Kristin Sturm** **Ryan Wall** **Sherry Macauley** **Stephanie Martindale**	**Mark Mambretti** Chief Information Officer **Richard Clements** Director of IT and Communications Services **Mary Ptak** District Microcomputer Support Specialist **Dennis Hirschfelt** District Sr. Microcomputer Support Specialist **Tate Wilson** Erie I BOCES Technical Support Specialist **Thomas Spada** Erie I BOCES Senior Technical Support Specialist **Brian Zolnowski** Erie I BOCES Technical Support Specialist **Barbra Mann** District Departmental Assistant/Systems Admin

TECHNOLOGY MISSION STATEMENT

Our mission is to provide sustainable, functional and fiscally responsible solutions that are consistent with industry standards and ultimately provide students with access to the dynamic instructional technology they need to become 21st Century learners.

TECHNOLOGY VISION STATEMENT

A vision of effective technology use in the East Aurora Union Free School District includes these elements:

- Enriched communications among staff and students provided through the implementation, maintenance and growth of a comprehensive network through which information is shared;
- Ample technology to provide equitable access by students and staff;
- Development of an environment in which technology is used to extend thinking and provide opportunities for continuous learning within the community;
- Encouragement of cooperative interdisciplinary learning, exploration, and creative thinking in a student centered environment;
- Novel uses of technology to remove the barriers of time, distance and handicap;
- Ample and appropriate training to accompany all technology deployments; and
- Adequate planning and management of financial and support resources to ensure update/upgrade of existing technology at intervals appropriate to technological changes.

TECHNOLOGY GOALS

Key Area 1 – Professional Development
Staff development opportunities will ensure appropriate and effective use of technology.

Goal 1:   Provide opportunities for differentiated staff development in technology.
Goal 2:   Introduce staff to novel uses of technology to develop 21st Century learners.
Goal 3:   Provide support for the integration of technology into lesson planning and curriculum.

Key Area 2 – Curriculum
Technology will be used to improve student learning and achievement.

Goal 1:   Teachers will use the ISTE/Technology Standards to improve student learning and achievement.

Goal 2:   Students will be instructed using the ISTE Student Educational Technology Standards.

Key Area 3 – Communication and Collaboration

Promote awareness and use of technology resources to staff, parents and the community.

Goal 1:   Expand the use of electronic communication among internal stakeholders.

Goal 2:   Promote collaboration with district community and organizations.

Key Area 4 – Infrastructure, Hardware and Software

Ensure the availability of technology support to enhance organizational efficiency.

Goal 1:   Ensure that all students and classrooms have equitable access to current technology.

Goal 2:   Provide system upgrades and software compatible with current technology.

Goal 3:   The district will continue to provide resources to support the implementation and support of technology.

Key Area 1 – Professional Development

Professional development is an integral part of the teaching and learning process in the East Aurora Union Free School District. Learning opportunities will be offered based on staff, building, and district needs. Specific class offerings will be determined by the results of teacher request, district needs assessment, or to accommodate the introduction of emerging technology.

Assessing Staff Development Needs

- Helping students to achieve the New York State Learning Standards is the goal for all staff development.
- NETS standards are used as a benchmark for student and staff skills.
- Teachers will use the ISTE Technology Standards in the development of integrated learning experiences for students.
- Develop, for annual review, district technology skills grid to determine if changes and/or updates are necessary to address technology and/or student needs. All teachers will be offered opportunities both during the school year and summer to develop technology enhanced learning opportunities.
- Implementations of programs and/or technology hardware require training for new staff.

Technology Delivery

Technology is a tool to effectively instruct students both within and outside the classroom. To that end, East Aurora Union Free School District intends to deliver technology in a variety of ways that promote learning opportunities, which include but are not limited to:

- Workshops presented on district Superintendent's Conference Days;
- Trainings as part of staff meeting and/or release time;
- After school workshops;
- Summer professional development projects;
- Individual instruction;
- Courses offered through BOCES Common Set of Learning Objectives (CSLO);
- Course offered through Erie-Catt Teachers Center, 8685 Erie Road, Angola, NY 14006;
- Attending workshop conferences;
- Visitations;
- Outside training for technical staff; and
- Links on district website for training, web resources.

To differentiate instruction for our staff, training materials will be offered in a variety of media which may include demonstration, video, documentation and via services such as Atomic Learning.

Additional information on professional development can be found in the Appendix, which references the District Professional Development Plan Learning Models.

Key Area 2 - Curriculum
The district has adopted the ISTE National Education Standards for Teachers and Administrators as their link to enhance technology-based learning experiences for students. Teachers will be provided professional development in these areas to assist with lesson development, planning, and implementation of new technologies in order to increase student achievement.

ISTE National Educational Standard for Teachers

- Teachers demonstrate a sound understanding of technology operations and concepts.
- Teachers plan and design effective learning environments and experiences supported by technology.
- Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Teachers use technology to enhance their productivity and professional practice.
- Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

It is the belief of the East Aurora Union Free School District that students should acquire the technology skills necessary to be successful in the 21st Century through the integration of technology into the curriculum. Therefore, the National Educational Technology Standards (NETS) have been adopted for the instruction and assessment of our students. The Technology Foundation Standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators found within the profiles for Technology Literate Students to the standards.

Student Technology Skill Areas

- Creativity and innovation;
- Communication and collaboration;
- Research and information fluency;
- Critical thinking, problem solving and decision making;
- Digital citizenship; and
- Technology operations and concepts.

Technology Literate Students – Grades PK-2
The following experiences with technology and digital resources are examples of learning activities in which students might engage during grades PK-2 (ages 4-8):

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.
- Find and evaluate information related to a current or historical person or event using digital resources.
- Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.
- Demonstrate the safe and cooperative use of technology.
- Independently apply digital tools and resources to address a variety of teaks and problems.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and web sites.

Technology Literate Students – Grades 3-5
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):

- Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software.
- Use digital-imaging technology to modify or create works of art for use in a digital presentation.
- Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.

- Identify and investigate a global issue and generate possible solutions using digital tools and resources.
- Conduct science experiments using digital instruments and measurement devices.
- Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.

Technology Literate Students – Grades 6-8

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):

- Create original animations or videos documenting school, community, or local events.
- Gather data, examine patterns, and apply information for decision making using digital tools and resources.
- Participate in a cooperative learning project in an online learning community.
- Evaluate digital resources to determine the credibility of the author and publisher and the timeless and accuracy of the content.
- Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.
- Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.
- Debate the effect of existing and emerging technologies on individuals, society, and the global community.
- Integrate a variety of file types to create and illustrate a document or presentation.

Technology Literate Students – Grades 9-12

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

- Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content.
- Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries.
- Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.
- Employ curriculum-specific simulations to practice critical-thinking processes.
- Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions.
- Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- Design a website that meets accessibility requirements.

- Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.
- Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.

Key Area 3 – Communication and Collaboration

District Website: www.eastauroraschools.org

The East Aurora Union Free School District website offers educators, students, parents and members of the community access to information about the district via the internet.

The pages contain suggested educational portals to boost learning inside and outside of school. Basically the site offers something for everyone. As our website continues to grow, the possibilities of posting information continues to increase. At present, the site offers the following:

- **Standards and Assessments**
  Where are we now and where do we need to be? Display links to state standards and designed district curriculum aligned to these standards.
- **Process**
  How will we get there? Includes background information on the school improvement process to launch East Aurora down a path to better classroom performance. (APPR, professional development, mentoring program and building and district technology committees.)
- **Knowledge**
  Where can we find the resources? Provides a wealth of information aligned to the learning standards, including model classroom activities, materials related to professional development and samples of student work. (Teacher websites, photos/summaries of classroom projects and activities.)

The utilization of student images on the East Aurora Union Free School District website will continue to follow current district practices. The posting of student images shall adhere to the following guidelines:

- Group pictures may be used for publication, the imagery may include the first name or first initial and last name of those included; and
- The district will continue to utilize the parent sign-off form located on the student update sheet.

What you will find on www.eastauroraschools.org

District Information	Information Technology Committee
Athletic Events Calendar	District Technology Plan
Athletic Handbooks	Meeting Minutes
Board Members	Members and Contact Information
Board Minutes	
Contact Information	**School Level**
Directions to Away Contests	
District Administrators	Administrative Information
District Calendar	Building Contact Information
District Policy	Curriculum Layout
District Report Card	PTO/Special Friends/School Psychologist
News Bulletin	School Calendar
Regents Review Sites	School Highlights (articles and more)
Student Acceptable Use Policy	Special Area
Suggested Internet Sites to Boost Learning	Teacher Websites
Technology Policy	Teachers and Contact Information

Parental Communications and Community Relations

Publications keep parents involved in their child's educational program, allow family members from out-of-town the ability to see what is happening in our schools, and most importantly increases the enthusiasm of our students. Teachers, administrators, and district office personnel may create publications for the community showcasing student/employee work or accomplishment. Publications may included classroom newsletters, district bulletins, technology plan, building announcements, school related web pages (district, building, and teacher), and district produced DVD's and CD's in addition to our regularly published newsletter, The Challenger. It is our belief that the wise use of technology not only improves parent-teacher communication, but makes school a more interesting place to be.

Community Links

Library Media Centers
School district library media centers are open on a daily basis as follows:

- Parkdale Elementary   8:45 AM – 3:15 PM
- East Aurora Middle School   7:40 AM – 3:15 PM
- East Aurora High School   7:40 AM – 2:50 PM

Aurora Town Public Library
550 Main Street, East Aurora, NY 14052
716-652-4440

- Monday and Thursday   1:00 PM – 8:00 PM
- Tuesday   10:00 AM – 8:00 PM
- Wednesday   12:00 PM – 6:00 PM
- Friday   10:00 AM – 6:00 PM
- Saturday   10:00 AM – 3:00 PM

West Falls Community Library
1966 Davis Road, West falls, NY 14171
716-652-5544

The library's collection, two computers and other assets were transferred to the Friend's of the West Falls Branch Library. Manned by volunteers, this not-for-profit organization operates the West Falls-Colden Community Library with support from the Town of Aurora for utilities and building maintenance. The grand opening was held in January, 2006.

- Monday and Wednesday   7:00 PM – 9:00 PM
- Tuesday   3:00 PM – 5:00 PM
- Thursday   10:00 AM – 12:00 PM
- Friday   Closed
- Saturday   10:00 PM – 1:00 PM

Continuing/Community Education

Technology based courses are offered through the community education program ranging from an introduction to computers to specific application based classes. Specific information on courses is available from the Continuing/Community Education Office, 716-687-2310 or on the district website at www.eastauroraschools.org/adulted.

Key Area 4 – Infrastructure, Hardware and Software

Current Status 2018-2021

District Infrastructure
The original district network was constructed during a 1997-1998 capital project. Subsequent enhancements have created fiber-optic links between our three buildings (wide-area network). Within each building (local area network) a core of fiber backbone aggregates copper connectivity to each classroom and/or office. The original network consisted of 10MB hubs which have since been replaced with 1GB switches. WAN and backbones in each building have been upgraded to 10 Gb where possible with plans in place to complete this effort by 2020. Also, the district has implemented an 802.11 AC Rev. 2 wireless network with access points installed in every classroom – multiple APs in large group areas (libraries, auditoriums, etc.) All WAN connections aggregate at our Main Street building where internet connectivity is provided via broadband through Erie 1 BOCES.

Computers
Presently, computers are made available in each of our library media centers and a number of computer labs at each of the district's buildings. The machines have all been updated and equipped with either Windows 7, Windows 10 or Apple OSX. All computers designated for use by students, faculty and administration utilize Microsoft Office 2016 for general productivity suite.

The district has embraced the use of Google's G Suite for education and we have introduced over 400 Chromebooks to each of our buildings.

At the elementary level, two 36 unit Chromebook carts plus 15 Chromebook "baskets" are available to students and faculty. Additionally, elementary students can access computers in any of four "fixed-position" labs and the library media center.

Middle school students and faculty can access computers in two carts equipped with 36 Chromebooks as well as 16 Windows computers in the library media center. Additionally, two fixed position labs are available.

High school students can access computer resources in mobile labs assigned to our mathematics, science, special education and AIS department (12 laptops each). Our High School has also received three 36 position Chromebook carts as well as four Chromebook "baskets" with five units each.

These mobile resources are supplemented by three "fixed position" labs designed to support our Art, STEM, and business departments.

Currently, all teachers K-12 and all district administrators have laptop computer assigned to for their use. All assigned laptops carry mobile internet content filtering via a service from Erie 1 BOCES.

VCR/DVD/TV, LCD Projectors, Digital Cameras and Interactive White Boards
Each classroom in our district is equipped with a projector and an interactive whiteboard to create more collaborative learning environments throughout. AS VCR and DVD technology is slowly replaced, we continue to make these legacy technologies available to our faculty and staff via a sign-our reservation system. We expect to continue a replacement program of older television sets with either computer driven (via projectors) or flat panel (interactive) systems whose price has dramatically declined in recent years.

Video Distribution
A cable distribution system exists in every building with coaxial terminations in every instructional room. Each high school classroom has been equipped with a mounted 32" TV and most classrooms have a VCR/DVD. For elementary and middle school, TV sets with VCR/DVD players are available via sign out/reservation system.

Video Streaming
Video streaming is made available to teachers for use in their classrooms to enhance instruction.

Voice
Our older Meridian PBX telephone system has been replaced with a Mitel hybrid system (combines VOIP and analog handsets). Each administrative space and each classroom is connected to the system. Inbound/outbound calls use a T1 PRI line. The system also has a voicemail system for each extension. T1 PRI or Primary Rate Interface is a variation on T1 telephone service that replaces up to 23 phone lines. The 24th line is used to provide caller ID or ANI (automatic number identification) information. The district also has twelve dedicated fax lines. Each building has a fax in the main office and a fax in each library media center. Our voice messaging is now unified with our email system for message notification and playback from either handset or computer.

To enhance the sound in classrooms, amplification systems have been installed in eight middle school rooms and ten rooms at the elementary school. Each of these systems have wall or ceiling mounted speakers and wireless microphones. A limited number of district level staff has been provided with a district issued cell phones.

Distance Learning
Distance learning is provided by a dedicated Polycomm Video Conferencing unit. This device is attached to a television set and has recently been converted from an ISDN connection to an Ethernet/IP base connection. This resource is mobile and can be signed out/reserved and deployed to any of our buildings. It is available for virtual field trips, conferences, one-on-one lessons, and teacher-to-teacher conferences.

E-mail

In 2017, the district migrated our email platform from Lotus Notes to GMail as a first step toward implementation of G Suite for Education. The district provides e-mail addresses to all faculty, staff and administration. Authorized access to our e-mail service can be gained via andy interent connected device. Students in grades 9-12 are assigned e-mail accounts to communicate and receive homework assignments from their teachers as well as external correspndents such as colleges. Students in grade 7 and 8 have been assigned email accounts although their ability to correspond is limited to outher district users. Requisite for all accounts is a signature of the district Acceptable Use Policy.

Website

The district's website (www.eastauroraschools.org) is a dynamic informational site that offers faculty, staff, parents, students, and community members access to administrative and educational resources. During the 2008-2009 school year, a school wide Intranet was established to provide necessary files and information to staff which has greatly reduced the need for paper communication. Additionally, areas for parents, community and Board of Education have been added. As of August, 2008, web pages for all teachers have been created. Educational efforts are on going to assist teachers with construction, content and creative uses of their web pages. We expect to begin a migration of teacher web pages from our current platform to Google sites within our domain within the next year.

On-line Publishing

The use of podcasting, vodcasting and posting of student work to the district website has begun to increase dramatically in concert with district wide teacher web page availability. Faculty and students can use existing equipment and recent additions to our inventory of digital still and video cameras as well as a variety of software tools and educational opportunities to leverage this communication medium. We have also discussed plans to pre-requisites for live streaming of sporting events, concerts and other district events and have added necessary infrastructure (fiber) to our athletic complex to accommodate these plans.

Broadband

The district subscribes to the Broadband service made available from Erie 1 BOCES-WNYRIC. This service affords the district a high speed connection to the WNYRIC and the internet. Connections to the internet are available to all students, faculty and staff and are fully filtered for all HTTP traffic regardless of machine type or end user. Leverage of this service for instructional and non-instructional applications continues to grow rapidly. We have also seen a greater use of web based tools and resources to reinforce subject matter across all content areas.

Increase Accessibility

Recently, the district has introduced over 400 Chromebook computers to our fleet as a means of upgrading our older Windows-based computers. Thus far, this investment represents a net gain of over 100 devices available to students and faculty across our three buildings. We also continue to work closely with the Director of Special Education/Pupil Services, and the remedial and special education staff to ensure that all students requiring assistive technology are provided with an appropriate solution to ensure equitability.

Hardware Inventory

Inventory	Computer Labs	Classrooms	Library or Media Center	Admin Offices	Other Locations	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
Computers								
High School	97	24	9	4	6	40	12	12
Middle School	72	60	18	4	23	40	0	12
Elementary School	80	51	12	4	1	0	12	12
Laptops								
High School	48	56	2	3	2	0	0	12
Middle School	48	44	12	7	7	0	0	0
Elementary School	48	49	1	6	1	0	0	27

Number of computers listed above that internet ready - all
Number of computers listed above equipped for multimedia - all

Inventory	Computer Labs	Classrooms	Library or Media Center	Admin Offices	Other Locations	Year 1	Year 2	Year 3
Peripheral Devices:								
Printers								
High School	6	16	3	2	6	2	2	0
Middle School	2	14	1	2	1	2	2	0
Elementary School	4	0	2	3	1	0	2	2
Scanners								
High School	2	1	0	1	0	6	6	1
Middle School	0	1	0	1	1	2	1	1
Elementary School	0	0	0	1	0	2	1	1
Modems (below 28.8 Kbps)	0	--	--	--	--	0	0	0
Modems (28.8 Kbps and above)	0	--	--	--	--	0	0	0

Inventory	Computer Labs	Classrooms	Library or Media Center	Admin Offices	Other Locations	Year 1	Year 2	Year 3
Adaptive Devices								
High School Kurzweil Student Laptop Software based on Student IEP's						As Need Arises	As Need Arises	As Need Arises
Middle School Kurzweil Student Laptop Software based on Student IEP's	1 laptop with adaptive uses for note taking	Classroom voice amplifiers 10				As Need Arises	As Need Arises	As Need Arises

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Elementary School Kurzweil Student Laptop Software based on Student IEP's	1 laptop with adaptive uses for note taking	Classroom voice amplifiers 8			As Need Arises	As Need Arises	As Need Arises

Hardware Inventory (continued)

Inventory	Computer Labs	Classrooms	Library or Media Center	Admin Offices	Other Locations	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
Peripheral Devices (continued):								
Digital Cameras								
High School	--	3	--	--	--	0	4	0
Middle School	--	5	--	--	--	0	4	0
Elementary School	--	10	--	--	--	0	0	0
Video Cameras								
High School	--	4	--	--	--	0	0	1
Middle School	--	3	--	--	--	0	4	1
Elementary School	--	3	--	--	--	0	0	1
Televisions								
High School	--	50	1	--	--	0	0	0
Middle School	--	12	1	--	--	0	0	0
Elementary School	--	7	1	--	--	0	3	0
VCR/Laser Disk Players								
High School	--	32	1	--	10	0	0	0
Middle School	--	10	1	--	--	0	0	0
Elementary School	--	10	1	--	--	0	0	0
Projection Devices								
High School	2	24	41	--	--	4	4	4
Middle School	--	42	1	--	--	5	0	0
Elementary	--	9	1	--	--	4	4	4
Network Equipment:								
Switches								
High School	--	--	--	--	12	0	0	0
Middle School	--	--	--	--	22	0	0	0
Elementary School	--	--	--	--	13	0	0	0
District Office	--	--	--	--	4	0	0	0
Routers								
District Office	--	--	--	--	1	0	0	0
Servers								
High School	--	--	--	--	--	0	0	0
Middle School	--	--	--	--	--	0	0	0
Elementary School	--	--	--	--	--	0	0	0
District Office	--	--	--	--	14	2	0	0

Number of Rooms Wired for Internet Connectivity:
High School   83

Middle School	75	
Elementary School	92	
District Office	16	

Telecommunications Links:

Full or Fractional T1 Telephone Link from MS to HS	1
Telephone Link from MS to Elementary	1
Telephone Link from MS to Carrier	1
ISDN	None

Dedicated Cable/Microwave: All buildings are connected with gig fiber

Software Inventory – All Machines Have Microsoft Office 2010 or Open Office 3.1

Elementary School:

Lab	Classroom	Licenses
7Zip	7Zip	Open Source
Adobe Flash	Adobe Flash	N/A
Adobe Reader	Adobe Reader	N/A
Adobe Shockwave	Adobe Shockwave	N/A
Apple iTunes	Apple iTunes	N/A
Apple Quicktime	Apple Quicktime	N/A
Audacity	Audacity	Open Source
Blender	Blender	Open Source
Celestia	Celestia	Open Source
Celtz	Celtx	Open Source
Comic Life (Mac only)	Comic Life (Mac only)	Site License
Classroom Performance System (CPS)	Classroom Performance System (CPS)	5
Clicker 5	-----	Site License
FeedMe! (Mac only)	FeedMe! (Mac only)	Open Source
File Maker Pro 7	File Maker Pro 7	Site License
Finale Notepad	Finale Notepad	Site License
Flesch-Kincaid	Flesch-Kincaid	-----
Readability Analyzer	Readability Analyzer	Open Source
Firefox	Firefox	Open Source
Flip4Mac (Mac only)	Flip4Mac (Mac only)	N/A
Freemind	Freemind	Open Source
Google Desktop (PC only)	Google Desktop (PC only)	N/A
Google Earth	Google Earth	N/A
Google Picassa	Google Picassa	N/A
Google Sketchup	Google Sketchup	N/A
Inkscape	Inkscape	Open Source
Internet Explorer (PC only)	Internet Explorer (PC only)	N/A
Jing	Jing	Open Source
Jodix iPod Video Converter	Jodix iPod Video Converter	Open Source
Juice	Juice	Open Source
Kidspiration	Kidspiration	100
Kompozer	Kompozer	Open Source
Math Type	Math Type	Open Source

Microsoft Silverlight	Microsoft Silverlight	N/A
Microsoft World-Wide	Microsoft World-Wide	-----
Telescope	Telescope	N/A
Nasa Worldwind (PC only)	Nasa Worldwind (PC only)	N/A
Open Office	Open Office	Open Source
PDF Creator	PDF Creator	Open Source
Pencil	Pencil	Open Source
Print Shop Deluxe	Print Shop Deluxe	Site License K-6

Software Inventory – All Machines Have Microsoft Office 2010 or Open Office 3.1 (Continued)

Elementary School (Concluded):

Lab	**Classroom**	**Licenses**
Real Player	Real Player	Open Source
RSS Builder	RSS Builder	Open Source
Safari (Mac only)	Safari (Mac only)	N/A
Scribus	Scribus	Open Source
Smart Notebook	Smart Notebook	Site License
Smart Tools	Smart Tools	Site License
Stellarium	Stellarium	Open Source
Stuffit Expander (Mac only)	Stuffit Expander (Mac only)	Open Source
VUE	VUE	Open Source
Windows Media Encoder (PC only)	Windows Media Encoder (PC only)	N/A
Windows Media Player (PC only)	Windows Media Player (PC only)	N/A

Middle School – All Machines Have Microsoft Office or Open Office 3.1:

7Zip	7Zip	Open Source
Adobe Flash	Adobe Flash	N/A
Adobe Reader	Adobe Reader	N/A
Adobe Shockwave	Adobe Shockwave	N/A
All the Right Type	-----	30
Analyzer	Analyzer	Open Source
Apple iTunes	Apple iTunes	N/A
Apple Quicktime	Apple Quicktime	N/A
Audacity	Audacity	Open Source
Blender	Blender	Open Source
Castle Learning	Castle Learning	Subscription
Celestia	Celestia	Open Source
Celtz	Celtx	Open Source
Comic Life (Mac only)	Comic Life (Mac only)	Site License
Classroom Performance System (CPS)	Classroom Performance System (CPS)	5
ExamGem	ExamGen	Site License
FeedMe! (Mac only)	FeedMe! (Mac only)	Open Source
File Maker Pro 7	File Maker Pro 7	Site License
Finale Notepad	Finale Notepad	Site License
Flesch-Kincaid Readability	Flesch-Kincaid Readability	-----

Firefox	Firefox	Open Source
Flip4Mac (Mac only)	Flip4Mac (Mac only)	N/A
Freemind	Freemind	Open Source
Google Desktop (PC only)	Google Desktop (PC only)	N/A
Google Earth	Google Earth	N/A
Google Picassa	Google Picassa	N/A
Google Sketchup	Google Sketchup	N/A
Inkscape	Inkscape	Open Source

Software Inventory – All Machines Have Microsoft Office 2010 or Open Office 3.1 (Continued)

Middle School (Concluded):

Lab	Classroom	Licenses
Internet Explorer (PC only)	Internet Explorer (PC only)	N/A
Jing	Jing	Open Source
Jodix iPod Video Converter	Jodix iPod Video Converter	Open Source
Juice	Juice	Open Source
Kidspiration	Kidspiration	50
Kompozer	Kompozer	Open Source
	Kurzweil	13
Math Type	Math Type	Open Source
Microsoft Silverlight	Microsoft Silverlight	N/A
Microsoft World-Wide	Microsoft World-Wide	-----
Telescope	Telescope	N/A
Nasa Worldwind (PC only)	Nasa Worldwind (PC only)	N/A
PDF Creator	PDF Creator	Open Source
Pencil	Pencil	Open Source
Print Shop (Mac only)	Print Shop (Mac only)	Site License K-6
Real Player	Real Player	N/A
RSS Builder	RSS Builder	N/A
Safari (Mac only)	Safari (Mac only)	N/A
Scribus	Scribus	Open Source
Smart Notebook	Smart Notebook	Site License
Smart Tools	Smart Tools	Site License
Stellarium	Stellarium	Open Source
Study Island	Study Island	Subscription
Stuffit Expander (Mac only)	Stuffit Expander (Mac only)	N/A
TI Navigator	TI Navigator	Site License
VUE	VUE	Open Source
Windows Media Encoder (PC only)	Windows Media Encoder (PC only)	N/A
Windows Media Player (PC only)	Windows Media Player (PC only)	N/A

Software Inventory – All Machines Have Microsoft Office 2010 or Open Office 3.1 (Continued)

High School:

Lab	Classroom	Licenses
7Zip	7Zip	Open Source
Adobe Flash	Adobe Flash	N/A
Adobe InDesign	-----	22
Adope Photoshop	-----	22
Adobe Reader	Adobe Reader	N/A
Adobe Shockwave	Adobe Shockwave	N/A
Algebra in Motion	-----	2
Apple iTunes	Apple iTunes	N/A
Apple Quicktime	Apple Quicktime	N/A
Audacity	Audacity	Open Source
Blender	Blender	Open Source
Calculus in Motyion	-----	2
Castle Learning	Castle Learning	Subscription
Celestia	Celestia	Open Source
Celtz	Celtx	Open Source
Comic Life (Mac only)	Comic Life (Mac only)	Site License
Classroom Performance System (CPS)	Classroom Performance System (CPS)	5
ExamGem	ExamGen	Site License
FeedMe! (Mac only)	FeedMe! (Mac only)	Open Source
File Maker Pro 7	File Maker Pro 7	Site License
Finale Notepad	Finale Notepad	Site License
Flesch-Kincaid Readability Analyzer	Flesch-Kincaid Readability Analyzer	Open Source
Firefox	Firefox	Open Source
Flip4Mac (Mac only)	Flip4Mac (Mac only)	N/A
Freemind	Freemind	Open Source
Google Desktop (PC only)	Google Desktop (PC only)	N/A
Google Earth	Google Earth	N/A
Google Picassa	Google Picassa	N/A
Google Sketchup	Google Sketchup	N/A
Inkscape	Inkscape	Open Source
Internet Explorer (PC only)	Internet Explorer (PC only)	N/A
Jing	Jing	Open Source

Jodix iPod Video Converter	Jodix iPod Video Converter	Open Source
Juice	Juice	Open Source
Kompozer	Kompozer	Open Source
Math Type	Math Type	Open Source
Microsoft Silverlight	Microsoft Silverlight	N/A
Microsoft World-Wide Telescope	Microsoft World-Wide Telescope	----- N/A
Nasa Worldwind (PC only)	Nasa Worldwind (PC only)	N/A

Software Inventory – All Machines Have Microsoft Office 2010 or Open Office 3.1 (Concluded)

High School (Concluded):

Lab	Classroom	Licenses
PDF Creator	PDF Creator	Open Source
Pencil	Pencil	Open Source
Print Shop (Mac only)	Print Shop (Mac only)	Site License K-6
Pro Engineer	-----	22
Real Player	Real Player	N/A
RSS Builder	RSS Builder	N/A
Safari (Mac only)	Safari (Mac only)	N/A
Scribus	Scribus	Open Source
Smart Notebook	Smart Notebook	Site License
Smart Tools	Smart Tools	Site License
Stellarium	Stellarium	Open Source
Study Island	Study Island	Subscription
Stuffit Expander (Mac only)	Stuffit Expander (Mac only)	N/A
	TI Interactive	Site License
TI Navigator	TI Navigator	Site License
	TI Smartview	2
Vernier Graphics	-----	4
VUE	VUE	Open Source
Windows Media Encoder (PC only)	Windows Media Encoder (PC only)	N/A
Windows Media Player (PC only)	Windows Media Player (PC only)	N/A

Technical Support

A significant amount of equipment has been purchased as the previous technology plans have been implemented. In order to make the most effective use of this equipment, provisions must be made to have the necessary support personnel available. Following is a compiled list of support areas that are currently supported.

Current Positions as of 2017-2018 School Year

Chief Information Officer
Currently 1.0 FTE Administrative Position

- Long range planning for areas of instruction, staff development and data analysis;
- Integration of technology into curriculum and the use of technology for assessment;
- Coordinate collection data for professional development and data warehousing;
- Coordination of technology integration/curriculum/standards committees;
- Evaluation and demonstration of computer technology and software;

Director of Information Technology and Communications Services
Currently 1.0 FTE Administrative Position

- Acquisition and allocation of resources;
- Identification of funding resources;
- Staff development planning and implementation;
- Coordinate LAN-related projects;
- Coordinate day to day support needs;
- Dissemination of information about technology to all stakeholders;
- Work with teachers/students to infuse technology into curriculum;
- Staff development planning and implementation;
- Evaluation and demonstration of computer technology and software;
- Evaluation, preparation and monitoring of wide area network design and implementation;
- Development and maintenance of a plan for hardware inventory, maintenance, and replacement;
- Maintenance of file servers, including backup, data recovery and security;
- Liaison with capital project contractors;
- Support of local area networks including knowledge of network operating systems;
- Support of various system-wide software packages- instructional and non-instructional;
- Installation and support of computers and peripherals;

- On-site troubleshooting of hardware and software;
- Evaluation, demonstration and recommendation of computer technology and software;
- Develop and manage all project plans for related services
- Liaison to all vendors including Erie 1 BOCES.

District Senior Microcomputer Support Specialist
Currently 1.0 FTE Full Time Support Position

- Support of various system-wide software packages;
- Installation and support of computers and peripherals;
- On-site troubleshooting of hardware;
- Assistance with hardware/software issues;
- Evaluation and demonstration of computer technology and software;
- Research items and prices for purchase;
- Complete date entry in to various databases
- Respond/evaluate troubleshooting requests.
- Coordinate and deliver professional development for related services

Microcomputer Support Specialists
Currently 0.8 FTE Support Position BOCES Technicians

- Support of various system-wide software packages;
- Installation and support of computers and peripherals;
- On-site troubleshooting of hardware;
- Assistance on hardware/software issues;
- Evaluation and demonstration of computer technology and software;
- Research items and prices for purchase;
- Complete data entry into various databases;
- Respond/evaluate/remediate troubleshooting requests; and
- Make "best-practices" recommendations base on experience.

Senior Microcomputer Support Specialist
Currently 0.4 FTE Support Position BOCES Technician

- Support/maintenance of existing servers;
- Configuration/setup of servers;
- Propose planning assistant to coordinator;
- Utilization monitor and advisement.

Erie 1 BOCES – CSLO/Model Schools Contractual

- Service available through consortium to furnish:

- Instructional Technology
- Curriculum
- Assessment
- Instruction
- Staff Development
- Integration Support

District Computer Technology Specialist-Student Management
Currently 1.0 FTE District Specialist

- Work with CIO on all matters related to NY State and Federal reporting;
- Work with teachers on issues related to grade book and attendance;
- Work with BOCES support group on all student management related projects/upgrades/etc.;
- Work with counterparts in other districts and BOCES on best practices;
- Coordinate input and dissemination of all grade and attendance matters;
- Develop methodologies related to dissemination of performance data to appropriate stakeholders;
- Develop and deliver training materials for appropriate stakeholders related to use of Student Management Services;
- Team coordinator for district stakeholders who have input to Student Management System;
- Provision and recommend uses of performance data to the district CIO;
- Assure backup and availability of Student Management System; and
- Troubleshoot and rectify issues related to use and availability of Student Management System;
- Create outputs for administration or related systems.

District Level Web Page Coordinator
0.2 FTE BOCES Contract Position

- Coordinate development of district website;
- Assist building level with development of pages;
- Coordinate upload of content to district webpage;
- Maintain functioning of links at all district levels; and
- Consult with District Administration and Technology Coordinator on issues impacting the district's website.

Third Party Support
To be utilized as needed

- Staff development;
- Teacher center;
- BOCES;
- Vendor support;
- Wide area network implementation;

- Contact consultants; and
- Repair/maintenance contracts.

Salaries and Benefits

POSITION	2013-2014 SALARY	BENEFITS	2014-2015 SALARY	BENEFITS	2015-2016 SALARY	BENEFITS
Chief Information Officer	$ 18,000.00	$ 5,492.93	$ 18,523.00	$ 5,652.78	$ 19,062.78	$ 5,817.27
Director of Information Technology and Communications Services	$ 77,983.00	$23,797.52	$ 80,252.31	$24,490.03	$ 82,587.65	$25,202.69
District Microcomputer Support Technician	$ 23,505.00	$ 7,172.59	$ 24,189.00	$ 7,381.59	$ 24,892.90	$ 7,596.39
Microcomputer Support Specialists 1.6 Positions BOCES	$146,680.00	none	$150,948.39	none	$155,340.99	none
Computer Technology Specialist Student Management	$ 38,483.00	$11,743.59	$ 39,602.86	$12,085.32	$ 40,755.30	$12,437.01
District Level Web Page Coordinator	$ 3,041.00	none	$ 3,129.49	none	$ 3,220.56	none

Coordination of Resources

We are looking beyond State and Federal funding and examining the availability of grants to support future technological investments. We are also looking closely evaluating our current expenditures to eliminate redundancy, find lower cost solutions, and actively pursuing avenues by which we can reduce the total capital expenditure for technology in any given fiscal year (i.e. leasing, lower cost equipment, refurbished equipment, etc). We are also establishing a technology reserve fund that will allow us to predictably sustain our investments over future years beyond this time span of this plan.

Interoperability of Equipment

We have established a new method for purchasing and testing of all hardware, software and peripherals. All potential purchases receive an initial approval from the employee's supervisor. Those requests are then forwarded to the Technology Department for final approval. The Technology Department evaluates each request for interoperability/compatibility within existing systems/infrastructure.

In general, we find a 3 to 5 year replacement cycle to meet the needs of our users, while staying within the financial parameters set for us by the district. This cycle is supported by a three year manufacturers warranty and a multiple year flexible maintenance contract established through our local BOCES service provider.

Maintenance Cycle

All server maintenance is provided by our local BOCES provider. The service covers parts, and installation of parts. Software reinstallation is not covered by the agreement. All computer purchases come with a three-year manufacturer's warranty. We utilize a BOCES maintenance coupon program for those computers that are beyond the warranty period. The coupon program is also applicable to printers and other peripheral devices in which the warranty has expired.

Plan Evaluation and Monitoring

The East Aurora Union Free School District Technology Plan will be monitored by the District Technology Committee (DTC). This committee is charged with the responsibility of monitoring the plan quarterly and targeting funds toward the fulfillment of the goals as written. Goals not accomplished with the timeline of this plan will be reassessed and considered as part of next year's budget.

The members of the DTC include the Chief Information Officer, Director of Information Technology and Communications Services, District Senior Microcomputer Technical Support Specialist, faculty

members from each of our buildings, Board of Education members, Superintendent, Pupil Services Director, Business Official, community members and building principals.

APPENDICES

EAST AURORA UNION FREE SCHOOL DISTRICT

TECHNOLOGY PLAN

June 2013 – July 2016

ACTION PLAN

Richard Clements
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ACTION PLAN

Key Area 1 – Professional Development
Staff development opportunities will ensure appropriate and effective use of technology.

Goal 1: Provide opportunities for differentiated staff development in technology.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
1.1.1	Develop and coordinate professional development workshops throughout the district in conjunction with the District's Professional Development Plan	Fall, Spring and Summer offerings	Director of Curriculum, Instruction and Personnel, Professional Development Committee (PDC) and Curriculum Council Committee (DCCC)	Participation in in-service courses, continue to offer summer professional development projects relating to technology enhanced learning activities
1.1.2	Investigate use of on-line sources for professional development courses	Fall and Spring offerings	Director of Curriculum, Instruction and Personnel, PDC and DCCC	Continue offering of web-based in-service courses, Atomic Learning and WNYRIC CSLO
1.1.3	Utilize conference days and faculty meetings to provide technology training	Fall and Spring offerings	Director of Curriculum, Instruction and Personnel, PDC and DCCC	Use staff development time to provide instruction on PDP Premier, Power School, Web 2.0 Tools and other emerging technologies as needed
1.1.4	Staff members may attend workshops, conferences and/or visitations in accordance with DPD Plan	On-going	Director of Curriculum, Instruction and Personnel, PDC, DCCC and Building Administration	Sharing of information with supervisor and colleagues at grade level, department and curriculum team meetings
1.1.5	Provided opportunities for technology staff to attend technical training	On-going	Technology Coordinator	Sharing of information with supervisor and colleagues at department

				meetings

Goal 2: Introduce staff to novel uses of technology to develop 21st Century learners.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
1.2.1	Participation in Regional Technology Integrators Forum	On-going	Technology Department Staff, BOCES/CSLO	Quarterly/semi-annual reporting
1.2.2	Set up mechanisms for teachers to share "best" technology practices	On-going	Technology Department Staff, BOCES/CSLO	Participation in and population of mechanism created
1.2.3	Provide opportunities to explore Web 2.0 tools such as wikis, blogging, podcasting, social networking and on-line learning communities	On-going	Technology Department Staff, BOCE/CSLO	Attendance at workshops offered by the district

Goal 3: Provide support for the integration of technology into lesson planning and curriculum.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
1.3.1	Encourage teachers to incorporate technology aspects into their professional growth plans, i.e. teacher will set a personal goal for the year that includes defined use of technology	On-going	Department Staff and Building Administration	Quarterly/semi-annual reporting
1.3.2	Development of teacher web pages	On-going	Team Department Staff, BOCES/CSLO	Number of sites developed, variety of leverage
1.3.3	Support from Technology Integrator-assistance with lessons, integration, web pages, new technologies	Planning time, after school session	Team Department Staff, BOCES/CSLO	Best practices web site populated
1.3.4	Training for new or updated programs	After school session	Technology Department Staff, BOCES/CSLO and Vendors	Implementation and use of programs

Key Area 2 – Curriculum
Technology will be used to improve student learning and achievement.

Goal 2.1: Teachers will use ISTE/technology standards to improve student learning.

		Activity	Timeline Start-End	Responsible	Evidence of Completion
2.1.1		Develop a conscious awareness of the ISTE standards as they apply to students, teacher and administrators	On-going	Director of Curriculum, Instruction and Personnel, PDC, DCCC and Technology Committee	Distribute standards in print, electronically and by posting, apply and included standards in staff development opportunities, the inclusion of OSTE standards into curriculum maps
2.1.2		Collect, analyze and discuss data on progress of implementation of technology standards	Annual review	Director of Curriculum/CIO, District Technology Committee	Completion of review instrument
2.1.3		Use computer programs to measure student achievement, Castle Learning, Study Island, Data mentor, Data Warehouse and NYSTART	On-going	Director of Curriculum, Instruction and Personnel, PDC and DCCC	Evidence collected to support district goals related to student achievement
2.1.4		Investigate additional programs to supplement curriculum, enhance student learning	On-going	Building Technology Committees	Recommendations by committees, industry trends, best practices

Goal 2.2: Students will be instructed using ISTE Student Educational Standards.

		Activity	Timeline Start-End	Responsible	Evidence of Completion
2.2.1		Provide appropriate technology access for special student populations (Special Education, ELL, AIS, Enrichment)	On-going	Director of Special Ed, CSE Chair and Principals	Implementation as per individual instructional plans or by programs requirements
2.2.2		Investigate updated curriculum for	On-going	Director of Curriculum	Purchase of program

		Activity	Timeline Start-End	Responsible	Evidence of Completion
		elementary level skills		and Tech Department Staff	and/or summer work for elementary teachers
2.2.3		Integration of new technologies into instruction	Annually	Teachers, Director of Curriculum and Tech Department Staff	Evidence of use in lesson plans
2.2.4		Review assessment tool to determine technology literate grade 8 students	On-going	Building Technology Committees and Director of Curriculum	Recommendations of an instrument in 2010-11 school year for on-going implementation

Goal 2.3: Instruction will be provided through technology enhanced learning experiences.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
2.3.1	Technology implementation will diffuse through K-12 curriculum: - buildings, teams and departments will use data to write specific goals - summer curriculum projects will be required to use specific technology integration strategies and formats - activities related to ISTE standards will be developed an implemented	Annually Annually Annually	Director of Curriculum, DCCC, Building Administrators, Teachers and Building Technology Committees	Curriculum projects cataloged and posted on-line for peer review, reference and use
2.3.2	Implement web based tools to facilitate the support of curriculum based activities	On-going	Teachers, Tech Department Staff, BOCES/CSLO	Evidence in lesson plans
2.3.3	Development of learning opportunities that utilize Web 2.0 tools	On-going	Teachers, Director of Curriculum, Team Department Staff, BOCES/CSLO	Evidence of use in lesson plans

Key Area 3 – Communication and Collaboration
Promote awareness and use of technology resource to staff, parents and the community.

Goal 3.1: Expand the use of electronic communication among internal infrastructure.

		Activity	Timeline Start-End	Responsible	Evidence of Completion
3.1.1		Posting of updated Technology Plan, AUP and district technology policies and information on district website	On-going	Team Coordinator and Team Department Staff	Documents posted on website
3.1.2		Promote efficient use of e-mail, calendar and other functions, folder creation, etc.	On-going	Team Department Staff and Building Administrators	Regular reminders and instructions distributed to staff
3.1.3		Increase information posted to district website and portal: posting of forms, documents, staff information and links to district resources	On-going	Technology Department Staff and Web Site Administrator	Information posted
3.1.4		Further development of district intranet: on-line board policy module facility management	On-going	Technology Department Staff and Web Site Administrator	Information sent to staff highlighting available resources on website
3.1.5		Staff training on student management system: enrollment, scheduling, attendance and reporting	On-going	BOCES, District Staff and Teachers	Class oriented activities to be supplemented by video based instruction during 2010-11 school year

Goal 3.2: Promote communication and collaboration with district community and organizations.

		Activity	Timeline Start-End	Responsible	Evidence of Completion
3.2.1		Expand curriculum web pages to support posting of material for students, teachers and the community	On-going	Teachers and Webmasters	Development and publication of these pages on district web site
3.2.2		Continue to develop, improve and enhance the district web capabilities	Annual review	Webmaster and Public Relations	District webmaster posts information to

		Activity	Timeline Start-End	Responsible	Evidence of Completion
					district site
3.23		Presentation of Technology Plan for review and evaluation to District Technology Committee	Annual review	Technology Coordinator	Committee recommendations are reflected in update Technology Plan

Key Area 4 – Infrastructure, Hardware and Software

Ensure the availability of technology support to enhance organizational efficiency.

Goal 4.1: Ensure that all students and classrooms have equitable access to current technology.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
4.1.1	Complete the district wide upgrade/replacement of all wired network components to ensure adequate bandwidth for all classrooms, libraries, offices, etc.	On-going	Technology Coordinator, Technology Department Staff and Vendors	Gigabit Ethernet access to all district computers
4.1.2	Expand use of intranet for access to web based district, building, department and classroom information	On-going	Technology Coordinator, Building Administrators and Webmaster	Create password protected web pages that can be accessed only by district staff, utilization of best practices section and other information sharing repositories
4.1.3	Continue roll-out of classroom workstations, fixed and mobile labs at middle school	As needed	Technology Coordinator, Technology Department Staff and Administrators	Installation completed in middle school
4.1.4	Refresh high school "Pod" workstations (24)	As needed	Technology Coordinator, Technology Department Staff and Building Administrators	Installation completed at high school
4.1.5	Provide hardware and software to private schools as appropriate	As needed	Technology Coordinator and Business Official	As requested per policy

Goal 4.2: Provide system upgrades and software compatible with current technology.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
4.2.1	Investigate/research and recommend an upgrade to current in-house telephone system including voice	2013-2015 school years	Technology Coordinator, Technology Department Staff, Business Official and	Upgraded phone system installed

		Timeline Start-End	Responsible	Evidence of Completion
	mail		Superintendent of Building and Grounds	
4.2.2	Research, in-district scanning software through BOCES	2013-2015 school years	Technology Coordinator, Director of Curriculum, Instruction and High School Principal	Recommendation for purchase
4.23	Research expansion of current implementation of wireless network across all buildings	2013-2015 school years	Technology Coordinator and Technology Department Staff	Recommendations for equipment and technology purchases in 2015-2016 budget year

Goal 4.3: The district will continue to provide resources to support the implementation of technology.

	Activity	Timeline Start-End	Responsible	Evidence of Completion
4.3.1	Annual review of technology plan and budget	Annually in December and March	Technology Coordinator, Technology Department Staff and District Technology Committee	Review prior year and current first half for budget preparation, final budget recommendations in March
4.3.2	Recommendations for adoption and acquisition of curriculum specific software	Annually on-going	Technology Coordinator, Building Principals and Building Technology Committees	Purchase, delivery and training of software
4.3.3	Research the viability of server and workstation "virtualization" in terms of cost, continuity of operations, workstation life span and disaster recovery	On going	Technology Coordinator, Technology Department Staff, Vendors and BOCES Technology	Recommendation for purchase
4.3.4	Recommend workstation replacement cycle as influenced by desktop "virtualization"	On going	Technology Coordinator, Technology Department Staff, Vendors and BOCES Technology	Workstation effective life cycle plan budgeted
4.3.5	Continue to redistribute computers reclaimed from upgraded locations	Annually on-going	Technology Coordinator, Technology Department Staff and Building Administrators	Machine specifications closely related to requirements of application

ISTE NATIONAL EDUCATIONAL STANDARDS FOR TEACHERS

Technology Operations and Concepts

Teachers demonstrate a sound understanding of technology operations and concepts:

- Demonstrate introductory knowledge, skills and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning and environments and experiences supported by technology:

- Design developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners.
- Apply current research on teaching and learning with technology when planning learning environments and experiences
- Identify and locate technology resources and evaluate them for accuracy and suitability.
- Plan for the management of technology resources within the context of learning activities.
- Plan strategies to manage student learning in a technology enhanced environment.

Teaching, Learning and the Curriculum

Teachers implement curriculum plans that included methods and strategies for applying technology to maximize students learning:

- Facilitate technology enhanced experiences that address content standards and student technology standards.
- Use technology to support learner centered strategies that address diverse needs of students.
- Apply technology to develop student's higher order skills and creativity.
- Manage student learning activities in a technology enhanced environment.

Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies:

- Use technology resource to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
- Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity.

Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice:

- Use technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Apply technology to increase productivity.
- Use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning.

Social, Ethical, Legal and Human Issues

Teachers understand the social, ethical, legal and human issues surrounding the use of technology in grades PK-12 schools and apply those principles in practice:

- Model and teach legal and ethical practice related to technology use.
- Apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities.
- Identify and use technology resources that affirm diversity.
- Promote safe and healthy use of technology resources.
- Facilitate equitable access to technology resources for all students.

ISTE NATIONAL EDUCATIONAL STANDARDS FOR STUDENTS

It is the belief of the school system that students should learn the technology skills necessary to learn 21st Century through the integration of technology into curriculum. Therefore the National Educational Technology Stands for all Students and International Society for Technology Education (ISTE) program have been adopted.

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

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

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:

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

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

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

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:

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

Digital Citizenship

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

- Advocate and practice safe, legal and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.
- Demonstrates personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

Technology Operations and Concepts

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

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

ISTE NATIONAL EDUCATIONAL STANDARDS FOR ADMINISTRATORS

Leadership and Vision
Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision:

- Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- Maintain an inclusive and cohesive process to develop, implement and monitor a dynamic, long-range and systemic technology plan to achieve the vision.
- Foster and nurture a culture of responsible risk taking and advocate policies promoting continuous innovation with technology.
- Use data in making leadership decisions.
- Advocate for research based effective practices in use of technology.
- Advocate on the state and national levels for policies, programs and funding opportunities that support implementation of the district technology plan.

Learning and Teaching
Educational leaders ensure that curricular design, instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching:

- Identify, use, evaluate and promote appropriate technologies to enhance and support instruction and standard-based curriculum leading to high levels of student environment.
- Facilitate and support collaborative technology enriched learning environments conducive to innovation for improved learning.
- Provide for learner centered environments that use technology to meet the individual and diverse needs of learners.
- Facilitate the use of technologies to support and enhance instructional methods that develop higher level thinking, decision making and problem solving skills.
- Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others:

- Model routine, intentional and effective use of technology.
- Employ technology for communication and collaboration among staff, parents, students and community.
- Create and participate in learning communities that stimulate, nurture and support faculty and staff in using technology for improved productivity.
- Engage in sustained, job related professional learning using technology resources.
- Maintain awareness of emerging technologies and their potential uses in education.
- Use technology to advance organizational improvement.

Support, Management and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and administration:

- Develop, implement and monitor policies and guidelines to ensure compatibility of technologies.
- Implement and use integrated technology based management and operations systems.
- Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- Integrate strategic plans, technology plans and other improvement plans and policies to align efforts and leverage resources.
- Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

ISTE TECHNOLOGY STANDARDS ESSENTIAL CONDITIONS

Necessary conditions to effectively leverage technology for learning.

Shared Vision
Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents and the community.

Implementation Planning
A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

Consistent and Adequate Funding
On-going funding to support technology infrastructure, personnel, digital resources and staff development.

Equitable Access
Robust and reliable access to current and emerging technologies and digital resources with connectivity for all students, teachers, staff and school leaders.

Skilled Personnel
Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.

On-going Professional Learning
Technology related professional learning plans and opportunities with dedicated time to practice and share ideas.

Technical Support
Consistent and reliable assistance for maintaining, renewing and using ICT and digital resources.

Curriculum Framework
Content standards and related digital curriculum resources.

Student-Centered Learning
Use of ICT to facilitate engaging approaches to learning.

Assessment and Evaluation
Continuous assessment, both of learning and for learning and evaluation of the use of ICT and digital resources.

Engaged Communities
Partnerships and collaboration within the community to support and fund the use of ICT and digital resources.

Support Policies
Policies, financial plans, accountability measures and incentive structures to support the use of OCT in learning and in district and school operations.

Supportive External Context
Policies and initiatives at the national, regional and local levels to support schools in the effective implementation of technology for achieving curriculum and technology (ICT) standards.

PROFESSIONAL DEVELOPMENT LEARNING MODELS

Graduate/In-Service Coursework
Training is a process of learning through district instruction of graduate course work and in-service courses where the information is primarily planned and delivered by an instructor. This model is an effective means to develop awareness, knowledge and/or skills that may included exploration of theory, demonstration or guided practice. The individual will be expected to share information with colleagues from the learning experience.

Graduate courses and in-service credit are available for training activities that contribute to the district building goals and meet the district salary credit guidelines. Any and all courses that will require a salary adjustment must be preapproved by the superintendent prior to taking the course.

Conferences/Workshops
Training as provided by attendance at conferences/workshops that are planned and provided by outside organizations. This model is and effective means to develop awareness, knowledge and/or skills that may include exploration of theory, demonstration or guided practice. The individual will be expected to share information with colleagues from the learning experience.

Participants will request prior approval before attending the conference/workshop. This type of activity occurs primarily during the school day with release time provided and therefore, is not available for in-service credit.

Visitation
Visitation is a process of learning by observing classroom instruction. Visitations within the district will be for the purpose of refining or implementing instructional/management strategies. Visitation outside the district will be for the purpose of refining or implementing instructional programs, practices, assessments or curriculum. This model is an effective means to improve instruction through analysis and reflection.

This type of activity occurs primarily during the school day with release time provided and therefore, it is not available for in-service credit.

Professional Development Guidelines

Professional development activities that meet the following guidelines are worth in-service salary credit or hourly rate:

- The outcomes of the activity promote increased student achievement and must relate to the learning standards, the staff member's position and/or district/building goals.
- The staff member has not received credit from participation in the activity previously.
- The activity does not occur during the school day.
- All parts of the current contract(s) regarding timelines, rates, etc. are applicable.
- Prior approval by the principal and superintendent is received.

In-service credit is currently offered for teachers using a ratio of fifteen (15) hours of seat time to earn one in-service credit. Credit hours are accumulated into blocks of three (3) hours and the teacher's salary is increased in accordance with the contract.

Subject:
#6430 Staff Use of Computerized Information Resources

Category:
6400 Series - Activities

ACTIVITIES
Staff Use of Computerized Information Resources
Policy #6430

The Board shall provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff 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.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in a location designated by the Superintendent or his/her designee. Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized inappropriately to share sensitive information about students or other employees or for personal profit.

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 staff conduct and use as well as proscribed behavior. District staff 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 rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. In addition, legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Privacy Rights
Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Coordinator of Technology Instruction and/or his/her designee may access all such files and communications without prior notice to insure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff
should **not** expect that information stored on the DCS will be private.

Implementation
Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

Policy Cross References:
» 8342 - Internet Content Filtering
Adoption Date: 7/12/2001, Revised: 9/11/2003, Revised 7/6/2010
6000 - Personnel

Subject:
#7314 Student Use of Computerized Information Resources

Category:
7300 Series - Student Conduct

STUDENT CONDUCT
Student Use of Computerized Information Resources
Policy #7314

The Board 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 District.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/ guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications. The District respects the right of each family to decide whether or not to apply for independent computer access.

Student use of the DCS is conditioned upon written agreement by students in grades 3-12 and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District Office. 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. 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 Student Discipline 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 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.

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

Notification

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.

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

NOTE: Refer also to Policy #8271 -- Internet Safety/ Internet Content Filtering Policy *District Code of Conduct on School Property*

Policy Cross References:
» 8342 - Internet Content Filtering
Adoption Date: 7/12/2001 Revised: 4/18/2012
7000 -– Students

Subject:
#8340 Instructional Technology

Category:
8300 Series - Instruction (Programs and Delivery)

INSTRUCTION (PROGRAMS AND DELIVERY)
Instructional Technology
Policy #8340

The Board recognizes its responsibility to provide the infrastructure necessary to keep pace with new technologies, information and communication systems. Instructional Technology (IT) is a group tool, used to enhance and improve student learning and performance, as well as a means to energize teaching. Connecting the curriculum to the information resources available through instructional technology provides students with a bridge to the future.

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

a. A comprehensive staff development program to ensure appropriate and effective use of technology;
b. The preparation of students to utilize multiple types of technology;
c. The integration of technology within and across all curriculum areas;
d. The equitable distribution and access to technological equipment and materials for all students;
e. The use of technology as an alternative to traditional methods of gathering, organizing and synthesizing information; and,
f. The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

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

Policy Cross References:
» 6430 - Staff Use of Computerized Information Resources
» 7314 - Student Use of Computerized Information Resources
» 8341 - Computer Software Ownership
» 8342 - Internet Content Filtering
Adoption Date: 7/12/2001
8000 - Instruction

Subject:
#8342 Internet Content Filtering

Category:
8300 Series - Instruction (Programs and Delivery)

INSTRUCTION (PROGRAMS AND DELIVERY)
Internet Content Filtering

Policy #8342

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. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyber bullying awareness and response. 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, chat rooms, as well as social networking Web sites, 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.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyber bullying awareness and response.

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.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

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 #73145 -- Student Use of Computerized Information Resources (Acceptable Use Policy) *District Code of Conduct on School Property*

Policy References:
47 United States Code (USC) Sections 254(h) and (l) 47 Code of Federal Regulations (CFR) Part54
Adoption Date: 7/12/2001, Revised: 1/10/2002, 04/18/2012

8000 - Instruction

EAST AURORA UNION FREE SCHOOL DISTRICT

Acceptable Use Policy
Employee Computer Use Agreement

Every East Aurora Union Free School District employee will be required to sign this Employee Computer Use Agreement. This agreement supersedes all previous versions. All employees are required to sign this new form.

Computer use is often a valuable and necessary component of an employee's work. In addition, varying work responsibilities result in access to information sources such as software, programs, the Internet, and the District's computer network. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. Access should be primarily for educational and professional or career development activities. All hardware, including computers and equipment, is the property of East Aurora Union Free School District and will fall under the guidelines listed below. Expectations of employees include, but are not limited to, the following:

1. Student Personal Safety
   a. Employees who supervise students with access to technical resources shall be familiar with the East Aurora Union Free School District Student Internet Use Agreement and enforce its provisions.
   b. All student computer use must be supervised.

2. Illegal or Destructive Activities
   a. Employees shall not go beyond their authorized access to the District network or other computer equipment or software including the files or accounts of others.
   b. Employees shall not disrupt or attempt to damage any computer, system performance, or data.
   c. Employees shall not use District equipment to engage in illegal acts.
   d. Employees will not attach anything to, draw on, or in any way manipulate the computer's appearance or any existing labels or asset tags on the computer.

3. System Security
   a. Employees are responsible for the security of their computer equipment, files and passwords.
   b. Employees shall promptly notify their immediate supervisor of security problems.
   c. Employees with access to student records may not use, release, or share these records except as authorized by Federal and State law.
   d. Employees are not allowed to connect non-District owned technology assets to the District's network without prior approval.

4. Authorized Use and Service
   a. Employees will not allow access to District computers by individuals who are not employees of the District and/or have not signed the Employee Computer Use Agreement.
   b. Employees will not contact or allow access to any District computer by any resource other than the District's Technology Service Department for all service or support needs.

5. Inappropriate Conduct
   a. The following are prohibited when using any technical resource: Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;
   b. Potentially damaging, dangerous, or disruptive material;
   c. Personal or generalized harassment in violation of District policies; and
   d. False or defamatory information.

6. Plagiarism and Copyright Infringement
   a. Works may not be plagiarized.
   b. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
   c. Software copyrights and software licenses must be strictly respected.

7. Inappropriate Access to Material
   a. Technical resources shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or discrimination.
   b. The use of Internet games, web chats, unauthorized software, or instant messaging software (e.g., AOL Instant Messenger, etc.) is prohibited except when specifically authorized by the District Superintendent (or designee).
   c. Inadvertent inappropriate access shall be reported immediately to the supervisor.

8. Expectation of Privacy
   a. Employees have no expectation of privacy in files, disks, documents, or e-mail that have been created in, entered in, stored in, downloaded from, or used on District equipment.

9. Services and Assumption of Risks
   a. East Aurora Union Free School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to include loss of data and inaccurate or poor quality information obtained from the system. Users are responsible for backing up data stored on the hard drive of any computer assigned to them.

10. Unacceptable Uses
   The following uses will be regarded as not acceptable:
   a.   Illegal or malicious use, including the downloading or transmitting of copyrighted material;
   b.   Use for racial, sexual or other harassment in violation of District policy;
   c.   To access, view, or transmits pornographic or obscene material;
   d.   To solicit personal information with the intent of using such information to cause emotional or physical harm;
   e.   To disrupt the work of other users. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource; and
   f.   Use for private business purposes.

11. Etiquette
   The following general principles should be adopted:
   a.   Be polite; do not be abusive in messages to others;
   b.   Use appropriate language: Remember that you are a representative of East Aurora Union Free School District and that you are using a non-private network; and
   c.   Do not disrupt the use of any District technology resource.

12. Discipline
   a.   Staff members who engage in unacceptable use may lose access to the DCS (District Computer System) and may be subject to further discipline under the law or in accordance with applicable collective bargaining agreements.
   b.   Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornographic or sexually explicit sites) are cause for disciplinary action.

13. E-mail
   a.   Every user is responsible for all e-mail originating from their user ID (e-mail address). Forgery or attempted forgery of electronic mail is prohibited. The organization's e-mail standard (currently, Lotus Notes) is the only allowable e-mail to be used. Do not access your personal e-mail account (e.g., Hotmail, AOL, etc.) through the East Aurora Union Free School District network.
   b.   Attempts to read, delete, copy or modify the e-mail of other users are prohibited.
   c.   E-mail is NOT private. The District Superintendent (or designee) has the right of access to all e-mail sent or received. In the event of East Aurora Union Free School District being involved in any legal proceedings, any relevant e-mails (including Internet e-mail) may have to be disclosed, on the same basis as the case for written documents.
   d.   Forwarding of chain letters is not allowed.

EAST AURORA UNION FREE SCHOOL DISTRICT

Acceptable Use Policy
Student Computer Use Agreement
Grades 5-12

Computer use is often a valuable and necessary component of a student's work. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. All hardware, including computers and equipment, is the property of East Aurora Union Free School District and will fall under the guidelines listed below. Expectations of students include, but are not limited to, the following:

1. Illegal or Destructive Activities
   a. Students shall not go beyond their authorized access to the District network or other computer equipment or software including the files or accounts of others.
   b. Students shall not disrupt or attempt to damage any computer, system, system performance, or data.
   c. Students shall not use District equipment to engage in illegal acts.
   d. Students will not attach anything to, draw on, or in any way manipulate the computer's appearance or any existing labels or asset tags on the computer.

2. System Security
   a. Students are responsible for the security of their computer equipment, files and passwords.
   b. Students are not allowed to share their password with anyone except their parent(s) or legal guardian(s).
   c. Students shall promptly notify their teacher or staff member of security problems.
   d. Students are not allowed to connect non-District owned technology assets to the District's network without prior approval.

3. Inappropriate Conduct
   The following are prohibited when using any technical resource:
   a. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;
   b. Potentially damaging, dangerous, or disruptive material;
   c. Personal or generalized harassment in violation of District policies; and
   d. False or defamatory information.

4. Plagiarism and Copyright Infringement
   a. Works may not be plagiarized.
   b. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If a student is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
   c. Software copyrights and software licenses must be strictly respected.

5. Inappropriate Access to Material
   a. Technical resources shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or discrimination.
   b. The use of Internet games, web chats, unauthorized software, or instant messaging software (e.g., AOL Instant Messenger, etc.) is prohibited except when specifically authorized by the District Superintendent (or designee).
   c. Inadvertent inappropriate access shall be reported immediately to your teacher or supervising staff member.

6. Expectation of Privacy
   a. Students have no expectation of privacy in files, disks, documents, or e-mail that have been created in, entered in, stored in, downloaded from, or used on District equipment.

7. Services and Assumption of Risks
   a. East Aurora Union Free School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to include loss of data and inaccurate or poor quality information obtained from the system. Users are responsible for backing up data stored on the hard drive of any computer assigned to them.

8. Unacceptable Uses
   The following uses will be regarded as not acceptable:
   a. Illegal or malicious use, including the downloading or transmitting of copyrighted material;
   b. Use for racial, sexual or other harassment in violation of District policy;
   c. To access, view, or transmits pornographic or obscene material;
   d. To solicit personal information with the intent of using such information to cause emotional or physical harm;
   e. To disrupt the work of other users. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource; and
   f. Use for private business purposes.

9. Etiquette
   The following general principles should be adopted:
   a. Be polite; do not be abusive in messages to others;
   b. Use appropriate language: Remember that you are a representative of East Aurora Union Free School District and that you are using a non-private network; and
   c. Do not disrupt the use of any District technology resource.

10. Discipline
    a. Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornographic or sexually explicit sites) are cause for disciplinary action.

11. E-mail
    a. Every user is responsible for all e-mail originating from their user ID (e-mail address). Forgery or attempted forgery of electronic mail is prohibited. The organization's e-mail standard (currently, Lotus Notes) is the only allowable e-mail to be used. Do not access your personal e-mail account (e.g., Hotmail, AOL, etc.) through the East Aurora Union Free School District network.
    b. Attempts to read, delete, copy or modify the e-mail of other users are prohibited.
    c. E-mail is NOT private. The District Superintendent (or designee) has the right of access to all e-mail sent or received. In the event of East Aurora Union Free School District being involved in any legal proceedings, any relevant e-mails (including Internet e-mail) may have to be disclosed, on the same basis as the case for written documents.
    d. Forwarding of chain letters is not allowed.

BE SMART ABOUT TECHNOLOGY

Student Acceptable Use Agreement
Grades 3 and 4

I will never share my personal information – even with my best friend.

Name address, telephone number and passwords are all forms of personal information.

The computer and internet are there to help me learn, just like books, assemblies and videos that the teachers share with me at school.

I will only go to parts of the internet that are appropriate for my learning at school.

I will not copy things to include in my work unless I give credit to the author and/or site.

I will treat the computers with respect and not cause damage to them.

If I come across something by accident that is inappropriate, I will tell a trusted adult.

It is up to the school to decide how the computer is set up and what software programs will be on it.

I will tell a trusted adult if something makes me feel scared or uncomfortable

I will not respond to any messages that are mean or rude. I will use appropriate language in my messages and work.

I will not meet with anyone that I have met online. I will tell a trusted adult if someone tries to meet with me.

BE SMART ABOUT TECHNOLOGY

Student Acceptable Use Agreement
Grades K – 2

I will check with an adult before going online.

I will not share personal information

I will tell a trusted adult if something makes me scared or uncomfortable.

I will only play online with users that I know in person.

I will tell a trusted adult if someone online asked to meet me in person.

I will not use rude or mean language on the Internet.

EAST AURORA UNION FREE SCHOOL DISTRICT

430 Main Street
East Aurora, NY 14052
716-687-2300

Parent/Guardian Permission
Publishing of Student Work and Student Image

Dear Parent or Guardian,

As you probably know one of the major goals of our District is to increase your awareness of what your child is doing at school.

To accomplish this, the District is asking for your support as teachers, administrators, and District office personnel create publications for our community. Publications may include Classroom Newsletters, District Bulletins, Building Announcements, School related WebPages (District, Building, and Teacher), and District produced DVD's and CD's.

It is our hope that from time to time, your child's work/image may be included in one of these publications, always in a group setting and never with personal information. Publications keep parents involved in their child's educational program, allow family members from out-of-town the ability to see what is happening in our schools, and most importantly increases the enthusiasm of our students. It is our belief that the wise use of technology not only improves parent-teacher communication, but makes school a more interesting place to be.

EXAMPLES OF ACCEPTABLE IMAGERY

(Images provided by GettyImages.com)

Student's Name: _____ School: _____ Grade: _____

1. **Publishing of Student Work** I understand that my child's artwork or writing may be published by the school District. I understand that copyright and ownership of the work or writing will remain my child's property. I further understand that the work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to me as a parent. **No full name, home address, or telephone number will appear with the work.**

    _____ I Do Give My Permission   _____ I Do Not Give My Permission

    Parent/Guardian's Signature: _____ Date: _____

2. **Permission to Use Student Image** I understand that my child's image may be published by the school District, as part of his or her class work, club, musical or athletic event. The image may take the form of a photograph, video, or multimedia project. No full name, home address, or telephone number will appear with such image.

    _____ I Do Give My Permission   _____ I Do Not Give My Permission

    Parent/Guardian's Signature: _____ Date: _____

INTERNET FILTERING CATEGORIES

Local Category

Name	Description
local-block	Local override of allowed domains

Adult

Name	Description
access-denied	access-denied
adult.art	Adult art
adult.bodyart	Body art, tatoos, body piercings
adult.games	Adult games
adult.language	Strong language
adult.lifestyles	Adult lifestyles
alcohol	Production, promotion and sale of alcoholic beverages
drugs	Sites promoting illicit and illegal drug use
offensive	Websites considered to be offensive to both adults and children
porn	Pornography related sites
porn.de	German pornography sites
porn.es	Spanish pornography sites
porn.fr	French pornography sites
porn.illicit	Websites containing potentially illegal pornographic material
porn.it	Italian pornography sites
porn.jp	Japanese pornography sites
porn.nl	Dutch pornography sites
porn.pl	Polish pornography sites
porn.pt	Portuguese pornography sites
porn.ru	Russian pornography sites
suspicious	Recently discovered sites with suspicious words or phrases
suspicious.script	Websites whose only content is javascript - frequently used to hide porn sites
violence	Sites promoting violence and anarchy
violence.hate	Sites that promote hate against different groups
weapons	Web sites about guns, swords, knives, and other weapons
adult	Adult products, services, situations and humor
gambling	Gambling, casinos, betting, lottery and play-for-cash/sweepstakes

Forums, chat, email

Name	Description
forums	Unmoderated personal expression
forums.blogs	Webblogs
forums.dating	Dating websites like friendfinder, eharmony, and match.com
forums.mail	Email sites
forums.newsgroups	Newsgroups, usenet and subscription newsletters
forums.personals	Personal web pages and personal ads
forums.social_networking	Social networking and related websites such as myspace, facebook, and orkut
forums.im	Instant messaging
forums.p2p	Peer to peer sites

Security

Name	Description
parked	Pay per click hosting web sites that park expired domains
security.proxy	Web proxy servers and open SMTP relays
security.warez	Sites promoting illegal access and sharing of software and other copyrighted material
security	Security risks
security.hacking	Computer hacking
security.nettools	Net tools, remote admin tools, internet server and client applications
security.phishing	Web sites of internet scams that try to get personal information
security.potentially_unwanted_applications	Potentially unwanted applications
security.spyware	Spyware - advertising supported software
security.test	Used for testing virus signatures and registry controls
security.virus	Viruses, malware, trojans, backdoors, hacker tools
security.virus_ignore	Virus signatures that should be ignored

Advertising

Category	Description
ads	Ad servers and advertising companies
ads.banner-ads	Banners ads
ads.html-ads	HTML ads
ads.popup-ads	Popup ads
shopping.spam	Shopping websites that use spam email for marketing
spam	Sources of spam mail that does not involve porn, gambling, or drugs

Business and work

Category	Description
ads.javascript-ads	Javascript ads
automobile	Automobiles and motorcycles
business	Business
business.construction	Constuction, building, plumbing, home improvement
business.finance	Banking, stock markets, insurance, and financial news
business.jobs	Employment search, offerings and support
business.manufacturing	Manufacturing, industrial, and shipping companies
business.real_estate	Real estate, homes, offices
computers	Computers & Internet
computers.consumer_electronics	Consumer electronics - TVs, cell phones, MP3 players, etc.
computers.filehosting	Image, filehosting, shareware, freeware websites
ham	Legitimate sources of email
law	Law firms, courts, and legal matters
microsoft	Microsoft and related sites

Education

Category	Description
education	Education and reference sites
education.arts	Art, art history, architecture, graphic design and illustration
education.games	Educational games for kids
education.history	History
education.lifestyles	Education about lifestyles - gay, lesbian, alternate
education.literature	Literature, libraries, writers
education.media	Educational streaming media resources
education.music	Music education, history, instruments, marching, and museums
education.science	Science and technology
education.sex	High school level sex education websites
education.social_science	Social sciences

Family Life

Category	Description
family	Family life, cooking, gardening, home improvement
family.food	Restaurants, grocery stores, recipes
family.health	Health care
family.religion	Religion & Spirituality
photography	Photography

Kids and teens

Category	Description
kids_and_teens	Kid safe web sites
kids_and_teens.animals	Cats, dogs, horses and other animals
kids_and_teens.chat	Monitored chat websites suitable for kids

Miscellaneous

Category	Description
expired	Domains whose registration has expired
general	General interest
plagiarism	Web sites that sell term papers, research papers, and other ways to help students cheat

Recreation

Category	Description
entertainment.radio_and_tv	Radio and TV stations
hobby	Hobbies, crafts, collecting
humor	Humor, puzzles, and brain-teasers
music	Bands and artists, concerts, DJs, lyrics, songwriting, and record labels
shopping	Shopping sites
shopping.auctions	Auctions
shopping.office_supplies	Major office supply websites
sports	Sports sites
sports.fantasy	Fantasy football, baseball, soccer, etc.
sports.martial_arts	Martial arts
sports.youth	High schools sports teams and youth sports leagues
travel	Hotels, resorts, cruises, transportation and vacation offerings
audio-video	Sources of MP3s, mpegs, and streaming audio/video
entertainment	Movies, television, radio, and celebrities
games	Games, anime, cartoons, wallpapers and screen savers

Reference

Category	Description
directory	Directories and portals about specialized topics
news	News and magazines
search	Major search engines

Society

Category	Description
government	Federal, state, local and international government
society	Culture, issues, ethnicity, people
society.crime	Crime and the justice system
society.politics	Politics, political activism, political issues
world	Sites about regions and languages of the world
world.cn	World websites - Chinese
world.de	World websites - German
world.es	World websites - Spanish
world.fr	World websites - French
world.it	World websites - Italian
world.jp	World websites - Japanese
world.kr	World websites - Korean
world.nl	World websites - Netherlands
world.pl	World websites - Polish
world.pt	World websites - Portuguese
world.ru	World websites - Russian

E-Rate Technology Inventory/Assessment

Computer Equipment

Computer equipment currently available:
- 371 Windows
- 83 Mac's
- 281 Windows laptops
- Computer Equipment Budgeted for Purchase (current, next or other future academic years)
- Modems and Modem Speeds - none

Telephone/PBX

The current phone system is a Meridian PBX telephone system. Each administrative space and each classroom is connected to the system. Inbound/outbound calls use a T1 PRI line. The system also has a Voicemail system for each extension. T1 PRI or Primary Rate Interface is a variation on T1 telephone service that replaces up to 23-phone lines. The 24th line is used to provide Caller ID or ANI (Automatic Number Identification) information. The District also has 12 dedicated fax lines. Each building has a fax in the main office and a fax in the each library media center.

Cellular Telephones

There are 8 cell phones in use throughout the District. The plan provides 2400 shared minutes each month. Four cell phones have internet access and e-mail capability.

Pagers

None

Wide Area Network (WAN)

The original District network was constructed during a 1997 – 1998 capital project. Subsequent enhancements have created fiber-optic links between our three buildings (wide-area network). Within each building (Local Area Network) a core fiber backbone aggregates copper connectivity to each classroom and/or office. The original network consisted of 10mb hubs which have since been replaced with 1 GB switches. Plans are currently in place to upgrade the WAN and server room connections to 10 GB. All WAN connections aggregate at our Main Street building where internet connectivity is provided via broadband through Erie 1 BOCES.

Internet

Internet access is available to all of the students, faculty and staff at each building for research, communication/collaboration and homework assignments during the school day. Our internet access is filtered via Erie 1 BOCES.

E-mail

- The District provides email addresses (using GMail) to all faculty, staff and administration. Access to email can be gained via any internet-connected device. Students in grades 9 – 12 are assigned email accounts to communicate and receive homework assignments from their teachers or communicate with external correspondents. Students in grades 7 and 8 have been assigned and email address but are restricted to correspondence with other district email accounts only.   Requisite for all accounts is a signature of the District Acceptable Use Policy.

Internal Connections
- Internal Connections already in place
- 1 Gb to all classrooms, 10 Gb intra-building, 1 Gb to ISP (Erie 1 BOCES)
- Internal Connections Budgeted for Purchase (current, next or other future academic years) - none
- Specific Plans Relating to Voluntary Installation of Internal Connections
- HS backbone to upgraded to 10 Gb – middle and elementary partially upgrade with completion expected before end of 2020
- Intra-building links to be upgraded to 10Gb

Software
To Communicate Over an Internal Network:

- Computer Software currently available
- GMail, Microsoft Remote Desktop, IE Explorer, Chrome browser
- Computer Software Budgeted for Purchase (current, next or other future academic years)- none

To Communicate Over the Public Telecommunications Network:
- Computer Software currently available - none
- Computer Software Budgeted for Purchase (current, next or other future academic years) - none

Experience and Training in the Use of the Equipment to be connected to the Telecommunications Network
- Experience and Training Already Received by the Relevant Staff
- A locally employed Staff development specialst has conducted courses to train all staff in the use of internal e-mail systems as well as other communications software.
- Training Programs for which Funds are Committed for the Current, Next, or Future Academic Years
- Staff as noted above will continue to train staff in the manner described above.

Maintenance Contacts
- Dell – current manufacturers warranties
- Hewlett-Packard – current manufacturers warranties
- Apple Computer Inc – current manufacturers warranties
- Nortel/Avaya – current manufacturers warranties

- Budgeted Maintenance Contracts to Maintain Computers
- Erie 2 BOCES/Solutions Plus/VITEC – out of warranty equipment
- Erie 1 BOCES – hubs and routers, network connections

Electrical System
- Capacity of Electrical System to Handle Simultaneous Uses
- An isolated ground subsystem has been installed to handle all aspects of the network implementation, including computer workstations.

Plans for Using Technologies:
- How the Use of These Technologies Will Be Integrated Into the Curriculum
- See other sections of this document.