South Seneca Central School District
Technology Plan, 2010-2013

Background

The South Seneca School District consists of two school campuses approximately 7 miles apart with a 100meg fiber WAD between. The fiber connects all segments of the school district community with each other and with others outside the district through the use of 3 meg Internet connectivity. Each LAN has established an infrastructure with a fiber optic backbone to accommodate current and future technological needs. Both administrative and instructional platforms utilize fiber optic between closets and a category 5 cabling to all workstations. Microsoft Windows 2003 and Window 2008 Server and Windows XP are currently used for the operating systems. The District uses OCM BOCES's Student Information System in all three of the district's schools. The system backbone has been upgraded with all POE layer3 switches in all network closets. We have also upgraded the phone system to VoIP, making use of the new POE switches throughout the district.

At present, approximately 520 computers have full network and Internet access. A *Microsoft Windows XP* interface, using policy editor and the security application; the Internet filtering software *WebSense*; and the LAN management software, *PC Anywhere*, are integrated throughout the district. A basic desktop configuration includes *Microsoft Windows XP* interface, *Microsoft Office 2007 Professional*, and *Acrobat Reader*. All grade 6-12 students and all staff member have individual logins and user folders to which work files can be saved. We now offer Microsoft SharePoint to all members for offsite access to network files.

The district library automation system is contracted with through TST BOCES and delivered with the software package SIRSI. Through BOCES, a number of online databases are purchased and are available to staff and students. The district distance-learning lab provides sharing of resources and collaboration with other school and entities such as the UN, to enhance learning. Pilycom VSX 5000 equipment, with full interactive capabilities is used. Staff members receive training on a number of software packages, web-based programs, Internet use, and curriculum integration through a variety of service provides, including BOCES, in-house trainers, building computer coordinators, and outside consultants.

As of September 2009, the district has six (6) general computer classrooms (two in the high school, one in the middle school, and three in the elementary school), one business computer classroom, one CAD classroom, and one Digital Video lab. As we enter the middle portion of our capital project, we have installed twenty (20) of the forty (40) total Promethean Interactive boards, about half of digital projectors (9) and about half of the Nortel wireless system, that, when complete, will allow network and Internet access from all libraries, offices and computer labs. We are currently looking at increasing the coverage to be a blanket cover for the district.

The technology department consists of one full-time Director/Network administrator, a 12-month microcomputer technician, a 12-month network aide, and two 10-month computer lab assistants. The District also employs two building-based computer coordinators, who provide training, conduct surveys of students and staff, and assist with needs assessment and progress monitoring.

Technology Committees

The District has three Technology Committees (Elementary, Middle/High, and District) that meet regularly. Members are listed below. These Committees steer the development of the District's Technology Plan. In addition, input is also sought from other stakeholders through surveys and committee meetings. Student input is obtained through principal advisory meetings. Community input is obtained through Shared Decision-making Team meetings.

Elementary Building Committee
- Beth McCheyne, Elementary Media Library Specialist
- Andrea Puls, Elementary Teacher and Computer Coordinator
- Margarete Couture, Elementary Principal
- Tricia Engeneri, Elementary Teacher

Middle and High School Committee
- Cathy Flanders, High School Principal
- Steve Zielinski, Middle School Principal
- Chris Nixon, Middle School Teacher
- Rob Hermanet, High School Teacher and Middle and High School Computer Coordinator

District Committee
- Janie Nusser, Superintendent
- Andrea Puls, Elementary Teacher and Computer Coordinator
- Rob Hermanet, High School Teacher and Middle and High School Computer Coordinator
- Mark Finnigan, Director of Technology
- Cathy Flanders, High School Principal
- Steve Zielinski, Middle School Principal
- Margarete Couture, Elementary Principal

Technology Program Assessment

Methods

Capital Improvement Project. South Seneca is in the middle of the completion of a $27,000,000 capital improvement project. Approximately $2,000,000 of this figure has been used for technology improvements in the following areas: telephone system, other infrastructure, wireless capabilities, computer labs, Promethean boards, and other computer-related devices. To plan for the referendum, a needs assessment was conducted by the architect, in conjunction with the District Technology Committee. Identified areas of need are being addressed through the project (See "Background" section.). In addition, the District is currently updating its Building Conditions Survey this spring, and a part of that Survey will be devoted to technology. Again, the architect will work with the District Technology Committee and other stakeholders to assess and then to develop the plans that result from the survey.

Requisition Process. Another assessment tool we use is the requisition process, which occurs each winter for the following year, and these allow us to determine needs based on staff requests.

Computer Coordinators. Each campus has a computer coordinator to whom staff members go for information, advice, and requests. Typically, the coordinators provide training to staff members based on formal and informal assessments of their needs, with input from administrators.

Surveys. In addition to assessing the state of the District's hardware, software, and infrastructure, South Seneca also assesses students' skills, students' needs, teachers' skills, teachers' practices, and teachers' needs. Instruments used included a survey of all eighth grade students (self-reports), frequent surveys of teachers, and classroom visitations.

Assessment Results

Telecommunications. In the design phase of our current capital project, it was determined that our telephone system was outmoded. We decided to upgrade over time to an IP system, thus increasing our potential for using technology, especially administratively. One of the needs we identified in this process is for more efficient communication between the two campuses (seven miles apart) and with our BOCES (around 40 minutes of travel time for us, one way). Through our new phone system, we can more readily meet in a virtual space. The system should be in place by the spring of 2011. We will then concentrate on training administrators to make the most of the new system.

Technology "Closets," Servers, Routers, Etc.These have been or are being upgraded through the capital improvement project. The only large item left is make both buildings completely wireless-capable.

Wireless Connections and Laptops. In the design phase of our capital improvement project, it was determined, through work with the District Technology Committee (members of which served as liaisons to the entire staff) that greater flexibility in labs, classrooms, and public spaces were needed in order to achieve the District's instructional goals of differentiated instruction and quality co-teaching. It was likewise determined that this flexibility could best be achieved through the use of portable laptops.

More Computer Labs (Access). Accessibility is a constant goal, and both student and teacher surveys revealed that students still do not have all the access to computers they need. Thus, more labs and upgrades were planned in the capital project. Some of these are portable. The project is ongoing until the winter of 2010-11.

Digital Video Equipment. The student survey that was conducted with eighth graders revealed a lack of expertise in this area as well as a strong desire on the part of students to learn more. The capital improvement project discussions also revealed that providing simple digital video equipment for student use would assist in satisfying this need as well as assist in engaging students more fully in technological functions.

Promethean Boards. During the in-depth assessment discussions in the design phase of the capital project, we determined that Promethean Boards would best address two of our needs: (1) more student-centered (less teacher-centered) instruction; and (2) more direct student contact with technologies. The District has thus bought 35 boards and installed about half of them.

Computer Curriculum. As a result of the eighth-grade student survey, it was decided that our curriculum needed to be revised to reflect the results of the survey (See the Appendix for the revised curriculum.). Two areas were particularly interesting: (1) the large majority of students feel relatively comfortable with most of the traditional software programs; and (2) most students need and want instruction in subscription databases, determining accuracy and validity of electronic information, designing websites, making videos, and online activities and programs. The computer curriculum needs further revision to reflect these needs. Interestingly enough, the teacher survey that was conducted showed a strong correlation with the answer provided by students. For both survey results, see the Appendix.

Software. An examination of student assessment data reveal that, while our students' ELA results have steadily improved, they still lag behind our goal. Therefore, the District purchased, through Stimulus Funds, the Reading 180 program for grades 6-8. Additional licenses are needed for grade 9, since our own data analysis reveals that 1) ninth graders who accumulate five credits in their freshman year are 80% more likely to graduate on time; and 2) teachers report that the reason more students don't accumulate more credits is because of low reading ability.

Administrative Software. For a number of years, South Seneca has been using Infomatic as a financial software package. Because of a lack of a good human resources function in Infomatic, the District developed its own human resources database. The District has wanted to shift to WinCap, but the costs have been prohibitive. This year, however, the District is beginning to shift to WinCap, because the initial training and purchasing costs are being paid through an Efficiency Study Grant. This software will improve our staff efficiency to a great extent.

Goals, Strategies, and Professional Development

The direction ('map") for staff development is contained in the district's Professional Development Plan, which can be found on the District's website (www.southseneca.com). This plan is revised each spring, so the goals stated in this document may change over time.

Telecommunications. As stated in the previous section, through our new phone system, which should be in place by the spring to 2011, we should be able to meet more readily in virtual space. In the spring and summer of 2011, we will train administrators and secretaries. These are our goals: (1) to use the system for one Administrative Leadership Meeting per month during the 2011-12 school year—and to expand if the system proves workable; (2) to encourage quarterly secretarial meetings, beginning in January 2012; (3) to determine whether other districts in our BOCES region have compatible technology, and, if so, to experiment with virtual meetings during 2012-2013. The training necessary for implementation will be provided by the Technology Director at no extra cost to the District.

Curriculum. To address the results of our assessment, the Computer Coordinators will work with staff members to revise the computer curriculum to reflect the gaps and needs identified in the student survey and the teacher survey. This work will be completed by September 2010 and will be implemented at that time. The curriculum will again be revised following the new surveys that will be conducted (See below.). The Computer Coordinators are paid with a stipend for such work (See the budget below.), and the work with teachers will be accomplished in staff meetings (we have staff meetings each week) and on early-release days (we have at least five of these each year).

Surveys. A new survey will be conducted with all eighth graders and eleventh graders in the spring of 2012. The surveys will be developed by the computer coordinators and implemented by the building principals. Survey results will be discussed by the building technology committees. A second teacher survey will be conducted on the same topics as last time to determine whether progress has been made. This survey will be developed and implemented by the Computer Coordinators. Results will be discussed by the building and district technology committees and new action plans developed at that time. The Computer Coordinators are compensated by their Contract with District funds to oversee these kinds of projects. Students and teachers will complete the surveys during the school day, so no extra compensation is required.

Library Databases. The student survey revealed that students want more instruction in this area. The building principals will work with the middle and high school library media specialist to see to it that such instruction is provided, beginning in the fall of 2010. The student survey conducted in the spring of 2011 will assist in evaluating the results o f this instruction. The goal is for the survey results to show improvement. This goal can be accomplished without further training of the library media specialist and without further cost.

Technology Integration. Professional development activities designed to show administrators and teachers how to use technology to improve student achievement in areas identified in the district's assessment of technology and will be determined by administration with input from staff and the technology committees. The following sources of workshops are provided by the District:

- The District Technology Information Department's staff provides training as needed on an individual basis to all teachers, administrators, and school library media personnel.
- The District funds two teacher computer coordinator positions, one on each of the two campuses. These coordinators provide training for staff members on early-release days and after school. They also provide individual help to teachers during the school day. When the District determined to purchase Promethean Boards, the coordinators were given "train-the-trainer" training. During the past year, the coordinators have trained staff subsequent to their classrooms having been installed with Promethean Boards. This training will continue as more Boards are installed.
- The Model Schools Program at TST-BOCES provides training and consultation as needed for data analysis.   Teachers, administrators, and school library media personnel also attend trainings on the TST-BOCES campus.

- The District also provides funding for teachers, on a requested basis, to attend regional and state workshops on technology integration.

Specifically, the goals are as follows:

a) To increase the amount of differentiated instruction used by teachers with technology integrated into some of the choices;
b) To increase the use of portable and flexible labs with a focus, not on students' use of the equipment, but rather on teachers' use of the flexibility to aid instruction;
c) To increase the use of Promethean Boards by teachers AND by students.
d) To increase the integration of digital video technologies into the core curricula by all Grade 3-8 teachers.
e) The library media specialists will train students and teachers in using on-line databases.

To accomplish a, the district will use monies provided in our TST BOCES School Improvement and Model Schools Cosers. The District has already trained most teachers in differentiated instruction, so workshops will be relatively short and focused on technology integration. These workshops will be offered at various times to serve the needs of individual teachers: staff meetings, early release days, after-school training, and summer training.

Administrative Software. WinCap has been purchased, and training has been ongoing. The District has provided stipends for staff to put in the time necessary for the conversion. One goal is to gain efficiencies in the work day. The second goal to reduce the amount of paper produced. In the fall of 2012, the District will survey Business and District Office staff to determine whether efficiencies have been realized. The training for this software is being paid through an Efficiency Study Grant. The training takes place during the normal work day.

Infrastructure. As noted earlier, the capital improvement project has allowed us to upgrade significantly. The only immediate goal left at this time is to make each of the buildings completely wireless-capable. It is possible that Part III of the capital project will allow for this upgrade. If not, District funds will be made available over time.

Wireless Connections and Portable and Laptop Labs. These either have been or a scheduled to be installed within the next year. The District will provide professional development on how to use portable and/or flexible technology spaces in order to effectively differentiate instruction. This will be offered by the Computer Coordinators on an as-needed basis. Coordinators will visit teachers' rooms and offer to provide model lessons. Extra funding is not required.

Digital Video Equipment. Small, easily operated devices were purchased for students use, K-12. Some training has been provided, but further training will be scheduled for the future. Students want to know how to use this technology, and, because of its social prevalence, the District has an obligation to provide them with the knowledge and skills necessary to use it. Furthermore, this field has become one that is of interest to students in terms of careers. Therefore, the District has invested in courses in the topic and will continue to do so. One goal is to have all students familiar with the technology at a basic level by the end of Grade 8, beginning in the spring of 2012. The second goal is to have at least 30 students who are proficient with the technology by

the end of their senior year, beginning in the spring of 2012. Training has already been provided on this equipment, but we will continue to offer training on early-release days and during staff meetings.

Promethean Boards. The District will employ 95 teachers in 2010-11. The District will have installed, by January 2011, 35 Promethean Boards. One goal is to continue to purchase one or two boards each year. A second goal is to increase the use of the Boards. The use survey conducted in the fall showed that they were being used "only occasionally." While use continues to increase, we need to measure this with another survey in the coming year. A third goal is to increase students' interactions with the boards rather than have teachers use them only as presentation tools. Research shows that student involvement with the technology increases student learning. Training will continue to be provided throughout the life of this plan in the same way it has been offered in the past. Teachers will be able to choose from these: several days of training during the summer or in after-school sessions during the school year. Funding sources are Title IIA and various BOCES Cosers.

Evaluation

1. The Building Technology Committees will examine the results of teacher and student surveys to evaluate the effectiveness of the technology program contained in this Technology Plan. Where gaps exist, the Technology Committee will develop action plans to address them.
2. The Building Technology Committees will compare the data from past surveys to determine whether progress is being made towards goals.
3. Teachers will incorporate the Technology Curriculum into their curriculum maps on School Tools. The principals will oversee this process.
4. The Committee will devise a process for revising the Technology Curriculum to incorporate findings from surveys.
5. The District is currently working with and will continue to work with HUNT Architects to develop its Five-Year Plan. Technology is part of that plan, and the architects will work with various stakeholders for input into the areas of technology that need to be addressed. A review of the last Five-Year Plan has shown that most of the recommendations have been implemented.

For the goals stated in the previous section, the following evaluation tools will be applied:

Telecommunications. Has the administrative team met monthly in virtual space during the 2010-11 school year? Are the secretaries meeting quarterly, starting in 2011? Have any meetings taken place with other Districts?

Curriculum. Has the curriculum been revised? Was a new student survey administered? Do the results show improvement? What existing gaps persist, and what new gaps have been identified that need to be addressed?

Library Databases. Has training occurred? Do surveys show improvement?

Instructional Software. Read 180 results will be evaluated yearly, beginning in the spring of 2011. One goal is to improve student reading scores and, ultimately, to improve scores on State exams. The second goal is to increase the number of credits earned by ninth graders.

Technology Integration. During administrative "walk-throughs" and formal teacher observations, has differentiated instruction with technology as a focus, increased? By the same measures, has the use of portable and flexible labs increased? Do student teacher surveys show increased teacher use and increased student use of Promethean Boards? Do student surveys show improvement in students' experiences with digital video technologies?

Administrative Software.   Do self-reports show that efficiencies have occurred and that less paper is produced?

Infrastructure. Are the buildings completely wireless-capable? If not, are there plans for future improvements?

Improving Student Academic Achievement

South Seneca Central School District has already implemented a board-approved, K-12 computer curriculum to increase the level of basic skills in all students (See Appendix D below.). This curriculum includes both direct instruction in the use of technology and pedagogically sound integration of these skills into instruction in all content areas. South Seneca has also developed courses to address the ever-increasing role of technology in daily life in the 21st Century. These include Digital Media Production and Commercial Art and Design. The District will continue to encourage enrollment in these courses.

In addition to the curricular resources cited above, South Seneca uses advanced technology in a variety of ways to improve student achievement:

- All of the District's Teachers have been trained in and utilized SchoolTools for curriculum mapping. The completed maps are shared within department and grade level teams in order to better align state academic content and student academic achievement standards. Ongoing support is provided in the Middle and High School by the Teacher/Computer Coordinator Robert Hermanet and by teacher Steve Zielinski and in the Elementary School by teacher Stacey Clark.
- Several teachers and administrators have been trained in DataMentor for performing basic gap analysis. This web-based service (part of the Project Accelerate Consortium) allows teachers and administrators to examine student performance data and "drill down" into the actual assessments to find areas in need of improvement.
- Administrators and several teachers in South Seneca have been trained in the use of Cognos so that student and district and student demographic data can also be analyzed.
- During the 2009-10 school year, South Seneca purchased the services of OCM BOCES to work with a new high school data team. TST BOCES provided services for our elementary data team.

Replaced Computers

Replaced computers, if no longer functional, will be disposed of through Tompkins-Seneca-Tioga BOCES.

Budget

In order to support its technology plan, South Seneca Central School District will devote sufficient levels of funding both from its general operational budget as well as from various outside sources of funding including grants. (See Next Page.)

Instructional Software			$11,053.64	$12,711.84	$14,618.19	State - Gen State Aid
Technology Updates			$18,105.00	$20,820.75	$23,944.40	Local
Virus Protection			$3,061.88	$3,520.89	$4,049.13	State - Coser 515
Microsoft Office PRO			$1,469.70	$1,690.16	$1,943.63	State - Coser 515
System Admin. Software			$1,868.01	$2,148.11	$2,469.74	State - Coser 515
SIS			$15,017.57	$17,270.04	$19,860.12	State - Coser 620
SIS			$6,435.80	$7,401.75	$8,511.48	Local
SED Cleartrack			$4,126.88	$4,745.64	$5,458.13	State - Coser 620
SED Cleartrack			$1,768.97	$2,034.15	$2,338.74	Local
Hardware						
Instructional Hardware			$16,658.73	$19,157.22	$22,031.66	State – Gen State Aid
Instructional Hardware			$30,190.62	$34,719.00	$39,926.85	E-Rate - Coser 515
Technology Updates			$42,600.00	$48,990.00	$56,338.50	Local
Network Equipment			$21,210.54	$24,391.70	$28,051.04	E-Rate - Coser 515
Network Equipment			$9,090.84	$10,455.11	$12,022.79	Local
Hardware Supplies			$11,514.78	$13,242.21	$15,228.44	Local
Data Analysis						
Data Warehousing Management			$1,917.00	$2,204.55	$2,534.70	Local
Data Warehousing Management			$4,473.00	$5,143.95	$5,915.01	State - Coser 620
NYS Student Test Scoring			$2,248.22	$2,585.82	$2,973.48	Local
NYS Student Test Scoring			$5,247.26	$6,034.29	$6,938.48	State - Coser 620
Model Schools			$6,584.90	$7,573.22	$8,708.51	State - Coser 516
Model Schools			$2,822.25	$3,245.06	$3,732.83	Local
Maintenance & Connectivity						
Internet Filtering			$9,577.55	$11,014.23	$12,666.05	Local
Internet Services			$45,688.50	$49,335	$56,735	E-Rate Coser 601 - TLC 07

Network Equipment				$9,091	$10,455	$12,023	Local
Hardware Supplies				$11,515	$13,242	$15,228	Local
				$0	$0	$0	
Data Analysis				$0	$0	$0	
Data Warehousing Management				$1,917	$2,205	$2,535	Local
Data Warehousing Management				$4,473	$5,144	$5,915	State - Coser 620
NYS Student Test Scoring				$2,248	$2,586	$2,973	Local
NYS Student Test Scoring				$5,247	$6,034	$6,938	State - Coser 620
Model Schools				$6,585	$7,573	$8,709	State - Coser 516
Model Schools				$2,822	$3,245	$3,733	Local
				$0	$0	$0	
Maintenance & Connectivity				$0	$0	$0	
Internet Filtering				$9,578	$11,014	$12,666	Local
Internet Services				$45,689	$52,542	$60,423	E-Rate Coser 601 - TLC 07
				$0	$0	$0	
Library				$0	$0	$0	
Library Automation Services				$5,405	$6,215	$7,148	E-Rate-State-Coser 510
Library Automation Services				$2,316	$2,664	$3,063	Local
Library Service/Media				$5,591	$6,430	$7,394	E-Rate-State- Coser 518
Library Service/Media				$2,396	$2,756	$3,169	Local
				$0	$0	$0	
Salaries				$0	$0	$0	
Technology Department				$148,086	$170,299	$195,844	Local
Distance Learning				$3,834	$4,409	$5,070	Local
				$0	$0	$0	
Staff Development				$0	$0	$0	
Technology Coordinators				$1,598	$1,837	$2,113	Consol Fed. Grant (9/1-8/31)
Technology Coordinators				$3,195	$3,674	$4,226	Local & Model Schools
Curriculum Mapping				$3,195	$3,674	$4,226	Consolid Fed. Grant (9/1-8/31)
Model Schools				$1,118	$1,287	$1,479	State -Coser 516
Model Schools				$479	$552	$634	Local
Inservice				$3,195	$3,674	$4,226	Local & Coser 516
Distance Learning				$320	$367	$423	Local
Presenters				$2,130	$2,450	$2,817	Consolid Fed. Grant (9/1-8/31)
Participant Stipends				$4,260	$4,899	$5,634	Consolid Fed. Grant (9/1-8/31) & Coser 505 and 516

				$0	$0	$0	
Telecommunications				$0	$0	$0	
Telephone Interconnect Base Service				$2,013	$2,315	$2,663	Coser 602 - TIC 01
Telephone Interconnect Base Service				$863	$863	$863	Local
Telephone - Interconnect Local Expenses				$27,584	$31,721	$36,479	E-Rate -Coser 602 - TIC -02
Telephone - Cell				$533	$612	$704	Local
Telephone - Long Distance Expenses				$5,006	$5,756	$6,620	E-Rate-Coser 602 - TIC - 03
TOTAL BUDGET AMOUNT REQUESTED				$595,011.24	$680,930.06	$782,935.07	

School Board Adoption

The South Seneca Board of Education approved the Technology Plan at its meeting on April 28, 20010.

Equity

South Seneca uses technology to promote equity in the following ways: (1) all students (PK-12) have equal access to computer and other technologies, regardless of age, race, gender, culture, etc.; (2) all parents have access to the district's website, and computers are available at numerous community sites; (3) all secondary parents have access to web-based grading database; (4) all teachers and administrators' email addresses are published for all community members to use; and (5) all curricular areas are provided with equal access to available computers and other technologies.

It should be noted that our most recent student survey indicated that over 90% of our students' homes have Internet access.

Alliances and Partnerships

South Seneca has a strong alliance with TST BOCES. The District's media specialists work closely and consistently with their counterparts in the region's other districts. Likewise, the

District's Technology Director works closely with his counterparts and participates in Regional Technology Planning Council meetings. In a similar vein, the District participates fully on the region's Instructional Planning Council. South Seneca likewise has formed an alliance with the Regional Information Center at OCM BOCES and receives training from them consistently.

There are also several programs which allow the district to address regional literacy concerns and proficiency in the use of technology. South Seneca participates in the Even Start program (which provides local families with technology training) and C.O.R.E., a county-wide literacy agency which provides services to all ages, children to adults.

Libraries (our own school libraries, local libraries and regional libraries who share resources with us via the School Library System at TST-BOCES) play a major role in our instruction and in the future implementation of this plan. Current (and future) collaborations include:

- 4th Grade local history project (in conjunction with the Interlaken Historical Society)
- Middle school and high school research (supported by research in both our *physical* library collection as well as the online databases provided via the School Library System at TST-BOCES).

Appendix A: Staff Internet Agreement

Dear South Seneca Staff Member:

The district would like to offer you access to our educational Wide Area and Local Area Networks (WAN and LAN) and Internet service. You will have access to various software applications, hundreds of databases, libraries and computer services from all over the world through the Internet and other electronic information systems.

With this educational opportunity also comes responsibility. It is important that you read the enclosed district policy, regulation and sign this agreement form. Inappropriate network use will result in the loss of the privilege to use this educational tool.

Please return this form to Computer Technology Services (CTS) indicating your agreement. Thank you very much.

Staff Member Name _____
                        Please Print

I have read the district's Computer Network policy and regulations and agree to abide by their provisions. I understand that violation of these provisions may constitute suspension or revocation of system access and related privileges.

Staff Member Signature _____   Date _____

Appendix B: Acceptable Use Policy

COMPUTER NETWORK FOR EDUCATION

The Board of Education is committed to the optimization of student learning and teaching. The Board of Education considers a computer network to be a valuable tool for education and encourages the use of computers and computer-related technology in district classrooms.

The Board encourages computer network use as an integral part of the curriculum. Through software applications, online databases, bulletin boards and electronic mail, the network will significantly enhance educational experiences and provide statewide, national and global communications opportunities for staff and students.

The Board directs the Superintendent of Schools to designate district and building level computer coordination. The computer technology staff working with the curriculum council will make recommendations how to most effectively plan for computers as instructional and learning tools.

The Superintendent shall establish rules and regulations governing the use and security of the district's computer network. Failure to comply with district policy and regulations for use of the network may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

Adopted: March 27, 1996

COMPUTER NETWORK FOR EDUCATION REGULATION

The following comprise the rules and regulations relating to the use of the district's computer network system:

ADMINISTRATION

1. The Superintendent of schools shall designate building and district level coordination of the use of computers.
2. Computer technology staff shall monitor activities as deemed appropriate to ensure proper use of the system.
3. The Superintendent coordinates the dissemination and interpretation of district policy and regulations governing use of district's computers at the building level with all users.
4. Computer technology staff shall provide methods to ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.

PROCEDURES FOR PROPER USE

I. The district's computer network shall be used only for educational purposes consistent with the district's mission and goals.
2. The individual is responsible at all times for its proper use.
3. Network users identifying a security problem on the district's system must notify the appropriate teacher, administrator or computer coordinator.
4. Student account information will be maintained in accordance with applicable education records law and district policy and regulation 5500.
5. Copyrighted material may not be placed on any computer connected to the district's network without the author's permission. Only staff specifically authorized may upload copyrighted material to the network.
6. Network users may download copyrighted material for their own use. Copyrighted material shall be used in accordance with the fair use doctrine and district policy and regulation 8650.
7 Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

PROHIBITIONS

The following is a list of prohibited actions concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalties, including suspension or relocation of a user's access to the network.

1. There must be no sharing of passwords.
2. Attempts to read, delete, copy or modify the electronic mail of other system users is prohibited as is deliberate interference with the ability of other system users to send/receive electronic mail. Forgery or attempted forgery of electronic mail messages is prohibited.

3. No personal software or disks may be loaded onto the district's computers and/or network without permission of the administrator.
4. Attempts to log on to the district's system in the name of another individual with or without the individual's password is prohibited.
5. Use of computer access to data and access to secure areas other than for educational purposes is prohibited
6. Transmission of material information or software in violation of any district policy or regulation, local, state or federal law or regulation is prohibited.
7. Vandalism will result in cancellation of system use privileges. Vandalism is defined as a malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system or any of the agencies or other networks that are connected to Internet. This includes, but is not limited to, the uploading or creating of computer viruses.
8. Tampering with or misuse of the computer system or taking any other action inconsistent with this policy and regulation will be viewed as a security violation.
9. expectable use policy

Extract:
The Board of Education is committed to the optimization of student learning and teaching. The Board of Education considers a computer network to be a valuable tool for education and encourages the use of computers and computer-related technology in district classrooms.

The Board encourages computer network use as an integral part of the curriculum. Through software applications, online databases, bulletin boards and electronic mail, the network will significantly enhance educational experiences and provide statewide, national and global communications opportunities for staff and students.
The Board directs the Superintendent of Schools to designate district and building level computer coordination. The computer technology staff working with the curriculum council will make recommendations how to most effectively plan for computers as instructional and learning tools.

The Superintendent shall establish rules and regulations governing the use and security of the district's computer network. Failure to comply with district policy and regulations for use of the network may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

Appendix C: Internet Safety Policy

Introduction

It is the policy of the South Seneca Central School District to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Int3rnet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act (CIPA).

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of uses of the South Seneca online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Prot3ction Act, prevention of inappropriate network usage includes (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the South Seneca staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the South Seneca Network Administrator or designated representative(s).

Adoption

The South Seneca Board of Education adopted this Internet Safety Policy at a public meeting, following normal public notice, on March 10, 2004.

CIPA Definitions of Terms

MEASURE means a specific technology that blocks or filters Internet access to visual depictions that are

1. "Obscene" as that term is defined in section 1460 of title 18, United States Code;
2. "Child Pornography" as that term is defined in section 2256 of title 18, United States Code; or
3. "Harmful to minors."

HARMFUL TO MINORS means any picture, image, graphic image file, or other visual depiction that

1. Taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXAUL ACT; SEXUAL CONTACT have meanings given such terms in section 2246 of title 18, United States Code.

Approved by the Board of Education on March 10, 2004

Extract:

"It is the policy of South Seneca to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]."

Appendix D: Technology Curriculum

PK-5 Curriculum

Model	Introduce	Teach	Re-Teach	Review
Teacher demonstrates the skill, behavior, and/or knowledge while students observe in personal work or during class time.	Students are made aware of the skill, behavior, and/or knowledge through direct instruction or peripherally through exposure during another activity.	Students internalize and demonstrate the skill, behavior, and/or knowledge as a result of specifically planned teacher instruction.	Students are given additional opportunity to learn about the skill, behavior and/or knowledge through different, more varied means.	Students draw on previous experience with the skill, behavior, and/or knowledge to solidify and reinforce their understandings.

Universal Content across Grade Levels & Subject Areas
(Modeled, Introduced, Taught, Re-Taught, or Reviewed as Needed):

Saving/Retrieving Documents	Maintaining data/files from a variety of sources in a variety of electronic forms.
Data Exchange Between Programs	Moving data/files from one electronic form to another and/or from one software to another with an awareness of various data storage formats (i.e. jpeg, mpeg, mp3, ppt, txt, psd, gif, etc.).
Proper Care of Technological Equipment	Using, moving and storing technological equipment in a manner that is safe, secure, and efficient.
Changes/Advances in Current Technology	Maintaining an awareness of new hardware, software, formats, capabilities, and concerns in the technological field.
Technology Use in Careers	Identifying how different technology is used in various workplaces.
Acceptable Use Policies	Understanding and applying the legal guidelines for decent, non-hurtful, productive use of technology in the school environment.
Internet Safety	Understanding threats inherent in the global reach of the internet (scams, predators, bullying, etc.) and knowing ways to protect oneself through control of personal information and awareness/caution.
Ways to Adapt to New Technology	Developing a positive attitude towards, and personal strategies for, dealing with technological changes as they occur.
Capturing Audio/Visual Data	Using scanners, audio recorders, digital still/video cameras and the like to capture data into an electronic form.
Email	Using electronic communication in an appropriate, professional and safe way.
Office Related Machinery	Effectively and efficiently using copy and fax machines, telephone answering systems, and similar general use technology.

Content Mapped by Grade Level
(Modeled, Introduced, Taught, Re-Taught, or Reviewed as Noted):

Keyboarding
Effectively and efficiently keying text, numbers and symbols by touch; carefully proofreading and revising/editing work prior to outputting; maintaining a safe, productive, and healthy posture at the keyboard.

	PreK	K	1	2	3	4	5
Model		x					
Introduce		x					
Teach		x			x	x	x
Re-Teach			x	x	x	x	x
Review			x	x	x	x	x

Word Processing
Effectively and efficiently formatting documents electronically by manipulating fonts (styles, sizes, colors, alignment), shapes, clipart, textboxes, page alignment, margins, pagination, etc.; Employing and formatting tabs, tables, and outlines; Standardizing letters, memos, reports and other documents according to convention.

	PreK	K	1	2	3	4	5
Model			x	x	x	x	x
Introduce			x	x	x	x	x
Teach						x	x
Re-Teach							x
Review							

Presentation Software
Employ desktop software such as Microsoft PowerPoint and/or web-based presentation software to effectively and efficiently communicate relevant information in a succinct, clear, and engaging way.

	PreK	K	1	2	3	4	5
Model		x				x	
Introduce		x	x	x		x	x
Teach		x	x			x	x
Re-Teach					x	x	x
Review							

Spreadsheet Software
Effectively and efficiently use software such as Microsoft Excel and/or web-based spreadsheet software to organize, summarize, manipulate, and analyze data sets.

	PreK	K	1	2	3	4	5
Model							x
Introduce					x	x	x
Teach							x
Re-Teach							
Review							

Desktop Publishing Software Effectively and efficiently use desktop publishing software such as Microsoft Publisher to manipulate, organize, change, and communicate text, image or other data in meaningful ways.							
	PreK	**K**	**1**	**2**	**3**	**4**	**5**
Model					x	x	x
Introduce					x	x	x
Teach						x	x
Re-Teach							x
Review							

Database Use for Research Effectively and efficiently explore databases gather relevant and reliable information from a variety of sources.							
	PreK	**K**	**1**	**2**	**3**	**4**	**5**
Model							x
Introduce							x
Teach							
Re-Teach							
Review							

Copyright Laws/Citation of Internet Sources Understand and respect the limitations of using the works of others and the necessity of using citations when referring to such work.							
	PreK	**K**	**1**	**2**	**3**	**4**	**5**
Model		x	x	x	x	x	x
Introduce		x					
Teach		x					
Re-Teach				x	x	x	x
Review							

Internet Literacy Know how to explore and judge internet-based data/content considering its validity, relevance, source, and deliberate construction. Know and employ means by which to reveal information about these considerations.							
	PreK	**K**	**1**	**2**	**3**	**4**	**5**
Model		x	x	x		x	x
Introduce		x	x	x	x	x	x
Teach		x	x	x	x	x	x
Re-Teach			x				
Review							

Software Literacy
Know how to use, alter, and create projects using a variety of age-based, subject-based, and grade-based software appropriately.

	PreK	K	1	2	3	4	5
Model		x	x				
Introduce		x	x				
Teach		x	x	x	x	x	x
Re-Teach			x	x	x	x	x
Review							

Computer Literacy - Basic
Know the basic components of a computer and how to use such items. This includes such basic items as the ability to place the cursor, the ability to open and close programs and documents, and the ability to turn on and turn off the computer.

	PreK	K	1	2	3	4	5
Model		x					
Introduce		x	x				
Teach		x	x				
Re-Teach			x	x	x	x	x
Review							

Computer Literacy - Advanced
Know about various input devices, as well as the ability to open and close documents, and back up projects on a network folder. Also know the proper way to handle input items, as well a potential hazards to all computer devices.

	PreK	K	1	2	3	4	5
Model					x	x	x
Introduce				x	x	x	x
Teach					x	x	x
Re-Teach							x
Review							

Technology in Careers
Know the role of technology in a variety of careers and every-day life. Know the difference use of technology in school and home. Especially the use of keyboarding and the necessarily of learning technology skills.

	PreK	K	1	2	3	4	5
Model							
Introduce				x	x		
Teach					x	x	x
Re-Teach						x	x
Review							

Middle/High School Curriculum

Model	Introduce	Teach	Re-Teach	Review
Teacher demonstrates the skill, behavior, and/or knowledge while students observe in personal work or during class time.	Students are made aware of the skill, behavior, and/or knowledge through direct instruction or peripherally through exposure during another activity.	Students internalize and demonstrate the skill, behavior, and/or knowledge as a result of specifically planned teacher instruction.	Students are given additional opportunity to learn about the skill, behavior and/or knowledge through different, more varied means.	Students draw on previous experience with the skill, behavior, and/or knowledge to solidify and reinforce their understandings.

Universal Content across Grade Levels & Subject Areas
(Modeled, Introduced, Taught, Re-Taught, or Reviewed as Needed):

Saving/Retrieving Documents	Maintaining data/files from a variety of sources in a variety of electronic forms.
Data Exchange Between Programs	Moving data/files from one electronic form to another and/or from one software to another with an awareness of various data storage formats (i.e. jpeg, mpeg, mp3, ppt, txt, psd, gif, etc.).
Proper Care of Technological Equipment	Using, moving and storing technological equipment in a manner that is safe, secure, and efficient.
Changes/Advances in Current Technology	Maintaining an awareness of new hardware, software, formats, capabilities, and concerns in the technological field.
Technology Use in Careers	Identifying how different technology is used in various workplaces.
Acceptable Use Policies	Understanding and applying the legal guidelines for decent, non-hurtful, productive use of technology in the school environment.
Internet Safety	Understanding threats inherent in the global reach of the internet (scams, predators, bullying, etc.) and knowing ways to protect oneself through control of personal information and awareness/caution.
Ways to Adapt to New Technology	Developing a positive attitude towards, and personal strategies for, dealing with technological changes as they occur.
Capturing Audio/Visual Data	Using scanners, audio recorders, digital still/video cameras and the like to capture data into an electronic form.
Email	Using electronic communication in an appropriate, professional and safe way.
Office Related Machinery	Effectively and efficiently using copy and fax machines, telephone answering systems, and similar general use technology.

Content Available to Students through Specific Courses:

Course/Subject Specific Software	Effectively and efficiently using content-specific software/hardware in ways dictated by the subject mater

	(for example: Quicken Software for money management or Language Translation software for Spanish)
Web Page Development	Creating attractive, useful, and navigable web sites to communicate appropriate, consistent and reliable information for a specific purpose.
Digital Cameras/Audio Recorders & Video/Audio Editing	Effectively and efficiently capturing audio/visual data and then organizing, manipulating, editing, and outputting useful and/or entertaining media with for a specific purpose.

Content Mapped by Grade Level
(Modeled, Introduced, Taught, Re-Taught, or Reviewed as Noted):

Keyboarding							
Effectively and efficiently keying text, numbers and symbols by touch; carefully proofreading and revising/editing work prior to outputting; maintaining a safe, productive, and healthy posture at the keyboard.							
	6	**7**	**8**	**9**	**10**	**11**	**12**
Model	x	x	x	x	x	x	x
Introduce							
Teach							
Re-Teach			x				
Review	x	x	x	x	x	x	x

Word Processing							
Effectively and efficiently formatting documents electronically by manipulating fonts (styles, sizes, colors, alignment), shapes, clipart, textboxes, page alignment, margins, pagination, etc.; Employing and formatting tabs, tables, and outlines; Standardizing letters, memos, reports and other documents according to convention.							
	6	**7**	**8**	**9**	**10**	**11**	**12**
Model	x	x	x	x	x	x	x
Introduce	x	x					
Teach			x				
Re-Teach			x	x	x	x	x
Review			x	x	x	x	x

Presentation Software							
Employ desktop software such as Microsoft PowerPoint and/or web-based presentation software to effectively and efficiently communicate relevant information in a succinct, clear, and engaging way.							
	6	**7**	**8**	**9**	**10**	**11**	**12**
Model	x	x	x	x	x	x	x
Introduce							
Teach							
Re-Teach	x	x	x	x	x		
Review	x	x	x	x	x	x	x

Spreadsheet Software

Effectively and efficiently use software such as Microsoft Excel and/or web-based spreadsheet software to organize, summarize, manipulate, and analyze data sets.

	6	7	8	9	10	11	12
Model							
Introduce				x	x	x	x
Teach					x	x	x
Re-Teach							
Review							

Desktop Publishing Software

Effectively and efficiently use desktop publishing software such as Microsoft Publisher or Adobe Photoshop to manipulate, organize, change, and communicate text, image or other data in meaningful ways.

	6	7	8	9	10	11	12
Model	x	x	x	x	x	x	x
Introduce	x	x	x	x	x	x	x
Teach				x	x	x	x
Re-Teach						x	x
Review							x

Database Use for Research

Effectively and efficiently explore databases such as ProQuest or CQ Researcher to gather relevant and reliable information from a variety of sources.

	6	7	8	9	10	11	12
Model	x	x	x	x	x	x	x
Introduce							
Teach							
Re-Teach	x	x	x	x	x	x	x
Review	x	x	x	x	x	x	x

Copyright Laws/Citation of Internet Sources

Understand and respect the limitations of using the works of others and the necessity of using citations when referring to such work.

	6	7	8	9	10	11	12
Model	x	x	x	x	x	x	x
Introduce							
Teach							
Re-Teach	x	x	x	x	x	x	x
Review	x	x	x	x	x	x	x

Web 2.0 Tools

Explore a variety of web-based tools useful for global connectivity, creation and publication: blogs, wikis, social bookmarking, podcasts, rss feeds, distance learning, etc.; Recognize potential problem-solving applications of these tools when presented with a new task.

	6	7	8	9	10	11	12
Model			x	x	x	x	x
Introduce			x	x	x	x	x
Teach				x	x	x	x
Re-Teach						x	x
Review							x

Internet Literacy

Judge internet-based data/content considering its validity, relevance, source, and deliberate construction.
Know and employ means by which to reveal information about these considerations.

	6	7	8	9	10	11	12
Model	x	x	x	x	x	x	x
Introduce							
Teach	x	x	x	x	x	x	x
Re-Teach	x	x	x	x	x	x	x
Review	x	x	x	x	x	x	x

Appendix E: Student Survey

A Brief Overview of the Data

➢ 95.2% of the South Seneca Class of 2013 has computers in their home. Three male students do not have a computer at home.
  ▪ 88.7% of these computers have internet access. (Four males and two females do not have internet access).
    • All but one male and one female have alternate access to the internet.

➢ The most prevalent computer activity that the class of 2013 engages in outside of school hours is gaming (78.3%). Other popular activities are videos and music (73.3%), research (61.7%), instant messaging (58.3%) and social networking (50.0%).
  ▪ Most of the males are gaming and downloading digital media in their spare time, while the females are engaging in instant messaging and social networking.
    • Our students are doing school related computer work outside of school, as 35% (21 students) are working on word processing.

➢ Students were asked to gauge their comfort level on various computer tasks and software. There appeared to be no gender correlation in these statistics.
  ❖ The majority (50% or more) of the class of 2013 feel they have an expert understanding of the following tasks:
    ✓ Turning on and shutting down a CPU.
    ✓ Saving to a hard drive
    ✓ Saving to a user folder
    ✓ Finding saved files
  ❖ Students have a relative comfort level with the following tasks, but at times need clarification or guidance:
    ✓ Email programs
    ✓ Installing programs
  ❖ Half of our students have a relative comfort (*as above*) with these items, while the other half of our students have little or no experience:
    ✓ Troubleshooting basic computer problems *(keyboard doesn't work, monitor isn't turning on, mouse is stuck).*
    ✓ Troubleshooting basic software problems *(program froze, locate missing shortcut, creating favorites).*
    ✓ Attaching documents
    ✓ Opening attachments
    ✓ Cropping pictures

Appendix F: Promethean Use Survey 11/09

Question 1:   How often do you use the installed promethean board?

- **In a given week?**
  - 0% never
  - 18% occasionally
  - 82% often
- **In the class you use it the most?**
  - 0% never
  - 10% occasionally
  - 90% often
- **In the class you use it the least?**
  - 10% never
  - 20% occasionally
  - 70% often

Question 2:   How would you describe your experience planning lessons that include use of the Promethean Board and finding ways to use the board in your classroom?

- 27% Easy
- 18% Somewhat Easy
- 27% About Average
- 18% Somewhat Difficult
- 9% Difficult

Question 3: How would you describe your experience navigating the technology associated with your Promethean Board, including both the hardware and the software?

- 18% Easy
- 18% Somewhat easy
- 18% About Average
- 46% Somewhat Difficult
- 0% Difficult

Question 4: How has the Promethean Board affected student engagement in your lessons?

- 46% Large increases in engagement

Appendix G: Capital Improvement Project Purchases

Technology Estimate - DRAFT

CLIENT: South Seneca CSD

PROJECT: Additions and Alterations Project - Junior / Senior High

ESTIMATOR: D.McManus

PROJ. NO: 2541-005

PAGE: 1 of   1

WORK DIVISION: _____Technology___

Last update   3/22/2010   Interlaker/Ovid %

ITEM NO.	DESCRIPTION	QUANTITY	UNIT	COST	TOTAL	
CONSTR	**CCTV**					
	External / Internal Cameras	40	Each	$2,000.00	$80,000.00	
	Digital Video Recorder (32 port)	2	Each	$10,000.00	$20,000.00	
	Sub total				$100,000.00	
CONSTR	**Access Control System**					
	Access Control Server and Software	1	Unit	$10,000.00	$10,000.00	
	Door Contacts	67	Each	$250.00	$16,750.00	
	Card Access Doors	16	Each	$3,000.00	$48,000.00	
	Controlled Entrances (Intercoms, etc)	2	Each	$1,000.00	$2,000.00	
	Sub total				$76,750.00	
FFE	**VOICE Upgrade (101 users)**					
	Core Switch upgrade only per All Mode Estimate	1	Unit	$100,000.00	$100,000.00	0/100
	Sub total				$100,000.00	
CONSTR	**Data Connections (does include labs)**	178	Each	$400.00	$71,200.00	

	Sub total				$71,200.00	
	CATV Upgrades					
CONSTR	Connections	10	Each	$250.00	$2,500.00	
CONSTR	Brackets	10		$350.00	$3,500.00	
/ FFE	TV's,	10	Each	$400.00	$4,000.00	0/100
FFE	DVD's	7	Each	$100.00	$700.00	1600
	large flat panel YV w/ cable	3	each	$2,000.00	$6,000.00	2000 0/100
	Sub total				$16,700.00	
CONSTR / FFE	**Projectors**	10	Each	$2,000.00	$20,000.00	0/100
	Sub total				$20,000.00	
FFE	**Wireless Access Points (just devices)**	23	Each	$500.00	$11,500.00	0/100
	Sub total				$11,500.00	
FFE	**Interactive Boards (need locations) at HS**	20	Each	$7,800.00	$156,000.00	0/100
	Subtotal				$156,000.00	
FFE	MS/HS Business Labs Rm 144 and Rm 111					
	Projector	0	Each	$3,500.00	$0.00	
	Interactive Board	0	Each	$6,500.00	$0.00	
	Desktop Workstations	35	Each	$1,200.00	$42,000.00	42000
	Medial Lab Workstations	15	Each	$1,800.00	$27,000.00	27000
	Miscellaneous Equipment for Lab including CD Burners, Digital Cameras, Scanners, Science calculators, math graphing calculator, microscope camera, elmo.	1	Each	$10,000.00	$10,000.00	10000
	Printer	2	Each	$2,500.00	$5,000.00	5000
	Subtotal				$84,000.00	
FFE	Foreign Language Lab or Lab 100					
	Projector	0	Each	$3,500.00	$0.00	
	Interactive Board	0	Each	$6,500.00	$0.00	
	Desktop Workstations	30	Each	$1,200.00	$36,000.00	36000
	Printer	1	Each	$2,500.00	$2,500.00	2500
	Subtotal				$38,500.00	

FFE	Network Infrastructure Equipment (per MF)					
	Quantum Autoloader	1	Each	$8,000.00	$8,000.00	0/100
	Tape Autoloader	1	Each	$8,000.00	$8,000.00	0/100
	Routing / Switch Gear Upgrades (District Wide)	1	Unit	$100,784.00	$100,784.00	40/60
	UPS for upgraded switch gear (district wide)	1	Unit	$10,000.00	$10,000.00	50/50
	Subtotal				$126,784.00	
	Project Budget				$900,000.00	
	Budget Status				**$801,434.00**	**$126,100.00**
	Remaing Amount				$98,566.00	

Appendix H: E-Rate & Technology Plan Evaluation Rubric

E-Rate & Technology Plan Evaluation Rubric

This rubric is used by staff members at the Central New York Regional Information Center to review technology plans for E-Rate compliance. Please list the page numbers in your plan where each of the 5 required areas can be found, then attach a copy of this document as the last section of your technology plan. We will use the following key when reviewing your plan, please use it as a guide.

Level 1 – Does Not Meet Requirement
Level 2 – Meets Requirement
Level 3 – Exceeds Requirement

Requirement 1 – Technology Program Assessment
An assessment of telecommunications, hardware, software, professional development, staffing, and other services that are needed to improve education and/or library services.

Page(s)	2	3	4				

Level 1: An assessment is not included, fails to address areas of need, and/or has little connection to the planned purchases outlined in the budget.
Level 2: The assessment identifies specific strengths and areas of need, and has a logical connection to the planned purchased outlined in the budget
Level 3: The assessment includes detailed inventory lists, evaluation data on many aspects of the technology program, staff/student survey data, and a direct tie to the planned purchases outlined in the budget.

Requirement 2 – Goals & Strategies
The establishment of clear goals and realistic strategies for using instructional technologies and technology services to improve education and/or library services.

Page(s)	5	6	7				

Level 1: Goals and strategies are not included or fail to identify the major objectives of the plan.
Level 2: A list of specific goals and strategies is included, with general time frames and other details about how the goals will be implemented.
Level 3: A comprehensive list of goals is included, with specific target dates for completion, persons responsible, strategies/action steps for implementation, and evaluation measures to determine success.

Rev. September 2009

Requirement 3 – Professional Development

A professional development strategy that ensures staff members know how to use planned technologies to improve education and/or library services.

Page(s)	5	6	7	10			

Level 1: Professional development is not mentioned or has no tie to the technology goals set forth in the plan.

Level 2: A professional development strategy is included which lists specific steps for implementation and has a direct tie to the goals set forth in the plan.

Level 3: A comprehensive professional development strategy is included which details implementation procedures, staffing needs, major objectives, intended outcomes, and has a direct link to the goals set forth in the plan. A copy of the district's professional development plan is attached as an appendix.

Requirement 4 - Budget

A detailed budget of planned expenses for acquiring and maintaining hardware, software, professional development, telecommunications, staff salaries, BOCES services, and other items that will be needed to implement the technology plan strategy.

Page(s)	9	10	11				

Level 1: A budget is not included, fails to list each year of the plan, or fails to include all of the major budget areas listed above.

Level 2: A budget for each year of the plan is included and lists planned expenditures in all of the major budget areas listed above. The planned expenditures have a clear tie to the goals set forth in the plan. E-Rate eligible expenses are denoted.

Level 3: N/A

Requirement 5 – Evaluation Process

An evaluation process enabling the district to monitor progress toward the specified goals and make mid-course corrections as needed in response to new developments and opportunities that arise.

Page(s)	8						

Level 1: An evaluation process is not included or fails to identify a clear process for reviewing and updating the plan.

Level 2: An evaluation process is included that lists specific steps for reviewing and updating the technology plan including persons/committees involved.

Level 3: N/A

Rev. September 2009