



Allegany-Limestone
Central School
Technology Plan

1 July 2015 – 30 June 2018

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TABLE OF CONTENTS

Introduction	3
District Vision Statement	4
District Mission Statement	5
Technology Vision Statement	6
Technology Goals	6
Category I: Curriculum	7
Category II: Professional Development	11
Category III: Infrastructure, Hardware, Technical Support, and Software	13
Category IV: Monitoring and Evaluation	19
Conclusion	20
Attachments	21

INTRODUCTION

The goal of the Allegany-Limestone Central Technology Committee is to help prepare our students for life in an information-based society. To do this we must integrate technology into the curriculum and the support services of the school district.

In accord with New York State Education Department's Long Range Plan For Technology in Elementary and Secondary Education and the Learning Standards, this plan is scheduled in phases, which will make its implementation fiscally and educationally manageable.

Working together with Erie I BOCES Regional Information Center, local computer educational specialists, and local industry program and systems analysis managers, we have developed the following plan. The ongoing use of available state aid incentive will help the district realize our vision of students as they prepare to work with the technology of the future.

Our plan is an evolving one, with updates appended annually. It is a plan driven by the needs of our staff, students and community, with opportunities for all of those stakeholder groups to offer input into its design and updating process. Each year we encourage business, industry, parents and community members to join us in working on the plan, as well as in providing training on the use and implementation of the various components of technology. Our staff and faculty are on the team, involved in planning and training, and each member is part of an individual technology growth plan/process.

We currently have two buildings with the middle school and high school in a combined building and the elementary school in a separate building. We average around 1200 students in grades pre K through 12 and we average around 95 students per year group. We currently employ approximately 120 teachers. We are a middle class rural community. We define our stakeholders as our staff, our students, and our community. Technology committee members are listed below.

Michael Conroy - Teacher
Lori DeGross - Technology Specialist, District Resident
Denise Goodman – Computer Teacher
Rosemarie Grainer - Library Media Specialist
Amber Cheladyn – Library Media Specialist
Heather Hunt - Secretary to Director of Technology
Lynn Ivey – Technology Specialist
Robert Ivey – Technology Specialist
Terrence Jones - Computer Teacher
Paige Kinnaird – Director of Instruction
Cory Pecorella - School District Administrator
Brian Rohrabacher – Teacher
Suzan Snyder – Teacher
Kevin Straub - Technology Coordinator
Kimberly Voegelin - Teacher
Daniel Waugaman - Teacher
Jeff Wright – Technology Specialist

Allegany-Limestone Central School

We are...students first!

Vision

Allegany-Limestone Central School will create and sustain a safe, nurturing, and rigorous learning environment in which all students are challenged and prepared to accomplish their goals.

Mission

By instilling a sense of inquiry, adaptability, creativity and character, the ALCS community will prepare our students as lifelong learners and problem solvers.

Core Beliefs

- All students have the capacity to develop their unique potentials.
- Learning is the shared responsibility and collaborative effort of students, faculty, staff, families, and community.
- Learning occurs best in a safe environment that respects the individual, values different perspectives, and encourages effort.
- Learning results from active engagement in relevant, purposeful activities.

Allegheny-Limestone Board of Education District Goals

- By September 1, 2017, there will be a 5% increase in student proficiency by cohort on the NYS Assessment in ELA.
- By September 1, 2017, there will be a 10% increase in student proficiency by cohort on the NYS Assessment in Mathematics.
- By June 30, 2017, there will be a District mathematics curriculum clearly articulated and vertically aligned with the NYS Standards.
- By September 1, 2017, ALCS students will achieve proficiency at the aspirational (college and career ready) level in ELA and Mathematics for all subgroups, including students with disabilities, narrowing the achievement gap by 50% over the 2016 rate.
- By September 1, 2017, all employees will participate in professional development addressing the needs of our economically disadvantaged students and families.
- By September 1, 2018, ALCS will maintain a 90% five-year graduation rate, based upon a three-year average.
- By September 1, 2017, the percentage of students who are chronically absent from school will decrease by at least 10%.

TECHNOLOGY VISION STATEMENT

The school will work to achieve district goals:

- By September 1, 2017, there will be a 5% increase in student proficiency by cohort on the NYS Assessment in ELA.
- By September 1, 2017, there will be a 10% increase in student proficiency by cohort on the NYS Assessment in Mathematics.
- By June 30, 2017, there will be a District mathematics curriculum clearly articulated and vertically aligned with the NYS Standards.
- By September 1, 2017, ALCS students will achieve proficiency at the aspirational (college and career ready) level in ELA and Mathematics for all subgroups, including students with disabilities, narrowing the achievement gap by 50% over the 2016 rate.
- By September 1, 2017, all employees will participate in professional development addressing the needs of our economically disadvantaged students and families.
- By September 1, 2018, ALCS will maintain a 90% five-year graduation rate, based upon a three-year average.
- By September 1, 2017, the percentage of students who are chronically absent from school will decrease by at least 10%.

To achieve them, the staff will need professional development for current and new technologies. The staff will work to create a classroom environment that is student led and utilizes technology. It is essential for our teachers to find ways to engage every student they teach. For the students who are advanced, we will work to challenge them. If DL courses or area college courses are available, we will find a way to fit it into their schedule. For the students that struggle, we will work to utilize the software we have or need to purchase in order to engage them and help them be successful. Our goal is to engage every student in learning and prepare them for the next step after high school and instill in them the desire to be lifelong learners. If we are able to capture every student by utilizing their strengths and using their interests to keep them engaged, we believe we will have the opportunity of achieving success.

TECHNOLOGY GOALS

- I. The planning of curriculum, including development, design and assessment, will be collaborative and accessible, as will all associated data to evaluate our instructional program and effectively make reports to authorities.
 - PowerSchool
 - Distance Learning
 - NYLearns
- II. The safety and security of our students and staff is our first priority. We will utilize technologies in conjunction with the redesign of facilities to safeguard our campuses and buses and create efficiencies. Technologies will be used in an effort to engage families and members of the ALCS community.
 - Safety (eg. transportation cameras and surveillance cameras)
 - Announcements (eg. digital signage, School Messenger, video recordings and webpage)

- III. Provide students with instructional experiences aligned with the ISTE standards to help support our students by equipping them to be 21st century learners.
- IT Curriculum
 - Castle Learning
 - Library
 - Software
 - WiFi
 - Hardware (eg. laptops, multi-media carts, onfinities and ipads)
 - Moodle
 - Microsoft Office 365
 - Computer Programming/Coding
 - Project Lead the Way (Principal of Engineering, Design & Draw, Digital Electronics, Design & Draw for Production)
 - i-Ready
 - Bee Bots
 - Apps
 - Music
 - Tricaster for Video Editing
 - Digital Microscopes
 - Lego EV3 Mindstorm
 - Virtual Reality – Oculus Rift
- IV. We will provide professional development to ensure our faculty is prepared to create and sustain adaptable and state of the art learning environments aligned to ISTE standards.
- Communication
 - Cloud-based storage
 - Collaborative practices
 - Instructional Resources
 - Lesson Presentation
 - Data Analysis and Decision Making
 - Curriculum development and resource management (NY Learns)
 - Assessment development, administration, and analysis

CATEGORY I: CURRICULUM

Element A. Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

Recommendation: Integrate technology into the classroom and provide more access to technology that supports curriculum.

A. Goals/Strategies:

1. Provide opportunities for student research and communication. [ELA1, MST2, MST5, SS5, LOTE1]
2. Continue the plan for rotating and updating 1to1 distribution at MS/HS and laptop carts at ES.
3. Establish a system to inform teachers of curriculum software available in Lotus Notes.
4. Provide sufficient training and up-to-date information sessions for teachers. This is an essential part of our belief that technological skills of staff will enhance the skills of students, making them better equipped to handle today's high standards of learning and job requirements.
5. Use technology to supplement ability to provide students' Academic Intervention Services.
6. Support Project Lead the Way to challenge and add the pre-engineering curriculum.
7. Use Apex (Internet based software) to aid in credit recovery and credit bearing course to help provide alternative for struggling students.
8. Use our distance learning capability to expand our curriculum for students needing courses outside our regular curriculum.
9. Computer and technology teachers closely working with subject area teachers to integrate technology into all curriculum work.
10. Classrooms equipped with projectors and white board interactive technology. Teachers will be able to live stream video, interactive lessons from the web, and PowerPoint presentations.
11. Using interactive Internet-based software for credit recovery, core curricula, dropout prevention, alternative instruction, summer school, special education and response to intervention.
12. MS curriculum: basic computer course, meeting state and federal criteria for Internet Safety.
13. Installing 2 times as many access points and 2 new servers
14. Purchased Microsoft Office 365 and 3D Rover Carts
15. Starting in the Fall, full day pre-kindergarten class
16. Computer programming course starting at the high school

B. Perceived Benefits:

1. All students will have sequential and progressive curriculum that is coordinated with previous curriculum, which reinforces and builds knowledge to the next level.
2. Reinforce learning without unnecessary duplication of learning and skills.
3. Compatibility among the machines in the district to allow cross curriculum standardization.
4. Graduating students will have competitive technology skills. [CDOS3]
5. Staff and students will be better prepared to face the future.
6. Students will be able to apply technological knowledge and skills. [MST5]

CATEGORY I: CURRICULUM

Element B: Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Recommendation: Provide hardware and training on new innovations in technology.

A. Goals/Strategies:

1. Provide additional hardware such as DVD capability, digital cameras, scanners, laptops, mobile devices and other technological innovations as needed.
2. Provide training and ongoing support for current and new technology, including, but not limited to video technology and mobile devices and interactive board systems.
3. Professional development provided for the teachers to integrate technology into their curriculum.
4. Instruct the students in the use of the student portal in PowerSchool to have access to their own grades, assignments, and attendance.
5. Prepare students for college and career readiness by providing instruction which focuses on information management. This will increase the students' ability to access and use information obtained from other people, community resources, and computer networks.
6. Provide administrators mobile device software to have access to the student data base to include schedules, pictures, and emergency information.

B. Perceived Benefits:

1. Students will be able to keep abreast of changes and advances in technology.
2. Students will be able to compete fairly with their peers and to access information necessary for research and other learning processes. [ELA1, MST2, MST5, CDOS1-3]
3. Teachers have additional tools to aid presentation and learning with their classes.
4. Students can use the student portal to track their current grades and monitor their own progress through the marking period and not be surprised by where they are.
5. Students will be at a college and career ready state by graduation.
6. Administrators use mobile device software to have access to student information and keep them where they should be when they should be there and focused on their studies.

Action Plan for Student Academic Achievement Timeline:

Examples of standards met by grade level throughout a student's PK - 12 career at ALCS.

Grade Level	Culminating Skills	ISTE Standard
PK - 2	<ul style="list-style-type: none"> ● Illustrate and communicate original ideas and stories using digital tools and media-rich resources ● Demonstrate safe and cooperative use of technology. ● Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites. 	1,5,10
3-5	<ul style="list-style-type: none"> ● Use digital imaging technology to modify or create works of art for use in a digital presentation. 	1,2,6

	<ul style="list-style-type: none"> • Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. 	4,6
6-8	<ul style="list-style-type: none"> • Produce a media-rich digital story about a significant local event based on first-person interviews. • Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. • Integrate a variety of file types to create and illustrate a document or presentation. • Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. 	1,2,3,4 3,4 1,6 2,3,4,5
9-12	<ul style="list-style-type: none"> • 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. • Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. • Employ data-collection technology, such as probes, handheld devices, and geographic mapping systems, to gather, view, analyze, and report results for content-related problems. 	3,6 1,4 1,5 3,4,6

[NETS For Students 2007 Profiles](#)

CATEGORY I: CURRICULUM

Element C: Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

Recommendation: Develop a coordinated delivery plan using classroom instruction, distance learning and the Internet.

A. Goals/Strategies:

1. Use distance learning (DL classroom and Polycom carts) to deliver instruction in curriculum not offered by other means.
2. Use the internet to deliver classroom instruction, quizzes, and test preparation to students where they can get to it from home or in other classrooms or homerooms.
3. Use the internet to deliver online coursework software to the students for credit recovery and credit repair so they can get it at home or in other classrooms.
4. Collaborate with the Building Intervention Teams (BIT) to coordinate technology assistance needed for students they have identified as needing assistance.
5. Collaborate with the Committee for Special Education (CSE) to coordinate technology assistance needed for special education students.
6. Use the Gigabit network for Broadband Wide Area (WAN) for data and the Internet.
7. Continually look for opportunities to upgrade the system to keep the hardware, software, telecommunications, and local area network (LAN) updated so delivery is enhanced.

8. Use internet software such as Moodle and My Big Campus, to deliver lesson plans and teacher led collaborative effort in learning.

B. Perceived Benefits:

1. Improved delivery and communication capability with staff, students and community.
2. Delivery of high speed internet allows video streaming to classrooms as another tool.
3. Maximum use of distance learning opportunities delivered through a DL classroom and also directly to classrooms with the Polycom distance learning carts.
4. Maximum use of distance learning opportunities delivered directly to the DL classroom and other classrooms with the Polycom distance learning carts.
5. Increased use of credit recovery and credit repair internet delivered software will maximize the opportunity to keep students in their cohort and on track to graduate. Collaboration with parents, subject area teachers, students, and Apex lab aide.
6. Closer coordination with teachers, parents, administrators and students with BIT teams and CSE. Getting the right technology to help the students that need tech assistance.
7. Make our technology delivery plan most efficient to maximize use of funds, equipment, student achievement and services.

CATEGORY I: CURRICULUM

Element D: Parental Communications and Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

Recommendation: Develop a plan to partner with parents and the community to increase student achievement and keeping students on track and in school.

A. Goals/Strategies:

1. Use the school web site to disseminate the technology plan to parents.
2. Use the community school newsletter to disseminate information on technology and inform the parents of pertinent updates to the website.
3. Encourage parents to become involved in student use of APEX for credit recovery and credit repair in order to promote timely graduation.
4. To promote the parent use of Parent Portal in PowerSchool, in order to create a more effective partnership with parents and staff. This will ensure better communication of student attendance, grades and other information.
5. Expose parents to web-based technology tools for instructional delivery and management.

B. Perceived Benefits:

1. Better communication with parents via School Messenger, school website and Parent Portal, to keep them informed of their student's grades, attendance and other information about school events.

2. Increased use of community newsletter to communicate current technology information with the community and parents.
3. Maximum use of technology at home to allow student access to Internet based software we are using in school like Successnet, Think Central, Castle Learning, Moodle, i-Ready, Voicethread, and the student/parent portal.

CATEGORY II: Professional Development

Element E: Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Recommendation: Every staff member should address individual technology skills in their Professional Development Plan.

A. Goals/Strategies:

1. Maintain contact with staff development committee for personnel training.
2. Evaluate and prioritize training needs and requirements through annual surveys.
3. Support staff development in a variety of way using different formats for in-service, including, but not limited to:
 - turn-key training
 - during and after-school workshops
 - peer mentoring
 - BOCES training
 - offer yearly refresher courses
 - staff development days (ex: Microsoft Office 365, 3D Rover, Castle Learning trainings & implementation)

B. Perceived Benefits:

1. Staff will have common technological base of knowledge.
2. Staff will have step-by-step progression of technological skill development.
3. Implementation of the Learning Standards will be enhanced.
4. Shared services and expertise will be used effectively and with more confidence.
5. Community involvement will increase.
6. Staff will be more cohesive, confident, and better prepared to use and teach 21st Century technologies to better prepare our students for college and career readiness.

The present level of staff skills were assessed on the last staff survey with 7% basic or non-user with technology, 34% Comfortable (proficient) with technology, and 59% Confident (exemplary) with technology. A staff survey will be administered at the end of each school year to assess the current benchmarks in the different areas of staff skills.

Professional Development Action Plan Timeline:

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Increase the staff proficiency through professional development opportunities, including shared best practices, and turnkey training	Technology training offered at in-service days sessions Weekly technology training offered at "technology café" sessions Best practices sharing at faculty and team meetings Local area workshop offerings	Director of Technology/ teacher mentors/turnkey trainers and administrative staff BOCES trainers	Ongoing through June 2016: Annual PD day sessions as scheduled Weekly after-school sessions Monthly meetings Outside workshops as offered/needed	Increase the percentage of staff proficiency from 93% to 100%.

The above technology professional development plan is based upon the ISTE technology standards, and the NYS teaching standards, specifically Standard IV.4

Additional information can be found at the links below:

[National Educational Technology Standards](#)

[New York State Teaching Standards](#)

CATEGORY III: Infrastructure, Hardware, Technical Support and Software

Element F: Infrastructure Needs/Technical Specifications, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

Recommendation: Provide sufficient technology to meet needs of students and district personnel.

CURRENT TECHNOLOGY ENVIRONMENT

We currently have four PC labs in the district. We have 28 laptop carts which we move to different rooms as needed to supplement PCs in the rooms for special projects. In addition to classroom assigned ipods and ipads, we have 2 ipod carts and 3 ipad carts in the elementary school, along with additional 4 ipad carts for sharing in the Middle/High School. We have at least 1-3 PCs in each elementary room. We also have at least 6 PCs in most of the MS/HS classrooms.

Our Gigabit Ethernet enhances our network capability, providing us the broadband connectivity required to service our data needs throughout the district. All of the PCs systems in the District are networked. In addition, each building has wireless capabilities that are continuously being updated and enhanced. We have the library in each building networked for a shared library

lending service through our local BOCES. We use CD-ROM, DVD, digital cameras, scanners, Elmo presenters, classroom projectors, networked copiers, rover pads, one plotter, and color and laser printers throughout the district. All of our networked PC's are internet/multimedia capable. Our (VoIP) telephone system is now integrated with our electronic backbone.

In addition to the hardware and software mentioned above we also have several network based copiers that will allow additional multimedia services to staff throughout the district. We have two 3-D printers in our technology classroom. Staff will also have remote access to their network storage drives. Staff will also have ability to upgrade home software to match versions used within the district (Microsoft volume licensing agreement).

A. Goals/Strategies:

1. Partner with NYSED, local BOCES and WNY Regional Information Center for regulation information and hardware/software/services recommendations prior to purchase and implementation
2. Provide funding for equipment. Make use of grant funding, discount applications and state aid monies, which are available, while continuing the commitment that District funds are maintained.
3. Continually update district technology plan.
4. Provide and keep management workstations up-to-date.
5. Provide computers and other equipment for labs, libraries, classrooms, and offices.
6. Provide support for phone lines and cabling necessary for Local Area Network (LAN) within each building and Wide Area Network (WAN) between buildings.
7. Anticipate space and wiring needs for technology in all buildings.
8. Contract through BOCES for 10 Field Tech Equivalent (FTE) days.
9. Insure interoperability of equipment throughout the district by having one district image that has our software and keeps the programs consistent throughout the district; control of software through security that does not allow users to load programs; keep hardware consistent within buildings by planned upgrades and tech acquisitions.
10. Continue implementation of 1 to 1 initiative

B. Perceived Benefits:

1. More efficient use of funds
2. Streamlined record keeping
3. More efficient use of staff time
4. More consistent integration of technology into curriculum
5. Improved district-wide administrative management
6. Equipment will be networkable/compatible/upgradable throughout district.
7. More programs will be available to users.
8. Students will graduate with more competitive technological skills.
9. Student learning will be enhanced by the available technology.
10. FTE Support provides technical assistance and is aidable.
11. Consistent interoperability of software and hardware allows users to move throughout their buildings with consistent software and hardware.

Technology Investment Plan

Our timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student

academic achievement are outlined below. Recommended timelines and budget will keep technologies updated including software, hardware, telecommunications, and curriculum support.

The New York State Department of Education and the Board of Cooperative Educational Services continue to offer aidable packages to districts attempting to purchase networked technology. Detailed requests for services from Erie I BOCES will continue to make this plan possible without added burden on the taxpayers of the district.

Budget for staff development and technology training will be carried under the auspices of the Director of Instruction.

	Anticipated Item or Service Drop Down menu	Estimated Cost	Is Cost one-time or Annual?	Potential Funding Source: (May list more than one source per item.)
1	Laptops	\$126,000	<input type="checkbox"/> Annual	BOCES Co-Ser Purchase
2	Desktops	\$44,500	<input type="checkbox"/> Annual	BOCES Co-Ser Purchase
3	Professional Development	\$18,000	<input type="checkbox"/> Annual	District Operating Budget
4	Instructional Software	\$21,900	<input type="checkbox"/> Annual	District Operating Budget
5	Broadband	\$89,000	<input type="checkbox"/> One time	BOCES Co-Ser Purchase

**Co
ord**

ination of Resources

Strategies that will be used to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan follow. Our strategies will provide adequate long-term planning and sustainability for funding for technology. We will:

- Develop a long-range purchasing plan.
- Coordinate funding sources such as Chapter I & II funds, PSEN, partnerships, occupational funds, grants, etc.
- Develop community awareness and promote community access to/support of technology.
- Purchase technology through the aidable scenario and through BOCES.
- Continue to participate in e-rate funding projects.

The director of technology, business manager, building administrators, and superintendent will share the status of the phase implementations with the technology committee, pertinent BOCES staff, and the Board of Education.

Assessments and survey instruments need to be developed and implemented each year to measure student and staff growth in regards to technology. A weekly technology cafe venue will measure current staff usage, integration, and expertise. Assessments and surveys will be developed and implemented to assess from graduates their preparation for college and the working world.

We will base some of the evaluation process of our hard number assessments on the improvement in our “school report card”. We will also assess ourselves against the Federal and State standards.

Instructional Technology Plan Implementation

Summer 2016	Fall 2016	Summer 2017
<p>Add access points as needed based on the results of the study</p> <p>Implement 3D technology into course curricula</p> <p>Expand on the coding curriculum at all levels</p> <p>Continue following the replacement schedule for the chromebooks, laptops, and desktops</p> <p>Update software as needed for current and future classroom use</p> <p>Install more printers in both buildings</p>	<p>Begin an online school newsletter</p> <p>Continue with Project Lead the Way in the MS/HS</p> <p>Continue using iReady in all Kindergarten through Eighth grade Math and English classes</p> <p>Continue with Castle Learning and train new teachers</p> <p>Continue using APEX</p> <p>Train teachers on Microsoft Office 365 at professional development days</p> <p>Train PE staff on new projector in the gym</p> <p>Increase multimedia opportunities</p>	<p>Continue following the replacement schedule for the chromebooks, laptops, and desktops</p> <p>Update software as needed for current and future use</p>
<p>Action Plan:</p> <ul style="list-style-type: none"> Distribute chromebooks, laptops to all classes or individual students as stated in 		

the technology plan

- Provide training for the staff on new software during staff development days, faculty meetings, technology cafes, and as needed based on individual needs and wants
- BOCES trainings and workshops to infuse the technology into the curriculum
- Curriculum committee group to talk about how to infuse technology into the classroom
- Get the PE staff acclimated with the new projector in the gymnasium so that they can show examples, videos, and follow along as the students watch and/or practice the lesson being taught
- Increase opportunities for students' experiences in consuming, critiquing and producing multimedia
- Once we learn where our weaknesses are from the AP study we will be able to install more access points and increase the # of students having the ability to be online using i-Ready/Castle Learning/APEX

CATEGORY III: Infrastructure, Hardware, Technical Support and Software

Element G: Inventory

Please see attached inventory.

CATEGORY III: Infrastructure, Hardware, Technical Support and Software

Element H: Increase Access

Strategies to increase access to technology for all students and all staff.

Recommendation: Develop policies and plans to increase student and staff access to technologies.

A. Goals/Strategies:

1. Continue implementation of districts 1 to 1 initiative.
2. Purchase and schedule portable equipment.
3. Develop and refine guidelines for student use of portable equipment.
4. Develop plans for off site access to Internet-based software.
5. Increased student access to assistive technologies such as Dragon Naturally Speaking, Kurzweil, Zoom Text, and appropriate mobile device apps.

6. All current buildings must have adequate high and low voltage wiring, fiber/cabling, conduit and space for technological use and growth.
7. Support faculty and staff access to student management system information.
8. Provide administrators with mobile device software for access to the SMS to include schedules, pictures, and emergency information.
9. Wireless site survey.

B. Perceived Benefits:

1. Staff and students will be able to perform tasks using portable equipment.
2. Developmentally disabled, hospitalized, and homebound students will remain up to date with classwork.
3. Staff and students will have constant access to library, local libraries, and other district resources via the Internet.
4. Administrative tasks and teacher gradebook work may be performed off site.
5. A fully networked district, allowing for worldwide communications. (ELA1, ELA4, LOTE1, LOTE2)
6. Administrators use mobile device software to have access to student information and keep them where they should be when they should be there and focused on their studies.

CATEGORY IV: Monitoring and Evaluation

Element I: Evaluation

EVALUATION PLAN

The technology plan will be evaluated by the technology committee quarterly (November, February and June) at the technology committee meeting. The committee will make suggestions on updates to goals, technology purchases, changes in technology integration and instruction in the classrooms, and recommend technology purchases. The committee will recommend changes to the technology plan and purchases to move the district toward updated goals and visions. The committee may also react to new technology and make course corrections to the plan.

Administrators will evaluate the technology plan at least each year. Principals, superintendent, business official and coordinators will evaluate the plan in conjunction with the technology purchase plan for the next school year. Administrators will make course corrections to direct training or resources to meet the unmet goals.

Each school will administer a technology survey annually to get feedback from the faculty and staff on the effectiveness of implementing that year's technology goals. The survey will also be used to determine additional staff technology needs in both training and hardware. Results of the survey will help shape the training plans for future staff professional development days. Data will be provided to the Director of Technology for analysis.

We will evaluate the impact our technology plan implementation has on student performance by end of year surveys, professional development logs and reflections from staff, structured feedback from students (through a survey, elementary computer instruction program, middle school computer instruction coursework, and high school student council survey).

CATEGORY IV: Monitoring and Evaluation

Element J: Acceptable Use Policy

Strategies are in place to monitor the district’s Acceptable Use Plan for staff and student use of technologies.

Recommendation: Insure acceptable use policy (AUP) meets the state and federal criteria. Insure that the AUP is delivered to community, staff and students in multiple formats.

Goals/Strategies:

1. Publish the AUP in multiple sources to include email, website and plans.
2. Electronically delivered to all students and staff to read and acknowledge.
3. AUP given to all new students and redelivered to students electronically at network Login.
4. AUP included in this plan.
5. Filtering policy included in this plan.

Perceived Benefits:

1. Widest dissemination possible to the community and the school.
2. Understanding of acceptable use by students and staff.
3. Support for the AUP generated in the community.
4. AUP and filtering policy meets state and federal guidelines.

Policy	Date of Public Forum (if applicable)	URL	Year Policy Adopted
Acceptable Use Policy-AUP	N/A	http://www.alcsny.org/domain/42	2011
Internet Safety/Cyberbullying	4/29/2015	http://www.alcsny.org/Page/1071	2011
Parent’s Bill of Rights for Data Privacy and Security	N/A	http://www.alcsny.org/Page/2728	2014

CONCLUSION

While this plan is comprehensive and written to be implemented in phases, we realize it cannot take into account technologies that do not currently exist. We also realize that we have not even considered some technologies that do exist, especially in the video area and satellite capabilities. We strongly urge those who follow through this plan to perform an annual updating of the document in order to revise it as finances, new technologies, and curricular needs dictate.

We also respectfully request that the Board of Education approve and implement this long-range technology plan to help the students and staff of our district function in today's world of

technology. We have addressed the connection between our district goals and our technology needs within the recommendations listed below. These will be shared with appropriate persons/teams in our district.

ATTACHMENTS

Allegany-Limestone Central School District Network and Internet Use Policy

The Allegany-Limestone Central School District encourages the use of its academic computer services by members of the school community. Our Board of Education is committed to providing a computer network that will promote learning, teaching, and management. It is the policy of ALCS 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)].

A high speed internet connection is available to students and teachers in the district who qualify. In making decisions regarding student access to the Internet, the ALCS District considers its own stated educational vision, mission, core beliefs and goals. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables teachers and students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. 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.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value. ALCS requires the implementation of a technology protection measure, generally referred to as an Internet filter, to block access to visual depictions deemed "obscene," "child pornography," or "harmful to minors." On a global network, it is impossible to control all materials and a diligent user may discover controversial information. We (ALCS) firmly believe that the valuable information and interaction on the Internet far outweighs the possibility that users may obtain material that is not consistent with the educational goals of the district.

Teachers are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate sections of the Internet, and for assuring that students understand that if they misuse the network they will lose their privilege to access the Internet from the classroom environment. Internet access is a privilege, not a right. Internet access entails responsibility. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

It shall be the responsibility of all members of the ALCS staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives. The teaching staff will provide age appropriate training for students who use the ALCS Internet facilities. The training provided will be designed to promote commitment to:

- a. The standards and acceptable use of Internet services as set forth in this Internet Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

Anyone who receives an account to access the network and the Internet will take full responsibility for his or her own actions. To the extent practical, steps shall be taken to promote the safety and security of users of the ALCS 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 Protection 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.

The Allegany-Limestone Central School District will not be liable for the actions of anyone connecting to the Internet. All users shall assume full liability, legal, financial, or otherwise, for their actions. In addition, ALCS takes no responsibility for any information or materials that are transferred through the Internet. Violations of the Internet filtering policy and/or Acceptable User Policy (AUP) will result in administrative and possible legal penalties starting with withdrawal of Internet privileges and progressing through possible criminal prosecution for egregious violations. When using another organization's networks or computing resources, students must comply with the rules appropriate for that network. The following regulations and responsibilities, then, apply to all users at Allegany-Limestone Central School District.

- All users must respect the privacy of others and will not seek, use or modify the passwords, accounts or files of other users.
- All users must respect the integrity of the equipment and will refrain from using the equipment or programs to harass others, infiltrate any computer system, damage or alter the hardware/software components of any computer system. This includes, but is not limited to, the uploading or creation of computer viruses and the attempt to destroy, harm or modify data of another user.
- All users will refrain from creating or accessing defamatory, abusive, offensive, illegal, or adult- oriented material on Allegany-Limestone/BOCES equipment.
- All users will use Allegany-Limestone/BOCES equipment for school-related activities only, and will not use this equipment for commercial, personal, monetary or business gain.
- All users must realize that the Electronic Communications Privacy Act places electronic mail in the same category as messages delivered by the United States Postal Service, and tampering may be a felony offense. *All electronic mail messages are subject to District review at any time* and should be consistent with the Allegany-Limestone Central School District vision/mission.
- All users will abide by the United States Copyright, Patent, and License Laws and will not copy, alter or distribute copyrighted or proprietary material. This includes all programs, server or network system files, and data files on the network and the Internet.
- All users not complying with the regulations for use described above will have their access privileges suspended or revoked for a period of time to be determined by the director of technology and administrators involved. Additional penalties may be administered according to district policy, or state or federal law.

This Internet Safety Policy was adopted by the Board of Allegany-Limestone CSD at a public meeting, following normal public notice, on December 20, 2011.

Allegany-Limestone Central School District Network and Internet Use Agreement Signatures

This signature form remains current for a maximum time period of three (3) years (exception: seniors - 4 years). Record of signatures will be recorded electronically in the ALCS Student Management System, updated annually. New students, and students in grade 3, 6, and 9 will be asked to (re-)sign the form. All staff/students will be reminded annually of their obligation to abide by the terms of the Acceptable User Policy/Agreement they signed. Students with no form on file will be denied access to school computer hardware.

I understand and will abide by the above Network and Internet Use Agreement. I further understand violation of the regulations above is unethical and may constitute a criminal offense. Should I commit violation, my access privileges may be revoked; school disciplinary action may be taken and/or appropriate legal action.

User Name (please print): _____

User Signature: _____

Date _____

PARENT OR GUARDIAN

(If you are under the age of 18, a parent or guardian must also read and sign this agreement)

As the parent or guardian of this student, I have the read the Network and Internet Use Agreement. I understand that this access is designed for educational purposes. I recognize it is impossible for the Allegany-Limestone Central School District to restrict access to all controversial materials and I will not hold them responsible for materials

acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____

Date _____

ATTACHMENTS

Children's Internet Protection Act

Date Published: May 19 2011

Background

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA Requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- (a) access by minors to inappropriate matter on the Internet;
- (b) the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online;

(d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and

(e) measures restricting minors' access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.

- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the [Universal Service Administrative Company's \(USAC\) Schools and Libraries Division \(SLD\)](#). SLD also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

For More Information

For information about other telecommunications issues, visit the FCC's [Consumer and Governmental Affairs Bureau website](#), or contact the FCC's Consumer Center by calling 1-888-CALL-FCC (1-888-225-5322) voice or 1-888-TELL-FCC (1-888-835-5322) TTY; faxing 1-866-418-0232; or writing to:

Federal Communications Commission
Consumer and Governmental Affairs Bureau
Consumer Inquiries and Complaints Division
445 12th Street, SW
Washington, D.C. 20554.

Taken from: <http://www.fcc.gov/guides/childrens-internet-protection-act>

ATTACHMENTS

NETWORK BROADBAND BANDWIDTH	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	1Gb	1Gb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1Gb	3Gb
Bandwidth: Connections WITHIN school buildings (LAN)	3Gb	10Gb

2. What is the total contracted Internet access bandwidth for your district? 1Gb/1Gb

3. What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?
WNYRIC/Erie 1 BOCES

4. Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.

WIRELESS PROTOCOLS	Available	In use
802.11a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
802.11b	<input checked="" type="checkbox"/>	<input type="checkbox"/>
802.11g	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
802.11n	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
802.11ac	<input type="checkbox"/>	<input type="checkbox"/>
802.11ad	<input type="checkbox"/>	<input type="checkbox"/>
802.11af	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you have wireless access points in use in the district? Yes

5a. If yes, what percentage of your district's instructional space has wireless coverage? 99%

6. Does the district use a wireless controller? Yes

7. What is the port speed of the switches that are less than five years old in use in the district? Gb

8. How many computing devices, less than five years old, are in use in the district?

COMPUTING DEVICES	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop Computers / Virtual Machine (VM)	403	403
Laptops / Virtual Machine (VM)	988	988
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine inches or greater without access to an external keyboard	299	299

Note: Include only devices used for instructional purposes. See guidance document for additional details.

9. Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)? 21 %

10. From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities?
None at this time

11. How many peripheral devices, less than five years old, are in use in the district?
Please give the number of the following:

PERIPHERAL DEVICES	Number of devices in use that are less than five years old
Document Cameras	45
Flat Panel Displays	518
Interactive Projectors	0
Interactive Whiteboards	14
Multi-function Printers	12
Projectors	27
Scanners	15
Other Peripherals	15

Note: Include only peripherals used for instructional purposes.

Other peripherals might include, for example, video conferencing devices, cameras, or probes.

12. If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.

5-digital cameras 10-video cameras

13. Does your district have an asset inventory tagging system for district-owned equipment? Yes

14. Does the district allow students to Bring Your Own Device (BYOD)? Question refers to students only. Yes

14a. If answered yes to question 14: On an average school day, approximately how many student devices access the district's network?
575

15. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754? Not Applicable

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

1 Gbps - < 10 Gbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

1 Gbps - < 10 Gbps

3. What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service?

WNYRIC/Erie 1 BOCES

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

Minimum Capacity	1Gbps<10Gbps
Maximum Capacity	1Gbps < 10Gbps

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

Minimum Circuit Speed Within a School Building	1Gbps<10Gbps
Maximum Circuit Speed Within a School Building	10Gbps

6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	Gbps
Maximum Capacity	10	Gbps

7. What percentage of the district's wireless protocols are less than 802.11g?

0

8. Do you have wireless access points in use in the district?

Yes

8a. What percentage of your district's instructional space has wireless coverage?

99%

9. Does the district use a wireless controller?

Yes

10. How many computing devices less than five years old are in use in the district?

	Number of devices in use that are less than five years old	How many of these devices are connected to the
Desktop computers/Virtual Machine (VM)	413	413
Laptops/Virtual Machine (VM)	1,090	1,090
Chromebooks	285	285
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	299	299
Totals:	2,087	2,087

11. What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

17

12. Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.

Access to funding and availability of assistive technology evaluations for students with disabilities so that we can have a clearer understanding of what might help them to access the content and be successful would be helpful. Also, it would be useful to have ongoing updates as new/improved AT becomes available for populations of students in need.

13. How many peripheral devices are in use in the district?

	Number of devices in use
Document Cameras	45
Flat Panel Displays	518
Interactive Projectors	0
Interactive Whiteboards	14
Multi-function Printers	12

Projectors	27
Scanners	15
Other Peripherals	15
Totals:	646

14. If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.

5 - digital cameras
10- video cameras

15. Does your district have an asset inventory tagging system for district-owned equipment?

Yes

16. Does the district allow students to Bring Your Own Device (BYOD)?

Yes

16a. On an average school day, approximately how many student devices access the district's network?

575

17. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Not Applicable

18. What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?

District does not foresee any barriers