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Forestville Central School District

Technology Plan

July 1st, 2010 — June 30th, 2013

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About Our School District

The Forestville Central School District is located in North Eastern Chautauqua County. Included in the district are the Village of Forestville and parts of the towns of Hanover, Sheridan, Villenova, Arkwright and Perrysburg. Forestville and the surrounding areas comprise a population of approximately 3,000 people located thirty miles southwest of Buffalo, New York.

The Forestville Central School District serves approximately 600 students. The district operates two school buildings. The elementary school with an enrollment of approximately 270 students provides instruction for children in grades K-5. The middle school contains a 6-8 program and a high-school 9-12 program serving approximately 330 students. The district employs 51 faculty members and 45 support personnel. The Forestville Central School District is distinguished by the quality of the people who are associated with the school.

The faculty is well educated, experienced and committed to excellence. The district has been a recognized leader in implementing the learning standards and in the use of computer technology. Parent participation and support is acknowledged as essential to maintaining an environment for effective learning.

Forestville Central School is proud of its excellent academic program which has been well supported by its residents. Forestville is an active member of the Erie2-Chautauqua-Cattaraugus BOCES. Forestville collaborates with the other twenty-six school districts in the BOCES region.

School District Mission Statement

The Forestville Central School District is dedicated to educating students to meet or exceed the NYS learning standards, develop their critical thinking skills, and achieve their fullest academic potential. The Board of Education, parents, community members, staff, and faculty are expected to work together to support these educational goals while preparing our students to become independent and responsible members of society. There is a need for accountability at all levels of the organization to improve student achievement and school effectiveness.

Technology Vision

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The computer/technology mission of the Forestville Central School District is to incorporate technology into its educational program in order to:

- Expand the knowledge base of students, staff, and community through technology
- Provide a learning environment for all stakeholders that is flexible and responsive to change
- Develop an understanding of the capabilities and applications of technology as a tool for life-long learning
- Provide opportunities for our district community to utilize the resources available within our school to maximize the positive effects that technology offers beyond the typical school day.

Forestville CSD endeavors to be a responsible leader in the field of technology and its integration into sound educational practice for the benefit of student learning.
We strive to be forward thinking and prepared for inevitable change, while being ever conscious of our fiscal constraints. We continuously seek creative means to fund our advancement. This vision is grounded in our commitment to developing the full potential of each Forestville student. Our students will take with them the skills they need through access, exposure, and appropriate use of technology in order to become productive, effective members of the global community.

Technology Goals

1. Technology Integration—Increase students' quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, educational, and workplace goals.

2. Technology Equipment and Infrastructure—Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Forestville School District's learning and work environment.

3. Professional Development—Increase educators' competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

4. Develop technology standards and benchmark competencies for Students — Using ISTE's NETS for Students as a guide, to be implemented for all students in grades kindergarten through 12 which will include a school-wide internet safety curriculum.

5. Parent Communication—Increase parent communications through the use of the District website, GlobalConnect phone broadcast system, VoIP unified communication system (telephones), and the Student Management Parent Portal. And to collaborate with school related parent organizations in finding solutions with their communication efforts through technology.

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I. Curriculum

A. Curriculum Integration

Technology Integration Goals

1. Implement technology for instructional use that supports the teaching and learning process and prepares our students to succeed.
2. Develop and support ways in which technology can be used to provide strategies which support research on how students learn.
3. Identify, encourage, and enhance the use of 21st century tools across K-12 content areas.
4. Empower and enable teachers to become turn-key trainers for others, as more technology is introduced.
5. Continue to support the District's initiative for advancing student keyboarding skills.

Integration Strategies

1. Identify and expand best practices for technology integration in curricular areas.
2. Encourage modeling and guided practice opportunities with staff, utilizing turn-key trainers.
3. Make connections to how technology integration can support the District's goals related to analysis of data, learning strategies, and student achievement.
4. Provide staff development opportunities through local in-service and CSLO.
5. Create mentoring opportunities for staff to assist others with integration into the content areas.
6. Increase access for staff to related technology tools, equipment, and software.
7. Create online opportunities for sharing and collaboration.
8. Increase information sessions and demonstrations at the building levels.

B. Student Achievement

Examples of content area technology integration *(based on 2007 ISTE NETS)*

Students are using digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
(*Using technology to promote Communication and Collaboration*)
Examples:

- Video conferencing with others
- Contributing to online content related discussions and multi-thematic projects
- Contributing to a wiki on a particular content area topic
- Students making and streaming live video/multi-media presentations
- Students creating group multi-media projects
- Students PodCasting to support instructional content
- Students publishing their created work/artwork/music/stories
- Students using Google documents for instructional content
- Students developing personal learning networks
- Students collaborating in virtual environments

Students are applying digital tools to gather, evaluate, and use information.
(*Using technology to promote Information Fluency*)
Examples:

- Students becoming aware of and utilizing pre-selected internet sources, i.e.- library subscription databases, library of congress, etc., when researching
- Students learning and practicing the process of validating internet resources when researching
- Students using Excel spreadsheets and writing formulas to track data and create usable data
- Students dissecting the origin of a website for validation
- Students using Web 2.0 tools when appropriate for gathering information and resources
- Students utilizing RSS aggregators to gather updated information

Students demonstrate the ability to work and navigate in digital environments.
(*Technology Operations and Concepts*)
Examples:

- Students using computers to increase their keyboarding skills
- Students searching for library books using an automated catalog
- Students using various applications in content areas which are specific to the needs of a content area project
- Students demonstrating efficient fluency using several search engines
- Students using Renaissance Responders in conjunction with Accelerated Math and testing situations

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior when using technology resources.
(*Using technology to promote Digital Citizenship*)
Examples:

- Students practicing responsible use of information and resources when completing projects in the content areas
- Students gaining awareness of how technology tools help people at home, school, and in the community
- Students citing and respecting ownership of electronic sources when completing projects
- Students checking originality using Turnitin software
- Classes reinforcing internet safety and appropriate online behavior when using technology
- Students participating in the iSafe program during Middle School

Students communicate original ideas using digital tools.
(*Using technology to promote Creativity and Innovation*)
Examples:

- Students contributing to a wiki on a particular content area topic
- Students creating multi-media projects for presentation
- Students creating video presentations using multi-media software
- Students creating and presenting multi-media presentations for morning announcements
- Students composing music using notation and music creativity software (i.e. Finale)
- Students using music editing software and royalty-free music to create multi-media projects
- Students using a variety of electronic media like KidPix, Image Bender, and PhotoShop to create an original artwork
- Students learning digital photography in high school art and technology classes
- Students creating in virtual environments

Students use digital tools and resources to collect, organize, and analyze data, and to generate possible solutions to issues.
(*Using technology to promote Critical Thinking, Problem Solving and Decision-Making*)
Examples:

- Students in Physical Education classes using technology to track their fitness
- Students using technology tools to analyze and report data.
- Students solving problems in virtual environments ie-River City

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Technology Integration

Increase students' quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, educational, and workplace goals.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action Will be completed	Indication of Success
Transition focus for student technology integration to new 2007 ISTE NETS	• Support of Technology Coordinator to attend NYSCATE conferences • In-service training • Work sessions • Building Technology Meeting Demos	• District Administrators • Building Administrators • Technology Coordinator • Consultants from Erie2 and Erie 1 CSLO Program	2010—2013	Technology integration activities are tied to the 2007 ISTE NETS for students.
Focus on an immersion of Communication and Collaboration and Information Fluency across all curricular areas	• Local In-service training • CSLO courses • Work sessions	• District Administrators • Building Administrators • Technology Coordinator • Consultants from Erie 2 and Erie1 CSLO	2010—2011	Technology activities supporting Communication and Collaboration and Information Fluency are integrated into content area lessons.
Review and spotlight faculty best practices in technology integration which support the use of 21st century tools.	• Local In-service training • Building Technology Team meeting demos • Possible dedicated Superintendents	• District Administrators • Building Administrators • Technology Coordinator	2010—2013	Best practices are regularly spotlighted by Forestville faculty at staff development days, faculty meetings and other appropriate settings.
Create ties to Effective Classroom Practices training and work to incorporate all 2007 ISTE NETS to support student achievement	• Local In-service training • CSLO courses • Work sessions • Building Technology Team meeting demos	• District Administrators • Building Administrators • Technology Coordinator • Consultants from Erie 2 and Erie 1 CSLO	2010—2013	Faculty make clear connections of 21st century technology best practices to what is learned at Effective Classroom Practices workshops.
Develop an online "toolbox" of integration ideas for staff to engage students in content area topics	N/A	• Technology Coordinator	2010—2013	An online "toolbox" is available on District website and regularly added to for support of up-to-date technology integration ideas.
Explore alternate formats when integrating ISTE NETS to address the needs of students with disabilities which includes adherence to NIMAS.	• Local In-service training • Work sessions/meetings with Special Education staff	• District Administrators • Building Administrators • Special Education Staff • Technology Coordinator • Erie 2 and Erie 1 Consultants	2010—2013	Students with disabilities are provided alternative tools which conform to the National Instructional Materials Accessibility Standard and promote technology integration.

C. Technology Delivery

Forestville Central School District supports opportunities for distance learning in the classroom. All classrooms are equipped with projectors for display of internet streaming resources. The District subscribes to Discovery Education Streaming, PowerMedia Plus, and other subscription websites that provide appropriate content in all grade levels. In addition, teachers are utilizing appropriate material from websites such as YouTube and BrainPop to engage the students in all subject matters.

FCS also utilizes two portable Polycom videoconferencing units, one located in each building. These units provide for additional distance learning opportunities including virtual field trip such as:
-Buffalo Zoo
-National Archive
-Elephant Sanctuary
-Pacific Ocean Institute
-San Diego Zoo

In addition, our Middle/High School building utilizes a dedicated Distance Learning Lab (DLL). In cooperation with our Erie2 BOCES, FCS is part of an extensive network of Distance Learning Rooms in most schools throughout Western NY. Made possible with the use of the high-speed Gigabit Ethernet connection to the BOCES network, real-time high-quality video and sound from up to three simultaneous other locations is received in the room, affording the students to take elective classes taught by other schools, which normally would not be available to them. Current classes include:
-The Holocaust
-Sports Management
-Fashion Design
-Sign Language
-Music Theory
-Sociology
-Business Law
-Intro to Criminal Justice

As part of the current building project, the room was moved to a new location with an upgrade to system equipment ensuring longevity of it's lifespan.

Along with that, many required trainings for District staff are also being transitioned to include online opportunities including GlobalComplianceNetwork and AtomicLearning for both professional development and training in areas such as:
-Alcohol and Drug Awareness for Employees
-Suicide Prevention
-Section 504
-Diabetes
-First Aid in Schools

D. Parental Communications and Community Relations

The technology plan is disseminated to the community first as a presentation to the Board of Education, then posted on the District's website. The District's website (www.forestville.com) is the main technology portal for parents to retrieve various information including:

- School Announcements
- Teacher web pages
- Events calendar
- Athletic schedules
- Lunch menus
- Links to NYS information
- Individual school information
- Board of Education meeting minutes
- District forms
- Staff directories
- Building Project information
- Wellness information
- Transportation
- Calendars and supplies
- Community education
- Career opportunities
- Portal to K12Planet
- Parent Connection information
- Budget communications
- School newsletters
- Library services
- Codes of conduct
- Portal to MyNutrikids

In 2000 FCS started offering parents and students access to the district student managements system through a secured website called K12Planet.com. This system provides access to assignments, grades, and attendance information updated daily. And in October 2009 the cafeteria installed a new POS system which includes a web page portal called MyNutrikids.com for parents to make online payments, track purchases, and view account balances.

In addition, the district provides website services and training for local organizations to create and post web pages on the school's website. Some of these groups include the parent group Parent Connection, SHAC (School Health Advisory Council), the Make a Difference Day committee, and the Forestville Fall Festival Committee.

E. Collaboration

Throughout the year the Forestville Central School is known as a community gathering place, with different programs reaching out to the community. Community Education is one such program with classes given in a wide variety of courses appealing to the community's ever changing interests and needs. Course selections have provided opportunities in recreation, entertainment, and technology skills. Examples of course offerings in technology include:

Computer Applications
Basic Computer Literacy
Digital Photography
Virus, spyware and malware prevention and cures
Website Publishing

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1. **Parent Communication**
   Increase parent communications through the use of the District website, GlobalConnect phone broadcast system, VoIP unified communication system, and the Student Management Parent Portal. And to collaborate with school related organizations in finding solutions with their communication efforts through technology.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action Will be completed	Indication of Success
Review, and if necessary update policies pertaining to the District website.	N/A	• District and Building Administrators • Technology Coordinator	2010-2013	Revised policies and district implementation guidelines if deemed appropriate
Increase use of teacher pages in The district website	• Superintendant's in-service days training • CSLO/Model Schools training	• District and Building Administrators • Technology Coordinator • Technology Leaders	Ongoing	An increase of professional staff creating and maintaining school website pages for school to home communication.
Ensure thorough and proper list of parent phone numbers used by GlobalConnect is maintained and updated	N/A	• Building Main Offices • MS/HS Guidance Office • Technology Coordinator	Ongoing	A decrease in the number of requests from parents to be included in the caller database.
Continue to support and maintain VoIP phones and voicemail system in all classrooms including computer applications and user training	• Superintendant's in-service days training • New employee training	• Technology Coordinator • Vendor Training	Ongoing	Increase of use by teachers for parent communications
Continue to support and maintain student management parent portal, encourage parent use, and maintain parent accounts	N/A	• District and Building Administrators • Technology Coordinator • Teacher Electronic Gradebook Facilitator	Ongoing	Continued use by parents as indicated by website statistics and parent feedback
Make connections with parent organizations to assist with school to parent technology issues.	N/A	• Building Administrators • Technology Coordinator • Website Coordinator	Ongoing	Parent organizations use technology effectively to communicate with other parents

II. Professional Development

F. Professional Development

All professional staff in the Forestville Central School District:

Utilize the District network on a daily basis and have proficiency in:

-Basic Operations
-File Management
-Word Processing
-Communication via email
-View Streaming Videos
-Digital Photography
-Using technology for attendance and grade reporting purposes

In addition to the above, professional staff obtain proficiency in areas of technology integration related to content areas which are also tied to ISTE Standards. Integration examples which demonstrate staff technology proficiencies are listed in Appendix A.

Forestville Central School District is firmly committed to building-based professional development supported by a data-driven school improvement plan. It is further understood that certain philosophical foundations, programs, and skills must be consistent across District schools. Teachers realize the need to constantly study and reflect upon their individual classroom situations. For these reasons, the District philosophy supports an organizational structure for professional development that recognizes three levels of professional development:

-District-based programs-supporting district-wide efforts and state-mandated initiatives

-School-based programs-supporting district-wide efforts and school based improvement programs

-Individual Growth and Enrichment Plans, meeting individual needs that support the district and/or building based efforts.

School based professional development initiatives (activities and strategies) are connected to the school improvement process and aligned with district goals. They are based upon collection and evaluation of student achievement data, demographics, perception data, and school processes data to determine needs.

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Technology Related Professional Development

Student Program Goal

The District seeks to increase students' quality and use of technology as a tool, to improve learning, interact successfully in a 21st century skill environment, and to achieve their personal, education, and workplace goals.
Students will continue to incorporate and employ technology related strategies to enable their academic successes and understanding as related to:

-Creativity and Innovation
-Communication and Collaboration
-Research and Information Fluency
-Critical thinking, Problem Solving, and Decision Making
-Digital Citizenship
-Technology Operations and Concepts

Data Sources	Present Status	Desired Outcome
• ISTE 2007 Student NETS • Assessment of student technology skills and teacher effective technology use • Review of current research on new and effective technology integration tools and resources	• District technology committees and sub-committees in process of suggesting curriculum revision toward new generation of ISTE NETS. • New survey and assessments of student technology skills and teacher effective technology use are being developed at the district level. • Regularly review current research on new and effective technology integration tools and resources.	• K-12 technology integration which supports core curriculum and allows all students to meet technology skills expectations based on revised ISTE NETS. • Established pattern of administration and data collection for teacher technology skill and use survey across district. • Continued review of current research on new and effective technology integration tools and resources.

Measurable Objective

Students will be exposed to increased amounts and quality of technology integrations which are connected to research-based strategies, content, and performance standard specific areas with the intention of improving student achievement/learning.

Goal Activities	Personnel Involved	Success Indicators
K-12 Staff will increase their knowledge of important issues of a technology based society and ethical and responsible behaviors Teachers will learn to apply this knowledge to instruct students in skills appropriate to their grade level and associated with expectations of the Forestville K-12 Technology Standards. District, buildings and individuals continue cycle of analysis reviewing current technology uses and those new technologies that provide potential for general research based instructional strategies; research based content related strategies and support the management of instruction: • Review data to determine current needs of students, the learning environment • Look for uses of technology that can positively effect those needs • Develop, implement and participate in professional growth experiences that provide implementation to occur • Assess the effect of the implementations	Technology facilitators Principals Building and District Technology Committees	Increases in the amount and kinds of resources purchased Increases in number of students meeting or exceeding State standards on district and NYS Assessments Teacher feedback

G. Supporting Resources

Technology Training Offerings (formal and informal) by Forestville Professional Development Department:

- Using Microsoft Word
- Approaches Used in the Delivery of Middle School Technology Education
- Drafting
- Assistive Technology: An Overview of Assistive Technology Tools and Services
- Assistive Technology: Using Electronic Text and ebooks
- Basics of Internet Safety
- Blogs
- The World of Wiki's
- Integrating Video Clips into Your Lessons
- Classroom Performance System Technology in the Music Classroom
- Creating Custom Soundtracks for Multimedia
- Creating Effective Interactive Lessons with Notebook Software
- Digital Show and Tell
- Digital Storytelling for Foreign Language
- Using Video to Make Lessons More Engaging
- Engaging Students Using the Wireless Mouse and Keyboard
- Information Literacy
- Integrating Podcasts into the Classroom
- Integrating RM Math Resources into Your Interactive Classroom
- Integrating ThinkMath Technology and Notebook Software
- Interactive games for the elementary classroom
- Introduction to Windows Movie Maker and Microsoft PhotoStory
- Using Discovery Education - Streaming (United Streaming) in the Classroom
- What's new in Office 2003
- Making use of Audacity in class projects
- Podcasting 101 with the Zoom H2
- Podcasting PC
- Power Point Games for Foreign Language
- Smart Board Version 10.0 Basics and What's New?
- The Lumens Document Camera: How to Maximize its Use
- Tips and Tricks for Using Excel in the Classroom
- Using Best Practices and Technology
- Using District Teacher Pages to Improve Instruction in the Classroom and to enhance communication with parents
- Using video cameras in the classroom
- Powerpoint for Kids
- Using the Smart Board Software in the Music Classroom
- Video in the Classroom to Captivate and Motivate
- Videoconference Basics
- WebQuests
- Wikis

Additional Supporting Resources

Courses of onsite training offered through CSLO
Tutorials offered on Atomic Learning through subscription service
District Policies developed and accessible to all staff
Online required training with GlobalComplianceNetwork
Technology Coordinator Support in both buildings
Computer Support Technicians support in both buildings
Support for technology integration conference attendance
Support for professional development opportunities at the building level
Support from the District Technology Team

Technology Professional Development Goal Action Plan

Professional Development
Increase educator's competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action Will be completed	Indication of Success
Review current research on new and effective technology integration tools and resources.	• Staff development center offerings • Building based in-services	• District Administrators • Building Administrators • Technology Coordinator	Ongoing	Continued review of current research on new and effective technology integration tools and resources.
Increase educators knowledge of new 21st technology tools which help students learn.	• Staff development center offerings • Building based	• District Administrators • Technology Coordinator • Building Administrators	Ongoing	• Demos at Building Tech Committee Meetings • In-service course Attendance • Product sample from students • Classroom observations
Explore a staff development day devoted to 21st century technology integration directly related to curricular areas.		• District Administrators • Technology Coordinator • Building Administrators	2010-2011	• Educator feedback • Requests for follow-up • Increased attendance at related technology integration courses
Survey professional staff to assess quality of technology integration in the curricular areas.		• District Administrators • Technology Coordinator • Instructional Staff	2011-2012	Completed surveys Meaningful data is collected to help plan next steps.

III. Infrastructure, Hardware, Technical Support, and Software

H. Infrastructure Needs/Technical Specification, and Design

Forestville Central School District provides technology services to one elementary schools, one middle/high school, and the transportation center. Gigabit Fiber connects these areas to the aggregate switch/server room located on the 2nd floor in the High School with a backup server housed in the elementary school. The district utilizes the regional broadband network available through the Western New York Regional Information Center. The broadband network provides the district with 1 Gigabit per second access to Internet services, server resources at the regional information center, and the distance learning network. Our standard desktops and laptops are Dell PC's running Windows XP. Students, teachers, staff, and administrators are provided with an information environment that is technologically efficient and allows access to a global variety of resources. Electronic communication and global learning has become the norm for our society, and Forestville Central School District provides an environment which allows staff and students the necessary resources for email, information retrieval, access to the Internet, and participation in educational learning communities.

All classrooms have local network and Internet access and are provided
• Utilization of the wealth of information available on the World Wide Web (curriculum resources, web quests, online catalogs, electronic reference tools, lesson plan ideas, sharing forums, in-class presentation of timely topics, etc...)
• Communication and data transfer via email to save time and paper resources
• Availability of professional development resources and training
• Access to all district and regional library catalogs
• Access to online subscriptions, databases, and web sites which provide instructional resources
• Access to student demographic information, grade information, test data, and IEP's as appropriate
• Access to streaming video feeds via a streaming media server
• Access to Assistive Technology tools and devices

Infrastructure Configuration

The District has a wide area network with its core at the High School and backup data center at the Elementary School. Key features include:
One Windows 2000/2003 domain running Active Directory. Services provided as a part of this Active Directory domain structure include:
• A Dell PowerEdge Server running VMWare ESXI, with 6.0 TeraBytes of Storage to provide all users with file storage and provide for secure redundant data storage for key applications.
• Email and collaboration through Exchange 2003 for all staff, and students in the 11th and 12th grades.
• Centralized proxy and firewall services for content filtering and access management.
• Dynamic Host Control Protocol (DHCP) and Domain Name Services (DNS) for improved systems management and support.
- Central management of all systems and services.
- Virtual Private Network (VPN) services to allow staff access to their files from home and other remote locations.

Gigabit-per second connectivity between our district and BOCES, and subsequently to all wiring closets in both buildings results in a rock-solid ultra-fast local area network. Key benefits include:
• Increased speed and reliability of services to the desktop
• Increased facility with which to implement significant technology changes without a complete equipment exchange
• Ability to utilize video-conferencing for distance learning and virtual field trips
• Ability to utilize streaming video services such as with our local media server and Discovery Streaming for educational programming
• VoIP unified communication system
• Future data services and surveillance camera systems

To protect the District's network, systems and services, an Internet barrier has been installed separating the FCS network from the Western New York Regional Information Center and all outside networks. This barrier is comprised of firewalls, application gateways and proxy servers on the FCS network, and an external integrated firewall on the broadband network.

To protect sensitive server equipment the District has provided a secured server room. This area has been dedicated to this purpose and includes environmental controls including conditioned power, air conditioning, and dedicated alarms. This server room serves as the core of the LAN. Future plans include the upgrade of the power system and a connection to an automatic backup power generator, which will also power the phone and PA systems in the event of a power outage.

Forestville Central School

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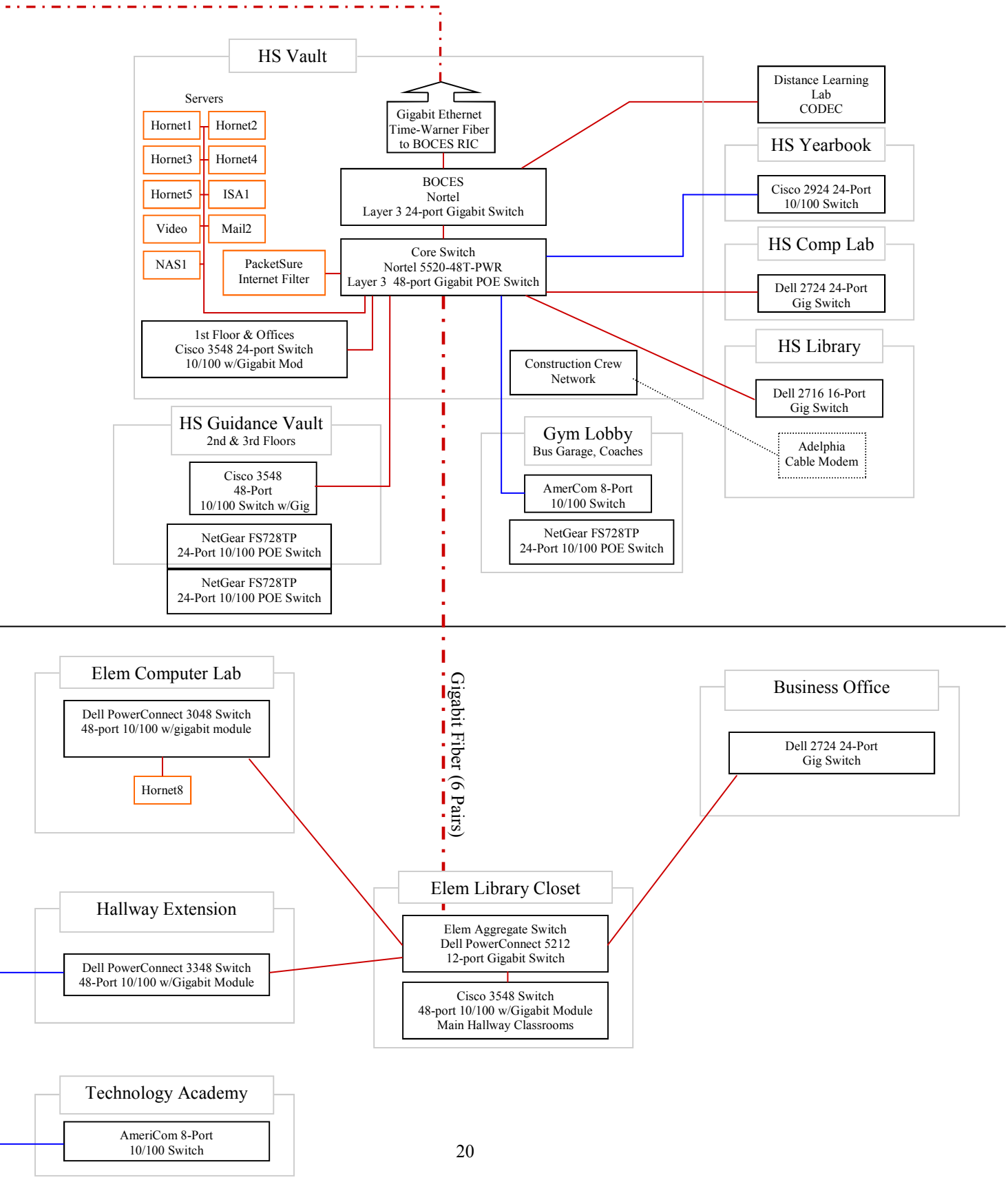
Network Map

Rev 9/25/07



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Internet Connectivity

The District acquired and implemented the domain name Forestville.com. This domain name and presence serves as a launching point to various web services including the ability to build web pages; as well as email accessibility. To complement these services, the IT department has additionally engineered a remote access solution through VPN, an internet filtering solution, and an Internet access monitoring system.

Through our public website hosted by Erie1 BOCES, and our in-house intranet site, students, staff, parents, and community have access to the important data and information that is now expected to be provided in an electronic format. These sites make it possible for users at various levels within the organizations to contribute, update and manage dynamic content. The two resources bridge together to provide our school community a wealth of instructional and resource information with many services and topics including:

Teacher Web Pages
School News and Bulletins
District Newsletter
Building Project Information
Cafeteria Services
Forms and applications
Athletic information
Official District documents
Wellness and Health Office Information
Community Education
Student demographics
Grade and assignment information
Attendance information
Discussion groups
Library Media Services
Live Exterior Webcams
Music Department concert schedule, news and events
Tax Collection Information

Standard Software on All District Computers	Other Software Included on Some Computers
Microsoft Office 2003 Professional	MicroGrams Educational Software
eTrust Antivirus	All the Right Type
Adobe Acrobat Reader	JumpStart Advanced Kindergarten
Macromedia Flashplayer	Read, Write, Type
Macromedia Shockwave	Earobics
Internet Explorer	Examgen
Quicktime	Finale
Printkey	Inspiration
PrimoPDF Creator	Jump Start Typing
Roxio	Kid Pix Studio Deluxe
Windows Photo Story	Kidspiration
Windows Media Player	Math Type
Windows Movie Maker	Type To Learn
	Visual Communicator

Management and instructional software resources include:

- WinSchool: The main student information system for the district which maintains all demographic, course, and grade information.
  (Currently reviewing other systems to replace this in Fall of 2010)
- WinCap: The Business Office accounting system which also maintains all payroll, demographic, and personnel information.
- IEP Direct: Database for all student special education information, as well as 504 data.
- Follett: Library management and catalog system.
- NutriKids: Cafeteria management and point of sale system.
- Microsoft Exchange: Email and organization/communication system.

Forestville School subscribes to many online instructional resources which include:

Renaissance Learning Suite	MyGradeBook
Discovery Streaming	GlobalComplianceNetwork
PowermediaPlus	TeachingMadeEasier
WorldBookOnline	abcTeach
NoodleBib6	EnchantedLearning
Ebsco Novel Database	MasterGuru
StudyIsland	TeachingBooks
BrainPop	AtomicLearning
BrainPop Jr.	TurnItIn
CareerCrusing	Gale Databases
SoundzaBound	Rosen Teen Health & Wellness
CastleLearning	

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Classroom Computers

Currently all faculty have a computer in the classroom running Windows XP with adequate processing speed and memory to allow for productive and creative use. Most have CD burning capabilities. All are capable of having access to the internet, network and intranet resources, and the student management system for taking attendance and entering grades. 100% of district computers are currently Dell computers and are Windows based. Many classrooms also have centers of 2 to 4 computers for student use. FCS currently follows a five year recycling plan.

Computer Laboratories/Mobile Classrooms

Our current computer labs are well equipped and have access to the Internet. The elementary school computer lab of 24 machines was recently upgraded as part of a building project, with improved electrical and network connections. The Middle/High School building is currently without a lab while a new one is under construction as part of the building project. When finished it will include 24 new machines capable of running any newer software including multimedia production applications. The Middle/ High School also owns and utilizes 2 mobile laptop labs with 16 and 24 units in each. And a meeting/training room in the Elementary School houses 9 laptops for general use. Labs and mobile labs follow a five year recycling plan.

Presentation Equipment

All classrooms in both buildings have a networked computer connected to a mounted projector or SmartBoard. This provides immediate and easy access to digital support materials, along with a high-definition visual presentation device (document camera) and a DVD/VCR player.

Peripherals

As instructional strategies dictate, many classrooms are equipped with SmartBoard technology, document cameras, digital cameras, camcorders, and other technology tools.

Available Technical Support

Technology Coordinator
Building Librarians/Media Specialists
Teacher/Technology Leaders
Part-time summer help

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I. Inventory

Inventory	Computer Labs	Classrooms	Library/ Media Center	Admin Offices	Other Locations	Total	Planned Future Acquisitions		
							Year 1	Year 2	Year 3
Computers									
PC Desktop	50	162	22	21	27	282	50	50	50
PC Laptop	-	29	24	5	16	74	12	12	12
Peripheral Devices									
Printers	2	62	2	13	7	86	6	25	6
Scanners	-	-	-	-	3	3	0	0	0
Assistive/Adaptive Devices		1			1	2	0	0	0
Digital Cameras	1	5	12	1	2	22	20	6	6
TV Monitors	-	5	2	-	4	11	6	6	6
VCR/DVD Players	-	52	2	-	8	65	12	12	12
Digital Projectors	2	52	2	-	4	60	12	12	12
Video Cameras	-	-	1	-	9	10	4	0	0
Software	See Software Listing on Page 19								
Network Equipment									
Switches	2	60	2	1	12	77	12	12	12
Servers	1	-	-	-	4	5	0	1	0
Telecommunication									
Gigabit Broadband					1	1			

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J. Increase Access

FCS Wi-Fi Network

Wiring and equipment installation is in progress to make all areas of both buildings totally Wi-Fi accessible. This will facilitate the use of laptops, PDA's, and other Wi-Fi enabled devices for both instructional and administrative purposes.

Laptop Carts

The MS/HS building currently has two laptop carts that can be signed out and used in classrooms by the teachers. Individual laptops are also able to be signed out from the library for individual use during the day to take to classrooms. Future plans call for an additional cart to be purchased for the Elementary building as well.

New MS/HS Computer Lab

A new computer lab is currently being built as part of the recent building project. When completed, this 24-computer lab will also be available to for use by teachers and their students for class projects.

Assistive Technology

The District's Technology Plan includes technology use for all students including students with disabilities. Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to access their educational programs and facilitate student achievement. Federal Regulation (34 CFR 300.308) requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school age student with a disability when recommended by the Committees on Special Education and as described in the Individualized Education Program (IEP).

The District:
- Purchases AT hardware & software tools
- Identifies an AT Process to include a referral, assessment, trial and implementation process
- Provides ongoing staff development and training

When the need warrants, a comprehensive AT Assessment is conducted and more unique or complex AT solutions are considered and made available for use when required. These items help assess the effectiveness of AT items in addressing learning outcomes.

Assistive technology services include:
- Assistive technology screening/assessment of a child with a disability in the child's customary environment
- Acquiring appropriate and required assistive technology devices or equipment for students with disabilities
- Customizing, adapting, applying, repairing or replacing assistive technology devices
- Coordinating and using other therapies, interventions or services in conjunction with assistive technology
- Training and technical assistance for students with disabilities, professionals, staff, teachers and family members

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Technology Equipment and Infrastructure

Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Forestville School District's learning and work environment.

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action Will be completed	Indication of Success
Adhere to a 5 year replacement plan for all District computers.		• District Administrators • Technology Coordinator	Ongoing	Desktops and laptops are replaced regularly after 5 years.
Replace supporting peripherals as necessary.		• District Administrators • Technology Coordinator	Ongoing	Peripherals are replaced as needed.
Equip all District classrooms with a mounted projector for presentation.		• District Administrators • Technology Coordinator	Ongoing	All classrooms have a projector connected to a computer.
Investigate and support new technologies which promote 21st century learning.		• District Administrators • Technology Coordinator	Ongoing	Instructional areas are supported with new appropriate technologies to support integration.
Investigate replacement of non-gigabit district switches.		• District Administrators • Technology Coordinator	Ongoing	Decisions and a replacement schedule is in place for future Replacement/upgrade of switches.

IV. Funding and Budget

K. Estimated Budget and Timetable

	2010—2011	2011—2012	2012-2013
Estimated Salaries	$64,000	$66,000	$68,000
Hardware (State-Aid)	$11,100	$11,100	$11,100
Software (State-Aid)	$7,600	$7,600	$7,600
Hardware & Software (BOCES Projects)	$50,000	$50,000	$50,000
Estimated Professional Development for Technology (CSLO)	$8,000	$8,000	$8,000
External Technology Support	$1,000	$1,000	$1,000
Network Services (WNYRIC)	$38,000	$38,000	$38,000
Distance Learning Service (Erie 2)	$19,000	$19,000	$19,000
Mileage and Conferences	$600	$600	$600
Telephone Services	$8,000	$8,000	$8,000

L. Coordination of Resources

Forestville School District participates in the BOCES Common Set of Learning Objectives (CSLO) program which allows purchase of instructional technology equipment. The District commits funds on an annual basis to support this technology plan.

The District also annually applies for E-rate funding to support the following technologies:

- Local and long distance voice telephone service
- Cell phones
- Internet Connections (through Erie 1 BOCES)

Future applications may include support for the District's Local Area Network Equipment

Other sources of technology funds include the federal Enhancing Education Through Technology Grant (Title II D) which is used for hardware, professional development and technology integration support.

Technology upgrades and enhancements for Forestville Central School will be funded in a variety of ways. District administration will choose the efficient use of the funds set aside for technology from BOCES Aid, New York State Aid, government programs and grants. Most technology funding is from one of these methods, however at times it may be necessary to use funds from the local tax levy as well.

V. Monitoring and Evaluation

M. Evaluation

Evaluating and implementing the technology plan will be the responsibility of the District Technology Coordinator in conjunction with the District Superintendant and the Technology Committee. As we assess the achievement of our goals, we will continually review and adjust our plan to meet the rapidly occurring changes in technology. Unmet goals will be addressed by the District Technology Committee with appropriate members of the school community based on the area needing improvement. The evaluation strategies below will allow the Forestville Central School District to measure and analyze the infusion of technology by all learners, and to assess the effectiveness of the technology plan on student achievement.

- Bi-Annual meetings of the District Technology Committee to review the Technology Plan's progress and to make reports, recommendations and/or adjustments with appropriate staff and constituents.
- Report the Technology Plan's progress to the Leadership Team when appropriate.
- Presentation on "State of Forestville Technology" to the Board of Education at least one time per year.
- Observation in classrooms and review of data to assess student learning.
- Formal and informal surveys to staff and students.
- Ongoing review by building administrators, Instructional Specialists, etc .
- Coordination of technology professional development opportunities with the District Administrators for Professional Development.

Examples of evidence that can be used to determine the technology plan's progress and success might include:

- Student portfolios
- Student products
- Rubrics
- District developed technology assessments and surveys
- NYS assessments
- District staff survey results
- Enrollment in in-service education programs
- Faculty exemplars
- Teacher appraisal
- Community feedback
- Community support through the voting process

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Forestville 6470

STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Forestville Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

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

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

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

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

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should not expect that the information stored on the DCS will be private.

Implementation

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

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Forestville 7315

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

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

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

Standards of Acceptable Use

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

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

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

Student data files and electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property, subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Students should not expect that the information stored on the DCS will be private.

(Continued)

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STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE POLICY) (Cont'd.)

Notification/Authorization

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

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

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

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Forestville 8271

THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the Forestville Central School District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with the respect to the use of computers by minors, as determined by the building/program supervisor, to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary actions; and

d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/ regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measurer(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

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THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (Cont'd.)

Internet Safety Instruction

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

Notification/Authorization

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

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

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

Technology Plan Internet Filtering Note:

Forestville Central School District use a BOCES supplied, supported, and monitored solution to provide Internet Filtering to the staff and students using computers on our network. A filtering server appliance called PacketSure is located in our server closet, and is updated and monitored on a weekly basis. In addition, a separate Internet use monitoring system called Cyphin Proxy is employed as a means to monitor all student Internet traffic and can do searches based on misuse by category, by student, or by machine, and provides a detailed report of such misuse.