Schroon Lake Central School

Home of the Wildcats!

Schroon Lake Central School

Technology Plan

2014 - 2017

Submitted by the SLCS Technology Committee

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Mission Statement

The Schroon Lake Central School Technology Committee holds as its mission the evolution of a strategy for technological innovation and expansion whereby our student can prepare for the workforce challenges of the 21st century. Our learners will become proficient in their use of technology, competent at adaptation of that technology to real world applications, and respectful of the need to be life-long learners in an age demanding constant improvement in skill levels.

Technology skills integration development and implementation, as well as the upgrading of hardware and software, and the continued emphasis on professional staff training will position SLCS on the leading edge as education providers focused on preparing students to become productive members of the Information Age.

District Overview

Schroon Lake is a town in the Adirondack Park, in Essex County, New York, United States. The population was 1,654 at the 2010 census. The Town of Schroon is in the southern part of Essex County and is north of Albany. The Town of Schroon contains two lakes: nine-mile (14 km) long Schroon Lake, and five-mile (8 km) long Paradox Lake. The two lakes are connected by the Schroon River. Schroon Lake 43°46′49″N 73°46′40″W / 43.78028°N 73.77778°W / 43.78028; -73.77778 is located in the towns of Schroon and Horicon, and is a year-round tourist destination, with boating, swimming and fishing in the summer and snowmobiling, snowshoeing and ice fishing in the winter; hiking and hunting are popular in the fall and spring. The school district is comprised of one building housing approximately 230 students from grades pre-Kindergarten through twelve. The district is considered remote/rural and has been recognized many times by US News and World Report as one of the best high schools in the United States receiving the Bronze award. The ratio of students to teachers is 10.1 to 1.

Goal One: Administrative Technology Goals

A) School administration will use technology to track student progress and strengthen home-school partnership. This goal will be demonstrated by fluent use of technology to carry out administrative duties, communication with parents and each other that enables accountability for the purpose of improving student academic achievement (IEP Direct, Powerschool).

B) School administration will promote an institutional understanding that technology is the framework for 21st century learning by working to:
1. **Remove barriers to technology use and**
2. **Support use of technology in the learning process by teachers and students.**

This goal will be demonstrated by a school administration that supports faculty and staff access to technology in the classroom to facilitate a positive technological presence in the learning style of our students.

Activities Related to Goal One: Administrative

2014-2015

-   Provide appropriate administrative professional development to explore use of PowerSchool functions where appropriate including: discipline, scheduling, grades, test results, RTI notes, parent contact notes, homework assignments.
-   Evaluate percentage of student homes that have sufficient internet access to support computer based home-school partnership.
-   Evaluate potential Bring Your Own Device (BYOD) policies and determine the components necessary to effectively monitor use by students.
-   Evaluate educational programs, curriculum, and student contracts targeting positive technology citizenship and identify one for potential use in district.
-   Continue providing technology support personnel and opportunities to suggest ways teachers K-12 can increase technology use in student learning K-12.
-   Develop ideas on how to increase opportunities for technology use in daily student learning K-12.

2015-2016

-   Provide additional administrative training as needed to maximize PowerSchool capabilities and targeted training for teachers in new PowerSchool capabilities as needed and where appropriate.
-   Examine additional ways for administrators, teachers and parents to use existing data to make better instructional decisions.
-   Continue providing technology support personnel and opportunities to suggest ways teachers K-12 can increase technology use in student learning K-12.
-   Implement a BYOD policy or statement.
-   Adopt and implement selected program to teach positive digital citizenship in district.

2016-2017

- Provide additional administrative training as needed to maximize PowerSchool capabilities and targeted training for teachers in new PowerSchool capabilities as needed and where appropriate.
- Examine additional ways for administrators, teachers and parents to use existing data to make better instructional decisions.
- Continue providing technology support personnel and opportunities to suggest ways teachers K-12 can increase technology use in student learning K-12.
- Evaluate ideas on how to increase opportunities for technology use in daily student learning K-12.

Accountability and Evaluation of Goal One

- Provide evaluations as part of the professional development on training.
- Identify written goals for PowerSchool use.
- Produce written policy on internet access and device use to outline school's concept of digital citizenship.
- Update written student technology and device agreement.

Goal Two: Teacher Technology Goals

Teachers will:

- Use technology to enhance instruction via the computer with LCD projectors, SMART Boards, information research tools, online collaboration tools, multimedia production tools, and relevant software, network and internet-based applications (e.g. word processing, spreadsheets, presentation, publishing software such as Microsoft Office, Google Docs, Google Earth, Prezi, Google Sketchup, Skype, etc.)
- Develop expertise and ability to model and teach ways student can use technology to access, gather, and critically assess information and ideas
- Develop expertise and ability to model and teach problem-solving abilities using technology
- Develop expertise, model and teach ways student can assimilate, evaluate and present information and ideas using technology, e.g., computer with LCD projectors, SMART Boards, information research tools, online collaboration tools, multimedia production tools, and relevant software (e.g. word processing, spreadsheets, presentation, publishing software such as Microsoft Office, Google Docs,Prezi, Google Earth, Google Sketchup, Skype, etc.)

Activities Related to Goal Two

2014-2015

- Survey staff, parents & students to identify needs for training and support
- Gather technology committee to review technology needs in the district
- Seek additional ways for teachers to integrate technology as part of instruction
- Examine ways share integration projects across the district
- Examine the use of video conferencing as an instructional tool
- Investigate moving to Google email and Google Docs as free cloud computing resources
- Continue professional development on any new software
- Continue to support use of SMART Boards in the classroom
- Support teachers on the development of classroom web pages
- Offer professional development on ways to build lesson plans to integrate technology

2015-2016

- Survey staff, parents & students to identify needs for training and support
- Gather technology committee to review technology needs in the district
- Evaluate annual survey to determine technology needs
- Seek additional ways for teachers to integrate technology as part of instruction
- Offer professional development on any new software
- Further support use of SMART Boards in the classroom

- Support teachers on the use of classroom web pages as an instructional tool
- Implement ways share integration projects across the district
- Offer professional development on ways to build lesson plans to integrate technology
- Begin using video conferencing as an instructional tool

2016-2017

- Survey staff, parents & students to identify needs for training and support
- Gather technology committee to review technology needs in the district
- Evaluate annual survey to determine technology needs
- Seek additional ways for teachers to integrate technology as part of instruction
- Offer professional development on any new software
- Further support use of SMART Boards in the classroom
- Further support teachers on the use of classroom web pages as an instructional tool
- Implement ways share integration projects across the district
- Offer professional development on ways to build lesson plans to integrate technology
- Continue the use of video conferencing as an instructional tool

Accountability and Evaluation of Goal Two

- Provide evaluations as part of the professional development on the software training
- Monitor progress of any new software implementation
- Survey staff to identify comfort level with new applications and perceived impact on student learning
- Hold technology committee meetings to monitor support and software needs

Goal Three: Student Technology Goals

We will provide opportunities for students to utilize technology to attain the skills necessary to become competitive members of a global society. Students will:

- Exhibit competence in use of the computer as a tool for word processing, data management (database, table, and spreadsheet development), numerical calculations, information retrieval, research, report generation, **and** desktop publishing.
- Acquire the communication, analytical, and evaluative higher order thinking skills to function in an information-intensive society that is ever changing.
- Recognize the potential of and become proficient at developing and receiving communications over local and wide area networks, including the Internet.
- Recognize the potential dangers inherent in Internet and telecommunications systems and learn to protect oneself and others from harm.
- Be able to select and use the appropriate multimedia components of various technologies and integrate those into projects and assignments that cross disciplines effectively and efficiently.

Activities Related to Goal Three

Rather than an additional set of objectives requiring separate instructional time, the elementary computer technology curriculum is focused on using computer technology as a means to achieving our broader educational mission as defined by the Common Core State Standards.

Pre-K to Second Grade Activities

Foundational Skills

The student ...

- Uses and Understands **five** basic computer-related terms each year from a list determined by the elementary teachers.

- Demonstrates care and appropriate use of computer hardware components and peripheral devices from objectives determined by the elementary teachers.

Computer Use

The student ...

- Uses word processing software to write alphabet letters, words and sentences

- Uses a mouse and a keyboard to navigate common core skill building games, such as IXL.com and similar activities.

Third Grade to Sixth Grade Activities

Grade	Pursuant to Common Core Writing Standard #6 (Writing):	Students will need the Following Skills:
3	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**Word Processing** 1. Creates and Saves a New Document 2. Opens, views, and prints documents 3. Formats documents 4. Edits text
4	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to **type a minimum of one page in a single sitting.**	5. Uses a word processor in a real world context to write sentences and paragraphs 6. Uses a word Processor in a real world context to write paragraphs, short stories, and create research reports
5	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to **type a minimum of two pages in a single sitting**.	7. Adds graphics to written work **Interact and Collaborate with Others**
6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to **type a minimum of three pages in a single sitting**.	*With guidance and support from adults, students use interactive technology such as email in pursuit of their academic goals*

Grade	Pursuant to Common Core Writing Standard #7 (Research):	Students will need the Following Skills:
3	Conduct short research projects that build knowledge about a topic.	1. Navigates the internet using search engines
4 & 5	Conduct short research projects that build knowledge **through investigation of different aspects of a topic.**	2. Uses the internet to research topics
6	Conduct short research projects to answer a question, **drawing on several sources** and refocusing the inquiry when appropriate.	3. Validates sites used

Grade	Pursuant to Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Students will need the Following Skills:

6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	1. Navigates the internet using search engines 2. Uses the internet to research topics 3. Validates sites used

Seventh Grade to Twelfth Grade Activities

Grade	Pursuant to Common Core Writing Standard #6 (Writing), students will
7	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	  a. Create basic web page using HTML and JavaScript and web building services such as *WordPress*.
	  b. Manage basic image manipulation and editing.

Grade	Pursuant to Common Core Writing Standard #7 (Research), students will:
7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Accountability and Evaluation of Goal Three

Goal Three Element	Accountability and Evaluation
Exhibit competence in use of the computer as a tool for word processing, data management (database, table, and spreadsheet development), numerical calculations, information retrieval, research, report generation, and desktop publishing.	Classroom teachers include an element of technology assessment in many grading rubrics used in the regular classroom.
Acquire the communication, analytical, and evaluative higher order thinking skills to function in an information-intensive society that is ever changing.	Part of the annual technology survey will include questions gathering teacher observations of the degree to which they observe students to show evidence of meeting this goal at their grade level.
Recognize the potential of and become proficient at developing and receiving communications over local and wide area networks, including the Internet.	Part of the annual technology survey to teachers will include questions gathering teacher observations of the degree to which they observe students to show evidence of meeting this goal at their grade level.
Recognize the potential dangers inherent in Internet and telecommunications systems and learn to protect oneself and others from harm.	Part of the annual technology survey to students will include questions gathering evidence of student awareness of potential dangers inherent in the internet.
Be able to select and use the appropriate multimedia components of various technologies and integrate those into projects and assignments that cross disciplines effectively and efficiently.	Classroom teachers include an element of technology assessment in many grading rubrics used in the regular classroom.

Professional Development Plan

Clearly, all professional development must concentrate on the goal of graduating students who are knowledgeable, competent learners, fully prepared with 21st century information and communications skills (www.21stcenturyskills.org). Helping teachers to understand how and where to use technology tools and resources to link with curriculum and instruction is a major area of professional development focus.

Schroon Lake has implemented professional development programs that focus on a strong, standards-based curriculum and remain consistent with the goal of training and supporting teachers in the use of technology. We believe that professional development must help to move all teachers through the six developmental stages reflected in the Apple Classroom of Tomorrow (ACOT) research (See Sandholtz, Ringstaff and Dwyer, 1997). These six stages of comfort and use of technology (along with a brief description of what each stage means for a teacher) are:

1.   Awareness - I am aware that technology exists, but have not used it; perhaps I am even avoiding it.
2.   Learning the Process - I am currently trying to learn the basics. I am sometimes frustrated using computers. I lack confidence when using computers.
3.   Understanding and Applications - I am beginning to understand the process of using technology and can think of specific tasks in which it might be useful.
4.   Familiarity and Confidence - I am gaining a sense of confidence in using the computer for specific tasks. I am starting to feel comfortable using the computer.
5.   Adaptation to Other Contexts - I think about the computer as a tool to help me and am no longer concerned about it as technology. I can use it in many applications and use it as an instructional aid.
6.   Creative Applications to New Contexts - I can apply what I know about technology in the classroom. I am able to use it as an instructional tool and integrate it in many applications and use it as an instructional aid.

The professional development offerings of the district will continue to be designed to help teachers move through these six stages of technology use, in order to become more comfortable with and capable of integrating technology into teaching and learning. Research demonstrates that the teacher is the most critical variable in the successful use of technology in the classroom, not the hardware or software used. Therefore, Schroon Lake believes it is important to address the factors that can determine a successful professional development program focused on the integration of technology.

Professional development focuses first on understanding the basic operation of the technology/computer, including mouse, keyboard, file handling, printing, and network-based logon and access. This is basic training is intended to make teachers feel comfortable with the computer and competent in its use within the District system. Moving teachers forward in their technology skills to the next level requires training that helps teachers to develop facility with specific computer software tools for personal productivity, as well as for use as student information, access and communication tools. Tools are general-purpose software packages that can be applied within and across many disciplines. Tool-level training is intended to help teachers learn a variety of general tools that they can then use in their lessons, and have their students use. Schroon Lake has established a basic software toolkit, which will be available on all computers. The basic software tool applications - such as Microsoft Office, cloud-based applications, Internet browsers and graphics tools - are available on all workstations and laptops, wherever they are located.

The third and highest level of computer use focuses on extending the ability to integrate all technology into curriculum, instruction and assessment. The district must provide technology training so teachers can plan and implement instructional experiences that are appropriate to the curriculum and relevant to each learner's needs and experiences. In this process of professional development, focused on integrating technology, teachers become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision-makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed and responsible technology users

It is clear that on-going staff development and training will need to focus on all three areas listed above (particularly with the entry of new staff members), but with a particular focus on integration. As is typical in most districts, staff development in the integration of technology into the teaching and learning process will be the most extensive and involved part of our staff development process. Staff development will build on the prior two areas of training (basic operation and tool use). It is important to note that all staff development for teachers (even staff development at the first two stages of basic operations and tool use) focuses on getting teachers to the point of using technology within the context of a subject area. Teachers need to understand the connection between the software applications and what they can do in the classroom with students. These factors include:

- Providing facilities for staff group training.
- Providing access to technology for teachers after training.
- Ensuring a commitment to the time necessary for teacher experimentation and preparation of lessons and examples.
- Ensuring that teachers have access to technical assistance and support staff after training, in order to answer questions.
- Ensuring that the curriculum expectations and applications of technology are explicitly identified.
- Ensuring that successful practices are shared with staff.
- Ensuring that curriculum reviews and textbook selections reflect technology applications.
- Ensuring that the structures are put in place to give all staff members access to the training that they need, when they need it, to use technology successfully.
- Ensuring that staff development examines the curriculum and instructional impacts of technology, including the changes brought about in classroom organization and management.

Appendix A: PROPOSED TEACHER/ADMINISTRATOR SURVEY

Schroon Lake CSD

Teacher/Administrator Technology Survey

Directions: **For questions 1 through 6 indicate True (T) or False (F)**

1. Use of technology is a necessary part of my everyday professional life.   T   F
2. I use the computer as a tool for writing/word processing.   T   F
3. I use the computer as a tool for tracking student progress.   T   F
4. I use technology to strengthen the home-school partnership.   T   F
5. My students use technology as a component of my curriculum.   T   F
6. I use technology as a component of my instruction/supervision.   T   F

Directions: **For questions 7 through 11 indicate whether you: Agree (A), Disagree (D) or have No Response (NR)**

7. Computer labs for class work should be a higher priority than computers in classrooms.   A D NR
8. Technology use in the learning process is supported for both students and teachers.   A D NR
9. A student using various aspects of technology for communication is essential.   A D NR
10. A student using various aspects of technology for learning is essential.   A D NR
11. It is our responsibility as educators to teach students proper etiquette and usage of com-
    munication tools such as email, IM and blogs.   A D NR

Directions: **For questions 12 - 13, using a scale of 1 to 5 (1-Not important, 5-Highly) indicate how important each is to you.**

12. The importance of technology training/education for teachers.   1 2 3 4 5
13. The importance of technology training/education for students.   1 2 3 4 5

Directions: **For question 14, choose the best answer for you:**

14. How many times a day do you use technology for school-related activities?   0 1-4 5-9 >9

Appendix B: PROPOSED STUDENT SURVEY

Schroon Lake CSD

<u>Student Technology Survey</u>

<u>Directions</u>: For questions 1 - 5, on a scale of 1 to 5 (1 Strongly Disagree, 5 Strongly Agree) please rate the following statements.

1. Use of technology is a necessary part of my everyday life.   1 2 3 4 5
2. I use the technology as a tool for writing/word processing.   1 2 3 4 5
3. I use the technology as a tool for communications.   1 2 3 4 5
4. My teachers use technology as part of classroom learning.   1 2 3 4 5
5. I use technology as part of classroom learning.   1 2 3 4 5

<u>Directions</u>: For questions 6 - 8 indicate whether you: Agree (A), Disagree (D) or have No Response (NR)

6. A student using various aspects of technology for communication is essential.   A D NR
7. A student using various aspects of technology for learning is essential.   A D NR
8. I believe my teachers help me to learn proper ways to use technology and proper

   etiquette for using technology such as email, IM and blogs.   A D NR

<u>Directions</u>: For questions 9 - 10, indicate how important each is to you. (1-Not important, 5-Highly Important)

9. The importance of technology training/education for teachers.   1 2 3 4 5
10. The importance of technology training/education for <u>students</u>.   1 2 3 4 5

<u>Directions</u>: For question 11, choose the best answer for you:

11. How many times a day do you use technology <u>for school-related activities</u>?   0 1-4 5-9 >9

<u>Directions</u>: For questions 12-13 type your answers in the space provided.

12. What do you like about technology use at Schroon Lake Central School?
13. What would you change about technology use at Schroon Lake Central School?

Appendix C: Proposed Computer Replacement Schedule

Current Computer Inventory

Purchased	Count	Brand/Model	Current Approximate Replacement Cost*	Year of Service
8/2008	120	Dell Optiplex 755 (Desktop)	$600	6th
7/2011	30	HP ProBook 6460b (Laptop)	$750	3rd
7/2012	70	HP Compaq Elite 8200 (Desktop)	$600	2nd
2/2014	32	Samsung Chromebook X3 (Netbook)	$279	1st
Total Devices:	**252**			

* - Replacement cost is based upon current NYS Contract Pricing (valid through April 25, 2014)

Replacement Plan #1

NOTE: This plan replaces current devices with similar devices.

School Year	Qty	Brand/Model	Unit Cost (est.)	Total Cost	Budget Consideration
2014-15	50	HP Compaq Elite 8300	$600	$30,000	**$30,000**
2015-16	50	HP Compaq Elite 8300 (or similar)	$660	$33,000	**$33,000**
2016-17	20	HP Compaq Elite 8300 (or similar)	$726	$14,520	**$41,745**
	30	HP ProBook 6460b (or similar)	$908	$27,225	
2017-18	50	HP Compaq Elite 8300 (or similar)	$799	$39,930	**$39,930**
2018-19	20	HP Compaq Elite 8300 (or similar)	$878	$17,569	**$29,824**
	30	Samsung Chromebook X3 (or similar)	$408	$12,255	
				5yr Total	**$174,499**

Replacement Plan #2

NOTE: This plan replaces current laptops with Chromebooks.

School Year	Qty	Brand/Model	Unit Cost (est.)	Total Cost	Budget Consideration
2014-15	50	HP Compaq Elite 8300	$600	$30,000	**$30,000**
2015-16	50	HP Compaq Elite 8300 (or similar)	$660	$33,000	**$33,000**
2016-17	20	HP Compaq Elite 8300 (or similar)	$726	$14,520	**$24,648**
	30	Samsung Chromebook X3 (or similar)	$338	$10,128	
2017-18	50	HP Compaq Elite 8300 (or similar)	$799	$39,930	**$39,930**
2018-19	20	HP Compaq Elite 8300 (or similar)	$878	$17,569	**$29,824**
	30	Samsung Chromebook X3 (or similar)	$408	$12,255	
				5yr Total	**$157,401**

NOTE: These replacement plans assume 10% increase in price each year. Price may vary more or less.

Appendix D: Current Hardware/Software Assessment

Network Hardware:

Servers

One Dell PowerEdge T300 (atlantis) Windows 2008R2 Server w/930GB drive and 16GB RAM. This server acts as a Active Directory Domain Controller, DHCP Server, DNS Server, Print Server and is *currently* the primary User Data Storage location.   All employees *currently* have unlimited storage while students are allotted 1GB.

One Dell PowerEdge 1800 (endeavour) Windows 2008R2 Server w/273 GB drive and 4GB RAM. This server acts as a secondary Active Directory Domain Controller, secondary DNS Server, and secondary Print Server. It also runs Windows Server Updates Services and Windows Deployment Services.

One Dell PowerEdge 1950 (enterprise) Windows 2008R2 Server w/135 GB drive and 8 GB RAM. This server acts as a secondary Active Directory Domain Controller, secondary DNS Server, and secondary Print Server.

Two Dell PowerEdge R720 servers (SLCSHV1, SLCSHV2) teamed with a Dell PowerVault MD3200i (SLCSHVStor) in a Hyper-V Virtual Server Failover Cluster. Each server has two 300GB HDDs for operations and 64 GB of RAM. The centralized storage device has six 1TB hot-swappable HDDs. All network operations and file storage should be migrated over to this cluster by the end of the summer 2014. Atlantis will be used as a backup device.

One Dell Optiplex 755 (KMSSERVER) is configured as a network storage/backup device. It has two internal HDDs. The first (148GB) hosts BusBoss, Type-To-Learn, and Chief Architect softwares on one partition and Nutrikids on a second partition.   The second HDD (2TB) is the primary Windows Server backup site for the Atlantis server.

Network Communications Hardware

Server Room

1 Adva FSP 150CC (Fiber Interface from Time Warner Cable)
1 Cisco ASA5520 Firewall appliance
1 Cisco Catalyst 3750 Core Switch
1 Cisco 5508 Wireless Controller
1 Cisco Catalyst 2960, 48-port, GIG POE switch
2 Cisco Catalyst 2960, 48-port, GIG switches
2 Cisco Catalyst 2960, 24-port, GIG, POE switches

2nd Floor Closet
1 Cisco Catalyst 2960, 48-port, GIG POE switch
1 Cisco Catalyst 2960, 24-port, GIG switch

1st Floor Closet
1 Cisco Catalyst 2960, 48-port, GIG POE switch
1 Cisco Catalyst 2960, 24-port, GIG switch

Bus Garage
1 Catalyst 3560, 8-port POE switch

Throughout the Building
30 Cisco Wireless Access Points

Internet Filter

One Dell Optiplex 755 is imaged as a *Smoothwall Guardian* Internet Filtering device. Users are directed to this appliance using proxy settings in Active Directory.   This puts us in compliance with CHILDREN'S INTERNET PROTECTION ACT (Pub. L. 106-554).

Computer Summary:

Total # of Computers/Laptops/Netbooks/Tablets	Enrollment	Computer to Student Ratio	% Of Computers Located in Classrooms	% Of Classrooms with Internet Access
276	236	1.17	87.0	100

Desktops
1 Dell Optiplex 380	Student Use: 0	Staff Use: 1	Network Use: 0
120 Dell Optiplex 755:	Student Use: 103	Staff Use: 15	Network Use: 2
70 HP 8200 Elite	Student Use: 41	Staff Use: 29	Network Use: 0
5 Apple iMac 21.5"	Student Use: 0	Staff Use: 5	Network Use: 0
Nexlink Desktop	Student Use: 0	Staff Use: 0	Network Use: 1

Laptops
HP Probook 6460b	Student Use: 27	Staff Use: 3	Network Use: 0
Compaq 2710P	Student Use: 0	Staff Use: 1	Network Use: 0
Dell Inspiron 1749	Student Use: 0	Staff Use: 1	Network Use: 0
Dell Inspiron 17R	Student Use: 0	Staff Use: 2	Network Use: 0
Del Inpiron N5010	Student Use: 0	Staff Use: 1	Network Use: 0
Apple MacBook 13"	Student Use: 8	Staff Use: 0	Network Use: 0

Netbooks
Samsung Chromebook X3	Student Use: 28	Staff Use: 4	Network Use: 0

Tablets
Apple iPad Air 16GB wifi	Student Use: 1	Staff Use: 3	Network Use: 0

Totals   **Student Use: 208**   **Staff Use: 65**   **Network Use: 3**

NOTE: Many of the staff use computers are in classrooms and available for student use.

Other Hardware

Interactive Whiteboards

24   SMART Board Model 680
1   eInstruction InterWrite Dual Board Model 1077

LCD Projectors

2   Hitachi CP-A222WN Ultra Short-Throw
7   InFocus IN-104
18   InFocus IN-114
1   InFocus IN26+EP
1   Eiki Model EIP-HDT-30

Printer/Copiers

3   Canon iR-ADV 6055 B/W Laser Copier/Printer/Scanners
1   Canon iR-ADV C5051 Color Laser Copier/Printer/Scanner/Fax
4   Samsung Xpress M2825DW B/W Laser Printers
1   HP Laserjet 1020 B/W Laser Printer
1   HP Laserjet 1320 B/W Laser Printer
3   HP Laserjet 1606dn B/W Laser Printers
1   HP Laserjet 2015dn B/W Laser Printer
1   HP Laserjet 2035 B/W Laser Printer
1   HP Laserjet 8000n B/W Laser Printer
1   HP Laserjet cp1525nw Color Laser Printer
1   Canon iPF605 Color Laser Plotter/Printer

Student/Teacher Software

Adobe Air
Adobe Flashplayer
Adobe Reader
Adobe Shockwave
Apple Quicktime
Autodesk AutoCAD Software Suite
BrightSpark electric circuit simulator
Camtasia
Clifford Learns
Gimp Photo Editor
Google Apps (docs and gmail)
Google Chrome Browser
Google Earth
Internet Explorer 9, 10 or 11

IXL.com
Java
Jumpstart Kindergarten
Mandarin M3 Library software
Microsoft Access 2010
Microsoft Excel 2010
Microsoft MovieMaker
Microsoft Office 2010
Microsoft Office for Mac 2011
Microsoft OneNote 2010
Microsoft Outlook 2010
Microsoft PowerPoint 2010
Microsoft Publisher 2010
Microsoft Silverlight
Microsoft Word 2010
Office365.com (email/calendar/storage)
Reader Rabbit Bounce Around Balloon Town
Reader Rabbit Reading
Roxio Creator
Safari browser
Scholastic.com
Skype
Stellarium astronomy viewer
SMART Notebook
Testwizard.com
Type to Learn
Vimeo.com
VLC Media Player
WestPoint Bridge Designer
Youtube.com

Administrative Software

Adobe Air
Adobe Flashplayer
Adobe Reader
Adobe Shockwave
Allway Sync
Apple iMovie
Apple OS X 10.8 Mountain Lion
Apple OS X 10.9 Mavericks
Apple TimeMachine
BusBoss
EasyBus
EPES Extra Curricular Accounting
ID Maker 3.0
IEP Direct
Google Apps (docs and gmail)
ImageStream

InfoAdmin
InfoBudget
InfoFund
InfoPay
InfoStaff
LaCie Network Assistant
LanSchool Lite
Mandarin Library Software
Microsoft Access 2010
Microsoft Excel 2010
Microsoft Forefront Endpoint Protection antivirus/anti-malware
Microsoft LiteTouch Remote Computer Imaging
Microsoft MovieMaker
Microsoft Office 2010
Microsoft Office for Mac 2011
Microsoft OneNote 2010
Microsoft Outlook 2010
Microsoft PowerPoint 2010
Microsoft Publisher 2010
Microsoft Silverlight
Microsoft Word 2010
Microsoft Windows XP
Microsoft Windows 7
Microsoft Windows Server 2008 R2
Microsoft Windows Server 2012 Standard
NutriKids Free/Reduced Lunch Manager
NutriKids Menu Planner
NutriKids POS
NutriKids POS Manager
Nuvico EasyNet Security Camera Live Viewing and Playbac
Office365.com (email/calendar/storage)
PowerSchool Parent Portal
PowerSchool Power Teacher
PowerSchool SIS
PowerSchool Gradebook
RTI Direct
Simplex Grinnell 5100 Administrator
Skype
Smoothwall
VLC Media Player
Windows Server Update Service
WordPerfect Quattro

Schroon Lake Central School
Computer Network/Internet Use Agreement

2013-2014

Dear Parent/Guardian:

The Schroon Lake Central School District would like to offer your child access to the many opportunities available on our educational computer service. The SLCS network makes available a variety of software applications, databases, on-line libraries and museums, and computer resources on the internal Schroon Lake computer network and, through the Internet, from around the region and the world. Our recent service upgrades should increase the capacity of our services—allowing increased opportunities for our students.
I have included information to ensure that your decision regarding your child's access to the district's educational computer service is an informed one. Please review the attached information, sign and return the attached consent waiver to the school office to allow your child access to these services.

Bonnie R. Finnerty Superintendent

COMPUTER NETWORK FOR EDUCATION

The Board of Education is committed to optimizing student learning and teaching. The Board considers access to the educational computer service, including the internal network and the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms solely for the purpose of advancing and promoting learning and teaching.

The educational computer service can provide a forum for learning various software applications and accessing many learning experiences to significantly enhance educational experiences and provide statewide, national, and global opportunities for students and staff.

All users of the district's computers and related technology including the internal network and Internet access must understand that such **use is a privilege**, **not a right**, and that **privilege entails responsibility**.

The Superintendent of Schools shall establish regulations governing the use and security of the district's computer network. All users shall comply with this policy and those regulations. Failure to comply may result in disciplinary action as well as the restriction, suspension, or revocation of computer access privileges.

The Superintendent shall be responsible for designating a computer network coordinator to oversee the use of district computer resources. The coordinator will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

The Superintendent, working in conjunction with the computer coordinator and other staff will be responsible for the purchase and distribution of computer software and hardware throughout the schools. They shall prepare and submit for the Board's approval a comprehensive multi-year technology plan, which shall be revised as necessary to reflect changing technology and/or district needs.

The following rules and regulations govern the use of the district's educational computer service including access to the Internet:

I. Administration

The Superintendent of Schools shall designate a computer network coordinator to oversee the district's computer network.

The computer network coordinator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.

The computer network coordinator shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network by all network users.

The computer network coordinator shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.

The computer network coordinator shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.

All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the district office.

II. Internet Access

Students may be provided access: during class time; during the school day when the students are not in class; before or after school hours, or during instructional time in a controlled environment.

- Students in grades 3 through 12 will be provided with individual user accounts.
- Students in Kindergarten through grade 2 will share classroom user accounts.
- Students may browse the World Wide Web.
- Students are not to participate in chat rooms.
- Students may not read news groups.
- Students may not construct their own web pages using district computer resources unless said construction is required by coursework or by participation in other school-sponsored functions and is overseen by district personnel.
- Students in Kindergarten through grade 6 will not have e-mail addresses, unless specifically requested by a teacher.
- Students in grades 7 through 12 will have school-administered email addresses with access to teachers and other students for school-related purposes only.
- Students are not allowed to belong to mailing lists.
- A staff member will monitor student computer activity.

III. Acceptable Use and Conduct

Access to the district's computer network is provided solely for educational purposes and research consistent with the district's mission and goals.

Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.

Each individual in whose name an access account is issued is responsible at all times for its proper use.

Network users will be issued a login name and password. Passwords should be changed periodically.

Only those network users with written permission from the Superintendent or computer network coordinator may access the district's system from off-site (e.g., from home). All network users are expected to abide by the generally accepted rules of:

- Network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the district's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.
- Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

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

- Using another individual's login account & password or allowing another person to use yours.
- Using the network for commercial activity, including advertising.
- Using instant messaging service.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, illegal or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, and abusive or harassing to others.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or replacing a computer virus on the network
- Using the network to send anonymous messages or files.
- Providing or revealing personal information about oneself or others including name, addresses, phone numbers or birth dates.
- Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
- Using the network for sending and/or receiving e-mail messages in any manner other than that required for educational, club, or sports-related purposes. (This element applies to students only.)
- Intentionally disrupting network traffic or crashing the network and connected systems. Installing personal software or using personal flash drives, CDs, DVDs, external drives or other electronic media on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district-computing resources for commercial or financial gain or fraud. Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Wastefully using finite district resources. (Including excessive, unnecessary, or non-school related printing or data storage.)
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while access privileges are suspended or revoked.

- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Guarantee of Privacy

Students/employees using the district's computer network should not expect, nor does the district guarantee privacy for any use of the district's computer network. (This includes staff e-mail use.) District officials reserve the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

VI. Sanctions

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities
The district makes no warranties of any of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.
The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, errant deliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for the unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.
Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulations.

COMPUTER NETWORK FOR EDUCATION EXHIBIT

Student Agreement

Student Name_____ Grade: _____

I have read and understand the district's Computer Network for Education policy and regulations and agree to abide by their provisions.

I understand that I have no right to privacy when 1 use the district's computer network and the Internet, and I consent to district staff monitoring of my communications.

I further understand that any violation of these provisions may result in suspension or revocation of my system access and related privileges, other disciplinary actions, as appropriate, and possible legal action.

Student Signature: _____ Date: _____

COMPUTER NETWORK FOR EDUCATION EXHIBIT

Parental/Guardian consent and Waiver Form

I have read the district's Computer Network policy and regulation. By signing this consent and waiver form, I give my permission for my child to be afforded access to the district's computer network system and the Internet.

I understand that my child's access to the district's computer network and the Internet is designed solely for educational purposes and that the district will attempt to discourage access to objectionable material and communications.

I also understand that a variety of inappropriate and offensive materials are available over the Internet and that it may be possible for my child to access these materials inadvertently or if he/she chooses to behave irresponsibly. I further understand that it is possible for undesirable or ill-intended individuals to communicate with my child over the internet, that there is no practical means for the district to prevent this from happening, and that my child must take responsibility to avoid such communications if they are initiated. While I authorize district staff to monitor any communications to or from my child on the district's computer network and the Internet, I recognize that it is not possible for the district to monitor all such communications. I have determined that the benefits of my child having access to the district's computer network and the Internet outweigh potential risks, and I will not hold the district responsible for materials acquired or contacts made on the district's network or the Internet.

Parent/Guardian Signature: _____ Date: _____

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