Lansing Central School District

Technology Plan

2009-2010

Introduction and Review

This technology plan has a one year scope that covers the 2009-2010 school year. Many changes in staffing at the district level and within the technology department have delayed the development of a multi-year plan. Such a plan will be developed over the next school year and submitted by July 1, 2010. Much of the language and ideas in this plan are a continuation of the thinking and intent utilized during the creation of the 2006-2009 Plan and will be updated during the development of the multi-year plan.

This plan is designed to support the mission and beliefs of our district while recognizing our current and projected environment. It is an evolving document that guides our efforts to provide our students, staff, parents, and community with access to appropriate technologies as we work to prepare all learners for future challenges and opportunities.

As a result of previous formal and informal assessments, the 2006-2009 Technology Plan recognized the need for improved student access to computer labs, libraries and other instructional technology. There continues to be a shortage of computer lab space, particularly in the high school, where there is presently no general-purpose computer lab available. Based upon prior year assessments the following equipment was deployed during the last three years:

- Mobile Wireless Laptop Carts (4 total) deployed in each school (96 laptops total)
- Mobile audio visual projector systems in each school (34 total)
- Integrated digital white-boards deployed in each school (17 total)
- Learning responder systems in each school (7 total)
- Redundant disk-based backup servers eliminating bulk tape storage (4 total)
- Multi-function networked copier/scanner/printers in all buildings (12 total)
- Integrated UPS power protection in server centers and network closets (14 total)
- Web-Based E-Mail, Calendar, Shared Document Services based on Google Applications for Domains (District-wide)
- Instructor Computer Remote-Control software (Visions) in all Computer Labs for Teacher control of student computers (demonstration, monitoring, corrective teaching)
- Integrated Physical Education student data tracking for BMI and other metrics.

Lansing Central School District Mission Statement

The Lansing Central School Community will educate our students to become knowledgeable, responsible, healthy, and productive citizens.

Beliefs

- All students can learn in different ways and at different rates.
- All students must be active participants in the learning process.
- All students should come to school ready to learn should be respected, valued, and understood.
- All students must be responsible, self-managing, resourceful, and social need to belong and achieve approval from both peers and adults.
- Parents are the first and most important teachers of their children are welcome at school as essential partners in the educational process.
- Parents are responsible for sending their children to school ready to learn must reinforce at home the importance of learning, school work, attendance, and behavior.
- Parents are responsible for taking part in school programs and educational decisions.
- Schools will provide a safe and caring environment provide different strategies for learning.
- Schools will inspire students to achieve their highest academic potential prepare students for a rapidly changing society.
- Schools will develop each student's understanding of and respect for the diversity of the world's people.
- Schools will provide educational leadership and effectively convey knowledge to students.
- Schools will strive for excellence in education through a process of continuous evaluation and improvement.

- Learning is a lifelong process includes basic knowledge, skills, and attitudes.
- Learning occurs when experiences are authentic and meaningful.
- Learning occurs when a student acquires and retains knowledge, understands knowledge, and actively applies knowledge to new situations stimulates creativity, promotes discovery, and develops problem solving skills.
- Learning occurs best when parents are actively involved in their child's education.
- Learning is the shared responsibility of students, parents, school, and community

Learning Outcomes for Lansing Graduates (Approved March 1, 1994)

Knowledge

- Each student will be proficient in communication skills: reading, writing, listening, and speaking.
- Each student will have a broad integrated base of knowledge in language arts, science, mathematics, social studies, foreign language, music, art, physical education, health, and technology.
- Each student will be able to identify, access, integrate, and use available information to reason, make decisions, and solve complex problems.

Responsible

- Each student will accept responsibility for his or her own actions
- Each student will demonstrate respect and cooperation within a community of individual and cultural differences.
- Each student will demonstrate social, civic, and environmental responsibility. Healthy
- Each student will use knowledge, beliefs, attitudes, resources, and life-style practices to foster and safeguard physical and emotional health for oneself and others.

Productive

- Each student will be able to apply skills, knowledge, and problem-solving techniques to life situations.
- Each student will demonstrate a positive work ethic, exhibiting self-discipline and working to his or her potential.
- Each student will produce quality work which reflects his or her intellect, originality, and artistic ability.

Technology Vision

Information and communications technologies are fundamental tools of education. Sustained support is critical for there to be a lasting impact and to ensure continued, effective operation and use of technology to enhance the teaching and learning now and in the future.

The Lansing Technology Plan is based on certain core assumptions about the use of instructional technology which include:

- All students need to learn to use computers for their future.
- The computer is a tool not an educational subject. Students need to learn to use the computer to master other subjects. The computer will be integrated into the curriculum of all subjects.
- Teachers and students need ready access to computers and their tools of instructional technology.
- All classrooms must be equipped with computers and connected to the district's computer network.
- The role of computers and instructional technology will fundamentally change the way we provide instruction in the future.
- We need to be ready to adapt to emerging technologies on an on-going basis.
- Data on instructional achievement is readily available and is used on a regular basis to make instructional decisions.

- Students expect to use core resources (e.g. word processing, spreadsheets, databases, the Internet, and communications) as part of their every day experience.
- The students and teachers demonstrate a competence in the use of these resources in real-world activities.

These assumptions lead to a vision of a technologically rich learning environment in which students and teachers use instructional technology as a natural component of their learning activities.

Technology Mission

- To meet the NYS Learning standards
- To further the learning objectives outlined in the LCSD mission statement
- To enhance the teaching and learning environment
- To provide adequate, sustained, and equitable access to technology resources

Students and Staff

The NYS Learning Standards provide a foundational set of desired student outcomes. We have developed a set of student outcomes for all Lansing students. The "Big6 Skills" are introduced at the elementary and middle school levels. They are reinforced at the high school. As part of the on-going district effort, we will adapt and apply the NYS Learning Standards as well as the "Big6 Skills" to the curriculum in each grade/subject area. The technology outcomes are intended for all Lansing students. CSE accommodations will reflect those outcomes for students requiring modifications. While it is the intent to utilize the Big6 Skills, the existing leadership in the district is attempting to assess the current implementation status of their integration at this time.

For the 2008-2009 school year, the Lansing Schools refined the technology integration project proposal system. This system was originally developed to give all faculty members an opportunity to present proposals for consideration for integrating technology into their curriculum and educational environment. As a

result of the proposal system, staff members have worked through their building technology committees and the district technology committee to propose and win approval for a number of integration projects. These projects proposals were reviewed by peer groups at both the building level and the district level. It was agreed upon by a representative group (that consisted of teachers, parents, technology staff and administrators) that the approved projects were the best use of technology integration funds. Technology integration projects have a lower priority than the 5 year computer replacement plan, but the projects have a common source of funding which is from the Lansing Central School District budget. This system will continue to be used in the 2009-2010 school year.

During the 2008-2009 school years, an informal survey was conducted with previous Lansing School district graduates. These students felt that the district had done a good job of providing them with the basic technology skills required for entering the post high school work force. Never-the-less, it is the current feeling of the district technology committee that any future revision of desired student outcomes should explicitly take into account the practical skills required for successfully competing in post high school job markets. Student outcomes should also help provide the technology foundation for young adults entering an increasingly complex society.

The previous technology plan recognized the need to provide training and development for a faculty and staff that had a broad variety of proficiency levels in technology. To address those needs the following actions were taken in the 2008-2009 school year and will continue through the 2009-2010 school year:

- Technology orientation training was provided for new faculty and staff in the areas of email, telephone systems, and the student information system (SIS).
- Librarians, administrators, faculty and staff were trained on the basics of web page development for the newly released Lansing Schools web site. This training helped individual teachers learn how to post announcements, artwork, illustrations, educational links, and useful supplementary documents on their respective web pages. (This also serves to improve district-wide communication between faculty/staff, students and parents).
- OCM BOCES provides support and training on the student information system (SIS) for administrators and staff. Areas of training included academic planning, health records, scheduling, attendance, mark reporting, and report building.

- Administrators receive NYS Data Warehousing training and support through TST BOCES. This assists them to understand NYSED requirements as well as improve their capability to use the data to evaluate student academic and demographic trends.
- Lansing school librarians continue to participate as a member of the School Library System (SLS), which is regionally led by the TST BOCES.
- Students have continued to show their eagerness for technology in the schools. The computer labs in the elementary school and middle school are scheduled greater than 90% of the time. The high school CAD lab class is consistently over subscribed, forcing younger students to wait while upper classmen are given priority.

Needs Assessment

We continue to use the results of the educational technology needs assessment developed in fall 2008 and plan to develop another needs assessment in the coming year.

A description of the needs assessment from 2008 appears below:

2008 Educational Technology Needs Assessment

The goal of this needs assessment was to collect and analyze data to support professional development and planned hardware/software deployments. The instrument used was a twenty-eight question online survey based on ITSE's National Educational Technology Standards for Teachers.

The survey Sample consisted of 101 (of 122) Lansing CSD teachers. This sample was not a statistical random sample, and represented 83% of Lansing teachers.

The Data collected in this survey was disaggregated by the TST-BOCES Model Schools Program and analyzed by the Lansing CSD Technology Committee at a regularly scheduled meeting on 10 November, 2008. A copy of the survey and the results exists in the 2006-2009 Technology Plan.

Teacher Center Needs Assessment

In addition to the 2008 Educational Technology Needs Assessment, the Lansing-Groton Teacher Center administered a general professional development needs assessment in 2007.

Technology Need Identified

- Interactive White Boards
- MS Word
- Movie Maker
- Video Conferencing
- Math Type
- Teacher Web Pages
- Lesson Plan software
- Internet research
- Handheld student responders
- PowerPoint
- Excel
- Technology Integration
- Music Technology
- WebQuests
- MS Vista
- COGNOS
- Media Literacy

Technology Workshops Offered

- Smart Board
- MS Word Basics
- MS Word Intermediate
- ES Grade Pro Software
- Technology Integration Workshop

- Intermediate Power Point
- WebQuests Grades 7-12
- Online Library Resources
- Finale Music Software
- Technology Tools Overview
- ACUITY Benchmark System
- AIS Direct
- Music Writing with Finale
- Gmail Training
- MS Word
- Intro to Movie Maker
- Using Graphing Calculators
- Moodle Basics
- SIS Training
- My Gradebook.com
- Renaissance Student Response
- Intro to Moodle
- PBS EdVideo Online
- Vision Computer Mgmt
- Thinkfinity
- PowerPoint for Educators
- Project Based Power Point
- Google Earth for the Classroom
- Intel Teach Essentials
- Creating Wikis
- Google Docs
- Classroom Blogs
- Document Cameras
- Google Earth for the Classroom
- Web 2.0 Book Group
- Renaissance Student Response

- Blogging
- Promethean Interactive Boards
- Intermediate Moodle

Standards for Implementation of Technology

Elementary School

Objective Chart for Individual Outcomes

NYS Technology Standard: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Outcomes	Grades K-2	Grades 3-4	Possible Tools and Software
Outcome 1: The student will have the knowledge and skills to be able to use technology as a tool for both personal and academic pursuits.	Recognize basic keys/buttons. Learn basic terminology and care of equipment. Learn to navigate through application software. Learn keyboarding skills.	Reinforce terminology, care, and etiquette of using equipment. Learn to save and retrieve information.	MS Windows XP MS Office Type to Learn Type for Fun
Outcome 2: The student will be able to apply knowledge and skills to use various technological tools to gain knowledge, solve problems, or	Use electronic storybooks. Listen to and record stories. Use a variety of software packages.	Use calculators to solve problems. Use word processing to produce written products.	MS Office Basic skills drill and practice software. E-Books.

create products.			
Outcome 3: The student will demonstrate capabilities for accessing information, collecting data, and communicating electronically.	□Explore information using recorded and online media. □Be exposed to technology in the library, labs, and classrooms.	□Research using approved recorded media and online resources. □Introduce searching skills using subscription databases.	□Online resources, such as Grolier's, SIRS, Discover, and EBSCO.
Outcome 4: The student will demonstrate understanding of the relationships among academic subjects and a variety of technological media by creating a final demonstration project.	□Create a one-page story with a picture, using a computer. □Publish a piece of original writing. □As a group/class, create and record a presentation using technology. □Use multiple resources and Big 6 skills to complete one electronic report.	□Prepare a presentation using software. □Produce a letter, document, or report. □Produce charts and graphs.	□Graphics packages. □MS Office □Electronic databases. □Digital camera. □Basic Digital Images
Outcome 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and	□Introduce graphics software as a mode for comparing text and pictures.	□Work in a computer simulated environment. □Use health monitoring devices to evaluate and improve personal fitness.	□Simulation software. □Graphics packages. □Health monitoring devices, such as heart rate monitors and pedometers.

environmental needs.			

Middle School

Objective Chart for Future Individual Student Goals

Outcomes	Grade 5/6	Grade 7/8	Possible Tools and Software
Outcome 1: The student will have the knowledge and skills to be able to use technology as a tool for both personal and academic pursuits.	Learn to log on, save, & retrieve information in a network environment Reinforce keyboarding and word processing skills Students will begin to understand and apply computer ethics.	Apply basic skills in a network environment Demonstrate computer ethics	MS Office MS Windows Type to Learn
Outcome 2: The student will be able to apply knowledge and skills to use various technological tools to gain knowledge,	Use MS Office productivity software to produce products Create spreadsheets to organize, manipulate, and	Use word processing techniques for written documents Use spreadsheets to collect and graph data	MS Office Simulation software Scanner Content area software

solve problems, or create products for personal and academic pursuits.	display information		□ Inspiration □ Foreign language software
Outcome 3: The student will demonstrate capabilities for accessing, collecting, and presenting information and data electronically.	□Expand online search skills using: □Subscription databases OPAC, EBSCO Internet Sources □CD-ROMs □MS Office	□Reinforce, refine, and extend use of applications and online resources.	□Online subscription databases □National Geographic □Subscription databases □OPAC □Internet □CD-ROMs □MS Office
Outcome 4: The student will demonstrate understanding of the relationships among academic subjects and a variety of technological media through an interdisciplinary project.	□Publish piece of original writing. □Use multiple sources & Big6 skills to generate final product	□Create multimedia projects using multiple sources and Big6 skills □Create WebPages	□Digital camera □Scanner □CD-ROMs □Camcorders □MS Office □Internet

Outcome 5: Students will apply technological knowledge and skill to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.	Create product oriented projects	Create product oriented projects Health monitoring devices to evaluate and improve personal fitness	Lego robotics systems Simulation software MS Office Heart rate monitors

High School

Objective Chart for Future Individual Student Goals

Outcomes	High School	Possible Tools and Software
Outcome 1: The student will have the knowledge and skills to be able to use technology as a tool for both personal and academic pursuits.	Create graphic organizers to assist in organizing information Utilize database applications Reinforce keyboarding and word processing skills Retrieve and organize documents from a variety of sources	Inspiration MS Office Internet Web 2.0 Tools

	Function in a network environment Demonstrate ethics using the computer	
Outcome 2: The student will be able to apply knowledge and skills to use various technological tools to gain knowledge, solve problems, or create products for personal and academic pursuits.	Use computer applications and graphing calculators to graph, model, interpret and predict data Utilize technology to pursue post high school goals Basic Programming	M.S. Office (Excel) Graphing Calculator Internet Data Desk Data Studio Java
Outcome 3: The student will demonstrate capabilities for accessing information, collecting data and communicating electronically.	Create a data table using a spreadsheet Conduct more advanced internet and database searches displaying skills to narrow searches Evaluate internet sites for credibility and citation purposes Use E-Mail to communicate in a professional way (including attachments)	M.S. Office (Excel) Internet Online databases Blackboard Moodle

Outcome 4: The student will demonstrate understanding of the relationships among academic subjects and a variety of technological media by creating a final demonstration project	Create effective presentations using technology Capture, insert, modify, use, and send visual images and sounds (digital photo, video clips)	Digital camera Digital video camera Internet PowerPoint Adobe Tools
Outcome 5: Students will apply technological knowledge and skill to design, construct, use, and evaluate products and systems to satisfy human and environmental needs	Health monitoring devices to evaluate and improve personal fitness	Heart rate monitors

Hardware, Software, and Infrastructure

The infrastructure replacement strategy calls for a five-year replacement cycle based on a three-tier priority system. Computer labs and libraries are the first priority for replacement, classroom and office computers are in the second tier, and all other computers are in the last tier. The implications of this program are that the district needs to replace seventy to eighty desktop computers per year.

As a participant in the TST BOCES regional network initiative, effective September 2008, Lansing Schools had its external data communications network bandwidth

improved from 1.55 Megabits per second (MBPS) to 100 MBPS. The Central New York Regional Information Center (CNYRIC) has installed a video streaming server at TST BOCES, the regional hub of the fiber network. Installed on the server are video libraries from both Power Media and United Streaming. This provides an extensive, readily accessible video streaming collection in "real time" to Lansing faculty and students. Faculty now have additional, convenient multi-media educational resources for classroom instruction. Two training sessions have been held for faculty to assist them in integrating video streaming technology into their classrooms. Due to the addition of the regional high speed network, the district can now reasonably begin to consider other educational options such as mobile "electronic field trip" (IP based) distance learning carts.

During the 2008-2009 school year, we have replaced identified network hubs and switches to upgrade the internal infrastructure to 100 MBPS so that it will not be the "bottleneck" between the regional high speed network and the class room PCs. The existing Lansing Schools network cabling is 100 MBPS capable and did not require replacement. The District supports about 400 networked computers on campus, serving labs, libraries, offices, and all classrooms. The campus network also provides access to online databases, regional union library catalogs, the Internet, printing services, and file storage services. A variety of individual printers, scanners, video projectors, digital cameras, and other peripherals are available for student and staff use.

The campus network also supports essential administrative information technology services. The district uses the Win Cap financial software package for general ledger, purchasing, accounts payable, payroll, and budgeting. The Micro Checks system is used for centralized cafeteria cash register operation and reporting. The School Master student information system is in use in all three schools. Special education information requirements are supported through the IEP Direct software system. Heating, ventilating, and air-conditioning systems in the buildings are also controlled through a networked computer system. During the 2008-2009 school year a new heating and ventilation control system was installed.

The district provides telecommunications services, consisting of telephone, voice-mail, and fax services to each school and the district's offices. There are over 200 telephone and voice-mail extensions serving every classroom and office on campus. Telephone service is delivered through a fiber-optic, distributed PBX system. Scheduled for replacement in the summer of 2008, a new PBX controller will

provide improved system reliability, 911 call tracing ability, easier database maintenance and a new, improved voice mail system.

Acquisition Guidelines

The acquisition of computer hardware, software, and peripherals will be driven by program needs related to achieving the district's student outcomes, or in the case of administrative systems, by the administrative record-keeping requirements and work load. As discussed above, the district technology committee has set a goal to replace computers every five years. The technology department reviews requests for new computers, software, and peripherals in an effort to ensure compatibility with existing systems and interoperability with our network. It is the district's goal to support only the Windows operating system except where unique requirements necessitate another system. The computers installed on campus are, at a minimum, configured with the Microsoft Office suite of Word, Excel, and PowerPoint; Internet Explorer; Adobe Acrobat reader; Windows Media Player, and Google Applications for Domains (E-Mail, Calendaring, etc,). Other software installations are dependent on program or administrative needs.

The district follows a purchasing strategy of buying equipment sanctioned by NYS contract or BOCES contract. Additionally the district seeks to minimize a diversity of different manufacturers' equipment in the interest of efficient service and support. In consequence, the district prefers to purchase computers, networking equipment, and peripherals from major suppliers. The district also seeks to purchase equipment certified to operate in its networked environment. Except in the case of special requirements, e.g. CAD and graphic-arts workstations, all computers purchased in any year for instructional or administrative purposes tend to be the same model. This allows for greater flexibility in future re-deployments of equipment, and it reduces the support and repair burden.

Strategy and Policy

Acceptable Use and CIPA Requirements

Acceptable use guidelines exist for both students and staff. An Internet safety policy exists; the district uses the XStop filtering software and Internet filtering configurations are in place that conforms to CIPA requirements.

Technology Personnel

The technical support staff in the district presently consists of three microcomputer specialists, two teacher aides, a network specialist, and a data warehouse specialist one day per week. (Additional technology support contracts are in place for specialized services such as web site training/development and student information systems).

Communication and Collaboration.

The district is working on creating effective communications within the district and with the community. The new Lansing Schools web site is an example. It was determined that for the web site to be a current and useful communication tool, faculty and staff needed greater empowerment and access to their own web pages. After discussion it became apparent that directing all web page changes through an individual webmaster was a process bottleneck. A desired outcome was that as much as possible, trained individuals would be empowered to directly create and update web pages within the scope of their responsibility. The new web site was formally launched in March 2009.

In the spirit of collaboration and collegial cross training, board of education members, the superintendent, principals, the curriculum and staff development director, the technology director and librarians routinely meet with their counterparts in other component districts to learn from and benefit from the techniques and experience of their peers.

Funding Replacement Equipment and Technology Integration Project Proposals

The district provides annual funding for technology. The district technology committee has identified and is adhering to the 5 year technology replacement goals. Funding such a replacement plan is an ongoing commitment.

To fuel technology integration and innovation in Lansing School classrooms a portion of the hardware/infrastructure funds were used to seed pilot programs in the schools via the technology integration project proposal system. This has led to the developing recognition of an additional category of technology needs that is

being referred to as "core" technology. Simply stated, core technology is a set of technology (such as projection presentation systems, computer laptop carts and Elmo presentation systems) that is moving from the status of being individual pilot projects funded through the technology integration proposal system to mainstream classroom technology requirements that need to be planned for and prioritized across the district.

Technology Integration Proposal System

As stated earlier, this system was developed to give all faculty members an opportunity to present for consideration proposals for integrating technology into their curriculum and educational environment. In accordance with the proposal system, staff members work through their building technology committees and the district technology committee to propose and win approval for a technology integration project. The proposals are reviewed at both the building level and also at the district level. A representative group (that consists of teachers, parents, technology staff and administrators) make recommendations for proposal funding.

The proposal application form encourages the teacher to consider the broader aspects of implementing technology into the classroom. Questions include:

- What is the instructional value of the project?
- What curriculum development is required?
- What equipment is required?
- What software is required?
- What are the estimated costs?
- What processes are required to use the technology effectively (security, maintenance, resource scheduling, etc.)
- What faculty/staff development and training is required?
- What are the facilities required?
- What is the desired launch date?

With the exception of the PCs being replaced during the 05-06 school years, all the major technology integration projects referred to in this plan were chosen using the proposal system. One process related example of the proposal system in action is:

Summer-time curriculum development funds were allocated for the elementary school teacher that implemented the pilot (5 machine) PC teaching cluster in her

classroom. The technology director and the teacher reviewed and selected educational software for the PCs.

Implementation Goals for the Technology Plan 2008-2009

- Evaluate student outcome goals with faculty and staff.
- Evaluate the effectiveness of the recently introduced technology project proposal system.
- Re-evaluate rationale for part time technology integration position
- Evaluate the regional high speed network connection and upgraded network infrastructure impact on the support of existing curriculum requirements (such as multi-media access and library database access).
- Use the Model Schools Program and other consultants for staff development.
- Use a web based assessment instrument to evaluate the technology professional development needs of the staff so that further development needs can be planned for the next three-year plan.
- Develop and submit for approval a three-year technology plan.

Technology Budget

Category	2009-10	FUND SOURCE
Personnel Salaries	**$204,100**	
Tech Spec.	16,500	District
Network Specialist	48,600	District
Microcomputer Specialist (3)	114,000	District
Computer Lab Teacher Aide	25,000	District
Professional Development and Training	**$80,000**	
In-Service Training	17,000	Model Schools
Prof. Development	58,000	District
Tech Support Training	5,000	District
Software	**$84,500**	
Instructional	20,000	District
Virus Protection	3,500	District
Classroom	20,000	District

Network Monitoring and Maintenance	15,000	District
Building and Environmental Maintenance	20,000	District
Physical Education Monitoring	6,000	District
Hardware	**$185,000**	
Instructional Hardware	20,000	District
Desktops and Laptops	90,000	District
Server Hardware and Software	50,000	District
Network Hardware and Telco Support	25,000	District
Maintenance and Networks	**$51,200**	
Internet Filters	3,500	District
BOCES Network Access Lines	14,000	District
Physical Services (Contractual)	13,700	District
Firewall Hardware/Software	20,000	District
TELCO	**$52,500**	
BOCES Telco and Long Distance	27,500	District
Cell Phones	5,000	District
Telco Upgrades	20,000	District
Management Services Support (CNYRIC)	**$121,400**	
Financial Support Sevices (WinCAP)	3,600	District
Student Support Services (SM)	25,000	District
Special Education Applications (CSE)	12,000	District
Test Scoring	6,000	District
Data Warehousing Specialist 0.2 FTE	28,800	District
Transportation (Transfinder)	7,000	District
Printer Management	25,000	District
Web Site Services	14,000	District
OTHER/MISC	**$60,000**	
TST Equipment Order CoSer	28,000	District
OCM BOCES Repair CoSer	15,000	District
TST Library Support CoSer	17,000	District
All Other Expenditures	**$40,000**	District
Total Budget Amount Requested	**$878,700**	
Total Cost of E-Rate Items	**$122,500**	
Total Cost of Non-E-Rated Items	**$756,200**	

Plan Review

The district technology committee meets periodically during the school year. The committee consists of community members, faculty, technology staff, librarians, administrators, and board of education members. The committee is responsible for reviewing the technology plan and recommending any mid-course plan corrections.

District Technology Committee Members

Name	**Role**
Stephen Grimm, Ed.D.	Superintendent
Glenn Swanson	Board Member
Bruce Barber	Community Member
Dan Dwyer	Community Member
Ned LaCelle	Community Member
Mark Wheeler	Community Member
Caroline Parks	Microcomputer Specialist
Joseph Prisco	Microcomputer Specialist
Nancy Raza	Microcomputer Specialist
Roger Jagoda	Network Specialist
Chris Pettograsso	Principal
Jamie Thomas	Principal
Michelle Brantner	Principal
Calvin Lange	Teacher
Dan Ferguson	Teacher
Gwen Beck	Teacher
Jessica Stratton	Teacher
Kathy McHugh	Teacher
Patty Heaton	Teacher
Sam Foley	Teacher
Stacie Kropp	Teacher