

Highland Falls-Fort Montgomery

Central School District

PO Box 287

Highland Falls, NY 10928

845-446-9575



Educational Technology Plan

July 2015 through June 2018

Contact: Dr. Andrea Tejedor
(845)446-9575 ext. 4500
andrea.tejedor@hffmcsd.org
URL: www.hffmcsd.org/techplan.pdf

HFFMCS D Leadership

Dr. Frank Sheboy	Superintendent of Schools
Cora Oberst	Administrative Assistant
Patrick Cahill	Assistant Superintendent of Business
Louis Trombetta	Principal, James I. O'Neill High School
Chris Fiorentino	Principal, Highland Falls Intermediate School
Dr. Andrea Tejedor	Principal, Fort Montgomery Elementary School
Christine Armstrong	Director, Pupil Personnel Service

Technology Leadership Team

Dr. Andrea Tejedor	Principal, Fort Montgomery Elementary School
	Director, Curriculum & Staff Development
Cathryn Biordi	High School Social Studies Teacher
Jennifer Chagoya	Intermediate School Spanish Teacher
Jennifer Constable	Intermediate School Social Studies Teacher
Christen Cruger	High School Spanish Teacher
Joseph D'Andrea	High School Math Teacher
Sandra Doller	ELL Teacher
Lisa Galu	Elementary School Literacy Coach
Paul Glotzer	Intermediate School Science Teacher
Stefan Klein	Network Support Specialist
Jevina Lackhan	Elementary School Teacher
Elmer Lazo	High School Spanish Teacher
Kristen Magyar	Elementary School Technology Integration Coach
Michael Mallon	High School Science Department Chairperson
Sheri McNair	High School Librarian
Lucas Patsch	Elementary School Teacher
Joseph Rao	High School Science Teacher
Bridget Smith	High School English Teacher
Mark Tatro	High School Chemistry Teacher
Patricia Valens	High School Art Teacher
Phil Yosso	High School English Department Chairperson

Table of Contents

	Page
INTRODUCTION	4
TECHNOLOGY MISSION	5
VISION AND GOALS	5
GOALS AND STRATEGIES	
I. Curriculum	7
II. Professional Development	15
III. Management Technologies Infrastructure, Hardware, Technical Support and Software	18
IV. Monitoring and Evaluation	25
V. Funding	25
Attachment A Board of Education Policy – Technology Education	28
Attachment B Children’s Internet Protection Act Internet Content Filtering/Safety	29
Attachment C Acceptable use Policy for Students	32
Attachment D Student Technology Competencies	34
Attachment E National Educational Technology Standards for Students (NETS•S)	41
Attachment F National Educational Technology Standards and Performance Indicators for Teachers (NETS•T)	43
Attachment G National Educational Technology Standards for Administrators (NETS•A)	45
Attachment H Evaluation of Technology Plan Goals	47
Attachment I Evaluation of Overall Effectiveness of Technology Plan	49
Attachment J Schedule of District Professional Development Courses	50

INTRODUCTION

“Education’s big goal, preparing students to contribute to the world of work and civic life, has become one of our country’s biggest challenges. In fact, all other great problems of our times – solving global warming, curing diseases, ending poverty, and the rest – don’t stand a chance without education preparing each citizen to play a part in helping to solve our collective problems. Learning for work and life in our times means helping as many children as possible learn to apply 21st century skills and a solid understanding of core subjects to the challenges of our times (Trilling & Fadel, 2009. 40-41).

Schools and teachers must be challenged to use the tools and techniques of today, not the ones of the past. Learning in the 21st century requires critical thinking, adept use of technology, and global collaboration, and we should offer all these to our students on a regular basis. The Highland Falls-Fort Montgomery CSD intends to make the best possible uses of the new tools available to us so that our students are better prepared to participate in the global community.

The Highland Falls-Fort Montgomery Central School District is located in the heart of the scenic Hudson River Valley. Adjacent to the United States Military Academy at West Point and 50 miles north of New York City, the district offers a tremendous opportunity for cultural enrichment, and highly competitive academics. It is comprised of three schools: the Fort Montgomery Elementary School (grades Pre-K-2), the Highland Falls Intermediate School (grades 3-8), and the James I. O’Neill High School (grades 9-12). Students are enrolled in programs from Pre-kindergarten through grade 12. James I. O’Neill High School educates students from the communities of Highland Falls, Fort Montgomery, West Point, and Garrison, which is located in Putnam County. With a student population of 1,000, the demographics represented include: 55% White, 20% Hispanic, 12% Black, and 3% Asian/Pacific Islander. Each of the schools, in NYS groups of similar schools, have average student need in relation to district resource capacity. There is an attendance rate of 94% and an overall poverty rate of 39%. There are approximately 100 teachers in the district, and teachers certified for the subject area teach all core subjects.

In response to the mandate of the New York State Department of Education, the Highland Falls-Fort Montgomery CSD recognizes that “technology is first a new path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology, and these standards will be visible to the public to drive the standards even higher. (NYSED Statewide Technology Plan, 2009)

This technology plan lays out the current and projected commitment the Highland Falls-Fort Montgomery Central School District has for the on-going implementation of technology to strengthen all educational programs for the next three years: SY 2015-16; 2016-17; 2017-18.

This Technology Plan supports improved student performance by assisting students, teachers and administrators in the following areas:

1. Curriculum development to ensure that all students will have the opportunity to acquire new knowledge for ongoing and lifelong learning in the 21st century global workplace;
2. The use of hardware, software, and Web resources to optimize teaching and learning opportunities;

3. The integration of instructional technology within the curriculum to develop the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate and create information to solve problems and improve learning in all subject areas;
4. The monitoring of student performance through formative assessment with timely access to reports;
5. The management of data to serve at-risk students in an appropriate manner; and
6. Teacher professional development to ensure continued growth in the most up-to-date technologies.

TECHNOLOGY MISSION

The Highland Falls-Fort Montgomery CSD is dedicated to the pursuit that all students are able to become responsible critical thinkers who are technologically literate members of the global community. It is the responsibility of the District to provide the resources and staff development through which the teachers and administrator will implement exemplary technology enhanced learning environments that reflect the goals of the NY State Department of Education Technology Plan as well as the National Educational Technology Standards AND Performance Indicators (NETS) for Students, Teachers and Administrators. Further, the use of technology will address the Common Core State Learning Standards, whereby student use technology and digital media strategically and capably:

“Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.”

This Technology Plan is intended to support the Highland Falls-Fort Montgomery CSD educational initiatives and support our District’s vision and strategies. The plan is developed from a belief, supported by research, that technology can significantly enhance the learning environment and improve teaching and learning while being a critical component in our efforts to prepare our students as learners for the 21st century. In addition to the development of core academic subject knowledge and understanding among our students, we will support the development of essential skills, through technology, for success in today’s world: critical thinking, problem solving, communication and collaboration.

VISION AND GOALS

Vision

The Highland Falls – Fort Montgomery Central School District will inspire, guide, and challenge each of our students through an all encompassing rigorous learning experience, which empowers them to connect to and compete in the ever-changing global community.

Mission

The mission of the Highland Falls – Fort Montgomery Central School District, valuing our community schools, is to provide all our students, educators, and the communities we serve with

the global knowledge, cultural understanding, and skills needed to compete in the global community.

We believe it is important to:

- Provide an educational experience where our students and educators will exhibit leadership within the state, the nation, and the world.
- Provide an environment for learning and personal development in which every student sees and can explain the relationship between what he or she studies and its application to an interconnected global community.
- Provide excellent teaching, supported by high quality content and personalized attention to student learning, empowering our students to be responsible citizens and productive members of our ever-changing society.
- Provide children with a safe and secure learning environment where they are inspired, guided, and challenged to learn about the world in which they live.

GOALS AND STRATEGIES

I. CURRICULUM

To further its educational goals the Board of Education is committed to the development of curriculum, teacher expertise and assessment to develop the appropriate 21st century skills that our students must possess in order to make a lasting contribution to the global community. We are committed to the development of our students' technological literacy skills. This means that students will take the reins, helping one another master new software programs, create engaging assessments and make the most of collaborative online spaces. Lesson planning will gradually shift from focusing on teacher delivery of content to designing collaborative projects that tap into cross-curricular content, abstract concepts and learning in meaningful ways. With this in mind we propose the following goals and strategies:

Element A: Curriculum Integration

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

Goal: To improve technology teaching and learning we will develop a curriculum and strategies to assist students in their ability to acquire new knowledge for ongoing and lifelong learning in the 21st century global workplace.

Strategies:

- a. Ensure that students and teachers have access to technology tools in the learning environments by using district funds, Title grants and other grants to update current technology equipment. This includes: maintaining state-of-the-art labs in each school building; utilizing laptop carts in the High School and Middle School classrooms and acquiring laptop carts and sets of Chromebooks, iPads, or other tablets for the Elementary school. This will make technology more available to the classroom teachers in order to further the integration of technology within the classrooms. Further, we will continue to evaluate emerging technologies that can be implemented to engage students in more productive and interactive lessons.
- b. Research and adopt an assessment/data system, (i.e. Edocrina, Sunguard, etc.) to formalize the collection and use of formative and summative data and benchmarking results in an effort to track and address students' learning needs.
- c. Align benchmark academic skills with National Educational Technology Standards for Students (NETS•S) through summer curriculum work.
- d. Provide specific and focused technology instruction at each grade level to assist students in acquiring the skills benchmarked for their levels.

- e. Foster the students' use of digital media and mobile devices in developing cultural understanding and global awareness by engaging with learner in other cultures by publishing with peers and experts, contributing to project teams, and producing original works, and solving problems.
- f. Assist the classroom teachers in building technology literacy skills for each student to enable them to access necessary information at early ages.
- g. Adopt an assessment tool to evaluate student technology abilities at the benchmark goal stages of Grades 2, 5, and 8. (See Attachment D)
- h. Support STEAM (Science, Technology, Engineering, Arts and Mathematics) courses that require the use of sophisticated software and scientific probe-ware, computer programming, and computer applications, like our core science courses. In addition, continually evaluate other course offerings based on the skills our students need to be college and career ready for a 21st century workforce. Current course offerings include: Computer Programming, Computer Graphics, Web-design, Computer Animation, Design & Drawing for Production, Digital Photography, and Electronic Music Production.
- i. Teach students to evaluate their decisions to participate in specific online forums and to re-evaluate these decisions in light of what they experience and learn as a member by implement the Common Sense Media Digital Literacy & Citizenship Classroom Curriculum.
- j. Assist teachers, over the three-year period of this plan, to develop interactive web resources for their courses and make resources more accessible for students' information and research.

Element B: Student Achievement

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

Goal: To improve instruction and student academic achievement by integrating technology seamlessly into all curriculum areas to develop in students, the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate and create information to solve problems.

Strategies:

- a. Provide students with access to computers in library media centers for Internet research as well as for access to educational reference materials. Maintain open hours for students at the Highland Falls Intermediate School and the James I. O'Neill High School to have access to computers for research and college, career, and vocational information.

- b. Focus library literacy on students' ability to work with information whether written, audio or video form, to define a problem, understand the nature of the information available, use the best tools to find the information needed, including the use of electronic databases for research, and to ethically address the issue at hand.
- c. Build lessons in content area instruction that emphasize creative thinking, construct knowledge and develop innovative products and processes using technology (Webpages, Google Apps, Smart Boards, digital learning resources, computer labs, mobile device carts, Internet research, distance learning, podcasting, wikis, video conferencing, etc.).
- d. Integrate technology into the MST curriculum by acquiring current and up-to-date equipment (scientific computer probes, graphing calculators, digital cameras, video cameras, Smart Boards, projectors, document cameras, tablets, apps) and ensuring that the teachers know how to use this equipment productively.
- e. Utilize streaming video at the classroom level to make the real world more accessible in learning.
- f. As a development of research and information fluency, teach the students how to use digital tools to locate, organize, analyze, evaluate, synthesize and ethically use information and report results.
- g. Investigate the development of electronic portfolios for selected grades and content areas as a means for promoting self-reflection, self-assessment, self-motivation, and goal setting for self-improvement.
- h. Monitor student performance through formative assessment by using Student Response Systems, the Educational Review Board Writing Performance Program (WPP) so teachers have timely access to student learning data to improve instruction.
- i. Improve early literacy acquisition through online progress monitoring of specific basic literacy skills using the DIBELS. This management will drive research-based interventions through AIS and Special Education.
- j. Manage test data to observe trends that will focus the modification of teaching strategies for at-risk students. This includes the analysis of NY State assessment data, Literacy Benchmark data, DIBELS screening data, NY State Regents exam data, Northwest Evaluation Association Measures of Academic Progress, and Education Review Board Writing Practice Program (WPP) and Writing Assessment Program (WrAP).

Element C: Technology Delivery

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

Goal: To use technology for specialized and innovative instruction by providing advanced opportunities for students to access learning beyond the classroom walls.

Strategies

- a. Maintain the Mandarin Chinese Language Distance Learning course for grades 7-12, so that students can achieve a Regents credit for this language, and access college-level instruction.
- b. Develop and expand the exchange of learning opportunities for K-8 students, with schools across the nation, through the use of video sharing/conferencing, like Skype or Google Hangouts.
- c. Utilize virtual field trips, through the Internet, specifically in Social Studies and Science, as a means of reaching real world situations beyond the classroom.
- d. Embrace Web 2.0 technologies as part of classroom instruction, communication, lesson feedback, creative presentations, and student publishing. Specifically engage students in content creation by using applications such as: Google Apps, Animoto, Glogster, Wikispaces, VoiceThread, Twitter, Vimeo and others as they become available.
- e. Develop Web 2.0 technologies and tablet apps as assistive technology for student improvement, specifically text-to-voice applications and others that make learning easier and more relevant for disabled students.
- f. Develop new initiatives in distance learning to make unusual and innovative courses available for students, through programs like the Virtual AP classes.

Element D: Parental Communications & Community Relations

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

Goal: To facilitate communication among staff and between staff and students as well as to s a home-school-community interconnection that enhances learning and relationships.

Strategies:

- a. Post the district Technology Plan on the website as a means of public

communication. In addition, the district will use social media (i.e. Twitter, Facebook, etc.) to post a notice of availability and link to the plan. Other means the district will use to disseminate to the community include a notice of availability in the local newspaper and on the district news channel.

- b. Maintain an e-mail service, so that email provides one means of communication in a paperless environment. We will also keep current the anti-spam software to limit wasted time opening unnecessary messages.
- c. Maintain the District Website to continue the quality and amount of communication throughout the community.
 - Teachers will actively maintain their web pages to communicate appropriate material and information to students and parents.
 - Each school will continuously provide spotlight and news stories about events and activities.
 - The district will include Board of Education agendas, minutes and policies on the web site for ready reference.
 - The Superintendent will maintain a blog to educate the community on important educational trends and decisions.
 - Each Parent-Teacher Organization will maintain a page on the building website as a means of parent communication.
- d. Maintain the Parent Portal on School Tool, the district database, to assist parents in obtaining timely information about their child's academic progress.
- e. Maintain and update an elementary report card on the School Tool database. Align this with Common Core Learning Standards and other relevant benchmarks detailed on the website for parent information and direction.
- f. Maintain the district wide phone system using Voice Over IP so that there is adequate and timely communication within school buildings and across the district buildings.
- g. Utilize fully, the *Blackboard Connect* system for direct parent and staff communication of information and emergencies, and include translated messages in languages other than English as needed.
- h. Utilize the local cable channel for community information and communication.

ACTION PLAN

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
Goal 1: Student access to technology tools.				
Increase the number of WAPs throughout the district so that teachers and students have uninterrupted access to WiFi.	NA	Assistant Sup of Curriculum, Instruction & Technology (CIT), Network Technician	09/01/2016	Cabling and WAPs installed
Increase the number of devices (i.e. tablets, chromebooks, etc.) that students use 1:1 in grades 6-12 and 3:1 in grades Pre-K-2.	Ongoing	Assistant Sup CIT, Principals, Network Technician	09/01/2016	1:1 for all students in grades 6 – 12 and 3:1 in grades Pre-K-2
Upgrade interactive whiteboards in all 3 schools	Ongoing	Assistant Sup CIT, Technology Leadership Team	09/01/2016	Installation of new interactive whiteboards and PD for faculty
Install enhanced audio systems in classrooms for grades Pre-K – 2.	Ongoing	Assistant Sup CIT, Technology Leadership Team	09/01/2016	Installation of enhanced audio systems along with installation of interactive whiteboards
Develop interactive web-based resources	Ongoing	Technology Leadership Team	Ongoing	Increase of teacher generated web-based resources for student use
Goal 2: Ensure student access to a comprehensive learning program that addresses 21st century skills and prepares students for college and careers.				
Research and adopt an assessment/data system (eDoctrina) to formalize the collection and use of formative and summative data and benchmarking results in an effort to track and address students' learning needs.	Ongoing	Superintendent of Schools, Principals, Assistant Sup CIT	Adoption – 06/30/2016 Introductory Training – 09/01/2016 Ongoing Training – 06/30/2017	Use of the system by all teachers to evaluate student learning

Schedule teachers to complete curriculum alignment to Benchmarks	Summer Curriculum Work	Assistant Sup CIT, Library/Media Specialist, STREAM Teacher, Other Faculty	09/01/2016	The NETS for Students will be integrated and matched to key academic areas and curriculum.
Goal 3: Increase student participation in global learning opportunities.				
Increase students access to AP courses through virtual programs	NA	High School Principal	09/01/2016	Number of high school students participating in AP courses increases
Connect students in grades Pre-K – 8 to their peers around the world to study common problems and gain an understanding of different cultures.	Ongoing	Principals, Faculty	06/01/2018	Increase in the number of classes utilizing technology to connect to classes in other countries
Goal 4: Expansion of STEM to encompass STEAM and engage students at all grade levels.				
Integrate STEAM activities into the Pre-K – 2 nd grade curriculum	Curriculum Development	Principals Assistant Sup CIT	09/01/2016	Integration of activities
Integrate STEAM activities into the 3 rd – 8 th grade curriculum	Curriculum Development	Principals Assistant Sup CIT	09/01/2017	Integration of activities
Align the STEM curriculum for grades Pre-K – 12	Curriculum Development	Principals Assistant Sup CIT	09/01/2017	Integration of activities
Goal 5: Improve communication with parents.				
Develop/adopt a comprehensive portal for teachers to communicate with parents	Ongoing	Principals	09/01/2016	Use of new system for communication with parents
Goal 6: Maintain a safe and secure learning environment for all members of the learning community by upgrading security/internal communication systems.				
Install security upgrades to classroom communication systems in all three schools, expand video surveillance.	All staff	Facilities Director Network Technician	09/01/2016	Installation and usage of surveillance system
Install a communication system that connects all classrooms to the main office.	All staff	Facilities Director Network Technician	09/01/2016	Installation of communication system and training
Add physical access controls to additional entrance points and secure interior spaces.	All staff	Facilities Director Network Technician	09/01/2017	Installation of access controls

II. PROFESSIONAL DEVELOPMENT

The teachers of our district must be challenged to use the tools and techniques of today. Learning in the 21st century requires critical thinking, adept use of technology and global collaboration. This should be offered to our students on a regular basis. We must make the best possible uses of the technology tools available to us so that our students are better prepared to participate in the global community. Greater emphasis on technological skills has real implications for teacher training; we must have a plan by which our teachers can succeed in become technological leaders for tomorrow's leaders. Most teachers do not need to be persuaded that inquiry-based learning is beneficial for students – they already believe that. What teachers need and desire is more robust training and support, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student centered methods.

The Highland Falls- Fort Montgomery CSD Board of Education recognizes that a comprehensive and appropriate professional development program must be developed to ensure that teachers are well prepared to engage students in the technologies that will lead them to be well prepared for the demands of the 21st century. Our teachers must meet the expected National Educational Technology Standards and Performance Indicators (NETS•T) and (NETS•A) (See Attachment F and G). The following professional development goals will be implemented:

Element E: Professional Development

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

- a. Conduct an annual survey of the faculty and staff technology needs to create an effective professional development plan.
- b. Encourage teachers to improve their professional practice, model life-long learning and exhibit leadership in their professional community by developing personal professional development goals that promote and demonstrate the effective use of digital tools and resources based on the ISTE NETS for Teachers.
- c. Conducting in-district technology workshops, led by teachers and administrators on specific skills, tools and innovations, data-driven instruction, online learning communities, global learning connections, digital etiquette, safe, legal and ethical use of information, communication and collaboration tools, the Internet, Web 2.0 applications for classroom instruction, communication, lesson feedback and creative presentations. Specifically explore applications such as: Google Apps, Animoto, Glogster, Wikispaces, VoiceThread, Twitter, Classroom 20, Skype, Student Response Systems, and others as they become available. (See Attachment J)
 - On-site workshops, using consultants and trainers from the BOCES

Model Schools Program.

- Off-site technology workshops offered by the BOCES Model Schools Program and/or the Ulster RIC.
 - In-district ongoing training and updates to ensure teacher proficiency in the use of the School Tool database, IEP Direct, web page design and update, MyLearningPlan, ERB WPP/WrAP, NWEA MAPS, assessment/data (i.e. Edocrina, Sunguard), etc.
 - Assistance for teachers to gradually develop interactive web resources for their courses to make resources more available for their students' information and research by providing individualized learning opportunities through chair-side assistance.
 - Assistance for teachers to gradually incorporate online forums into their regular curriculum as a means of instant collaboration with their students.
 - The introduction of distance learning opportunities for teacher professional development – the use of online learning forums, online PD courses through ASCD, web workshops.
 - Providing information and training about Web 2.0 applications, that can be used as assistive technology for at-risk and special education students.
- d. Maintain, and update professional resources that promote ongoing professional development:
- ASCD online professional development courses
 - Research databases
 - Registration for specific teacher online forums in content areas
 - Instruction manuals for School Tool, Blackboard Connect, the Web Site, and MyLearningPlan.
- e. Provide training for all new personnel in the use of School Tool, the district web site and other current applications used in the district as a part of a two-day orientation in August. In addition, all new teachers will be trained on the responsible use of digital resources and media, including privacy expectations on a public network, using search tools for research, electronic databases in the library/media center, and modeling responsible use for students.

- f. Provide ongoing training and updates to ensure Administrator proficiency in the use of the School Tool, NYSTART, Alert Now, IEP Direct, District Web Site, digital photography, and MyLearningPlan/OASYS.
- g. Provide ongoing training and updates to ensure clerical proficiency in the use of the School Tool, District Web Site, Blackboard Connect, MyLearningPlan, etc.
- h. Challenge teachers to evaluate and reflect on current research and professional practice to make effective use of existing and emerging digital tools and resources in support of student learning through sharing at faculty meetings.
- i. Teachers, who take technology professional development courses/training of specific equipment and demonstrate proficiency, will be the first to receive that equipment for use in their classrooms (e.g. interactive white boards, video cameras, projectors for streaming video, webcams, etc.) Further, these teachers will be invited to share their expertise and mentor their peers for ongoing professional development.
- j. Teachers who exhibit leadership by participating on the Technology Leadership Team, demonstrating a vision of technology integration, participating in shared decision making about technology use in the district, and assisting in the development of the technology skills of others will be recognized annually.
- k. Explore opportunities for long-term professional development/in-service on the implementation of technology supported inquiry-based learning options that align with the Common Core Learning Standards.

III. MANAGEMENT TECHNOLOGIES INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

The Highland Falls-Fort Montgomery Board of Education inspires and leads the development and implementation of a shared vision for a comprehensive integration of technology to promote academic excellence for all students, regardless of economic status or disability, throughout the district. This vision strives to encourage the use of digital-age resources to meet and exceed learning goals, support effective instructional practices and maximize the performance of district personnel.

The Highland Falls-Fort Montgomery CSD maintains an IT department with one IT professional who manages the system through tools such as VNC, Remote Desktop and various original scripts and provides technical support through a work order system that is approved by the building principal.

INFRASTRUCTURE

As part of the overall District investment in technology, the Highland Falls-Fort Montgomery CSD has implemented high-speed local area networks and virtual machines that provide connectivity between schools and the District Office. (See Attachment L)

The infrastructure includes the following:

- Leased fiber optic cable connects each building
- Multi-mode fiber (1 gigabit) connects to each network wiring closet
- Cisco routers and switches provide distribution for computing systems district wide
- Cat 5e and 6 cabling provides connectivity to each computer within the District
- Multiple appliances are connected to protect the end users and secure data; including Spam, Internet content filtering, and firewall protection
- Multiple servers and virtual machines distribute content, software, internet, secure data and email to all clients
- Isolated Electrical Wiring and Uninterrupted Power (battery backup) to support the additional capacity and protect servers and switches from power interruption and spikes
- Data network design includes connection points or drop locations in every classroom
- Infrastructure includes multiple information outlets or network connections in the libraries and lab spaces in sufficient numbers to support large numbers of students working simultaneously
- Connections provided in administrative and support services offices

Our infrastructure is the foundation for the following:

- File sharing
- Shared printers and applications
- Streaming video
- Voice over IP
- Administrative applications server for financial and student applications
- Teacher and student access to the software necessary to support the full range of curriculum and instruction
- Teacher and student access to a wide range of specialized peripherals such as Smart Boards, Digital Media Projectors, laser printers, scanners, digital cameras, probes

(science measurement devices), document cameras, and distance learning equipment

- Web-based resources are available on the District web site
- Student and teacher access to information via the web provides a full range of textual, audio, and visual resources
- Using search tools and browsers, teacher and student have access to all appropriate Internet resources, including the World Wide Web
- Parents and other community member access to District information and communicate with District staff using the District web site and ParentPortal
- Assistive technology for special needs student
- High volume digital copier/printers accessible from anywhere in the network
- Network provides support for both instructional and administrative applications
- Help Desk support is available through School Dude (myschoolbuilding.com) for any technical issues pertaining to hardware, software or connectivity on our network

LIBRARY MEDIA CENTERS AND COMPUTER LABS

Library media centers and computer labs continue to play a critical role in our schools. They are hubs for engaging learning, exploration and access to information resources, as well as the spaces for student collaboration and communication.

At James I. O'Neill High School (JION) (grades 9-12), the library media center has an Interactive Whiteboard, 50 student thin client workstations and chromebooks in which to access a wide range of digital resources (databases, encyclopedias, e-books, and other web-based tools). There is also a computer lab with 25 workstations for digital art, electronic music production and programming classes.

At Highland Falls Intermediate School (HFIS) (grades 3-8), the library media center has 6 student thin client workstations and chromebooks in which to access a wide range of digital resources (databases, encyclopedias, e-books, and other web-based tools). There are also 2 computer labs including a 30 thin client workstation lab for general class usage for grades 6-8 and a 40 thin client workstation lab for general usage for grades 3-5.

At Fort Montgomery Elementary School (FMES) (grades Pre K-2), the Media Center is part of the Computer lab which has 25 student thin client workstations in which to access a wide range of digital resources (databases, encyclopedias, e-books, and other web-based tools).

Each of the buildings has access to local, regional, state, national and international library resources available for teachers and students alike. Resources such as the Online Public Access Catalogue (OPAC), Virtual Reference Collection (VRC), the Gale Virtual Reference Library and other web-based resources are available to both teachers and students in the district.

CLASSROOMS

Classrooms in grades K-12 have a minimum of 1 internet capable teacher computer with access to network printers for printing. Most classrooms have an Interactive Whiteboard and document camera. There are mobile carts available for classroom use giving access to web based resources for use during classroom instruction.

SCHOOL TECHNOLOGY PROFILES

There are currently three (3) schools in the Highland Falls-Fort Montgomery Central School District. The grade level configuration is Pre-K-2, 3-8, and 9-12. Indicated below is a brief technology profile of each school with future acquisition recommendations for each year of the technology plan.

Fort Montgomery Elementary School Grades Pre-K-2

	2015-16	2016-17	2017-18
Computer Lab work stations	25	25	25
Chromebooks	30	30	30
Tablets for classroom use	20	40	60
Interactive white boards	12	12	12
Video projectors	13	13	13
Distance Learning equipment	1	1	1
Digital cameras	12	12	12
Digital video cameras	2	2	2
TV – LCD flat panel	1	2	2
Teacher computers	19	19	19
Teacher tablets	19	19	19
Administrative desktops	4	4	4
Administrative laptops	2	2	2

Highland Falls Intermediate School Grades 3-8

	2015-16	2016-17	2017-18
Computer Lab work stations	70	70	70
Chromebooks	120	180	250
Library workstations	6	6	6
Interactive white boards	21	23	25
Video projectors	23	25	27
Distance Learning equipment	1	1	1
Digital cameras	10	10	10
Digital video cameras	2	2	2
Document Cameras	18	20	22
TV – LCD flat panel	1	2	2
Science Probe Kits	8	8	8
Digital Microscope	1	1	1
Teacher desktops	25	25	25
Administrative desktops	8	8	8
Administrative laptops	3	4	4

James I. O'Neill High School

	2015-16	2016-17	2017-18
Computer Lab 305 workstations	25	25	25
Library workstations	50	50	50
Chromebooks	120	320	500
Tablets	300	300	150
Interactive white boards	27	29	32
Video projectors	28	30	33
Distance Learning equipment	2	2	2
Digital cameras	10	12	16
Digital video cameras	5	5	5
Document Cameras	10	18	26
TV – Flat panel	4	4	4
Science Probe Kits	48	48	48
Digital Microscope	2	4	6
Teacher desktops	51	51	51
Administrative desktops	14	14	14
Administrative laptops	2	2	2

CRITERIA FOR EQUIPMENT OBSOLESCENCE

The Highland Falls-Fort Montgomery CSD understands the rapid rate of change and advancement in the areas of hardware. In response to this change, the District must manage its technology assets in a manner consistent with both fiscal prudence and the need to provide technologically appropriate systems to students and staff.

The goals of the technology replacement plan are to:

1. Assure that appropriate technology is available to support the mission of the District
2. Assure that each faculty member has a computer of sufficient capability to fulfill his/her responsibilities
3. Provide for the cost effective and timely purchasing and installation of new equipment
4. Expedite the disposal of old equipment

END LIFE OF TECHNOLOGY EQUIPMENT

The district will maintain all technology equipment until it is ineffective. Working computers and printers will be rotated out of classrooms when new equipment is installed. Used equipment will be allocated to labs, libraries, and other district wide classrooms as needed. This process will continue until the equipment is no longer capable of functioning or the cost to upgrade or repair becomes too great. The technology equipment considered to be at the end of life cycle will be submitted to the Board of Education for removal from the inventory.

INFRASTRUCTURE

The Highland Falls-Fort Montgomery CSD Board of Education, along with its educational leaders, advocates for policies, programs and funding to support the implementation of a technology infused vision and strategic plan. They have established and maintained a robust infrastructure for technology including integrated, interoperable technology systems for management, operations, teaching and learning.

The following goals are essential for the Highland Falls-Fort Montgomery CSD to effectively reach our ultimate goal – students well prepared with 21st century knowledge and skills:

1. GOAL: To provide the Infrastructure, Hardware, and Technical Support that makes access to technological learning materials easy and up-to-date. To reach this goal we will:
 - a. Provide a secure and speedy network with access to the Internet for all students and teachers.
 - b. Maintain an antivirus program on the network.
 - c. Continuously upgrade the network operating system to maintain peak performance.
 - d. Maintain required Internet filtering programs
 - e. Plan and implement expanded wireless networks in the James I. O’Neill High School, Highland Falls Intermediate School, and the Fort Montgomery Elementary School
 - f. Budget for the acquisition of updated instructional hardware and component peripherals where needed.
2. GOAL: To provide a safe a secure learning environment for all students and staff. To achieve this goal we will:
 - a. Increase the number video surveillance cameras.
 - b. Install a communication system that connects all classrooms to the main office.
 - c. Add physical access controls to additional entrance points and secure interior spaces.
3. GOAL: To maintain a district transportation program to manage and control the students’ transportation within and outside of the school district. To achieve this goal we will:
 - a. Integrate all SaaS systems with the student management system, School Tool, to obtain latest enrollment figures and addresses of students so we can:
 - Keep track of all students to assist in tuition billing.
 - Keep track of all students who are transported in case of emergency.
 - b. Keep parents informed of bus stops and to communicate school closings and delays
4. GOAL: To manage and support facilities and technology, we will maintain the use of School Dude and relevant building management programs. To fulfill this goal we will:
 - a. Have teachers initiate the process of requesting field trip transportation and

- track the requests through *Trip Direct*
 - b. Use *DDC* to keep track of heat systems and reduce fuel and electric cost with a setback of temperature during nights, weekends and holidays.
 - c. Utilize *School Dude* to keep track of technology and facility work orders for preventive maintenance
 - d. Implement further components of *School Dude* and *DDC*
 - e. Maintain the video surveillance camera systems in each school building, assessing their effectiveness annually

- 5. GOAL: To update the software systems to manage the business and financial aspects of the Business Office, Teacher Records and Attendance. To fulfill this goal we will:
 - a. Implement new business system software to streamline the business aspects of the school district. This includes:
 - A purchasing system, the management of payroll, accounting, and budgeting as they are related to the school district's yearly approved budget
 - A method of keeping track of all accounting procedures in all funds and maintaining accurate district bookkeeping.
 - The operation of a double entry bookkeeping system that is consistent with the rules and regulations of the New York State Department of Audit and Control, Uniform System of Accounts.
 - Informing staff of budgeting decisions and status through email.
 - Utilizing the *My Learning Plan* system to track professional development and attendance.
 - Utilizing OASYS to track teacher APPR process.
 - Training appropriate personnel in the use and effectiveness of new systems.

- 6. GOAL: Where feasible the district will integrate its primary SaaS using School Tool as the central link to all other management systems To achieve this goal we will:
 - a. Maintain updated student information in the following:
 - School Tool
 - Transfinder
 - PCS (FastTrack)
 - Isonas
 - IEP Direct
 - Blackboard Connect
 - MyLearningPlan/OASYS

INVENTORY	Computer Labs	Class-rooms	Library or Media Center	Admin Office	Other Location	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
Computers or Tablets (list by type)								
Dell 7010 (or equivalent)	3	97				20	20	100
Dell 790		30		16		0	0	0
Nexus 7 (or equivalent tablet)					317	40	40	20
NComputing L300 Thin Client	130	16	50	3		0	0	0
Lenovo Laptop				4		0	0	0
Asus Laptop				2	30	0	0	0
Dell Laptops						0	0	0
Samsung Laptop				3		0	0	0
Chromebooks					275	120	300	300
iPod					40	0	0	0
iPad					35	0	0	0
Barnes and Noble Nook Color					244	0	0	0
Peripheral Devices								
Network Printers	6		3	19	2			
Interactive Whiteboard with Projector	4	55	1			20	20	20
Digital Camera			32				2	4
Scanner						2	6	2
Document Camera	1	38	1				10	10
3-D Printers					2	1	1	1
Software								
Microsoft Campus Agreement					161			
MLP					168			
OASYS					99			
Naviance					608			
NWEA/MAPS					905			
ERB WPP/WrAP					805			
Discovery Education					905			
Assessment/Data Management System TBD					0	100	905	905
Tripod Survey					905			
Network Equipment								
Servers					12			

IV. MONITORING AND EVALUATION

Element I: EVALUATION

The Highland Falls-Fort Montgomery CSD has taken steps to assure that technology is responsibly integrated into the teaching and learning of the students and teachers in the district. It has adopted Board of Education Policy on Instructional Technology (see Attachment A), An Internet Content and Filtering Safety Policy (see Attachment B), an Acceptable Use Policy for the Use of Computerized Information Resources (see Attachment C) and a three year Technology Plan to drive the integration of technology for student achievement. The specific policies are reviewed annually and approved by the Board of Education. The three-year Technology Plan is evaluated through the following goals:

1. To evaluate of the implementation and effectiveness of the Technology Plan the district will maintain a Technology Committee to monitor the growth of technology, its advancement within the district and the effectiveness of the plan itself.
2. The committee will use qualitative techniques and assessment tools such as surveys and computer literacy self appraisals to evaluate current and future technology and professional development needs, acquire timely feedback from staff to measure the effectiveness of the program, and measure student skill levels each year and make adjustments accordingly.
3. The committee in conjunction with the Business Office, will examine cost saving measures and their budgetary implications
4. The committee will complete all evaluative ratings contained in this technology plan, reviewing all documented information to establish priorities for the next school year.
5. The committee will present a technology budget to the Superintendent of Schools for consideration by January of each school year.
6. The committee will present the Technology Plan evaluation to the Board of Education for each subsequent year while showing projection, future considerations and solutions for unmet goals. (See Attachments H and I)

Element J: POLICIES (See Appendices)

V. FUNDING

The Highland Falls-Fort Montgomery CSD is committed to funding a technology program that prepares its students for learning in the 21st century that requires critical thinking, adept use of technology, and global collaboration. The district will use its general fund, Title grant funds, e-rate funds and other grants to create a budget that covers the acquisition, implementation, interoperability, maintenance and professional development related to the use of technology to improve student academic achievement. With this in mind the following goal is essential:

1. Goal: To provide a technology infrastructure, hardware, software, Internet access, and professional development within reasonable fiscal parameters by:
 - a. Implementing an annual technology budget that embraces all facets of the technology program.
 - b. Adjusting the annual purchase plan as needed to accommodate exigencies.

Element K: BUDGET & TIMETABLE:

The following budget is the district’s plan for the continued growth and development of technology during the period covered in this plan. Financial needs are based on the best estimates available. It includes replacement, upgrades, and salary increases.

Area of Need	Action	2015-16	2016-17	2017-18
1. Hardware	Maintain and update all computers; acquire chromebooks/carts for use in all schools, and 1:1 in grades 6-12 and 3:1 grades Pre-K – 5. Upgrade interactive whiteboards in all 3 schools. Install enhanced audio systems in classrooms for grades Pre-K – 2.	90,000	250,000	90,000
2. Network and infrastructure	Maintain and update the district network as needed	27,600	250,000	29,500
3. District Web Initiatives – web site, database, etc.	Annual maintenance fees and upgrades	59,500	59,700	61,460
4. Specialized technology initiatives	Install security upgrades to classroom communication systems in all three schools, expand video surveillance.	10,000	300,000	14,000
5. Professional Development	Support staff participation in Model Schools programs and other professional development opportunities offered in and out of district – some funding taken from grants	61,264	64,000	69,400
6. Educational software and online subscriptions	Support the purchase and upgrading of instructional software, maintain and increase database and online subscriptions	50,000	55,000	58,000
7. Transportation, Facilities, cafeteria, business	Support updates for the Transfinder program, School Dude program, POS system, inventory and assets programs	20,600	21,170	22,900

TECHNOLOGY BUDGET TOTALS

Computer Assisted Instruction Salaries	2015-16	2016-17	2017-18
Fort Montgomery Elementary School	65,430	66,739	68,074
Highland Falls Middle School	89,190	90,974	92,793
James I. O'Neill High School	100,630	102,643	104,696
Computer Assisted Instruction Expenses			
Equipment	93,656	95,000	150,000
Repairs and Maintenance	30,000	30,000	30,000
Professional Development	22,275	25,000	28,000
Testing and Scoring	44,783	47,200	47,400
Materials and Supplies	26,061	28,100	28,700
Software, Instructional	9,113	10,100	10,400
BOCES Technology Services	171,756	175,000	175,000
Totals	652,894	670,756	735,063

Element L: FUNDING & BUDGET

We are in the process of restructuring and planning budgets based on the new state guidelines, and the requirements set forth for the use of funds through the Smart School Bond Act. We have traditionally utilized a combination of funding sources to support technology. In the past, these included funds like the United States Department of Education Innovative Schools Program and other categorical sources, which are no longer available, but we will continue to utilize general funds, Special Education, regional grants, and local collaboration with the United States Military Academy.

Based on input from community and staff during the budget development process this year, we expect to maintain the General Fund allocations for technology support and equipment. We consider regular, baseline technology needs such as cabling, network equipment, and other hardware, and technology support staffing to be the responsibility of the district. As the use of technology has evolved from an extra to an essential component of all aspects of the organization, we understand that annual ongoing budget allocations for technology support, expansion, and replacement are essential. Therefore, we are in the process of evaluating the overlaps between technology, facilities, and maintenance and operations and finding ways to use multiple sources of ongoing, reliable funding to support annual costs.

ATTACHMENT A
Highland Falls-Fort Montgomery CSD

Board of Education Policy #8270

SUBJECT: INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technology.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

- a) A comprehensive staff development program to ensure appropriate and effective use of technology.
- b) The preparation of students to utilize multiple types of technology.
- c) The integration of technology within and across all curriculum areas.
- d) The equitable distribution and access to technological equipment and materials for all students.
- e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

Adoption Date: 5/28/09

ATTACHMENT B

Highland Falls-Fort Montgomery CSD

SUBJECT: 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 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 respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced 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, instant messaging 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 action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification 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 measure(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.

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 District’s computer system 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 District computers.

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.

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814

Adoption Date: 5/28/09

ATTACHMENT C

Highland Falls-Fort Montgomery CSD

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

General Policy

The Highland Falls Fort Montgomery Central Public Schools has established a computer network in keeping with its own mission, goals and objectives to provide educational tools for educational purposes for students, staff, and the community. The network has not been established as a public access service or public forum. Uses that might be acceptable on a user's personal computer might not be acceptable on this limited purpose network. Students must follow all rules contained within this policy at all times. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed. Rules governing student behavior set forth in the School Disciplinary Code apply to the use of school computer facilities and machines. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.

Guidelines for Use

- a) Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the safety of students and staff, or files dangerous to the school's computer network from entering the school via the Internet.
- b) Users will not transmit or receive any material, language, or images in violation of U.S. or New York laws that advocate violence or discrimination toward other people (hate literature). Also included, but not limited to, is abusive, threatening, harassing, lewd, vulgar, obscene, pornographic, or sexually explicit material, language or images or material protected by trade secret.
- c) Users will not engage in any illegal act or violate any local, state or federal statute or law.
- d) Users will not vandalize, damage or disable other people's property and will not deliberately disrupt equipment, software or system performance. Users will not tamper with the school district system software, hardware, and wiring or violate the school district system's security in any way. Users will not disrupt the use of the system for others.
- e) Users must respect others' privacy and intellectual property as required in "The Children's Internet Protection Act."
- f) An Internet filtering system called R3000 Enterprise Filter provided by Orange/Ulster BOCES. This will filter out unwanted site both globally and by URL.
- g) Users will not attempt to gain unauthorized access to the school district's system or to any other system through the school district's system. They will not use computer accounts, access codes or network identification other than any assigned to them.

- h) Users are responsible for notifying an appropriate staff member if he/she identifies a security problem. Users should not demonstrate the problem to other users.
- i) Users will not violate copyright laws, or licensing agreements, or use another person's property without the person's prior approval or proper citation, including downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
- j) If a user mistakenly accesses unacceptable material or an unacceptable Internet site, the user shall immediately inform a teacher or other appropriate staff member. This will protect the user from any accusations that the user intentionally violated this policy.
- k) Games, Instant Messenger, journaling, chat rooms, and similar activities are prohibited and may not be accessed or played on school computers.

System Use is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, one or more of the following consequences may result: suspension or cancellation of network privileges, payment for damages and repairs, and/or discipline under other appropriate school district policies, including suspension, expulsion, or civil or criminal liability under other applicable laws.

Tampering with computer security systems and/or applications will be considered vandalism, destruction, and defacement of school property. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Implementation

The school district's Internet policies and procedures are available for review by all parents, guardians, staff and members of the community. Due to rapid changes in the development of computer networks and Internet access, this policy may be reviewed and updated when necessary. The Acceptable Use Policy agreement form must be signed by the user and parent or guardian and filed in the school office.

ATTACHMENT D

STUDENT TECHNOLOGY COMPETENCIES

The grade level competency configurations are aligned to the National Educational Technology Standards and Performance Indicators for Students (NETS 2007)

- ✓ All students are able to achieve competency in the presence of skilled instruction, adequate time for learning, varied and/or specialized resources, and additional support as needed
- ✓ Recognizes that equity in and access to technology and other resources must be ensured at State, regional, and local levels and enhances the development of critical literacy competencies
- ✓ Recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening and speaking competencies

	Primary Grades K-2	Intermediate Grades 3-4	Middle School Grades 5-8	High School Grades 9-12
Creativity and Innovation	<p>Prior to the completion of Grade 2, students will:</p> <ul style="list-style-type: none"> • Illustrate and communicate original ideas and stories using digital tools and media-rich resources. • Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. • Use simulations and graphical organizers to 	<p>Prior to the completion of Grade 5, students will:</p> <ul style="list-style-type: none"> • Produce a media-rich digital story about a significant local event based on first-person interviews. • Use digital-imaging technology to modify or create works of art for use in a digital presentation. 	<p>Prior to the completion of grade 8, students will:</p> <ul style="list-style-type: none"> • Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. • Create original animations or videos documenting school, community, or local events. • Gather data, examine patterns, and apply information for decision making using digital tools and resources. 	<p>Prior to the completion of grade 12, students will:</p> <ul style="list-style-type: none"> • Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. • Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. • Create media-rich presentations for other

	explore and depict patterns of growth such as the life cycles of plants and animals.		<ul style="list-style-type: none"> • Integrate a variety of file types to create and illustrate a document or presentation. 	students on the appropriate and ethical use of digital tools and resources.
Communication and Collaboration	<p>Prior to the completion of grade 2, students will:</p> <ul style="list-style-type: none"> • Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. • In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. 	<p>Prior to the completion of grade 5, students will:</p> <ul style="list-style-type: none"> • Produce a media-rich digital story about a significant local event based on first-person interviews. • Use digital-imaging technology to modify or create works of art for use in a digital presentation. 	<p>Prior to the completion of Grade 8, students will:</p> <ul style="list-style-type: none"> • Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. • Create original animations or videos documenting school, community, or local events. • Gather data, examine patterns, and apply information for decision making using digital tools and resources. • Participate in a cooperative learning project in an online learning community. • Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. 	<p>Prior to the completion of grade 12, students will:</p> <ul style="list-style-type: none"> • Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. • Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions
Research and Information Fluency	Prior to the completion of grade 2, students will:	Prior to the completion of grade 5, students will:	Prior to the completion of grade 8, students will:	Prior to the completion of grade 12, students will:

	<ul style="list-style-type: none"> • Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. • Find and evaluate information related to a current or historical person or event using digital resources. • Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. 	<ul style="list-style-type: none"> • Produce a media-rich digital story about a significant local event based on first-person interviews, • Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. • Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. 	<ul style="list-style-type: none"> • Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. • Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. • Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. 	<ul style="list-style-type: none"> • Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness • Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. • Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.
<p>Critical Thinking, Problem Solving and Decision Making</p>	<p>Prior to the completion of grade 2, students will:</p> <ul style="list-style-type: none"> • Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. 	<p>Prior to the completion of grade 5, students will:</p> <ul style="list-style-type: none"> • Produce a media-rich digital story about a significant local event based on first-person interviews. 	<p>Prior to the completion of grade 8, students will:</p> <ul style="list-style-type: none"> • Gather data, examine patterns, and apply information for decision making using digital tools and resources. 	<p>Prior to the completion of grade 12, students will:</p> <ul style="list-style-type: none"> • Employ curriculum-specific simulations to practice critical-thinking processes. • Identify a complex global issue, develop a systematic

	<ul style="list-style-type: none"> • Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. • Independently apply digital tools and resources to address a variety of tasks and problems. 	<ul style="list-style-type: none"> • Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. • Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. • Identify and investigate a global issue and generate possible solutions using digital tools and resources. • Conduct science experiments using digital instruments and measurement devices. • Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. 	<ul style="list-style-type: none"> • Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. • Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. • Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. • Independently develop and apply strategies for identifying and solving routine hardware and software problems. 	<p>plan of investigation, and present innovative sustainable solutions</p> <ul style="list-style-type: none"> • Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. • Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.
Digital Citizenship	Prior to the completion of grade 2, students will:	Prior to the completion of grade 5, students will:	Prior to the completion of grade 8, students will:	Prior to the completion of grade 12, students will:

	<ul style="list-style-type: none"> ○ Demonstrate the safe and cooperative use of technology hardware and software • 	<ul style="list-style-type: none"> • Practice injury prevention by applying a variety of ergonomic strategies when using technology. • Debate the effect of existing and emerging technologies on individuals, society, and the global community. 	<ul style="list-style-type: none"> • Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. • Observe all rules concerning care of equipment and software, as well as computer ethics. • Understand the importance of a secure network. • Understand the value and use of passwords. • Understand consequences of network security breaches by signing Acceptable Use Agreement. 	<ul style="list-style-type: none"> • Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. • Design a Web site that meets accessibility requirements. • Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. • Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. • Understand the importance of a secure network. • Understand the values and use of passwords. • Understand consequences of network security breaches by signing Acceptable Use Agreement.
Technical Operations and Concepts	Prior to the completion of grade 2, students will:	Prior to the completion of grade 5, students will:	Prior to the completion of grade 8, students will:	Prior to the completion of grade 12, students will:

<ul style="list-style-type: none"> • Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. • In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. • Independently apply digital tools and resources to address a variety of tasks and problems. • Communicate about technology using developmentally appropriate and accurate terminology. • Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. • Use a Paint program to reinforce mouse skills. • Complete the beginning level of the Keyboarding/Typing program. • Use with ease, curriculum related math/reading software. 	<ul style="list-style-type: none"> • Use digital-imaging technology to modify or create works of art for use in a digital presentation. • Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. • Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. • Debate the effect of existing and emerging technologies on individuals, society, and the global community. • Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. • Demonstrate responsible handling of all media equipment and software. • Understand a computer network and its component parts. • Begin to understand network security. • Complete the intermediate level of the Keyboarding/Typing 	<ul style="list-style-type: none"> • Create original animations or videos documenting school, community, or local events. • Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. • Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • Integrate a variety of file types to create and illustrate a document or presentation. • Independently develop and apply strategies for identifying and solving routine hardware and software problems. 	<ul style="list-style-type: none"> • Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. • Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. • Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.
---	--	---	--

	<ul style="list-style-type: none"> • 	<p>program.</p> <ul style="list-style-type: none"> • Use with ease, curriculum related math/reading/ social studies/ science programs. 		
<p>Internet and Social Networking Programs</p>	<p>Prior to the completion of grade 2, students will:</p> <ul style="list-style-type: none"> • Find and use web sites applicable to core content. 	<p>Prior to the completion of grade 5, students will:</p> <ul style="list-style-type: none"> • Understand basic concepts in the use of the Internet - links, hyperlinks, Back/Forward buttons, URL address fields, searching, copy/paste, plagiarism, etc. • Use safe surfing techniques understanding personal Safety. • Able to use graphics from Internet sites for school projects. • Able to use, ethically, gathered information to produce curriculum based projects. 	<p>Prior to the completion of grade 8, students will:</p> <ul style="list-style-type: none"> • Understand Internet searching techniques and Internet safety. • Understand plagiarism, copyright laws, safe surfing, etc. • Be able to create documents for use on Internet (hyperlinks) or as a class project for use on the district's Intranet. • Be able to d a simple HTML project. • Be able to use an Electronic Portfolio. • Be able to manipulate graphics from Internet for school projects. • Understand and use podcasts, wikis, blogs and other Web 2.0 applications 	<p>Prior to the completion of grade 12, students will:</p> <ul style="list-style-type: none"> • Be able to search , using different types of search engines, successfully on the Internet for any topic. • Be able to complete an HTML project as a tool for classroom assignments. • Be able to understand web pages and their design. • Be able to help in the maintenance and creation of school web site projects. • Understand and use podcasts, wikis, blogs and other Web 2.0 applications • Understand the multiple uses of cell phones as they relate to their studies

ATTACHMENT E

The ISTE National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
 - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. demonstrate personal responsibility for lifelong learning.
 - d. exhibit leadership for digital citizenship.
- 6. Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
- a. understand and use technology systems.
 - b. select and use applications effectively and productively.
 - c. troubleshoot systems and applications.
 - d. transfer current knowledge to learning of new technologies.

© 2007 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education.

ATTACHMENT F

The ISTE
National Educational Technology Standards (NETS•T)
and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. **Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. **Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. **Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Copyright © 2008, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), iste@iste.org, www.iste.org. All rights reserved

ATTACHMENT G

The ISTE
National Educational Technology Standards (NETS•A)
and Performance Indicators for Administrators

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:
 - a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
 - b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
 - c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:
 - a. ensure instructional innovation focused on continuous improvement of digital-age learning
 - b. model and promote the frequent and effective use of technology for learning
 - c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
 - d. ensure effective practice in the study of technology and its infusion across the curriculum
 - e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:
 - a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
 - b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
 - c. promote and model effective communication and collaboration among stakeholders using digital-age tools
 - d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:
 - a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
 - c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
 - d. establish and leverage strategic partnerships to support systemic improvement
 - e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning
5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:
- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
 - b. promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
 - c. promote and model responsible social interactions related to the use of technology and information
 - d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

©2009, ISTE® (*International Society for Technology in Education*), 1.800.336.5191 (U.S. & Canada) or 1.541.302.3777 (Int'l), iste@iste.org, www.iste.org. All rights reserved.

ATTACHMENT H
EVALUATION OF TECHNOLOGY PLAN GOALS

The Goals and Strategies of the District Technology Plan will be evaluated annually to determine the statue of each.

Status Indicators:

- E – Indicates goal is complete
- S – Indicates goal is in process
- N – Indicates goal has not been attempted

	GOAL	EVALUATION	Status for Each Year		
			15-16	16-17	17-18
1	CURRICULUM Improvement of Technology Teaching and Learning	To improve technology teaching and learning we will develop technology curriculum and strategies to assist students in their ability to acquire new knowledge for ongoing and lifelong learning in the 21 st century global workplace.			
2	CURRICULUM Technology Integration into the curriculum	To improve instruction and student academic achievement by integrating technology seamlessly into all curriculum areas we will develop in students, the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate and create information to solve problems.			
3	CURRICULUM Specialized Use of Technology for Instruction	To use technology for specialized and innovative instruction by providing advanced opportunities for students to use technology beyond the classroom walls.			
4	CURRICULUM Communication	To facilitate communication among staff and between staff and students as well as to support a home-school-community interconnection that enhances learning and relationships.			
5	CURRICULUM Collaboration	To foster collaboration for today's students' learning life that is spent interacting on-line, with virtual networks, forming groups with others on the basis of their passions and their need to learn, we will assist students in making decisions about whom to connect to, how much information to share, and how to best achieve collective and individual goals.			
6	CURRICULUM Library Media Centers	To provide students with access to computers in library media centers for Internet research as well as for access to educational reference materials.			
7	PROFESSIONAL DEVELOPMENT	To support and increase the technology expertise of instructional and non-instructional staff through on-going			

		professional development.			
8	MANAGEMENT TECHNOLOGIES Network & Infrastructure	To provide the Infrastructure, Hardware, and Technical Support that makes access to technological learning materials easy and up-to-date.			
9	MANAGEMENT TECHNOLOGIES Software	To provide software and online subscriptions that contributes to the integration of technology in the classroom curriculum.			
10	MANAGEMENT TECHNOLOGIES Transportation	To maintain and develop the use of the Transfinder software system to support the district transportation program in managing and controlling the students' transportation within and outside of the school district.			
11	MANAGEMENT TECHNOLOGIES Facilities	To manage and support the facilities and technology work, we will maintain and develop the use of School Dude and DDC software systems.			
12	MANAGEMENT TECHNOLOGIES Business Management	To update the software systems to manage the business and financial aspects of the Business Office, Teacher Records and Attendance.			
13	MANAGEMENT TECHNOLOGIES Integration of Management Systems	Where feasible the district will integrate its primary management systems using School Tool as the central link to all other management systems.			
15	FUNDING AND BUDGET	To provide a technology infrastructure, hardware, software, Internet access, and professional development within reasonable fiscal parameters.			

ATTACHMENT I

Evaluation of Overall Effectiveness of District Technology Plan

The Technology Committee will meet to evaluate the overall effectiveness of the District Technology Plan. This evaluation will be presented to the Superintendent of Schools for submission to the Board of Education.

Key	Criteria	2015-16	2016-17	2017-18
4 – Exceeds Expectations	All of the goals and strategies within the plan have been attained. In many instances the goal and/or strategies implementation exceed expectation.			
3 – Meets Expectations	Most of the goals and strategies within the plan have been attained. The significant aspects of all of the goals and/or strategies have been addressed.			
2 – Partially Meets Expectations	Some of the goals and strategies within the plan have been attained. Approximately half of the goals and/or strategies have been addressed while many remain incomplete.			
1 – Does Not Meet Expectations	Few, if any, of the goals and strategies within the plan have been attained.			

School Year 2016-17 Explanation of Evaluation Rating:

School Year 2017-18 Explanation of Evaluation Rating:
