TECHNOLOGY PLAN
2011 - 2014

PARISHVILLE-HOPKINTON CENTRAL SCHOOL DISTRICT

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TABLE OF CONTENTS

Acknowledgments

The Parishville-Hopkinton Central School District has been fortunate to have a number of dedicated individuals and groups to assist in the development of this plan. Appreciation and thanks are extended to the people who contributed to this process.

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Also the students, staff, administration, and community members of the Parishville-Hopkinton Central School District for their input and support.

Introduction

The Parishville-Hopkinton Central School District recognizes that the effective use of technology as a tool to improve student motivation and learning is important to our students and will be essential to them as adults adapting to a rapidly changing society. We acknowledge the value and role of classroom teachers as guides to direct students of all abilities in learning opportunities rather than as conveyors of facts and information. Students, taking a greater control over their own learning, will be better able to create, access, analyze, and exchange information from electronic sources through the development, implementation, and assessment of the following three-year plan.

The Parishville-Hopkinton Central School District, in partnership with home and community, within a safe environment of understanding, compassion, and respect, commits to assisting every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, and/or disability.

District Technology Vision and Mission Statement

The Parishville-Hopkinton Central School District will promote and support students as they explore and develop the skills needed to participate successfully in an ever-changing and diverse society striving to promote life-long learning and a variety of post-secondary education or training opportunities. Parishville-Hopkinton Central School challenges the students to seek and become involved in educational opportunities which address their unique needs, interests, and strengths as involved and contributing citizens.

A graduate of Parishville-Hopkinton Central School District is expected to be an effective communicator, socially responsible community member, a creative problem-solver and a self-disciplined contributor. To address these outcomes, Parishville-Hopkinton Central School has identified Computer Technology as a necessary partner and facilitator. Our district plan is designed to facilitate the realization of this vision.

Parishville-Hopkinton Central School, with the intent to allow all students to meet or exceed standards, will:

- Promote/create problem-solving opportunities
- Facilitate experiences for students to develop collaborative communication skills
- Prepare students for life long learning
- Provide equal access to technology
- Promote global, national, and local citizenship

PHCS Mission Statement

The community, parents, students, and staff of the Parishville-Hopkinton Central School District will cooperate to create opportunities which

will enable students of all ages and abilities to become responsible, independent members of a diverse society.

Graduation Expectations and Indicators

A graduate of Parishville-Hopkinton Central School will be:

- An Effective Communicator
  - Understands written word and responds appropriately
  - Listens effectively and responds appropriately
  - Writes and speaks clearly and effectively

- A Socially Responsible Community Member (Who)
  - Demonstrates the rights and responsibilities of a good citizen
  - Demonstrates tolerance of and sensitivity for cultural diversities and environments in all communities: global, national, local, and interpersonal

- A Cooperative Worker/Learner (Who)
  - Uses appropriate resources and technology to complete projects and assignments
  - Interacts effectively in a group

- A Self-Disciplined Person (Who)
  - Seeks long-term success singularly or in a group
  - Identifies plans and achieves goals based on individual priorities
  - Accepts responsibility for his/her own actions

- A Creative Problem Solver (Who)
  - Identifies the problem
  - Maintains a current level of technology literacy
  - Works independently and cooperatively using effective strategies
  - Gathers and evaluates information using a wide range of sources including technology
  - Analyzes the effectiveness of potential solutions for implementation

Needs Assessment

The following instruments and data were compiled, reviewed, and utilized to identify our District's technology needs:

1. **Students:**

   a. School Report Card Information
   b. Surveys and Self-assessments
   c. Individualized Computer Progress Reports
   d. Observations/Interviews
   e. N.E.T.S. Standards and NYS Learning Standards
   f. Current Technology Levels
   g. District Mission Statement
   h. Local Technology Proficiency Assessments at Grades 2, 5, and 7
   i. Access to Technology

2. **Staff:**

   a. Observations/Interviews
   b. Self-Assessment Surveys based on N.E.T.S.
   c. Professional Development Plan Needs Analysis
   d. Individual Goals
   e. Equipment Needs and Training

1. **Administration:**

   a. Survey based on N.E.T.S. for Administrators
   b. Self-Assessments
   c. Individual Goals

Current Technology Environment

Parishville-Hopkinton Central School's technology resources currently consist of an Ethernet LAN with OC-192 service to the Internet and Gigabit fiber connections between two central wiring closets, providing 1 GB/s and 100 MB/s cabled connections to all classrooms and offices. Through a combination of wired LAN, we also maintain an 802.11b/g/n wireless network which provides complete wireless coverage to all areas of the building. The combination of these two overlapping networks facilitates the sharing of five central file servers, 14 Black and White networked laser printers, one networked color laser printer, and one networked color inkjet printer. As of November 2010, we will have a total of 338 computers in the building, all of which are connected to the network. We also have a myriad of scanners, digital cameras, projection devices, 3 Mobile Classrooms (each mobile classroom contains 24 laptops and a wireless access point), 2 Mobile Netbook Labs (Each netbook lab contains 20 netbooks, 1 wireless Access Point) C.O.W.s (Computers on Wheels consist of a laptop with wireless Internet access, one rolling cart, one set of external stereo speakers, and one projection device. Some of the C.O.W.s have also been enhanced with document cameras), Alphasmart keyboards, and a single polycomm (Teleconferencing device). This equipment is spread throughout the building and consists of a minimum of one machine per classroom. Most classrooms are also equipped with SmartBoards.

Computer equipment is distributed throughout the building as follows:

1. **Labs:**

   a. High School: Contains a total of 18 P4 computers; seventeen are Dell P4 workstations for student use and one is a Dell P4 laptop for teacher use. All of these machines have Internet and laser printer access. The lab also houses one scanner, one HP Laserjet black and white networked laser printer, One smart board and document camera.

   b. Elementary**:** Contains a total of twenty-six Dell P4 computers; one is a Dell Latitude D630 laptop for teacher use, while twenty-five are student workstations. This room also houses a mobile Smartboard and document camera, one Dell M5200 Networked black and white laser printer, and one scanner.

   c. Business: Contains a total of fifteen Dell P4 computers; fourteen student workstations and one Dell Latitude D630 laptop for teacher use. This lab also houses an HP Laser Jet 5MP Network Laser Printer, a scanner, and Smartboard.

   d. CAD: Contains a total of eighteen P4 computers; seventeen Dell P4 Desktops, and one Dell Latitude D630 laptop for teacher use. This lab also contains one scanner, one networked laser printer, two color inkjet printers, and a Smartboard.

2. **Classrooms:**

   a. Elementary: There are a total of twenty-six computers distributed throughout fourteen elementary classrooms. These computers are distributed as follows:

- Kindergarten: Four machines (one D630 laptop, one P4 desktop, one C.O.W. in one classroom and one D630 laptop in the other classroom). Smartboards are in both classrooms.
- First Grade: Four machines (one D630 laptop and two P4 desktops in one classroom and one D630 laptop in the other classroom). Smartboards are in both classrooms.
- Second Grade: Five machines (one D630 laptop and two P4 desktops in one classroom and one D630 laptop and one P4 desktop in the other classroom). A Smartboard is in one of these classrooms.
- Third Grade: Two machines (one D630 laptop in each classroom). A Smartboard is in one of these classrooms.
- Fourth Grade: Seven machines (both classrooms contain one D630 laptop. In addition, one classroom has a C.O.W. configured with five additional laptops). A Smartboard is in one of these rooms and a multimedia projector is in the other.
- Fifth Grade: Three machines (one D630 laptop and one P4 desktop in one classroom and one D630 laptop in the other classroom).
- Sixth Grade: Three machines (one D630 laptop and one C.O.W. in one classroom and one D630 laptop in the other classroom). Smartboards are in both classrooms.

a. Middle School: There are a total of twenty eight computers distributed throughout five middle school classrooms as follows:

- English: 22 total - 20 netbooks and (one D630 laptop, and one desktop.).
- Math: One D630 laptop.
- Science: One P4 desktop with projection device and one D630 laptop.
- Social Studies: Two machines (one D630 laptop and one P4 desktop).
- Spanish: One D630 laptop and one gateway laptop.

a. High School: There are a total of twenty computers distributed throughout ten classrooms as follows:

- English: Eight machines (one D630 laptop, four P4 desktops, and one C.O.W. in one classroom and one D630 laptop and one P4 desktop in the other classroom). One of these rooms has a smart board and three additional laptops.
- Math: Three machines (one D630 laptop and one P4 desktop in one classroom and one D630 laptop in the other classroom).
- Science: Three machines (one D630 laptop with Smartboard in one classroom and one D630 laptop and projection device in the other classroom).
- Social Studies: Two machines and one networked black and white laser (One classroom has a Smartboard the other has one D630 laptop and a C.O.W.).
- Spanish: One D630 laptop and a C.O.W.

a. Shared Staff Classrooms: There are a total of eight computers distributed throughout four classrooms as follows:

- Art: Six machines (both classrooms have a D630 laptops and Smartboards, a P4 desktop, and a C.O.W.. One classroom also houses a digital camera).
- Physical Education: One D630 laptop in each P.E. office.

- Health: One D630 laptop and one P4 desktop.
- Music: Four machines (a D630 laptop and a C.O.W. in each classroom and an additional P4 desktop with projection devices in both one classroom).

a. Special Education/Title I/Speech Classrooms: There are a total of thirty-two machines distributed amongst six settings as follows:

- Elementary Resource Room: seven machines (one Dell P4 desktops, five Dell P4 laptops), one of which is for teacher use. In addition, this classroom contains a Smartboard.
- Intermediate Resource Room: Six machines (one Dell P4 desktop and five Dell P4 laptops), one of which is for teacher use. In addition, this classroom contains a Smartboard.
- High School Resource Room: Eight machines (one Dell desktop and seven Gateway laptops), one of which is for teacher use. In addition, this classroom contains a Smartboard.
- Elementary Title I Math and Reading: Four machines (two Dell D630 laptops) for teacher use and twenty four laptops contained in a mobile classroom. In addition, this classroom contains a Smartboard.
- High School Title I Reading: Two machines (one Dell D630 laptop for teacher use and one P4 desktop for student use).
- Speech Pathologist: Two BOCES Dell P4 workstations.

1. **Libraries**:

a. Elementary: Contains a total of four Dell P4 workstations, all with Internet and laser printer access. One of the four Dell's is used as a teacher workstation. The library also houses, a Smartboard, one scanner and one networked laser printer.

b. High School Media Center/Library: Contains a total of twenty-five Dell P4 computers. Twenty of these machines serve as student workstations, one serves as the teacher workstation, one is a media repository/yearbook server, and the remaining three are part of a multi-laptop C.O.W. with projection device. The library also houses one digital camera and nine Alpha smart keyboards.

2. **Administrative and Support Staff Offices:** There are a total of 21 machines distributed amongst 10 offices as follows:

a. School Psychologist's Office: One Dell P4 laptop for the school Psychologist. This office also contains a networked laser printer.

b. Superintendent's/Tax Collector's Offices: One P4 laptop for the Superintendent, one P4 laptop for the confidential secretary, and one Dell P4 desktop for the tax collector. This office also contains a C.O.W., a scanner, three digital cameras, a networked HP LaserJet 2430dtn printer, and video surveillance equipment. The tax collector's office also contains one black and white HP LaserJet 2015dn printer and one networked Konica Minolta 5430DL color LaserJet printer.

c. High School Office: One P4 laptop for the principal, one P4 laptop for the secretary, and one P4 desktop which runs door security and video surveillance software. These machines all have Internet and laser printer access. This office also contains a networked Xerox

Phaser B&W Laser, and a net-workable copy machine.

d. Elementary School Office: One P4 laptop for the principal and one P4 desktop for the secretary, both of which have Internet and laser printer access. This office also contains a networked HP LaserJet 4200.

e. Guidance Office: One P4 laptop for the guidance counselor, and one Dell desktop and one Dell laptop for the secretary. This office also contains a networked laser printer, a networked Epson DFX5000, and a ScanTron.

f. Business Office: One IBM 300LP, one Dell Optiplex, and one HP Vectra. These machines are owned by BOCES and have Internet and laser printer access. This office also contains a Lexmark Laser printer and an Epson DFX-5000 Dot Matrix printer.

g. Superintendent of Buildings and Grounds: One Dell P4 desktop to run the new Cleaver Brooks Boilers and heating system. This machine has a direct connect laser printer as well as network and network printer access.

h. Nurse: Uses a Dell P4 desktop to access and maintain attendance records from one of the central file services. This machine also has Internet and laser printer access.

i. Head Bus Mechanic: Uses a Dell P4 desktop to maintain bus records, perform parts inventory, and review security camera footage. This machine has Internet and laser printer access.

Cafeteria Manager: Uses a Dell P4 desktop to order supplies, create menus, recipes, and to perform various word processing tasks. This machine also has laser printer and Internet access.

Status of District Computer Technology Instruction

Elementary School

Elementary computer instruction is scheduled for all students in grades K-6. This instruction is performed by the Elementary Computer Teacher in our Elementary Computer Lab. Students will receive 40 minutes of formal instruction per 6-day cycle. Children will be introduced to computer technology by a series of grade level specific assignments designed to reinforce classroom instruction while also meeting the technology goals of the district and those set forth by the N.E.T.S. Students become familiar with the keyboard and mouse using developmentally appropriate content software to independently navigate through activities, advancing on to use the network and learn about files and folders. Keyboarding is formally introduced at the third grade where they also complete guided Internet search activities and begin word processing. Spreadsheets, various software programs, presentations, teleconferencing, vocabulary development, digitally based interventions, on-line tutorials, digital camera, projector, and scanner use are also incorporated as students apply their computer skills to classroom projects. Students have the opportunity to incorporate more intense applications using Microsoft Office Suite, Publisher, and PowerPoint presentations. The elementary computer curriculum is driven by classroom teachers working in collaboration with our computer technology staff who integrate the students' developing skills to support content area learning objectives.

The elementary computer lab and the elementary library mini-lab are available for research and remediation of technology skills, classroom assignments, and projects. Elementary teachers incorporate content specific software, on-line resources, SmartBoards, document cameras and C.O.W.s to support their classroom instruction.

Middle School

Middle School instruction reinforces and builds on skills acquired at the elementary level. Direct instruction in keyboarding and the use of Microsoft Office takes place as an integrated part of the curriculum. Teachers utilize computer equipment for direct instruction, classroom demonstrations, and research support. Our library website provides classroom teachers with links to current research projects and our library media specialist helps students begin to identify, select, and evaluate appropriate information sources. Integrating library and classroom instruction, students utilize and evaluate on-line electronic databases and Internet search engines. Students have access to digital cameras, scanners, projectors, video and photo editing software for class assignments. Several of our middle school classrooms are equipped with mini computer labs (C.O.W.s) and SmartBoards providing increased access to technology and the ability to use a variety of software (publishing, word processing and presentation programs) to independently apply technology resources in their assignments.

High School – General Classroom Education

High School instruction in the core subject areas is performed by the teacher in each individual classroom. High school students continue to work independently and build upon previously learned skills. Computer instruction in the high school takes place as an integrated part of the curriculum. Teachers utilize computer equipment for lecture purposes, visual /audio integration, and as a tool for research support. Using the classroom and library, the students utilize and evaluate on-line resources, electronic databases, and internet search engines. Students continue to use

technology while doing independent and collaborative work in classrooms, study halls, library, and computer labs, to create projects using a variety of software including, but not limited to, publishing programs, word processing, and presentation programs. Students also have access to digital cameras, scanners, projectors, video, and photo editing software and Smartboards for class assignments. High school students and staff will evaluate on-line resources for effectiveness, synthesize information, and apply technology to assignments.

High School – Art Education

High school Art courses are elective classes for students in grades 9-12. Instruction is performed by one of our two K-12 art teachers and our high school computer teacher in one of our high school computer labs. High school art instruction relating directly to technology comes in two different classes, digital photography and yearbook design. Digital photography is team taught by both the Art department and the Computer Science department. During the first ten weeks of the course the students learn to use Photoshop to manipulate digital images, during the second ten weeks they students learn to edit video.

High School – Business Education

High school Business courses are elective classes for students in grade 9-12. Instruction is performed by our high school Business teacher in the high school Business Lab. Business Education instruction requires students to develop keyboarding competency by mastering the "touch typing" method of keyboard control. Students will also master document processing by using Microsoft Word, create and use spreadsheets in Excel, and perform Internet research to solve common problems encountered when operating a business.

High School – Computer Education

High school Computer courses are elective classes for students in grades 9-12. Instruction is performed by the high school Computer teacher in the high school Computer Lab. High School Computer Education comes in the form of five courses taught by our high school Computer teacher; i.e. Computer Applications, Network Essentials 1 & 2, Microsoft A+ and Student Internships, as well as courses in our Art, Music, and Technology departments. This instruction is meant to familiarize students with three basic components of today's technology; software, hardware, and customer service. Computer Applications is heavily software-based and gives students hands-on experience with most application software they are apt to come in contact with including, but not limited to, word processing, desktop publishing, graphics, spreadsheet, database, and networking software. Students are also introduced to basic hardware and simple troubleshooting techniques. Network Essentials delves more deeply into the specific area of computer network design. Microsoft A+ deals exclusively with the technical aspects of computer hardware. These courses and their objectives are taught through a variety of instructional techniques and a series of hands-on projects all intended to encourage self-directed learning and good client provider interpersonal skills while giving students a strong foundation to either further their education or immediately begin providing technical support. These courses and their subsequent projects change to address current technology while attending to NYS Standards and those set forth by the N.E.T.S.

High School – Music Education

High school Music courses are elective classes for students in grades 7-12. Instruction is performed by our Band Director in our Technology and Music Lab. High school Music instruction relating directly to technology comes in the form of a class named Technology in Music Instruction (TIMI). The District Band Director also serves as "Web Master" as he maintains and continues to develop our own web site as a tool to simplify and automate tasks, securely sharing information and strengthening our school/community partnerships.

High School – Technology Education

High school Technology courses are elective classes for students in grades 9-12. Technology Education instruction is performed by our high school Technology teacher in our high school shop and computer-aided drafting classroom. High school Technology courses are designed to encourage student computer use through research, programming, data collection, analysis, design, and estimation. This instruction familiarizes students with Internet browsers for research, spreadsheet software to analyze and chart data, and Computer-aided drafting software as a design tool and as an introduction to modeling and engineering. These objectives are taught through a series of hands-on projects that are designed to address current issues while meeting NYS Standards as well as those set forth by N.E.T.S.

Special Education

District Special Education classrooms and the CSE offices have utilized technology for the daily maintenance of programming using the IEP Direct Management System. District supplied laptops and eleven PALM Pilots to manage intervention efforts K-2 with Wireless Generation as the management system. Each Resource Room received a new lap top as part of our District upgrade and is equipped with a small bank of PCs available for research, keyboarding, word processing and IEP management. Special Education staff has facilitated IEP workshops focusing on an awareness of individual programs, related services, management and physical needs, testing accommodations, etcetera.

Students utilize a variety of assistive devices in their classrooms including Alpha Smarts, lap tops, phonic ear, et cetera. The goal of our Special Education staff is to continue to develop an on-going awareness of new assistive devices and technology, content area intervention strategies such as the Read Naturally Program and the integration of technology to support the varied learning styles of our special needs students.

Administration

The Administrative Staff at PHCS frequently updates computers to access a variety of management data. This information includes, but is not limited to, internal student data, staff and financial data (through the Shared Business Office at BOCES), athletic scheduling, and special education management (IEP Direct). Information gathered from these sources is submitted online to a variety of sites. Administrators access students' records on a continual basis using Web-2-School and IEP Direct. Teachers also utilize Web-2-School for attendance, scheduling, and the maintenance and reporting of grades and to obtain parent information. Online access to Web-2-School has been enabled for all students and parents. The use of e-mail by teachers and parents continues to be an effective means of home-school communication.

The State Education Department has extended its use of the Internet to acquire data to complete and file forms, testing requests, student management data, and State Aid and financial data. The district employs a (Chief Information Officer) C.I.O. to manage and publish this data. The Business Office uses electronic banking (BOCES programs and equipment) to manage payroll and accounting. District assets are recorded using a database inventory and all equipment is slated to be tagged by the end of the 2010-11 school year.

Our Cafeteria Manager relies on computer technology in the development of daily, weekly, and monthly menus, using the Nutri-Kids software program. All recipes, ingredients, and portion sizes are entered into the program database which enables the Cafeteria Manager to complete nutrient analysis and ensure that meal offerings meet RDA guidelines. The Cafeteria Manager also routinely inventories her supplies, prepares hourly payroll data that is e-mailed to the Payroll Clerk on a weekly basis, and completes her Daily Sales Reports for e-mailing to the Business Office using the Excel software program. All Government Surplus Food orders are done on-line and the Cafeteria Manager also utilizes the on-line method for ordering from local distributors wherever possible

Our Director of Maintenance, Operations, and Transportation records and retrieves Material Safety Data Sheets (MSDS) on-line. The District's HVAC system is controlled by a computer located in the Director's office and can be accessed from his home, should the need arise. This software program manages temperature and controls cooling, ventilation, and heating requirements for 28 separate zones within the building. The Director of MOT also prepares hourly payroll data and attendance information for the Payroll Clerk, keeps track of fuel deliveries, and schedules extra transportation runs in a weekly basis using Excel and Microsoft Word software programs. The DMOT also uses the computer to review/retrieve current Abstracts of Driving Record for his bus drivers and to obtain/complete a variety of DMV forms to ensure compliance with Article 19A requirements.

Community

Technology continues to positively impact our school/home communication with parents, guardians, and shareholders in our community. On-going renovations to our website provide lists of current events, important news items, required notices, the school calendar, menus, and forms promoting timely access and awareness to programs, scheduled events, and job opportunities. Online access to Web-2-School has been enabled for all students and parents. As noted previously, e-mailing to parents and community shareholders is increasing as comfort with this communication style increases. The District's library uses a web-based program to manage and track its inventory. This allows access from any internet enabled computer to search the catalog and reserve materials. Parents and shareholders currently serve on district-wide committees and contribute to district

plans, Shared Decision-Making, CSE/Student performance, and Professional Development meetings.

Action Plan

The following goals and strategies are proposed to support the educational goals of the Parishville-Hopkinton Central School District while providing effective administrative support, staff development, and use of resources. The central focus of the plan is to improve instructional, communication, and management technologies to meet the objectives of the New York State Learning Standards.

Need: To enhance student learning through the effective integration of technology

Goal 1: Students will be technologically literate by the end of 8th grade as defined by the District.

When (Year)	Objectives	How (Major Tasks, Activities)	Support/Resources	Responsibility	Evaluation
2011-2012	Technology standards will be adopted for students and teachers K-12 based on the 1STE NETS.	● Identify and articulate the areas of computer competency outlining district expectations for computer literacy: 1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts ● Update K-12 Technology curriculum including a linear progression of technology skills, knowledge, and applications.	● Substitute funding ● 2:30-3:10 Planning Times ● Model Schools Workshops and on-site support	● Administration ● Tech Committee	● Areas for Computer Literacy Identified and Articulated with examples
2011-2012	Curriculum Supports Technology	● Curriculum alignment developed to ensure students reach the desired mastery/proficiencies by age and ability levels ● Development of grade 8 multi-year computer literacy evaluation. ● Implementation of the 5-8 literacy evaluation to grade 5-8 students.	● Professional Development ● Model Schools ● School Improvement ● SED updates	● Administrators ● Staff ● Tech Committee	● Updated schedules ● Computers and regular education term planning ● Teacher Survey Results ● Observations

Action Plan

Need: To enhance student learning through the effective integration of technology (Continued)

Goal 1: Students will be technologically literate by the end of 8th grade as defined by the District.

When (Year)	Objectives	How (Major Tasks, Activities)	Support/Resources	Responsibility	Evaluation
2011-2014	Technology standards will be adopted for students and teachers K-12	● Identify and articulate the areas of computer competency outlining district expectations for computer literacy. ● Update K-12 technology curriculum including a linear progression of technology knowledge, skills, applications, and incremental assessments. ● Local development of a Grade 5-8 multi-year computer literacy evaluation. ● Implementation of the 5-8 literacy evaluation.	● Model Schools ● Technology Network of Teachers ● Technology Committee ● 611 Funding ● Title II Funds ● District Financial Support Substitutes	● The Technology Committee ● Administration	● Benchmark Document ● Locally developed Assessment Documents
	Curriculum Supports Technology Standards	● Curriculum alignment/assessments developed to ensure students reach desired mastery/proficiencies by age and ability levels. ● Integrated computer instruction K-12.	● Staff surveys completed to direct the professional development required to facilitate the alignment of the curriculum with tech standards.	● Administration and Faculty ● The Technology Committee	● Planbook Reviews ● Technology Committee Meetings ● Teacher Survey Results
2011-2014	Computer-related technology is increasingly integrated into instruction and student efforts	● Students have access to conferences, communications, and presentations using the Polycomm. ● Students K-7 receive mandatory computer instruction through scheduled classes, open lab times, and after school access. ● C.O.W.'s, Mobile Classrooms Document Cameras, Student performance units, laptops, network access from home, and wireless networking. ● Peripherals such as Document Cameras, digital cameras, scanners, multi-media projectors, and Smartboards are used to support and integrate instruction.	● Computer Staff ● Regular Education Staff ● Library	● Tech Staff ● District Committee ● Administration	● Master Scheduling ● Planbook Reviews ● Observations ● Demonstrations, Projects
		● Teachers model and facilitate the use of technology to support research,	Professional Development	● Tech Staff	● Teacher Survey Results

		writing, publishing, and presentations (multi-media).		• District Committee • Administration	• Staff Development • Attendance Sheets
		• Formal and informal instruction is offered to staff and students to support the informed, safe, and effective use of software applications. • Instruction is provided to staff facilitating the use of digital video filming and editing.	• Professional Development • Turn-key Training • Model Schools • Workshops and Visitations	• Tech Staff • Classroom Staff Monitoring • Administration • 2:30-3:10 Preparation Times for in-house demonstrations	• Staff Observations • Administrative Observations
		• School website is expanded including individual web pages for grade levels, homework assignments, community/ share-holder involvement opportunities, et cetera.	• District Staff K-12		
2011-2014	Shareholders will be provided a safe technology environment inside our facility and when accessing our system from outside environments	• Update and revise the Internet policy as needed. • Classroom presentations focusing on Internet safety and appropriate use. • Inclusion of Internet Safety Policy provisions included in student, staff handbooks, Code of Conduct documents, staff and student opening of the year presentations. • Community library/technology lending (Encyclopedias, et cetera, on line).	• District Computer Use Policy • School Resource Personnel • Code of Conduct and Handbook Updates • Resources for online safety provided to Parents/Guardians (e.g. Net Cetera pamphlet)	• Policy Updates • Technology Committee • Teaching Staff • Administration • Tech/Library Staff	• Scheduled Internet Policy presentations/updates • Parent permission slips • Attendance at Staff/ Student presentations
2011-2014	Technology addresses the learning styles and academic needs of all students (Regular and Special Ed.)	• Incorporation of specialized software and hardware programs and equipment. • Technology supports varied instructional modalities and learning styles as well as instructional levels. • Students will receive instruction using appropriate assistive technology devices (adaptive keyboards, phonic ears, tracking devices, and communication boards, Smartboards , multi-media projectors, Alpha Smarts, audio devices, et cetera.	• 611 funds • Staff Development through RTI, Model Schools. • IDEA • IEP Direct/Wireless Generation	• Administration • Committee on Special Education • Title I Staff • Related Service Providers • Special Ed/Regular Ed Staff	• Student Assessment Data • IEP's • Classroom Observations • IEP and Planbook Reviews
2011-2014	The Special Education Department will utilize technology to maintain records (individually and for state reporting purposes)	• Web-based IEP Direct and other NERIC software is used to access and manage information about students with disabilities • Data Warehouse requirements will integrate Web-2-School, IEP Direct, VADIR, BEDS, PD forms, STAC, SAMS, et cetera	• 611 Funds • STAC Forms • IEP • CSE/Student performanceE • IEP Direct	• CIO (Title I/Guidance) • Administration • CSE/CSE Chair	• Verified and Accurate Reports

| 2011-2014 | The School Library System will support the technology standards | • Continued use of automated library collection, digital media, on-line reference products, electronic books and data bases.
• Provide access to Polycomm unit, virtual fieldtrips, video streaming, on-line materials
• Students will use computers to search for materials, search on-line, public access catalog, and initiate interlibrary loans
• Update and maintain computer stations in both elementary and high school libraries and promote access to electronic sources and the Internet for research and multimedia projects
• Organization and maintenance of various technology support equipment (C.O.W.S, Mobile Classrooms Document Cameras, Smartboards, multimedia projectors) for borrowing.
• Students and faculty are able to borrow various technology equipment from the technology department or library, promoting the use of multimedia peripherals in the classroom | • OPALS
• Library System (NNLA) (LRC)
• Librarians
• Tech Staff
• Scheduled library instruction at the elementary, coordinated with computer instruction.
• Regular Ed., Special Ed., and Library/Media Staff
• BOCES
• Model Schools | • Administration and Staff
• LRC
• Administration
• Tech Committee
• Librarians
• Library Staff | • NERIC Reports
• Data Warehouse
• Lesson Planning/ Technology Integration
• Master Schedule
• Tech Staff, BOCES
• Equipment Use Forms/ Teacher Requests |

• Wireless Generation will track AIS/RTI progress.

Implementation Action Plan

Need: To enhance student learning through the effective integration of technology

Goal 2: Teachers will be technologically literate as defined by district shareholders

When (Year)	Objectives	How (Major Tasks, Activities)	Support/Resources	Responsibility	Evaluation
2011-2012	Technology proficiencies will be identified for district employees and educational support will be provided to facilitate staff and administration mastery levels	● Technology proficiencies will be identified and incorporated into an annually administered teacher/staff survey. The results will drive staff development including, but not limited to, in-service workshops, turn-key training, staff presentations, conferences, visitations, and college classes. ● Access and awareness of program offerings advertised in the teachers' lounge and distributed by teacher representatives ● Workshop notices correspond to individual goals ● Internet access to RTI, School Improvement, Model Schools, and STAC web pages ● Training for faculty to assist with technology and facilitate integration ● On-line assessments (wireless generation, DIBELS, testing using PALM pilots)	● Attendance at workshops ● Model Schools ● School Improvement ● Local Universities ● In-house Tech Staff ● Staff Best Practices ● Consultants ● Educational Salespeople ● Title I/AIS Staff for PALM training ● Model Schools coordinated with results of individual surveys ● Model Schools ● 611 Funds ● Title IID ● BOCES Title I coordination ● Substitutes	● Administration ● Staff ● Technology Committee ● BOCES Staff	● Survey Results ● Attendance at Workshops ● Performance, discussions ● Inclusion and integration of proficiencies into classroom presentations ● Student output results
2011-2014	Support will be provided to enable faculty, staff, and administration to reach and maintain professional technology standards	● Administrative support and encouragement for staff attendance at in-service/staff development opportunities, conferences, updates, staff turn-key training sessions, and Best Practice demonstrations ● Access to Polycomm workshops ● IEP, Wireless Generation, Web-2-School updates ● Annual alignment and update of core curriculum integrating technology ● Bi-annual review and evaluation of Tech Plan	● Model Schools ● School Improvement ● Title IID ● Substitutes ● Data Warehouse	● Administration	● Curriculum Maps

Implementation Action Plan

Need: The effective administrative application of technology to increase and document student achievement

Goal 1: The district will purchase and allocate administrative/district software and hardware

When (Year)	Objectives	How (Major Tasks, Activities)	Support/Resources	Responsibility	Evaluation
2011-2014	● Electronic record keeping of staff attendance, leadership at staff development workshops, presentations, and demonstrations	● Train and use on-line registration system for BOCES, Model Schools workshops	● C. Phippen ● S. Lalonde ● Administration		● Survey results, discussions, tech meeting sub-committee minutes
2011-2012	● Emergency communications	● District will implement an emergency notification system	● Technology Committee ● BOCES	● Administration	
2011-2014	● Digital monitoring for student security and to record data related to student performance	● Purchase and expand use of PALMS and wireless generation software ● DIBELS support and RTI intervention	● 611 Funds ● Model Schools ● Title I/AIS Coordinator ● Vendors	● Administration	● No. of CSE referrals ● School Wide Reports ● Report Cards
2011-2014	● Computerized databases will continue to maintain district record-keeping and reporting	● Expand the use of Web-2-School, IEP Direct ● NERIC updates ● Maintain Equipment Inventory	● Tech Staff ● NERIC ● Substitutes ● Guidance/AIS Staff ● Business Office	● Administration ● Staff ● Business Office	● Meeting discussions ● Data Verification ● School Report Card ● Administrative Reports to staff and Board
2011-2014	● Research and pilot emerging technology	● District support for attendance at emerging technology workshops	● State, local, and federal funding ● Vendors ● State aided software dollars	● Administration ● Staff ● Technology Committee	● Project Proposals ● Budget Requests ● Periodic Plan/Budget Reviews

Implementation Action Plan

Need: Maintain and update district infrastructure to maximize access for staff, students, and community shareholders

Goal 1: The district will provide and periodically update an infrastructure that supports current and on-going program needs, access, and involvement.

When (Year)	Objectives	How (Major Tasks, Activities)	Support/Resources	Responsibility	Evaluation
2011-2014	● On-going professional development for technology staff	● Attendance at Tech conferences, workshops, and demonstrations ● Develop and periodically update district website for community awareness, information, and access	● District Funding ● Title II Funds ● State and Federal Funding ● Model Schools ● District Newsletter Editors ● Web-page Manager	● Staff Tech Team ● Administration ● CIO ● Model Schools ● My Learning Plan Records	● Staff surveys ● District Assessments ● Administrative Observations
2011-2014	● Promote community access to resources to integrate technology into public events	● Demonstrations, turn-key events, school use forms and policies, Technology integrations at special events, meetings, et cetera	● Library Media Staff ● District Newsletter ● Web Page ● Staff ● Administration ● Guest Speaker(s)	● Administration ● Library/Media Staff	● Survey ● Web Counter

Strategies Used for Compliance

PHCS compliance documentation is included under the Appendix section. Documentation includes:

1. Copies of Board of Education Policies
2. Copy of Acceptable Use Policy
3. Policies for Special Needs Students
4. CIPA, EMAIL, Laws
5. APPR Options

The Technology Plan will be regularly updated to ensure that the "Technology vision and Mission" of Parishville-Hopkinton Central School is being met. To that end, the Technology Committee will meet as needed to review the progress of the plan's implementation. In the event of changing technology or budgeted allotments, the committee will reprioritize the district's needs.

Surveys and assessments will be administered to all staff annually, and reports generated. These continual surveys will determine if current goals are being met, identify changing needs, and guide future professional development.

The Technology Committee will provide opportunities for teachers to model successful technology lessons. Compliance is the responsibility of all school stakeholders.

PHCS Technology Policies & Procedures

The following Regulations, Policies, and Procedures have been adopted by the Parishville-Hopkinton Central School Board of Education and are available for inspection upon request at the District Office.

TYPE	NUMBER	SUBJECT
Policy	3320	Confidentiality of Computerized Information
Policy	5671	Information Security Breach and Notification
Policy	6470	Staff Use of Computerized Information Resources
Regulation	6470R	Staff Use of Computerized Information Resources
Policy	7314	Student Use of Computerized Information Resources
Regulation	7314R	Student Use of Computerized Information Resources
Policy	8270	Instructional Technology
Policy	8271	Children's Internet Protection Act: Internet Content Filtering/Safety Policy

Appendix A

PARENT PERMISSION LETTER AND INTERNET
PERMISSION FORM FOR INDEPENDENT USE

PARISHVILLE-HOPKINTON CENTRAL SCHOOL
PARISHVILLE, NEW YORK 13672

We are pleased to offer students of the Parishville-Hopkinton Central School access to the district computer network for electronic mail and the Internet. To gain independent access (the use of the Internet during a student's free time) to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to the appropriate principal's office. Access to e-mail and the Internet will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration outweigh any disadvantages. Parishville-Hopkinton Central School teachers who utilize the Internet for instruction will review the guidelines for its use. Ultimately, however, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Parishville-Hopkinton Central School supports and respects each family's right to decide whether or not to apply for independent access.

District Internet Rules:

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others for educational purposes. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may, at any time, review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private. Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials.

<u>Guidelines for Acceptable Use</u>:

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not get abusive in messages.
2. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
3. Do not reveal personal information about yourself or others such as your telephone number, address, password, social security number, vacation plans, credit card numbers, et cetera.
4. Note that a user's electronic communications, i.e. chat rooms, e-mail, et cetera, is for educational purposes only and is <u>not</u> private. School personnel who operate the system have access to all electronic communications. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in such a way that would disrupt the use of the network by other users.
6. Do not access, alter, or destroy other users files.
7. Use must be in support of education and research and be consistent with the educational objectives of the Parishville-Hopkinton Central School.
8. Do not use others passwords.
9. Respect copyright laws and license agreements (i.e., as in any type of research, credit should be given to all sources used).
10. Do not intentionally waste limited resources.
11. Do not employ the network for commercial purposes.
12. Report the discovery of inappropriate material, i.e., in e-mail, in personal folders, or on the Internet, to the teacher in charge or the system administrator.

<u>Sanctions</u>:

1. Violations may result in a loss of access. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of the Parishville-Hopkinton Central School District may request the system administrator to deny, revoke, or suspend a student's access to electronic resources.
2. Disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. When applicable, law enforcement agents may be involved.

AGREEMENT FOR STUDENT USE OF DISTRICT
COMPUTERIZED INFORMATION RESOURCES

In consideration for the use of the School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policy on student use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Student Handbook.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCS. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Such violation of District policy and regulations may also result in the imposition of discipline under the District's school conduct and discipline policy and the Student Discipline Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously, or unlawfully damage or destroy property of the District. Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parent or guardians if I willfully, maliciously, or unlawfully damage or destroy District property.

_____

_____

_____

_____
Student Signature

_____
Date

PARENT/GUARDIAN CONSENT

I am the parent/guardian of _____, the minor student who has signed the District's agreement for student use of computerized information resources. I have been provided with a copy and I have read the District's policy and regulations concerning use of the District's Computer System (DCS).

I also acknowledge receiving notice that, unlike most traditional instructional or library media materials, the DCS will potentially allow my son/daughter student access to external computer networks not controlled by the School District. I understand that some of the materials available through these external computer networks may be inappropriate and objectionable; however, I acknowledge that it is impossible for the District to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use to my son/daughter when using the DCS or any other electronic media or communications.

I agree to release the School District, the Board of Education, its agents, and employees from any and all claims of any nature arising from my son/daughter's use of the DCS in any manner whatsoever.

I agree that my son/daughter may have access to the DCS and I agree that this may include remote access from our home.

_____
Parent/Guardian Signature and Other Information

_____
Date

Appendix B

Childhood Internet Protection Act

Background

      The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December, 2000 to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding support for Internet access or internal connections from the "E-rate" program – a program that makes certain technology more affordable for eligible schools and libraries. In early 2001, the Federal Communications Commission (FCC) issued rules implementing CIPA.

What CIPA Requires

- Schools and libraries subject to CIPA may not receive the discounts offered by the E-Rate program unless they certify that they have an Internet Safety Policy and Technology protection measures in place. An Internet Safety Policy must include technology protection measures to block or filter Internet access to pictures that: (a) are obscene, (b) are child pornography, or (c) are harmful to minors, for computers that are accessed by minors.

- Schools subject to CIPA are required to adopt and enforce a policy to monitor online activities of minors; and

- Schools and libraries subject to CIPA are required to adopt and implement a policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors; access to materials harmful to them.

      To address the above requirements, the Parishville-Hopkinton Central School District has an Internet Safety Policy and technology protection measures (filtering equipment) adopted and enforces a policy to monitor online activities of minors (software), and has adopted and implemented a policy addressing (1) through (e) as stated above.

Appendix C

Mathematics, Science, and Technology

Standards

<u>Analysis, inquiry, and design</u>. Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

<u>Information systems</u>. Students will access, generate, process, and transfer information using appropriate technologies.

<u>Mathematics</u>. Students will understand mathematics and become mathematically confident.

<u>Science</u>. Students will understand and apply scientific concepts, principles, and theories.

<u>Technology</u>. Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

<u>Interconnectedness</u>. Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

<u>Interdisciplinary problem solving</u>. Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.