



East Bridgewater Public Schools

Technology Plan

2006-2011

Susan T. Cote

Superintendent of Schools

11 Plymouth Street

East Bridgewater, MA 02333

www.ebps.net

District Administration

Susan T. Cote, Superintendent of Schools
Patricia Lugo School Business Manager
Nancy Miller, Pupil Personnel Director
Maureen W. Tucker, Director of Information Services and Instructional Technology

School Committee

Elizabeth Hayes, Chair
Thomas B. Hamilton, Vice Chair
Michael Power, Secretary
Robert M. Condon, Jr.
George McCabe
Timothy F. Fowler

Technology Committee

The East Bridgewater Technology Committee is comprised of District Administrators and the following individuals:

Erek Bratt, Computer Teacher, ITS
Steven Brown, Community Representative, EBCTV
Melissa Fleischman, Technology Teaching Assistant Representative
Thomas Kerrigan, Community Representative
Daniel Parks, Teacher
Stephen VanVoorhis, Teacher

Contents

Benchmark 1. Vision, Mission, and Goals	Page 4
Benchmark 2. Technology Integration	Page 6
Benchmark 3. Technology Professional Development	Page 10
Benchmark 4. Accessibility of Technology	Page 13
Benchmark 5. E-Learning and Communication	Page 19

Benchmark 1

Commitment to a Clear Vision and Mission Statement

- A. The East Bridgewater Public School District's Technology Plan contains goals and strategies that align with our five year strategic plan and the district-wide school improvement plan. We are committed to achieving our vision by the end of the school year 2010-2011.

Vision

Our vision for technology is one in which all members of the East Bridgewater School Community (students, parents, teachers, support staff, and community members) have access to high level technologies that enhance opportunities for academic achievement for all and promote lifelong learning and productivity in a global society.

Mission

The East Bridgewater Public Schools provides a comprehensive curriculum that prepares students to be critical thinkers, problem solvers, and effective communicators ready to assume their positions as responsible productive citizens. We believe that the effective integration of technology into curriculum, instruction and assessment will enhance learning for *all* students. We believe that teachers are central to the process of integrating technology into all aspects of teaching and learning. Our primary goals are to provide the following: 1) equitable *access* to technology tools, 2) appropriate *training* and sufficient *time* to incorporate these tools into the educational program, and 3) the ongoing *support* needed to enable teachers and support staff to effectively utilize technology in all aspects of school operations.

Goals

Our vision for technology in the schools can best be summarized by the following goal statements:

1. The East Bridgewater Public Schools will identify and implement effective uses of technology to improve teaching and learning for all students consistent with the Massachusetts Curriculum Frameworks, the Recommended PreK-12 Instructional Technology Standards, and the goals of NCLB.
2. The East Bridgewater Public Schools will design and implement a high quality, technology professional development program for all staff and will provide the ongoing support systems and personnel needed to enable staff to enhance teaching and learning, increase productivity, and increase efficiency of administrative tasks.
3. The East Bridgewater Public Schools will develop a real needs budget for technology which will enable us to evaluate and upgrade the network, and establish and adhere to a replacement policy for hardware.
4. The East Bridgewater Public Schools will enhance communication and information access within the school, between the schools, and between the school system, the community, and outside resources.
5. The East Bridgewater Public Schools will improve administrative efficiency through the routine and efficient use of computer networks, a comprehensive student information management system, and appropriate software applications.

- B. East Bridgewater has a Technology Team that is comprised of representatives from all stakeholder groups.

C. Needs Assessment

The Director of Technology attends conferences sponsored by professional organizations and does extensive reading pertaining to research and best practices in educational technology. This information is used to provide leadership and direction for the services and products used by the district and proposed for future purchase. Teacher representatives provide input on the district Professional Development Committee and the Technology Task Force. Needs assessment surveys are utilized.

D. The District Has a CIPA-compliant AUP

E. Budget

1. The district has a budget for its local technology plan with line items for technology in its operational budget.
2. The budget includes staffing, software, professional development, support, and contracted services. However due to budget limitations, the district has not been able to include a budget for regular computer replacement. We have used capital money to upgrade outdated networks and hardware, but with the fiscal restraints on the town budget, the chance of future capital money will be limited or eliminated.
3. East Bridgewater uses federal, state, local funding and e-rate for its technology program. We have actively pursued available grant funding and have been recipients of a number of competitive technology grant awards. (170, 165 in partnership, and Content Institutes)
4. **The school department won approval for a \$365,000 capital project for network and hardware improvements in June of 2006 and \$178,000 in 2008.**

F. Evaluation

1. When purchasing technology resources, we do so as a means to achieve improved learning. We evaluate educational software based on current research and the DESE. criteria for evaluating instructional material. The district will maintain its Technology Team to provide ongoing evaluation of our progress toward goal attainment and to provide communication to all stakeholders. We will continue to use surveys and self evaluation tools for staff, and will implement a plan to assess student technology competencies in the future.
2. The district routinely evaluates student progress through extensive MCAS data analysis, standardized tests, and in-house, teacher and publisher assessments. This process includes the identification of best practices, which include the use of technology for instruction and learning, to raise student achievement. Frequent modifications and adjustments are made to curriculum and instruction based on this data.

Benchmark 2 Technology Integration and Literacy

Current Status 09-10

The Director of Technology provides consistent leadership for the instructional technology program and provides direction for the evaluation of the current status of technology staffing, professional development, and all aspects of the technology infrastructure system wide. As instructional leaders, building principals are responsible for ensuring that technology is integrated consistently in all classrooms. An overview of technology integration practices in our schools follows.

East Bridgewater High School (9-12): There has not been consistent use of technology in academic subjects at the high school due to limited lab space and classroom computers in the school. The current infrastructure in an aging building does not have adequate electrical capabilities to support technology in classrooms. Therefore mobile carts have been purchased. There are now four mobile labs with 24 computers in each. These are shared by all academic departments. There is a 30 computer writing lab of donated Type B computers which is used by all departments for research and writing. There are four LCD projectors for the building, however these are not at all adequate for a school of nearly 650 students. All in one SMARTBoards with DVD players and sound systems were installed in two empty classrooms and teachers can reserve these spaces for technology integrated lessons.

Gordon W. Mitchell Middle School (4-8): Due to budget constraints and a priority to establish a district technology coordinator, a middle school instructional technology specialist position was eliminated in 2005. In 2006-2007, after one year of an unsupported integration lab, a technology integration lab paraprofessional was hired to facilitate the continued use of technology for instruction and learning. This has greatly increased the use of the integration lab. A computer teacher is in place to instruct all students in technology skills as a special area subject. The combination of these two technology positions provides skills development and curriculum integration experiences for all middle school students. However, one open lab for a school of 1,000 students is inadequate. Through a combination of capital funds, LEA, fundraisers and grants, the middle school has added forty SMARTBoards to classrooms and small instructional areas over the 08-09 and 09-10 school years. As a result, technology integration has greatly increased.

Central Elementary School (PreK-3): From 2005-2009, the elementary school had a computer teacher who instructed all students, grades one through three, as a special area subject. The curriculum focused on the development of age-appropriate technology skills and the use of educational software. As a result of FY 10 budget cuts, that position was cut in order to preserve a classroom position and maintain lower class size. The lab is now an open, un-staffed lab with 26 computers and a SMARTBoard. The number of elementary teachers who have participated in technology integrations courses and workshops has increased over the last few years. Therefore it is the goal of the district to see teachers utilizing the unscheduled space for technology integrated, curriculum lessons.

Other Accomplishments (Integration):

Since 2007, the district has offered four graduate level courses focused on integrating technology into all curriculum areas PreK-12. A total of eighty-five teachers have attended one or more. The courses were instructed by Maureen Tucker, Director of Information Services and Instructional Technology under the auspices of Framingham State College. The hybrid courses utilized MassONE for the online sessions.

A. Technology Integration			
Benchmark	Current 09-10	Recommendations	Actions
<p>1. a Outside the Classroom</p> <p>At least 85% of teachers use technology everyday, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.</p>	<p>It is estimated that 100% of the staff use technology everyday for professional activities.</p>	<p>Provide additional communication opportunities for the sharing of technology uses that will enhance teachers' productivity, instruction, and communication. (MASSONE, teacher created web pages, newsletters)</p> <p>Move toward a paperless, electronic system of communication within the district.</p>	<p>Ongoing Provided training in webpages, Outlook, Publisher for newsletters and MassONE.</p> <p>08-09 Created shared folders for the sharing of curriculum material.</p> <p>09-10 Created distribution lists for parent contact to disseminate info via email.</p> <p>09-10 Expanded use of website, email and iPASS for communication and information tracking.</p> <p>10-11 Goal Expand use of auto-notification systems.</p>
<p>1.b For Teaching and Learning</p> <p>At least 85% of teachers use technology appropriately with students every day, including some of the following areas: research, multimedia, simulations, data interpretation, communications and collaboration.</p>	<p>Online survey data showed 25% use technology with students every day and 44% at least once a week. A total of 69% use technology with students at least once a week up from 40% in 08-09.</p>	<p>Expand access to technology in labs and classrooms. Provide professional development opportunities through in-service, courses, workshops and summer institutes that focus on best practices in technology integration</p>	<p>08-09 Expanded access to equipment using nComputing virtual desktops and SMARTBoards in 60 classrooms in 08-09 and 09-10.</p> <p>07-09 Conducted four district-sponsored graduate level courses on technology integration and SMARTBoard technology.</p>

B. Technology Literacy			
Benchmark	Current	Recommendations	Actions
1. At least 85% of students in grades 8 show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards for Grades 5 to 8.	At this time, no formal assessment of student technology skills is conducted. All students, grades 1-8, receive formal technology instruction in special area classes and they have opportunities to develop technology literacy through curriculum integration activities.	Examine the computer curriculum currently in place to ensure that it is aligned with the recommended technology standards and, additionally, that it provides learning opportunities that reinforce classroom curriculum standards. Utilize a student technology assessment.	08-09 Revised some aspects of the middle school computer specials curriculum. However, the district lost its elementary computer teacher for grades 1-3 in 08-09. This will ultimately impact the skills students bring to the middle school.
2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2010-2011, 60% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT)	68% of staff reported that they have reached the level of proficiency with technology.	Conduct needs assessment for technology training for staff annually. Request that all staff complete TSAT. Differentiate technology training to meet the needs of all staff. Refer to the STaR chart for Educator Preparation and Development to move teachers along the continuum to Advanced.	Graduate course are differentiated. Informal user groups are established to allow teachers to ask and answer technology questions relevant to them.
4. The district has a CIPA - compliant Acceptable Use Policy (AUP) regarding Internet use.	The district has an AUP for staff and all schools have policies in place for students. Filters are used in each school in compliance with CIPA.	Review AUPs annually for staff and students. Ensure that the policy covers new and emerging technologies and all forms of potential abuse.	10-11 Review AUP and revise where necessary.

C. Staffing			
Benchmark	Current	Recommendation	Actions
1. The district has a full-time equivalent (FTE) district-level technology director/coordinator.	The district has a full time Director of Technology	Continue to fund the position.	
2. The district provides one FTE instructional technology teacher per 60-120 instructional staff.	<p>There are two certified instructional technology specialists in technology positions in the district. However, none are in the full time position of supporting students and teachers with curriculum integration. They both have full time teaching loads.</p> <p>The elementary school ITS position was eliminated in FY10.</p>	<p>Examine ways to make support for technology integration consistent and equitable in all three schools.</p> <p>Consider the need for building based ITS support during the budget process.</p>	<p>07-08 Recommendation made for tech support position for FY08. Not funded.</p> <p>09-10 Goal Continue to request position.</p> <p>10-11 Goal Reinstate elementary computer teacher.</p>
3. The district has staff dedicated to data management and assessment.	The district does not have a dedicated staff member for this purpose. This is handled by the Director of Technology with the assistance of administrative and clerical staff.	<p>Provide additional support for data management.</p> <p>Utilize data warehouse and other assessment tools such as Dibels, Study Island, Accelerated Reader.</p>	<p>09-10 Goal Assess current job responsibilities of central office staff to better allocate time and support for this purpose.</p> <p>09-10 With the elimination of the position of Assistant Superintendent, it became necessary to designate one principal as the EDW go to person. He has been trained and works with other admins, but this adds to his already great responsibilities.</p>

Benchmark 3

Technology Professional Development

Current Status: The East Bridgewater school district supports technology professional development in a variety of ways. Courses, workshops, study groups, mentoring, and attendance at off sites conferences are funded. Administrators, teachers, and support staff are able to self select training opportunities that they believe will enhance their professional performance. Other technology training initiatives have been required of staff in order to implement new practices in a consistent way.

Examples of required technology training that have been conducted are:

- technology integration training
- differentiating instruction through technology
- making content accessible to all learners for SPED and guidance staff
- electronic grading and report training for all grades 7-12 teachers
- student information management training for all administrators, guidance, and clerical staff
- nurse health management software
- high school scheduling software
- assistive technology (Kurzweil, Dragon Speak)

Optional technology professional development offered have focused on:

- SMARTBoards
- curriculum integration courses and workshops
- Inspiration Software
- Outlook
- webpage development
- shared folders
- iPASS Rankbook

Most recently, in-service professional development time has been allocated to ensure that our curriculum and assessments are aligned with standards and promote high levels of achievement for all students. The task now at hand is to further identify ways that technology can be used to achieve that goal. We believe that technology professional development should be closely aligned to our curriculum goals and should model best practices in technology integration. Participation in professional development that models standards based, technology integrated lessons, will enable teachers to develop technology skills and strategies for effective integration. As teachers transfer this knowledge to classroom practice, the result will be improved technology literacy and academic achievement by students.

When designing a systemic professional development plan, we will look to our strategic plan and district and school improvement plans to develop high-quality, sustained professional development that includes the use of technology as a pathway to achieve goals pertaining to:

- Leadership, Governance and Communication
- Curriculum and Instruction
- Assessment and Program Evaluation

Human Resource Management and Professional Development
 Access, Participation and Student Support
 Financial Asset Management Effectiveness and Efficiency.

Technology Professional Development			
Benchmark	Current	Recommendation	Actions
A. By the end of the school year 2008-2009 , at least 85% of district staff will have participated in 45 hours of high-quality technology professional development covering technology skills and the integration of technology into instruction.	<p>Through recent grant projects and district funding, many teachers have participated in 45 hours of technology/curriculum integration courses provided by the district.</p> <p>Four onsite graduate level courses focused on technology integration 85 teachers since '07. That is 55% of the teaching staff.</p> <p>In addition, teachers have attended technology courses sponsored by Massachusetts colleges.</p>	<p>Create and disseminate a technology professional development needs assessment.</p> <p>Develop a comprehensive plan for technology professional development.</p> <p>Provide embedded PD within the school day to maximize the number of participants.</p>	<p>08-09 Ongoing Have made teachers' participation in district sponsored technology integration courses a requirement for getting SMARTBoards in classrooms.</p>
B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, and study groups. The professional development includes concepts of universal design and scientifically-based, researched models.	<p>Universal design concepts are presented in grant projects, district sponsored courses and were the focus of two professional development workshops for special education staff.</p>	<p>Provide coverage and opportunities for teachers to observe colleagues or co-teach with stronger technology integrators.</p> <p>Continue to offer integration courses each year.</p>	<p>Ongoing Provide formal and informal opportunities for teachers to share technology skills and successful practices with colleagues. E.g. teacher led workshops, study groups, courses.</p> <p>Ongoing Conduct district sponsored technology professional development.</p> <p>Goal 10-11 Utilize teacher leaders to conduct study groups.</p>
C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the	<p>The district professional development planning committee collaboratively developed goals in response to surveys and informal feedback sessions with teachers</p>	<p>Require all staff to take the TSAT on an annual basis. Analyze staff movement through the proficiency</p>	<p>Goals 10-11 Build time during inservice to require participation in TSAT survey.</p>

<p>Massachusetts Technology Self-Assessment Tool. The Department, the Educational Technology Advisory Council and stakeholders will review the levels of competencies in the Massachusetts Technology Self-Assessment Tool on an annual basis</p>	<p>and staff.</p>	<p>levels. Examine data to review and revise technology PD plan and goals. Routinely utilize the TSAT Provide differentiated training opportunities.</p>	<p>Survey teachers about their personal technology needs and goals.</p>
<p>D. Administrators and teachers consider their own needs for technology professional development, using the technology self-assessment tools provided by the MA DOE</p>	<p>TSAT not consistently used. Technology training not required.</p>	<p>Use TSAT consistently. Recommend that staff set appropriate goals for technology and include them in IPDPs</p>	<p>Goals 10-11 Incorporate technology expectation in evaluation process for all staff.</p>

Benchmark 4

Accessibility of Technology

In 2006, the network was completely upgraded. There is still inadequate network wiring in two out of the three buildings thus limiting the number of computer drops in classrooms. As we add more computers in future phases of our plan, we will need to address this. The completion of the first phase of Infrastructure Improvement Plan, funded through a capital project, succeeded in providing us with a reliable network, new teacher workstations and upgrades in a lab and library. In 2008, a second capital project was funded. SMARTBoards were added to classrooms and nComputing virtual desktops were added in groups of 3-4 in all 1-8 classrooms and student support locations.

Accomplishments:

2006-2007

The district used funding from a \$365,000 capital project to implement Phase I of the Five-Year Technology Infrastructure Improvement Plan. As a result we have:

- upgraded the network, servers, firewall, e-mail, and backup systems.
- replaced outdated, poorly functioning, computers at all teacher workstations.
- replaced inkjet printers with networked laser jet printers.
- upgraded the middle school special area lab, and high school business education lab and library computers
- purchased several SMARTBoards and Projectors
- purchased a mobile laptop lab for the high school.
- installed voice mail at the middle school.
- purchased instructional software and assistive technology

As a direct result of the upgrade, we have been able to make other improvements to our information systems and instructional programs. Teachers in all three schools are taking attendance electronically through our student information system. This has made daily attendance reporting more efficient in terms of accuracy and time commitment. In addition, we purchased a number of new software licenses that will enhance learning opportunities for our students.

2008-2009

The district used funding from a \$178,000 capital project to implement Phase II of the Five-Year Technology Infrastructure Improvement Plan, although a year behind schedule. As a result we:

- added 2-3 student workstations in all 1-3 classrooms
- created mini labs at each grade level 4-8
- installed 22 SMARTBoards across the district
- purchased two mobile labs of 24 notebooks for the high school

2009-2010

Through LEA and ARRA-IDEA funds, and contributions from school fundraisers the district added 35 more SMARTBoards and projectors and additional classroom stations for student use.

A. Hardware Access			
Benchmark	Current	Recommendation	Actions
1. The district has an average ratio of fewer than five students per high-capacity, Internet-connected computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The ultimate goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)	<p>The district has an average of:</p> <p>5.16 students to type A computer</p> <p>4.21 students to type A or B computer</p> <p>4.21 students to any type computer</p>	<p>Gain support for the inclusion of adequate funding for computer acquisition and replacement in the school department operating budget.</p> <p>Fund Phase III and IV of our technology improvement plan to increase the number of computers for students and establish a replacement plan.</p>	<p>06-07 Made \$365,000 worth of capital improvement to network, teacher workstations and limited student computers.</p> <p>07-08 Produced a video highlighting needs for the community television station</p> <p>08-09 Used a portion of \$178,000 of capital fund and purchased a virtual desktops solution to add multiple, computer workstations in classrooms and grade level student support locations</p> <p>09-10 Goal Secure funding to implement Phase III of the technology upgrade plan.</p>
2. The district provides students' with access to portable and/or handheld electronic devices appropriate to their grade level.	<p>The district has five wireless laptop carts which enable classrooms at the middle and high school level to have multiple computers in the classrooms.</p> <p>Special needs students have access</p>	Expand the use of mobile technology to increase access	<p>06-07 Purchased a mobile wireless lab for the high school.</p> <p>07-08 Purchased two additional Mobile Labs for the high school.</p>

	<p>to Alpha Smarts to meet IEP goals.</p> <p>We have not explored the use of other portable or handheld devices.</p>		
<p>3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices.</p>	<p>All students have access to the general curriculum in inclusion classrooms and with Title I and Special education support when recommended. Appropriate technology is available. eReader, Kurzweil, Dragon Speak, interactive whiteboards, student response systems.</p>	<p>Increase the number of computers available for use in inclusion classrooms.</p> <p>Purchase specialized software for students.</p> <p>Utilize technology that addresses multiple modalities, provides feedback and aligns with standards.</p>	<p>06-07 Older computers were added to classrooms for special education students.</p> <p>06-07 Kurzweil and Dragon Speak software was purchased and training provided for teachers.</p> <p>06-07 Technology training was conducted for special education teachers which presented a variety of software and online tools to meet the needs of diverse learners.</p> <p>08-09 Older computers were added to classrooms for special education students.</p> <p>08-09 Expand the number of licenses for specialized software.</p> <p>08-09 Added student computers to student support locations.</p> <p>08-10 Provided training and support for teachers to ensure the effective and consistent use of the software.</p>

4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability	All technology purchases are authorized by the Director of Technology who closely monitors quality and interoperability.	Increase the number of computers and software licenses to provide equitable access for all students. Make purchases based on research and best practices.	08-10 Purchased 2-4 computers per classroom K-8. Purchased two mobile carts for grades 9-12.
5. The district provides classroom access to devices such as digital projectors and electronic whiteboards.	There are now 60 interactive whiteboards in the district primarily 1-8. In addition, we have added LCD projectors to our lending resources.	Purchase additional SMARTBoards for the elementary school and high school	Goal 09-10 Use a portion of new ARRA-IDEA funds for this purpose.
6. The district has established a computer replacement cycle of six years or less.	The Five-Year Improvement Plan includes a replacement phase, however without annual funding, this will not occur	Develop a long range plan for the acquisition of new computers and the replacement of old with in the school budget. Try to include adequate funding for computers within the operation budget beginning in FY11	Goal 06-07, 07-08, 09, 10, 11 Our Five Year Infrastructure Improvement Plan includes a refresh cycle for year five. Plan requires funding. The district has not approved funding for this.
B. Internet Access			
Benchmark	Current	Recommendation	Actions
1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if possible.	The district provides connectivity to the Internet in all classrooms in all schools with portable wireless labs available in two schools		06-07 Accomplished
2. The district provides bandwidth of at least 10/100/1 Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1 Gb.	The new network as of 06-07 achieves this. Newly purchased computers meet this standard.		06-07 Accomplished
C. Networking (LAN/WAN)			
Benchmark	Current	Recommendation	Actions
1. The district provides a minimum 100 Mb Cat 5 switched network and/or 802.11b/g/n wireless network.	The new network as of 06-07 achieves this.	Evaluate network capabilities. Implement recommendations.	05-06 Accomplished 06-07 Accomplished

<p>2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.</p>	<p>All staff and students have access to personal file folders on the server. Daily backups are done, email is provided, shared calendars can be created. Web publishing is through an academic portal and all staff members can have their own website.</p>	<p>Add email home access capabilities. Expand website features through an academic web portal subscription.</p>	<p>06-07 Accomplished 06-07 Accomplished The district subscribed to an academic web portal through Schoolwires.com. The web sites for the district and all three schools were migrated. Teacher classroom sections are available and there are district and school calendars to improve communication</p>
<p>D. Access to the Internet Outside of the School Day</p>			
<p>Benchmark</p>	<p>Current</p>	<p>Recommendation</p>	<p>Actions</p>
<p>1. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.</p>	<p>These staff members inform student of the availability of computers at the public library.</p> <p>Staff members have access to Internet access after the school day due to the fact that classrooms, labs and media centers are accessible with prior notification.</p> <p>The community evening practical arts program utilizes a district computer lab for adult learners</p>	<p>Utilize the community cable station's bulletin board to inform and include Internet access information.</p> <p>Identify Internet access information in staff and student handbooks.</p>	<p>07-09 After school activities program expanded at the middle school and included computer/internet sessions.</p> <p>09-10 Posted library internet information on district website.</p>
<p>2. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.</p>	<p>The school district website has a link to the public library site where computers are available.</p>	<p>Create link to public library on district website.</p>	<p>07-08 Accomplished</p>

E. Staffing			
Benchmark	Current	Recommendation	Actions
1. The district provides a network administrator	The Town of East Bridgewater has contracted with HUB Technical Services for network administration. This provides as needed 24/7 network support, but there is not an onsite full time network administrator for the school district.	Continue the contracted service	
2. The district provides timely in-classroom technical support with clear information about how to access the support, so that technical problems will not cause major disruptions to curriculum delivery.	Help Desk can be reached by phone or by email. Directions for doing so are distributed at the start of each school year. This is a contracted service. Service is usually completed within 24-48 hours.	Secure funding for FTE technical support position through FY10 budget process. As the number of computers increases so should technical support personnel.	Proposed-Not funded.
3. The district provides at least one FTE person to support 200 computers. Technical support can be provided by dedicated staff or contracted services.	The district has one contracted technician shared between all town departments. This service does not support educational technology software applications.	Hire a technology specialist that can provide support for the use of all district software applications	Proposed-Not funded.

Benchmark 5
E-Learning and Communications

Benchmark	Current	Recommendations	Actions
A. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if appropriate.	All classrooms have Internet access.	Expand number of classroom drops to enable all classrooms to reach goal of 2-4 student computers	<p>08-09 Utilized virtual desktops to get closer to this goal K-8</p> <p>08-09 Added two more wireless carts. 9-12</p> <p>Ongoing Working with MSBA to secure funding for a new high school</p>
B. The district deploys IP-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.	Yes	In order to increase the use of the web for these purposes, the district needs to secure more computers and projection devices.	<p>Goal 09-11 Expand use of video conferencing and online courses for professional development.</p>
C. Classroom applications of e-learning include courses, cultural projects, virtual field trips, etc.	The internet is used for virtual field trips, museums and video, but this is limited due to accessibility of equipment.	Same as above	<p>09-10 Purchased Discovery Streaming licenses for curriculum and instruction K-12.</p>
D. The district maintains an up-to-date web site that includes information for parents and community members.	The district has upgraded its website through the purchase of an academic portal. This includes four sites, one for the district and one for each of the three schools. These are updated regularly and include valuable information for all school and community members. 25% of teachers have their own websites.	<p>Continue to expand site.</p> <p>Continue to provide training for teachers so that ultimately, all will have classroom web sites</p> <p>Invite school groups such as PTO etc to have space on the site.</p>	<p>Goals 09-11 Increase teacher websites, Fund webmaster stipend for elementary school.</p>
E. The district complies with federal and state law ¹ , and local policies for archiving electronic communications produced by its	<p>The district has purchased a system for archiving email.</p> <p>Students and staff are informed of</p>	Stay informed of any new and changing requirements.	<p>Goals 09-11 Director will attend technology leadership conferences and symposiums</p>

staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.	this at annual meetings and in staff and student AUPs		
--	---	--	--

E-rate discounts are applied to the district's web site service.