



East Bridgewater Public Schools

Technology Plan

2010-2015

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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, Community Representative
Thomas Kerrigan, Community Representative
Daniel Parks, Teacher
Stephen VanVoorhis, Teacher

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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 2014-2015.

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 District Technology Coordinator 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. We pay careful attention to the DESE Local Technology Plan guidelines. Teachers provide input regarding the district's professional development needs. 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 pursued available grant funding and have utilized portions of ARRA funds and Educator Quality money for assistive technology, instructional technology and technology professional development.
4. The district explores ways that technology can reduce costs in other areas of the budget. It has implemented School Dude for facilities management and maintenance to streamline the process and reduce cost in terms of human resources. East Bridgewater's school system and town offices uses shared resources such as accounting and Maintenance software.
5. East Bridgewater uses E-rate for telecommunication services and pays for the non-discounted portion through the LEA budget.

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 10-11

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. In 2010, the Director of Technology planned and conducted a two-day summer institute for all district administrators and department chairs. The focus was technology for 21st Century Teaching and Learning. The superintendent designated technology integration as the district wide initiative for 2010-2011. Principals clearly articulated expectations to all staff that teacher observations and evaluations were to demonstrate technology integration practices. An overview of technology resources and technology integration in our schools follows.

East Bridgewater High School (9-12): The current infrastructure in an aging building does not have adequate electrical capabilities to support technology within classrooms other than for a networked teacher workstation. Therefore mobile carts have been purchased for student use. 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 Type A computers which is used by all departments for research and writing. There are ten LCD projectors for the school. However, these are not adequate for a school of nearly 600 students. A number of teachers have purchased their own. Eight MIMIO systems that convert white boards into interactive whiteboards were purchased in 2010. All in one SMARTBoards with DVD players and sound systems were installed in three empty classrooms and teachers can reserve these spaces for technology integrated lessons.

Gordon W. Mitchell Middle School (4-8): As a result of the Federal Job Act money received by East Bridgewater, a computer teacher was hired for the middle school. One computer teacher and an instructional technology teaching assistant were already in place. The computer teachers instruct all students in technology skills as a special area subject. The combination of these three technology positions provides skills development and curriculum integration experiences for all middle school students. The technology teaching assistant has been designated as a technical support person for assistive technology as well. In 2010 two new computer labs were added to the middle school. These labs are unscheduled and reserved as needed by classroom. Through a combination of capital funds, LEA, fundraisers and grants, the middle school has a SMARTBoard in every classroom and teaching space. As a result of increased accessibility, technology integration has greatly increased.

Central Elementary School (PreK-3): As a result of funding from the Jobs Grant in 2010, Central School was able to replace the computer teacher lost to budget cuts two years previous. This new teacher instructs all students, grades one through three and those in full day kindergarten, as a special area subject. The curriculum focuses on the development of age-appropriate technology skills and the use of educational software. The lab has 34 computers and a SMARTBoard. Central School now has 13 SMARTBoards and 8 Mimios. Teachers are also utilizing TV monitors connected to computers for whole class display.

Other Accomplishments (Integration): The district has hired a data manager, which will be responsible for daily upkeep of the student information database. The data manager will be responsible for, but not limited to, reconciling state reporting, free and reduced lunch programs, and bussing information.

A. Technology Integration			
Benchmark	Current	Recommendations	Actions
<p>1. a. Outside Teaching Time</p> <p>At least 90% of teachers use technology every day, including some of the following areas: research, lesson planning, organization, administrative tasks, communications, and collaboration. Teachers explore evolving technologies and 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>09-10 Expanded use of website, email and iPASS for communication, and information tracking.</p> <p>11-12 Goal Pilot use of iPass parent portal for the high school.</p> <p>12-13 Goal Pilot use of iPass parent portal for the other schools.</p> <p>11-13 Goal Pilot use of mobile devices as a teaching tool</p>
<p>1.b For Teaching and Learning</p> <p>At least 90% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the following: research, multimedia, simulations, data analysis, communications, and collaboration. Teachers integrate evolving technologies that enhance student interest, inquiry, analysis, collaboration, and creativity.</p>	<p>Online survey data showed 54% use technology with students every day and 24% at least once a week. A total of 78% use technology with students at least once a week up from 69% in 09-10.</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>Actions</p> <p>10-11 Added two more labs at the middle school with refurbished and donated computers.</p> <p>11-12 Added SMARTBoards, mimios and projectors to all schools</p> <p>Professional Development conducted in all schools for teachers and administrators.</p>

B. Technology Literacy			
Benchmark	Current	Recommendations	Actions
1. At least 90% of eighth grade students show proficiency in all the <i>Massachusetts Technology Literacy Standards and Expectations</i> for grade eight.	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.	09-10 Revised some aspects of the middle school computer specials curriculum. 10-11 Reinstated elementary computer teacher for grades 1-3 with Jobs Act 11-12 Goal Pilot use of iPads in the special needs class rooms
2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2014-2015, 90% of teachers will have mastered 90% of the skills in the Massachusetts Technology Self-Assessment Tool.	68% of staff reported that they have reached the level of proficiency with technology.	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. Teachers have support
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.	11-12 Review AUP and revise where necessary based on recommendation by the technology committee

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.	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 teaching loads.	Examine ways to make support for technology integration consistent and equitable in all three schools. Consider the need for building based ITS support during the budget process.	10-11 Reinstated elementary computer teacher position. 10-11 Revised 4-8 computer teacher schedule to have one period per day with no scheduled class to work with classroom teachers in support of integration of technology.
3. The district has staff dedicated to data management.	The district now has a dedicated staff member for this purpose.	Provide additional support for data management. Utilize data warehouse and other assessment tools such as Dibels, Study Island, Accelerated Reader.	12-13 Goal audit data management procedures to insure timely and accurate reporting.

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, Read Out Loud, Lexia)

Optional technology professional development offered have focused on:

- SMARTBoards
- curriculum integration courses and workshops
- Inspiration Software
- Outlook
- webpage development
- shared folders
- iPASS Rankbook
- digital cameras
- video cameras
- LCD projectors
- MIMIOs

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, the development of 21st Century Skills 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
 21st Century Learning
 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. At the end of five years, at least 90% of district staff will have participated in high-quality, ongoing professional development that includes emerging technology issues, technology skills, universal design, and research-based models of technology integration.	<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>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>	Provide embedded PD within the school day to maximize the number of participants.	10-11 Educator Quality grant funds have been used for substitutes and trainers to so that technology professional development can be offered during work hours to maximize participation.
B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development.	<p>Teachers have opened their classrooms to be models for colleagues for best practices.</p> <p>Inservice time, faculty meetings, coaching by colleagues are all utilized for tech PD.</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>	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>Ongoing Conduct district sponsored technology professional development.</p> <p>Goal 10-11 Utilize teacher leaders to conduct study groups.</p>
<p>C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool</p>	<p>Currently the needs assessment is conducted informally</p>	<p>Require all staff to take the TSAT on an annual basis. Analyze staff movement through the proficiency levels.</p> <p>Examine data to review and revise technology PD plan and goals.</p> <p>Routinely utilize the TSAT Provide differentiated training opportunities.</p>	<p>Goals 10-11 Build time during inservice to require participation in TSAT survey.</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</p>	<p>Administrators were required to attend a two day summer institute on technology for 21st century learning. They also attended MassCUE/MASS Leadership Conference 2010</p>		<p>10-11 Technology expectation added to the evaluation process for all staff. This has made many teachers actively seek out technology PD to meet their own needs.</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.

2010-2011

LEA funds were used to upgrade computers in the high school CAD lab and the middle school integration lab. Additional Interactive whiteboards were purchased for all three schools. Donated and repurposed computers were use to create additional labs to increase student access.

2011-2012

Budgeted funds were used to pilot an iPad program in the Middle school for special needs student. IPads and laptop are being used in the High school to pilot a possible 1 to 1 imitative program for students.

A. Hardware Access			
Benchmark	Current	Recommendation	Actions
1. By 2014-2015, the district has an average ratio of one high-capacity, Internet-connected computer for each student.	The district has an average of: 4.56 students to type A computer 4.05 students to any type computer	Gain support for the inclusion of adequate funding for computer acquisition and replacement in the school department operating budget.	FY11 went from \$0 in computer lines to \$30,000 FY12 Will need to reduce that amount by 1.5% due to budget cuts.
2. The district provides students with emerging technologies appropriate to their grade level.	The district has five wireless laptop carts which enable classrooms at the middle and high school level to have multiple computers in the classrooms. We are currently exploring the use of other portable or handheld devices.	Expand the use of mobile technology to increase access. Explore the option of iPADS for students	10-11 Additional interactive whiteboards, projector and student response systems were purchased. 12-13 Goals: Upgrade the districts wireless access to 90%
3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using universal design principles and assistive technology devices.	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, Read Out Loud, interactive whiteboards, and student response systems. Special needs students have access to Alpha Smarts to meet IEP goals.	Increase the number of computers available for use in inclusion classrooms. Purchase specialized software for students. Utilize technology that addresses multiple modalities, provides feedback and aligns with standards. Explore the option of iPADS for students	09-11 Increased Kurzweil and Dragon Speak licenses. Purchased netbooks and projectors for special education teachers. Purchased Read Out Loud by Don Johnston. 12-13 Goals: Upgrade the districts wireless access to 90% of the school district

4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, interoperability and SIF compliance.	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.	10-11 Received Race to the Top Moneys and agreed to implement SIF in year 1.
5. The district provides technology-rich classrooms, with access to devices such as digital projectors, electronic whiteboards, and student response systems.	There are now 80 interactive whiteboards across the district. In addition, we have added LCD projectors and MIMIOs to our lending resources.	Purchase additional SMARTBoards for the elementary school and high school	10-11 Added SMARTBoards, MIMIOs, projectors and student response systems to the high school and elementary school.
6. The district has established a computer replacement cycle of five 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 within the school budget. Try to include adequate funding for computers within the operation budget beginning in FY11. Explore leasing options.	09-11 Replaced computers through LEA funds, Buying new and refurbished computers. We have also taken donations if they meet specifications. 12-13 Goals: Propose budget with a computer replacement policy
B. Internet Access			
Benchmark	Current	Recommendation	Actions
1. The district provides connectivity to the Internet for all computers in all classrooms in all schools, including wireless connectivity.	The district provides connectivity to the Internet in all classrooms in all schools with portable wireless access on a limited basis.	Expand wireless connectivity. Establish policy for teacher and student owned wireless devices.	12-13 Goal: Added wireless access for laptops in all schools.
2. The district provides an external Internet connection to the Internet Service Provider (ISP) of 100 Mbps per 1,000 students/staff.	Internet connections of at less 100 Mbps to all class rooms		
3. 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	Internet connections of at less 100 Mbps to all class rooms		

card for each computer is at least 10/100/1 Gb			
C. Networking (LAN/WAN)			
Benchmark	Current	Recommendation	Actions
1. The district provides internal wide area network (WAN) connections from the district to each school between schools of at least 1 Gbps per 1,000 students/staff.	The district currently provides internal wide area network (WAN) connections from the district to each school between schools of at least 1 Gbps per 1,000 students/staff.		Ongoing
2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.	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.		Ongoing
D. Access to the Internet Outside of the School Day			
Benchmark	Current	Recommendation	Actions
1. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.	Staff members inform student of the availability of computers at the public library. 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. The district hosts an evening graduate program serving district teachers and those from area communities.	Identify Internet access information in staff and student handbooks.	Ongoing
2. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.	The school district website has a link to the public library site where computers are available.		Ongoing

E. Staffing			
Benchmark	Current	Recommendation	Actions
1. The district provides staff or contracted services to ensure that its network is functioning at all times.	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 or in-house staff	Ongoing
2. The district resolves technical problems within 24 hours, so that they do not cause major disruptions to curriculum delivery. The district provides clear information about how to access technical support, which can be provided in person or remotely.	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 48-120 hours.	As the number of computers increases so should technical support personnel. Propose a budget plan with additional IT staff Work with the town offices on creating and expanded IT department	11-12 explore options of a combined town/school IT department and/or expanding the school IT dept.
3. The district provides at least one FTE person to support 400 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.	Propose a budget plan with additional IT staff. Work with the town offices on creating and expanded IT department	11-12 explore options of a combined town/school IT department and/or expanding the school IT dept.

**Benchmark 5
Virtual Learning and Communication**

Benchmark	Current	Recommendations	Actions
A. The district encourages the development and use of innovative strategies for delivering high-quality courses through the use of technology.	A small number of high school students are enrolled in Virtual High School courses and courses in the Plato Learning System. Student are enrolled in computer base AP classes	Expand number of students taking online courses.	11-12 Online courses made available to high school students.

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		Goal 11-12 Expand use of video conferencing and online courses for professional development.
C. Classroom applications of virtual learning include courses, collaborative projects, field trips, and discussions.	The internet is used for virtual field trips, museums and video, but this is limited due to accessibility of equipment.		09-11 Purchased Discovery Streaming licenses for curriculum and instruction K-12. 10-11 Teacher and student blogs are emerging.
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.	Continue to expand site. Continue to provide training for teachers so that ultimately, all will have classroom web sites Invite school groups such as PTO etc to have space on the site.	Goals 11-12 Increase teacher websites, Fund webmaster stipend for elementary school.
E. The district complies with federal and state law ¹ , and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.	The district has purchased a system for archiving email. Students and staff are informed of this at annual meetings and in staff and student AUPs	Stay informed of any new and changing requirements.	Goals 09-11 Director will attend technology leadership conferences and symposiums

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

**Benchmark 6
Safety, Security, and Data Retention**

Benchmark	Current	Recommendations	Actions
A. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.	The district has AUPS for students and staff.	Review and revise.	12-13 Goal: The technology committee will meet for a yearly review of the AUP.
B. The district educates teachers and students about appropriate online behavior. Topics include cyberbullying, potential risks related to social networking sites and chat rooms, and strategies for dealing with these issues.	These topics are included in professional development for staff and in computer classes for students.		Ongoing
C. The district has a plan to protect the security and confidentiality of personal information of its students and staff.	The district has no written plan. Access to student and staff information is given through assigned roles to data systems and secure and locked files and closets.	Develop a written plan.	12-13 Goal: The technology committee will meet to Develop a written plan.
D. The district complies with federal and state law, and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.	The district archives all email and has backup systems in place for documents. The district informs all individuals that information may public record at staff meetings and in AUPs.		Ongoing