

# Webutuck Central School District Technology Plan

04/2010 - 04/2013



Webutuck Central School District  
194 Haight St.  
Amenia, N.Y. 12501  
(845) 373 - 4100

Technology Director  
Craig Trachtenberg  
Ph: 845.373.8031  
Fax: 845.373.4102  
[ctrachte@webutuckschools.org](mailto:ctrachte@webutuckschools.org)

Access the plan at: [www.webutuckschools.org](http://www.webutuckschools.org)

## Table of Contents

<b>Table of Contents.....</b>	<b>1</b>
<b>Demographics, Mission Statement, Beliefs and Vision Statements.....</b>	<b>2</b>
<b>Districts Strengths and Challenges.....</b>	<b>3</b>
<b>Goals and Objectives .....</b>	<b>4</b>
<b>I. Curriculum Integration K-12 .....</b>	<b>5</b>
<b>Community Connection .....</b>	<b>14</b>
<b>II. Professional Development.....</b>	<b>15</b>
<b>IV. Infrastructure and Access .....</b>	<b>17</b>
<b>III. Technology Services .....</b>	<b>19</b>
<b>V. Funding and Budget .....</b>	<b>21</b>
<b>VI. Plan Monitoring and Evaluation.....</b>	<b>23</b>
<b>Addendum (AUP, PDP Plan, ITSE Standards, Timeline) .....</b>	<b>24</b>

## **District Demographics**

The Webutuck Central School District is located in the beautiful Harlem Valley, ninety miles north of New York City and thirty miles east of Poughkeepsie. It is composed of six towns: Amenia, Northeast, Ancram, Washington, Dover, Stanford, and the village of Millerton. The Harlem Valley features rural scenic beauty, historic sites, and numerous cultural opportunities. There are approximately 900 students served by the Webutuck Central School District. There are four schools that comprise the District, they are: Webutuck JH/SH School grades 7-12, Eugene Brooks Intermediate School grades 4-6, Webutuck Elementary grades K-3, and Pre-K at Millerton Elementary. In District there are 6 administrators, 90 teachers and 47 support staff servicing students

### **Beliefs**

- Technology can help schools meet the needs of all students
- Technology makes a difference in improving test scores and helping students reach performance goals.
- Technology engages students in learning, facilitates differentiated instruction and improves work force skills.
- Students' learning will be enhanced and individualized through best practices in technology-based instruction
- Technology streamlines administrative functions, improves accessibility and accountability
- The role of technology in education is that of a tool which is ubiquitous in design and implementation
- Access to technology fosters a students ability to be an information-literate critical thinker

### **Mission Statement**

The Webutuck Central School District is committed to delivering 21st century technology, which will provide students with diverse and empowering experiences in an environment that supports and values learning. Technology will be employed as an integrated tool that maximizes work efforts and enhances learning. As a result, each child will become an information-literate critical thinker and advance toward his/her unique potential.

### **Vision Statement**

"Webutuck students will possess the knowledge, desire, and ability to achieve their potential and make a significant contribution to society."

## **District Strengths**

- The Webutuck Central School District has invested in a technology infra-structure which provides connectivity and functionality that rivals or exceeds that of other school districts in our county.
- This connectivity allows all students and staff the ability to research, communicate and deliver information on a global scale.
- Teachers are continually provided with training opportunities on the integration of the technology in their classrooms and on emerging technologies.
- Technology is used to continually evaluate and improve curriculum instruction and assessment practices.
- Technology is used to efficiently implement and improve business functions.

## **District Challenges**

- Workstation upgrades for all teachers, support staff, and students
- Infrastructure upgrades of outdated/end of life Network equipment
- Create viable plans for District equipment roll over at all levels
- A technology skills curriculum (literacy and proficiency) consistent with the \*ISTE standards needs to be created and implemented for grades 6-12

### **Importance of technology literacy and proficiency classes**

It is a foregone conclusion in education that reading is fundamental. Core math skills are also fundamental. In today's world there exist fundamental concepts with regards to the use of technology that are integral to the development of a 21<sup>st</sup> century citizen. By high school, most students have developed a basic knowledge of how to use a word processor, even if they never learned this skill in school. However, use of spreadsheets, presentation software (such as PowerPoint), desktop publishing, graphics programs, web-page design programs, internet etiquette, and safety are generally learned only in school. When students come to a core content class prepared with technology skills, then the classroom teacher can make effective use of precious classroom time with a technology infused unit or project. It is imperative that our schools are good at both teaching technology skills and integrating technology within the core curriculum. Just as reading and basic math skills prepare the student for high order thinking in all other subjects, basic technology skills prepare the student to participate in higher order thinking activities and projects in all other subjects and prepare them to be a 21<sup>st</sup> Century citizen.

## **District Goals and Objectives**

The goal of the Webutuck Central School District is to enhance the learning process by providing staff development on existing and emerging technologies, while maintaining and continually upgrading a state-of-the-art network infrastructure including sufficient technical support to keep the network operational.

The objective is to give the teachers and administrators the ability to enhance, monitor and assess student learning in a more meaningful way, and to provide the tools of technology for teachers, students, support staff and administrators so they can access, communicate, associate and deliver information effectively.

### **Specific Goals**

- Create an equipment replacement/upgrade policy
- Provide support for instruction in safe internet use
- Support the use of Integrated Assistive Software Applications
- Promote emerging technologies needed to create and maintain a 21<sup>st</sup> century learning environment
- Provide and maintain web-based e-mail accounts for administrators, teachers and support staff
- Review and update the district Acceptable Use Policy (AUP) for students and staff
- Use technology to facilitate systemic assessment of curriculum, instruction, and learner outcomes.
- Provide professional development opportunities to support emerging technologies
- Provide guidance in the purchasing of hardware to support the curriculum through leases and building budgets
- Develop a needs assessment survey for staff and provide support and training where needed
- Provide web based Professional Development opportunities for all staff
- Provide students with virtual classes via the Internet (Virtual High School)
- Provide guidance in the purchasing of hardware to support the integrity of the Network through leases and building budgets

## **I. Curriculum Integration K-12**

Integration of technology into the curriculum takes place in a variety of ways and instructional settings. For grades K-8 we have identified 4 areas of integration: Computer Literacy, Word Applications, Curriculum Dependent Applications, and Internet Use.

Areas of integration for grades 9 –12 are identified within the curriculum areas. \*It is the goal of the District to align the curriculum with The International Society for Technology in Education (ISTE®)  
\*See Addendum

SmartBoard Technology is available in virtually all classrooms within the District and is supported with extensive Teacher Training; to date 15 of our teaching staff has been certified as instructors for the SmartBoard.

### **Grades K–3**

#### **Computer Literacy**

- Identify parts of a computer—i.e.; mouse, keyboard, screen, hard-drive, disc-drive.
- Demonstrate correct care of computers and discs. Insert and remove CD's and diskettes with teacher supervision
- Use the keyboard, mouse and other input devices
- Use programs complimentary to curricula
- Begin hands-on keyboard implementation

#### **Word Applications**

- Dictate a short story and illustrate the story
- The first grader will enter a pre-written paragraph into the computer and illustrate the paragraph
- Learn the use of the space bar as well as the shift key
- Compose written document at the computer
- Perform simple editing tasks – moving sentences and paragraphs, capitalization

#### **Curriculum Dependent Applications**

- Use tutorials, drill and practice programs to reinforce curricula
- Use simulations to develop critical thinking skills

#### **Internet Use**

- Access to a live Internet link is teacher driven. There is no independent use of the Internet at the K-2 levels
- Internet safety instruction (i-safe)
- Use safe web sites under teacher supervision to compliment the curricula including author sites, <http://www.pbs.org>, <http://www.nationalgeographic.com>, <http://www.yahooligans.com>, etc...

## **Grades 4 - 6**

### **Computer Literacy**

- Practice keyboarding
- Open, close, name, save, and print files
- Use menus and tool bar
- Practice word Processing

### **Word Applications**

- Use menus and toolbars
- Select, Cut, Copy, and Paste text
- Change font, font size, and alignment
- Insert clip art
- Undo and delete
- Create a bulleted list
- Use Spelling and Grammar check
- Search for text
- Compose and edit documents in various formats

### **Curriculum Dependent Applications**

- Teacher-directed exploration of curriculum based sites
- Use of multi-media such as Photo story, i-movie, or power point for presentations

### **Internet Use**

- Use teacher-previewed websites to complement curricula
- Learn techniques for safe use of the internet
- Use search engines, with teacher supervision, to locate information
- Perform teacher-guided sample searches

## **Grades 6 - 8**

### **Computer Literacy**

- Become familiar with the various Office applications
- Demonstrate proper hardware maintenance
- Manage computer network
- Access multiple files on the desktop
- Explain how computer operates
- Become familiar with the evolution of computer technology

### **Word Applications**

- Use advanced formatting techniques
- Solve a variety of text arrangement problems
- Use word processing software to complete assignments
- Use a thesaurus and a grammar checker
- Use a desktop publisher to produce a document
- Use a presentation program to create graphic presentations
- Use a computer drawing program to create an original work of art
- Solve problems using spreadsheets
- Create charts using data entered into a spreadsheet
- Create, sort, and search a database using a variety of methods
- Format and print a database report
- Enhance text by incorporating graphics, such as charts, tables, equations, graphs, and pictures

### **Curriculum Dependent Applications**

- Develop an awareness of ethical and contemporary computer issues
- Use tutorials, drill and practice programs to reinforce curricula
- Use Inspiration a graphics application for organization and presentations.
- Use simulations to develop critical thinking skills
- Encourage students to visit specific web sites to support or enrich a lesson.
- Students will use Smart Board Technology to actively engage in classroom demonstrations, explore concepts not easily demonstrated on blackboards, and engage in lessons with enhanced student involvement

### **Internet Use**

- Log on and off a network
- Access, retrieve, organize, present information gathered from the web.
- Students will use the computer to develop graphic organizers and “webbing tools” that help to organize and analyze research and literature, and assist in the pre-writing process
- Students and teachers will use the computer and projector to make presentations, take virtual field trips, and to share projects and information
- Students and teachers will use the computer and Internet to communicate with other students, schools, organizations, and businesses
- Students will use the computer and related software to assess their weak areas and to use programs designed to remediate these and increase their understanding (AIS)
- Students will use the computer and Internet to do research that leads to enhanced learning and understanding--web-quests for example

## Grades 9 – 12

### English

- Writing and revision using a word processor applications.
- Technology-specific issues such as effective searching on the Internet, plagiarism, and evaluating web sites for accuracy and reliability.
- Tool for research-based projects and papers
- Enhancing prior knowledge at the start of a new unit
- Enrich reading of classic texts
- Use Inspiration a graphics application for organization and presentations.
- Internet to access information regarding the Regents Exam
- A.P English Students employ the internet to complete a research-centered portfolio
- Students will engage in web 2.0 learning using Wiki groups
- Use of Student Response Systems for immediate feedback

### *Journalism:*

The journalism class uses desktop software to design and layout each issue of the student newspaper, the Webutuck Chronicle. The students are responsible for laying out the paper, taking the pictures and writing the articles. Articles are created in word processing software and imported into the newspaper. In addition, students use digital technology to take photographs for the paper. This paper is published annually.

### Social Studies

Global History I and II (9<sup>th</sup> and 10<sup>th</sup> graders), U.S. History and U.S. History AP (11<sup>th</sup> graders), Participation in Government/Economics (12<sup>th</sup> graders), European History AP (12<sup>th</sup> graders) Students are encouraged to use the computer to help them prepare reports, portfolios, and other presentations. Research may be conducted using various library research databases or the Internet.

- AP U.S. History students access the papers of Emma Goldman at UC Berkeley.
- Global History students use Encarta to research topics for oral presentations.
- Students access the Library of Congress in the course of their research.
- Use Inspiration (a graphics application) for organization and presentations.
- Use of Student Response Systems for immediate feedback
- Student interaction with SmartBoards and Google Earth
- Economics students follow their stocks via the Internet and look up their companies for the Stock Market Project.
- Government students access websites on Congress and the state legislature for the Prince Project, in which they follow specific bills to predict if they will pass.

## Science

- Utilization of programs such as Excel for data collection, analysis and graphing
- Utilization of Office applications for writing, reporting, and presenting
- Use of on-line resources such as earth2class.org, prenticehall.com and nyscienceteacher.org, which all contain visual lessons and demonstrations to guide student understanding
- Department use of Smart Board technologies
- Network-based applications for virtual chemistry lessons and review
- Streaming video and video conferencing
- Use of Student Response Systems for immediate feedback
- Student interaction with SmartBoards and Google Earth

### *Flight Simulation:*

This elective course will utilize state of the art flight simulation software and hardware (yolk, pedals, joy stick) to engage students in a digitalized learning environment. Students will work collaboratively to learn flight instrumentation, physics of flight and navigation skills.

### *Forensics:*

Forensic Science is an inquiry based course designed to introduce students to the methodologies used in the field of forensics. Emphasis is placed on having students use emerging technologies to collect, analyze, assess and report on various data.

## Mathematics

- *Geometer's Sketchpad:* A powerful and dynamic software package that can be used in mathematics classrooms at levels ranging from middle school through AP courses. The software provides an outstanding environment for exploration and discovery. This state-of-the-art piece of interactive software can be used effectively in algebra, trigonometry, pre-calculus, and calculus classes as well as geometry.
- *3D Home Architect:* A software package that is used for home design, it is capable of allowing students to produce detailed floor plans and 3-D renderings of their home designs with a minimal learning curve. Used as an integral part of the final project in the MST course.
- *FOILSIM:* A web-based interactive application software package that is freely available through NASA's website. Used in the MST course to provide students the opportunity to experiment with airfoil design in a virtual environment.
- *Graphing Calculator:* use of this tool is pervasive throughout the curriculum. New York State requires that students have access to this technology for Regent's courses and exams. They are also required for the AP Calculus and AP Statistics exams.
- *TI-NSpire:* - The latest and most powerful innovation for the mathematics classroom this is a hand-held unit that combines the capabilities of graphing calculators, spreadsheet programs, and interactive geometry software. It operates in a file driven format that allows for downloading applications from the internet, as well as the sharing of files and programs between units. The package includes software for interaction with the internet, as well as presentations and file management. Webutuck currently has several classroom sets along with the accompanying software, but as of this update, the staff lacks sufficient training to maximize their use.

- Relative to mandated Academic Intervention Services (AIS), students use computers to work in various software packages for drill and practice to reinforce instruction. In addition, use of the RTI software is expected.
- Smart Boards will be used in conjunction with the software packages mentioned above, as well as a variety of applications that are accessible through the internet.
- Computers with internet access will continue to be an important tool for research, typing papers and reports, and preparing presentations.

### **Business Education**

*Courses offered:* Career and Financial Management, Business Law, Computer Applications, Principals of Marketing and Video Game Design.

*College Credit:* Intro to Business, Microsoft Excel, Microsoft PowerPoint

Students learn practical computer skills necessary to enhance learning and increase productivity. Students' type business letters and manuscripts, conduct internet research, create spreadsheets and graphs, design databases, develop slide presentations and create video games. They also:

- Develop a basic understanding of the computer as a processing device, become familiar with computer components and terminology
- Use the computer to analyze and manipulate graphs
- Create, format, edit, save and print a document
- Learn how to perform calculations, create charts, and organize information in spreadsheets, databases and slide presentations.
- Query a database, use advanced functions to manipulate data, and create business reports using the output.
- Use basic drawing program such as Microsoft Paint to create pictures, designs and shapes, then manipulates them using color, texture, cropping, etc.
- Conduct internet research and evaluate sources to create legal documents, brochures, and slide presentations to be used in class discussion.
- Develop video game design and story telling skills using an interactive software application.

### **Technology Education**

Intent: Aligned with the ITSE State and National Standards for students \* See Addendum

#### **K-3**

Computer skills are introduced at the Kindergarten level and reinforced at 1-3 grade levels by the utilization of labs and libraries:

#### **Grade 1**

- Identify the parts of the computer
- Keyboarding
- Create a document using word processing
- Internet use and safety
- Introduce graphics, use clip art, text box tools

## **Grade 2**

- Label and identify the parts of the computer
- Creating, saving, printing a word processing document
- Keyboarding and dictation
- Use of tool bars, graphics, text box tools,
- Internet use and safety

## **Grade 3**

- Label and identify the parts of the computer
- Creating, saving, printing a word processing document
- Keyboarding using the Alpha Smart keyboards
- Internet use and safety
- Introduce Microsoft office applications
  - Power point
  - Publisher
  - Excel

## **Grades 4-5**

*Library/Research Skills:* (weekly 43-min.)

*Computer Tech:* (weekly 30-min.)

In both classes students practice keyboarding, discuss Internet safety issues, & create various documents. They access databases on the school district website, use online tools such as Knight Cite & Noodle tools, & follow various lessons that have been bookmarked on the Internet. The SmartBoard is used to introduce lessons, demonstrate skills, & show subject-based films.

## **Grades 6-7**

*Library/Research Skills class:* (weekly 43-min.)

The primary focus is on the research process, to reinforce classroom work—locating information in books or databases, proper citation of sources on paper or using computer tools, note taking, and constructing high-quality paragraphs & documents. Other objectives include; reliability of sources, plagiarism & MLA citation of a variety of sources—all with the goal of supporting the classroom program

*Wood Fabrications Course*

Grade 7 - students receive 10 weeks of instruction; architectural CAD used as enrichment for students who complete their architecture activity

Grade 8 – students receive 20 weeks of instruction; architectural CAD – Students do a tutorial and then design a house following a given program.

## **Grades 9-12**

### *Production Systems*

Students design flyers, brochures and product labels to help promote the sale of production projects made in the woodshop. These documents include text and graphics. Sources for graphics may include clip art, freehand drawings, digital photos and scanned pictures.

### *Design and Drawing for Production*

Students use a digital camera to photograph a step-by-step process (assembling a package that they have designed and made). They add text and produce a booklet or power point presentation.

### *Architectural Drafting*

Students do 2 tutorials to learn basic and intermediate commands and then design a house following a program developed by Dutchess Community College. Internet research is also done.

## **Special Education**

### *IEP direct*

This program allows teachers and support staff immediate access to the students' Individual Education Plans. Using this valuable resource the teacher can adjust their instruction appropriately.

### *Kurzweil 3000*

A new program recently acquired through a grant. It is a comprehensive reading, writing, and learning software program that supports students with disabilities by assisting them in achieving academic outcomes. Students will gain academic independence by accessing information that is in various formats such as textbooks, electronic or web-based. Auditory and visual feedback allows the student to keep up with assigned reading and successfully complete classroom tasks. Kurzweil software is able to read words, phrases and sentences aloud while highlighting each word as it reads. The writing and self-editing feature allows the student to enable word prediction, identify spelling and grammatical errors. Testing accommodations can be met by scanning the individual test which allows the student the opportunity to have the test questions and answers read to the student and test completion is done through word processing.

Specific Goals in the area of special education include:

- Provide a voice-activated word processing program for students with fine motor mobility issues and language-based disabilities
- Provide computer mice that accommodate students with fine motor/eye coordination issues
- Provide computer screen magnification or screen reading software for visually impaired students
- Increase use of (SENTEO) Student Response System

### **Foreign Language**

- Initiated and used Wikis for instruction
- Initiated & used movie maker for class projects
- Plan to use Smart Student Response System

### **ESL: (English as a Second Language)**

The ESL program uses speech recognition software called Rosetta Stone. This program allows students to interact with the computer and learn the English language

### **AIS: (Academic Intervention Services)**

Students who do not perform well on the state fourth and eighth grade tests receive academic intervention services (AIS). The District is in the process of initiating an intervention method called RTI (Response to Intervention). This is a method of academic intervention used to provide early, effective assistance to children who are having difficulty learning. The program is closely aligned with state standards. Various progress reports are available to teachers so they can prescribe alternative approaches for instruction and learning if necessary.

### **Internet Safety**

Internet safety modules are embedded in the curriculum for grades K–6. Students have participated in the Cablevision’s “Power to Learn” Internet Safety Program. The District also provides an assembly on Internet Safety annually to all students and parents with the assistance of our SRO (Student Resource Officer). The District promotes the use of resources available from websites such as <http://cybersmartcurriculum.org/>, in addition an Internet Safety course is available to staff via the Internet which can be accessed at <http://www.modelschools.net/course/index.php>.

### **Distance Learning**

Available to the Webutuck staff is a mobile video conferencing system for use in the classroom. This can be used for video conferencing between classes and various educational entities including but not limited to museums, NASA, government agencies, higher learning institutions, local politicians, scientists and even other schools for debate or collaborative learning opportunities.

## **Community Connection**

Electronic communication with parents and community members is facilitated through the district website. The website is managed by a private individual who volunteers her time and expertise. The district website can be found at [www.webutuckschools.org](http://www.webutuckschools.org) and provides links to the: District Office, Board of Education, High School, Middle School, Elementary Schools, Cafeteria, Health Office, Technology Office, Transportation, and Community Groups. The website acts as a conduit between the school district and the public. The purpose of the website is to provide information on school functions, budget issues, administrative communications, sports, etc. for all of Webutuck Schools. The district website also facilitates two-way communication by providing phone numbers and email links to teachers and the administration. Communication with the public is also achieved through the following:

- Quarterly newsletters are sent to every household with children in grades 6-12
- All principals maintain a “news corner” on the district web site
- Students in the journalism class create and publish an annual newspaper
- An automated phone calling system (Alert Now) is used to report absences and emergencies
- Radio announcements to announce school closings, delays and emergency notifications
- Newspaper articles and announcements regarding programs and student achievement

### *The Northeast Community Center*

The community center staff has worked collaboratively with the school district to create an after-school program for students. Community center staff facilitates the program that occurs after school in one of the district buildings. The district provides multiple workstations with internet access for students who are taking advantage of this program

### *Key Communicator*

The Superintendent produces a newsletter called the Key Communicator providing information to the public (and Staff), regarding events that affect or occur in our District. These communications could be about student achievement, student fund raising efforts, recognition of staff achievements, the budget process, District presentations, financial aid workshops, and other items that may be of interest to the educational community and the public in general.

### *Alert Now*

This is a rapid telecommunication service that is used by the District to communicate important information to parents and staff.

### *Newspapers*

The local and regional newspapers are often called upon to publish activities that are happening in our District. Sports scores, student involvement in community outreach projects, and standardized test scores are but a few of the articles that get published.

## **II. Professional Development**

### **Staff Competency in Support of Student Learning**

Teachers and other professionals should have cost-effective access to high quality, research-based and timely professional development opportunities. Ongoing professional development is vital to keep up with the rapidly changing technology and need for updated pedagogy. The goal of the Webutuck Central School District is to enhance the work capacity of professionals and paraprofessionals in technology integration, and data-driven instruction through high-quality professional development. These professional development training opportunities will assist in the integration of technology throughout all curriculum and administrative areas. These programs are designed to ensure that the technological competency skills of teachers, administrators, and support staff meet or exceed industry standards. School staff and administrative personnel will receive training to acquire information, use electronic communications, perform document processing, publishing, and manage forms and databases. It is the goal of the District to align staff competency skills with the International Society for Technology in Education (ISTE®) and the National Educational Technology Standards (NETS).

The district provides the staff a variety of professional development opportunities to support instructional goals and overall efficiency. The in-service teacher training program is designed to assist the teachers' integration of technology into the curriculum. Professional development focuses on research-based "best practices" type of instructional strategies, emerging technologies, and basic applications. The Webutuck Central School District requires its teaching staff to acquire a minimum of 15 in-service (professional development) hours each year. To date over 15% of our teaching staff has been certified as expert users and trainers on the SmartBoard. These teacher/trainers will in turn train and provide support for the staff in the future.

### **Tech Day**

In addition to PD opportunities available throughout the year, the District sets aside one Superintendent's conference day each year to provide intensive Professional Development to the staff. The skills and competencies gained in these workshops are then reinforced throughout the year with follow up workshops.

### **Professional Development opportunities include but are not limited to:**

- New teacher introductory technology training
- Web based Professional Development
- Using basic software that improves productivity and enhances instruction
- Use of application software to support educational goals.
- Training consistent with emerging technologies
- Improve and personalize student learning by supporting the collection, collation, and communication of relevant student assessment data for use by the educational community
- Help staff to use integrated instructional software (RTI), to track and tailor instruction for AIS students at all levels.
- Internet Safety course; <http://www.modelschools.net/course/index.php>

## **Training Resources and Program Support**

Training programs and support are provided through:

- Participation in various New York State CoSer programs in support of technology
- Dutchess County BOCES Instructional Technology Services Council and Model Schools
- Ulster County BOCES
- Webutuck Central School personnel
- Internet Safety Course: <http://www.modelschools.net/course/index.php>
- Local training centers (Colleges)
- Regional Information Centers (MHRIC)
- Vendor support and technical assistance for both hardware and software products
- Outside partnerships for technical assistance and installations with CSI (Computer systems integrators)

## **Administrative Activities**

The district provides school personnel the opportunity to attend workshops which support administrative goals and overall efficiency. Within their areas of responsibility all employees can improve their ability to use the technology effectively. Instruction in software applications necessary to perform daily administrative functions includes but is not limited to the following:

- Word processing, including formatting and editing
- Developing and interpreting information from a spreadsheet
- Use of a photocopier, a fax machine, telecommunications,
- Desk-top publishing. (where applicable)
- Use of a Student Management System for keeping attendance records and tracking of standardized test results
- Database searches, use of automated systems for collecting and storing information

These skills are necessary to compile and organize data for the NYS School Report Card, BEDS forms STEP, LEAP, and Regents exam reporting in conjunction with the anticipated administrative functions associated with running a school district.

### **III. Infrastructure, Assets and Access**

*Presently all classrooms, common use areas  
and administrative offices have connectivity to the network*

Webutuck Central School District has a communications network for voice, video, and data. This network has been developed to interconnect all computer workstations in the classroom, school buildings, and central office through various server configurations. The system utilizes a LAN (Local Area Network) and a WAN (Wide Area Network). The District provides access to the network for every student and employee through their own account. Every staff member will have, through the district network, his/her own email account, access to the Internet and use of the network resources. All students have access to technology as a tool to write, store and produce presentations, to communicate with professionals in various fields of study, to locate and access visual, auditory, and written information.

#### **Network Design**

The network design for each district building calls for a Local Area Network (LAN) consisting of access to one server for academics and a separate server for administrative use. All students and teachers have rights to the instruct servers only. Administrative personnel have access to those parts of the server that their positions warrant. The LAN will be connected to a WAN that exists on a ring with other districts in the county. The WAN is hosted by the local BOCES which maintains firewalls, filtering and anti-virus applications for the district. Webutuck currently receives bandwidth of 5.0 Mbps.

#### **Classrooms**

Every classroom in the Webutuck Central School District has a teacher-dedicated work station with access to the network and the Internet. All classrooms have student workstations with network and Internet capabilities. Typical classroom hardware configurations include: interactive Smart Boards, digital projectors, data cameras, computers and a printer. All workstations include basic software applications like Microsoft Office, and teacher-selected software. Teachers are encouraged to use technology when appropriate for enhancement of the curriculum in an integrated fashion.

#### **Teacher Workstation Area**

The teacher's workstation is located in proximity to the teacher's desk. Here, teachers will have access to administrative functions (attendance, grades, and student records) as well as instructional resources such as streaming video, SmartBoard's, and Document cameras.

#### **Student Workstation Area**

The student workstations consist of a minimum of two workstations and a printer. This will allow for a small group of students to use the network during the class session. Here students can perform Internet research, web quests, writing and editing of documents, copying, sharing and saving files, and other academic functions.

#### **Teacher Workroom**

Teacher workrooms represent areas where teachers can access the technology network for class preparation or administrative functions. The teacher workroom may also be used by teachers for network access. These areas are available to allow the teacher ample space in a private environment.

### **Library Media Center 9-12**

The Library Media Center contains over 11,000 items including books (reference, fiction, and non-fiction), periodicals and audio-visual cassettes and DVD's. The printed collection is searchable with a web-based catalog that is available from any computer with an internet connection (both in and outside of school.) In the library there are 12 computer workstations that are housed inside separate study carrels. The computer workstations provide students and faculty access to filtered Internet resources as well as over 20 subscription databases from vendors such as ProQuest, EbscoHost, Net Trekker and World Book Online. Teachers can reserve the library "classroom" for individual students or for an entire class by signing up in advance. Reservation time slots follow the bell schedule used during the school day. After school the library is open until 3:15pm for students who need access to library resources. The library also manages the circulation various types of A/V equipment.

### **Computer Labs**

Each school building has at least one room that is designated a computer lab. This room contains a cluster of networked workstations for student use as well as a teacher workstation connected to a SmartBoard. Teachers can sign up to bring their class in to use the lab in period blocks. The lab allows for a larger number of students to have access to the computers during web quests and research-based projects. In addition there are concentrations of computers in common use areas, such as the libraries, available to students and staff during their free time. All computers in the labs and libraries are connected to the network and the Internet. In addition, high-speed shared devices, such as printers, and scanners are included.

### **Mobile Computer Labs**

The District provides carts, one at the High School level and one at the Middle School level each with 12 laptops, a printer and wireless internet/network access. These carts are available to classroom teachers daily on a sign out basis.

### **Distance Learning**

Available to the Webutuck staff is a mobile video conferencing system for use in the classroom. This can be used for video conferencing between classes and various educational virtual field trips to entities including but not limited to museums, NASA, government agencies, higher learning institutions, local politicians, scientists and even other schools for debate or collaborative learning opportunities.

## Technology Services

Prior technology plans focused on developing infrastructure, connectivity, access and getting the right hardware in place for faculty, staff and students. Webutuck Central School District has achieved those goals and now the focus is on training and learning how technology, when used effectively, can foster change. The continuous acquisition of hardware for replacement of outdated equipment is also being addressed. Building principals have entered into lease programs through the local BOCES that allows them to make substantial purchases every three years. These funds are dedicated to the purchase of replacement as well as emerging technologies such as SmartBoard's and wireless capabilities. The current fixed assets and student-to-computer ratios are listed below:

**District:** 468 total numbers of workstations, 343 are in classrooms, 45 are non-instructional, and 80 are in common use areas (labs/libraries). In addition there are two carts with 12 laptop computers in each.

### 2.1 = District student-to-computer workstation ratio

Computers		Count	Peripherals	Count
WHS		185	Smart Board	43
EBMS		171	Scanner	18
WES		110	Printer	152
MES		2	Digital Camera	21
District	(servers)	2	Projectors	47
Elmo doc camera		5	Mobile DVD/VHS/TV	12

### Software

The District provides all users with a suite of office tools, an internet browser as well as access to subscription applications such as Kurzweil, Power Media Plus, RTI, and IEP Direct. There are many stand alone or single user applications installed for use in the classrooms relative to content area. Support staff use area specific applications such as Gas Boy, Trans Finder, NutraKids, InfoWeb and School Tool to collect, sort, manage and report District data. Library Services provides an automated book check out system web databases for researching.

### Technical Support

Support for all technology related services is provided by the Technology Department with the assistance of the local BOCES. When necessary, outside contractors are called upon to provide further support.

## **Telephone Systems**

The District currently has voice mail for support staff only. In addition the district utilizes a telecommunications software application called Alert Now. This application sends automated calls out to parents with information including student tardiness and absences, as well as emergency information due to weather or other crisis. The District is looking into the feasibility of providing teachers with voice mail in the near future.

### **Voice Mail**

Voice-mail systems promise to increase the ability for the classroom teacher to communicate with others outside the classroom. Currently all support staff have voice mailboxes. While electronic communications, such as e-mail, can have a similar effect, many of the people outside the education community, such as parents, may not have easy access to e-mail.

A good voice-mail system should have the following features:

- auto attendant
- dial-by-name
- enhanced call processing (caller's menu)
- greetings (personal and extended absence)
- group distribution list
- guest mailboxes
- informational mailboxes
- integration with PBX or Centrex
- message classification (urgent and private)
- message: notification, reply, review, send, and waiting indication paging
- passwords
- telephone answering

### **Security System**

The District has installed video surveillance and electronic door security systems in each of the school buildings except for Millerton.

### **Alert Now**

This is a rapid telecommunication service used by the District to communicate important information to parents.

#### IV. Proposed Budget and Funding Sources

##### Budget

Budget Category	2010-2011	2011-2012	2012-2013
Personnel	\$81,471	\$83,915	\$86,432
Software	\$26,780	\$27,583	\$28,410
Workstation replacement	\$30,200	\$31,106	\$32,039
Staff Development	\$20,450	\$21,063	\$21,694
Subtotal	\$158,901	\$163,667	\$168,575

##### **BOCES**

(CoSer 519) - LAN/WAN	\$112,605	\$115,983	\$119,462
(CoSer 545) - Maintenance/Repair	\$20,414	\$21,026	\$21,656
Shared personnel	\$57,888	\$59,625	\$61,414
(CoSer 619) Instructional Resources	\$69,443	\$71,526	\$73,671
(CoSer 542) Professional Development	\$20,765	\$21,388	\$22,030
Network Hardware	\$25,500	\$10,500	\$80,000
Miscellaneous	\$5,159	\$5,314	\$5,473
BOCES Subtotal	\$311,774	\$305,362	\$383,706
Grand Total	\$470,675	\$469,029	\$552,281

## Funding

### District Budget

The greatest single factor in the funding of the technology program in the Webutuck Central School District is the district budget. Voted on by the taxpayers, this resource is integral to the technology program. In addition, the district had supported a Capitol Project for modernization and expansion of the facilities, which included acquisition and implementation of technological infrastructure.

### BOCES CoSers

The BOCES CoSers have allowed the Webutuck Central School District to participate in countywide technology purchases in the area of infrastructure, hardware, software, and staff development.

### Eisenhower Grants

District staff members use Eisenhower funds to develop in-service opportunities integrating technology in the curriculum areas of math and science.

### Universal Fund

The district has taken advantage of the 40% rebate through the Universal Service Fund (E-Rate) program.

### Local//State/Federal Grants

Political Grants for multi-media, and emerging technologies  
Community Foundation Area Fund Grant  
IDEA – SPED  
ARRA – American Recovery Reinvestment Act

### Corporate Grants

Discovery Education – Streaming video  
CREATE – Refurbished hardware donations for educators

## **V. Monitoring and Evaluation of the plan**

### **Plan Review and Reporting**

The Technology Committee will do a bi-annual review and update of the technology plan. The focus of attention will be the technology implementation time line. Goals and objectives that have been met will be checked off. If a goal or an objective has not been met in the desired time frame, an investigation as to cause and possible solutions will ensue. The technology plan is posted on our website and will be updated to reflect our progress after each review session. In this way, the information will be available for public review. Administrators and staff are kept informed through interactions with the Technology Director and technology committee members. The Technology Department is also in communication with other committees such as the BET, Principals, Cabinet, and Department Chairs

### **Professional Development Evaluation**

An annual needs assessment survey for the staff is being developed to derive a baseline for technology competencies and degree of integration of technology in instructional delivery. We can measure the effectiveness of our professional development program by comparing survey outcomes from year to year.

### **Measuring Success**

Integration of technology will be reviewed and assessed each year during the three years of the plan. There is an expectation that technology and the skills associated with its effective use will be integrated into all curricular areas. This requires both effective staff development and careful review of student achievement. Students will be expected to meet or exceed those standards set by the International Society for Technology in Education \*(ITSE).

Evidence of effective staff development may include:

- Records of in-service attendance
- Analysis of needs assessment survey for technology in-service
- Records of active participation by teachers in technology projects.
- Computer lab or laptop cart sign-up data sheets.

Evidence of student achievement may include:

- State tests results and analysis
- Teacher reports on student utilization of technology
- Classroom teachers' use of a rubric to evaluate students' effective use of technology

Efforts to assess and assist with measuring technology integration are ongoing through membership and participation in the Dutchess County Curriculum Assessment and Instructional Technology (C.A.I.T.), and the Instructional Technology Services Advisory Council (ITSAC) consortiums.

## Addendum

### Technology Implementation Time Line

<b>Year</b>	<b>Action</b>	<b>School</b>	<b>Completed</b>
<b>Year 1 - 2010-2011</b>			
	Create fiscal plan for infrastructure upgrades/replacement	All	
	Explore Cloud Computing Solutions	All	
	Develop plan for workstation upgrades (roll over)	All	
	Roll out new Student Management System (School Tool)	All	
	Adopt technology literacy standards for staff	All	
	Administer and analyze technology skills survey for staff	All	
	Review and update district AUP forms	All	
	Develop technology literacy courses for staff	All	
	Design and adopt technology scope and sequence K-12	All	
	Develop technology literacy courses for grades 6 -12	MS/HS	
	Review internet safety programs	All	
	Promote Integrated Assistive Software Applications	All	
	Provide support for Smart Board deployment	All	
	Ceiling-mount projectors for classrooms as needed	All	
	Promote Video Conferencing as an instructional tool	All	
<b>Year 2 – 2011-2012</b>			
	Initiate plan for infrastructure upgrades/replacement	All	
	Implement cloud computing solution	All	
	Create fiscal plan for workstation upgrades	All	
	Institute automated report cards (School Tool)	WES	
	Implement staff technology literacy training program	All	
	Pilot technology literacy curriculum for grades 6-12	EBMS/WHS	
	Increase scope of Internet safety program	All	
	Increase wireless mobile lab environments if needed	EBMS/WHS	
	Expand use of Integrated Assistive Software applications	EBMS/WES	
	Expand use of data projectors, slates, as need is demonstrated	All	
	Pilot Open Office as universal Office Suite	All	
	Promote/support use of webpage by teachers and clubs	All	
	Review need for wireless capabilities	HS	
	Increase instructional technology integration training	All	
	Explore use of pod casting an instructional tool	All	
	Expand use of the Alert Now system	All	
<b>Year 3 – 2012-2013</b>			
	Facilitate equipment purchases through leases/grants	All	
	Implement Virtualization and Cloud Computing model	All	
	Explore Open Source network applications	All	
	Purchase new servers if needed	All	
	Increase technology support staff as needed	All	
	Expand use of wireless mobile laptop labs	MS/HS	
	Improve District Web Page	All	
	Open parent portal to School Tool	All	
	Expand Integrated Software Applications	AES/WES	
	Promote and support emerging technologies	All	
	Update Telecommunications system – voice mail for teachers	WHS	
	Pilot Open Source computer lab	All	
	Pilot closed circuit broadcasting - MSG	EBMS	

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

## 1. Creativity and Innovation

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

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

## 2. Communication and Collaboration

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

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

## 3. Research and Information Fluency

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

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

## 4. Critical Thinking, Problem Solving, and Decision Making

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

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

## 5. Digital Citizenship

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

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

## 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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

World rights reserved. No part of this book may be reproduced or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or by any information storage or retrieval system—without prior written permission from the publisher. Contact Permissions Editor, ISTE, 175 West Broadway, Suite 300, Eugene, OR 97401-3003; fax: 1.541.302.3780; e-mail: [permissions@iste.org](mailto:permissions@iste.org) or visit [www.iste.org/permissions/](http://www.iste.org/permissions/).

# The ISTE

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

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

### 1. Facilitate and Inspire Student Learning and Creativity

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

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

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

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

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

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

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

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

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

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

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

### 5. Engage in Professional Growth and Leadership

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

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

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

## **The Webutuck Information System Acceptable Use Guidelines And Internet Safety Policy**

The Webutuck Information System refers to the collection of school computers, programs, and other computer devices used to provide computer services to the entire school system. This system supports legitimate and authorized academic, instructional, research, administrative, and recreational computing. The information system includes computers located in the library-media centers, classrooms, and offices. A large part of the system is connected together by a cabling system that expands the connections between classrooms and offices into a single network. In addition to providing local resources, the information system provides access to the Internet and the World Wide Web, a global network of computers.

The following pages describe the rules and regulations required when using the Webutuck Information System and summarize the Board Of Education Policy #103B posted on January, 12 1998 and updated April 23, 2002.

Please read and sign this document and return it to the school as soon as possible. Your signatures on this sheet signify that you have read and understood the Webutuck Information System Acceptable Use Guidelines.

Faculty / Staff Name (print): \_\_\_\_\_

Faculty / Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The responsibilities of users include:**

1. Use of appropriate Language - All users should use language appropriate for school situations as is required in all other areas of school life. Profanity, obscenity, vulgar or sexually offensive language is prohibited. Offensive or inflammatory speech (referred to as "flaming" on the Internet) is disrespectful of the rights of others and, as such, violates a major school rule.
2. Accessing or Downloading Offensive or Sexually Explicit Material is prohibited, as is behavior that is hateful, defamatory or harassing. This responsibility may be seen by some as a limitation on "Intellectual Freedom" (#5 in rights and privileges, above). Remember that you are using the School resources and that your e-mail and data files will be identified on the Internet as emanating from Webutuck Central School District. Therefore, you are, in that regard, an ambassador of the School District. If you need complete electronic freedom of speech, then you need to create and pay for your own e-mail service and utilize it outside of school.
3. Although the District employs an Internet Filter, no filter is perfect. If a user encounters material that is not acceptable s/he should report it immediately to the teacher in charge, or in the case of an adult, to the Technology Director or in his/her absence the building administrator. All incidents must be ultimately reported to the building administrator.
4. Content of Speech - Users must respect the rights of others and be mindful of the age and maturity of those with whom they are communicating. Speech communicated by users shall not be defamatory (comprised of injurious falsehoods, whether or not stated maliciously, with reckless disregard for the truth or where the communication is not about a public figure, just false), threatening, profane, obscene, sexually offensive or racially offensive. If you are the victim of a personal attack, the incident should be brought to the attention of your teacher or the system administrator.
5. Copyright - Users must respect copyright issues regarding downloading and use of software, retrieval and citing of information, and attributing of authorship. The unauthorized copying or transfer of copyrighted materials may be considered a crime under State and Federal law.
6. Plagiarism - Users should exercise care not to take ideas or writings from other individuals and offer them as their own. Correct attribution must be given to the author or the creator of the idea.
7. Use of Network for Illegal Activities - Illegal activities, including but not limited to libel, unauthorized entry into a commuter or user account ("hacking"), vandalism, destruction of computer files, tampering with computer hardware or software, are prohibited. These activities may be considered as crimes under State and Federal law.

8. Advertisement Solicitation and Business Use - Users shall not publish information containing any advertising, or solicitation of others to use goods and services, nor use the system to conduct business.
9. Computer Viruses - "Computer viruses" are programs that have been developed as pranks and can destroy valuable programs and data. Users must avoid the deliberate or inadvertent spread of computer viruses. To reduce the risk of spreading viruses, do not import files from unknown or disreputable sources or add any software to the network.
10. Responsibility for the User Account - Users must work only in his/her account and must take responsibility for all activities on that account. Violations of this policy that can be traced to an individual account will be treated as the sole responsibility of the owner of that account.
11. Impersonation and Anonymity are prohibited. Real names shall be used at all times; pseudonyms are not allowed. Users must take responsibility for their own actions and words.
12. Changes to any Settings and Adding any Software to the Information System is prohibited. The School District's workstations must remain consistent and stable so that novice users can become familiar with system protocols and teachers can predictably prepare assignments.
13. Exemplary Behavior is Expected on "Virtual" Field Trips. When "visiting" locations on the Internet, users of the Webutuck Information System must conduct themselves as representatives of the School District and act according to all guidelines set forth in the School's handbook and District policy.

**A USER ACCOUNT IS A PRIVILEGE THAT MAY BE SUSPENDED OR REVOKED IN THE EVENT OF A BREACH OF THE PROVISIONS SET FORTH ABOVE.**

**A BREACH OF THE TERMS OF DISTRICT POLICY AND THESE GUIDELINES MAY BE CONSIDERED AN ACT OF INSUBORDINATION AND RESULT IN DISCIPLINE OF THE USER.**

## **The Webutuck Information System Acceptable Use Guidelines And Internet Safety Policy**

The Webutuck Information System refers to the collection of school computers, programs, and other computer devices used to provide computer services to the entire school system. This system supports legitimate and authorized academic, instructional, research, administrative, and recreational computing. The information system includes computers located in the library - media centers, classrooms, and offices. A large part of the system is connected together by a cabling system that expands the connections between classrooms and offices into a single network. In addition to providing local resources, the information system provides access to the Internet and the World Wide Web, a global network of computers.

The following pages describe the rules and regulations required when using the Webutuck Information System and summarize the Board Of Education Policy #103B posted on January, 12 1998 and updated April 23, 2002.

Please read and sign this document and return it to the school as soon as possible. Your signatures on this sheet signify that you have read and understood the Webutuck Information System Acceptable Use Guidelines.

Student Name (print): \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN – Attachment IV: Implementation Plan

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

Goal #1: Elementary ELA – To increase levels 3 & 4 to 68%; Decrease level 2 to 25%; Decrease level 1 to 7%  
 Intermediate ELA – To increase levels 3 & 4 to 50%; Decrease level 2 to 40%; Decrease level 1 to 10%

Objective # 1.1: Develop instructional strategies for teacher use.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
Develop a variety of instructional strategies.	1. Staff training in differentiated instruction including: learning styles, ELA rubrics, DBQ's, HOTS, cooperative learning, performance assessment, multi-tasking.  2. Staff training in the identification of academic needs, transition planning and implementation and test accommodations for students with disabilities.  3. Provide staff with specific opportunities to share best practices.	Superintendent, Building Principals, Faculty, and Consultants	2010–2011 2011 -2012 2012-2013	ELA assessment data, workshop attendance.  Student's IEP content.  Documentation of best practices and availability of lessons shared.

Objective # 1.2: Develop strategies to address student management needs.

<p>Improve knowledge related to working with students exhibiting socially unacceptable behavior.</p>	<ol style="list-style-type: none"> <li>1. Review appropriate behavior programs/materials.</li> <li>2. Align acceptable program with current school safety programs.</li> <li>3. Develop/adapt/expand social curriculum.</li> <li>4. Provide staff training in behavior management techniques such as power struggles, conflict resolution, mediation and due process.</li> <li>5. Training in functional behavior assessments and behavior implementation plans.</li> </ol>	<p>Superintendent, Building Principals, Faculty, and Consultants</p>	<p>2010–2011 2011–2012 2012-2013</p>	<p>ELA assessment data, workshop attendance, teacher survey.</p> <p>Review suspension rate data.</p> <p>Student attendance.</p>
<p>Strategies</p>	<p>Activities</p>	<p>Who</p>	<p>Time Frame</p>	<p>Performance Measure/ Data Source</p>
<p>Improve knowledge related to working with students exhibiting socially unacceptable behavior.</p>	<ol style="list-style-type: none"> <li>1. Review appropriate behavior programs/materials.</li> <li>2. Align acceptable program with current school safety programs.</li> <li>3. Develop/adapt/expand social curriculum.</li> <li>4. Provide staff training in behavior management techniques such as power struggles, conflict resolution, mediation and due process.</li> <li>5. Training in functional behavior assessments and behavior implementation plans.</li> </ol>	<p>Superintendent, Building Principals, Faculty, and Consultants</p>	<p>2010-2011 2011- 2012 2012-2013</p>	<p>ELA assessment data, workshop attendance, teacher survey.</p> <p>Review suspension rate data.</p> <p>Student attendance.</p>

Objective # 1.3: Integrate technology into instruction.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
Integrate technology into content instruction.	<ol style="list-style-type: none"> <li>1. Staff training in use of technology in the classroom.</li> <li>2. Review and evaluate existing content curriculum to identify units and lessons that use technology</li> <li>3. Provide opportunities for educational software review.</li> <li>4. Review district technology plan for alignment and congruence with Professional Development Plan.</li> <li>5. Provide opportunities for Technology Learning Challenge Fund (TLCF) teachers to share best practices.</li> </ol>	Superintendent, Building Principals, Faculty, and Consultants	2010–2011 2011- 2012 2012-2013	<p>ELA assessment data.</p> <p>Workshop attendance.</p> <p>Pre/post survey to identify percentage of lessons incorporating technology and factors that would assist in use of technology.</p> <p>Sharing technology lessons..</p>

Objective # 1.4: Maintain alignment of curriculum to New York State Standards.

Strategies	Activities	Who	Time Frame	Performance Measure Data Source
Continue to monitor existing curriculum for alignment with New York State Standards.	<ol style="list-style-type: none"> <li>1. Provide staff development time for building/district wide curriculum alignment.</li> <li>2. Provide staff development time for review of textbooks, aligning with curriculum.</li> <li>3. Provide staff development time for alignment of curriculum with standards, key ideas and performance indicators.</li> </ol>	Superintendent, Building Principals, Faculty, Consultants	2010- 2011 2011- 2012 2012-2013	Horizontally and vertically aligned curriculum, ELA assessment data, and workshop attendance.
Identify students at risk of not meeting the standards.	<ol style="list-style-type: none"> <li>1. Staff training on IEP/504 mandates to correspond to student achievement.</li> <li>2. Training for staff on needs and requirements of declassified students.</li> <li>3. Training for staff on parallel curriculum for IEP/504 students.</li> <li>4. Development of AIS Support Programs.</li> </ol>	Director of Special Education, SETRC, Consultants	2010- 2011 2011- 2012 2012-2013	Alternative Assessment data. Workshop attendance. Content of IEP. Performance measure for declassified students. Review existing portfolio assessment.

## School District Professional Development Plan – Attachment IV: Implementation Plan

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

Goal # 1: Elementary Math – To increase levels 3 & 4 to 70%; Decrease level 2 to 22%; Decrease level 1 to 8%  
Intermediate Math – To increase levels 3 & 4 to 50%; Decrease level 2 to 30%; Decrease level 1 to 20%

Objective # 2.1: Develop instructional strategies for teacher use.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
------------	------------	-----	------------	-------------------------------------

Develop a variety of instructional strategies.	<p>1. Staff training in differentiated instruction including: learning styles, ELA rubrics, DBQ's, HOTS, cooperative learning, performance assessment, multi-tasking.</p> <p>2. Staff training in the identification of academic needs, transition planning and implementation and test accommodations for students with disabilities.</p> <p>3. Provide staff with specific opportunities to share best practices.</p> <p>4. Math Consortium Participation</p>	Superintendent, Building Principals, Faculty, and Consultants	2010- 2011 2011- 2012 2012-2013	<p>ELA assessment data, workshop attendance.</p> <p>Student's IEP content.</p> <p>Documentation of best practices, and availability of lessons shared.</p> <p>Adopt recommendations of the consortium Attendance at regular meetings/workshops</p>
--	---	---	---------------------------------------	--

Objective # 2.2: Develop strategies to address student management needs.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
------------	------------	-----	------------	-------------------------------------

<p>Improve knowledge related to working with students exhibiting socially unacceptable behavior.</p>	<ol style="list-style-type: none"> <li>1. Review appropriate behavior programs/materials.</li> <li>2. Align acceptable program with current school safety programs.</li> <li>3. Develop/adapt/expand social curriculum.</li> <li>4. Provide staff training in behavior management techniques such as power struggles, conflict resolution, mediation and due process.</li> <li>5. Training in functional behavior assessments and behavior implementation plans.</li> </ol>	<p>Superintendent, Building Principals, Faculty, and Consultants</p>	<p>2010- 2011 2011- 2012 2012-2013</p>	<p>ELA assessment data, workshop attendance, teacher survey.</p> <p>Review suspension rate data.</p> <p>Student attendance.</p>
--	---	--	--	---

Objective # 2.3: Integrate technology into instruction.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
Integrate technology into content instruction.	<ol style="list-style-type: none"> <li>1. Staff training in use of technology in the classroom.</li> <li>2. Review and evaluate existing content curriculum to identify units and lessons that use technology</li> <li>3. Provide opportunities for educational software review.</li> <li>4. Review district technology plan for alignment and congruence with Professional Development Plan.</li> <li>5. Provide opportunities for Technology Learning Challenge Fund (TLCF) teachers to share best practices.</li> </ol>	Superintendent, Building Principals, Faculty, and Consultants	2010-2011 2011- 2012 2012-2013	<p>ELA assessment data.</p> <p>Workshop attendance.</p> <p>Pre/post survey to identify percentage of lessons incorporating technology and factors that would assist in use of technology.</p> <p>Sharing technology lessons..</p>

Objective # 2.4: Maintain alignment of curriculum to New York State Standards.

Strategies	Activities	Who	Time Frame	Performance Measure Data Source
Continue to monitor existing curriculum for alignment with New York State Standards.	<ol style="list-style-type: none"> <li>1. Provide staff development time for building/district wide curriculum alignment.</li> <li>2. Provide staff development time for review of textbooks, aligning with curriculum.</li> <li>3. Provide staff development time for alignment of curriculum with standards, key ideas and performance indicators.</li> </ol>	Superintendent, Building Principals, Faculty, Consultants	2010- 2011 2011- 2012 2012- 2013	Horizontally and vertically aligned curriculum, ELA assessment data, and workshop attendance.
Identify students at risk of not meeting the standards.	<ol style="list-style-type: none"> <li>1. Staff training on IEP/504 mandates to correspond to student achievement.</li> <li>2. Training for staff on needs and requirements of declassified students.</li> <li>3. Training for staff on parallel curriculum for IEP/504 students.</li> <li>4. Development of AIS Support Programs.</li> </ol>	Director of Special Education, SETRC, Consultants	2010- 2011 2011- 2012 2012- 2013	Alternative Assessment data. Workshop attendance. Content of IEP. Performance measure for declassified students. Review existing portfolio assessment.

**SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN – Attachment IV: Implementation Plan**

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

Goal # 1: Regents Courses – Passing rate of 80% for each subject area in 2010 – 2011; Passing rate of 90% in 2011 – 2012; Ultimate Goal 90%+

Objective # 3.1: Develop instructional strategies for teacher use.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
Develop a variety of instructional strategies.	<ol style="list-style-type: none"> <li>1. Staff training in differentiated instruction including: learning styles, ELA rubrics, DBQ's, HOTS, cooperative learning, performance assessment, multi-tasking.</li> <li>2. Staff training in the identification of academic needs, transition planning and implementation and test accommodations for students with disabilities.</li> <li>3. Provide staff with specific opportunities to share best practices.</li> </ol>	Superintendent, Building Principals, Faculty, and Consultants	2010- 2011 2011- 2012 2012- 2013	<p>ELA assessment data, workshop attendance.</p> <p>Student's IEP content.</p> <p>Documentation of best practices and availability of lessons shared.</p>

Objective # 3.2: Develop strategies to address student management needs.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
<p>Improve knowledge related to working with students exhibiting socially unacceptable behavior.</p>	<ol style="list-style-type: none"> <li>1. Review appropriate behavior programs/materials.</li> <li>2. Align acceptable program with current school safety programs.</li> <li>3. Develop/adapt/expand social curriculum.</li> <li>4. Provide staff training in behavior management techniques such as power struggles, conflict resolution, mediation and due process.</li> <li>5. Training in functional behavior assessments and behavior implementation plans.</li> </ol>	<p>Superintendent, Building Principals, Faculty, and Consultants</p>	<p>2010- 2011 2011- 2012 2012- 2013</p>	<p>ELA assessment data, workshop attendance, teacher survey.</p> <p>Review suspension rate data.</p> <p>Student attendance.</p>

Objective # 3.3: Integrate technology into instruction.

Strategies	Activities	Who	Time Frame	Performance Measure/ Data Source
------------	------------	-----	------------	-------------------------------------

<p>Integrate technology into content instruction.</p>	<ol style="list-style-type: none"> <li>1. Staff training in use of technology in the classroom.</li> <li>2. Review and evaluate existing content curriculum to identify units and lessons that use technology</li> <li>3. Provide opportunities for educational software review.</li> <li>4. Review district technology plan for alignment and congruence with Professional Development Plan.</li> <li>5. Provide opportunities for Technology Learning Challenge Fund (TLCF) teachers to share best practices.</li> </ol>	<p>Superintendent, Building Principals, Faculty, and Consultants</p>	<p>2010- 2011 2011- 2012 2012- 2013</p>	<p>ELA assessment data.</p> <p>Workshop attendance.</p> <p>Pre/post survey to identify percentage of lessons incorporating technology and factors that would assist in use of technology.</p> <p>Sharing technology lessons..</p>
---	--	--	---	---

Objective # 3.4: Maintain alignment of curriculum to New York State Standards.

Strategies	Activities	Who	Time Frame	Performance Measure Data Source
Continue to monitor existing curriculum for alignment with New York State Standards.	<ol style="list-style-type: none"> <li>1. Provide staff development time for building/district wide curriculum alignment.</li> <li>2. Provide staff development time for review of textbooks, aligning with curriculum.</li> <li>3. Provide staff development time for alignment of curriculum with standards, key ideas and performance indicators.</li> </ol>	Superintendent, Building Principals, Faculty, Consultants	2010- 2011 2011- 2012 2012- 2013	Horizontally and vertically aligned curriculum, ELA assessment data, and workshop attendance.
Identify students at risk of not meeting the standards.	<ol style="list-style-type: none"> <li>1. Staff training on IEP/504 mandates to correspond to student achievement.</li> <li>2. Training for staff on needs and requirements of declassified students.</li> <li>3. Training for staff on parallel curriculum for IEP/504 students.</li> <li>4. Development of AIS Support Programs.</li> </ol>	Director of Special Education, SETRC, Consultants	2010- 2011 2011- 2012 2012- 2013	Alternative Assessment data. Workshop attendance. Content of IEP. Performance measure for declassified students. Review existing portfolio assessment.