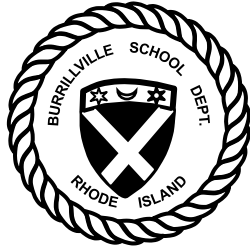


# Burrillville School Department



## Technology Plan

2011-2012 school year to 2013-2014 school year

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## **Burrillville School Committee**

Dorothy Cardon  
Joan Cote  
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Mary Karmozyn, Vice Chair  
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## **Burrillville School Department Administration**

Dr. Frank Pallotta, Superintendent of Schools  
Robin Kimatian, Supervisor of Business Affairs  
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James Woodward, Director of Facilities  
Paul Barrette, Director of Technology  
Ralph Olsen, Principal Burrillville High School  
Dennis Kafalas, Principal Burrillville Middle School  
Janet Lyons, Principal Austin T. Levy School  
David Brissette, Principal William L. Callahan School  
Cynthia Dunham, Principal Steere Farm Elementary School

## **District Technology Advisory Committee**

Raechel Robidoux, Assistant Principal, Burrillville Middle School  
Bethany Davies, Media Specialist, Burrillville High School  
Kara Campbell, Teacher, Burrillville Middle School  
Monica Tomson, Teacher, Steere Farm Elementary School and Parent  
Diane Lebrun, Media Specialist, William L. Callahan School  
Keith Tucker, Teacher, Austin T. Levy School  
Gina Volante, Parent  
John Gallo, District Technician  
Paul Barrette, Director of Technology

## **Mission Statement**

The Mission of the Burrillville Public School System is to provide high quality education to all students in a secure, nurturing environment in which all are challenged to reach full potential as life-long learners, responsible citizens and contributing members of society, recognizing its role as the education center of our unique and evolving community.

## **Technology Vision Statement**

Technology has become an integral component of the teaching and learning process for the staff and students of the Burrillville School Department. Technology allows users to connect, communicate and collaborate in ways that have previously been impractical or impossible. Technology expands the boundaries of the classroom, the school and even the community and provides access to information and resources of an unprecedented scope and breadth. When integrated into all areas of the curriculum, the creative and innovative application of technology skills, tools and resources allows both students and staff to more efficiently and effectively achieve their goals. A deep and thorough understanding of the responsible use of technology will allow our students to become contributing, productive members of a global 21st century society.

Because technology resources, tools and skills are dynamic, the Burrillville School Department will use this Technology Plan as a guide to support the use of technology across the district by all students and staff members. This plan will be updated as technology develops and new capabilities are available.

## **Beliefs**

- Technology should be used to support the teaching and learning process of all students and staff members.
- Technology resources, tools and skills should be integrated throughout the curriculum.
- Professional development opportunities should be provided to staff members on the effective use of technology.
- Students should be able to demonstrate proficiency in their knowledge and use of technology.
- Students should participate in real-world technology applications to better prepare them to make the school to post-secondary/career transition.
- Students should participate in real-world technology applications to better prepare them for everyday life and experiences.
- Independent use of technology by students should be encouraged and promoted.
- Students should have an opportunity to share their expertise with teachers and peers.
- New and innovative technology tools and resources need to be explored and evaluated on an ongoing basis to expand the district's capacity to support teaching and learning.
- Technology should be used as a communication tool and to strengthen the home/school/community connection.
- Technology should be used to collect, organize and analyze multiple types of information across the school district.
- Technology should play a key role in the efficient and effective management of the district.
- Adequate resources need to be allocated to support the technology infrastructure of the district.

## Current Technology Staffing Assessment

The primary source of technology support for the Burrillville School Department is the District Technology Department. The Technology Department provides support and oversees the purchasing for both information and instructional technology. This includes all computers, peripherals, software applications, local and wide area networks, wireless networks and servers.

The District Technology Department staff currently consists of the following:

**Full-time:** Director of Technology

**Contracted Service:** .8 Computer Technician

**Part-time:** 190 day per year Technology Assistant

Additional full-time staff and the possibility of restructuring existing staff are necessary to provide an adequate level of support to maintain the current technology infrastructure and make available the type of professional development and classroom best practices necessary for technology integration.

## Current Technology Infrastructure Assessment

The district core technology deployment consists of 1,000 Windows based desktop and laptop computers, 22 servers running Windows 2003 and Ubuntu Linux 8.04 LTS, and 45 network laser printers. Every classroom and instructional area in all five schools contains at least one networked computer. However, these computers vary widely in their capability and capacity.

Burrillville High School has five computers labs and two carts of wireless laptops. Burrillville Middle School has two computer labs and three carts of wireless laptops. William L. Callahan School has one computer lab and one cart of wireless laptops. Steere Farm Elementary School does not have a dedicated computer lab, but has two carts of wireless laptops. At this time, the Austin T. Levy School has neither a dedicated computer lab, nor any carts of wireless laptops.

Each of the five schools and the administration building has a 100Mbit switched local area network, with some key switches supporting copper and fiber connections of 1Gbit. Burrillville High School, Burrillville Middle School, Steere Farm Elementary School, and William L. Callahan School have building-wide wireless networks to support the use of mobile laptop carts across all classrooms and instructional areas. There is a capital improvement plan to install a similar wireless network at the Austin T. Levy School when funding becomes available.

Each building has a 10Mbit wide area network connection back to the high school in cooperation with RIDE, RINET and Cox communications, funded through the RITEAF program. The entire district is served by a centralized 10Mbit internet connection that is purchased through RINET. As part of the district's internet service, RINET provides internet content filtering via an 8e6 R3000 Enterprise content filter.

Voice services are provided to each building via Centrex phone lines in contract with Cox communications. Each building has its own Vertical, Panasonic, or Simplex phone switching system and local voicemail system. The

four buildings with Vertical Wave phone systems have the ability to receive and manage voicemail through email.

Email accounts are currently provided to all employees and staff members via an Open Text FirstClass 9.1 system owned and maintained by the school district. A transition to the Google Apps for Education platform is planned for the end of the 2009-2010 school year.

The district's Student Information System (SIS) is MMS Generations and is deployed to all administrative, secretarial and clerical personnel via Microsoft Terminal Services. The back end database of MMS Generations runs on Microsoft SQL Server 2005, Standard and provides a great deal of flexibility in how the district can access student information and integrate with other data and communication systems. At the end of the 2009-2010 school year, the district implemented TIENet as its Special Education case management system. At the beginning of the 2009-2010 school year, the district implemented a new Follett Destiny library system that has provided greater access to media center resources to all staff and students.

Software tools and utilities used to secure and manage the technology of the district include Altiris Deployment Solution, Eset anti-virus software and an online technology and facilities work order system from SchoolDude. The district uses the AlertNow mass notification system to send out voice and email communications to parents and staff. In collaboration with the Northern R.I. Collaborative, the district uses AESOP to schedule and call substitutes when needed. The district is planning to implement a professional development management system, MyLearningPlan, to help teachers and administrators track and register for professional development activities.

Software available to staff and students includes Microsoft Office (versions 2000, 2003 and 2007), Microsoft Publisher, and various internet plug-ins and applications such as , Quicktime, Real Player, Adobe Reader, Adobe Flash/Shockwave. Free and/or open sources applications such as Picasa, Google Earth, Google SketchUp, Microsoft Photo Story, Finale Notepad, GIMP, Inkscape, Scribus, Xmind, TuxPaint, and Freemind are being made available. Specialized labs and programs have access to additional software and applications based upon need, licensing requirements and availability of funds.

The district has begun to add additional tools for technology integration, such as Promethean interactive whiteboards and slates, Flip video cameras, and mobile stations that include a laptop, DLP projector, and speakers. The district is looking to extend these types of tools in greater numbers across all schools and include additional tools like document cameras/visual presenters. The district must also ensure that the selection of equipment, software, and tools is standardized to realize efficiencies in support and professional development.

While the technology accessible and available to staff and students across the Burrillville School Department is generally good, the existing equipment is aging and is having difficulty keeping up with modern applications. A realistic lifecycle for technology equipment must be established and resources need to be allocated to support such a replacement cycle. This cycle must include and address components of the infrastructure, such as servers, routers, network switches and power management.

The software requirements of the district need to be studied and analyzed and a recommendation of core software applications should be created. Resources need to be dedicated to maintaining this core group of applications and make them available to all students and staff members. In order to support the goals of the district to improve efficiency, web-based solutions should be investigated and pursued where possible.

## Goals Summary

1. **Support teaching and learning** by improving access to a variety of technology tools and resources for all students and staff members.
2. **Provide professional development** necessary to support technology use and integration.
3. **Improve and diversify communication** using a variety of tools to strengthen the home/school connection and create greater community engagement.
4. **Establish and refine data systems** to provide information to guide instruction and assess student performance.
5. **Pursue innovative and effective technology solutions** that increase efficiency of operations and the utilization of resources.

## Objectives and Action Plans

### Goal 1: Support teaching and learning by improving access to a variety of technology tools and resources for all students and staff members

Action Plans	Timeline	Funding	PD	Evaluation
Ensure that every teacher has access to at least one (1) Pentium IV based computer (or higher) with at least 512MB of RAM	Complete by August 2011	Local and technology investment funds	No formal PD required	Progress towards this goal will be monitored using the districts Altiris Deployment Solution database
Establish a replacement cycle for district hardware and resources	Replacement cycle should begin in July 2011	Local and technology investment funds	Supporting information on need for replacement cycle should be provided to all stakeholders.  Presentations to School Committee may also be necessary	Progress towards this goal will be monitored by district technology staff. Budgeting and funding will be monitored in cooperation with Supervisor of Business Affairs and Superintendent
Establish mobile stations at each school that include various technology tools such as; a computer, a secure cart, speakers, a projector, a interactive slate, a visual presenter, a digital video/image camera, a webcam	Implementation should begin in the 2011-2012 school year.  The goal for the end of the 2013-2014 school year should be a mobile station for each elementary grade level, each middle school team, and each high school department	Local and technology investment funds	Training will need to be offered to staff on how to use the new tools and resources.  Discussion and procedures will also need to happen about the care, scheduling and security of the mobile stations.	Progress towards this goal will be monitored by district technology staff.  Progress on the PD will be monitored in cooperation between the Director of Technology and Director of Curriculum

Action Plans	Timeline	Funding	PD	Evaluation
As hardware is replaced, more equitably distribute tools and resources across and within schools	Discussion will need to take place around a more equitable model prior to the beginning of the replacement cycle in July 2011	No specific funding required	Research, assessment and supporting information will need to be discussed and possibly presented to stakeholders	Progress towards this goal will be jointly monitored by the technology staff, district Technology Advisory Committee, and administrative team
Actively pursue grant opportunities that support the use of technology in teaching and learning	Ongoing	No specific funding required	Training and support may be required on how to seek and apply for grant funding	Progress towards this goal will be jointly monitored by the technology staff, district Technology Advisory Committee, and administrative team
Regularly evaluate existing services and tools; pursue options to expand and diversify services that are offered	Ongoing	Local, technology investment, and grant funds	Training and support for existing services needs to be sustained  Training will need to be offered to staff on how to use any new tools and resources	Progress towards this goal will be jointly monitored by the technology staff, district Technology Advisory Committee, and administrative team
Extend and improve the capacity of the Technology Department to support the resources of the district, specifically in technology integration and network services	Capacity should be increased each year, based on the priorities agreed upon by the administrative team and district Technology Advisory Committee	Local funding	Training and support for any new staff members or positions  Evaluation models for new staff members or positions	Progress towards this goal will be jointly monitored by the technology staff, district Technology Advisory Committee, and administrative team

## **Goal 2: Provide professional development necessary to support technology use and integration**

Action Plans	Timeline	Funding	PD	Evaluation
When new applications or hardware are introduced, ensure that training is offered to staff	Ongoing	Local and professional development funds	PD and training are part of this goal	Progress towards this goal will be monitored in cooperation between the Director of Technology and Director of Curriculum
Establish building-level "experts"/resources around key technology tools, applications, and integration	Ongoing	Professional development funds	Training for the building-level "experts"  Use building-level "experts" to provide professional development	Progress towards this goal will be monitored in cooperation between the Director of Technology, Director of Curriculum, and building principals



**Goal 3: Improve and diversify communication using a variety of tools to strengthen the home/school connection and create greater community engagement**

Action Plans	Timeline	Funding	PD	Evaluation
Continue implementation of MMS Parent Portal to include access to online grade books at the high school and middle school	Implement throughout the 2011-2012 school year	Local and professional development funds	<p>Training for all high school and middle school teachers on how to use the online gradebook.</p> <p>Workshops for parents on how to access the Parent Portal and their child's information.</p>	Progress towards this goal will be monitored at each school, with the cooperation of the Director of Technology
Continue implementation of MMS Parent Portal to include access to attendance and final grade information at the elementary schools	<p>Online attendance at elementary schools will need to be implemented prior to 2011-2012 school year</p> <p>Implement throughout the 2011-2012 school year</p>	Local and professional development funds	<p>Training for elementary classroom teachers on how to record daily attendance online</p> <p>Workshops for parents on how to access the Parent Portal and their child's information.</p>	Progress towards this goal will be monitored at each school, with the cooperation of the Director of Technology
Continue implementation of AlertNow mass notification system to include the ability for parents to manage their contact information and preferences	Implement throughout the 2011-2012 school year	Professional development funds for any staff members serving as instructors	<p>Workshops for parents on how to access online tools of AlertNow and manage their information.</p> <p>Online tutorials should be posted as a resource for parents</p>	Progress towards this goal will be monitored at each school, with the cooperation of the Director of Technology
Continue implementation of high school Digital Portfolio system to include the ability for parents to view their child's online portfolio	Implement throughout the 2011-2012 school year	Professional development funds for any staff members serving as instructors	<p>Workshops for parents on how to access their child's online portfolio</p> <p>Online tutorials should be posted as a resource for parents</p>	Progress towards this goal will be monitored at the high school, with the cooperation of the Director of Technology
Continue implementation of school, department/team, classroom and teacher and websites	Ongoing	Professional development funds for any staff members serving as instructors	<p>Workshops for teachers on how to create and manage their own classroom websites</p> <p>Online resources should be posted as a resource for teachers</p>	Progress towards this goal will be monitored at each school, with the cooperation of the Director of Technology

Action Plans	Timeline	Funding	PD	Evaluation
Update district Acceptable Use Policy; new policy should include guidance for the use of social networking and media	Implement new policy for 2011-2012 school year	No specific funding required	Resources provided to district Technology Advisory Committee and the district administrative team	Progress towards this goal will be monitored by the district Technology Advisory Committee and the district administrative team

**Goal 4: Establish and refine data systems to provide information to guide instruction and assess student performance**

Action Plans	Timeline	Funding	PD	Evaluation
Establish a “student profile” that collates and presents a wide variety of information, including, but not limited to; biographical, assessment (local and state), progress towards proficiency	Begin working with SIS vendor during 2011-2012 school year to build profile.  Implement profiles during the 2012-2013 school year	Local and grant funds	Training for staff entering student information.  Workshops for teachers and administrators on how to access and use the student profiles.	Progress towards this goal will be monitored by the district administrative team
Integrate existing information systems to facilitate the exchange of data between systems	Ongoing	Local and technology investment funds	Training for technology staff on how to successfully integrate disparate systems  Training and guidance for data entry staff on how to ensure data quality and facilitate data exchange	Progress towards this goal will be monitored by the Director of Technology, in cooperation with the district administrative team
Improve data quality across existing information systems by implementing clear guidelines for data entry and processes for data validation	Ongoing	No specific funding necessary	Training and guidance for data entry staff on how to ensure data quality  Documentation of model procedures and practices should be created and made available to all stakeholders	Progress towards this goal will be monitored by the Director of Technology, in cooperation with the district administrative team

**Goal 5: Pursue innovative and effective technology solutions that increase efficiency of operations and the utilization of resources**

Action Plans	Timeline	Funding	PD	Evaluation
Pursue virtualization and consolidation of resources wherever possible, depending upon available bandwidth and capacity between buildings	Ongoing	Local, technology investment, RITEAF, Erate, and capital improvement funding	No specific training/PD necessary	Progress towards this goal will be monitored by the Director of Technology
Evaluate “cloud-based” solutions (private and public) as alternatives to existing applications, services, and systems to realize savings on hardware replacement and support. Feasibility of these solutions will directly depend on available bandwidth and capacity, both in terms of internet bandwidth and connections between buildings	Ongoing	Local, technology investment, RITEAF, Erate, and capital improvement funding	No specific training/PD necessary	Progress towards this goal will be monitored by the technology staff, in cooperation with the district administrative team and district Technology Advisory Committee
Investigate and pilot new and alternative technologies like thin clients, netbooks and handheld devices to see if they can serve needs of students and teachers	Ongoing	Local, technology investment, and grant funds	<p>Training for staff piloting alternative tools</p> <p>Staff who have piloted tools should share knowledge and expertise with colleagues if there is widespread adoption</p>	Progress towards this goal will be monitored by the technology staff, in cooperation with the district Technology Advisory Committee

# Appendix A

## 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.

# Appendix B

## National Educational Technology Standards (NETS•T) for 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 assessment 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 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.

# Appendix C

## National Educational Technology Standards (NETS•A) for Administrators

### 1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

### 2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. model and promote the frequent and effective use of technology for learning.
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d. ensure effective practice in the study of technology and its infusion across the curriculum.
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

### 3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
- b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

### 4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d. establish and leverage strategic partnerships to support systemic improvement.
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

## **5. Digital Citizenship**

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c. promote and model responsible social interactions related to the use of technology and information.
- d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.



# Appendix D

## NETS Essential Conditions

Necessary conditions to effectively leverage technology for learning

**Shared Vision** Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

**Empowered Leaders** Stakeholders at every level empowered to be leaders in effecting change

**Implementation Planning** A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources

**Consistent and Adequate Funding** Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

**Equitable Access** Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

**Skilled Personnel** Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

**Ongoing Professional Learning** Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

**Technical Support** Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

**Curriculum Framework** Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work

**Student-Centered Learning** Planning, teaching, and assessment center around the needs and abilities of students

**Assessment and Evaluation** Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources

**Engaged Communities** Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources

**Support Policies** Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in district school operations

**Supportive External Context** Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards

# Appendix E

## BURRILLVILLE SCHOOL DEPARTMENT

### COMPUTER and NETWORK ACCEPTABLE USE POLICY

#### I - INTRODUCTION

The "information super highway" is a reality. From school or home computer you can travel all over the world to gather information. The Network is a vast collection of computers and users that have the ability to share information. Each computer that is connected then becomes part of this global network, allowing individuals to send and receive a wealth of multimedia resources quite easily. Network use enables teachers to bring experts right into the classroom, offering tremendous educational advantages.

#### II - TERMS AND CONDITIONS

The "Network" shall be used to describe the Internet (World Wide Web), The LAN (Local Area Network) and the WAN (Wide Area Network) contained in and for the use of the Burrillville School District and any of its facilities.

This policy is designed to facilitate and set guidelines for exploring and using the network as a tool for learning. In making decisions regarding student access to the Network, the Burrillville School Department considers its own stated educational mission, goals and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must adhere to strict guidelines.

Electronic information research skills are now fundamental to the preparation of citizens and future employees. Access to the Network enables students to explore thousands of libraries, databases, bulletin boards and other global resources.

Students wishing to utilize Burrillville School Department provided Network access must first have the written permission of a parent or guardian. Students will also need the permission of and must be supervised by a member of the Burrillville School Department professional staff. Students utilizing school-provided Network access are expected to act as responsibly on-line as they would be in a classroom or other area of the school.

The purpose of Burrillville School Department-provided Network access is to facilitate communications in support of education and research. To remain eligible as users, student use must be in support of and consistent with the educational objectives of the Burrillville School Department. Access is a privilege, not a right. Access entails responsibility.

Any computer or network storage area will be treated like school lockers. Network administrators may review files, communications and Network sites visited to maintain system integrity and to insure that users are responsible in using the system. Users should not expect that files stored on Burrillville School Department systems or servers would be private.

#### III - COMPUTER AND NETWORK ACCEPTABLE USE

The Burrillville School Department is pleased to offer its students access to the Network. The Network is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students

and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world and significantly expand their available information base. The Network is a tool for life-long learning.

Families should be aware that some material accessible via the Network might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Network, which could result in, unwanted financial obligations for which a student's parent or guardian would be liable.

While the Burrillville School District's intent is to make Network access available in order to further educational goals and objectives, students may find ways to access other materials as well. Should the Burrillville School Department institute technical methods or systems to regulate students' Network access, those methods could not guarantee compliance with the Burrillville School Department's acceptable use policy.

That notwithstanding, the Burrillville School Department believes that the benefits to students of access to the Network exceeds any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Therefore, use of the network facilities of the Burrillville School Department will be permitted upon agreement of the following:

- Network use will reflect educational purposes consistent with the policies and objectives of the Burrillville School Department.
- The network will not be used in ways that are potentially harmful to oneself or others. Personal data, including, but not limited to: addresses, phone numbers, and financial information shall not be included in network communication or the posting of anonymous messages.
- Network accounts shall be used by only the authorized owner of the account. No attempt to gain unauthorized access to accounts on the Network is permitted.
- Attempts to obtain access to restricted sites, servers, files, databases, etc. are prohibited. Unauthorized access to other systems (e.g. "hacking") is prohibited.
- Use of Network games, MUDs (Multi User Dungeons), and IRCs (Network Relay Chats) is not allowed.
- Transmission of any material in violation of any local, state, or federal law is prohibited. This includes, but is not limited to: copyrighted material, threatening, obscene, pornographic, or sexually explicit material, or material protected by trade secrets including trademarks and patents.
- Permission for network access is at the discretion of staff members and/or supervising teachers. Consideration of others while on the computer network is expected. Problems or breaches of Network policies should be reported to the supervising staff member immediately.
- Passwords must be kept private and should be changed frequently.
- Network use for commercial purposes, financial gain, personal business, product advertisement, or political lobbying (including student body elections) is prohibited.
- Any attempt to disrupt and/or degrade computer networks, supporting equipment, or information available on them will be viewed as criminal activity under applicable state and federal law. This includes, but is not limited to tampering with hardware or software, vandalizing data, introducing or using computer viruses, or attempting to gain access to restricted information on networks.

#### IV - VANDALISM

Vandalism is defined as a willful or ignorant defacing, disabling, or destruction of computers, peripherals, or other network hardware or to harm or destroy data of another user or any other agencies or networks that are connected to the system. "Computer viruses" can destroy valuable programs and data and are considered vandalism.

Due to the complexity and cost of technology within the Burrillville School Department, when any student act of vandalism results in damage to electronic equipment or computer software, all costs incurred for repair will be the responsibility of the student and/or parent/guardian. Vandalism will result in loss of network privileges, disciplinary action, and/or possible legal referral.

Additional disciplinary action may be taken at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

If parental permission is given, the student agrees to abide by the terms of the Burrillville School Department Acceptable Use Policy.

If parental permission is not secured or denied, it is the responsibility of the student to refrain from accessing the Network in accordance with his/her parent/guardian wishes.

Students who access the Burrillville School Department-provided Network without parent/guardian and teacher permission or students who have permission and allow other students to access who do not have parent/guardian and teacher permission will be subject to disciplinary action as outlined above.

The Burrillville School Department makes no warranties of any kind, neither expressed nor implied, for the Network access it is providing. The Burrillville School Department will not be responsible for any damages users suffer, including - but not limited to - loss of data, delays or interruptions in service, and financial charges associated with Network usage.

The Burrillville School Department cannot be responsible for the accuracy, nature, or quality of information stored on Burrillville School Department diskettes, hard drives, or servers; nor the accuracy, nature, or quality of information gathered through Burrillville School Department-provided Network access. The Burrillville School Department will not be responsible for personal property used to access Burrillville School Department computers or networks or for Burrillville School Department-provided Network access. The Burrillville School Department will not be responsible for unauthorized financial obligations resulting from Burrillville School Department-provided access to the Network.

**NOTICE:** This policy and all its provisions are subordinate to local, state and federal statutes.

**FY2011 Technology Budget Supported by Local Appropriations**

51110	Technology Director-Salary	\$	82,189.00
51110	Computer/Network Technician-Salary	\$	40,000.00
52100	Technology Director-Benefits	\$	24,024.17
52100	Computer/Network Technician-Benefits	\$	10,452.47
53502	Other Technical Services-Computer support provided by a purchase service	\$	32,000.00
54320	Maintenance Repairs-Repairs to the technology equipment located in the district.	\$	15,000.00
55803	Employee Travel-Director and Technician mileage reimbursements	\$	1,500.00
57309	Technology Hardware-Replacement of technology equipment located in the district	\$	80,000.00
57311	Technology Software-District antivirus software and on-line technology work order software	\$	23,591.00
58101	Professional Fees-Director's membership fees	\$	600.00
		<b>\$</b>	<b>309,356.64</b>

**FY2011 Technology Budget Supported by Technology Investment Funds**

57309	Technology Hardware-Replacement of technology equipment located in the district	\$	30,000.00
57311	Technology Software-District antivirus software and on-line technology work order software	\$	10,000.00
56501	Technology Supplies-Repair parts for technology equipment located throughout the district.	\$	17,676.00
		<b>\$</b>	<b>57,676.00</b>