

CENTRAL SCHOOL DISTRICT

WASHINGTONVILLE

"HOME OF THE WIZARDS"

Washingtonville Central School District

Technology Plan

2018-2021

(a three-year plan covering July 1, 2018 – June 30, 2021)

Prepared by: Technology Plan Committee members
Contact: Justin Schaefer, Director of Data Management & Technology
Contact Email: jschaefer@ws.k12.ny.us
Washingtonville Central School District
Central Administrative Offices located at:
52 West Main Street, Washingtonville, NY 10992
Phone: (845) 497-4000 Fax: (845) 497-4030
Website: www.ws.k12.ny.us

Submitted to Orange-Ulster BOCES as part of the SED review process in May 2018

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Note: the layout of this plan and the table of contents has been designed to exactly match the *District Work Guide for the Educational Technology Plan Required Elements* as provided to the Washingtonville Central School District by Orange-Ulster BOCES.

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I. District LEA Information

Prepared by: Technology Plan Committee members
Contact Administrator: Justin Schaef, Director of Data Management & Technology
Contact Email: jschaef@ws.k12.ny.us
Washingtonville Central School District
Central Administrative Offices located at:
52 West Main Street, Washingtonville, NY 10992
Phone: (845) 497-4000 Fax: (845) 497-4030
Website: www.ws.k12.ny.us

II. Strategic Technology Planning

Executive Summary

Addresses *District Work Guide for the Educational Technology Plan* item #8 and required introductory material.

The Washingtonville Central School District prides itself in providing quality educational services to approximately 4,000 students in grades pre-kindergarten through 12 and an approved TASC program. These students represent a community that is growing more diverse economically, educationally, and ethnically. More information about the District, our student body, and student performance can be found on the district's website and the New York State Education Department's (SED) school and district report cards.

- The district and school report cards can be found at: <https://reportcards.nysed.gov/>
- The district website can be found at: www.ws.k12.ny.us

This technology plan was created by a broad spectrum of district stakeholders that participated in a committee. Their input, ideas, and knowledge helped to shape this plan. In addition, some key sources also directly shaped this plan. These included:

New York State's Educational Design & Technology

<http://www.nysed.gov/edtech>

National Education Technology Plan

<https://tech.ed.gov/netp/>

The International Society for Technology in Education and in particular the *National Educational Technology Standards (NETS) for students (NETSs), teachers (NETSt) and administrators (NETSa)*

<http://www.iste.org/NETS/>

The intention of this three-year technology plan is to address how we are meeting the Educational Technology expectations of the Board of Regents, as articulated in the [NYS Board of Regents Statewide Learning Technology Plan](#). In addition, this plan has been completed to meet the following requirements or guidelines:

- The New York State Education Department (SED) and the Smart Schools Bond Act and as a component of the District's Comprehensive District Education Plan (CDEP).
- The Federal E-Rate program, as put forth by the Universal Service Administrative Company (USAC). Additional information is available at: <http://www.usac.org/sl/applicants/step02/>
- Enhancing Education Through Technology (Title IID) Program
- Improving America's Schools Act (Title III)
- No Child Left Behind Act (NCLB)

Introductory Material

Addresses *District Work Guide for the Educational Technology Plan* item #8 and required introductory material.

District Overview

The New York State Education Department (SED) publishes annual school and district report cards that are available to the public. Their public data website is: <https://data.nysed.gov/>. At the time of the creation of this Technology Plan (June 2018) the most recent district report cards available reflect information from the 2016-2017 school year. The district's accountability and overview report (AOR) includes a snap-shot of district student enrollments, demographics, and achievement.

New York State Smart School Bond Act

New York State voters in 2014 passed the New York State Smart School Bond Act. For Washingtonville, the District use of these funds as submitted through our Smart Schools Investment Plan (SSIP) is for the sole use for the construction of pre-kindergarten classrooms. No New York State Smart School Bond Act funds will be used for technology, hence this technology plan will not be referencing it.

Board of Education

Board of Education

William Santos, President

Jennifer Dellova, Vice President

Colleen Doyle, Secretary

Board Trustees: Kathleen Gualtieri, Kevin McIntyre, John O'Neill, and Robin White.

Clerk of the Board: Theresa Silverman

2017-2018 Board of Education Goals

Goal #1: Student Success

To support and promote student success and achievement by creating college and career readiness. We need to attract and support a highly qualified and diverse staff that is student centered, enthusiastic, and committed to professional excellence. Form and support meaningful partnerships with business, higher education, and community organizations which benefit our students, teachers, and school district community. Enhance student success by fostering cooperation with local, state, and federal agencies responsible for student safety.

Goal #2: Budget

To present and promote a budget that maximizes opportunities for students while controlling costs for district tax payers, mindful of the state tax cap levy and the impact of all state mandates. We must also continue to work with our partners in advocacy OCSBA and NYSSBA, and also individually with our local politicians for equitable, adequate, sustainable and predictable foundation aid.

Goal #3: Communications

We must effectively and transparently communicate with all district stakeholders. We must use all avenues of communication, including our monthly "let's talk", the district web page, and any other avenues at our disposal. We need to create an environment of mutual respect and cooperation to facilitate open communication with parents, businesses and our community.

Goal #4: Facilities

In the interest of good stewardship, and executing our fiduciary responsibilities to the WSCD and all its stakeholders, we will continue to encourage the ongoing maintenance and upkeep of all of our facilities. We will continue to monitor and oversee the progress of the capital building project. Ensure that all work is being done according to plan, on budget, and as far as practical on time. Ensure that all safety procedures are in place to protect the building occupants while projects are in progress. We will continue to work with the facilities committee, and the building condition survey to best serve the needs of all district stake holders.

Administration

Central Administration

Mr. Roy Reese, Superintendent of Schools

Dr. Janet L. Seaman, Assistant Superintendent for Curriculum and Instruction

Mr. Paul Nienstadt, Assistant Superintendent for Business

Mrs. Maureen Peterson, Director of Personnel and Staff Development

Dr. Michael Cogliano, Assistant Superintendent for Pupil Personnel Services

Mr. Justin Schaefer, Director of Data Management & Technology

Mr. Kevin Sullivan, Executive Director of Operations

School Administration and Buildings

Little Britain Elementary School:

Sagrario Rudecindo-O'Neill, Principal; Christine Williams, Assistant Principal.

1160 Little Britain Road, New Windsor, New York, 12553 • (845) 497-4000, extension 23501

Round Hill Elementary School:

Steve Kiel, Principal; Christine Williams, Assistant Principal.

1314 Route 208, Washingtonville, New York, 10992 • (845) 497-4000, extension 25501

Taft Elementary School:

Barbara Quinn, Principal; Dr. Leah Hindley, Assistant Principal.

20 Toleman Road, Washingtonville, New York, 10992 • (845) 497-4000, extension 22501

Washingtonville High School:

Brian Connolly, Principal. Assistant Principals: Scott Courter, Jennifer Diamond-McGorman, and Kristin Shaw.

54 West Main Street, Washingtonville, New York, 10992 • (845) 497-4000, extension 24501

Washingtonville Middle School:

Teresa Thompson, Principal. Assistant Principals: Steven Nyarady and Melissa Pittman.

38 West Main Street, Washingtonville, New York, 10992 • (845) 497-4000, extension 21501

Pupil Personnel Services (Special Services):

Michael Cogliano, Assistant Superintendent for Special Services and Margo Hadley-Bell, Supervisor of Special Education.

22 Sarah Wells Trail, Campbell Hall, New York, 10916 • (845) 497-4000, extension 27201

Buildings & Grounds:

Transportation, Food Services, and Facilities: Kevin Sullivan, Executive Director of Operations.

50 West Main Street, Washingtonville, New York, 10992 • (845) 497-4000, extension 27101

Athletics, Physical Education and Health:

Gary Vyskocil, Director.

Technology Committee

The technology committee started by canvassing a broad spectrum of educational stakeholders, including students, teachers, and administrators. All committee members were involved in creating this Technology Plan.

Mission

Addresses *District Work Guide for the Educational Technology Plan* item #7 and required introductory material and is also found in the district improvement plan.

This mission statement is noted below and is also known as the philosophy statement.

Mission Statement (Overall District Mission)

We are committed to the intellectual, cultural, physical and emotional growth of our children in a safe and supportive environment. We believe that our primary responsibility is to educate all students, to have them acquire knowledge, and develop an understanding and appreciation of the world. We endeavor to teach students the skills to make choices and to develop talents that build self-esteem. It is our challenge that the students of the Washingtonville Central School District become caring, contributing members of the community, the nation and the world.

Intellectual

The responsibility for education is shared by students, family, school and other organizations in our community. We understand that all students have different talents and abilities, interests, emotions, strengths and weaknesses. It is the District's goal that all students will:

- develop a commitment to lifelong learning with a capacity for undertaking new studies
- synthesize acquired knowledge and experiences with the known, and refine the ability to evaluate and make critical decisions
- respect the schools within the District as valuable centers of growth and learning
- recognize that the capacity to communicate is fundamental to all learning
- acquire the requisite skills of communication and computation as a basis for learning
- gain knowledge through exposure to varied curricula and learn methods of inquiry
- study institutions and procedures in this country and other countries and participate as informed citizens in the world
- develop basic career skills, attitudes and work habits

Cultural

It shall be the purpose of our educational efforts to provide an arts program, which will develop and train students to:

- recognize the arts as an inseparable part of human existence
- develop the creative potential of each student
- provide the basis for appreciation of beauty in nature and art

Furthermore, students will be educated toward an intellectual ideal that sees beyond self, understands the diversity of society, is committed to serve human needs and aspirations and respects, preserves and restores the environment for the benefit of all life forms.

Physical

It is our goal to prepare all students to lead healthy, productive lives. Through varied activities in physical education, we hope to engender a friendly, competitive and cooperative spirit that continues through their adult lives.

It is our desire that all students develop attitudes that include a sense of self-worth, achievement, respect and tolerance for others. Through participation in physical education they will also develop skills that promote a positive, healthy lifestyle and encourage a lifetime interest in leisure sports and activities.

Emotional

There is an ongoing commitment on the part of all members of the school community to develop the healthiest possible well-being of all. The quest for self-actualization is based upon belief in the ultimate worth of all individuals and their responsibility as contributors to society.

III. Vision and Goals

Addresses *District Work Guide for the Educational Technology Plan* items #9-10.

Vision

The vision of Washingtonville Central School District is to provide to all students modern, robust, rich, and sophisticated technological tools and resources necessary to promote meaningful and engaging learning experiences, develop skills, facilitate experiential learning experiences, increase student achievement, and foster a commitment to life-long learning.

Goals

Goal #1: Provide an adequate and on-going funding source necessary for supporting instructional technology implementations, projects, and initiatives.

Goal #2: Provide standards-based, high quality and accessible resources and digital content that supports curricula and authentic experiences for all learners and educators.

Goal #3: Provide systems, mechanisms, and professional development for educators to become and maintain proficiency in the use and integration of technologies infused into the teaching and learning process.

Goal #4: Implement a dynamic process for assessing and measuring technology including access, capacity, and efficacy.

Planning Process

Stakeholder Groups

A broad spectrum of educational stakeholders including teachers, administrators, support staff, students and community members were consulted, surveyed and/or participated in school and district level technology committee meetings.

Planning Process

The planning process including three major parts:

1. Discussions and documentation of "what works" in the current teaching and learning environment based on teacher meetings, classroom observations, and dialogue with student groups.
2. Discussions and documentation of "what doesn't work" or more specifically what needs to be changed to improve instructional technology and how it is integrated into the learning process.
3. Collaboration and development of answers to specific plan questions using digital collaboration tools permitting stakeholders the ability to review, comment and revise answers.

Professional Development Plan

The professional development plan (PDP) is part of the District's overall PDP plan. It is aligned with New York State Professional Development Standards. The plan recognizes that to build

capacity of educators and administrators in the attainment of the instructional technology vision, PD must deeply support both technology as a path for teaching and learning and technology as "a body of practices, skill, and knowledge to be learned."

In order to accomplish this our PDP includes high-quality and sustained PD supporting multiple modes: teacher-to-teacher mentoring, classroom instruction, and most importantly coaching that is infused into active teaching and learning environments with students. This is achieved by dedicated professional development staff, professional development time, professional development funding and adhoc mini "tech sessions".

IV. Curriculum and Instruction

Part A: Curriculum and Integration

Addresses *District Work Guide for the Educational Technology Plan* items #11-13.

The district is committed to providing high quality instruction based upon sound curriculum that is aligned to the newly adopted common core state standards. To help meet these learning standards and to ensure that all students are technologically literate, the sound use of technology seamlessly integrated or infused into the instructional practice is necessary. SED defines technology literacy as “the understanding of the concepts behind computing equipment, network connectivity, and application software; the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate, and create information to solve problems and improve learning in all subject areas; and the ability to acquire new knowledge for on-going and lifelong learning in the 21st century global workplace.” In addition, technology integration not only increases student engagement but also provides tools to help students access, analyze and synthesize information and enhances learning in the content areas.

Specific goals

These goals are aligned to the state and national standards, including the International Society for Technology in Education (ISTE) standards. In addition, some strategies are modifications from the University of the State of New York (2010). *USNY Statewide Learning Technology Plan*. Retrieved April 4, 2018 from <http://www.nysed.gov/edtech/usny-technology-plan>.

- Students will be technology literate and demonstrate proficiency in the performance indicators of the NETS learning standards for students. There are 7 NETS technology learning standards for students. Additional information regarding NETs such as student profiles and essential conditions can be found at <http://www.iste.org/standards/nets-for-students>
 1. Empowered Learner
 2. Digital Citizen
 3. Knowledge Constructor
 4. Innovative Designer
 5. Computational Thinker
 6. Creative Communicator
 7. Global Collaborator
- Teachers and administrators will be technology literate and demonstrate proficiency in the performance indicators of the NETS standards for teachers and administrators.

Foundational change goals:

- Encourage and inspire a robust digital learning culture.
- Establish, implement, and periodically review standards for the use of technology by learners, teachers, and administrators. Standards will be interconnected with other standards developed by and implemented throughout SED, and aligned with national and international standards such as those by ISTE. Ensure that such standards prepare students for college and career readiness.
- Establish, implement and evaluate policies and regulations to provide opportunities for digital use by learners, teachers, and administrators.
- Develop network capacity sufficient for access and use of digital resources in various formats. Broadband to provide equitable access to high-speed internet connectivity to all members.
- Continue to upgrade the district wireless network.

Connective change goals

- Create and sustain collaborations that achieve seamless technology use with all members.
- Evaluate technology plan and budget accordingly in order for creating an effective digital learning culture.
- Establish and maintain a knowledge base or other clearinghouse to identify, integrate, and collaborate on content.
- Equip learners with equitable and ubiquitous access to current and emerging technologies and devices.

Systemic change goals

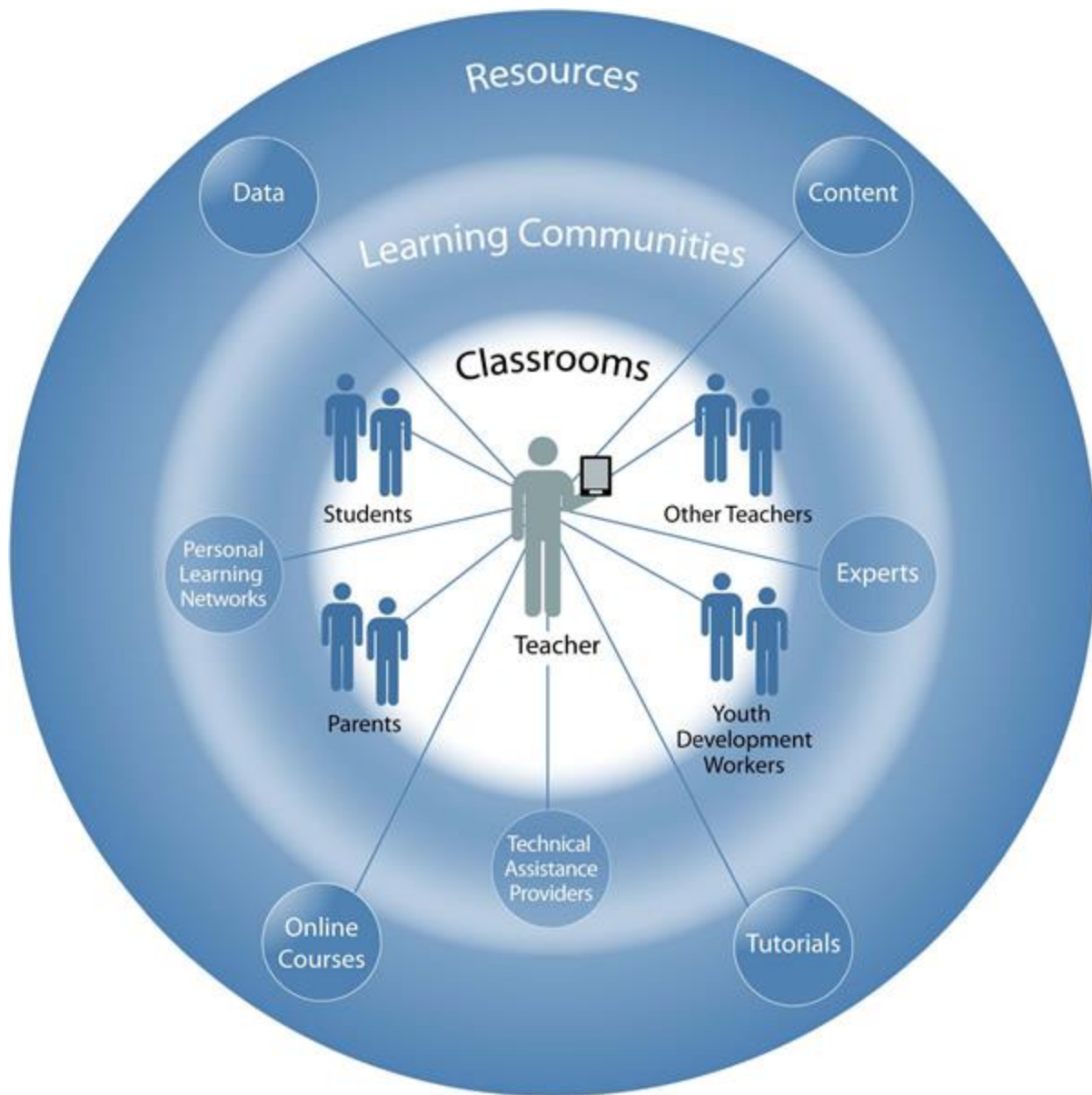
- Develop peer collaborations to support, enhance and expand the use of content.
- Improve the parent portal to provide parents and guardians up-to-the-minute information on student performance.
- Utilize research-based resources such as those found at <https://www.engageny.org/>.
- Provide effective technical support for technology integration into teaching, learning, and system operations.

Strategies

The district will utilize many instructional strategies that will leverage existing and planned technologies to best support teaching, learning, and achievement.

The district has a pre-kindergarten through grade 12 computer and technology curriculum that is aligned to the ISTE NETSs standards. This curriculum is supported by instruction at the three levels: elementary, middle and secondary education. At the elementary level, teachers and students work with technology coaches as part of technology being integrated into the classroom instruction. At the middle level, students complete dedicated coursework in technology as well as classroom integration of technology. At the secondary level, strategies for meeting goals are implemented in all major subject areas as technology use is fully integrated into the learning process. At all levels, library media specialists work with students on digital literacy, digital citizenship and understanding and utilizing quality digital resources.

According to the National Educational Technology Plan (2010), the following figure depicts “classroom teachers who are connected to resources and expertise that improve their own instructional practices, continually add to their competencies and expertise, and guide them in becoming facilitators and collaborators in their students' increasingly self-directed learning model of 21st century learning powered by technology”.



The Schools and Libraries Program of the Universal Service Fund, commonly known as “E-Rate” is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access.

In support of these strategies - Demonstration of Need

Districts will demonstrate that the proposed projects are consistent with enrollment projections and will be used to create high-quality instructional space for the students who will be served there and that Adequate Technological Infrastructure is provided. The Federal Communications Commission’s 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed. Achieving this speed standard is a precondition for the purchase of devices as described further in the school connectivity section.

Proposed Projects

1. Complete wireless network to provide each classroom with the wireless capacity to handle 30+ devices.
2. Upgrade wireless to support 802.11ac to maximize wireless bandwidth.
3. Upgrade internal network providing 10GBPS from wiring closet to wiring closet and between all schools.
4. Upgrade and replace wiring and fiber in order to handle 10GBPS or greater.
5. Upgrade wiring closets to ensure proper power management (UPS), proper electrical grounding, security, and cable management.
6. Increase Internet: for 2018-19 the District is increasing its Internet bandwidth with Orange-Ulster BOCES to 700 MBPS.
7. Other proposed projects include: upgrade data center and all servers, increase privacy and security by adding Cisco “Firepower” and Cisco “Identity Services Engine”, review all vendor privacy agreements, test data and privacy protections, replacement of the District’s storage area network (SAN) to accommodate increase security deployments; replacement of web filtering system to provide greater device management and security to name a few.

Part B: Student Achievement

Addresses *District Work Guide for the Educational Technology Plan* items #14-15.

The National Educational Technology Plan (2010) discussed online learning systems whose integration of learning and assessment activities is made possible with technology-based instruction. The district uses and will use many online systems, such as Edgenuity's PathBlazer, Pearson GradPoint, Moodle, Edmodo, Google Apps for Education, Google Classroom, Castle Learning, Discovery Education, Naviance, Destiny and Brainpop to perform this type of integration. In addition, the ever growing world of "apps" are available to students on our growing mobile device fleet. The District utilizes purchased apps and free apps providing they have been vetted through the Office of Curriculum and Instruction and the Office of Technology.

The district embarked on a continual process of creating and modifying the framework for instruction commonly referred to as curriculum mapping. This process is based in part upon the works of Wiggins & McTighe (1998). The district goals are to create authentic education that includes the use of Understanding by Design (UbD) to create the framework for curriculum and instruction. As part of this process, every teacher and supervisor started from scratch with enduring understandings and essential questions that drove the curriculum mapping process. It was during this process of aligning sound instructional practices that included cooperative learning, constructivism, and project-based learning that the technological component was addressed. Technology is planned to be infused into the instructional practice in a seamless fashion. This will be accomplished in part by developing an infrastructure for learning. The National Educational Technology Plan (2010) describes this as an infrastructure that "unleashes new ways of capturing and sharing knowledge based on multimedia that integrate text, still and moving images, audio, and applications that run on a variety of devices. It enables seamless integration of in and out of school learning. It frees learning from a rigid information transfer model (from book or educator to students) and enables a much more motivating intertwine of learning about, learning to do, and learning to be. (p. 52)".

Part C: Technology Delivery

Addresses *District Work Guide for the Educational Technology Plan* item #16.

The model of 21st century learning described in this plan calls for engaging and empowering learning experiences for all learners. The model asks that we focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn. It brings state-of-the art technology into learning to enable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve. It leverages the power of technology to provide personalized learning instead of a one-size-fits-all curriculum, pace of teaching, and instructional practices. U.S. Department of Education (2010). National Technology Plan.

Internet, interactive video, online courses, and other appropriate technologies for distance learning are currently being used to access “distant resources”. As mentioned, the district utilizes many technologies. Some major technologies include Google Apps for Education, Google Classroom, Moodle, GradPoint, conferencing, PathBlazer, Discovery Education, BrainPop, Castle Learning, EdModo, Study Island, Interactive white boards and student response systems, and mobile labs, and the list goes on. These technologies are being used to provide anytime and anywhere access in support of classroom activities, instructional projects, and to increase student achievement.

One of the unique programs that all schools participate in is the community and parent engagement. Every school year, each school delivers an evening quality program geared towards parents. This program addressing Internet Safety, Cyber Bullying, Digital Citizenship, and ethics and technology. Parents are encouraged to actively engage their student(s) in regards to how they use technology, both at school and at home. In addition, the District maintains a website for parents and students which can be found at: <http://www.ws.k12.ny.us/StudentParentResources.aspx>.

Programs and courses whose main subject is computers or technology are listed below by grade level for elementary and by courses for middle and high school levels. In addition, an overview of the three levels of elementary, middle, and high school is outlined below:

- Elementary level (PreK-5): Available in all 3 elementary schools for students in grades k-5. Each grade level follows a curriculum as identified by the needs of our students and in alignment with New York State Education Department’s common core state standards and the International Society for Technology in Education known as the National Educational Technology Standards or NETS. Each elementary school has two 30-computer labs, a mobile lab and every classroom has 2-4 computers in which technology is integrated into the core curriculum.
- Middle Level (6-8): In addition to a full 40 weeks of technology instruction (20 weeks for all 6th graders and 20 weeks for all 7th graders. The Middle School has a 1:1 program with every student assigned his or her own Chromebook. The library-media center also has loaner Chromebook, a Chromebook cart and computers. A state-of-the-art virtual reality lab is also in the middle school and is used by students at all levels..
- Secondary Level (9-12 and TASC formerly GED): The high school has 9 labs - 4 open enrollment labs, 1 dedicated computer lab for math, 1 dedicated lab for technology, 2 dedicated labs for art (high-end Mac lab), 1 dedicated lab for business, and 45 computers in the library-media center. The High School also has 28 Chromebook Carts (840 Chromebooks).

Smart Schools Bond Act

As previously referenced, all NYS Smart School Bond Act funds will not be used for technology, but rather for the construction of pre-kindergarten classrooms. In compliance with the New York State Smart Schools Bond Act, the District held a public forum date of September 14, 2015 for Digital Citizenship, including Internet Safety and Cyber Bullying. In addition to this district forum, each school holds individual parent workshops on these topics and related key parental topics such as the Parent’s Bill of Rights for Data Privacy and Security. The district’s parent groups (PTA, PTO, and PTSO) also meet with school educators including the guidance counselors to review this important information. More information is available at: <http://www.p12.nysed.gov/technology/TechPlans/DistTechPlans/home.html>. The district’s digital citizenship website can be found at: <http://www.ws.k12.ny.us/DigitalCitizenship.aspx>.

Currently, staff directly relating to technology in the district is listed below. In addition, technology specialists from Board of Cooperative Educational Services and the Mid-Hudson Regional Information Center are utilized on an as-needed basis.

| Staff Member | Title | Status |
|---------------------|-------------------------------|---------------|
| Bartlett, Janet | Technology Teacher | Full-Time |
| Davis, Preston | Technician | .4 FTE |
| Disy, Nick | Network Specialist | Full-time |
| Dudman, Bill | Technology Teacher | Full-Time |
| Dunlop, Andrew | Technology Teacher | Full-Time |
| Ellefsen, Jaclyn | Technology Coach | 0.2-0.6 FTE |
| Gilson, Lynn | Technician/support specialist | Full-Time |
| Hartford, Jack | Technology Teacher | Full-Time |
| Mitchell, Gail | Technician | Full-time |
| Nally, Mary | Technician/support specialist | Full-time |
| Savini, Michael | Technology Teacher | Full-Time |
| Schaef, Justin | Director of Technology | Full-Time |

Part D: Parental Communications & Community Relations

Addresses *District Work Guide for the Educational Technology Plan* items #17-19.

The Educational Technology Plan will be disseminated to the community through multiple media venues and electronic/digital avenues as well. This includes, but is not limited to: press releases, district website, social media, parent communications (email, the parent portal and automated communications via BlackBoard Connect, also known as Connect-Ed). As previously mentioned, each school delivers an evening program designed for parents to address concerns regarding cyber bullying, Internet Safety and Digital Citizenship. In addition, all school parent groups, such as the PTA, PTO and PTSO, will be informed of the plan during their regularly scheduled meetings. Internal staff will be informed of the educational technology plan via school communications, technology sessions, and the district's intranet.

Additional means of how technology will be used effectively in communicating with parents and promoting parent involvement are important. Technology will be encouraged through presentations at open houses, parent teacher conferences, school events and activities, fliers, school websites, and teacher websites. In addition, new technologies will also help with effective communications. These "new" technologies include digital signs, use of the automated calling, texting and emailing system (BlackBoard Connect), social media, web postings of email addresses and phone numbers, and the new SchoolTool Parent Portal. The District maintains both a District Facebook site and a Twitter site. Our public website is also a major resource for parents and community. Content is being added on a regular basis, especially in key areas such as Digital Citizenship and Internet Safety.

A broad spectrum of stakeholder involvement is important for successful contribution to the planning, implementation, and ongoing assessment of the technology plan. In order to specifically target parents and community members for the participation in this process, the district will be creating a regularly scheduled surveying strategy. Surveys and open suggestion opportunities will take place. In an effort to reach as many stakeholders as possible, traditional and new technology approaches to outreach and surveying will be implemented. The plan is to institute a variety of strategic surveys. The data from these surveys will be closely analyzed and help to guide future directions.

Part E: Collaboration

Addresses *District Work Guide for the Educational Technology Plan* item #20.

Adult literacy programs are vital in the support of life-long learners. The Washingtonville Central School District runs an Evening Academy that includes a TASC program and an alternative high school. Technology is infused into the instruction. Some examples include the use of Castle Learning software and Pearson GradPoint for credit recovery.

In addition, the district is planning a series of community nights that will take place in various schools across the district to teach the community about technology. In addition to the already discussed Smart Schools Bond Act, the district offers other opportunities for collaboration, such as:

- TASC (formerly GED) program that runs in the evenings during the school year at the Washingtonville High School.
- Alternative high school that runs in the evenings during the school year at the Washingtonville High School.
- The district hosts one of many state-wide Teacher Centers that provide professional development and training to employees of all schools in the Mid-Hudson region.
- The district has collaborations with existing service providers that include Orange-Ulster Board of Cooperative Educational Services (BOCES) the State University of New York at Orange County (SUNY Orange), and Syracuse University Public Affairs program.

Part F: Internet Safety

Addresses *District Work Guide for the Educational Technology Plan* item #21.

The elementary, middle and high school will continue to develop and refine the curriculum on digital citizenship. This curriculum will address Internet safety (with the i-Safe curriculum), cyber bullying, information literacy and responsible use of technology. This curriculum will also address ISTE's NETS standard five entitled Digital Citizenship. "Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior."

Internet safety has become an increasingly important topic. The District maintains a special website called the Parent Corner. It provides information as well as tips and tricks for keeping students safe when using technology. Specific strategies to promote safe and responsible use of Internet technologies for teaching and learning include:

- School-based evening programs on Data Privacy, Internet Safety, Cyber Bullying and Digital Citizenship.
- Public forum and school-based parent workshops on digital citizenship and cyber bullying.
- Development of a comprehensive K-12 digital citizenship and Internet safety curriculum.
- Guidance counselors will work with teachers to deliver age appropriate lessons on topics that include cyber bullying, Internet safety, sexting, appropriate use of technology, and ethical use of technology. Resources such as the district purchased i-Safe curriculum along with web resources such as those noted below will help provide content for the program. All students in grades K-8 will learn about, create, and work with their parents on a Technology Safety Pledge. These pledges will be signed by the students and parents and will outline safe computing strategies that are to be followed, including making sure your parent(s) know when you are using the computer, not to give out personal information, and what to do if something happens, and characteristics of a good digital citizen.
- Elementary schools: Counselors and Library Media Specialists will provide age-appropriate instruction on cyber-bullying as a part of a larger unit of study on digital citizenship that includes Internet safety. This is part of the computer instructional program.
- Middle school: Counselors and Library Media Specialists will work with the technology teachers to provide cyber-bullying and digital citizenship instruction, including Internet safety.
- High school: Counselors and Library Media Specialists will work with teachers in the required 9th grade course of Math Modeling with Technology and in subsequent years in social studies courses. Instruction will be provided in cyber-bullying and digital citizenship instruction, including Internet safety.
- Some resources:
 - <http://www.nysed.gov/student-data-privacy>
 - <http://www.nysed.gov/edtech/internet-safety-and-cyberbullying-1>
 -
 - <http://www.isafe.org/>
 - <http://etc.usf.edu/security/index.htm>
 - <http://www.netsmartz.org/parents>
 - <http://www.safekids.com/>
 - <http://www.webwisekids.org>
 - <http://www.onguardonline.gov/>

Parents will be included on the digital citizenship, data privacy, Internet security and safe usage initiatives through community outreach that includes community events, parent nights, and informing parents about the curriculum of digital citizenship. In addition, parents will be required to sign annually the Internet Safety Pledge.

Professional development on Internet safety, cyber bullying, digital citizenship and related topics will be performed through a combination of in-service workshops, technology sessions, the 21-Century Teacher group, the Teacher Center, and related workshops and conferences.

V. Professional Development

Part G: Professional Development

Addresses *District Work Guide for the Educational Technology Plan* items #22-25.

The district has in place professional development strategies to ensure that all staff and administrators are made aware of how to use available technologies to improve student learning. These strategies provide the groundwork for complete technology integration, in addition to skill development. Implementation timelines are as indicated. If no timeline is indicated, then the strategy is currently implemented. The content of the professional development for technology will be aligned to ISTE's NETSt and NETSa (National Educational Technology Standards for teachers and administrators) and any related state standards.

These strategies include:

- Technology coaches that “push-in” to the classroom to assist with technology integration and infusion.
- Monthly technology sessions - All teachers are required to participate. Sessions will be differentiated to meet the various professional development needs of our instructional staff. This will be ascertained by asking staff to complete a self-evaluation of proficiency and a statement of interest regarding use of various technologies that impact instruction and learning.
- Provisions will be made for teachers to visit the classrooms of colleagues who are using technology infused instruction as a way of enabling them to develop similar methodologies to use with their own classes.
- Department Meetings - these monthly meetings at the middle and high schools will address new technologies and technology needs as they arise
- Superintendent's conference days will be utilized to provide ongoing professional development to professional staff on a variety of topics, including technology integration
- Teacher Center - the Washingtonville Teacher Center will continue to provide ongoing professional development on technology topics. Coursework introduces new technologies and also provides educators the opportunity to develop instructional strategies using technology. Teachers work together to develop and improve lessons to ensure effective use of technology.
- Conferences - teachers and administrators are provided the opportunity to attend conferences and workshops to meet their professional development needs.
- Orange-Ulster BOCES provides professional development to our schools as part of our Model Schools cooperative service (CoSer). Time release is given based upon need and/or project for which professional development is being provided.
- Mentor Program - the District has implemented and continues to support a teacher mentor program that pairs veteran educators with new teachers or teachers who have been identified as needing assistance by a teacher improvement plan.
- 21st Century Teacher Program - by contractual requirement, first, second, and third year teachers participate in 8 hours of additional profession development. This program is a collaboration between school district administrators and the Teachers' Association, and includes educational technology components.
- The District makes use of My Learning Plan, a web-based program that both provides information about professional development opportunities and tracks the professional development activity for all instructional staff members. The program is also used to report required professional development for certification for appropriate personnel.

Title IID professional development will be conducted at superintendent conference days, during the summer for targeted teachers, and through technology training sessions and departmental meetings. In addition, the Teachers Center provides educational technology professional development for those that elect to enroll the course that are free of charge for District employees. Targeted Professional Development: differentiated instruction based upon the data obtained from the results of online testing; use of electronic white boards; use of Internet resources; teacher websites in support of student learning and home connections.

Part H: Supporting Resources

Addresses *District Work Guide for the Educational Technology Plan* item #26.

This technology plan describes a variety of resources that are utilized to support the entire technology program. These include:

- Technology Coaches: The District employs technology experts through Orange County Board of Cooperative Services or BOCES. These experts work directly with teachers and students. They are as coaches, assisting with the integration of technology and to provide assistance and information to educators on emerging technologies.
- District Policies and Board of Education goals that can be found on the district's website.
- Online Subscription and Software Services: These include but are not limited to services such as G Suite (Google Apps for Education), Google Classroom, EdHelper, Enchanted Learning, Castle Learning, Edgenuity PathBlazer, netTREKKER, ESchoolView, GradPoint, SchoolTool, Discovery Education, Study Island, Moodle, My Learning Plan, BrainPop/BrainPop Jr., Tumblebooks, Tumblebook Cloud, Destiny, EdModo, Google Apps, Naviance and more.
- Manuals and printed material.
- The Washingtonville Central School District website (www.ws.k12.ny.us) is an extensive and comprehensive source of information and resources for community members, parents, students, and employees. Individual pages are related to various segments of the school community, including the Board of Education, each individual school, most classroom teachers, the Teacher Center, PTAs, PTSOs and PTOs. The website offers announcement information that is updated daily as well as more in depth information for parents regarding the various technology subscriptions we hold in the district, and provides a direct link to the resources they can use at home with their children. The website also provides instructional staff with a centralized location for the subscriptions utilized in the classroom.
- Video and digital content library is available from multiple sources such as, Discovery Education, digital book subscriptions with Tumblebooks and from the Teacher's Center.
- Moodle: The District maintains a Moodle site, which is used in a variety of ways by instructors and administrators. Individual teachers host Moodle pages for their students and various professional development opportunities are delivered and supported through Moodle.
- A Data Base of Technology Support Information is located in a Moodle that can be accessed by staff through the district website.
- An electronic help desk is utilized to facilitate technology problem resolution or for staff to schedule time with a tech coach.

VI. Infrastructure, Hardware, Technical Support and Software

Part I: Technology and Related Services

Addresses *District Work Guide for the Educational Technology Plan* items #27-30.

A description and inventory of the current status of hardware, software, network infrastructure, telecommunications, and other technology services in the district is provided below:

| | |
|--|--------------|
| <p>Total number of computing devices: This includes chromebooks, chromebases, personal computers, tablets, and Apple computers and iPads.</p> | <p>4,430</p> |
| <p>Software The district maintains a comprehensive and full-spectrum software and software services. The district is upgrading to LightSpeed for Internet monitoring and filtering and to meet CIPA requirements (E-Rate). The district purchases the Microsoft School Agreement that covers all computers. This broad amount of software titles also permits teachers to purchase Microsoft Office for a small fee and install it on their home computers.</p> <p>In addition to this software, other software is also available in support of school functions. This includes: NutriKids for food services and point of sale; TransFinder for transportation; SchoolTool for student information and parent portal; Google G Suite, Microsoft Active Directory for account management, and SIF or School Interoperability Framework for data integration. Other subscription software includes ESchoolView for web hosting and teacher web sites; previously listed web based software. Antivirus is continually updated every two hours to ensure maximum protection. Email filtering is also performed to prevent virus from entering from email and to filter out non-work related email and spam.</p> | |
| <p>Network infrastructure and Telecommunications The district maintains a robust network. The wide-area network is supported by leased fiber through Orange-Ulster BOCES from Frontier that runs at 1 Gbps that will be upgraded to 10Gbps (E-Rate). The internal network runs at 10 gbps through powered Cisco switches.</p> <p>Our core switch connects the district’s network to Orange-Ulster BOCES for Internet connectivity (E-Rate). The band-width is expandable and starts at 1 Gbps. The district also utilizes the strong network to support a Cisco VoIP phone system that utilizes two ISDN PRI lines (E-Rate) for phone services. Our network also supports 110 IP surveillance cameras. Selected cameras in the parking areas and lobbies are also securely connected to local law enforcement.</p> | |

The District recently expanded its wireless network with the installation of Cisco Access Points throughout all classrooms and learning spaces in all schools. The expansion of our wireless network is ongoing to ensure the latest technologies are implemented to support the growing mobile deployment.

The above infrastructure is acquired to improve instruction and student learning by providing educators with state-of-the-art equipment, resources, software, and digital content to engage 21st century learners and to ensure 21st century literacy.

The district ensures basic strategies for ensuring the interoperability of equipment. These strategies analyze any new technology to ensure that it is compatible and that it can be integrated into the classroom as well as be provided to teachers in an easy to use way. Technical support is

available within the district from many sources. Five primary sources of support are provided through the technical support team and computer/technology instructional team, the help desk, monthly technology training sessions, in-service workshops, and the Teacher Center.

Part J: Increase Access

Addresses *District Work Guide for the Educational Technology Plan* items #31.

This plan addresses the steps that will be taken to ensure all students and teachers have increased access to technology. These steps include:

- Students: Access to assistive technologies by students with special needs. If a child's IEP (individualized education plan) identifies a specific technology to support learning for a student with special needs, then the district responds by filling this need.
- Students and teachers: in-school and out-of-school resources and access will be provided. This will provide the basis of support for the district's continuity of learning plan and provide access to anytime/anywhere learning.
- Students: access to rich digital content in all major content areas will be provided. Additional digital content is provided by BrainPop, netTREKKER, Discovery Education, Castle Learning, Edgenuity PathBlazer, Tumblebook Cloud, and more.
- Teachers: all software and resources are available anytime and anywhere so that learning never stops.
- Different and varied technologies are being deployed or planned. These include Google Chromebooks, Android tablets, laptop computers, iPads, and digital devices, such as e-readers. In addition, a teacher or student will be able to borrow a district mobile computer or device from the library if a student or teacher does not have one at home.

VII. Funding and Budget

Part K: Budget

Addresses *District Work Guide for the Educational Technology Plan* item #32.

| | | | | | | |
|---|---|-----|---------|--------|--|-----|
| 1 | End User Computing Devices | N/A | 465,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 2 | Instructional and Administrative Software | N/A | 750,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools | N/A |

Continued on next page

| | | | | | | |
|----------------|----------------------------|-----|------------------|--------|--|-----|
| 3 | Internet Connectivity | N/A | 153,000 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 4 | Network and Infrastructure | N/A | 186,000 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| Totals: | | | 1,554,000 | | | |

Part L: Coordination of Resources

Addresses *District Work Guide for the Educational Technology Plan* item #33.

A financial plan for long-term investment and sustainability, including coordination and leveraging through local, state, and federal programs and/or grants is included in this section. (Sources of alternative funding resources are identified here.)

The district prides itself in maintaining cost controls and using efficient purchasing processes. The district utilizes the Purchasing Agent, Jeanne Delongis, to help identify the best possible vendor or provider to realize the greatest cost savings while maintaining a highest quality level.

In order to achieve this, the districts employs the following strategies:

- The district utilizes competitive contracts developed for schools and municipalities by the State of New York.
- The district utilizes a competitive bidding process, in accordance is local, state, and Federal laws to secure best pricing.
- The district use the Form 470 process to secure best prices for E-Rate services.
- The district uses the purchasing department at Orange-County BOCES to achieve better pricing by leveraging larger quantities.
- The district uses cooperative purchasing when applicable.
- The district seeks to maximize aid from New York State in accordance with proper purchasing.
- The districts subscribes to Cooperative Services (CoSers) with Orange-County BOCES when it is fiscally responsible to do so.
- The district applies for E-Rate funding for all applicable services.
- The district seeks to apply for grants from all sources.
- The district strives to maintain a regularly sustainable technology budget. This is in part achieved by purchasing and replacing equipment of established replacement cycles.

VIII. Monitoring and Evaluation

Part M: Evaluation

Addresses *District Work Guide for the Educational Technology Plan* items #34-35.

The district uses strategies to evaluate the extent to which activities are effective in integrating technology into the curricula and instruction.

These strategies include:

- Conducting both formal and informal surveys of students and teachers to more fully comprehend the integration of technology in the instructional process and to determine areas of weakness and identify where support that may be required. This information is provided to the appropriate personnel to inform professional development. See New York State Common Core Standards <https://www.engageny.org/>
- By the end of the 8th grade, all students will be assessed to determine their level of proficiency with technology.
- The district utilizes mandatory technology sessions for teachers to assess their proficiency level with technology. Furthermore, additional resources including mentoring and coaching and classroom observations measure and support the integration of technology into the instructional process. Professional development plans are crafted to address specific needs of teachers to further the sound integration of technology into teaching and learning, NETSt are used.
- The district utilizes mandatory administrator meetings to assess administrator proficiency with technology and to provide professional development to foster teacher use of technology integration. NETSa are used.
- The district utilizes Technology Coaches to assist teacher's with integration of technology into the classroom.

According to Prensky, 2010 in the article entitled *The 21st-Century Digital Learner* from *Edutopia: What Works in Public Education*, it is critical to listen to your students. For this reason, we now have included student representation on school or district committees whenever possible.

The people responsible for performing this evaluation and with these measures and assessments include the district's Director of Data and Technology, the Assistant Superintendent for Curriculum and Instruction, the district's 3 content supervisors (math/science, English/social studies, and elementary education) as well as the Teacher Center Director. Unmet goals and students and staff who are assessed as not being proficient will have an individual plan to address their individual needs by their teachers or their supervisors.

Part N: Policies

Addresses *District Work Guide for the Educational Technology Plan* items #36-39.

The district has several policies and procedures that address the responsible use of technologies, hardware and equipment, and new technologies that include Web 2.0 technologies (including AUP). An Acceptable Use of Technology Policy (AUP) for the district is included in this plan. There are separate policies for employees and students. The student AUP is carefully reviewed with students each and every year as part of their student handbook and is done in the social studies classes. For staff, it is addressed at “opening day” which is Superintendent’s conference day held just before the start of school for students.

- Policy 7314 – Student Use of Computerized Information Resources (Acceptable Use Policy).
- Policy 8350 – Use of Copyrighted Materials.
- Policy 8270 – Instructional Technology.
- Policy 7222 – BYOT
- Policy 8271 – The Children’s Internet Protection Act: Internet Content Filtering/Safety Policy. This district policy recognize existing federal requirements for privacy and Internet safety (i.e., The Children’s Internet Protection Act [CIPA]).
- Procedure: Student Acceptable Use of Technology Guidelines.
- Procedure: Employee Acceptable Use of Technology Guidelines.

The district performs “filtering” efforts, and has the appropriate equipment and strategies. As part of this process and in accordance with The Children’s Internet Protection Act (CIPA): the district utilizes a web/content filtering server running LightSpeed. LightSpeed is updated daily with current filtering strategies. It is fully customizable and permits individual websites to be blocked or unblocked as necessary as well as broad and general categories of websites. In addition, it keeps a complete log of all activities by all users, both staff and students.