Hyde Park Central School District

Technology Plan

April 2010 - April 2013

Website: http://hpcsdtechplan.wikispaces.com/

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Mission:

The mission of the Hyde Park Central School District is to inspire a community of learners where all are invited to discover their greatness.

Introduction

The Hyde Park Central School District is located in northern Dutchess County, approximately 90 miles north of New York City, in the scenic and historic Hudson Valley region. The district consists of seven school buildings, three of which were built with a grant from the Public Works Administration (PWA) of Franklin Delano Roosevelt's administration. The district has enjoyed a strong history of high student achievement and strong community support. The district is governed by a seven member board of education and includes a superintendent of schools, three assistant superintendents and a staff of approximately 800 teachers, administrators, and support staff. Parent volunteers are active at all levels and many community members participate in specific projects of personal interest.

The district is a suburban community with few business and industrial properties in the tax base. Hyde Park was the home of President Franklin D. Roosevelt and is a major New York State tourist destination. There are twelve Hudson River estates within the boundaries of the town, four of which are open to the public. The district is fortunate to have excellent working relationships with the staff at the Roosevelt National Historic Site, Val-Kill, the home of Eleanor Roosevelt, Vanderbilt and Mills Mansion. In addition, the community is located near a number of institutions of higher education including Marist and Vassar Colleges, Dutchess Community College and the Culinary Institute of America.

The student population is approximately 4,300 (K-12). Three of our elementary schools receive Title I funding and approximately 15% of our students receive special education services. Among the district's many achievements are award winning arts and athletic teams, students who are competitive in the ever more challenging world of college admissions and awards for excellence among our teaching and administrative staff. The results of state achievement assessments are available through a link on the district's web site (www.hydeparkschools.org) or upon request.

Vision

Hyde Park Central School District Students will be supported and graduate with the technology skills necessary to allow them to be competitive in a 21st century world regardless of the life path they choose.

Goals

- Staff will model for students the best practices for technology use as evidenced by increased and diverse use of available technology resources (hardware, software, and peripherals).
- Staff will utilize technology to better meet the instructional needs of students as evidenced by appropriate use of technology to differentiate instruction for various learning styles.
- The district will continue to explore technology to improve data collection and help inform classroom practice as evidenced by the use of Bars on the Web, NYSTART, and other data gathering tools.

- Technology will be used to continually evaluate and improve curriculum, instruction and assessment practices as evidenced by the use of online curriculum mapping software

- Technology will be used to efficiently implement and improve district operations and business functions as evidenced by new district database systems.

- Staff will strive to meet the commitments of the district strategic plan in the areas of curriculum, instruction, assessment, environment, collaboration, and community connections (see chart below)

- Development of an online K-12 ELA curriculum with technology-based assessments to help foster literacy development. Evidence of progress can already be measured at the elementary level by the MClass Dibels software that tracks student progress.

- Staff will be provided with adequate professional development in order to help them better use technology in the classroom as well as integrate technology into their curriculum. Evidence of success for this goal include support provided by external agencies such as Dutchess BOCES, internal professional development calendar that is available to all staff, and ongoing embedded classroom work with teachers to reinforce technology concepts and skills.

District Commitments

Curriculum	Instruction	Assessment
is aligned with NYS standards and has clearly defined grade-level goals for each subject	is aligned with curriculum and assessment	is aligned with curriculum and instruction
is developmentally appropriate	is differentiated such that it supports all learners	includes pre-assessment, formative and summative assessments that guide instruction
includes electives/student choice as early in the K-12 spectrum as appropriate	incorporates multiple intelligences	is an integral part of program development, instructional practice and student learning
integrates disciplines and grade levels	develops critical thinking skills	
challenges and supports all students	develops problem solving skills	is authentic and incorporates multiple-intelligences theory
is meaningful and honors student interest	includes use of essential questions	
is applicable to today's world	provides opportunities for experiential learning	is varied and inclusive of self-evaluation, self-reflection and peer-evaluation
emphasizes global awareness	develops written and verbal communication skills	is differentiated such that it accurately measures the full range of student performance
promotes character education and civic responsibility	encourages student to student and student to adult collaboration	is supported by appropriate technology
fosters communication skills	incorporates appropriate use of technology and the development of age-appropriate technological skills	
emphasizes essential life skills and healthy living		
encourages a sense of wonder		
Environment	**Collaboration**	**Community Connections**
allows the school serves to as an integral resource for the community	includes broad-based members	incorporates community members in instructional activities
promotes physical safety	is supported by the infrastructure	provides access to facilities
provides appropriate teaching and learning spaces for students and adults	is nurtured through professional development	establishes lines of communication between schools and community
supports the integration of 21st century technology in teaching and learning	is enhanced by clearly defined roles and responsibilities	includes inter-generational activities
accommodates various groupings and purposes	is multidisciplinary across grade levels and incorporates world-wide learning communities	offers continuing education opportunities for community

supports healthy lifestyles and physical wellness	is enhanced by consistent and genuine information sharing	creates opportunities for students through collaboration with business organizations
	includes defined lines of communication that promote authentic involvement	includes shared involvement in character education, civic responsibilities and community service projects
	grows a new history of trust nurtured by all stakeholders	supports closer collaboration with public agencies

Belief Statements

The Role of Technology in Society

It is the job of the school district to teach students to harness the power of technology for academic and professional goals. Information and communication technology combined with reliable, high-speed access to the Internet, has dramatically increased the potential of the human race to do in-depth research, collaborate, and publish information on any topic and to communicate with others easily and rapidly. Students are already interested in technology for entertainment, it is the district's responsibility to show them that is a tool that can help them learn, communicate, collaborate, and create in today's digital world.

Importance of the HPCSD Technology Skills Continuum for enabling [Technology Infusion](#) in the Core Content Areas:
It is a foregone conclusion in education that reading is fundamental. It is extremely difficult to teach social studies to a child who cannot read. Core math skills are also fundamental. It is extremely difficult to teach algebra to a student who cannot add, subtract, multiply, and divide.

In today's world there exist fundamental concepts necessary for the success of technology in the classroom. By high school, most students have developed a basic knowledge of how to use a word processor – even if they never learned this skill in school. However, use of spreadsheets, presentation software, desktop publishing and graphics programs, web page design programs, timeline makers, etc. are often learned only in school environments.

When middle and high school students come to a core content class already prepared with technology skills, only then can the classroom teacher make effective use of precious classroom time with a technology infused unit or project. For example, if a high school social studies teacher wants to have their students complete a research project using presentation software or via a web-page, the students must have the requisite skills. Without fundamental technology skills students can not be shown how to use technology as a tool.

It is imperative that our schools are good at both teaching technology skills and integrating technology with the core curriculum. Just as reading and basic math skills prepare the student for high order thinking in all other subjects, basic technology skills prepare the student to participate in higher order thinking activities and projects in all other subjects as a 21st Century citizen.

Roles and Responsibilities for Administrators and Teachers in the Implementation of Educational Technology:
Technology can be curriculum, instructional materials, or an instructional method. Traditionally, curriculum

is within the sphere of administrators; selection of materials and instructional methods are within the sphere of the teacher.

In technology skills classes (like Technology Education, Life and Work Skills, and Business) the technology **is** the curriculum. It is within the sphere of the administrator to *mandate* curriculum content in these courses in accordance with the New York State Learning Standards. In the absence of explicit administrative mandates, teachers in Hyde Park Schools have created a broad range of excellent technology skills classes in our middle school and high school. In order to ensure consistency for all students and efficiently integrate technology with the core curriculum, our district has been working to implement a formal program of technology skills development covering every grade level.

In core curriculum courses, however, (math, science, social studies, English, foreign language, etc.) technology-enriched instruction for any given lesson has been traditionally seen as just one option among many possible instructional materials or methods. Research has shown that teachers create lesson plans according to their learning and teaching ideologies (Journal of Research on Technology in Education Volume 39, No. 2). In order to make a change in the way technology is used in the classroom, the concept of teaching must evolve from strictly teacher-centered instruction to involving aspects of student-centered learning. It must be understood that the teacher needs to embrace modern technology in order to fully meet the needs of the modern student through multiple intelligences and differentiated instruction. Technology provides the flexibility to adapt curriculum to meet the needs of all learners as well as provide a global perspective.

Education and professional development are essential in providing teachers with the tools and resources they need to successfully utilize technology to improve instruction. If this gap is not bridged, the notion of "digital disconnect" will continue to flourish and cause frustration among today's students. The U.S. Department of Education National Center for Statistics showed that 48% of the teachers who responded to a study regarding computer technology stated that they strongly disagreed with the statement "I am reasonably familiar and comfortable with using computers." (NCES, 2006) Schools that do not adapt to the technology needs of students risk becoming irrelevant as students and parents seek out other options such as e-learning and virtual schools. It is imperative that the district provide professional development to best help teachers stay current on the latest technology tools as well as how to use them within their curriculum to help student achievement.

It is important that educational technology materials and methods be an on-going part of the professional development offered to *all* teachers in order to maintain and build their knowledge base in their curriculum area and in the field of teaching in general. Through well-planned and ongoing professional development as well as collegial contact with "technology active" teachers, research has shown that all teachers will grow in their knowledge and use of technical resources with their students (Journal of Research on Technology in Education Volume 39, No. 2). The pedagogical techniques on which the district offers training are those which the district values and would like to see implemented.

New York State defines teachers as highly skilled professionals. Core content teachers are now required to earn a Master's Degree. It is essential that teachers choose to integrate technology into the core curriculum and participate in the design, implementation, and ongoing modification of these lessons just as they would with the implementation of any other instructional material or method.

While it is NOT the function of the technology department, the technology committee, the Board of

Education, or any other administrative body to micro-manage the daily agenda of any classroom teacher in good standing, it IS the function of the administration and the BOE to provide the resources necessary for teachers to do their jobs effectively - including the hardware, software, training, support, and telecommunications necessary to implement excellent technology infused lesson plans on a regular basis. It is important for technology to be interwoven into both the curriculum and evaluation process to build support from the top down.

Similarly, while the business office is responsible for implementing sound business practices and adhering to legal requirements, the benefits of incorporating information technology for efficient and economical business operations is well established and accepted.

I. Curriculum and Instruction

A. Curriculum Integration

The district will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction by:

- incorporating the use of the district commitments, ISTE NETS, and 21st Century Skills Framework

- incorporating technology as part of teacher evaluations and the classroom walk-through process

- offering incentives to staff who actively integrate technology within their instruction such as laptops, interactive white boards, etc.

- providing professional development opportunities for all staff on the use of ISTE NETS standards and 21st Century Skills Framework

- implementing MClass literacy assessment software at grades K-2 helps inform teachers of student progress and identify areas of concern

- using web-based resources that accompany new science and math textbooks and curriculum to differentiate classroom instruction

- implementing RM Framework to help enhance math instruction at the secondary level

- increasing the use of Moodle and Web 2.0 technologies to build technology literacy as well as provide students with opportunities to communicate and collaborate outside of the traditional classroom

- continuing to utilize local agencies such as Dutchess BOCES to provide both remote and embedded support and professional development

Timeline			
Action	**Timeline**	**Who is Responsible**	**Evaluation**
Identify current classroom practice	Year 1	Technology Department	Teacher Survey

Identify appropriate research-based advanced technology tools	Year 1	Technology Department, Curriculum Developers, Administration	Research, Tool selection
Review connections between existing curriculum and technology	Year 1	Administrator	Evaluation document
Revise curriculum creation framework to include ISTE NETS standards as a required design component	Year 1	Technology Department, Administration,	Revised product
Curriculum Development	ONGOING	Curriculum Developers, Content Specialists	Curriculum correlated with technology standards
Rollout and Professional Development for new curriculum	ONGOING	Curriculum Developers, Content Specialists	Survey or feedback form
Review and revision	ONGOING	Curriculum Developers, Content Specialists	Survey

B. Student Achievement

Technology is/will be integrated into curricula and instruction for the purpose of student achievement in the following ways:

1. Through the use of computer-based assessment tools (Grades K-2 utilize MClass software to assess student literacy skills; Accelerated Math software helps provide math skill reinforcement and practice)

2. Through the use of online Learning Management Systems such as Moodle (Various grade levels use Moodle to augment classroom instruction and differentiate instruction)

3. Through the use of web 2.0 technologies such as wikis, blogs, and virtual worlds (elementary staff use Active World as an online environment to supplement classroom instruction)

4. The use of specialized software to enhance instruction and improve scores on the NYS math assessments(RM Framework is used by math teachers to guide student learning of geometry)

5. Interactive whiteboards will be used by students and staff as a collaborative tool (Smartboards are in use grades K-12 in a variety of different ways)

6. Through the use of communication tools such as video conferencing and Skype

7. Through the publication and dissemination of the K-12 Technology Continuum, which helps instructional staff embed technology into classroom instruction

C. Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology include the following:

1. using online learning management systems such as Moodle augment classroom instruction and provide distance learning opportunities

2. utilizing high-speed internet connections to access appropriate standards-based authentic multimedia sharing opportunities with other educational entities such as museums or NASA

3. providing high-speed internet connections that allow teachers and students to create/share/explore webquests and other web-based instructional content which correlate with district curriculum and NYS standards

4. accessing web-based technologies such as wikis, blogs, etc. to provide real-time student/teacher interaction in and out of the traditional classroom that suppors communication and collaboration while enhancing writing skills

5. providing local college connections that give students the opportunity to take online courses while still attending high school

6. continuing to support the use of video streaming hardware and software that provide national/global communication and collaboration

D. Parental Communications & Community Relations

Strategies to promote parental involvement and increase communication with parents and community include the following:

1. dissemination of the district technology plan via the district web-site, email system, as well as through Board of Education meetings and parent forums

2. continued use and growth of use of the district-wide email notification system to provide updated information regarding how technology will be used within the school district and how it will be used with students

3. using the district and building web-pages to keep parents, students, and community members apprised of the latest developments in district technology

4. creating a parent forum to discuss technology use district-wide and gather information from the community to identify the best methods for communicating new technologies

5. encouraging instructional staff to use personal teacher web-pages to provide parents and students with complete information about course work and schedules as well as foster ongoing communication between all parties

6. creating a teacher forum to explore the effectiveness of current communication techniques and make revisions if necessary

E. Collaboration with adult literacy providers

N/A - Hyde Park Central School District currently does not currently collaborate with adult literacy providers.

F. Internet Safety

Strategies to promote safe and responsible use of Internet Technology for teaching and learning include the following:

Current:

- elementary library media specialists use time dedicated to technology instruction to cover topics such as cyber bullying, internet safety, and internet etiquette using resources such as webwisekids.org, isafe.org, and netsmartz.org
- middle and high school library media specialists reinforce internet safety with students when classes are held in the library media centers
- LAWS (Life and Work Skills) teachers at the middle school level review internet safety best-practices with students
- all library media specialists instruct students on information literacy using the "Big 6" (secondary) or the "Super 3" (elementary) models
- annual district-level parent forum that provides information on district policies and procedures as well as review/train parents on the importance of internet safety

Proposed:

Strategy 1: To provide professional development to all teachers on internet safety and cyber bullying			
Action	**Timeline**	**Who is Responsible**	**Evaluation**
Identify appropriate materials and resources	Year 1	Technology Department	Course outline, web-links
Schedule various sessions and track attendance	Year 2	Technology Department, external agencies	Dates posted in My Learning Plan and on district web-site
Evaluate effectiveness	End of year 2	Technology Department, external agencies	Teacher survey, teacher observation

Strategy 2: To provide professional development opportunities for all teachers in the use of the "Big 6" and/or the "Super 3" information literacy models			
Action	**Timeline**	**Who is Responsible**	**Evaluation**
Identify appropriate materials and resources	Year 1	Technology Department, Library Media Specialists, District administration	Course outline, web-links
Schedule various sessions and track attendance	Year 2	Technology Department, Library Media Specialists	Dates posted in My Learning Plan and on district web-site

Evaluate effectiveness	End of year 2	Technology Department, Library Media Specialists	Teacher survey, teacher observation

II. Professional Development

G. Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel include the following:

- technology professional development is incorporated into all district initiatives so staff can fully utilize technologies to improve student learning
- professional development opportunities are provided to all staff through My Learning Plan and include technology offerings from various internal and external providers
- targeted professional development is designed and offered at various times in the school year to help introduce and integrate new technology into the classroom (Example: training was held on the use of MClass software and Palm Pilots before staff began using these technology tools to assess student literacy)
- align professional development with district initiatives such as differentiated instruction and Response to Intervention
- staff will self-evaluate technology literacy and classroom integration using the latest ISTE NETS standards
- ISTE NETS standards for staff and administrators are inherent in the design of professional development sessions to ensure desired technology competencies are reached
- Use of a feedback form for professional development evaluation and revision

H. Supporting Resources

The following resources are utilized to support the entire technology program and ensure its success:

District policies
- District policy 4526 - Acceptable Use of Informational Technology Resources
- District policy 4526.1 - Internet Safety
- District policy 4526.2 - Electronic Publishing
- District Code of Conduct (in plain language)

District/Building/Department web sites
- Instructional Services web site (http://classrooms.hydeparkschools.org/webpages/iservices/)
- District website (http://www.hydeparkschools.org)
- FDR High School (http://www.hydeparkschools.org/FDR)
- Haviland Middle School (http://www.hydeparkschools.org/HMS/Haviland)

- Hyde Park Elementary School (http://www.hydeparkschools.org/HPE)
- Netherwood Elementary School (http://www.hydeparkschools.org/NES/)
- North Park Elementary School (http://www.hydeparkschools.org/NPE/)
- Ralph R. Smith Elementary School (http://www.hydeparkschools.org/RRS/)
- Violet Avenue Elementary School (http://www.hydeparkschools.org/VAS/)

Teacher / Staff resources

- My Teacher Pages websites (staff created content - http://classrooms.hydeparkschools.org/staff)
- Moodle Learning Management System (http://moodle.hydeparkschools.org)
- Groupwise communication system (http://webmail.hydeparkschools.org)
- PowerMedia Plus online video library (http://www.powermediaplus.com)
- Mid-Hudson Library System (http://midhudson.org/) - Inter-connected library system with various resources including videos
- Online subscriptions such as NetTrekker (nettrekker.com), Reading A-Z (readinga-z.com), etc.
- DC BOCES and DC BOCES Model Schools program (http://www.dcboces.org)
- Mid-Hudson Teachers Center (http://www.mhtc.dcboces.org/)
- Mid-Hudson Regional Information Center (http://www.mhric.org)
- My Learning Plan (http://www.mylearningplan.com) - web-based service for tracking Professional Development activities for k-12 school districts
- TechPaths online curriculum mapping – (http://hpcsd.ny.techpaths.com/)
- eSchoolData Student Management System – (https://nexgen.eschooldata.com)
- IEPDirect Special Education Management System – https://www.iepdirect.com)
- MClass Dibels literacy tool – (http://www.mclasshome.com)

Student / Teacher Resources

- Dutchess Community College – (http://www.sunydutchess.com)
- Marist Greystone Program – (http://greystone.marist.edu)
- Hyde Park CSD Moodle learning management system – (http://moodle.hydeparkschools.org)
- Science A-Z – (http://sciencea-z.com/) Supports Science 21 curriculum at elementary schools
- Online library databases (see below)

School	Vendor	Database
FDR HS	Country Watch	Country Watch Premium
FDR HS	Gale	Science Resource Center
FDR HS	Gale	Student Resource Center Gold
FDR HS	ProQuest	ProQuest Direct
FDR HS	ProQuest	SIRS Researcher
FDR HS	World Book	World Book Online Complete Suite
Haviland MS	BrainPop	BrainPop (3-8) per student pricing
Haviland MS	Gale	Student Resource Center Jr

Haviland MS	ProQuest	SIRS Researcher
Haviland MS	Country Watch	Country Watch Premium
Haviland MS	World Book	World Book Online Student Edition
Hyde Park ES	EBSCO	Primary Online Package w/Novelist K-8
Hyde Park ES	Thinkronize	NetTrekker DI (per student)
Hyde Park ES	Reading A-Z	Raz-Kids
Hyde Park ES	World Book	World Book Online Student Edition
Netherwood	EBSCO	Primary Online Package w/Novelist K-8
Netherwood	Thinkronize	NetTrekker DI (per student)
Netherwood	Reading A-Z	Raz-Kids
Netherwood	World Book	World Book Online Student Edition
North Park ES	BrainPop	BrainPop Jr. (K-2) per student pricing
North Park ES	EBSCO	Primary Online Package w/Novelist K-8
North Park ES	Thinkronize	NetTrekker DI (per student)
North Park ES	Reading A-Z	Raz-Kids
North Park ES	World Book	World Book Online Student Edition
Ralph R. Smith ES	BrainPop	Brain Pop Jr. (K-2) per student pricing
Ralph R. Smith ES	Thinkronize	NetTrekker DI (per student)
Ralph R. Smith ES	Reading A-Z	Raz-Kids
Ralph R. Smith ES	World Book	World Book Online Student Edition
Violet Avenue ES	BrainPop	Brain Pop Combination Access for BrainPOP, BrainPOP Jr. & Brain POP Espanol - (K-8) per student pricing
Violet Avenue ES	Gale	Kids Info Bits
Violet Avenue ES	Thinkronize	NetTrekker DI (per student)
Violet Avenue ES	World Book	World Book Online Student Edition
Violet Avenue ES	Reading A-Z	Raz-Kids
Violet Avenue ES	PebbleGo	PebbleGo

III. Infrastructure, Hardware, Technical Support, and Software

A. Current Technology Status

The Hyde Park Central School district maintains a complex IP (internet protocol) network infrastructure to

support the computing needs of faculty, staff, and students. Each building has a local area network (LAN) supported by Cisco layer 3 switches and composed of Cat 5, 5e, and 6 copper cabling as well as fiber optic connections. Each LAN is connected to other buildings via a wide area network (WAN). The WAN is provided by an outside vendor (currently Lighttower Communications) utilizing fiber optic connections between each building. The Transportation building is one exception, as it connects to the WAN using wireless technologies through a link established with Ralph R. Smith Elementary School. File, application, and print resources can be shared and used from anywhere in the district. The entire district is connected to Dutchess BOCES (Board of Cooperative Education) who serves as the Internet Service Provider (ISP). Dutchess BOCES connects with three other BOCES to provide a network ring that provides interconnectivity between school districts as well as redundancy for Internet connections.

Wireless Networking

The school district has wireless network access in a variety of locations in each building. Wireless access is not universal. Wireless access is protected by wireless encryption, and access is granted/monitored through the Technical Services Department.

Network File Storage

The school district began implementation of new servers in 2009 to replace servers that were over 5 years old. As part of this upgrade, the school district is now utilizing "server virtualization" through the use of a product called VMWare. Server virtualization allows the district to more efficiently provide and use storage / server resources as well as providing better fail-over protection in the event of a server failure.

Software

The school district uses a variety of software to support administrative functions and instructional needs. Some of the software is installed locally on each computer, whereas other software is run from a server. Some newer software is web-based and run directly from a web browser without requiring additional software to be installed. The district has basic criteria for purchasing software that can be found at http://hpcsdtechplan.wikispaces.com/Software+Evaluation+Criteria .

Telephone Systems and Service

Telephone service is made available through Paetec, Verizon and AT&T. FDR High School, Haviland Middle School, and the District Office have T-1 data lines supporting multiple-line voice communication. The elementary schools and the transportation building are serviced by regular telephone lines (2-3 per building) provided by Verizon. AT&T provides long distance service to the non-Paetec buildings. All district telephone service with the exception of AT&T long distance is provided via Dutchess BOCES COSERs (Cooperative Services). All telephone service is submitted for E-rate reimbursement on a bi-annual basis.

The Hyde Park Central School District is composed of phone systems of various capabilities and functioning levels. The District Office, Haviland Middle School, and FDR High School have the most modern systems, manufactured by Avaya. These systems are capable of handling Voice Over IP technology through configuration and minor hardware upgrades. The Haviland Middle School and District Office systems include telephones in each room and voicemail systems designed to accommodate every staff member. The FDR High School system was purchased to replace a previous phone system that suffered complete failure in 2004. As such it was configured to meet the basic needs of the building (phones only in key support offices) and does not adequately address communication needs for building faculty outside of the office staff. The FDR system has the capability of voicemail, but this feature has not been implemented due to the lack of compatible telephone equipment.

The Transportation Dept. as well as the five elementary school buildings have phone systems manufactured by either Avaya, Lucent, or AT&T. These systems provide basic communication and are not

engineered to meet the communication demands of today. These systems do not meet the needs of the building staff and have required regular repairs by technicians. It is important to note that the phone wiring in these buildings has been patched many times and sound quality issues are a constant reality.

The Hyde Park Central School District will be evaluating its phone communication systems over the next three years to develop a plan to upgrade or replace current systems with the goal of providing higher quality communication hardware as well as lowering costs through the consolidation of telephone lines (using telephone company T1 lines and the district's Wide Area Network infrastructure). In the evaluation process the district will evaluate and recommend a communication system that is modern and meets all required needs. An implementation and evaluation process will be incorporated into the system design to ensure a smooth transition.

The ultimate goal of the district is to have a telephone system that meets the needs of all stakeholders (students, faculty, staff, community) at a minimal cost to district taxpayers. Options such as voicemail, call logging, telephone availability in every classroom, and reliable service will be key considerations in the modification of the current district telephone communication system.

Cellular Telephones

The district maintains approximately 60 cellular telephones with service through Verizon Wireless. Various administrative staff as well as F&O and technology staff are assigned phones as a real-time communication solution as well as a backup for the traditional district telephone service. The district utilizes cellular phone service, *Push-To-Talk*, as well as text messaging to ensure stable district operations.

2-way Radio System

The district employees the use of a 2-way radio system. This system serves as a backup to both the traditional telephone service as well as the cellular telephone service. This service was implemented with support of funding by Senator Saland. This system is utilized in the following ways:

- in-building communications(easily contact nurse, custodian, playground monitor, etc.)
- school building to district office communication and vice versa(emergency notification, superintendent disaster preparedness)
- transportation communication and monitoring (incorporates transportation radio frequencies)
- superintendent to superintendent (high-level administrative communication)

Public Address Systems

Each school building in the district also has a public address system to facilitate communication within the building. FDR High School and Violet Avenue Elementary School received new building PA systems in the 2005-2006 school year. North Park Elementary School and Netherwood Elementary School received new PA systems in the 2006-2007 school year. Violet Avenue Elementary School, Netherwood Elementary School and Haviland Middle School also received PA systems for use in either their auditorium or cafeteria spaces.

The PA system at FDR High School includes a telephone in each classroom to provide teachers with a way of communicating with the main office. A speaker is also present in each classroom and in common areas to allow for public communication. The PA system does not interface with the district phone system and does not have the capability of calling for emergency services outside of the main office should a serious problem arise.

Network Printers / Copiers

The school district has made progress in providing adequate printing resources district wide. While the district has centralized on HP laserjet printers for most building applications, it has also added enhanced capacity Xerox copiers that have features such as scan to print shop and scan to email in order to provide additional ways to create duplications and electronically formatted documents. The district maintains a centralized print shop responsible for handling most of the district copying needs. Print requests can be submitted in a variety of electronic and none-electronic ways.

Security Camera / Card Access System

In 2008-2009 the school district began implementation of a new security camera / card access system as part of a capital project. This system is designed to better monitor the various building properties and ensure the safety of all who visit the school district grounds. The card access system provides a digital way to provide staff with appropriate building access and log all authorized/unauthorized access attempts.

District Website

The district currently maintains a website to provide information on the World Wide Web. The district website is composed of a main site which provides information such as email registration for the district notification system, district calendar, Board of Education resources, etc. Individual school building sites are located under the main district site and content is determined by building staff. The information found on these pages is updated by district staff assigned to the role of webmasters who are paid a yearly stipend.

Teacher / Organization Websites

The district subscribes to an online web page service called MyTeacherPages.com that allows faculty and staff to maintain classroom and department web pages. Teachers are encouraged to utilize this service to provide information about their class and to better communicate with students and parents. School supported organizations such as sporting teams also maintain web pages through this service.

Network Security

As indicated in the district commitments, the Hyde Park Central School District places a great deal of emphasis on a safe and secure learning environment. Technology is no exception. The district works with Dutchess BOCES and consultants to ensure that the security of the district network and data is maintained at the highest possible levels.

Internet Filter - The Hyde Park Central School district is part of a BOCES COSER to provide internet filtering. Dutchess BOCES has partnered with 8e6 Technologies to provide a filtering solution for all of its member districts to make sure all districts are CIPA compliant (Children's Internet Protection Act). The 8e6 device provides customized filtering that is flexible to meet the needs of the district and staff. The filtering software is set with three profiles (elementary, middle school, and high school) to provide proper filtering at each developmental level. Since filters are not completely fool-proof, it is important to note that adequate adult supervision of students and structured internet experiences are required to prevent access to inappropriate materials. Smart Sync and VNC (Virtual Network Computing) software is also used to monitor and filter content on student computers as necessary.

Firewall / System Monitoring - The Hyde Park Central School district currently participates in a BOCES COSER (cooperative service) for internet service. As part of this service the school district resides in the Dutchess Boces network, protected by Dutchess BOCES firewall. As a safeguard from other districts and from any threats that might bypass BOCES, the district maintains a local firewall appliance as well. The firewall appliance serves to block and limit unwanted traffic from entering and leaving the district network.

It provides a monitoring layer as well to protect the district network from DOS (Denial of Service) and other attacks prevalent on the internet today. A separate appliance monitors critical equipment on the network and reports unusual activity and equipment problems, should either arise.

Acceptable Use Policy - The Hyde Park Central School District maintains a Board of Education approved Acceptable Use Policy that governs student / staff use of technology related resources. This policy sets the rules for what is approved use of resources and what will result in disciplinary actions. It is designed to allow limited use of resources to build staff comfort and expertise. The acceptable use policy needs to be evaluated and updated yearly to ensure it conforms to any new technology advancements.

Antivirus - The Hyde Park Central School District currently provides antivirus software on all computers via a centralized antivirus server. The antivirus software helps prevent software viruses from harming district equipment and also helps prevent data corruption and / or loss.

Deep Freeze - The Hyde Park Central School District employs a software tool called Deep Freeze to protect district computer resources. Deep Freeze allows a computer to be used and modified but should something happen to the operating system (such as a virus or the deletion of a critical operating system file) a restart is all that is needed to restore the computer to a running state.

VNC - This technology stands for Virtual Network Computing. It allows the technical services department and designated building staff to monitor and control computer workstations remotely. This helps provide remote workstation support as well as serving as a remote student supervisory tool.

Novell - The Hyde Park Central School District uses Novell Netware as its underlying network operating system. Novell provides username and password security for every account on the network, and allows resources to be managed and secured as necessary. Students from grades 3-12 have individual accounts on the Novell system that provide them access to building resources as well as a secure home directory. Each student has a username that is composed of their first and last name. Students are assigned passwords for network use and encouraged not to keep this password confidential.

Passwords - The Hyde Park Central School District issues a password with each account created in the system. As a security enhancement, the district will evaluate the possibility of using expiring passwords to force students and staff to change their password periodically. This feature is used more frequently in the business world, but may be a beneficial step to prevent unwanted account access and enhance protection from identity theft.

B. Technology Requirements

Description and inventory of the hardware, software, network infrastructure, telecommunications, and other services that will need to be acquired to improve instruction and student learning

- Universal building wireless access to support the newest technologies, most of which are wireless-enabled.

- Study and possible implementation of a one-to-one initiative, where all students and staff would be provided with technology capable of supporting learning in and out of the classroom

- Interactive white boards and ceiling mounted projectors to outfit every district classroom in order to provide collaborative learning environments for all students and staff

- Interactive assessment technology such as SMART Senteo systems for each classroom to help staff assess student learning and gather data to inform instruction

- Hardware and Software to support remote access for all students and staff to instructional content and home directories.
- Unified telephone system that utilizes the district data network to save money while providing modern telecommunications capabilities in every classroom
- Distance learning video conferencing systems to allow buildings/classrooms to connect with other institutions worldwide

C. Upgrade Structure

District plan for continuous technology upgrades

- Server equipment are replaced every 5 years using state-aided hardware funds and/or BOCES COSERs
- Desktop and laptop computers are replaced every 5-7 years using state-aided hardware funds and/or BOCES COSERs. The district will strive for a 15-20% replacement yearly in order to balance funding over multiple years. The district will utilize lease purchases or other methods if they will provide a better return on investment. Please see below for a graph of estimated desktop and laptop replacement figures for the next four years.
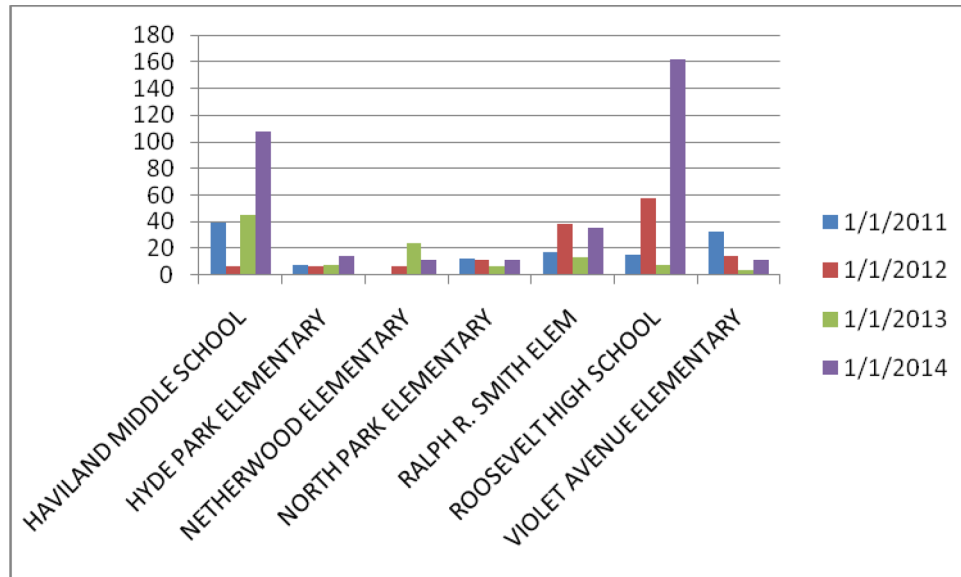
- 2-way radios are a responsibility of each school building, and need to be replaced when they no longer function.
- Cellular telephones through Verizon wireless are eligible for replacement every 10 months. In most cases, free or low cost replacements are available.
- Digital projectors will be replaced on a per-failure basis. Projector bulbs are a considered a building computer supply. Adequate funding will be budgeted yearly for some replacement equipment.
- Laserjet printers are replaced on a per-failure basis. Toner cartridges are a building computer supply. Adequate funding will be budgeted yearly for replacement equipment.
- Interactive whiteboards are a popular, yet expensive item. Adequate funding will be set aside yearly for new installations as well as repair/replacement units.

D. Description of Technical Support

1. Coordinator of Technology and Training
   - o responsible for managing day-to-day technical operations of the school district
   - o manages the district library media specialists
   - o manages technical services staff
   - o oversees operation of the district print shop and all district copiers
   - o responsible for arranging / providing technology professional development
   - o responsible for creation of a technology skills continuum
   - o responsible for technology plan

2. Network Technicians (2)
   - o responsible for handling most technology problems, issues, and questions
   - o responsible for data backup and recovery
   - o responsible for network maintenance and repair
   - o responsible for desktop / laptop rollout including software imaging and configuration
   - o provide basic software support for all district departments

3. Data Specialist
   - o responsible for operation of various district databases
   - o responsible for extracting data for reporting purposes
   - o responsible for moving data between data sources
   - o responsible for NYS data reporting through the Mid-Hudson Regional Information Center
   - o responsible for training and implementation of student management system

4. BOCES Shared Staff Technician
   - o functions as a network technician
   - o limited availability (3 days per week)
   - o provided through BOCES Coser

5. Printshop Operator
   - o provides centralized printing/copying services district-wide
   - o maintains print shop including record keeping
   - o scans documents for printing and electronic storage
   - o maintains district copier equipment (calls support services when necessary)

6. Library Media Specialists
   - o help integrate technology in each building
   - o provide basic technology support
   - o maintain technology resources for staff use building-wide
   - o provide instruction on information literacy and internet safety
   - o maintain a variety of technology and media resources for staff and students

7. Dutchess County BOCES
   o manages district and county-wide network
   o provides internet filtering
   o provides support for "core" network problems
   o provides a variety of Coser based services to various districts
8. Consultant
   o provides direct and indirect technical support to Dutchess BOCES and district
   o provides higher-level support for critical technology issues (such as routing issues, server failures, etc.)
   o acts as a security checkpoint for data that traverses between districts and the world
9. Micro-Computer Repair
   o Dutchess BOCES Coser Service
   o Provides repair services for out of warranty technology devices
   o Provides cleaning services for district server closets
   o District network technicians responsible for escalating repairs to MCR when "higher-level" service is needed

E. Increase Access

Strategies to increase access to technology for all students and teachers include the following:
- Replacing computer equipment in labs and rolling older equipment out to classrooms as student workstations
- Identifying lower-cost solutions for different subject areas in order to more adequately provide technology support
- Investigate the feasibility of a one-to-one technology initiative, including equipment specification (consider netbooks)
- Investigate the feasibility of providing technology and network connections to less fortunate families
- Implement a better system to control inventory and support students needing assistive technologies
- Investigate the feasibility of using volunteers to keep computer labs open in the evenings and on weekends for students, teachers, and community members

IV. Funding and Budget

A. Budget and Timetable

Estimated budget amounts are provided in the table below (1% increase per year). Please note that these are estimates only, and subject to change as variables such as district initiatives and budget constraints are applied.   As stated above the district will strive for a reasonable rate of replacement for all technology hardware and peripherals to ensure that students and staff have access to modern, reliable equipment.

Description	2009-2010	2010-2011	2011-2012	2012-2013
BOCES Telecom COSER (619)	$288,124.00	$291,005.24	$293,915.29	$296,854.45
Network Printers (Xerox)	$140,843.00	$142,251.43	$143,673.94	$145,110.68
Internet Filtering	$ 3,516.00	$ 3,551.16	$ 3,586.67	$ 3,622.54
Internet - MHRIC	$ 9,538.00	$ 9,633.38	$ 9,729.71	$ 9,827.01
System Leases	$ 4,687.00	$ 4,733.87	$ 4,781.21	$ 4,829.02
E-Trust Antivirus (Software)	$ 4,515.75	$ 4,560.91	$ 4,606.52	$ 4,652.58
CSI (Network Consultant)	$ 23,568.00	$ 23,803.68	$ 24,041.72	$ 24,282.13
Maintenance Agreements	$ 11,399.00	$ 11,512.99	$ 11,628.12	$ 11,744.40
Tech Equip Purchases through DCBOCES	$177,000.00	$178,770.00	$180,557.70	$182,363.28
Contractual and Other	$ 1,227.00	$ 1,239.27	$ 1,251.66	$ 1,264.18
Contractual / Professional Development	$ 6,000.00	$ 6,060.00	$ 6,120.60	$ 6,181.81
Contractual Expenses	$ 13,000.00	$ 13,130.00	$ 13,261.30	$ 13,393.91
Equipment - Non-Instructional	$ 5,995.00	$ 6,054.95	$ 6,115.50	$ 6,176.65
Equipment - Instructional	$ 75,000.00	$ 75,750.00	$ 76,507.50	$ 77,272.58
Tech Supplies - Non-Inst.	$ 12,580.00	$ 12,705.80	$ 12,832.86	$ 12,961.19
Tech Supplies - Instructional	$ 74,200.00	$ 74,942.00	$ 75,691.42	$ 76,448.33
State-aided Software	$ 91,788.00	$ 92,705.88	$ 93,632.94	$ 94,569.27
Telephone (Long distance and Verizon Cellular)	$ 36,000.00	$ 36,360.00	$ 36,723.60	$ 37,090.84

B. Coordination of Resources

- Use of Dutchess BOCES and MHRIC COSERs to receive state aid and to maximize purchasing
- Full use of allocated NYS hardware and software funds that are eligible for state-aid
- Identify alternate revenue streams to support continued projected technology growth
- Research and identify grants and other available funding to finance technology purchasing
- Compare and contrast state contract pricing with alternate vendor pricing to obtain best value for each purchase
- Consolidate purchases and/or bid out purchases to obtain best value for each purchase

C. Loan of Instructional Computer Hardware

What nonpublic school students are eligible for loans of instructional computer hardware?	School districts shall loan instructional computer hardware, upon request by an individual or a group of individual pupils, to all pupils legally attending nonpublic elementary or secondary schools located in the school district.
What instructional computer hardware can be loaned to nonpublic school students?	Hardware eligible for Instructional Computer Hardware & Technology Equipment Aid can be loaned to nonpublic school students. Eligible hardware expenses are defined in NYSEL 753 and sections 175.25 and 21.3 of 8NYCRR (See 0607 to 0708 comparison document). Loaned hardware must be used for **instructional purposes.**
How much hardware is the school district required to loan to nonpublic school students?	No public school district shall be required to loan instructional computer hardware to nonpublic school students in excess of the instructional computer hardware acquired pursuant to section 753. Pursuant to section 753, the maximum per student allocation is $24.20 multiplied by the public school district's building aid ratio . Instructional computer hardware shall be loaned to nonpublic school students on an equitable basis; however, instructional computer hardware purchased with any local, federal or state funds, other than Instructional Computer Hardware Aid funds, is not required to be loaned to nonpublic school students.
What are the responsibilities of the public school district?	The school district shall:# Adopt policies specifying the date by which requests for the purchase and loan of instructional computer hardware must be received by the district; 1. Provide notice to all nonpublic schools in the school district of the date by which requests are required. Such date shall not be earlier than the first day of June of the school year prior that for which such instructional computer hardware is being requested. 2. Include in its technology plan, developed pursuant to 8NYCRR 100.12, an assurance of the superintendent that the district has provided for the loan of hardware to nonpublic students.
When must requests by the parent or guardian of a child be submitted to the public school district?	For nonpublic school students attending a nonpublic school prior to June first, the requests must be received by the date established by the public school district. For a child not attending a nonpublic school prior to June first, the parent or guardian may submit a written request for instructional computer hardware within thirty days after such child is enrolled in such nonpublic school. In no event shall a request made later than the times otherwise provided by section 754 be denied where a reasonable explanation is given for the delay in making the request.

D. Guidelines for Fiscal Responsibility

The Hyde Park Central School District is dedicated to providing the latest technology tools to the students and staff with the ultimate goal of improved student achievement. At the same time, the district must be fiscally responsible.

- Minimize overtime and personnel costs associated with data entry duplication with the integration of multiple data systems

- Evaluate and replace equipment according to total cost of ownership. Hardware that is too costly to repair or maintain will be replaced with more cost effective and efficient hardware. In technology, this usually equates to new equipment that is more energy efficient and environmentally friendly.

- The district has issued a policy requesting that all technology hardware be turned off at the conclusion of each school day to conserve energy. Computers will be set to go into a low power mode when not in use to ensure continued conservation throughout the day.

- The district phone system will be evaluated by outside consultants to maximize cost savings per call and better utilize resources.

- The district cell phone bills will be audited to ensure district staff are in compliance and are following proper cell phone use guidelines.

- Efforts will be made to constantly evaluate district technology systems and adjust as necessary to maximize investment.

V. Monitoring and Evaluation
A. Evaluation
Technology integration will be evaluated in the following ways:

- AAPPR (Alternate Annual Professional Performance Review) – The AAPPR is a tool by which teachers can complete a pre-approved research project in lieu of an annual observation. In many cases the AAPPR projects have focused around technology integration and technology standards.   The AAPPR is research/instructional product that is completed through the course of a school year and the teachers have specific criteria that they must meet to satisfactorily complete the work.

- Technology literacy skills are measured in the elementary schools at grades 3-5. Specific technology times are scheduled where students are introduced to technology concepts and skills.   Evaluation of progress is monitored through software management tools at periodic intervals or via project-based assignments using a rubric.

- Technology skills are taught at the middle school in the LAWS (Life and Work Skills) and technology classes.   Activities are created based on the ISTE NETS standards and work is evaluated through software programs as well as project-based assignments.

- Over the next 3 years the district will encourage the use of the ISTE classroom observation tool (http://www.iste.org/icot/) as a self-assessment , peer review, and/or as an administrative resource. This comprehensive tool indicates the current strengths and weaknesses of a

particular program and helps provide data for conversation and revision. It can be used as a diagnostic, formative, and /or summative assessment of technology integration progress.

- The district will begin examining the uses of "clicker" technologies to provide ongoing formative assessment in the classroom and provide teachers and students with immediate assessment data in order to review, revise, and differentiate as necessary. This tool can be used as a diagnostic, formative, and/or summative assessment of technology use and understanding.

- Teachers will be encouraged to use the district K-12 Technology Continuum to integrate technology into the curriculum as well as assess technology effectiveness as related to student achievement using provided assessment evidence examples or creating their own.

B. Policies

4526 - ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES

The Hyde Park Central School District recognizes both the benefit of and requirement to exploit information technology resources in the delivery, formulation and management of education in our district. Examples of such resources include but are not limited to
application software, computer networks, and computer hardware. Not only are these resources critical in the education of students, they are crucial to the efficient operation of the district.

The primary use of district information technology resources is to enhance and support the educational program of the district. For students, that use consists of activities specifically designated by a teacher or staff member, activities approved by a staff member immediately responsible for the resources in use, and activities that legitimately comprise all or part of an assignment or class activity. Student use of district technology must be under the supervision of a staff member. For staff members, primary use is those activities that make up any part of that individual's job responsibility. In recognition that the necessary skills transcend the academic arena, limited non-educational use by students, staff and community groups is permitted as long as it does not interfere with the educational program. All use including all forms of digital information exchange is subject to district policies pertaining to information technology resource use and to the district Code of Conduct.
The district will comply with the Children's Internet Protection Act.

At no time will district technology resources be used for or to promote:
- access to and transmission of inappropriate material via any form of electronic communication
- unauthorized access to information and systems and other unlawful online activity
- unauthorized online disclosure, use or dissemination of personal identification information of minors
- unauthorized access into computer systems
- copyright infringement

- other activities that would violate Hyde Park Central School District policy/regulation and/or the district Code of Conduct

Users of district resources will not cause to happen or, through inaction allow to happen, any potentially or disruptive activity such as computer viruses or theft or destruction of intellectual property (files, accounts, passwords, etc.). Users are also required to take reasonable precautions to safeguard access passwords such as choosing non-trivial passwords and protecting them from disclosure.

Staff and students are enjoined to make prudent use of consumable resources (paper, ink, disk space etc.) and may use limited amounts of such consumables for acceptable non-educational personal purposes, consistent with other Board policies. Other groups authorized to use district technology resources must furnish or replace consumable resources.

The superintendent is directed to maintain a procedure for requesting additional hardware and/or software. At no time are computer users permitted to install unauthorized software.

Reasonable security methods will be employed to protect user computer files (including email files) from unauthorized access. However, all computer files resident on district equipment are subject to examination by the Superintendent or his or her designee:

- In the course of routine system management;
- If there is reasonable suspicion of widespread or individual inappropriate use or abuse;
- During general monitoring of network (including Internet) activity and technology protection measures; and
- As a result of authorized legal requests

The district does not warrant the availability or reliability of any technology resources for non-educational use and is not liable for losses during such use due to data loss or system interruption. The district is not responsible for any legal or financial obligations incurred by anyone while using district equipment or resources. Public use of Hyde Park Central School District information technology resources is also subject to Policy 1500, Public Use of School Facilities.

Use of district information technology resources may be restricted or prohibited to address chronic violations of district policy. No long-term restrictions will be placed on the use of district technology resources without appropriate due process. The Superintendent will develop regulations whereby individuals who violate the provisions of this policy can be identified.

4526.1 - INTERNET SAFETY

Access to the Internet is an integral component of the information technology resources of the Hyde Park Central School District. The district is committed to providing such access unrestricted as long as the safety of the students and staff using it is preserved. Use of this equipment is governed by Policy 4526, which covers all information technology resources and is further governed as follows.
All access to the Internet shall be through a technology protective measure that blocks or filters access to visual depictions:

1. that are obscene as defined in section 1460 of title 18, United States Code;

2. of child pornography as defined in section 2256 of title 18, United States Code; or

3. that are harmful to minors as defined in the Children's Internet Protection Act

The Superintendent or his or her designee shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. The Superintendent is also directed to ensure that staff and students receive training on Internet Safety.

The Superintendent is directed to establish a procedure for disabling technology protective measures to permit bona fide research or other lawful activities by an employee or a student under the supervision of that employee. The procedure must include recording the nature of the research or activity, the time period(s) during which the protection measures are to be disabled and the specific point of access (computer, workstation, etc.).

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, and the district's Acceptable Use of Information Technology Resources Policy, the district Code of Conduct, and generally accepted rules of netiquette.

Ref: Public Law No. 106-554

47 USC §254

20 USC §6801Children's Internet Protection Act

section 1460 of title 18, United States Code

section 2256 of title 18, United States Code

DISTRICT INTERNET FILTERING

All school district Internet traffic is routed through Dutchess BOCES. Dutchess BOCES uses an Internet filter called 8e6 for districts who subscribe to the internet filtering coser. 8e6 filters all content based on categories and exceptions (see below for a sample category list). Only the superintendent or his/her designee can bypass the filter or request that an exception be entered into the filtering system.

More information on 8e6 filtering solution (link opens in a web browser)

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