

DISTRICT TECHNOLOGY PLAN

CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT *A CONNECTED LEARNING COMMUNITY*

BECKET WASHINGTON SCHOOL
BERKSHIRE TRAIL ELEMENTARY SCHOOL
CRANEVILLE ELEMENTARY SCHOOL
KITREDGE ELEMENTARY SCHOOL
NESSACUS REGIONAL MIDDLE SCHOOL
WAHCONAH REGIONAL HIGH SCHOOL

PREPARING THE NEXT GENERATION FOR TOMORROW

2005 - 2006

2006 - 2007

2007 - 2008

2008 - 2009

2009 - 2010

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EXECUTIVE SUMMARY

The Central Berkshire Regional School District has a positive reputation for being proactive about new and exciting trends in education and technology. Over the past couple of years, a new school of thought has put forth the concept that technology should not be separated from the rest of the curriculum, but integrated to such an extent into every subject that it is seamlessly woven into the very fabric of education. In-service offerings, workshops, on-line as well as locally offered college courses have produced direct positive benefits to our students, however, we have a long way to go to realize this ultimate goal. With the help of a very supportive School Committee, we have been working toward this end, however, budget woes continually thwart our efforts.

Challenges that we face as educators continue to grow. Not only do operational costs of the school district continue to rise, but funding has decreased over the years. Budget cuts have been necessary throughout the district. New school building projects have afforded us the opportunity to purchase computers, however updating those computers continues to be a challenge. Grants have been difficult to obtain due to the fact that our district is not underperforming nor does it meet the low income criteria of many grants. We continue to seek outside funding but these measures are temporary. Public support is necessary and the district is working hard forming Ad Hoc committees and working on public relations to educate the community on the increasing demands of education and the need for budgetary support.

The use of technology in our district needs to be an integral part of teaching and learning. Through professional development of teachers, support for students, and updating hardware, software, and the infrastructure of our network we will provide students with the opportunities necessary for them to compete in the 21st century.

With this plan, the School Committee and the Central Berkshire Regional School District take yet another positive step toward enhancing the educational offerings to our students. Implementation of the plan will not only create a more cohesive and connected learning community, but will bring the global classroom to our very door. The world's rich repository of information will be made available to all, to be used for problem solving, exploration, and discovery.

THE ROLE OF TECHNOLOGY IN EDUCATION REFORM

Educational Reform has meant sweeping changes to the way teachers teach and students learn. The Central Berkshire Regional School District has embraced the initiatives of Educational Reform, and works hard from semester to semester to ensure that its initiatives are made available to all staff and students.

Our efforts at drawing our district students into a more closely connected learning community will mean that our problem solving efforts become district wide initiatives, with a larger pool of skills and resources. Utilizing the technological advances of connectivity, intranetworking, and resource sharing will make our *designing, building, and testing solutions* more efficient and worthwhile. On a more global scale, the skills learned in local collaboration and problem solving will translate into students that will be able to compete more effectively in a global society - a society drawn together by the same technology that we will implement locally.

budget with the important initiatives of advancing our technological offerings. Innovative and alternative means of funding will have to be examined, and strong partnerships of local constituents will have to be formed if our goals are to be realized.








OVERVIEW OF THE TECHNOLOGY PLANNING PROCESS

In September of 2005, a new, full time position of District Technology Coordinator was created in the Central Berkshire Regional School District. In addition to hardware and software support and training, much of the Coordinator's efforts are devoted to the planning and implementation stages of creating a comprehensive District Technology Plan. Collaboration with the district administration, teachers, and building technology integrators was an integral part of the development of the technology planning process. This team will continue to revisit the technology plan and make revisions as necessary throughout the school year. Major revisions are done each fall as necessary.

DISTRICT TECHNOLOGY VISION AND MISSION STATEMENTS

The Central Berkshire Regional School District's vision is to integrate technology seamlessly and productively into all of our classrooms. The students would be the prime beneficiaries of this vision. Our vision consists of 4 parts. The first is to seamlessly integrate technology into teaching and administration. Progress has been made toward this end with the use of district wide email, grading programs at the middle and high school, and the use of Atlas Mapping software for the purpose of curriculum mapping. Teachers are now using technology to perform some administrative tasks, to communicate with each other, and to collaborate on curriculum. A second vision is to increase the comfort level of teachers and students in the use of technology so that it eventually becomes second nature. This requires professional development for teachers as well as increased availability of the technology tools. In FY2005 the district implemented online courses for teachers. These courses had high enrollment. Not only did the course content address technology, but participants used the technology to access the content. A third vision is to use these tools to create personalized instruction plans. Professional development of teachers also needs to be done in this area. Course on using web-based lessons have been offered and content specific courses dealing with integrating technology into lesson planning are also being planned for the upcoming years. All activities would lead up to our final goal – To use the technology in the most efficient way to help students reach their full potential.

To integrate technology into education, we must ensure that:

-  Access to technology is available to all students;
-  The Central Berkshire Regional School District can make the necessary capital improvements to accommodate critical technology;
-  Students can expand their knowledge base, improve their critical thinking, problem solving and decision making skills; access, analyze, evaluate and communicate information in expedient and efficient formats; and work ethically, independently, and collaboratively with a diverse and changing population;
-  Educators have professional development and instructional materials that support technology based teaching;
-  Educators and administrators have time to work with technology and develop its educational potential;
-  Administrators can provide immediate access to, and manipulation of, equipment and data sources for instructional and administrative decision making;
-  Funding and resources are available to address these changes.

CBRSD invites you to consider this vision with us, to look toward a time when all students, teachers, parents, and entire communities are linked together in a global learning environment that offers compelling new opportunities for education and learning for a lifetime. The challenges to implementing our vision are great, but the potential rewards to everyone are so significant and far reaching that we must work together to realize the opportunity this exciting vision holds.

CURRENT STATUS

STUDENTS AND STAFF ASSESSMENT OF TECHNOLOGY SKILLS, KNOWLEDGE, AND ATTITUDES

One attribute of the Central Berkshire Regional School District is its diversity. The district is cohesive in many key areas of education, but the vast geography of the district can make for some stark differences in the socio-economic makeup of its student body. As a result, many students come to school with strong skills developed from years of at-home computer exposure. On the other hand, many others do not - and probably never will have - such technology in the home. The divergent nature of their backgrounds presents our district with a challenge.

Our staff, too, is marked with such diversity. Many have chosen to incorporate computers into their teaching repertoires however some have strong convictions that computers have a minor role at best to play in what can be perceived to be a person to person profession. Again, such divergent attitudes present challenges to our technology goals.

INVENTORIES

Computers have been an important learning tool for many years in the Central Berkshire Regional School District. Until the early 1990's, the majority of computers in use were older Apple models. Their primary use (especially at the primary level) was for creative writing, skills building games, and occasional simulation games. At the high school, these same models were also used for word processing and other business functions.

In the late 1980's and early 1990's, The Apple GS arrived in large numbers. The Craneville School installed a state of the art (at the time) computer lab based on these computers, offering class wide instruction on a weekly basis. Other schools also purchased a number of these models. They were again, due to their limited storage and multi-media capabilities, used primarily for skills reinforcement and word processing.

In 1992, the Crane Paper Company made a major contribution of IBM (compatible) hardware and software to Wahconah Regional High School. The donated equipment, along with many hours of free technical support, resulted in the creation of a 16 station computer lab with dual shared laser printing capability. Daily instruction in word processing, database and spreadsheet applications was offered as soon as the lab was ready.

During this same time period, our district began moving away from the older Apple platform in a more rapid fashion. Upgrades that arrived in the next two years were typically IBM (compatible) models, 386 or 486 processors, with 4 megabytes of RAM and 210 megabyte hard drives. Modems, if installed, were 2400 or 9600 baud. The age of telecomputing and multi-media had not yet arrived. During this time period, one elementary school invested in Mac's, preferring that platform for its students.

Central Office administration was a major purchaser of more powerful IBM business machines. Many of the business functions were transferred to computers. In 1994, a Novell network was installed to allow more efficient resource sharing among Central Office personnel. A new state of the art network is due to go on line this fall in one of the elementary schools.

Telecomputing began to arrive in 1993 with numerous district teachers signing on to the free Internet services offered by the University of Massachusetts. Although no formal or coordinated in-service approach was taken at the time, many teachers embraced the new and exciting technology, and soon had their students using e-mail and search engines.

The Central Berkshire Regional School District has been committed to distance learning since 1993. We have been an active member of the Mass LearnPike since that time, and benefit as well from numerous Internet accounts provided by MEOL. As of June, 1996, we had three active MCET satellite dishes installed and operating. Many students benefit on a weekly basis throughout the year from the rich curricular offerings offered by MCET.

In 1994, multi-media systems began to surface in larger numbers district wide. The arrival of faster and less expensive CD-Rom technology took students to another level of excitement and usability. Student projects and assignments started to take on a more global view, with more reports reflecting world wide research.

Effective networking remained elusive at this stage, and was a major early goal of our technology plan in the late 1990's. No formal wide area network existed at that time as e-mail was the collaborative tool of choice.

Currently there is an effective network in place at all schools. Videoconferencing equipment has replaced the previous methods of distance learning and is used for both professional development and student learning.

A district wide system inventory follows in summary form

CBRSD Computer Inventory Summary As Of: June, 1996

Total	Location	Type A	Type B	Type C
50	Becket	39	7	4
39	Berkshire Trail	13	19	7
10	Central Office	6	4	0
91	Craneville	4	42	45
48	Kittredge	4	39	5
158	Nessacus	48	54	56
15	SPED	8	7	0
206	Wahconah	111	77	18
617	District Totals & Percentages	38%	40%	22%

ASSESSMENT OF EXISTING PROFESSIONAL DEVELOPMENT ACTIVITIES AND STRUCTURES


A professional development facilitator in the district has enabled us to move forward in the accessibility of professional development in our district. Four online courses were offered in the 2004-2005 school year and four are scheduled for the 2005-2006 school year. Videoconferencing has enabled us to provide trainings through the National D-Day Museum, Hampshire Educational Collaborative, and Heidi Hayes Jacobs workshops. We continue to look for quality professional development that uses videoconferencing to expose our teachers to offerings that they would not otherwise be exposed to. We currently have 4 full day in-service days and 3 half day in-service days that have primarily been devoted to curriculum mapping. Throughout this process, teachers are using a software application that enables them to map their curriculum online. Teachers are having to create documents and upload them to the site. They are also beginning to use digital images and sound to upload as well. Workshops in using the blackboard online software are also being offered and teachers are beginning to create courses for students and teachers using the online format.


ASSESSMENT OF CURRENT TECHNOLOGY SUPPORT STAFF


Currently, the Central Berkshire Regional School District contracts approximately 200 yearly hours of services devoted to computer installation, configuration, and repair. We also contract approximately 300 hours of services to network administration, software installation and support, and staff training. As of September, 2005 we now have a full time technology coordinator in place in the district to oversee all aspects of the network. The current technology coordinator is A+ certified and is a Microsoft Certified Network Engineer. Each building also has a building technology integrator that assists the technology coordinator in repairs and assisting teachers in the use of technology.


PROGRAM GOALS AND TECHNOLOGY INITIATIVES IN SUPPORT OF EDUCATION REFORM

ADMINISTRATION AND MANAGEMENT GOALS


 Increase the speed and reliability of the wide area network links in order to allow for a centralized access point for data and applications across the district.


 To train administration and teachers in the use of time management software such as Microsoft Exchange to increase their efficiency.

 Continue curriculum mapping using Rubicon Atlas software to create a more cohesive curriculum across the district.


 Create a maintenance budget, including funds for repairs and support staff, for these networks.


PROFESSIONAL DEVELOPMENT GOALS


 A brief pamphlet will be published and distributed to all staff describing professional development opportunities offered in the district.

 Train teaching staff in the use of technology including


- ◆ How to create a lesson plan which includes use of the Internet for research, use real time data, and electronic field trips
- ◆ How to use blackboard software to design online courses
- ◆ The effective use of online courses and the “virtual classroom”
- ◆ How to analyze data using software such as Standards Master and TestWiz

 Continue offering online courses for teachers and staff through Blackboard courses and the use of the Para-Educator Network.


 Earmark some specific curriculum development money for projects which integrate technology into ongoing instructional programs which are part of the current curriculum frameworks effort.

 Identify classrooms demonstrating the effective use of technology both in the district and outside of the district. Provide release time for teachers to visit these classrooms to see how technology can be integrated into instruction.

COMMUNICATION AND INFORMATION ACCESS GOALS

 Increase the speed of the wide area network links to allow for a centralized management of student records and other pertinent data to increase communication between buildings.

 Explore the use of MassONE for district use.

 Study the feasibility of connecting to Internet 2.

CURRICULAR AND INSTRUCTIONAL GOALS

Goal	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>
1. Students will be able to utilize technology to improve their reading, writing, and communication skills.	✓	✓	✓
2. Students will be able to use technology to access and analyze information.	4-5	✓	✓
3. Students will be able to use technology to think critically and solve complex problems.	✓	✓	✓
4. Students will be able to use technology to enhance their presentation and production skills.	when applicable	✓	✓
5. Students will be able to use technology to enhance interpersonal skills for working both independently and collaboratively.	✓	✓	✓
6. Students will learn and practice technology skills and ethical use of technologies that will prepare them for the 21st century workplace.	when applicable	✓	✓
7. Students will use technology in the fine arts curriculum to explore and access ideas, feelings, and beliefs.	✓	✓	✓
8. Students will use technology as a data and statistical analysis tool in the service of mathematics and other disciplines.	when applicable	✓	✓
9. Students will use technology in the design, building, and testing of real world problems.	✓	✓	✓
10. Students will use wide-area networks to access text and video information for individual and group research projects.	when applicable	✓	✓
11. The district will provide instruction on the uses of computers for all students.	✓	✓	✓
12. Student awareness of a multi-cultural world view will be enhanced through telecommunications access and communication with students in other schools throughout the world.	✓	✓	✓
13. Students will be instructed on the internet safety as an integral part of the computer instruction in the district.	✓	✓	✓

TECHNOLOGY DESIGN

SOFTWARE PRIORITIES

Administrative and Management

We will purchase a centralized management of our student administration software so that when students transfer between buildings or get promoted to a new building their records will follow them. This eliminates the need to input their data multiple times and reduces the chances for error.

Centralize the student data analysis software such as TestWiz and Standards Master to allow for equal access across the district.

Replace the current accounting software with a more current program in order to make the accounts centralized so that all the schools will have real time access to their accounting information.

Purchase a site license for all operating system and basic productivity suite for all computers in the district. This will allow us to standardize and update all of our computer systems district wide.

Communications and Information Access

Update and centralize Follett library software in order to simplify the administration and updates of the software and to allow greater access to all the schools.

Continue use of Rubicon Atlas software to increase communication regarding curriculum between the schools and continue progress towards a cohesive curriculum that is aligned with the Massachusetts Curriculum Frameworks.

Instructional and Curricular

Centralize Renaissance Learning software such as Accelerated Math, Accelerated Reader, and Standards Master to allow for greater access to teachers at all grade levels. Continue to expand the libraries currently used in the district.

Use of blackboard software or MassONE to supplement classroom learning as well as exploring the use of these services for online courses.

HARDWARE, FACILITIES, AND NETWORK PRIORITIES

Hardware: Workstations and Peripherals

At present, our school district has 617 personal computers. Unfortunately, almost half of them are of the "Type B and C" variety as defined in the DOE technology data collection site. Our goal under this plan will be to provide every student with access to a computer during the academic day. Even with declining prices as the norm throughout the computer industry, we feel this goal will be difficult to reach with the constraints that will be placed on our operating budgets. A collaboration between several colleges and private business is attempting to produce a laptop that will allow this goal to be obtained, however this is still in development.

Specifically, each unit will have the following:

Item	Minimum	Recommended
CPU	P4 2GHz	P4 3 GHz
Monitor	17" LCD	19" LCD
Hard Drive	40 GB	80 GB
System Memory	512 MB	1024 MB
Network Interface	100 mb	100/1000 mb
Printer	600 dpi laserjet	2400 dpi laserjet
CD-Rom	CD-RW/DVD	DVD burner

In addition, each school will have access to a digital camera, a color flatbed scanner, and the availability of a LCD projector. Each school will have access to a printer/copier that will allow document scanning into staff's personal directory.

Each school will have a mobile laptop lab with 25 laptops that can be utilized throughout the building as needed for classroom instruction.

Facilities: Network Design

Each building will establish - or where already present, upgrade its network backbone to a minimum gigabit ethernet network.

Network access from each building to the district wide Intranet and the World Wide Web will be provided by dedicated T1 lines to the high school and, from there, out to the internet via a cable modem connection.

Phone, bell, and security systems at the high school and middle school will run through the data network utilizing VOIP.

Building and Classroom Wiring: Standards

Category 6 Plenum Grade UTP cable will be used throughout each existing building to provide the basic network backbone.

Implementation Issues

Successful implementation of this plan will depend initially on movement and momentum built in years one and two. Many staffing and capital financial issues will surface this first year that will present great challenges to the budget making process. Fiscal '06 and Fiscal '07 will potentially be problematic. It will be essential for the community of stakeholders and resources to remain active and vocal throughout the next 18 to 24 months.

OPERATIONS, MAINTENANCE, AND UPGRADES PRIORITIES

In the early months and years of our plan, support and training will be provided using local staff in each school. As equipment becomes more sophisticated and technological needs grow, the role of the District Technology Director will experience a commensurate growth. An additional Service Technician/Network Manager will be hired to alleviate expensive contracted services.

TECHNOLOGY IMPLEMENTATION ACTION PLAN

GENERAL TIMELINE ISSUES/IMPLEMENTATION

A chart of each year of our implementation plan appears on the following page. Given the rapidly changing technology landscape that we find our schools in, we estimate a nice level of adherence to the time line and its mapped objectives.

The early years of our plan will be devoted to upgrading network in order to increase the usability and efficiency of applications used across the network.

The middle year(s) will be devoted to professional development of teachers in the use of the technology. Purchasing new hardware for classroom use as well as decreasing the computer to student ratio in the district will be a goal of the middle years.

The final two years will be devoted to analyzing results of these changes and planning for the next years of technology development.

In summary, our plan will take us nicely into the next century in a timely and affordable way.

<i>YEAR</i>	<i>ACTIVITY</i>	<i>PERSONS RESPONSIBLE</i>	<i>ANTICIPATED COST</i>
<i>FY06</i>	<i>INCREASE THE SPEED AND RELIABILITY OF THE WIDE AREA NETWORK LINKS</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$35,000</i>
<i>FY06</i>	<i>STUDY THE FEASIBILITY OF CONNECTING TO INTERNET 2</i>	<i>TECHNOLOGY COMMITTEE</i>	<i>\$0 FOR STUDY COST MAY BE ASSOCIATED IF IMPLEMENTED</i>
<i>FY06</i>	<i>CENTRALIZE THE STUDENT DATA ANALYSIS SOFTWARE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$25,000</i>
<i>FY06</i>	<i>PHONE, BELL, AND SECURITY SYSTEMS AT THE HIGH SCHOOL AND MIDDLE SCHOOL WILL RUN THROUGH THE DATA NETWORK UTILIZING VOIP</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$155,000</i>
<i>FY06</i>	<i>CURRICULUM MAPPING USING RUBICON ATLAS SOFTWARE</i>	<i>PROFESSIONAL DEVELOPMENT/CURRICULUM FACILITATOR</i>	<i>\$8,000</i>
<i>FY06</i>	<i>BUDGET COMPUTER REPLACEMENT CYCLE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$60,000</i>
<i>FY07</i>	<i>TRAIN ADMINISTRATION AND TEACHERS IN THE USE OF TIME MANAGEMENT SOFTWARE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$0</i>
<i>FY07</i>	<i>TRAIN TEACHING STAFF IN THE USE OF TECHNOLOGY</i>	<i>PROFESSIONAL DEVELOPMENT/CURRICULUM FACILITATOR</i>	<i>\$2,000</i>
<i>FY07</i>	<i>CURRICULUM MAPPING USING RUBICON ATLAS SOFTWARE</i>	<i>ASSISTANT SUPERINTENDENT</i>	<i>\$8,000</i>
<i>FY07</i>	<i>REPLACE THE CURRENT ACCOUNTING SOFTWARE</i>	<i>BUSINESS MANAGER</i>	<i>\$90,000</i>
<i>FY07</i>	<i>CENTRALIZE RENAISSANCE LEARNING SOFTWARE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$25,000</i>
<i>FY07</i>	<i>BUDGET COMPUTER REPLACEMENT CYCLE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$60,000</i>
<i>FY08</i>	<i>PURCHASE A SITE LICENSE FOR ALL OPERATING SYSTEM</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$26,000</i>

	<i>AND BASIC PRODUCTIVITY SUITE</i>		
<i>FY08</i>	<i>TRAIN TEACHING STAFF IN THE USE OF TECHNOLOGY</i>	<i>PROFESSIONAL DEVELOPMENT/CURRICULUM FACILITATOR</i>	<i>\$2,000</i>
<i>FY08</i>	<i>BUDGET COMPUTER REPLACEMENT CYCLE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$45,000</i>
<i>FY09</i>	<i>IDENTIFY CLASSROOMS DEMONSTRATING THE EFFECTIVE USE OF TECHNOLOGY</i>	<i>PRINCIPALS/ CENTRAL ADMINISTRATION</i>	<i>\$0</i>
<i>FY09</i>	<i>USE OF BLACKBOARD SOFTWARE OR MASSONE</i>	<i>TECHNOLOGY COORDINATOR AND PROFESSIONAL DEVELOPMENT/CURRICULUM FACILITATOR</i>	<i>\$10,000</i>
<i>FY09</i>	<i>TRAIN TEACHING STAFF IN THE USE OF TECHNOLOGY</i>	<i>PROFESSIONAL DEVELOPMENT/CURRICULUM FACILITATOR</i>	<i>\$2,000</i>
<i>FY09</i>	<i>BUDGET COMPUTER REPLACEMENT CYCLE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$90,000</i>
<i>FY10</i>	<i>IDENTIFY CLASSROOMS DEMONSTRATING THE EFFECTIVE USE OF TECHNOLOGY</i>	<i>PRINCIPALS AND CENTRAL ADMINISTRATION</i>	<i>\$0</i>
<i>FY10</i>	<i>ANALYZE THE EFFECTIVENESS OF THE TECHNOLOGY IN THE DISTRICT</i>	<i>TECHNOLOGY COMMITTEE</i>	<i>\$0</i>
<i>FY10</i>	<i>NEEDS ASSESSMENT IN ORDER TO PLAN FOR NEXT 5 YEARS</i>	<i>TECHNOLOGY COORDINATOR, ASSISTANT SUPERINTENDENT, SUPERINTENDENT</i>	<i>\$0</i>
<i>FY10</i>	<i>BUDGET COMPUTER REPLACEMENT CYCLE</i>	<i>TECHNOLOGY COORDINATOR</i>	<i>\$50,000</i>

MONITORING, EVALUATION, AND REVISION OF TECHNOLOGY PLAN

MONITORING AND EVALUATION PROCESS

This Technology Plan will not be static in nature. It will, reflecting the very nature of change inherent in technology, require constant supervision, monitoring, and revision.

Initial feedback will come from teachers and students as they take on the new changes brought on by summer purchases and fall installations and training. The District Technology Coordinator will need to be visible district wide while the critical September to November time frame unfolds. If need be, a re-convened Technology Committee can begin meetings before the end of each calendar year to suggest revisions to the year's plan. Otherwise, the Technology Coordinator can continue along with training, inservice, and support until the end of the year evaluation cycle begins in March.

It will be crucial for the committee to survey the district in the spring of each year. Their findings, along with appropriate revisions and suggestions, will be re-published for all stakeholders in our process. Hopefully, the necessary revisions can be acted on within the short time period between late May and the start of another critical Fiscal Year.

PROCESS FOR REPORTING TO STAKEHOLDERS

Three important time periods per year will be utilized for reporting to stakeholders. Initially, a fall report/update to the School Committee will take place each September. Secondly, a broader constituency of stakeholders will be reached with reports and updates to each town's Select Boards. Conjoined with these important meetings will be informal school based training sessions for interested towns people. Thirdly, a year end evaluation and update with recommendations for change will be prepared and published. It will provide a concise road map for the upcoming year, as well as a less focused look at the final years of the plan as revised by the District Technology Committee.