



Harrisville Central
School District

Technology Plan
7/2010-6/2013

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District Technology Committee

Harrisville Central School Technology Committee

2010-2011

Becky French & Sue Slate, Co-Chairpersons

Name	Area	Name	Area
Sue Slate	MS/HS Business Teacher	Rolf Waters	Superintendent of Schools
Becky French	Librarian	Foster Champine	Technology Support
Karen Bellinger	Elementary Teacher	Amanda Pignone	Teacher Assistant
LeeAnn Bassette	Elementary Teacher	Cyanne Storms	HS Secretary
Dorothy Kramer	Teacher Assistant	Rick Johnston	Technology Support
Spence Ritchie	HS Science Teacher	Ben Buell	Technology Education

Introduction

Harrisville Central School District currently serves 440 students (Pre-K-12) with approximately 50 teachers, housed in one building: Elementary (grades Pre-K-5), Middle

(grades 6-8) and High School (9-12). As of September 2009, bids on the current building project were accepted and approved. Work is scheduled to begin in October of 2009.

The district is located in Upstate New York on the border of northeastern Lewis County and southwestern St. Lawrence County. St. Lawrence County is the largest county in New York State and is a distinctly rural, high poverty area, based primarily in the agricultural region of the St. Lawrence River Valley. Harrisville's main industry consists of construction, minimal mining, (Gouverneur Talc); welding, (Viking and Cives Steel); logging, (several small, independently owned companies), Harrisville Dry Kiln and two local paper mills, (Newton Falls Paper Mill and CelluTissue). The region is also home to two private universities (Clarkson University, St. Lawrence University) and three SUNY schools (Potsdam College, Canton College of Technology, and Jefferson Community College); plus a smattering of significant industry in northern St. Lawrence County (ALCOA East & West, and Corning).

Mission Statement

The students at Harrisville Central School are provided a quality education in a challenging, academic environment, which promotes the student's ability to become self-directed, life-long learners. Incorporating technology as a learning tool into the curriculum, helps meet the student's individual needs, promotes creative problem solvers, collaborative workers and effective communicators. By fostering a safe, caring and cooperative environment, students continue to be socially responsible citizens.

The stakeholders of Harrisville Central School believe it is their responsibility to provide all students with a quality education which meets their individual needs. It is their mission to provide the students, as well as the community, with continuing education and the skills necessary to succeed in a rapidly changing society.

Technology Vision

To promote the ability of our students to retrieve and manage information efficiently, communicate effectively, collaborate with others, solve problems creatively, think critically, remain flexible, and continue to learn. In addition, Harrisville Central School District is committed to facilitating the use of technology in ways that support student learning and achievement, improve efficiency of district operations, and encourage communication among all stakeholders within the entire school community.

Technology Goals

Technology Integration

Increase use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, educational, and workplace goals.

Technology Equipment and Infrastructure

Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Harrisville District's learning and work environment.

Professional Development

Increase educators' competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

Parent Communication

Increase parent communications through the use of the District and teacher websites.

Curriculum

A. Curriculum Integration

Technology Integration Goals

Implement technology for instructional use that supports the teaching and learning process and prepares our students to succeed in a global economy.

Continue the transition that articulates and focuses technology integration toward the current ISTE NETS for students.

Identify, encourage, and/or enhance the use of 21st century tools across Pre K-12 content areas.

Continue to support the District's goal of advancing student computer literacy.

Students will be able to understand and respect the District Acceptable Use Policy and understand the ethical issues related to using technology.

Integration Strategies

Identify and expand best practices for technology integration in curricular areas.

Encourage modeling and guided practice opportunities with staff.

Make connections to how technology integration can support the District's goals related to data analysis, learning strategies, and student achievement.

Provide staff development opportunities through local in-service.

Create opportunities for staff to assist others with integration into the content areas.

Increase staff access to related technology tools, equipment, and software.

Create online opportunities for sharing and collaboration.

Increase information sessions and demonstrations within the district.

B. Student Achievement

Use of content area technology integration (based on 2007 ISTE NETS)

Examples:

Students are using digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

Using technology to promote Communication and Collaboration

Examples:

Video conferencing with others

Contributing to online content management systems

Contributing to a wiki on a particular content area topic

Students creating group multi-media projects

Students publishing their created work/artwork/music/stories

Students are applying digital tools to gather, evaluate, and use information

Using Technology to Promote Information Fluency

Examples:

Students become aware of and utilize online databases when researching, while also learning and practicing the process of validating Internet resources when researching.

Students demonstrate the ability to work and navigate in digital environments.

Technology Operations and Concepts

Examples:

Students using computers to increase their keyboarding skills.

Students searching for library books using an automated catalog.

Students using various applications in content areas which are specific to the needs of a content area project.

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

Using Technology to Promote Digital Citizenship

Examples:

Students practice responsible use of information and resources when completing projects in the content areas.

Students gain awareness of how technology tools help people at home, school, and in the community.

Students cite and respect ownership of electronic sources when completing projects.

Classes to reinforce Internet safety and appropriate online behavior when using technology.

Students communicate original ideas using digital tools.

Using Technology to Promote Creativity and Innovation

Examples:

Students contribute to a wiki in order to share views and information on a particular content area topic.

Students create multi-media projects for presentation.

Students create video presentations using multi-media software.

Students using a variety of electronic media like PhotoShop to create an original artwork.

Students learning digital photography in high school art, technology classes, as well as a Photography club.

Students use digital tools and resources to collect, organize, and analyze data, and to generate possible solutions to issues.

Using Technology to Promote Critical Thinking, Problem Solving and Decision-Making

Examples:

Students using technology tools to analyze and report data.

Students create mind maps to enhance their study skills.

Students using software applications to predict a solution, collaboratively.

C. Technology Delivery

Harrisville Central School District supports opportunities for distance learning. Many classrooms are equipped with projectors for display of Internet streaming resources. The District also provides for virtual field trip opportunities. Our District will provide online learning opportunities for students who require temporary home instruction (Accelerate U, NovaNet).

D. Parental Communications and Community Relations

The technology plan is disseminated to the community first as a presentation to the Board of Education, then posted on the District's website. The District's website (www.hcsk12.org) is the main technology portal for parents to retrieve information such as:

Events calendar	Curriculum	Career opportunities
Athletic schedules	Library services	PTO information
Lunch menus	Codes of conduct	eAlerts
Links to NYS information	Shared decision making	Budget communications
Legal notices	Transportation	School newsletters
District forms	Wellness	Homework Page
Staff directories	School safety	
	Calendars and supplies	

E. Collaboration

Not applicable at this time due to lack of resources.

II. Professional Development

Professional Development

All professional staff in the Harrisville Central School District will utilize the District network on a daily basis and have proficiency in the following:

- Basic Operations
- File management
- Word processing
- Communication via email
- Using web-based management software
- Using technology for attendance and grade reporting purposes

In addition to the above, professional staff obtain proficiency in areas of technology integration related to content areas which are also tied to ISTE Standards

Harrisville Central School District is firmly committed to professional development which is supported by a data-driven school improvement plan. It is further understood that teachers realize the need to constantly study and reflect upon their individual classroom situations.

For these reasons the District philosophy supports an organizational structure for professional development that recognizes three levels of professional development:

District Based programs-supporting District-wide efforts especially State mandated Initiatives School Based programs-supporting District wide efforts and school based improvement programs.

Individual Growth and Enrichment Plans-Meeting individual needs that support District and/or building based efforts.

School based professional development initiatives (activities and strategies) are connected to the school improvement process and aligned with district goals. They are based upon collection and evaluation of student achievement data, demographics, perception data, and school processes data to determine needs. Our CDEP committee is responsible to submit a professional development plan. Plans are usually developed for a three to five year period with yearly modifications taking place.

The learning needs of the students to related to New York State and district standards.

Classroom practices currently in use:

Area of inquiry (i.e., theory, practice or methodology) to be investigated and implemented for the purpose of improving student learning and achievement through professional growth.

Changes that might occur in instruction, classroom management, and/or assessment tools.

Plans for reviewing and assessing the extent to which changes have affected student learning and achievement.

Although these actual plans are not included in the professional plan documentation, it is important to mention that this individual professional growth process provides an opportunity for staff to focus district/building goals at a personal level. The ultimate goal

is to improve student learning by incorporating research based teaching strategies and methodologies into the classroom setting.

Student learning, student achievement and similar terms used in this document relate to student centered activities that are part of the District's instructional program.

Technology Related Professional Development

Student Program Goal

Increase student's quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, education, and workplace goals.

Data Sources, Present Status, Desired Outcome

ISTE, Student NETS

Assessment of student technology skills and teacher effective technology use.

Review of current research on new and effective technology integration tools and resources.

An annual assessment of student technology skills is being administered at the district level to 8th grade students.

Regularly review current research on new and effective technology integration tools and resources.

K-12 technology integration which supports core curriculum and allows all students to meet technology skills expectations based on revised ISTE, NETS.

Established pattern of administration and data collection for teacher technology skill and use survey across district.

Continued review of current research on new and effective technology integration tools and resources.

Model schools

Measurable Objective

Students will continue to incorporate and employ technology related strategies to empower their academic success and understanding as related to:

Creativity and Innovation

- ☐ Communication and Collaboration
- ☐ Research and Information Fluency
- ☐ Critical thinking, Problem Solving, and Decision Making
- ☐ Digital Citizenship
- ☐ Technology Operations and Concepts

Goal Activities

Personnel Involved

Success Indicators

Pre K-12 Staff will increase their knowledge of important issues of a technology based society and ethical and responsible behaviors Teachers will learn to apply this knowledge to instruct students in skills appropriate to their grade level and associated with expectations of the Harrisville Pre K-12 Technology Standards. District, buildings and individuals continue cycle of analysis reviewing current technology uses and those new technologies that provide potential for general research based instructional strategies; research based content related strategies and support the management of instruction:

- ☐ Review data to determine current needs of students, the learning environment
- ☐ Look for uses of technology that can positively affect those needs
- ☐ Develop, implement and participate in professional growth experiences that provide implementation to

occur

- ☐ Assess the effect of the implementations Technology facilitators, Principals, Building and District Technology Committees Increases in the amount and kinds of resources purchased Increases in number of students meeting or exceeding State standards on district and NYS assessments Teacher feedback

Measurable Objective

Students will be exposed to increased amounts and quality of technology integrations which are connected to research-based strategies and content and performance standard specific areas with the intention of improving student achievement/learning

Goal Activities

Personnel Involved

Success Indicators

Through the use of workshops, institutes, meetings:

- Pre K-12 teachers learn about, determine the potential of, and apply appropriate technology to general research-based instructional strategies. Specific strategies include those associated with What Works in Schools research, differentiation, and co teaching
- Research-based content oriented instructional strategies..
- Support the management of instruction
- Make learning opportunities available from anywhere, and anytime via technology
- District committees continue to articulate Pre K-12 technology integration which supports core curriculum and allows all students to meet technology skills expectations based on revised ISTE NETS. Participating faculty Instructional Specialists

Principals

Building and District Technology

Planning Committees

The success indicators that follow are generally focused on but not limited to associations with these

technological implementations if and when data is available:

General Research Based Instructional Strategies:

- What Works in Schools Research
- Differentiation
- Co-Teaching
- Drill & practice
- E-communication
- Simulations
- Problem solving
- Expression and Visualization
- Online research
- High order thinking

- ☐ Active learning
- ☐ Assessment and Feedback
- ☐ Increased posting of work for authentic audiences Content Specific:
- ☐ Technology related textbook supplements
- ☐ Level of participation in building and district professional development activities
- ☐ Actions and involvements of building tech committees and facilitators in planning and supporting for t these implementations.
- ☐ Student/Teacher products
- ☐ Continued increases in the number and quality of classroom implementations
- ☐ Continued increases in the availability of resources needed to implement
- ☐ Teacher and student perceptions that technology is increasing student learning

G. Supporting Resources

Examples of Technology Offerings by the Harrisville Professional Development Department

Advanced Tips and Tricks for Using Microsoft Word

Approaches Used in the Delivery of Middle School Technology Education Drafting

Basics of Internet Safety

Blogs

The World of Wiki's

Integrating Video Clips into Your Lessons

CPS for Beginners

Creating Custom Soundtracks for Multimedia

Using Video to Make Lessons More Engaging

Engaging Students Using the Wireless Mouse and Keyboard

Information Literacy

Introduction to Windows Movie Maker

Using Discovery Education - Streaming (United Streaming) in the Classroom

What's new in Office 2003

Smart Board Version 10.0 What's new?

Teaching Technology Education Courses

Tips and Tricks for Using Excel in the Classroom

Using Best Practices and Technology

Using the Smart Board Software in the Music Classroom

Videoconference Basics

Web 2.0

WebQuests

Wikis

Harrisville Central School District

Additional Supporting Resources

Courses offered through CSLO

Tips and Tricks Newsletter available on our intranet

District-developed video tutorials available on our intranet

District Policies developed and accessible to all staff

Online required training

Computer Support Technician support in all buildings

Support for technology integration conference attendance

Support for professional development opportunities at the building level

Support from the District Assistive Technology Team

Technology Professional Development Goal Action Plan

Professional Development

Increase educator's competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

□ Make and support connections to how technology can be used to provide strategies which support research on how students learn.

Actions needed to achieve goal

Staff Development

Person(s) Responsible

Date each action will be completed

Indication of Success

Review current research on new and effective technology integration tools and resources.

Staff development center offerings

Building based in-services

District Administrators

Building Administrators

Technology Facilitators Ongoing Continued review of current research on new and effective technology integration tools and resources. Increase educator's knowledge of new 21st technology tools which help students learn.

Staff development center offerings

Building based in-services

District Administrators

Building Administrators Ongoing Demos at Building Tech Committee Meetings

In-service course Attendance

Product sample from students

Classroom observations

Explore a staff development day devoted to 21st century technology integration directly related to curricular areas.

District Administrators

Building Administrators

Technical Staff 2010-2011

Educator feedback

Requests for follow-up

☐ Increased attendance at related technology integration courses

Survey professional staff to assess quality of technology integration in the curricular areas.

☐ District Administrators

☐ Technology Facilitators

☐ Instructional Staff

☐ Technical Staff 2010-2011 Completed surveys. Meaningful data is collected to help plan next steps.

III. Infrastructure, Hardware, Technical Support, and Software

H. Infrastructure Needs/Technical Specification, and Design

Harrisville Central School District provides technology services to one elementary school, one Middle school, one high school, a district office, and the bus garage. Fiber connects these areas to two district servers housed in our main facility. The district utilizes the regional broadband network available through the Northeastern New York Regional Information Center. The broadband network provides the district with 1 Gigabit per second access to Internet services and the resources at the regional information center.

Students, teachers, staff, and administrators are provided with an information environment that is technologically efficient and allows access to a global variety of resources.

Electronic communication and global learning has become the norm for our society, and Harrisville Central School District provides an environment which allows staff and students the necessary resources for email, information retrieval, access to the Internet, and participation in educational learning communities.

All classrooms have local network and Internet access and are provided.

- Utilization of the wealth of information available on the World Wide Web (curriculum resources, web quests, online catalogs, electronic reference tools, lesson plan ideas, sharing

forums, in-class presentation of timely topics, etc...)

- Communication and data transfer via email to save time and paper resources

- Availability of professional development courses and training

- Access to all district and regional library catalogs
- Access to online subscriptions, databases, and web sites which provide instructional resources
- Access to student demographic information, grade information, test data, and IEP's as appropriate
- Access to Assistive Technology tools and devices

Standard Software on All District Computers

Microsoft Office 2003 Professional

Symantec Antivirus

Adobe Acrobat Reader

Macromedia Flashplayer

Macromedia Shockwave

Firefox

Internet Explorer

Quicktime

iTunes

Google Earth

Real Player

PDF Creator

CPS

Windows Photo Story

Windows Media Player

Windows Movie Maker

Other Software Included on Some Computers

Brain Pop

Adobe Creative Suite

Everyday Mathematics

Examgen

FitnessGram

Kidspiration

Type to Learn

Management and instructional software resources include:

eSchoolData: The main student information system for the district which maintains all demographic, course, and grade information.

WinCap: The main staff information system which maintains all payroll, demographic, and personnel information.

IEP Direct: Database for all student special education information, as well as 504 data.

Follett: Library course catalog system.

Microsoft Exchange: Email and organization/communication system.

Harrisville subscribes to many online instructional resources which include:

United Streaming

Encyclopedia Americana

Grolier Multimedia

New Book of Knowledge

Popular Science

Amazing Animals

History Resource Center

World News Digest

Today's Science

Harrisville Central School District

Internet Connectivity

The District acquired and implemented the domain name hcsk12.org. This domain name and presence serves as a launching point to implement new web services including the

ability to build web pages; as well as improve email configuration and accessibility. To complement these changes, IT has additionally engineered improved remote access solution, filtering solution and monitoring capabilities. Through our public website hosted by School World, and our intranet site WITS, students, staff, parents, and community have access to the important data and information that is now expected to be provided in an electronic format. These sites make it possible for users at various levels within the organizations to contribute, update and manage dynamic content. The two resources bridge together to provide our school community a wealth of instructional and resource information with many services and topics including:

Online curriculum

Teacher web pages

Application submission and tracking

Building information

Forms and applications

Athletic information

Official District documents

Transportation information

Information for college planning

Wellness

Shared Decision Making

Community Education

Student demographics

Grade and assignment information

Attendance information

Discussion groups

Data aggregation

Inventories

Library Media Services

Professional Development Requests

Requests for various District resources

Future enhancements will include direct ties of online curriculum to assessments, data, NYS

standards and development of additional instructional components to enhance 21st century skills.

Infrastructure Configuration

The District has a network with its core within the pre K – 12 structure. Key features include:

One Windows 2000/2003 domain running Active Directory. Services provided as a part of this

Active Directory domain structure includes:

□ A 4.5 TeraByte Storage Area Network (SAN) to provide all users with file storage and provide for secure redundant data storage for key applications.

□ Email and collaboration through Exchange 2007 for our staff.

□ Centralized proxy and firewall services for content filtering and access management.

□ Dynamic Host Control Protocol (DHCP) and Domain Name Services (DNS) for improved systems management and support.

□ An Intranet for single point of access and consistent system presentation.

□ Central management of all systems and services.

Connectivity to BOCES improved local area networks in all buildings result in multi-gigabit-per second connectivity. Key benefits include:

□ Increased speed and reliability of services to the desktop

□ Increased facility with which to implement significant technology changes without a complete equipment exchange

□ Ability to utilize video-conferencing for virtual field trips and distance learning

□ Ability to utilize streaming video services such as V-Brick for internal IPTV and

United Streaming for educational programming

□ Prepared for implementation of voice integration and future data services

To protect the District's network, systems and services, an Internet barrier has been installed separating the HCS network from the Northeastern Regional Information Center and outside networks. This barrier is comprised of firewalls, application gateways and proxy servers on the HCS network and an external integrated firewall on the broadband network.

To protect sensitive server equipment the District has constructed one (1) server room. The area is dedicated to this purpose and includes environmental controls including conditioned power, air conditioning and dedicated alarms. The server room serves as the core of the WAN, the other for backup and disaster recovery.

Network Connection Diagram

Classroom Computers

Currently all faculty have a computer in the classroom running Windows XP with adequate processing speed and memory to allow for productive and creative use. All are capable of having access to the internet, network and intranet resources. Approximately 95% of district computers are Windows based. All PC platform units have been recently updated. Many classrooms have centers of 3 computers or laptops. Most desktop and laptop computers are re-imaged yearly, and follow a five year recycling plan.

Computer Laboratories

Our current computer labs are well equipped and have access to the Internet. All buildings have PC labs. Labs follow a five year recycling plan.

Presentation Equipment

Many classrooms have a networked computer connected to a mounted projector or monitor. This provides immediate and easy access to digital support materials. Over the course of this plan, Williamsville will work to provide all remaining classrooms with a presentation setup with a

mounted projector. The district owns rights to *United Steaming* media for presentation use.

Peripherals

As instructional strategies dictate, many classrooms are equipped with SmartBoard technology,

document cameras, digital cameras, camcorders, and other technology tools.

Available Technical Support

Assistant Superintendent for Technology Services

Manager of Educational Technology Services and Operations

Manager for Micro Computer Support Specialists

Four Micro Computer Support Specialists

Two District Programmers

One District Trainer/Scanner

Manager for Computer Support Technicians

2 Computer Support Technicians (for the District @ 60% service from BOCES)

I. Inventory

<i>Room Number / Name</i>	<i>HCSK / SLLB #</i>	<i>Serial #</i>	<i>Type / Model</i>	<i>OS</i>	<i>PC / PR</i>	<i>Date</i>	<i>Drop</i>
B118 / Tech Lab	N/A	21113679	Gateway 3400	XP Pro	N/A	10/6/2008	
B118 / Tech Lab	B - G31J301	G31J301	Dell PE 1300	Server 2000	N/A	10/6/2008	
B118 / Tech Lab	H - 1000147	9T28511	Dell Optiplex 260	XP Pro	PC	10/6/2008	
B118 / Tech Lab	H - 1000149	FTSM301	Dell PE 2400	Server 2000	PC	10/6/2008	
B118 / Tech Lab	H - 1000148	DTSM301	Dell PE 2400	Server 2000	PC	10/6/2008	
B118 / Tech Lab	O - 1JSH70	1JSH70	Dell PE 2900	Server 2003	PC	10/6/2008	
A121 / SE K-6	B - JX24WD1	JX24WD1	Dell Optiplex 745	XP Pro	PC	5/28/2010	
A121 / SE K-6	H - 1000442	USV3270FJ5	HP XW 5000	XP Pro	PC	5/28/2010	
A121 / SE K-6	N/A	MD301C	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9056	MD201C	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9139	MD203C	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9080	JF207E	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9270	JF310E	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9238	MD304D	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9167	B4Q2851	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9206	MD309C	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9666	JF310B	Dell Optiplex GX270	XP Pro	PC	5/28/2010	

A122 / ElemLab	B - 9223	3072801	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9040	MD112B	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9267	MD111B	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9050	JF2083	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9052	JF108B	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9098	MD104C	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9081	NG109C	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9150	NG205E	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9042	4WRRZ41	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9225	D102854	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	B - 9172	JH511B	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	N/A	GK3FPH1	Dell Optiplex 755	XP Pro	PC	5/28/2010	
A122 / ElemLab	N/A	JX24WD1	Dell Optiplex GX270	XP Pro	PC	5/28/2010	
A122 / ElemLab	N/A	3HR0072090	Epson Stylus Color 800	N/A	PR	5/28/2010	
A122 / ElemLab	N/A	CNGXXD02914	HP LASERJET 4200TN	N/A	PR	5/28/2010	
A120 / 5th Grade	B - 9177	JF306D	Dell Optiplex GX270	XP Pro	P	5/28/2010	
A120 / 5th Grade	N/A	2F8XJ01	Dell 810 ALL IN ONE	XP Pro	PR	5/28/2010	
A119 / 5th Grade	H - 1000432	USV3270FL5	HP XW 5000	XP Pro	P	5/28/2010	
A119 / 5th Grade	B - 6044	1F3HT71	Dell Optiplex GX270	XP Pro	P	5/28/2010	
A119 / 5th Grade	N/A	MY855CS6V9	HP Laserjet 6940	N/A	PR	5/28/2010	
A117 / Business Lab	M - 002201	BEPRZ41	Dell Optiplex GX270	XP Pro	P	5/28/2010	
A117 / Business Lab	M - 002370	BEPRZ41	Dell Optiplex GX270	XP Pro	P	5/28/2010	
A117 / Business Lab	M - 002237	FDPRZ41	Dell Optiplex GX270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000094	180HH41	Dell Optiplex GX 270	XP Pro	P	5/2/52010	
A117 / Business Lab	H - 1000953	GSGB051	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000085	390HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000091	9B0HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	

A117 / Business Lab	H - 1000090	7TGB051	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000089	F90HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000088	670HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000087	GBYGH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000086	C70HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000092	FB0HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000081	CB0HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000083	580HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000082	3B0HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000078	1C0HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000084	3C0HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000080	690HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000079	J90HH41	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000223	2TGB051	Dell Optiplex GX 270	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000441	USV3270FKT	HP XW 5000	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000403	USV320FKS	HP XW 5000	XP Pro	P	5/28/2010	
A117 / Business Lab	H - 1000400	6044DY5ZK262	Compaq EN	XP Pro	P	5/28/2010	
A117 / Business Lab	N/A	USGNNQ1617	HP Laserjet 4200TN	N/A	PR	5/28/2010	
A117 / Business Lab	N/A	MY85RCS45	HP Deskjet 6940	N/A	PR	5/28/2010	
G114 / Library Lab	B - 13762	SK43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 13763	6L43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 13764	4L43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 13757	FK43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 13765	7K43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 13766	1L43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 14204	555W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008	
G114 / Library Lab	B - 14205	755W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008	

G114 / Library Lab	B - 14206	C65W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14195	F65W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14196	475W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14197	865W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14194	D75W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 13761	JJ43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 13760	HK43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 13759	9L43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 13758	BK43KF1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14199	665W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14200	G75W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14201	655W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B - 14202	B55W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
G114 / Library Lab	B -14203	875W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
Kitchen	H - 1000023	9BLJ301	Dell Optiplex GX 110	Win 2000	P	11/24/2008
ISI /Detention	H - 1000058	JG4KD01	Dell Optiplex GX 110	XP Pro	P	11/24/2008
ISI / Detention	H - 1000219	56AA801	Dell Optiplex GX 110	XP Pro	P	11/24/2008
Teachers Conf. RM	H - 1000135	DV28611	Dell Optiplex GX 110	Win 2000	P	11/24/2008
MR Waters Office	B - 15199	5L3FPH1	Dell Optiplex 755	XP Pro	P	11/24/2008
Elementary Office	H - 1000175	6V28511	Dell Optiplex GX 260	XP Pro	P	11/24/2008
Business Office	B -13472	HZX63D1	Dell Optiplex 745	XP Pro	P	11/24/2008
Principals Office	B - FF6X3D1	FF6X3D1	Dell Optiplex 620	XP Pro	P	11/24/2008
Main Office	B - 14209	87FT6G1	Dell Optiplex 755	XP Pro	P	11/24/2008
Nurses Office	H - 1000261	HV28611	Dell Optiplex GX260	Win 2000	P	11/24/2008
D101 / Special Ed	B - 56451	8060	Dell Optiplex GX110	XP Pro	P	11/24/2008
D101 / Special Ed	H - 1000062	8LYJD01	Dell Optiplex GX110	XP Pro	P	11/24/2008
Library	H - 1000406	8RZ6D91	Dell Optiplex 170 L	XP Pro	P	11/24/2008
Library	H - 1000408	5RZ6D91	Dell Optiplex 170 L	XP Pro	P	11/24/2008

Library	H - 1000407	2RZ6D91	Dell Optiplex 170 L	XP Pro	P	11/24/2008
Library / Main Desk	H - 1000384	4KKM1C1	Dell Optiplex GX620	XP Pro	P	11/24/2008
Library / Main Desk	H - 1000385	2KKM1C1	Dell Optiplex GX620	XP Pro	P	11/24/2008
Library	H - 1000356	9KKM1C1	Dell Optiplex GX620	XP Pro	P	11/24/2008
Library	H - 1000064	JDYJD01	Dell Optiplex GX110	XP Pro	P	11/24/2008
G113 / Library	H - 1000044	3KYJD01	Dell Optiplex GX110	Win 2000	P	11/24/2008
G113 / Library	H - 1000053	7HYJD01	Dell Optiplex GX110	Win 2000	P	11/24/2008
G113 / Library	H - 1000054	5HYJD01	Dell Optiplex GX110	Win 2000	P	11/24/2008
G113 / Library	H - 1000055	KJYJD01	Dell Optiplex GX110	Win 2000	P	11/24/2008
F108 / Social Studies	B - 14956	8D37QG1	Dell Optiplex 755	XP Pro	P	11/24/2008
F108 / Social Studies	B - 9267	2DPRZ41	Dell Optiplex GX270	XP Pro	P	5/28/2010
F108 / Social Studies	N/A	MX99L1V282	HP Deskjet 830C	N/A	PR	2/28/2010
F108 / Social Studies	NA	MX99I1T1KB	HP Deskjet 830C	N/A	PR	5/28/2010
F107 / Social Studies	B - 5D37QG1	5D37QG1	Dell Optiplex 755	XP Pro	P	11/24/2008
F106 / English	B - 14957	8MH9QH1	Dell Optiplex 755	XP Pro	P	11/24/2008
F106 / English	N/A	BV28S11	Dell Optiplex GX260	XP Pro	P	5/28/2010
F106 / English	N/A	CNB1F7406	HP Laserjet 1160	N/A	PR	5/28/2010
F103 / English	B - CC37QG1	CC37QG1	Dell Optiplex 755	XP Pro	P	11/24/2008
F103 / English	H - 1000376	5U28S11	Dell Optiplex GX260	XP Pro	P	5/28/2010
F103 / English	N/A	MY05I180M1	HP Deskjet 6940	N/A	PR	5/28/2010
F102 / Math	B - JC37QG1	JC37QG1	Dell Optiplex 755	XP Pro	P	11/24/2008
F102 / Math	N/A	MY85RCS6KB	HP Deskjet 6940	XP Pro	PR	5/28/2010
Guidance Office	H - 1000387	BKKM1C1	Dell Optiplex GX620	XP Pro	P	11/24/2008
Guidance Office	H - 1000388	6KKM1C1	Dell Optiplex GX620	XP Pro	P	11/24/2008
C108 / Smith	B - 4LMJ301	4LMJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008
Maintenance	B - FH4KD01	FH4KD01	Dell Optiplex GX110	XP Pro	P	11/24/2008
Maintenance	H - 1000442	HC17Y41	Dell Dimension 4600	XP Pro	P	11/24/2008

D113 / Band Room	H - 1000192	DLMJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	
E105 / Technology	B - 58ZM5H1	58ZM5H1	Dell Optiplex 755	XP Pro	P	11/24/2008	
E105 / Technology	B - 14207	675W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008	
E105 / Technology	B - 14205	H55W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008	
E105 / Technology	B - 14210	97FT6G1	Dell Optiplex 755	XP Pro	P	11/24/2008	
E105 / Technology	B - 14194	265W6G1	Dell Optiplex 755	XP Pro	P	11/24/2008	
E108 / Art Room	B - 95JWM11	95JWM11	Dell Optiplex GX260	XP Pro	P	11/24/2008	
E108 / Art Room	H - 1001294	JZ6YN71	Dell Optiplex GX260	XP Pro	P	11/24/2008	
E108 / Art Room	H - 1000195	307YN71	Dell Optiplex GX260	XP Pro	P	11/24/2008	
E108 / Art Room	H - 1000197	564311	Dell Optiplex GX1	Win 2000	P	11/24/2008	
E108 / Art Room	H - 1000196	8TFRR71	Dell Dimension 3000	XP Pro	P	11/24/2008	
E102 / Health	H - 1000199	F3LJ301	Dell Optiplex GX110	XP Pro	P	11/24/2008	D
E103 / Science	H - 1000256	CX5DL61	Dell Optiplex GX280	XP Pro	P	11/24/2008	A
E103 / Science	H - 1000355	9M1MD01	Dell Optiplex GX110	XP Pro	P	11/24/2008	B
E103 / Science	H - 1000463	JXMJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	
E104 / Science	H - 1000331	5CLJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	B
E104 / Science	H - 1000329	6XMJ391	Dell Optiplex GX110	Win 2000	P	11/24/2008	C
E104 / Science	H - 1000330	2LMJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	A
E104 / Science	H - 1000327	KLX8116	IBM	Win 2000	P	11/24/2008	D
B104 / Write To Read	H - 1000433	USV327OFKD	HP XW 5000	XP Pro	P	11/24/2008	
B108 / 4th Grade	H - 1000152	6LMJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	
B108 / 4th Grade	H - 1000152	N/A	Dell Optiplex GX110	Win 2000	P	11/24/2008	
B109 / 3rd Grade	N/A	N/A	HP XW 5000	XP Pro	P	11/24/2008	
B109 / 3rd Grade	N/A	N/A	Dell Optiplex GX1	Win 2000	P	11/24/2008	
B110 / 2nd Grade	H - 1000	563WA	Dell Optiplex GX1	Win 2000	P	11/24/2008	D
B110 / 2nd Grade	H - 1000409	HBLJ301	Dell Optiplex GX110	XP Pro	P	11/24/2008	
B110 / 2nd Grade	H -1000	5642N	Dell Optiplex GX1	Win 2000	P	11/24/2008	B

B111 / 1st Grade	N/A	USV3270FHT	HP XW 5000	XP Pro	P	11/24/2008	A
B112 / Kindergarten	68051	5648U	Dell Optiplex GX1	Win 2000	P	11/24/2008	C
B112 / Kindergarten	H - 1000204	JWMJ301	Dell Optiplex GX110	XP Pro	P	11/24/2008	A
B113 / Kindergarten	H -1000439	USVR320KT1	HP XW 5000	XP Pro	P	11/24/2008	C
B114 / 1st Grade	H - 1000899	USV3270FK7	HP XW 5000	XP Pro	P	11/24/2008	D
B114 / 1st Grade	H - 1000154	B9CZB11	Dell Optiplex GX240	Win 2000	P	11/24/2008	
B115 / 2ndGrade	H - 1000077	8MMJ301	Dell Optiplex GX110	XP Pro	P	11/24/2008	B
B115 / 2nd Grade	H - 1000431	USV33304NH	HP XW 5000	XP Pro	P	11/24/2008	H
B116 / 2nd Grade	H - 1000440	USV3270FHX	HP XW 5000	XP Pro	P	11/24/2008	B
C112 / C112-FT28S11	N/A	GBLJ301	Dell Optiplex GX260	XP Pro	P	11/24/2008	
A112 / Heise	H - 1000129	2MMJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	
A112 / Heise	B - 6056	34ZJT71	Dell Optiplex 620	XP Pro	P	5/28/2010	
A112 / Heise	N/A	MY0241103T	HP Deskjet 930C	N/A	PR	5/28/2010	
C117 / Physical Ed	B - 6039	64NHT71	Dell Optiplex 620	XP Pro	P	5/28/2010	
C117 / Physical Ed	N/A	MY0BE110U1	HP Deskjet 950C	XP Pro	PR	5/28/2010	
D112 / Vocal Rm	1000305	78LJ301	Dell Optiplex GX110	Win 2000	P	11/24/2008	
A121 / 620	6108	55NHT71	Dell Optiplex 620	XP Pro	P	4/15/2009	
A114 / HCS-STAFF-114	5987	1DNHT71	Dell Optiplex 620	XP Pro	P	4/15/2009	
A107 / HCS-STAFF-107	10586	CF4X391	Dell Optiplex 620	XP Pro	P	4/15/2009	
A119 / HCS-STAFF-119	CO935424	F2ZFX21	Dell Optiplex 620	XP Pro	P	4/15/2009	
A109 /	B - 6006	95ZJT71	Dell Optiplex 620	XP Pro	P	5/28/2010	
A109 /	N/A	7WMJ301	Dell Optiplex GX110	XP Pro	P	5/28/2010	
A109 /	1000405	3VMJ301	Dell Optiplex GX110	XP Pro	P	5/28/2010	
A109 /	N/A	8XMJ301	Dell Optiplex GX110	XP Pro	P	5/28/2010	
A110 / Teachers Rm	1000403	7MMJ301	Dell Optiplex GX110	XP Pro	P	5/28/2010	
A110 / Teachers Rm	1000176	USJNG25848	HP Laserjet 4100TN	N/A	PR	5/28/2010	
A101 /	N/A	9DWRV81	Dell Optiplex 620	XP Pro	P	5/28/2010	

C113 /	N/A	FH4KD01	Dell Optiplex GX110	XP Pro	P	5/28/2010
C112 / PHYC	N/A	8V28S11	Dell Optiplex GX260	XP Pro	P	5/28/2010
C111 / Reading	B - 8090	CCDVL81	Dell Optiplex 620	XP Pro	P	5/28/2010
C111 / Reading	N/A	SG01S1W0VB	HP Laserjet 950C	XP Pro	PR	5/28/2010
C110 / Reading	H - 1000177	BT28511	Dell Optiplex GX260	XP Pro	P	5/28/2010
C110 / Reading	B - 9354	GBG2331	Dell Optiplex GX260	XP Pro	P	5/28/2010
C110 / Reading	N/A	MX991TZK6	HP Deskjet 830C	N/A	PR	5/28/2010
C109 / Speech	B - 6041	842JT71	Dell Optiplex 620	XP Pro	P	5/28/2010
C109 / Speech	N/A	MY9BF15ORY	HP Deskjet 895CX1	XP Pro	PR	5/28/2010
A118 / Taylor	H - 1000138	3MMJ301	Dell Optiplex GX110	XP Pro	P	5/28/2010
A118 / Taylor	N/A	MY0361103J	HP Deskjet 950C	N/A	PR	5/28/2010
A115 / Chartrand	H - 1000404	GT28519	Dell Optiplex GX260	XP Pro	P	5/28/2010
A115 / Chartrand	N/A	MY865RC56	HP Deskjet 710C	N/A	PR	5/28/2010
A114 / Nofstier	B - 5983	16ZJT71	Dell Optiplex 620	XP Pro	P	5/28/2010
A114 / Nofstier	H - 1000060	6DYJD01	Dell Optiplex GX110	XP Pro	P	5/28/2010
A114 / Nofstier	B - 5981	10NHT71	Dell Optiplex 620	XP Pro	P	5/28/2010
A114 / Nofstier	N/A	MXN1N10040	HP Deskjet 932C	N/A	PR	5/28/2010
A114 / Nofstier	N/A	MY3A63009X	HP Deskjet 6127	N/A	PR	5/28/2010
A113 / Fraser	N/A	3C37QG1	Dell Optiplex 755	XP Pro	P	5/28/2010
A113 / Fraser	N/A	AAUK02096	Canon NP970	N/A	PR	5/28/2010
C116 / Felio	N/A	9F6X301	Dell Optiplex 620	XP Pro	P	5/28/2010
A111 / Percy	B - 6060	F9WHT71	Dell Optiplex 620	XP Pro	P	5/28/2010
A111 / Percy	N/A	MY05I18001	HP Deskjet 950C	N/A	PR	5/28/2010
F101 / Valentine	B - 7510	86L8T71	Dell Optiplex 620	XP Pro	P	5/28/2010
F101 / Valentine	N/A	FCUD83914	Canon IP 1600	N/A	PR	5/28/2010
F101 / Valentine	H - 1000438	US3270FL4	HP W 5000	XP Pro	P	5/28/2010

J. Increase Access

The District's Technology Plan includes technology use for all students including students with disabilities. Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to access their educational programs and facilitate student achievement. Federal Regulation (34 CFR 300.308) requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school age student with a disability when recommended by the Committees on Special Education and as described in the Individualized Education Program (IEP). The District:

- Purchases AT hardware & software tools
- Provides ongoing staff development and training

Assistive technology services include:

- Acquiring appropriate and required assistive technology devices or equipment for students with disabilities
- Customizing, adapting, applying, repairing or replacing assistive technology devices
- Coordinating and using other therapies, interventions or services in conjunction with assistive technology
- Training and technical assistance for students with disabilities, professionals, staff, teachers and family members.

Technology Equipment and Infrastructure Goal Action Plan

Technology Equipment and Infrastructure

Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Harrisville District's learning and work environment.

Actions needed to achieve goal

Staff Development

Person(s) Responsible

Date each action will be completed

Indication of Success

Adhere to a 5 year replacement plan for all District computers.

- District Administrators

□ Technology Staff

Ongoing Desktops and laptops are replaced regularly when financially feasible. Replace supporting peripherals as necessary.

□ Technology Staff

Ongoing Peripherals are replaced as needed. Equip all District classrooms with a mounted projector for presentation.

□ District Administrators

□ Technology Staff

□ Facilities Staff 2013 all classrooms have a projector connected to a computer. Investigate and support new technologies which promote 21st century learning.

□ District Administrators

Ongoing Instructional areas are supported with new appropriate technologies to support integration. Investigate replacement of all district switches.

□ District Administrators

□ Technology Staff

2010-2013 Decisions and a replacement schedule is in place for future replacement of switches.

Security Goal Action Plan

Security

Continue to advance the security and functionality of District technology systems and data.

Actions needed to achieve goal

Staff Development

Person(s) Responsible

Date each action will be completed

Indication of Success

Initiate a department level audit to assure proper securities and storage of critical and confidential files.

□ Technology Staff

- Appropriate Administrators
- Confidential files are stored only when necessary, and in safe, locked areas of the network.
- Training occurs to insure that exported work files that contain confidential information are removed from the server and individual desktops when work is completed. Implement automatic security measures at the workstation and user level
- Workshops, seminars, articles
- Building Technology Team demos
- Technology Staff
- All users and workstations follow various security protocols.
- Complex passwords, screen locks, are implemented and regularly checked. Investigate ways to balance necessary work flow with security.
- Workshops, seminars, articles
- Technology Staff
- District Administrators Ongoing Security measures maintain an appropriate balance with necessary support for administrative work flow and classroom instruction. Continue to stay informed of legal requirements and guidelines in respect to parental access and consent, management of information, access to information, and safety.
- Local In-service training
- Work sessions/meetings
- District Administrators
- Ongoing District policies and practices address legal requirements and guidelines which are periodically reviewed with staff.

IV. Funding and Budget

A. Budget Difficulties

Budget has been and will continue to be a barrier to the overall success of the Harrisville Central School District’s efforts in the area of technology.

Harrisville CSD
Technology Budget

	2010-11	2011-12	2012-13
Hardware	5,000	5,000	5,000
Materials & Supplies	800	600	500
Software	6,500	6,500	6,500
BOCES	115,187	110,005	98,500
BOCES - ARRA Funds		20,716	0.00
Total	127,487	142,821	110,500

Coordination of Resources

Harrisville Central School District annually applies for E-rate funding to support the following technologies:

Internet Connections

Future applications may include support for the District’s Wide Area Network

V. Monitoring and Evaluation

Evaluating and implementing the technology plan will be the responsibility of the district administration in conjunction with the District Technology Committee, and the faculty and staff. As we assess the achievement of our goals, we will continually review and adjust our plan to meet the rapidly occurring changes in technology. Unmet goals will be addressed by the District Technology Committee with appropriate members of the school community based on the area needing improvement. The evaluation strategies below will allow the Harrisville Central School District to measure and analyze the infusion of technology by all learners, and to assess the effectiveness of the technology plan on student achievement.

- Monthly meetings of the District Technology Committee to review the Technology Plan’s progress and to make reports, recommendations and/or adjustments with appropriate staff and constituents..
- Presentation on “State of Harrisville’s Technology” to the Board of Education at least one time per year.
- Observation in classrooms and review of data to assess student learning.
- Formal and informal surveys to staff and students.
- Requests for anecdotal information on the use of computers as an instructional and

informational tool.

- ☐ Ongoing review by technology sub-committees and periodic reviews with building administrators, Instructional Specialists, etc.
- ☐ Coordination of technology professional development opportunities with the Instructional Specialist for Professional Development.
- ☐ Follow-ups at the building levels as to the progress of technology integration and support in the curricular areas.

Examples of evidence that can be used to determine the technology plan's progress and success might include:

- ☐ Student products
- ☐ Rubrics
- ☐ District developed technology assessments and surveys
- ☐ NYS assessments
- ☐ District staff survey results
- ☐ Enrollment in in-service education programs
- ☐ Faculty exemplars
- ☐ Teacher appraisal
- ☐ Community participation on planning teams
- ☐ Community feedback
- ☐ Community support through the voting process

Acceptable Use Policies

HARRISVILLE STUDENT USE OF TECHNOLOGY

The District will provide access to various technology resources through its Information Technology Services division (ITS hereafter). Technology resources include software, hardware, and communication networks. This may include access to electronic mail and the "Internet". It may include the opportunity for some students to have independent access to ITS from remote locations. All use of the ITS, including independent use off school premises, shall be subject to this policy and accompanying procedures. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the District. The ITS will allow student access to external technology resources not controlled by the District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access.

This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such a policy and accompanying guidelines and procedures, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the ITS or any other technology resources. The District respects the right of each parent/guardian to be fully informed of all requirements of this policy and any procedures adopted to insure acceptable use of the ITS. Procedures will be established to define the process by which parents/guardians may submit a written request to deny or rescind student use of the ITS. Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to the use of the ITS. This policy does not attempt to articulate all required and/or acceptable uses of the ITS; nor is it the intention of this policy to define all inappropriate usage. Administrative procedures will further define general guidelines of appropriate student conduct and use as well as proscribed behavior. District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software, publishers, license agreements, and student rights of privacy created by federal and state law. Students who engage in unacceptable use may lose access to the ITS, in accordance with applicable due process procedures, and may be subject to further discipline under District school conduct and discipline policy and the Student Discipline Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligation Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be District property subject to control and inspection. The Superintendent of Schools and/or his/her designee may access all files and communications to insure system integrity and that users are complying with the requirements of this policy and accompanying procedures. Students should NOT expect that information stored on the ITS will be private. Procedures will be established as necessary to implement the terms of this policy.

HARRISVILLE STAFF USE OF TELECOMMUNICATIONS SYSTEMS AND COMPUTERIZED INFORMATION RESOURCES

The District will provide access to various communications equipment or technology resources. Resources include software, hardware, and communication networks. This may include access to electronic mail, the "Internet", fax machines and telephone systems. It may also include the opportunity for some staff to have independent access to the ITS (Information Technology Services) from remote locations. All use of the ITS, including independent use off school premises, shall be subject to this policy and accompanying procedures. Equipment or material used in connection with Educational Law Section 414 (Use of Schoolhouse and Grounds) shall be excluded from this policy.

The District provides technology resources to its staff for educational and administrative purposes. The

Board anticipates that staff access to various telecommunications systems and computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the ITS and telecommunications systems.

District technology resources are intended to be used for the purpose of supporting education and/or research initiatives in a manner consistent with the goals and purposes of the District. Staff use of the ITS and telecommunications systems is conditioned upon agreement (written and/or electronic) by the staff member that use will conform to the requirements of this policy and any procedures adopted to insure acceptable use of the ITS and telecommunications systems. All such agreements shall be kept on file in the Department of Information Technology.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the ITS and telecommunications. Employees are expected to communicate in a professional manner consistent with applicable District policies and procedures governing the behavior of school staff. Technology and communication resources are not to be utilized to disclose confidential information about students or other employees to unauthorized persons. This policy does not attempt to articulate all required and/or acceptable uses of telecommunication systems and the ITS; nor is it the intention of this policy to define all inappropriate use. Administrative procedures will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior. District staff shall adhere to the laws, policies and rules governing telecommunication and technology resources including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law. Employees are discouraged from using District telecommunications and ITS for the purpose of personal business. Employees using the District telecommunications (stationary and cellular phones) or ITS for the purpose of personal business for which there is an identifiable charge (local or long distance) must reimburse the District for this expense. Staff members who engage in unacceptable use may lose access to the telecommunication systems and the ITS and may be subject to further discipline under the law or in accordance with applicable collective bargaining agreements, and rights of privacy created by federal and state law. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District. *Privacy Rights*

Staff e-mail files and electronic storage media shall remain District property, subject to District control and inspection, at its discretion. The Superintendent or his/her designee may access all such files and communications to insure system integrity and that users are complying with requirements of this policy and accompanying procedures. Staff should not expect that information stored in any manner on District electronic media will be private.

Implementation

Administrative procedures will be developed to implement the terms of this policy. They shall address general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of telecommunications systems and the ITS.

Acceptable Use Procedure for Technology (5901-P)

The District will make available a variety of technological resources to support learning and enhance instruction. Our goal is to provide access to diverse, state of the art technology tools to facilitate resources sharing innovation and communication. The users (defined as any student, teacher, administrator, staff member, or community member utilizing a District computer) of these tools take on certain responsibilities, including the use of technology in an ethical manner.

Ethical Guidelines for Acceptable Use of Computer Networks in Schools

We encourage the use of computers and technology available at the District; however, with this privilege comes responsibility. Violations of the following guidelines will result in a loss of access as well as other disciplinary or legal action. Users will be expected to:

Respect the privacy of others:

- Users will keep their passwords confidential
- Student users may give login information, including username and password, ONLY to their parent(s) or legal guardian for use of the WITS.
- Users will not try to learn passwords of other users or network administrators
- Users will not attempt to gain unauthorized access to networked or stand alone systems
- Users will not modify or read files of other individuals; however, it should be noted that system administrators have access to all files. Privacy shall not be assumed in this case.
- Student data is confidential information. Employees who access student records from within or outside the district may not use, release, or share these records except as authorized by Federal and/or State law.
- Users have no expectation of privacy in files, disks, or documents that have been created, entered, stored, or downloaded from district data sources; or used on district equipment.

These documents, including email may be subject to legal access requests.

Respect the legal protection provided by copyright and license to programs and data:

- Users will not make copies of licensed programs, in violation of Copyright Laws
- Users will not install software on district computers without authorization.
- Software licenses must be strictly respected.
- The rights of copyright owners are to be respected. Copyright laws are to be fully enforced and followed.
- Works may not be plagiarized.

Respect the integrity of the District networks and other networks to which we are connected:

- Users will not intentionally develop or use programs to harass others or infiltrate a computing system or damage or alter software components or network
- Users will not intentionally send inappropriate, obscene or hateful messages/mail to others
- Users will not copy or modify server or network system files
- Users will not abuse computer or network hardware (i.e. mice, keyboards, etc.)
- Users will not use encryption programs on district computers without authorization.

Respect the materials and resources of the District:

- Users will not play “games” on district computers that are not educationally related.
- Access to computer resources should be primarily for educational and professional development activities.
- Users will properly utilize computer time and will not waste limited resources and/or supplies that are provided by the District
- Users will work in ways that will not disturb others.

Respect the materials and resources of network accounts:

- Users will not send offensive material over the Internet
- Users will not use obscene, offensive, harassing, insulting, or otherwise abusive language over the Internet or on e-mail
- Users will not access another’s folders, work or files without permission,.
- Access to telecommunications should be primarily for educational and professional development activities.
- Users will not employ the network for commercial purposes.

Consequences of Violations

Suspected violations of acceptable use will be communicated to appropriate school personnel. Persons found to be in violation of acceptable use may be denied technology access on appropriate District equipment. Any determination of non-acceptable usage serious enough to require disconnection shall be promptly communicated to appropriate supervisory staff for further action.

Actions may include the following:

- Users could be banned from access to specific technological equipment or facilities for a period of time
- Users could be required to make full financial restitution

- Users could be banned from using telecommunication facilities
- Users could lose INTERNET account privilege

Content Filtering

Internet access to the District's computer system is provided for staff and students as a means to enhance the educational mission and instructional programs of the School System, to further District goals and objectives, and to conduct research and communicate with others. Commensurate with these purposes, technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) will be utilized on all District computers with Internet access to ensure the integrity of educational services and to address safety concerns regarding the online activities of minors. In accordance with The Children's Internet Protection Act (CIPA), the term "minor" shall mean any individual who has not attained the age of seventeen (17) years. Consequently, the District, unless an authorized "override" (i.e., disabling or limiting of the blocking or filtering measure) is permitted as enumerated below, will block or filter Internet access for both minors and adults to visual depictions that are:

- 1) Obscene (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);
- 2) Pornographic (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);
- 3) Harmful to minors. For computers used by minors with Internet access the term "harmful to minors" is defined, pursuant to CIPA, as any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

In addition, the District will monitor, as deemed appropriate by the applicable building/program administrator and/or classroom teacher, access by minors to "inappropriate matter" on the Internet and World Wide Web. According to CIPA regulations, the District is authorized to filter or block Internet access to other material determined to be inappropriate for minors. The determination of what is "inappropriate" for minors shall be made in accordance with District guidelines and, as appropriate, on a case-by-case basis depending upon the factors such as the age of the student, the material involved, and the educational purpose/research for which such material is utilized. Further, in order to help ensure the safety and security of minors when using forums, blogs, electronic mail, and other forms of direct electronic communications, appropriate supervision will be provided by a classroom teacher and/or other appropriate District personnel; and notification will be given to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students. Students will also be informed regarding unauthorized access to District computers and the Internet, including so-called "hacking," and other unlawful activities. Parental and/or student informed notice shall be provided

prior to student use of District computers as a means to help ensure awareness/compliance with District rules and standards of acceptable behavior.

In furtherance of the District's educational mission to enact safety measures to protect students when online, the District has adopted and will enforce its Internet Safety Policy that includes the operation of technology protection measure(s) with respect to any of its computers with Internet access as mandated by CIPA and also in accordance with operation of such technology protection measure(s) during any use of District computers. Furthermore, in accordance with law, the District Director of Information Technology may access all staff and student files, e-mail, and electronic storage areas with the express purpose of ensuring system integrity and users compliance with the requirements of CIPA and District policy and procedures. Additionally, dissemination and/or publication of the District's Acceptable Use Policy and Regulation will be utilized as one means to further ensure the implementation of safety measures and appropriate notification to staff and students as to acceptable, as well as prohibited, conduct when using District computers or accessing the Internet on such computers. The standards of acceptable use as well as prohibited conduct by staff and students when accessing District computers and the Internet, as outlined in District policy, are not intended to be all-inclusive. Staff and students who commit an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action in accordance with law, the District Code of Conduct, and/or the applicable collective bargaining agreement. Legal action may also be initiated as deemed necessary by the Superintendent or his/her designee.

It is important to note, however, that no filtering or blocking technology is guaranteed to immediately filter all sites accessed by staff and students in a manner consistent with applicable law and district policy. Consequently, if District personnel and/or students find an accessed site that is questionable, the procedure is to contact the appropriate supervisor/teacher who will notify the Superintendent or his/her designee. The Superintendent or his/her designee will contact, as appropriate, the service/software provider and/or the District Director of Information Technology. Finally, under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled or limited for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor or other person authorized by the School District.

THE CHILDREN'S INTERNET PROTECTION ACT:

INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to transmissions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet. Further, the Board of Education's decision to utilize technology protection measures and other

safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using forums, blogs, electronic mail, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable

laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, access to a computer where the blocking or filtering technology measure(s) have been limited may be available for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the

District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

Student access to the ITS (Information Technology Services) will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers. The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

Appendix A: Examples of Staff Proficiency as related to Technology Integration

ISTE Standard 1: Creativity and Innovation

ISTE Standard 2: Communication and Collaboration

ISTE Standard 3: Research and Information Fluency

ISTE Standard 4: Critical Thinking, Problem Solving, and Decision Making

ISTE Standard 5: Digital Citizenship