

Rhinebeck Central School District

Technology Plan 2007-2010



**Rhinebeck Central School District
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Executive Summary

The Rhinebeck School District developed its first Technology Plan in 1994 in order to move the District through the 21st century. This Technology Plan has been revised and modified since then, with the goal of providing accessible technology and coordinated training, as well as using computer technologies to better deliver instruction and to improve communication with District stakeholders.

The plan outlines a multi-year program of adding hardware and software to ensure multiple points of access from every classroom. The plan also details what every district student should know regarding technology. There is also a staff development section that outlines the district's plan to train all teachers in integrating technology into their classrooms, using multimedia to enhance grade level exhibitions, and to become skilled users of computer software and Internet applications.

The District is committed to technology and has budgeted approximately \$100,000 per year to maintain and replace computers, provide professional development related to computer technology, and provide computer-enabled communication with district stakeholders. Every room in the three school buildings has been wired to the LAN and the District is connected to the Dutchess County BOCES WAN.

To extend funding resources, District staff is encouraged to pursue outside sources including the New York State Learning Technology Grant, Title IID grants (Enhancing Education Through Technology), the Dutchess County Community Foundation Grants, Mid-Hudson Teacher Center (study groups and the mini grants program) and the PTSO grant program. Purchases made through these funding sources are reviewed beforehand by the administration to insure integration and interoperability with existing technologies.

In order to accommodate the needs of all learners, the District provides technology, in the form of hardware and/or software, as determined by NYS testing results, recommendations by the Committee for Special Education, or as otherwise needed for students to meet their learning goals.

The Rhinebeck School District supports the improvement of the school library through automation and connectivity with the local village library and other networks throughout the world. The District is committed to ensure that this plan is evolutionary, one that will change as technology and technological needs change.

District Life Long Learner Outcomes

**The Board of Education adopted the following Desired Learner Outcomes (Policy # 0210.)
Every graduate of the Rhinebeck Central School District will become:**

SELF-DIRECTED LEARNERS, who use positive core values to create a positive vision for themselves and their future, set priorities, and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.

COLLABORATIVE WORKERS, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.

COMPLEX THINKERS, who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.

COMMUNITY CONTRIBUTORS, who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.

QUALITY PRODUCERS, who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced technologies.

ETHICAL DECISION MAKERS, who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring and citizenship.

This plan attempts to facilitate the successful pursuit of these outcomes that drive every initiative in the Rhinebeck Central School District.

Introduction

The Comprehensive District Education Plan (CDEP) Committee and the District Technology Committee are comprised of teachers, parents, and administrators. They meet to address the needs of students and staff. This document is reviewed by these committees. They provide input for the long-range computer integration plan and vision for computer technology in the Rhinebeck Central School District. The district's goal is to integrate technology into our practice such as professional development, instructional delivery, Academic Intervention Services (AIS), and data analysis.

Vision Statement

The Information Age brings the challenge of preparing learners for the vast amount of information they will be utilizing in the coming years. Schools need to help all students to master basic skills and knowledge. They also must provide rich, creative experiences and opportunities to apply what they have learned in the classroom as well as in other settings. Their needs will be dictated by a rapidly changing society. Technology will be made available to all students in order to help them meet their educational objectives, including mastery of the New York State Learning Standards.

Schools will need information in timely, accurate, accessible, and usable forms. Teachers need to utilize a variety of instructional methods. Educators need to find new and better ways to accomplish this mission both efficiently and effectively. Most importantly, our students need the technological tools and resources to help them learn and achieve.

Planning for the future should be viewed as an on-going process, not simply as an event. It should focus on teaching and learning, should relate to instructional goals, and should be designed to equalize the opportunities for all students. Education should incorporate computers and courseware into daily classroom activities providing students the opportunity to work independently, in pairs, in small groups, or as a whole class. Technology encourages student exploration and discovery creating an active, student-centered environment where the child is responsible for his/her own learning.

Access to the Internet allows students, staff and community to use research skills to obtain information on a universal basis. It will also enable various members of the school community to expand their ability to communicate with others including a world-wide audience. In addition, the Rhinebeck School District has developed and maintains a website that allows parents, community members, students, teachers and others to access information about the district and its schools.

Conditions Essential for Success

Technology-Rich Learning Environments

Physical, human, financial, and policy decisions greatly affect the success of technology use in schools. The following conditions are necessary in educational communities to effectively use technology for learning, teaching, and educational management:

- Vision with support & proactive leadership from the educational system
- Policies & standards supporting new learning environments
- Educators skilled in the use of technology for learning
- Content standards & curriculum resources
- Student-centered approaches to learning
- Access to contemporary technologies, software, and telecommunications networks
- Technical assistance for maintaining & using technology resources
- Community partners who provide expertise, support, & real-life interactions
- Ongoing financial support for sustained technology use through the district's general fund budget and grants
- Comprehensive district education planning to support technology integration

Establishing New Learning Environments

Traditional Learning Environments

Teacher-centered instruction
Single sense stimulation
Single path progression
Single media
Isolated work
Information delivery
Passive learning
Factual, knowledge-based
Reactive response
Isolated, artificial context

New Learning Environments

Student-centered learning
Multi-sensory stimulation
Multi-path progression
Multimedia
Collaborative work
Information exchange
Active/exploratory/inquiry-based learning
Critical thinking & informed decision-making
Proactive/planned action
Authentic, real-world context

To learn, live, and work successfully in an increasingly complex and information-rich society, students must use technology effectively. Within a sound educational setting, technology will enable students to:

- Use a variety of media & formats
- Access & exchange information in a variety of ways
- Compile, organize, analyze, synthesize and evaluate information
- Draw conclusions & make generalizations based on information gathered
- Use information & select appropriate tools to solve problems
- Know content & be able to locate information as needed
- Become self-directed learners
- Collaborate & cooperate in team efforts
- Use technology in ethical & appropriate ways

Demographics

Profile of Rhinebeck Central School District

Rhinebeck is a suburban/rural community founded in the 1600's in the Hudson River Valley just 90 miles north of New York City. The community consists of about 65,000 square miles with a population of about 11,000.

Numerous cultural centers, colleges and universities (SUNY at New Paltz, Marist College, Vassar College, Bard College and Dutchess Community College) provide additional educational services and resources to students and community.

Rhinebeck has all the advantages of a small town, endowed with cultural, historical, recreational, and human resources enriching the lives of those who live and visit this community.

The school district has about 1300 students enrolled in grades K-12. There are three schools in the district, as well as the district office.

CHANCELLOR LIVINGSTON ELEMENTARY SCHOOL

Faculty – Forty-three teachers

Enrollment – Five hundred thirty two students

Facilities

Chancellor Livingston School serves the needs of children in kindergarten through grade five. In addition to the forty-four classrooms, the building has separate classrooms for art, hands-on science lab, physical education, library, speech and language therapy, music, physical and occupational therapy, and computer technology. The elementary school's library services were automated during the school year 2003/2004. There are currently six card catalog computers for student use as well as a main library circulation desk which administers the Mandarin Automation program. There is a dedicated server managing the library network.

Curriculum

Reading, mathematics, language arts, science, and social studies are core curricular areas. Children with special educational needs are served in regular education programs. Computer technology is formally taught to pupils in grades three through five in a laboratory setting. Students in grades K-2 have scheduled time in the lab which is managed by their classroom teacher and a computer aide. Students work on programs and projects to facilitate their learning goals in any of the curricular areas as determined by the classroom teacher. The computer lab provides a variety of math, reading, science, and social studies applications as well as Internet connectivity for access to educationally-rich websites. Academic intervention services (AIS) are provided for those students needing additional instructional assistance. Staff responsible for maintaining assessments for special education students and AIS students uses IEP Direct or AIS-M web-based programs. Chancellor Livingston students consistently score well above state averages in tests of reading, mathematics, writing and science. Many classroom teachers use interactive whiteboards to deliver instruction.

BULKELEY MIDDLE SCHOOL

Faculty – Twenty-four teachers

Enrollment – Three hundred four students

Facilities

Bulkeley Middle School is housed in the same building as Rhinebeck High School. A two story addition was added in 1995 consisting of a new library, technology lab, computer lab, and twenty-one classrooms. In 2006 additional space was added including one classroom, and one small group instruction currently used for AIS reading services. The middle school is composed of grades six through eight. Middle school students have a separate cafeteria, but share the library and music facilities with the high school. The existing gym is no longer shared with the high school; it is now dedicated for middle school students only. The High School/Middle School library services became automated in the Fall 2001. (See high school description for further details about library services.)

Curriculum

Academic courses in math, science, social studies, English language arts, physical education , Home & Careers, Introduction to World Languages, music, technology (industrial arts) exploratory and arts education courses are offered. Students receive computer-related instruction in grades 6-8. Grade 6 students are enrolled in “Introduction to Computers”, Grade 7 students are enrolled in the “Research and Computers” course. Grade eight students utilize technology in either the “Computer Applications” class or “Keyboarding” class. In addition, computer technology is integrated into classroom teaching units and activities. The Bulkeley Middle School program has been recognized as a model program because of its team teaching and student centered curriculum. Guidance and other support services complement the student’s academic program. Academic intervention services (AIS) are provided for those students needing additional instructional assistance. Staff responsible for maintaining assessments for special education students and AIS students uses IEP Direct or AIS-M web-based programs. The middle school has consistently been identified by NYS Department of Education as a “School in Good Standing.”

RHINEBECK HIGH SCHOOL

Faculty – Forty- two teachers

Enrollment – Four-hundred twelve students

Facilities

The high school, built in 1953 has thirty-four classrooms and serves the needs of students in grades nine through twelve. A new building project completed early in 2007 provided additional space including two regular classrooms, an art room, gym, auditorium, new music facilities, teacher workspace, and a new wiring closet. Additionally some existing classrooms were updated. At this point, the high school has a networked computer lab, five science labs, a cafeteria, and a home arts classroom. The high school shares music and library space with Bulkeley Middle School. The High School/Middle School library services became automated in the Fall 2001. There are currently nineteen computers for student use, a multimedia teacher station, as well as a main library circulation desk which administers the Mandarin Automation program. There is a dedicated server managing the library network.

Curriculum

The major subjects are divided into three levels in all grades: Honors/Advanced Placement, Regents and Modified levels. Academic intervention services are provided for those students needing additional instructional assistance. Java Programming, Digital Video Editing, Accounting, and Computer Graphics are the computer technology courses offered.

Academic Information

Over ninety percent of the graduating seniors move on to post secondary education. Students consistently score above state and national averages on NYS Regents Exams, as well as PSATs and SATs. Rhinebeck High School has consistently been identified by NYS Department of Education as a “School in Good Standing.”

Technology Committee Membership

This Technology Plan was reviewed by a District stakeholder group comprised of the Superintendent, building principals, teachers, parents and interested community members. The committee will continue to evaluate the plan and suggest updates as needed. This evaluation process involves the ongoing assessment of the District's hardware, software, and support services in improving instructional and library media services.

The Rhinebeck Central School District Technology Committee is comprised of the following members:

Mr. Joseph Phelan – Superintendent, Chair
Mr. Tom Burnell - Business Administrator
Mr. Paul Slayton – BOE member
Mr. Marvin Kreps – Director of Curriculum and Instruction
Dr. Edward Davenport – High School Principal
Mr. John Kemnitzer – Middle School Principal
Dr. Edward Sullivan - Elementary School Principal
Mr. Robert Sloane – High School Teacher
Mrs. Susan Van Vlack – Middle School Teacher
Mrs. Barbara Rizzolo – Elementary School Teacher
Ms. Kathy Younger - Elementary School Teacher
Mr. Steve Boucher – High School Teacher
Mrs. Diane Stevens – High School/Middle School Librarian
Mr. Mike Collins – Parent
Mr. Joe Ely – Parent
Mr. Kevin Flood – Parent
Dr. Roger Quon - Parent
Mr. Paul Niedercorn - Community Member, Rhinebeck Town Councilman

Rhinebeck School District Technology Standards for Students

(adapted from the ISTE National Technology Standards for Students)

[The primary goal of this technology plan is to enable the educational uses of technology to facilitate school improvement. These county technology standards are derived from the National Educational Technology Standards (NETS) developed by ISTE (International Society for Technology in Education.) They define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.]

Dutchess County technology standards for students are divided into the following six broad categories. Standards within each category are to be introduced, reinforced, and mastered students. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Basic Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems.
Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues

Students understand the ethical, cultural, and societal issues related to technology.
Students practice responsible use of technology systems, information, and software.
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology for Productivity

Students use productivity tools to enhance learning, increase efficiency, and promote creativity.
Students use technology to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology for Communications

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
Students use a variety of media and, formats to communicate information and ideas effectively to multiple audiences.

5. Technology for Research

Students use technology to locate, evaluate, and collect information from a variety of sources.
Students use technology tools to process data and report results.
Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology for Problem-Solving and Decision-Making

Students use technology resources for solving problems and making informed decisions.
Students employ technology in the development of strategies for solving problems in the real world.

District-Wide Programs and Instructional Objectives

Administrative Functions/Activities

(See Appendix 4 for the Technology Standards for Administrators)

The administrative offices throughout the district are all networked to a common server. Functions and capacities of this administrative server include:

- SASi – student information services. This data is coordinated with the NYS Data Warehouse. It is managed by various district personnel with tech support provided by the Mid-Hudson Regional Information Center (MHRIC.)
- Administrators can access Infoweb for budget information.

Elementary Program

Chancellor Livingston School has one computer lab and numerous computers dispersed in classrooms, other small instructional spaces and administrative offices. All workstations are networked throughout the building. All rooms have access to both laser printers and networked color laser printers located on each floor.

The computer lab contains 25 student workstations, two teacher workstations and two utility workstations. These computers provide access to word processing, graphics, the Internet, and instructional programs. Other technologies available in the building are interactive presentation boards and IP video conferencing equipment. Many classrooms as well as the Professional Development Room have interactive whiteboards setups permanently installed. The Community Room, used for large group instruction, presentations and meetings has a ceiling-mounted LCD projector permanently installed.

Students in grades three through five are scheduled to use the computer lab one period per week under the instruction of a part time computer teacher. Students in kindergarten through second grade are scheduled to use the lab once per week with the assistance of a teacher's aide. Classes attend other times under the supervision of their own teacher.

GRADES Pre K - 2

Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following performances. (Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.)

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues

3. Technology for Productivity
4. Technology for Communications
5. Technology for Research
6. Technology for Problem-Solving and Decision-Making

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., including adaptive devices when necessary monitor, printer) to successfully operate computers and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively when using technology. (2)
6. Practice positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (1)
8. Create developmentally appropriate multimedia products. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications. (4)

GRADES 3 - 5

Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following competencies (numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked):

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology for Productivity
4. Technology for Communications
5. Technology for Research
6. Technology for Problem-Solving and Decision-Making

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Articulate common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Articulate basic issues (e.g., copyright laws) related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use technology to increase efficiency, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use multimedia authoring, presentation, tools, digital cameras, scanners, etc. for individual and collaborative writing, communication, and publishing activities to create & share knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and on-line resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing & sharing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful (as well as when it is not) and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Middle School Program

Bulkeley Middle School has a lab containing twenty-eight student workstations. These computers have a variety of word processing, graphics, desktop publishing, multimedia and web page authoring applications. All computers have Internet access. The lab also contains a scanner attached to a dedicated workstation, two digital video cameras, four digital still cameras and a high-end video editing workstation attached to a television, video mixer, dual VCRs, and a networked color laser printer in the main office. Classroom demonstrations are achieved through the use of a presentation device installed in the front of the room. A mobile multimedia cart, one for each grade level six through eight, is located in classrooms and is available for use throughout the building. At least one class per grade level has an interactive whiteboard setup permanently installed.

Each classroom in the school has both a dedicated teacher workstation and student workstations. The teachers' workstations are connected to both the Rhinebeck instructional network and the

administrative network (SASi.) Connection to SASi enables teachers to use their computer for period-by-period attendance, access to student information, and their grade books. In addition, a variety of content area specific applications are installed on machines in each classroom.

GRADES 6-8

Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following competencies (numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked):

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology for Productivity
4. Technology for Communications
5. Technology for Research
6. Technology for Problem-Solving and Decision-Making

Prior to completion of Grade 8 students will:

1. Demonstrate an understanding of concepts underlying hardware, software, and networks, and of practical applications to learning and problem solving. (1, 6)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit safe, legal, and ethical behaviors (including respect for copyright laws) when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools to support efficiency, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)

9. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

High School Program

The Computer Lab contains networked computers with a networked printer. Clusters of computers attached to the network are located in the library and several classrooms. A networked color laser printer is located in the library. Several classrooms have ceiling-mounted LCD projection units, while several other classrooms have interactive whiteboards setups. In addition, several mobile multimedia carts with LCD projectors are available for classroom use.

The teachers' workstations are connected to both the Rhinebeck instructional network and the administrative network (SASi.) Connection to SASi enables teachers to use their computer for period-by-period attendance, access to student information, and their grade books. In addition, a variety of content area specific applications are installed on machines in each classroom.

A computer applications course, which includes word processing, databases, spreadsheets, programming, and multimedia applications, is offered. Digital Video Editing, Java Programming and Computer Art/Graphics are the technology courses offered. Many high school academic courses use computer technology as an integral part of their curriculum. Scanners, laser printers (including color), and digital still cameras are readily available for student and teacher use.

GRADES 9 - 12 Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following competencies (numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked):

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology for Productivity
4. Technology for Communications
5. Technology for Research
6. Technology for Problem-Solving and Decision-Making

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole. (2)
3. Demonstrate legal and ethical behaviors regarding the use of technology and information.
4. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
5. Evaluate technology-based options for lifelong learning. (5)
6. Efficiently and routinely use online information resources to meet needs for collaboration, research, publications, communications, and productivity., (4, 5, 6)
7. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
8. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

District-Wide Goals

The District plan is to develop a technology program that integrates the use of computers in all levels of instructional activities in the classroom. The goals for the years 2007 – 2010 will be:

1. Explore the need for a district-wide technology director. This individual would:
 - Coordinate the K-12 technology instructional program to ensure its future growth and improvement
 - Work in consultation with the Director of Curriculum and Instruction to synchronize the Comprehensive District Education Plan (CDEP) and the district's Technology Plan
 - Initiate a comprehensive staff development program related to technology
 - Oversee improvements to the network infrastructure
 - Create long-range budget planning
2. Expand and enhance the district's web page where school announcements, district events, other pertinent information is posted.
3. Expand use of interactive whiteboards in all schools.
4. Continue to upgrade and expand current hardware and software in all schools.

Current Inventory and Planned Hardware Acquisition

Hardware and software acquisition goals are dependent on monies that become available as a result of the District's lease/purchase renewals.

DISTRICT GOALS FOR 2007-2010:

- Replace current district e-mail system with district-managed Windows Exchange server
- Continually evaluate the existing network infrastructure as it relates to its ability to service the district's needs.
- Assess the ability of all buildings electrical capabilities to meet the increased technological usage
- Gradually implement wireless infrastructure into all buildings as needs are determined
- Increase the technical support services department to meet increasing demands
- Evaluate yearly the Internet bandwidth needs to accommodate growing use
- Upgrade any of these areas as needed
- Continue to expand the use of data from Mylearningplan.com in meeting curricular and professional development goals
- Review and upgrade library automation software and related hardware as needed.
- Continue to utilize Mylearningplan.com to manage and track professional development activities in the district
- Expand the technological integration of the student management system into daily administrative tasks
- Develop Staff Acceptable Use Policy

CHANCELLOR LIVINGSTON ELEMENTARY SCHOOL

Currently there are 165 computers in the elementary school. 148 are for instructional purposes and 17 are for office/management use. The ratio of computers to students is 1:4.

Goals for 2007-08:

- Increase the computer instructor and coordinator to full-time to fully utilize the new technologies with all students and teachers in the building and to be available to troubleshoot as needed
- Investigate Internet-based software applications to meet district curriculum goals
- Provide differentiated staff training and time for curriculum development
- Replace remaining older Dell workstations remaining in the K-2 classrooms
- Install 2- 3 interactive whiteboard setups in classrooms
- Increase use of library databases in classroom research practices inclusive of related teacher training
- Continue to monitor the Internet connection speed with the view to possibly increasing the bandwidth connection in the following years
- Overall replace 1/6th of the computer inventory (28 workstations)

Goals for 2008-09:

- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Provide differentiated staff training and time for curriculum development
- Install 2- 3 interactive whiteboard setups in classrooms
- Re-evaluate Internet bandwidth needs
- Replace the Computer Lab workstations (27 workstations)

Goals for 2009-10:

- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Provide differentiated staff training and time for curriculum development
- Install 2- 3 interactive whiteboard setups in classrooms
- Overall replace 1/6th of the computer inventory (28 workstations)

BULKELEY MIDDLE SCHOOL

There are 83 computers in the Middle School; 77 are for instructional purposes and 6 are for office/student management use. The ratio of computers to students is 1:4.

Goals for 2007-08:

- Provide additional technical support services. Currently all support is provided by a computer technician one day per week as well as by the middle school/elementary school computer coordinator
- Investigate Internet-based software applications to meet district curriculum goals
- Provide differentiated staff training and time for curriculum development
- Install 1- 2 interactive whiteboard setups in classrooms
- Increase use of library databases in classroom research practices inclusive of related teacher training
- Overall replace 1/6th of the computer inventory (14 workstations)

Goals for 2008-09:

- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Provide differentiated staff training and time for curriculum development
- Install 1- 2 interactive whiteboard setups in classrooms
- Overall replace 1/6th of the computer inventory (14 workstations)

Goals for 2009-10:

- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Provide differentiated staff training and time for curriculum development
- Install 1- 2 interactive whiteboard setups in classrooms
- Replace the workstations in the middle school computer lab (31 workstations)

RHINEBECK HIGH SCHOOL

There are 117 computers in the High School; 97 are for instructional purposes and 20 are for office/management use. The ratio of computers to students is 1:4.

Goals for 2007-08:

- Upgrade teacher workstations in several classrooms (10-12 workstations)
- Replace computer lab workstations (29 workstations)
- Provide differentiated staff training and time for curriculum development.
- Investigate Internet-based software applications to meet district curriculum goals
- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Continue discussion on possibility of converting library classroom to a library media center
- Install 2- 3 interactive whiteboard setups in classrooms and/or ceiling-mounted LCD projectors

Goals for 2008-09:

- Upgrade teacher workstations in several classrooms (10-12 workstations)
- Replace 12-15 student workstations
- Provide differentiated staff training and time for curriculum development.
- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Install 2- 3 interactive whiteboard setups in classrooms and/or ceiling-mounted LCD projectors
- Purchasing and deploy a wireless computer cart with 30 laptops with wireless capability in order to expand student access and instructional opportunities.

Goals for 2009-10:

- Upgrade teacher workstations in several classrooms (10-12 workstations)
- Replace 12-15 student workstations
- Provide differentiated staff training and time for curriculum development.
- Continue to upgrade and/or add to software library applications to meet district curriculum goals
- Install 2- 3 interactive whiteboard setups in classrooms and/or ceiling-mounted LCD projectors

Implementation

Expositions

The Rhinebeck School District Strategic Planning Committee has recommended that benchmark expositions will be required as a graduation requirement. Formal expositions will be done in grades five and seven. A team of trained District evaluators (teachers, administrators, parents whose children are not of that grade level and community members) will make up an exposition evaluation panel.

These expositions will provide benchmarks of students' ability to meet district and state standards. They will be integrated into the curriculum and related to course requirements as appropriate.

There will be a focus on the six learner outcomes developed at kindergarten through grade twelve. Integrated and interdisciplinary activities and assessments will identify what students in Rhinebeck know and are able to do.

Technology is to be integrated into the Exposition project.

Below are the descriptions of the Exposition pre-tasks and tasks.

Descriptions

Grade 7

Pre-task: Learning styles, multiple intelligences, problem solving skills, high order thinking skills, research skills, computer skills, detailed outline of process, schedule - time in class and library, team work (student and teachers), mentors, topic choice approval, rubrics, self reflection, peer evaluation, and portfolio

Task: Project embedded in curriculum, reflects cultural diversity, academic & intellectually based, research based, uses technology, focuses on learner outcomes, seven intelligences, interdisciplinary, and oral and written components

Post-task: Peer audience, learner outcomes analysis —rubric, peer evaluation, and self evaluation.

Grade 5

Pre-task: Heterogeneous groups, learner outcomes, schedule-time in class, learning styles, multiple intelligences, rubrics, mentors, topic choice -approval, self reflection, portfolio

Task: Historical component, interdisciplinary, integrated, oral and written components, research based, uses technology, hands-on activities, time in class, peer support groups, peer and self evaluation

Post-task: School celebration, peer audience, learner outcomes analysis —rubric, peer evaluation, self-evaluation, and portfolio

Parent/Community Involvement

The Rhinebeck School District has a comprehensive shared decision-making process that includes parents, business and community leaders, students and the professional staff. Included are the Comprehensive District Education Plan team, the District Strategic Planning Team (DSPT) and the planning teams (BLPT) of each of the three district schools.

The Director of Curriculum and Instruction has reviewed the technology plan regarding the integration of technology as it applies to the six learner outcomes. Technology is also incorporated into the improvement plans of each building.

Rhinebeck Central Schools has had an extensive adult education program in place since the 1980's. The program was first run in conjunction with Dutchess Community College and is now an independent program totally under the auspices of the local school district. Numerous computer-related courses have been offered, including, but not limited to: Introduction to Personal Computers, Windows, Microsoft Works, Microsoft Office, Quicken and Internet Basics. The district is planning to expand this program as newer technologies, computers and software are procured.

Professional Development

(See Appendix 5 for the Technology Standards for Teachers)

It is necessary that the district insure that the professional staff possesses the abilities to integrate the available technology into their daily classroom activities in a variety of meaningful ways that allow students to achieve competency.

There are computer teachers at the high school, middle school, and elementary school levels. At the middle school level, this teacher coordinates the technology lessons with the other areas of instruction. This teacher also provides classroom support for the student use of the computer in the classroom. At the elementary level, a part-time teacher provides similar classroom support and will be working with teachers on the effective use of clusters of computers in the classroom.

The district is involved in collaborative efforts with Dutchess County BOCES. Time from BOCES has been purchased to provide professional development in the use of technology to deliver instruction through the BOCES Model Schools Co-ser 542. The district is represented on the Curriculum Assessment and Instructional Technology (CAIT) Council of Dutchess BOCES. This group makes recommendations regarding professional development needs in the area of technology. Recently district teachers have begun participating in on-line professional development opportunities.

Examples of training available to the staff:

PowerPoint in the classroom

Video conferencing

Integrate Pro – student management and evaluation system

Digital imaging
Data Mentor
MyLearningPlan.com
Advanced desktop publishing
Web page authoring
Interactive multimedia presentation boards
Administrative Boot Camp

Additional professional development is available through Dutchess County BOCES as part of the Models Schools CoSer, the Mid-Hudson Regional Computer Center, and the Mid-Hudson Teacher Center.

Resources

Ongoing technical support is provided by Dutchess County BOCES as well as by district staff members. A wide variety of educational and productivity applications are available to students and staff via the LAN.

FUNDING:

- District budget – Community support for the district’s school budget provides the majority of the funding that is allocated for technology expenditures
- BOCES CoSers – The district participates in county-wide technology purchasing of services including hardware, software and professional development
- E-rate Funding – The district meets the requirements for obtaining Federal funding for technology
- Other Resources
 - PTSO Mini and Maxi Grant
 - Mid-Hudson Teacher Center Mini Grants
 - Community Fund of Dutchess County
 - NYS Title IID grants
- Purchasing of equipment, software and materials is done either through Dutchess County BOCES or the Mid-Hudson Regional Information Center in the form of lease/purchase agreements. This minimizes the impact on the district’s annual budget by providing approximately 50% state aid. In addition, state aid is generated on the finance charges from the lease/purchases.

Library

LIBRARY AUTOMATION

The automation of the elementary school library using SIRS/Mandarin provides circulation management, catalog maintenance, and reports. Currently the elementary school library has six computers for student access to the library catalog and one computer for the library automation central station used by library personnel.

The middle school/high school library media center has 19 student workstations and three workstations for the library staff. The library media specialist developed and maintains a webpage for the high school/middle school library services. This site includes connections to the other local community libraries.

In addition to the online databases to which the MS/HS library subscribes, students have access to databases that are purchased through public libraries. Students must have a library card to use these resources. Students are introduced to these resources when appropriate for the project.

The online library catalog of the Mid-Hudson Library system is also available to students, and students with a library card can request books or other materials using this system. Students are encouraged to use the public libraries for additional resources and receive instruction on using the library system as appropriate.

A link on the HS/MS library website links students directly to the Mid-Hudson Library system. Links will also be added to each of the libraries within the district (Starr Library, Morton Memorial Library, and Clinton Community Library).

Outreach has also been made to the public libraries regarding the online databases students have access to through the school so that students can access those resources remotely using public library computers.

Appendix 1: Technology Budget

The budget for technology is part of the District's annual general fund budget. The proposed budget amounts are subject to the approval of the Board of Education and then of the District voters when they vote on the annual school district budget each May. The expenditure of funds for technology is maximized by the use of state aid for applicable purchases and by using consortium pricing available through Dutchess BOCES.

	Projected Budget Amount	Professional Development*	Percentage of Total Technology Budget		
			Software	Hardware	Infrastructure
2007-2008	\$110,000.00	\$16,250	31.82%	59.09%	9.09%
2008-2009	\$125,000.00	\$21,250	24.00%	68.00%	8.00%
2009-2010	\$125,000.00	\$20,000	28.00%	64.00%	8.00%

- **Appendix 2: Rhinebeck Central School Website**
<http://www.rhinebeckcsd.org>

RCS D
Rhinebeck Central School District

Our Schools

Comprehensive District Education Plan

District Administration

District Calendars

District Committees

School Closings and Delays

Table of Contents

In the News:

- **EXCEL PROJECT REFERENDUM VOTE**
The EXCEL referendum is from 2:00 pm to 9:00pm on Tuesday, March 13th - Middle School Cafeteria
[EXCEL PROJECT INFORMATION \(click here\)](#)
[FREQUENTLY ASKED QUESTIONS \(FAQs\) \(click here\)](#)
- **COMMUNITY BUDGET ADVISORY COMMITTEE - Meeting dates: Tues. Feb. 20, Mar. 7, Mar. 21 starting at 7:00 pm, and Sat. Mar. 24 starting at 9:00 am.**
[Contact Mrs. Meg Todisco, Clerk of the Board to sign up or find out more \(Click here for more details.\)](#)
- **Effective December 27, 2006, The Rhinebeck Central School District Offices will be relocated to their former location on North Park Road, Rhinebeck, NY. (Click here for more details.)**
- [Class of 2006 Post Secondary Plans](#)
- [Board of Education Goals for 2006-07](#)
- [2004-05 New York State Report Card for Rhinebeck Central School District](#)
- **Questions about the facilities project? Email us at:**
PLANQA@hs.rcsd.dcboces.org
- [Click here for continuing updates regarding the School-Community Facilities project, including Monthly Construction Updates](#)
- [Staff Telephone Directory](#)

Welcome to the Rhinebeck Central School District's website. At Rhinebeck, we value clear and frequent communication between our school and our students, parents and community members.

It is our hope that this website will serve to improve our efforts to provide timely and accurate information about all aspects of our school. We also view this website as a tool to improve communication from our stakeholders directly to us through the speed of electronic communication.

Internet 100%

Appendix 3: Acceptable Use Policies for Students

Chancellor Livingston Elementary Acceptable Use Policy & Signature Sheet:

Chancellor Livingston School Computer and Internet Use Guidelines

RHINEBECK CENTRAL SCHOOL DISTRICT

Obligations

As a student, you are expected to make appropriate use of computer resources provided by your school. You must:

- ◆ use computers only for educational purposes;
- ◆ be responsible for all activities on your account;
- ◆ access only your own files and data;
- ◆ treat computer equipment with respect and care.

The following actions are considered inappropriate:

- ◆ using another student's logon ID;
- ◆ installing or using software which was not purchased by the school;
- ◆ using computers for personal entertainment or game playing.

Internet Use

Internet access is provided with the understanding that the vast majority of Internet sites available can provide a wealth of useful information to students. However, some sites may contain information that is inaccurate, offensive, defamatory or otherwise inappropriate for students. Parents and students should be aware that it is the responsibility of the student to monitor his/her own access and use sound judgement. While teachers will provide guidance and instruction on what is appropriate, students assume final responsibility for the sites they access.

Consequences

Misuse of school computers is a serious offense. Students who do not follow the Computer and Internet Use Guidelines will be referred to the Principal and may have their computer use privileges temporarily suspended.

Please retain these guidelines for your reference and return the agreement form on the following page to your child's teacher.

Agreement Form

Please return this form to your teacher promptly.

Student:

I understand and will follow the Computer and Internet Use Guidelines.

Student name: _____ Date: _____

Student signature: _____ Class: _____

Parent:

As the parent or guardian I have read and understand the Computer and Internet Use Guidelines. I have discussed this policy with my child, and, if necessary, helped him/her to understand it.

Parent name: _____ Date: _____

Parent signature: _____

Bulkeley Middle School Acceptable Use Policy & Signature Sheet:

BULKELEY MIDDLE SCHOOL Rhinebeck Central School District

Acceptable Use Policy for Student Use of Computers and Educational Technology

General Principles

The faculty of Bulkeley Middle School considers computers to be a valuable tool for education and encourages the use of computer related technology in school classrooms to further the educational goals of the School.

Through software applications, online databases, and electronic mail, computer use will significantly enhance educational experiences and provide statewide, national and global communications opportunities for students and staff.

When a student at Bulkeley Middle School accesses computers, computer networks, and educational technology owned or operated by the Bulkeley Middle School, he or she assumes certain responsibilities and obligations. All access of this type is subject to school policies and to local, state, and federal laws. **Bulkeley Middle School expects that student use of computers provided by this school will be ethical, for educational pursuits and will reflect academic honesty.** Students must demonstrate respect for intellectual property, system security and privacy.

Obligations

As a student, you are expected to make appropriate use of computer resources provided by the school. You must:

- ◆ use computer resources only for authorized purposes following established procedures;
- ◆ be responsible for all activities on your assigned account;
- ◆ access only files and data which are your own, which are publicly available, or to which you have been given access;
- ◆ use only legal versions of copyrighted software which have been purchased by the District;
- ◆ be considerate in your use of shared resources;
- ◆ maintain the privacy of your own password (do not reveal it to others).

Students must not make inappropriate use of computer resources provided by the School. The following actions are considered inappropriate:

- ◆ using computers for personal entertainment and game playing;

- ◆ possessing food or drink around any computers
- ◆ using computers for personal communications (including email) unrelated to school work;
- ◆ using another person's password or revealing your password to another student;
- ◆ using another person's files or data without permission;
- ◆ using computer programs to decode passwords or to access control information;
- ◆ attempting to circumvent or subvert system security measures;
- ◆ copying files, data or programs from the Internet without permission;
- ◆ engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating viruses, damaging files or disrupting service;
- ◆ changing screensavers, wallpapers, monitor calibration or any computer settings;
- ◆ vandalizing or modifying in any way hardware or software components;
- ◆ making or using copies of any software, storing such copies on school systems or sending them over networks;
- ◆ engaging in any activity that does not comply with the general principles listed at the beginning of this document.

Internet Use

Internet access is provided with the understanding that the School cannot control the content available on the Internet. The vast majority of sites available can provide a wealth of useful information to students. However, some sites may contain information that is inaccurate, offensive, defamatory or otherwise inappropriate for students. Parents and students should be aware that it is the responsibility of the student to monitor his/her own access and use sound judgement.

Materials on the Internet that are of educational value may be copied for research purposes only. Students must cite all sources when completing papers and reports. Copyrighted materials may be used as per the "Fair Use" doctrine as it applies to students. Students should assume that unless otherwise indicated, any material found on the Internet is copyrighted.

Student work produced as part of school activities may be posted on the Rhinebeck School District website. In this case, student maintains no copyright to his or her work. In addition, the staff at Bulkeley Middle School reserves the right to modify any work prior to posting on the Internet. Only student first names will be used when student work is posted, and individual student photographs will not be posted.

In all cases the use of the Internet is limited to academic research for a specific course or assignment. Any use that does not comply with these guidelines is an infringement on the legitimate use by others, and is a violation of this policy. Personal e-mail, chat, game playing, and viewing music videos are examples of uses that are not acceptable.

Equipment Use

Educational technology tools are loaned to students for use after school on assigned projects. These tools are not required for the completion of any school assignments; rather, they are an optional component of the project. These tools are to be used for schoolwork only, and only as directed by

Bulkeley Middle School teachers. Students agree to be responsible for damage or loss resulting from intentional abuse or misuse of the equipment. Damaged resulting from normal wear and tear or defective equipment will not be the responsibility of the student. Equipment is loaned for a period of one day (or one weekend) and must be returned on the next school day.

Sanctions

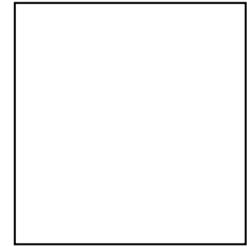
Bulkeley Middle School considers any violation of appropriate use principles or obligations to be a serious offense. The School reserves the right to monitor, copy and examine and delete any files or information on the network that may suggest that a student is using school computer systems inappropriately. Students should have no expectation of privacy when using electronic means of communication or information storage. Violators are subject to disciplinary action by school officials that may include in-or out-of-school suspension and/or suspension or revocation of computer accesses privileges. Where the use of the computer is an integral part of the student's educational program, students whose privileges are suspended will need to use computers available outside of the school setting.

Students will be held accountable for completing assignments that require the use of computers even if their in-school computer access privileges are suspended.

The System Administrator may at any time suspend or revoke the computer use privileges for any actions in violation of the Guidelines above.

KEEP THIS POLICY FOR YOUR RECORDS

**NO COMPUTER USE WILL BE ALLOWED UNTIL THE FORM
ON THE FOLLOWING PAGE IS COMPLETED, SIGNED AND RETURNED
TO THE SYSTEM ADMINISTRATOR.**



FIRST LETTER OF LAST NAME

Agreement Form

Student:

I have read, understand and will abide by the Acceptable Use Policy for Computers and Educational Technology of the Bulkeley Middle School. I further understand that any violation of this policy may result in suspension or revocation of use privileges, school disciplinary action and legal action.

Student name (print): _____ Date: _____

Student signature: _____ Grade: _____

Parent:

As the parent or guardian I have read and understand the Acceptable Use Policy for Computers and Educational Technology of the Bulkeley Middle School. I have discussed this policy with my child, and if necessary helped him/her understand it. I understand that the School cannot restrict access to all controversial materials that may be available to students on the Internet, and will not hold the School responsible should my child acquire such materials. I further understand, and have discussed with my child, that he/she is responsible for his/her own actions in this regard.

Parent name: _____ Date: _____

Parent signature: _____ Phone: _____

Rhinebeck High School Acceptable Use Policy & Signature Sheet:

RHINEBECK HIGH SCHOOL

Acceptable Use Policy for Student Use of Computers and Educational Technology

General Principles

The staff at Rhinebeck High School considers computers to be a valuable tool for education, and encourages the use of computer related technology in district classrooms to further the educational goals of the District.

Through software applications, on-line databases, and electronic mail, computer use will significantly enhance educational experiences and provide state wide, national and global communications opportunities for students and staff.

When a student at Rhinebeck High School accesses computers, computer networks, and educational technology owned or operated by the Rhinebeck Central School District, he or she assumes certain responsibilities and obligations. All access of this type is subject to school policies and to local, state and federal laws. Rhinebeck Central School District expects that student use of computers provided by this school will be ethical and will reflect academic honesty. Students must demonstrate respect for intellectual property, ownership of data, system security mechanisms, and rights to privacy.

Obligations

Students are expected to make appropriate use of computer resources provided by the Rhinebeck Central School District. You must:

- Use computer resources only for authorized purposes following established procedures;
- Be responsible for all activities on your assigned account;
- Access only files and data that are your own, which are publicly available, or to which you have been given authorized access;
- Use only legal versions of copyrighted software;
- Be considerate in you use of shared resources;
- Maintain the privacy of your own password;
- Not possess food or drink in a computer work area;

Students must not make inappropriate use of computer resources provided by Rhinebeck Central School District or BOCES. The following is a partial list of examples of inappropriate use:

- Using another person's password or revealing your password to another;
- Using an account owned by another individual;
- Using another person's files, system, or data without permission;
- Using computer programs to decode passwords or to access control information;
- Entering a code-protected or hidden file;

- Attempting to circumvent or subvert system security measures;
- Engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating viruses, damaging files, or disrupting service;
- Vandalizing hardware or software components;
- Downloading, making or using illegal copies of copyrighted software, music, videos, and/or storing such files on school systems, or sending them over networks;
- Using E-mail service to harass others;
- Communicating over the network using vulgar, threatening, obscene or disrespectful language;
- Use of chat rooms, message boards and messaging services;
- Accessing, creating or distributing harassing, pornographic, obscene, racist, sexually explicit or threatening material, imagery or language;
- Using computers for personal entertainment or game playing;
- Engaging in any activity that does not comply with the general principles listed at the beginning of this document;

INTERNET USE

Internet access is provided with the understanding that the RCSD and BOCES can not control the content available on the Internet. The vast majority of sites available can provide a wealth of useful information to staff and students. However, some sites may contain information that is inaccurate, offensive, defamatory or otherwise inappropriate for students. Parents and student should be aware that it is the responsibility of the student to monitor his/her own access and use sound judgment.

Materials on the Internet that are of educational value may be copied for research purposes only. Students must site all sources when completing reports. Copyrighted materials may not be used without permission from the owner. Students should assume that unless otherwise indicated, any material found on the Internet is copyrighted.

SANCTIONS

Rhinebeck Central School District considers any violations of appropriate use principles or obligations to be a serious offense. The school reserves the right to monitor, copy and examine files or information on the network that may suggest that a student is using computer systems inappropriately. Students should have no expectation of privacy when using electronic means of communication. Violators are subject to disciplinary action by school officials, which may include out of school suspension and/or suspension or revocation or computer access privileges. Where the use of computer is an integral part of the student's educational program, students whose privileges are suspended will need to use computers available outside of the school setting.

RHINEBECK CENTRAL SCHOOL DISTRICT

Student User Agreement and Parent Permission Form Computers and Networked Information Resources

As a user of the networked information resources of the Dutchess County Board of Cooperative Educational Services (BOCES) and of computers and computer software of the Rhinebeck Central School District (RCSD), I hereby agree to comply with all applicable BOCES and RCSD policies, administrative regulations, and applicable local, state, federal, and international laws. If I violate any of the provisions of the BOCES or RCSD policies and/or administrative regulations, I understand that my network access may be suspended or revoked; that I may be subject to school-related discipline and to all applicable laws; and that if I engage in suspected illegal activities, I may be referred to the appropriate law enforcement agencies.

Student Signature _____

Date _____

_____/_____/_____

As the PARENT or LEGAL GUARDIAN of the minor student signing above, I grant my permission for my son/daughter to use BOCES and BOCES computers and access networked computer resources, including electronic mail and the Internet. I have read the attached policy and understand that the individual student may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for setting and conveying strict educational standards for my son/daughter to follow when selecting, sharing or exploring information and media.

Parent Signature _____ Date _____

Name of Student _____

(please type or print)

School _____ Grade _____

Your Street Address _____

Town/State/Zip _____

Home Phone _____ Work Phone _____

Appendix 4: Technology Standards for School Administrators: Framework, Standards, and Performance Indicators

I. LEADERSHIP AND VISION.

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING.

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS.

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. ASSESSMENT AND EVALUATION.

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Appendix 5: ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.