



Highland Central School
District
Technology Plan 2015 - 2020

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HIGHLAND CSD TECHNOLOGY PLAN, 2015 - 2020

EXECUTIVE SUMMARY

The Highland Central School District is a rural district located in the Mid-Hudson Valley in Ulster County, New York. The district is comprised of four school buildings; an elementary, middle, and high school, and an administrative building that supports transportation and operations services. The combined student enrollment for the Highland Central School District is 1,750 students, with approximately 300 faculty and staff members.

The Highland Central School District is a learning community that is student-centered, focusing on the development of independent, lifelong learners. The promotion of literacy, citizenship, and academic skills continue to be our District's primary focus. The district works in a collaborative manner with both the community and its partners and is committed to student and staff achievement. We provide a quality education that supports positive and healthy student growth.

District-wide structures and strategies such as Positive Behavioral Intervention Supports (PBIS), Instructional Support Teams (IST), Peer Mediation, etc., are designed to help teachers address the individual needs of their students. As part of its wide-ranging effort, the District has received a highly competitive Teachers as Leaders Grant that will be utilized to further guide practice and leadership for staff.

MISSION STATEMENT

In a safe and caring learning environment, we inspire students to make connections, think critically and become productive global citizens who create legacies that make our community proud.

TECHNOLOGY VISION STATEMENT

Highland Central School District's Board of Education and Administration is committed to providing a robust instructional network that allows students and teachers to utilize state-of-the-art technologies. Labs, classrooms, media centers are equipped with necessary digital tools and computing technologies.

Teachers and students alike are able to access technologies for the advancement of their learning and instruction. Utilizing mobile devices, online platforms, digitally enhanced lessons, etc., application of technology should be seamless.

TECHNOLOGY GOALS

The Highland Central School District will continue to maintain a robust, secure, and stable technology infrastructure that:

- Allows teachers to effectively integrate technology into teaching and learning while promoting responsible use;
- Utilizes current hardware and software for the purpose of effective teaching and learning;
- Supports future advancements in technology for differentiation of instruction.

- Provides easy access to necessary technological tools to teachers and students for the purpose of communicating world-wide;
- Uses advanced technologies that produce digitally informed global citizens and promotes opportunities for student collaboration.

PLAN OBJECTIVES & STRATEGIES

I. Promote Responsible Use of Information and Technology

- A. Through coursework provided in computer labs, library media centers, and content area classrooms, students will understand responsible use as it pertains to their current and future lives. Learning will consist of:
 1. Safe use of personal information on Internet and Social Media sites.
 2. Comprehension of a digital footprint.
 3. The meaning of citizenship and responsibility regarding use of digital communications and media.
 4. Safety and guarding against improper use of platforms and technologies that enable harassment and bullying tactics.
- B. Students will have an Acceptable Use Agreement signed by parents and kept on file.
 1. Acceptable Use Agreement will be reviewed with legal counsel for modifications and modernization over the life of this plan.
- C. Faculty will have an Acceptable Use Agreement for Staff kept on file.
- D. Faculty will understand the use of Internet platforms used in their classrooms and Children’s Online Protection and Privacy Act (COPPA) Regulations.

II. Promote Effective Teaching and Learning

- A. Maintain classroom technologies required for instruction.
 1. Projectors, Document Cameras, Digital Interactive Whiteboards, etc.
 2. Replace teacher computers, computer lab workstations, and media center workstations on a 3 – 4 year cycle of obsolescence.
- B. Update district/building administrators and staff computers on a rotational basis in an effort to maintain productivity stability and to create standardization within offices.
 1. Areas include – Building Offices – secretaries, guidance offices, nurses, psychologist’s offices, Transportation, Athletics, Food Services, Buildings and Grounds Admins and secretaries, building custodians, and mechanic workstations.

III. Embrace and Expand Online Learning

- A. Increase mobile learning capacities throughout the district.

1. Provide additional computers, tablets, laptops, and instructional technology tools in all student learning areas in all buildings.
 - i. ES – Minimal number of mobile carts – 2 iPad Carts and 1 Laptop Cart per grade level.
 - ii. MS & HS – Minimal number of mobile carts - 8 iPad Carts and 3 Laptop Carts per building.
 2. Blended Learning & Flipped Classrooms – provide sets of devices within the classrooms to support student learning.
- B. Transition Instructional Learning Spaces to Mobile Learning Spaces.
1. Media Centers and Computer Labs should house Mobile Device Carts that allow students to move around the room and work in small groups.
 2. These areas should have smaller ‘collaboration stations’ that are set up for team projects such as video editing, audio/podcast creation, Skype sessions, 3D Printing, and various other technology resources that enable students to create content.
 3. Replace sedentary furniture with mobile tables and chairs that support a collaborative learning environment. Furniture should be adaptable for small-group work, access to displays, etc.
 4. Place podium style architecture in classrooms for teachers to have access to projectors, interactive displays, document cameras, sound systems, etc., at the touch of a button, making it simple for them to utilize teaching tools with any device.
- C. Increase the numbers of Access Points to and maintain a robust enterprise wireless network that supports mobile learning in all areas of the district.
- D. Increase opportunities for online learning and find ways to foster e-learning alternatives for students.
1. Remain an active participant in the BOCES e-Learning CoSer.
 2. Continue the Blended Learning Summer Academy for teachers.
 3. Provide increased professional development and classroom support for use of blended / hybrid learning tools.
 - i. Continue summer work with groups of Blended Learning teachers.
 - ii. Include more teachers in Blended Learning and Flipped Classroom endeavors.
- E. Provide Learning Management System for students and teachers to fully engage in collaborative learning and coursework.
1. Provide a district-wide platform, much like Schoology, as a Learning Management / Online Classroom Platform.
 2. Maintain and support the Office 365/Sharepoint online environments.
 3. Continue to utilize BOCES CoSer provided platforms, such as MOODLE.

IV. Increase Broadband and Wireless Capability

- A. District outdoor athletic arenas, gyms, and cafeterias all need to be wired for wireless capabilities.
 - 1. The Football Field / Public Address Building needs a fiber connection to gain access to the district network.
 - 2. Cafeterias and Gyms need cabling for access points.
 - i. Team activities, personal fitness curricula, health classes, etc., all are essential to preparing for college and career goals. Our district supports these learning opportunities for all of our students, making all of our athletic arenas instructional spaces for students, faculty, and community alike. The instructional network needs to include these arenas as viable mobile learning spaces.
- B. Each classroom and instructional area needs access to WiFi.
- C. Support wireless network by maintaining infrastructure such as POE switches.
 - 1. An enterprise, wireless network needs to be scalable as the demand arises.
 - 2. As Access Points increase, the upgrade of an enterprise-ready, sophisticated and scalable controller needs to be in place. The ability to manage all of the access points is paramount to maintaining a safe, stable, and secure network for our students.
- D. Maintain an Internet filter/ WiFi configured profile as required.

V. Extend Connectivity to Provide Equal Access

- A. Increase technology/device access opportunities for students who lack Internet connectivity at their homes.
 - 1. Provide for loan out from libraries:
 - i. 4G enabled access points.
 - ii. Kindles or other e-readers with novels, textbooks (if possible).
 - iii. iPods/iPads – as applicable.
- B. Insure classrooms have access to connected devices to assist students in their learning during the school day.

VI. Network Infrastructure and Topology Structure

- A. Provide a secure and stable network to district computer network users.
 - a. Maintain server hardware and structures.
 - i. Backup Power Supplies, E-Mail archival and retrieval system, Anti-Virus and backup file systems.
 - ii. Maintain and upgrade as necessary all physical and virtual servers.

- b. Maintain Internet Content Filtering System as required by law.
- B. Improve communication to surrounding community promoting parental and community involvement and emergency notification procedures.
 - a. Promote the use of the school's website – <http://www.highland-k12.org>
 - b. Increase communications by updating news items on website and items on Social Media Platforms.

VII. Communications Infrastructure and Platforms

- A. Within the life of this plan, the phone system at the district will be upgraded.
 - a. Phone technology upgrades exist within pre-existing building plan improvements.
 - b. Whether upgrading the existing system to a modern one, or changing over to a completely VOIP platform, the phone system has been at end-of-life status for several years.
 - c. Utilizing current, existing phone hardware will be examined within any new system, if possible.
 - d. Systems with lower cost insofar as annual and maintenance fees will be examined, if possible.
- B. Use of the district's Facilities and Planning Committee as well as the architectural group assisting with the current Building Project will be utilized to make the decision.
- C. A project of this magnitude will require constant monitoring of the network to insure it remains robust and stable.
 - a. Support plans/personnel must be in place to keep the phones up and running.
 - b. Redundancy has to be built in within district.
 - c. Monitoring programs will need to be assessed and utilized to create advanced warning of any upgrades and maintenance that may be required to take place.
 - d. Backup phone systems such as wireless / mobile devices will need to be kept in use for Emergency Preparedness.

VIII. District Security / Surveillance Systems

- A. Increase the numbers of video cameras to insure the safety of our students in all areas of the district.
- B. Provide new video server systems to allow for expanded capacity of video archiving.
- C. Update older cameras to newer IP based cameras.
- D. Provide POE switches in the server closets to increase port availability for scalability of cameras needed.
- E. Provide backup battery systems to allow for electrical power during an emergency.

IX. Ensure Technology Integration Into Teaching and Learning

The Highland Central School District understands that proper use of technology in schools requires training and professional development to fully realize the capabilities that technology offers both in office operations and classroom instruction.

Professional development opportunities exist for all staff as a means to train and further identify and promote curricula and teaching strategies designed to integrate technology effectively into curricula and instruction.

District Level – Over the life of this plan, the district will expand upon its creation and development of a Professional Learning Community (PLC). Many teachers have participated in discussions on relevant topics and books, Blended Learning Techniques, Tech. Committee planning, etc., within this PLC.

High School – Highland High School has many teachers utilizing online platforms for blended learning, such as Schoology, Moodle, Google Docs, Blackboard, Angel, etc. Each teacher is responsible for at least one College Level course and utilizes whatever online classroom platform their college requires.

Additionally, many provide collaboration and communication tools for their students in an online environment such as Schoology, Moodle, Office 365 or Google. Several of these include assessments as well. Many teachers create their own videos for instructions within their Flipped Classrooms and utilize a myriad of tools for this purpose. The Media Center provides access to online Digital Citizenship Lessons for all 9th graders as part of their library coursework.

Students in the High School access learning platforms in a BYOD environment. Students are encouraged to utilize their own device when no other device is available. While utilizing district devices and/or accessing the HCSD Instructional WiFi network, students are filtered as required by the rules of Federal E-Rate Compliance.

Middle School – Highland Middle School consists of teachers that are participants in our Blended Learning Pilot Group. These teachers utilize blended learning platforms such as Office 365, Moodle, Schoology, etc, and iPad apps to place coursework online. There are several teachers who are using Flipped Classrooms as their model for blended learning instruction and utilize many different tools to create content.

Through required courses of Technology, each student in the Middle School is provided instruction and is assessed on their technology skills. Family and Consumer Science Courses give students knowledge of various careers. Through data consolidation, planning and discussion amongst the faculty, these areas are utilized to promote STEM learning, and college-and-career ready skills for the Middle School student.

The Media Center provides instruction on research techniques and Digital Citizenship. While utilizing district devices, even while accessing the WiFi network, students are filtered as required by Federal E-Rate Compliance.

Elementary School – Throughout the life of this plan, the Elementary School will focus on reinforcing necessary tech skills as part of their preparation for online testing. Students need to build necessary technology-oriented skills in order to feel prepared for computer-based assessments. Readiness for these tests will be a focus for curriculum for the computer lab instructional skills coursework.

The Media Center provides instruction on research techniques and Digital Citizenship. While utilizing district devices or the WiFi network, students are filtered as required by Federal E-Rate Compliance.

PROFESSIONAL DEVELOPMENT

In this section, Professional Development refers to the learning activities for all school employees to prepare them to use technology in a school setting. Examples of activities and training opportunities that could be provided include:

- Providing a Technology ‘Boot-Camp’ in the summer giving teachers several workshops to choose from at each building level.
- Use of faculty meetings, conference days, morning/afternoon workshops, and online workshops will be continued throughout this plan.
- Continue to utilize BOCES workshop opportunities and increase staff involvement in such.
- Familiarization with the operation of equipment and software.
- Development of various proficiencies in using technology to accomplish school tasks.
- Application of software and applications to the management of school tasks both administrative and instructional.
- Integration of technology into teaching and learning.

Incentives for training vary throughout the school district; in some cases such as office operations the need to automate services and demand for technology use applies directly to the employee’s duties. Improving worker capabilities and efficiency is vital to performing well on the job. Therefore it is the expectation of the Highland Central School District that employees both instructional and non-instructional take advantage of training and professional development opportunities to improve their skill level and ultimately their performance for the improvement of the organization. In some cases training may be mandatory because of safety or management needs such as email, voicemail, attendance, grades, and other communications as they evolve.

A great deal of effort has been put into providing teachers and students with the essential skills to improve learning through technology. This area represents one of the most significant changes in Highland Central Schools and will continue to be the highest priority. Software and curriculum materials are being used in many ways on all grade levels.

Technology integration is based on current State and National Standards. Using NYS and Common Core Frameworks, teachers integrate technology into their current instruction. International Society for Technologies in Education (ISTE) has standards for students, teachers, and administrators, which NY has adopted as the basis for technology planning. Workshops and

collaborative time are structured with focus on those standards to increase technology integration levels.

Formal Evaluation: Employees complete an evaluation form of the training to get specific information. Personnel evaluations are formal evaluations that may represent the improvement of skill and pedagogy attributed to training or professional development. Other formalized assessment measures could be increased productivity and increased student understanding or achievement based upon new processes brought about by technology.

Informal Evaluation: Communications between employees and staff development providers often help identify improved training or support. It is important that persons responsible for trainings and staff development listen to comments made before and after one has taken training to further understand the needs of instructional and non-instructional staff, therefore improving the level of future service to those persons.

PARENTAL AND COMMUNITY INVOLVEMENT

The district encourages communication between parents and the school district. An active district website is utilized to provide up-to-date, pertinent information relative to the school district and the functions it serves. This technology plan will be disseminated to the community via a link on the district web site, www.highland-k12.org.

Collaboration between the district, adult literacy service providers, and public libraries exists at multiple levels. Our community members have access to adult literacy programs through Ulster County BOCES. Our district facilities are made available and used by both Ulster County BOCES and SUNY Ulster County Community College, enabling them to offer a variety of literacy-based educational programs within our community. The district has formed a strong partnership with the local public library to help build literacy skills in our students as well as other members of the community.

INTERNET SAFETY

The passage of the New York State Education Law on Internet Safety and Appropriate Use (Ed Law Section 814) requires a better education of students for safe and appropriate use of Internet technology and resources. This legislation was an outgrowth of the federal Children's Internet Protection Act (CIPA) enacted by Congress in December 2000 to address concerns about offensive content over the Internet on school and library computers. Federal changes to the COPPA Regulations require school districts to have parental permission for the use of Web 2.0 tools when working with students under the age of 13.

Highland CSD believes that it is imperative our students learn the definition of being a responsible digital citizen, in addition to the ethics of copyright infringement. Students need to understand the depth and breadth of their 'digital footprint' that they create while using the Internet and the effects of this 'footprint' on their future.

The Highland CSD provides teachers, staff, and students with equitable access to appropriate training and materials. The surrounding community is encouraged to use technology to access information regarding school activities and to enhance their own learning. The use of the

district's communication tools (website, alert system, etc.) promote community involvement in our district.

Students and faculty members are provided with instruction on Internet Safety in the library coursework taught in each building at most grade levels. The librarians in each building teach Internet search techniques, copyright issues, and ethics. Additionally, the Instructional Technology Specialist works with students of grades K-6 to teach them Internet safety practices. As students advance to the Middle School (grades 7 & 8), they are provided with a computer class that includes content pertaining to Internet safety, digital citizenship, and proper research techniques. This learning is reinforced in the High School (grades 9 – 12) by the library coursework taught by the Media Specialist/Librarian, as well as through other classes at this level. Other content area teachers who use computers with their students go over ethics and safety issues continuously as well.

Highland CSD continues to update and evaluate new forms of technology for relevancy in learning and teaching. Currently, students and staff must sign an Acceptable Use Policy in order to access the district's network. Teachers are encouraged to take Internet Safety Coursework available for free through Model Schools or at various Teacher Centers.

New CIPA (Children's Internet Protection Act) / COPPA (Children's Online Privacy Protection Act) regulations will require teachers of students under age 13 to notify parents of any Web 2.0 tools they are using with their students. Permission slips will need to be provided to each parent and kept by the classroom teacher in order to use any tool for students under age 13. Teachers will be educated regarding new procedures / compliance issues during building faculty meetings and conference days. Parents will be instructed during Parent Nights and Internet Safety Workshops.

SUPPORTING RESOURCES

The Highland Central School District utilizes several strategies and supporting resources to ensure successful and effective uses of technology including services, software, electronically-delivered learning materials, and print resources. The district has policies and procedures in place regarding technology use, an informational school web site, online subscription services and higher education involvement and support.

The district utilizes grade appropriate software that is used to correlate to content standards. Some categories of software in use are specific to student management, grading, attendance, and for instructional and curriculum support.

Teachers have access to online curriculum mapping software that they use to collaborate and build lesson plans, align curriculum and work in teams to align the learning across disciplines for all of our students.

EQUIPMENT SUMMARY

- Highland has approximately 1100 devices in use district-wide. Mobile devices continue to increase in the instructional setting. Each building has a minimum of one

computer lab and each library media center has workstations and / or mobile devices available for research and inquiry.

- Outdated computers in classrooms and offices will be replaced during the life of this plan.
- The equipment goal for this technology plan is to continue to decrease the ratio of students to instructional computing devices.

School	Ratio	2013 Ratio	2014 Ratio
ES	1.9	2.5	1.9
MS	1.1	1.5	1.1
HS	1.6	1.1	1.6

TECHNOLOGY AND DEVICE ACCESS

Strategies to increase access to technology for all students are to examine loan out procedures through our building media centers. Students without Internet access at their homes should be able to borrow some sort of Internet connectivity device in order to advance their learning and participation in online learning platforms. Students with disabilities and those with assistive technology needs have access to technology, and staff is provided with the necessary training. Technology is integrated into the curricula.

TELECOMMUNICATIONS SUMMARY

The district runs a high-speed data/voice network that serves all three of its buildings. The T1 connection runs between all district buildings and attaches directly to the high-speed fiber network that is maintained by the Ulster BOCES.

Each classroom and office is equipped with connections for communications and data. Within the life of this plan, the telephone communications will be upgraded to replace end-of-life equipment.

STAFFING

The Technology Department has 1 full time Computer Desktop Technician, 1 full time Network Support Specialist, 1 Director, and 1 part time BOCES technician. The use of a Help Desk / Repair Ticketing software suite (Schooldude) is in use for repair and support requests.

FUNDING AND BUDGET

To maintain fiscal responsibility, all equipment and hardware will be purchased through the local BOCES. Vendors listed on the New York State Contract will be utilized wherever possible.

Funding for Technology comes from annual budget, including categorical NYS Aide, Highland BOE Technology Initiatives and Projects.

Budget Items	2015 – 2016	2016 – 2017	2017 - 2018	2018-2019
Hardware				
- Desktops / Laptops	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
- Smart Boards	\$18,000.00	\$19,000.00	\$20,000.00	\$22,000.00

- Projectors	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
- Document Cameras	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Budget Items	2015 – 2016	2016 – 2017	2017 - 2018	2018-2019
- Laptop Carts	\$20,000.00	\$40,000.00*	\$20,000.00	\$20,000.00
- Mounting hardware & Misc.	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00
- Tablets & Supplies	\$30,000.00	\$30,000.00	\$10,000.00	\$10,000.00
LAN Infrastructure* Hardware	0	\$35,000.00	\$35,000.00	\$35,000.00
Networking (Includes cabling supplies, etc.)	\$2,000.00	\$12,000.00**	\$2,000.00	\$2,000.00
A/V Supplies – (Includes sound equipment – microphones, cables, speakers, etc.)	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Salaries	\$135,000.00	\$136,000.00	\$137,000.00	\$145,000.00
Maintenance & Service	\$10,000.00	\$12,000.00	\$25,000.00***	\$25,000.00
Software	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Prof. Development	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Supplies	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00

* Preparation for PARCC testing – more devices will be needed.

** Expected increase due to running fiber optic cable to the Football Field.

*** Expected increase for phone licensing.

X. Monitoring and Evaluation of Plan

- A. The HCSD Technology Committee will continue to meet throughout the school year to monitor progression of this plan.
- B. Assessment of this plan will utilize qualitative and quantitative techniques.
 - a. Surveys will be provided to staff members at faculty meetings.
 - b. When the district utilizes Learning Management Systems, such as Schoology.com, reports generated from such will provide data as to student participation.
- C. Annually, the committee will review the district’s technology integration achievement by charting student growth, increased utilization of online tools for learning, etc.

- D. The Highland Central School District will use strategies to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to show growth.
- E. The use of an online Curriculum Mapping Tool (*NYLearns.org*) will afford teachers the opportunity to map and organize their lessons and units utilizing a tool for sharing and accessing of Internet content. This tool will align teacher lessons to the Common Core and will allow for reporting of areas of strength/weaknesses.
- F. The ongoing and cyclic review of curricula in all content areas and grade levels is important in ensuring proper integration and updated practices, materials and assessments for students, and instruction with regard to technology use. Grade level and content area teachers are responsible for said review and updating of curricula under the guidance of school administration.
- G. Professional development is available to staff on a continual basis. Over the life of this plan, faculty meetings, curriculum meetings, grade level/department meetings, and online discussions will be utilized for professional growth and to evaluation of technology integration practices.
 - a. Strategies:
 - i. Review of Best Practices
 - ii. Train the trainer models for technology integration
- H. Regular staff meetings and district team meetings will also be utilized to evaluate student performance based upon available state and national testing data in an effort to examine growth and achievement.
- I. This plan will continue to be monitored and evaluated through the use of employee feedback and workshop evaluation forms. Requests in the ticketing software system can be a data source for monitoring the need for support and repairs. This system can drive purchasing decisions as well as professional development needs for teachers and staff.
- J. Purchase requests will be monitored to evaluate software and hardware needs by district staff and faculty.