

**BURLINGTON PUBLIC SCHOOLS  
EDUCATIONAL TECHNOLOGY PLAN  
2006-2011**

**Burlington Public Schools  
123 Cambridge Street  
Burlington, Massachusetts**

**March, 2008**

## **Educational Technology Plan 2006 - 2011**

### **Benchmark 1: Commitment to a Clear Vision and Implementation Strategies**

- A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2010-2011.

#### **Vision**

The Burlington Public Schools recognize the impact that technology has on the lives of all citizens of our country and the world. The Burlington Public Schools realizes that to prepare students to be productive members of our society the district must strive to provide all learners and staff the tools to integrate technology into all instructional and learning experiences.

#### **Goals**

1. To enable staff and students to use technology as part of their everyday educational experience.
2. To provide reliable C.I.P.A. compliant and adequate access to the internet as well as a network for educational use within the school day.
3. To build capacity for access to information 24/7 for classroom and educational projects.
4. To provide timely and effective technical support for equipment and software use by all educational clients in the school.
5. To create and support a distributive network for sharing information as well as data for improving student performance and educational decision making.
6. To provide specific computer system and other educational technologies distribution within each school based on the types of computer use by each department, individual school, and/or educational level within the district.
7. To provide multimedia capacity for instructional use in all classrooms in the district.
8. To improve faculty access to electronic mail, interactive learning, and communications within the school and to the greater community.
9. To enhance teacher staff development and productivity through the use of technology.
10. To utilize best practices and training to integrate technology into all areas of the

curriculum and for all learners.

The process of providing ongoing support and extended integration of technology as a teaching and learning tool is a component of our district wide and school-based goals. The school department intends to monitor progress by comparing our progress as related to the *Massachusetts Instructional Technology Standards* and *Curriculum Frameworks*. The district also recognizes that enacting any or all parts of its technology plan is based on balancing all educational resources and costs in the district for the best educational environment for all students.

The Town of Burlington and the School Committee have provided extensive resources for technology over the last 35 years. This created a broad based use of technology at all levels of the school district. As budgets have become tighter, the ability to update computer technology and staff development has slowed. The district has recently reorganized the staffing pattern and hopes to reinstate personnel in the FY09 budget and subsequent budget cycles. The district also has a long term capital planning schedule which has several technology components. The technology needs are outlined in detail, *see Appendix A*. The total cost of the technology needs of the district must be set, addressed and prioritized by the administration and School Committee. A newly hired superintendent will also have a vision and input to bear on our decision making process.

- B. The district has a technology team with representatives from a variety of stakeholder groups, including School Committee members, administrators, and teachers. The technology team has the support of the district leadership team.

The present technology planning has been done by the leadership team with input from technology staff and IT staff and with discussions with the School Committee concerning annual budget and staffing needs. The school department had funding from the town over a 7-year period which was infused and enhanced by an influx of \$4.6 million dollars from Sun Microsystems. In recent years this funding source has been expended and our technology has aged and the defined needs are explained in this plan.

The new superintendent coming aboard in July of 2008 may reconvene a new technology team to adjust and extend this plan. The staff and the leadership team have change dramatically over the past few years. The number of new staff has increased every year.

C. Needs Assessment.

1. The district explores and assesses technology products and services that will be needed to improve teaching and learning.

The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire new state of the art hardware, software, peripherals and services.

2. To enable staff and students to use technology as part of their everyday educational

experience.

The technology plan includes expenditures to provide a laptop for every teacher in the school system over the next four years. The plan also recognizes the need to have laptop capacity, through mobile mini labs, to make technology readily accessible for classroom use by students at the elementary and middle school level. Our pilot projects in the elementary schools and middle school have begun this process of change.

The district needs to replace existing labs in the district in a rotating cycle so that technology does not age all at once. The majority of the desktops are category B or C by DOE specifications for useable and effective computers (see addendum)

The district has gone from an inkjet printing delivery system with very high ink cartridge costs to color and black and white distributed laser printer system. These printers need to be maintained and replaced in a cycle that insures availability for staff at all times

- D. To provide reliable C.I.P.A. compliant and adequate access to the internet and a network for educational use within the school day and to build capacity for access to information 24/7 for classroom and educational projects. See Appendix B for a copy of the Acceptable Use Policy and the Laptop Procedures.

The plan provides the district leadership team with the need for managed access for students, staff and parents for shared communication, information and data. The future must consider security issues and bandwidth needs of the district to build the capacity needed.

The district has updated its Acceptable Use Policy and has created a lap top procedure for laptop dissemination, and has appropriate filtering software in place.

- E. To provide timely and effective technical support for equipment and software use by all educational clients in the district.

The technical staff to support technology has fluctuated over the past few years due to budget constraints and a recent reorganization of the technology leadership team. At present the technical staff consists of a network manager and two service technicians. The district is planning to increase staff in the technical support department. Presently the system is strained due to the number of older machines and multiple images of operating systems. The system eliminated the Technology Coordinator position in the FY08 budget and it is not scheduled for inclusion in the FY09 budget.

- F. To create and support a distributive network for sharing information and data for improving student performance and educational decision making.

The school district, as part of its long time strategic planning, realizes that the use of integrated data management is a need of the school district. The present system of independent database structures, and lack of easy of access to information by key decision makers, is a

problem for the district as a whole. The district needs to replace its student information system with the next 2 years and also needs to look at its data warehousing capacity for the future.

The district needs to update its network infrastructure, which is aging rapidly. The central fiber core hardware is becoming more expensive to maintain and the end of life for support by the vendor is approaching in 2009.

The switches used for connectivity are also aging, and because of the environment in which they are generally placed, they are beginning to fail. The number of failures has been 3-5%. The district has 150 switches in service at this time. This failure rate is expected to increase over the next few years. The present switches are from various manufacturers and are unable to be controlled from a central location in each of the school or district wide. The power grid has created switch drop offs that require manual restarts and in some cases failures.

The network is primarily hard wired at this junction. The present and future need of the district needs reflect a more aggressive wireless implementation. We have limited wireless access in all schools for special projects. The district needs to look at the cost/benefit analysis of making this aspect of technology a priority.

The district needs to create an e-mail archive storage policy for compliance with federal law and provide the archiving services either by outside service contract or internal hardware and software acquisition.

G. To provide specific computer systems and other educational technologies for distribution within each school based on the types of computer use by each department, individual school, and/or educational level within the district.

At the high school level, the district has department-based computer labs for specific use for curriculum within each department. This allows each department to key on what applications they will use in their department. The district needs to increase the number of computers for general student use throughout the day.

The middle school needs technology for the gifted and talented program, technology education, and replacement of the computer labs for instruction training.

All media centers need replacement technology and expanded online resources for student use.

Special education technology needs have increased and continue to be addressed in the plan.

A survey is being designed to solicit staff input regarding professional development needs and needs related to hardware, software and peripherals.

H. To provide multimedia capacity for instructional use in all classrooms in the district.

The district needs to plan for placing multimedia equipment in each classroom which may include a multimedia projector, smart board, and the connections for multimedia use hardwired. A DVD/video player for use by the staff member will be placed in each classroom.

The district plans to provide digital cameras, iPods and digital video cameras for use by staff and students for projects and presentations. Professional development will be connected to the dissemination of such peripherals. *See Appendix C* for professional development plan.

The district needs to provide adequate AV equipment such CD players, listening centers, and other equipment to support instruction.

I. To improve faculty access to electronic mail, interactive learning, and communications within the school and to the greater community.

The district should provide internal access for online professional development and seek collaborations to enhance online professional development resources.

The district needs to increase interactive communication between students, teachers, parents and staff to improve learning and provide access to information and progress of students. This may include homework posting sites, teacher resource web pages and other electronic tools to be determined in the future as they become available. Collaboration with the Burlington satellite of Bay Path College is one such collaboration.

The district needs to increase its bandwidth for use by all users to improve network and server capacity to ease network bottle necks and internet speed issue.

J. To enhance teacher staff development and productivity through the use of technology.

The district needs to develop real time video conferencing for staff development purposes.

The district needs to provide learning environments that encourage experimentation with technology.

The district needs build staff facility in skillful use of all hardware, software and peripherals.

The district plans to focus on integrating technology into curriculum and instruction in an authentic and seamless manner.

K. To utilize best practices and training to integrate technology into all areas of the curriculum and for all learners.

Our technology instructional staff will be providing models for technology integration at the elementary level.

The middle school and high school need to explore additional internal school resources. The middle school has initiated and continues to implement a multimedia approach to integration in core curriculum. The elementary has been creating teacher based projects with support from media specialists and computer instructional technology teachers. Curriculum revision will also include technology integration. The high school initiative has been department based with various types of integration activities going on.

- L. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy has been updated as needed to help ensure safe and ethical use of resources by teachers and students.
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The district has a CIPA compliant Acceptable Use Policy which has been recently updated and meets the standards of this benchmark. We have also created a Laptop Procedure to be shared when new laptops are disseminated in order to insure safe use and to extend the life of the machines.

M. Budget.

1. The district has a budget for its local technology plan with line items for technology in its operational budget.

The district has an operating budget which provides all elements of this benchmark.

2. The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services).

The district has specific cost center appropriations for all the categories of this benchmark and the budget has been stable and is increased by 3% for next fiscal year.

3. The district leverages the use of federal, state, and private resources.

We leverage federal and state grants wherever possible. In many grant situations we are demographically disqualified because of economic status. Teachers also independently write grants for a local educational foundation.

4. For districts that plan to apply for E-rate reimbursement, the technology plan specifies how the district will pay for the non-discounted portion of their costs for E-rate services.

The district will place in the budget any of the non discounted cost for internet or telecommunications services applied for under E-rate.

N. Evaluation.

1. The district evaluates the effectiveness of technology resources toward attainment of

educational goals on a regular basis.

The technology team and leadership team provided input to the Superintendent of Schools and the technology coordinator made reports of projects as needed to the School Committee.

2. The district's technology plan includes an evaluation process that enables it to monitor its progress in achieving its goals and to make mid-course adjustments and realignments.

The evaluation of the technology plan will be based on reports of the technology staff and leadership team to the central office. Other assessment tools will be added such as teacher surveys and skill assessments. *Survey Monkey* is one such tool which has been utilized to obtain staff feedback.

The purpose of the assessments is to provide equipment and training that insure authentic infusion of instructional technology that is seamless and pervasive.

The district needs to do more in this area to insure progress. The formal evaluation process must be one that maximizes data but minimizes impact on teacher time and productivity.

## **Benchmark 2: Technology Integration and Literacy**

### **A. Technology Integration.**

1. Outside Teaching Time - At least 85% of teachers use technology every day, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.

The district meets this benchmark. Many teachers frequently collaborate with each other on the use of technology. The key people in this process are the Computer Instructional teaching staff. Many teachers have folders for student work and many have web pages for their classrooms.

2. For Teaching and Learning - At least 85% of teachers use technology daily with students to improve student learning and to enhance the curriculum. Activities include some of the following: research, multimedia, simulations, data interpretation, communications, use of visuals through Smart Boards, and collaboration. *See the Massachusetts Recommended K-12 Instructional Technology Standards 3*

The district is not near the level of Teaching and Learning integration which we expect. Each level of the district is at a different Stage of use, but as new technology is implemented, more integration is occurring and insured. Many staff use elements of the state standards. Many electronic resources continue to be available for staff and

students to use for research and projects.

B. Technology Literacy.

1. At least 85% of eighth grade students show proficiency in all the *Massachusetts Recommended PreK-12 Instructional Technology Standards* for grade 8.

The district has not met this goal and needs to address the amount time invested in technology use by students to become proficient at all levels of the school district. This should occur both within the lab and within the classroom through authentic integration.

2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2010-2011, 60% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT).

This benchmark is in the works. Our ability to provide sufficient training has limited the ability to meet this level of proficiency. It is possible that we may be able to meet this standard with a large infusion of training resources. We expect to increase the amount of technology professional development for the 2008-09 school year and to differentiate the offerings. We have begun that process in the 2007-08 school year. We do not require staff to use Massachusetts Technology Self-Assessment Tool (TSAT).

C. Staffing

1. The district has a district-level technology director/coordinator.

Presently the district does not have a Technology Director/Coordinator. This position was eliminated in 2007. The district should assess the need to configure a technology organization which addresses both the infrastructure and networking as well as the instructional and professional development components.

2. The district provides one FTE instructional technology teacher per 60-120 instructional staff.

The district meets this standard. We have 5 instructional technology teachers for 338 staff.

3. The district has staff dedicated to data management and assessment.

The district has 2 staff members who are responsible for data management for the district.

### **Benchmark 3: Technology Professional Development**

- A. At the end of three years, at least 85% of district staff will have participated in 45 hours of high-quality professional development that includes technology skills and the integration of technology into instruction.
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The professional development plan for the district includes a series of workshops for staff during our staff development days. Additional training opportunities will be offered on additional afternoons. The school department budget process and feedback from the instructional leadership team provide the district staff with appropriate technology training and integration opportunities. The majority of the staff will receive training at this level by the end of the technology plan.

- B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development. The professional development includes concepts of universal design and scientifically based researched models.
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The district is developing opportunities for online training and is collaborating with higher education, including Bay Path College (Burlington satellite). The district needs to provide more inclusion of technology in its mentoring program. The other aspects of this benchmark need to be studied. The model utilized in our elementary level is based on best practices and coaching to create sustainable projects.

- C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.
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Our method of assessment has been anecdotal. Surveys have provided another source of information. Finally, monthly meeting with technology staff have allowed for discussions and planning based on experiences in the schools at each level. Direct contact at each level with their leadership and instructional technology staff has provided opportunities for assessing progress. Our robust technology program is progressing but is hindered by aging technology and acquiring newer and innovative technologies

- D. Administrators and teachers consider their own needs for technology professional development, using the technology self-assessment tools provided by the Massachusetts Department of Education or similar assessments.
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The teachers of the district fall into the usual profiles of technology users. Our staff has had a large turnover in the last few years. Many staff are entering the district with better technological skills but need support and resources to integrate technology into their classrooms. The district has many pockets of excellence and many high level users of technology but the goal is to all teacher instructional users of technology in their everyday teaching. We hope to harness the expertise within our district to build capacity through collaboration and modeling in addition to district workshop offerings.

## **Benchmark 4: Accessibility of Technology**

### **A. Hardware Access**

1. The district has an average ratio of fewer than five students per high-capacity, Internet-connected computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)

The technology in the district is becoming obsolete. 70% of our equipment does not meet the high capacity internet standard. With the advent of *Vista* and the newer higher quality Office suites, upgraded computers are needed to utilize the software. The district has gone from a large scale innovator to a holding pattern due to the availability of a critical mass of upgraded technology. The benchmark of one computer per student would only be attainable if state and federal mandated funding for technology were implemented.

2. The district provides students with access to portable and/or handheld electronic devices appropriate to their grade level.

The district has not had the budget resources to address this benchmark except at an extremely limited basis. The evolution of technology is so rapid and the capacity to use technology for interactive and collaborative use is key to our success. We must ensure that teachers have the ability to engage students in the electronic world and to widen the learning exchange in order to create learning without walls.

3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices.

All planning for educational service delivery utilize universal design and assistive technology devices when needed and required.

4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.

The district has policies that insure all aspects of the above.

5. The district provides classroom access to devices such as digital projectors and electronic whiteboards.

Our long term goal is to provide these resources for all classrooms. We have been installing and providing access to portable devices for staff use at all levels but we are far from having enough capacity to satisfy the requests of staff.

6. The district has established a computer replacement cycle of five years or less.

This is not possible due to budget restraints.

B. Internet Access.

1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if possible.

All classrooms and work areas are connected to the internet.

- C. The district provides bandwidth of at least 10/100/1 Gbps to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1GB.
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The network provides 10/100 bandwidth to the classroom but there is no guarantee that at peak use this is sustainable. Our plan would address this issue. The network core network hardware will be out of service support age within the next 18 months.

D. Networking (LAN/WAN).

1. The district provides a minimum 100 Mb Cat 5 switched network and/or 802.11b/g/n wireless network.

The district network meets the Cat 5 standard but the district needs to install a complete wireless access system in the future.

2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

We do all of these items but need to outsource or provide software and hardware for e-mail archiving as soon as possible.

E. Access to the Internet Outside the School Day.

The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.

The only access after school in the community is the public library. The district is investigating providing after school access within the schools by 2011.

**Rationale for Cost Needs Assessment  
System Wide Infrastructure**

The district needs to provide e-mail archiving as soon as possible. This is very important as the district implements its revised acceptable use policy.

The servers in the district need to be replaced with current standard technology to provide manageable network usage over the span of the technology plan.

As the proposed expenditures for the tech plan show our network core is aging and approaching its end of life cycle. It needs to be replaced to insure network integrity. Our switches are beginning to fail. Our servers and transfer rate for data and video needs to be augmented. Our internet access bandwidth needs to be increase and access needs to be redundant to insure availability. Our fiber optic backbone needs to be increased between locations as we currently have no redundancy at all. The cost of this project is so high the district plan cannot address it at this time.

The switches in the system need to be replaced with managed 24 port 1 GB switches to lessen technical support time spent restarting switches when there is a power failure or power dip. The new switches would allow faster data transfer on new technology purchased to meet DOE standards and potential education use in the near future.

The wireless network needs to be completed and designed to allow all users of technology in our schools to have a secure wireless environment for use in our educational setting.

The electrical service available in classrooms at Burlington High School is insufficient to support technology. Many electrical outlets do not function and date to the original opening of the school in 1972.

The Middle School has the oldest technology in the system. The district has begun the process of updating the system in this school. The eventual need to add space to the building, through a building project, will influence the timing of completing the updating of technology in this school.

The elementary schools have very good labs. The use of portable technologies is underway and needs to be continued as technology teachers are supporting both their own labs and both they and classroom teachers utilize portable labs in several of our schools.

One of the most important parts of the technology planning is to provide all teachers system wide with a laptop. This process was begun in 2007 and 2008. The capital plan is providing funds that may be applied to accelerate this process.

The district has been slowly increasing the number of smart boards and video projectors in our schools. This part of the technology plan would show the cost of providing access to almost all staff. The ability to accomplish can only happen as significant funding is made available.

A key element to integrating technology into classrooms, particularly in the elementary and middle schools, is the availability of portable technology carts with enough computers to allow either single users or paired users. This is a very expensive part the plan, but will have high impact on the future use and integration of technology.

The support of special education technology needs to provide support services and specific software to reinforce learning for students in learning centers. The needs for this technology may increase if adaptive access technologies are needed in the future.

The future technology section only addresses the minimalist vision of a rapidly changing technology landscape. The new technology planning committee will have to look at these elements and adapt the planning to include emerging technologies not anticipated by this plan. The technology is changing faster than the school district can respond.

The technology staff development plans need to provide further avenues for staff to learn about technology. Presently this part of technology planning has been underfunded. The 2007-2008 technology professional development offerings have increased. Planning for the next two years will be based on a survey being formulated on *SurveyMonkey.com* for staff responses. The key elements for future technology staff development are as follows:

1. Building the facility in skill use by teachers of all hardware, software and peripherals provided for their use.
2. Integrate technologies into the curriculum and instruction in an authentic and seamless manner.

### **Considerations Affecting the Plan**

1. The building project for a new elementary school should include maximum impact from designing the school to create a new head end for our network as well creating a model school for the use of technology in the system.
2. The implementation of this plan needs to be supported by timely funding over a 3 to 5 year period.
3. The budget must also reflect increasing supplies and other support items to insure technology expenses will be met in the future.
4. The use of lease purchasing as a short term funding method.
5. The investigation of a wider funding method by the town to finance the plan.
6. Future bandwidth is a key element for utilizing more advanced use of technology.

### **Recommendations to the School Committee**

1. A high priority for the plan should be the acquiring of a new laptop for all teachers as soon as possible.
2. Key labs must be upgraded to insure stability of instruction at the high school.

3. The broad based use of multimedia projectors and Smart boards should be encouraged and supported.
4. The use of iPod technology for communication and instructional purposes should be encourage and supported.
5. The need to have current Office Software for all users is a significant need of the district which cannot be run on most of our present technology.
6. The School Committee should consider more in service expenditures to support training for staff to support this plan.
7. The staff needed to support this program should be assessed and may include the creation of a two pronged technology organization: infrastructure and networking, instructional and professional development. Additional technicians and lab technicians for certain labs may be needed.
8. Additional instructional technology staff be hired for middle school and high school.
9. The district should replace its central information system as the present one will no longer be supported in 2 years.
10. Future consideration should be given to the creation of more technology access and information sharing between staff, students, and parents by more powerful integrated data systems.
11. The response of the school district should support the multilayered use of all types of technology and create synergy for promoting learning.

**Goal Implementation Table**

<b>Goal</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
To enable staff and students to use technology as part of their everyday educational experience.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To provide reliable C.I.P.A. compliant and adequate access to the internet and a network for educational use within the school day and to build capacity for access to information 24/7 for classroom and educational projects.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To provide timely and effective technical support for equipment and software use by all educational clients in the school.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To create and support a distributive network for sharing information and data for improving student performance and educational decision making.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To provide specific computer system and other educational technologies distribution within each school based on the types of computer use by each department, individual school, and educational level within the district.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To provide multimedia capacity for instructional use in all classrooms in the district.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To improve faculty access to electronic mail, interactive learning, communications within the school and to the greater community.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To enhance teacher staff development and productivity through the use of technology.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
To utilize best practices and training to integrate technology into all areas of the curriculum and for all learners.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

This table shows that the district is committed to pursuing these goals through the plan as submitted. As explained throughout the plan the effort of the district has been substantial yet another wave of financial support is needed to reach our plan goals.

## **Summary Statement**

The future use of technology in the Burlington Public Schools should reflect our evolving dependence on technology for life-long learning and employment demands on our current and future students. The district should embrace web-based technologies and innovations to alter the educational landscape for learning and collaboration within our school society. The future of our society and our schools is based on creating new learning landscapes to provide all learners with the ability to use a technology rich environment for creating and sharing ideas and content. Our youngest students will see a dramatic change in the technology landscape before they exit high school. Our present high school students are already entering a world that demands a high level of problem solving skills which have technology and communication as successful key elements. This plan reflects the intermediate needs of the school system to enhance and support learning. The future beyond this plan will require more and more flexibility and adaptation from all staff and students.

# **APPENDIX A**

## Burlington High School

	Unit Price	Amount	Total
<b>Art Lab</b>			
computer stations	\$2,100	20	\$42,000
printers	\$900	4	\$3,600
plotter	\$2,500	1	\$2,500
scanners	\$200	10	\$2,000
software per machine	\$800	20	\$16,000
Apple Server	\$4,000	1	\$4,000
Digital Cameras	\$250	10	\$2,500
<b>Subtotal:</b>			<b>\$72,600</b>
<b>Photography</b>			
Digital SLR	\$850	20	\$17,000
Upgrade memory Computers	\$300	20	\$6,000
networking	\$200	20	\$4,000
software per machine	\$300	20	\$6,000
<b>Subtotal:</b>			<b>\$33,000</b>
<b>Science Lab</b>			
Computer Stations	\$700	25	\$17,500
laser printers	\$1,700	2	\$3,400
software per machine	\$400	25	\$10,000
probe devices	\$300	23	\$6,900
<b>Subtotal:</b>			<b>\$37,800</b>
<b>English Writing Lab</b>			
Computer Stations	\$700	25	\$17,500
software per machine	\$300	25	\$7,500
laser printers	\$1,700	2	\$3,400
<b>Subtotal:</b>			<b>\$28,400</b>
<b>Journalism Lab</b>			
Computer Stations	\$700	25	\$17,500
software per machine	\$600	25	\$15,000
laser printers	\$1,700	2	\$3,400
<b>Subtotal:</b>			<b>\$35,900</b>
<b>Math Lab 221</b>			
Computer Stations	\$800	20	\$16,000
software per machine	\$300	20	\$6,000
Laser Printers	\$1,700	1	\$1,700
Scanner	\$200	1	\$200
<b>Subtotal:</b>			<b>\$23,900</b>
<b>Math Lab 222</b>			
Computer Stations	\$700	20	\$14,000
software per machine	\$300	20	\$6,000
Laser Printers	\$1,700	1	\$1,700
Scanner	\$200	1	\$200
<b>Subtotal:</b>			<b>\$21,900</b>
<b>Math 223</b>			
Computer Stations	\$700	20	\$14,000
software per machine	\$300	20	\$6,000
Laser Printers	\$1,700	1	\$1,700

Scanner	\$200	1	\$200
<b>Subtotal:</b>			<b>\$21,900</b>
<b>Math 224</b>			
Computer Stations	\$700	20	\$14,000
Software per machine	\$300	20	\$6,000
Laser Printers	\$1,700	1	\$1,700
Scanner	\$200	1	\$200
<b>Subtotal:</b>			<b>\$21,900</b>
<b>World Language Lab</b>			
Computer Stations	\$700	31	\$21,700
New software and hardware for interactive language	\$85,000	1	\$85,000
Pal DVD player	\$600	1	\$600
additional world language arts cd's	\$1,000	30	\$30,000
Laser printers	\$1,700	2	\$3,400
<b>Subtotal:</b>			<b>\$140,700</b>
<b>Social Studies</b>			
Computer Stations	\$700	25	\$17,500
software per machine	\$300	25	\$7,500
Laser Printers	\$1,700	1	\$1,700
Scanner	\$200	1	\$200
<b>Subtotal:</b>			<b>\$26,900</b>
<b>Media Center</b>			
Computer stations	\$700	35	\$24,500
software per machine	\$300	35	\$10,500
Laptops	\$850	24	\$20,400
Software per machine	\$300	24	\$7,200
<b>Subtotal:</b>			<b>\$62,600</b>
<b>YTE</b>			
Computer Stations	\$700	25	\$17,500
software per machine	\$300	25	\$7,500
Laser Printers	\$1,700	1	\$1,700
Scanner	\$200	1	\$200
<b>Subtotal:</b>			<b>\$26,900</b>
<b>Music</b>			
Computer Stations	\$700	20	\$14,000
software per machine	\$400	20	\$8,000
Scanner	\$250	1	\$250
laser printers	\$1,700	1	\$1,700
digital music Keyboards	\$450	20	\$9,000
<b>Subtotal:</b>			<b>\$32,950</b>
<b>Guidance Resource Room</b>			
Computer Stations	\$700	6	\$4,200
software per machine	\$300	6	\$1,800
laser printers	\$1,700	1	\$1,700
<b>Subtotal:</b>			<b>\$7,700</b>
<b>Health/PE</b>			
Laptops	\$850	5	\$4,250
software per machine	\$300	10	\$3,000
PE Heart Rate and fitness systems	\$500	60	\$30,000
laser printers	\$1,700	1	\$1,700
<b>Subtotal:</b>			<b>\$38,950</b>

<b>Student Information System</b>			
Replace current system	\$150,000	1	\$150,000
<b>Subtotal:</b>			<b>\$150,000</b>
<b>TOTAL:</b>			<b>\$784,000</b>

## STAFF COUNT

	Total Teaching Staff	338	
	Other Staff	66	
<b>Total</b>		404	
<b>System Wide Teacher Laptops</b>	<b>Cost</b>	<b>Units</b>	
Laptop	850	256	\$217,600
Software	500	338	\$169,000
Desktops for other Staff	700	66	\$46,200
Software	200	66	\$13,200
<b>Subtotal:</b>			\$446,000
<b>IT Needs</b>	<b>Cost</b>	<b>Units</b>	<b>Total</b>
Network Survey for future needs	\$25,000	1	\$25,000
Update Network head end equipment	\$150,000	1	\$150,000
replace switches throughout the system	\$600	150	\$90,000
District wide server replacement	\$2,500	10	\$25,000
Email archiving system	\$8,000	1	\$8,000
<b>Subtotal:</b>			\$298,000
Wireless Access			
All schools			\$200,000
Cable drop installation			\$40,000
Electrical Upgrade BHS			\$200,000
<b>Subtotal:</b>			\$440,000
Cafeteria system			
Point of Sale system for each school	\$30,000	6	\$180,000
Replacement Laser printers	\$1,700	50	\$85,000
<b>Sub Total:</b>			\$265,000
		<b>Total</b>	<b>\$1,449,000</b>

### Multimedia Setup Cost

<b>Multimedia Setup Cost</b>	<b>Cost</b>	
Smartboard installed	\$1,800	
Multimedia Projector	\$950	
Projector installation	\$1,525	
CD/DVD Player	\$100	
<b>Cost per Classroom</b>	<b>\$4,375</b>	
200 Classrooms		
<b>TOTAL:</b>		<b>\$875,000</b>

### Portable Labs

<b>Portable Labs</b>			
Cost per lab of 25 stations	<b>Cost</b>	<b>Units</b>	<b>Total</b>
Laptops	\$850	25	\$21,250
Laptop storage cart	\$4,500	1	\$4,500
software	\$500	30	\$15,000
Cart	\$600	1	\$600
wireless access point if needed	\$400	1	\$400
spare batteries	\$150	30	\$4,500
battery recharging stations	\$500	4	\$2,000
	<b>Total per portable lab</b>		<b>\$48,250</b>
	<b>Cost Per Lab</b>		
Portable labs needed			
Elementary	\$48,250	10	\$482,500
Middle School	48,250	8	\$386,000
High school	48,250	4	\$193,000
<b>Total Cost</b>			<b>\$1,061,500</b>

<b>Middle School</b>			
<b>Lab</b>	<b>Cost</b>	<b>Units</b>	<b>Total</b>
Desktops	\$700	28	\$19,600
Laptop	\$850	1	\$850
Software	\$350	27	\$9,450
Laser Printers Color	\$1,900	2	\$3,800
Mounted Smartboard system	\$3,800	1	\$3,800
Digital Cameras	\$250	15	\$3,750
<b>Subtotal:</b>			<b>\$41,250</b>
<b>Art</b>			
Desktops	\$700	15	\$10,500
Software	\$400	15	\$6,000
Scanners	\$200	2	\$400
Inkjet Printer	\$450	2	\$900
<b>Subtotal:</b>			<b>\$17,800</b>
<b>Rennie Lab</b>			
Desktops	\$700	13	\$9,100
Laptop	\$850	1	\$850
Software	\$350	4	\$1,400
Laser Printers Color	\$1,900	1	\$1,900
Mounted Smartboard system	\$3,900	1	\$3,900
Digital Cameras	\$250	15	\$3,750
<b>Subtotal:</b>			<b>\$20,900</b>
<b>Tech Ed</b>			
laptops	\$850	20	\$17,000
Software	\$350	27	\$9,450
Plotter	\$1,900	1	\$1,900
<b>Subtotal:</b>			<b>\$28,350</b>
<b>PE Fitness lab</b>			
Computer workstations	\$700	2	\$1,400
laptop	\$850	1	\$900
Software	\$300	2	\$600
Laser Printers Color	\$1,700	1	\$1,700
<b>Subtotal:</b>			<b>\$4,600</b>
<b>TOTAL:</b>			<b>\$112,900</b>

### Elementary Technology Needs

<b>Elementary Technology Needs</b>			
<b>Desktop Computer Labs</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Total</b>
<b>Pine Glen</b>			
Desktops	\$700	25	\$17,500
Software	\$500	25	12,500
Scanners	\$200	2	\$400
Laser Printers	\$1,700	2	\$3,400
Digital Cameras	\$250	10	\$2,500
<b>Subtotal:</b>			<b>\$36,300</b>
<b>Fox Hill</b>			
Desktops	\$700	25	\$17,500
Software	\$500	25	\$12,500
Scanners	\$200	2	\$400
Laser Printers	\$1,700	2	\$3,400
Digital Cameras	\$250	10	\$2,500
<b>Subtotal:</b>			<b>\$36,300</b>
<b>Memorial</b>			
Desktops	\$700	25	\$17,500
Software	\$500	25	\$12,500
Scanners	\$200	2	\$400
Laser Printers	\$1,700	2	\$3,400
Digital Cameras	\$250	10	\$2,500
<b>Subtotal:</b>			<b>\$36,300</b>
<b>FWES</b>			
Desktops	\$700	25	\$17,500
Software	\$500	25	\$12,500
Scanners	\$200	2	\$400
Laser Printers	\$1,700	2	\$3,400
Digital Cameras	\$250	10	\$2,500
<b>Subtotal:</b>			<b>\$36,300</b>
<b>TOTAL:</b>			<b>\$145,200</b>

### Special Education Equipment

<b>Special Education Equipment</b>			
<b>Excluding Items in Proposed budget Below</b>	<b>Units</b>	<b>Item cost</b>	<b>Total</b>
2 white boards for High School Tutor Room	2	\$50.00	\$100.00
10 computers with software High School Tutor Room	8	\$1,000.00	\$8,000.00
2 Kurzweil 3000 for Windows Lab pack	2	\$2,695.00	\$5,390.00
Student Printer High School Tutor Room	1	\$1,000.00	\$1,000.00
Teacher Computer and Software High school	1	\$1,000.00	\$1,000.00
2 scanners for High School (student and teacher)	2	\$200.00	\$400.00
Hard wire 2 Teacher Stations at High school	2	\$150.00	\$300.00
5 High School computer tables	4	\$200.00	\$800.00
20 chairs for HS Tutor Room	20	\$60.00	\$1,200.00
6 ELL computers one for each school	6	\$1,000.00	\$6,000.00
ELL Translation software	0	\$800.00	\$0.00
Scanners	0	\$200.00	\$0.00
<b>Subtotal:</b>			<b>\$24,190.00</b>
<b>Other Special Education Needs</b>			
<b>for Technology Plan</b>			
<b>Integrated Pre School</b>			
Computer Stations	3	\$700	\$2,100.00
Software	3	\$500	\$1,500.00
Printers Laser	1	\$1,700	\$1,700.00
Ink jet	2	\$185	\$370.00
<b>Subtotal:</b>			<b>\$5,670.00</b>
<b>Adaptive Needs Technology</b>			
Embosser for creating raised text	1	\$2,400	\$2,400.00
Visually Impaired Calculators	20	\$50	\$1,000.00
Additional Kurzweil Learning systems Concurrent users	50	\$265	\$13,250.00
Professional Kurzweil teacher user	9	\$1,145	\$10,305.00
<b>Subtotal:</b>			<b>\$26,955.00</b>
Learning Centers			
Computer Stations	33	\$700	\$23,100.00
Software	33	\$600	\$19,800.00
Networked Laser Printers	8	\$900	\$7,200.00
Scanners	10	\$200	\$2,000.00
<b>Subtotal:</b>			<b>\$52,100.00</b>
<b>TOTAL:</b>		<b>Total</b>	<b>\$84,725.00</b>

### Future Technology

<b>Future Technology</b>			
<b>Podcasting</b>			
	Unit Cost	Units	Total
iPods	\$450	200	\$90,000
Support hardware and software	\$200	200	\$40,000
<b>Curriculum Online subscriptions for Teacher and student use</b>			
	\$30,000	7	\$210,000
<b>TOTAL:</b>			<b>\$340,000</b>

**Projected Costs For Technology Plan 2007-2011**  
**Categories**

	<b>Totals</b>
<b>BHS</b>	<b>\$784,000</b>
<b>Staff Laptops and Desktops</b>	<b>\$1,269,000</b>
<b>Elementary</b>	<b>\$145,200</b>
<b>Portable Technology</b>	<b>\$1,061,500</b>
<b>MSMS</b>	<b>\$112,900</b>
<b>Special Education</b>	<b>\$84,725</b>
<b>Future Technology</b>	<b>\$340,000</b>
<b>Smartboards and projectors</b>	<b>\$875,000</b>
<b>Grand Total:</b>	<b>\$4,771,700</b>

# **APPENDIX B**

# **Burlington Public Schools School Committee Acceptable Use Policy**

## **March 2008**

### **Introduction**

This Computer Access Use Policy for the Burlington Public Schools is enacted by the School Committee to provide the parents, students and staff of the Burlington School Community with a statement of purpose and explanation of the use of technology within the Burlington learning community. This policy is reinforced by practice, acceptable use standards and an Acceptable Use Agreement Form which all users are required to read and sign before accessing the computer resources, electronic resources and network infrastructure.

### **Purpose**

The Burlington Public Schools encourages the use of information technology to assist staff and students with academic success, preparation for the workplace and life long learning. The Burlington Public Schools provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance productivity and assist staff and students in upgrading existing skills and acquiring new skills. The computer resources, electronic resources and network infrastructure will also be utilized to provide relevant school information to the community.

### **Implementation of this Policy**

The Superintendent of Schools or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of the Burlington Public Schools as well as with applicable laws and this policy.

### **Definitions**

“Information technology” is defined as Internet access, blogging, podcasting, email, published and non-published documents, and various forms of multimedia technology.

“Computer resources, electronic resources and network infrastructure” is defined as the Burlington Public Schools network, the Internet, E-mail, hardware, software, printers, peripheral devices and individual computer work stations.

“Educational use” is defined as a use that supports communication, research and education.

### **Technology Related Services Provided by the Burlington Public Schools**

E-Mail - Email allows employees and students to communicate with people throughout the world. Staff is provided E-Mail Accounts. Special class use accounts for teachers and special student e-mail projects may be provided.

World Wide Web - The internet provides access to a wide range of information in the form of graphics, text, photographs, video and sound files throughout the world. This tool is maintained and supported for educational purposes. Incidental personal use is permitted.

Hardware and Software Resources - The Burlington Public Schools provides network servers, computers, printers and many peripheral devices, to support instruction and administrative activities. Other resources include productivity software, research and electronic reference software, diagnostic, assessment and reporting tools.

### **Content Filtering**

The Burlington Public Schools uses software designed to block access to certain sites and filter content as required by the Children’s Internet Protection Act. Burlington Public Schools is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform the teacher or administrator of any inadvertent access to inappropriate material in order that there is appropriate modification of the filtering profile.

### **User Access**

Access to information technology through the Burlington Public Schools is a privilege, not a right. Students, parents, and staff shall be required to sign an Acceptable Use Agreement Form acknowledging an understanding of the guidelines and agreeing to comply with them in order to obtain access privileges. No access will be granted without a signed an Acceptable Use Agreement Form.

The Burlington Public School Acceptable Use Policy shall govern all use of computer resources, electronic resources and network infrastructure. Student use of the computer resources, electronic resources and network infrastructure will be governed by the Burlington School committee disciplinary policies as outlined in the policy manual of the district and the student's school handbook. Please note laptop use is addressed through the Laptop Appropriate Use Procedures and its sign off.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

### **User Responsibilities**

Some examples of inappropriate and/or illegal use are: (This is not an exhaustive list of all possible inappropriate uses)

- Sharing and/or distribution of passwords or using another student or faculty member's password.
- Intentional viewing, downloading or distribution of inappropriate and/or offensive materials.
- Using obscene language, harassing, insulting or bullying others
- Posting of private or personal information about another person
- Spamming of the school email system
- Violating of federal or state law, local regulation or school committee policy.
- Accessing other user folders, work or files on the Burlington network
- Installation of any shareware, freeware and other commercial software on school computers or servers
- Intentionally distributing computer spy ware and or computer viruses on district computers or network servers.
- Gaining unlawful access to other computers, networks or information systems for the purpose of "hacking" and/or deliberately uploading/downloading viruses or other harmful forms of programming or vandalism.
- Intentionally wasting limited network or bandwidth resources.
- Destructions/vandalism of system software, applications, files or other network resources
- Employing the network for commercial or political purposes.

- Using the network for large file downloading without the permission of the network manager
- Gaining unauthorized access to computer and or telecommunications networks and resources.
- Copying software from Burlington Public School Computers through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
- On-line chats of a non-educational nature (including instant messages or other direct electronic communication) are prohibited except for chats of incidental use in First Class.

### **Parent Notification and Responsibilities**

The Burlington Public Schools shall notify parents about computer resources, electronic resources and network infrastructure and their educational use. Parental consent is part of the Acceptable Use Agreement Form sign off procedure for all minor age student users of the system.

Parents may request in writing at any time or on the Acceptable Use Agreement Form that their child (ren) not be provided internet access.

Parents may request alternative activities for their child(ren) that do not require internet access.

Parents have the right at any time to investigate the content of their child (ren)'s computer files.

### **Monitoring**

The Burlington Public Schools monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the Burlington Public Schools network. The information on the network in general files and e-mail is not private and is subject to review by the network manager at the request of the Burlington Public Schools administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

The Burlington Public Schools will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Burlington Public Schools.

Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.

Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the Burlington Public Schools Acceptable Use Policy, other school committee policies, state laws, or federal laws.

Search of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law or Burlington School Committee Policies. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

### **Due Process**

The Burlington Public Schools will apply progressive discipline for violations of the district policy and signed Acceptable Use Agreement Form which may include revocation of the privilege of a user's access to computer resources, electronic resources and network infrastructure. Other appropriate disciplinary or legal action may be undertaken by the Burlington Public Schools administration. The nature of the investigation will be reasonable and reflect the contract language for each bargaining unit.

### **Burlington Public Schools Limitations of Liability**

The Burlington Public Schools makes no warranties of any kind, implied or expressed, that the services and functions provided through the Burlington Public Schools computer resources, electronic resources and network infrastructure will be error free or without defect. The Burlington Public Schools will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

The Burlington Public Schools, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet.

The Burlington Public Schools assumes no responsibility for any information or materials transferred or accessed from the internet.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result their student's inappropriate or illegal activities on the Burlington Public Schools network.

### **Modification**

The Burlington School Committee reserves the right to modify or change this policy and related implementation procedures at any time. Prior to implementation, presidents of each of the bargaining units will be notified.

## ACCEPTABLE USE POLICY FOR STAFF

Use of the Burlington Public School District electronic communication system is a privilege, which will be withdrawn from irresponsible users. Users must accept the responsibility to use school-provided Internet service in a manner, which is consistent with the *Burlington Public School District Acceptable Use Policy* and the educational goals of the Burlington Public Schools.

I have received and read a copy of the acceptable use policy.

Staff Member: \_\_\_\_\_

Signature: \_\_\_\_\_

School: \_\_\_\_\_

Date:

# **APPENDIX C**

# Technology Professional Development Plan

2007-2008

Workshops will be offered to staff with an attempt to differentiate, address district needs, and respond to the needs/wishes of the staff. Additionally, no hardware or peripherals will be disseminated without proper training in order to insure use and build capacity. We are in the process of developing a survey to gain data and seek suggestions/requests for future technology offerings. Workshops will range from full day offerings, one session offerings, afternoon workshop series, and conferences out of district. Our goal is technology integration and infusion; as such offerings will always present curricular aspects. Additionally, as we create new curricula or revise curricula, we will seek opportunities to include technology ideas and lessons into the teacher resource guides. Grade level folders at the elementary level were created to share instructional strategies, materials, and lessons. The folders also allow teachers to pose questions and support one another through the responses and flow of ideas and strategies. Below are examples of technology offerings recently hosted or planned for the future:

## **New Teacher Orientation**

- ✓ e-mail protocol and possibilities, phone system

## **Full day December Professional Development**

Full-day professional development in December 2007 for elementary staff (*see attached*).

The following workshops will be offered Spring '08 and Fall '09.

## **Creating your own website:**

- ✓ To enhance parent/school communication.
- ✓ To provide strategies for parents to understand the curriculum and enable them to assist their children at home.

## **Podcasting:**

- ✓ For the classroom.
- ✓ For use by the music teaching staff.

## **Smart Board Training**

- ✓ As a teaching tool for all MSMS social studies teachers.
- ✓ For one teacher in each department at BHS
- ✓ For any other staff wishing training.

**Dream Weaver** – for technology specialists and web masters.

## **United Streaming workshop:**

- ✓ For social studies staff at the middle school.
- ✓ Update for any new BHS staff.

## **Workshops on how to use your laptop**

**2008-2009**

**New Teacher orientation- your e-mail and laptop protocols**

**Trouble shooting your laptop**

**Smart boards level I and II**

**Podcasting level I and II**

**Create your own website I and II**

**Power Point 1 and II**

**i-Movies**

**Others based on need and/or request.**

**2009-2010**

Offerings in this year will be dependent on the survey feedback and the extent to which we have addressed the needs of staff. We will continue to expect every teacher receiving new equipment to be trained in that hardware and/or peripheral. All training will include integration strategies, ideas, and suggestions.

**Elementary Professional Development Programs**  
**December 3, 2007**  
**(7:30 a.m. – 2:40 p.m.)**

**7:30 a.m. Coffee - Francis Wyman**

Teachers will rank order choices for technology workshops.

<b>Who?</b>	<b>What?</b>	<b>Logistics?</b>
Pre School Teachers	Best Practice in assessments and developing Individual Education Programs and writing appropriate goals and benchmarks from the assessments. Facilitator: Dr. Alan Blume from Simmons College	December 3 & 4 7:30 a.m. - 2:40 BHS Science Lecture Hall
All Elementary Staff	<b>Domestic Violence in the home, how to recognize Domestic Violence and changes in the Sexual Assaults Laws</b> - Burlington Police Department	December 3 FW Auditorium 8:00 - 9:15
K-5 Art Teachers	<b>Work on Report Card Benchmarks and Sharing</b> Facilitator: Jane Dwyer	December 3 9:30 - 2:40 Pine Glen Art Room
K-5 PE	<b>Work on Report Card Benchmarks and Sharing</b> Facilitator: TBD	December 3 9:30 - 2:40 High School Athletic Office
Elementary World Language	<b>Work on Report Card Benchmarks and Sharing</b> Facilitator: TBD	December 3 9:30 - 2:40 Curriculum & Instruction
K-12 Music Teachers	<b>Music Technology (Keeping up with the Kids):</b> Facilitator: John Middleton  What are CD's? Flash Cards are the new medium. K-12 Music Teachers will explore and share experiences and skills with the latest Music Software and Hardware. <ul style="list-style-type: none"> <li>• Using iPods in the classroom to improve teaching.</li> <li>• Store your entire collection of LP's and CD's on one iPod with instant access.</li> <li>• No more fumbling for the record and playing with the needle.</li> <li>• No more rewinding the tape.</li> <li>• No more skipping CD's.</li> </ul> <p>Teachers are invited to bring any personal equipment such as an iPod, MP3 recorders, and questions on Sibelius, see a demo on Sibelius.</p>	December 3 BHS Music Theory Lab

Who?	What?	Logistics?
K-12 Webmasters	<b>Dreamweaver CS3</b> Facilitator	December 3 & 4 Central Office Conference Room
Elementary Faculty	<p style="text-align: center;"><b>These sessions will run from 9:30 - 10:10 only.</b> <b>Please rank order your choices</b></p> <p>_____ <b>A. <u>Excel</u></b> In this workshop, participants will learn how use the basics of Excel. Facilitator: TBD</p> <p>_____ <b>B. <u>Microsoft Publisher and Print Shop</u></b> In this workshop, participants will learn how to create a document using Microsoft Publisher and Print Shop to enhance student learning. Within this workshop, teachers will learn the tools within Microsoft Publisher and Print Shop. Facilitator: TBD</p> <p>_____ <b>C. <u>Introduction to Podcasts</u></b> Podcasting is a great way for you and your students to publish and share what’s happening in the classroom. This workshop will cover the basics of podcasting including an appreciation of the various podcasting technologies available, choosing podcasting equipment, planning and designing podcasts, podcast creation, as well as podcast editing and publication. Learn how to record, edit and add music to podcasts. Demonstrations and hands on exercises will show how podcasts can be created and published and just how easy podcasting can be. Facilitator: TBD</p> <p>_____ <b>D. <u>SmartBoards</u></b> In this workshop, participants will learn features and capabilities of the SmartBoard. Participants will also learn how the SmartBoard can be used as assistive technology for students with special needs. Facilitator: TBD</p> <p style="text-align: center;"><b>These sessions will run from 10:20 - 12:30 only.</b> <b>Please rank order your choices.</b></p> <p>_____ <b>E. <u>FirstClass</u></b> In this workshop, participants will learn how to create folders, respond to emails, upload documents, conference folders and work with calendars. Facilitator: TBD</p>	<p>December 3</p> <p>BHS Room 137</p> <p>Pine Glen Computer Lab</p> <p>FH Room TBD</p> <p>MSMS Room TBD</p> <p>Memorial Rolling Lab</p>

Who?	What?	Logistics?
	<p>_____ <b>F. <u>SmartBoards</u></b>            In this workshop, participants will learn features and capabilities of the SmartBoard. Participants will also learn how the SmartBoard can be used as assistive technology for students with special needs.            Facilitator: TBD</p> <p>_____ <b>G. <u>Websites for Education: Educational Software and Quality</u></b>            In this workshop, participants will be able to learn about different educational software applications that will support students in reaching their educational goals. Some titles include: Co Writer, Earobics, Lexia, Kidspiration, Shapes, LogoPaths and Math Blasters. In addition, participants will be able to share quality educational websites used to enhance curriculum.            Facilitator: TBD</p> <p style="text-align: center;"><b>The sessions listed below will run from 9:30 - 12:30</b>  <b>Please rank order your choices</b></p> <p>_____ <b>1. <u>Powerpoint I</u></b>            In this workshop, learn how to create a basic powerpoint presentation to enhance student learning. Within this workshop, teachers will learn the tools within powerpoint.            Facilitator: TBD</p> <p>_____ <b>2. <u>Powerpoint II and Digital Photography</u></b>            For those who know how to create a powerpoint presentation, this workshop will take powerpoint to the next level and participants will learn the tools within powerpoint and the ability to insert digital photos into their presentation.</p> <p>_____ <b>3. <u>Creating Your Own Classroom Website</u></b>            In this workshop, participants will be able to view a number of different teacher's websites to examine content and layout options. This will also be a chance for teachers to begin creating their own website for their classroom.            Facilitator: TBD</p> <p>_____ <b>4. <u>E-Instruction</u></b>            In this workshop, participants will learn how to integrate E-Instruction to help support the math curriculum. Teachers will get hands-on experience with the integration of math content and technology.</p>	<p style="text-align: center;">MSMS Room TBD</p> <p style="text-align: center;">FW Computer Lab</p> <p style="text-align: center;">BHS Room 221</p> <p style="text-align: center;">BHS Room 222</p> <p style="text-align: center;">FH Rolling Lab</p> <p style="text-align: center;">FW Rolling Lab</p>

Who?	What?	Logistics?
	Facilitator: TBD	
Elementary Staff	<p style="text-align: center;"><b>Afternoon Session</b> <b>1:30 - 2:40</b></p> <p>Teachers will create a project independently or with grade level colleagues using what they learned from the morning session. A survey will be completed by participants and returned to building principals at the end of the day.</p> <p>Questions on which to focus</p> <ul style="list-style-type: none"> <li>• Which workshop(s) did you attend?</li> <li>• What was helpful to you in integrating technology as a tool into the curriculum?</li> <li>• What questions do you still have and/or what would help you further your knowledge and skill in technology integration?</li> </ul>	School based
Novice teachers, anyone interested in being a MENTOR, those needing to meet DOE requirement of 50 hours beyond mentoring or others on space available basis	<p><b>Skillful Teaching</b> Ann Stern from Research for Better Teaching</p> <p>Please Note: This program also requires sign up for additional times. Additional dates include: October 30, November 6, November 20, December 3, 2007; January 17, January 29, February 12, February 26, March 25 and April 1, 2008. Make up dates: January 24, February 28, and March 27.</p>	December 3 7:30 - 2:40  School Committee Room

**Elementary Professional Development Programs**  
**December 4, 2007**  
**(7:30 a.m. – 2:40 p.m.)**

**7:30 a.m. Coffee at the High School**

<b>Who?</b>	<b>What?</b>	<b>Logistics?</b>
All Elementary Faculty	<p><b>Professional Learning Community,</b>  <b>Facilitator: Barbara Wotherspoon</b></p> <p>A Professional Learning Community will enhance opportunities for student learning. The creation of professional learning communities requires professional development for staff to fully understand the components of a learning community. The following training will be a part of our PLC.</p> <ul style="list-style-type: none"> <li>• Set up team protocols.</li> <li>• Create regular assessments.</li> <li>• Review data based on regular assessments.</li> <li>• Identify strengths of student work to improve instruction.</li> <li>• Create a systematic process for team meetings.</li> <li>• Establish a feedback form utilized during meetings to determine team growth.</li> <li>• Identify how to improve student achievement at each grade level</li> </ul>	<p>December 4  8:00 - 12:00  BHS Cafeteria</p> <p>1:00 - 2:40  Building Based</p>