

CONNECTICUT STATE DEPARTMENT OF EDUCATION

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2009 – June 30, 2012



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

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TABLE OF CONTENTS

OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING	1
EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS	3
COVER PAGE	4
TECHNOLOGY PLAN PREPARATION CHECK-OFF PAGE	5
LEA FEDERAL GRANT PROGRAM COMPLIANCE FORM	6
DISTRICT'S CURRENT STATUS	7-9
LEA Profile	7
Technology Planning Committee	8
Vision Statement	9
Needs Assessment	9
ADDRESSING STATE AND DISTRICT GOALS	11-19
Technology Funding Sources and Costs	20
CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION	21
APPENDIX A: Educational Technology Planning Toolkit	22
APPENDIX B: Technology Plan Review Guide	23
APPENDIX C: Optional Reporting	24

OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

What skills, attitudes and attributes do our students need to succeed in our 21st century, information intense society?

Literacy in the 21st century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world. Connecticut schools must ensure that technology resources are integrated across the curriculum in PK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy, and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.¹

In order to help students be successful in a technologically rich economy:

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in Connecticut must be connected to the statewide network with access to digital resources and curricula;
- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.²

¹ Connecticut State Board of Education Position Statement on Educational Technology and Information Literacy, 12/4/04

² CAPSS Technology Position Statement, 12/14/01

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

High-quality comprehensive, educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process must be a shared activity that not only involves schools and school districts, but also the community-at-large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit *two hard copies* of your plan by March 9, 2009, to the following RESC staff for an initial review.

RESC Region	Staff	Phone	Fax	Email
ACES	Barbara Haeffner	203-407-4418	203-407-4590	bhaeffner@aces.org
CES	Esther Bobowick	203-365-8883	203-365-8878	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	860- 246-3304	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	860-455-0691	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	860-567-3381	jcosta@educationconnection.org
LEARN	Karen Urgitis	860-434-4800	860-434-4837	kurgitis@learn.k12.ct.us

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your Superintendent or director and by the RESC reviewer*, submit the plan to your local board for approval.
4. Once the plan has received local board approval, submit a hard copy and a CD-ROM version of your plan by June 15, 2009, for final review/state certification.

Send to:

Arthur Skerker
 Connecticut State Department of Education
 165 Capitol Avenue – Room 215
 Hartford, CT 06106

5. Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the superintendent.

* *The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Guilford Public Schools	
LEA Code:	060	
Technology Plan Contact:	Kevin Mitchill	
Phone:	203-458-0003 ext 16	
Fax:	203-458-0005	
Email:	mitchillk@guilford.k12.ct.us	
Address:	701 New England Rd. P.O. Box 367, Guilford, CT 06437	
Name of Superintendent or Director:	Dr. Thomas Forcella	
Email:	forcellat@guilford.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting

Signature of Authorized LEA Agent

Date

LEA Federal Grant Program Compliance Form

Guilford Public Schools _____

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

is compliant with the provisions of the Children’s Internet Protection Act (CIPA) [20 U.S.C. § 6777]

_____ will be CIPA compliant by this date. _____

has applied for E-Rate Funding for FY 2008.

The LEA’s comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: _____

Certified by:

Signature of Superintendent or Director

Date

Printed Name of Superintendent or Director

LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

Guilford Public Schools has a district-wide data network with all schools having their own Windows servers providing file sharing, printing, program and active directory services. All schools have a 100/1000 Mbps switched network delivered throughout the building providing quick access to network file and printing services. In addition to the wired network each school has an 802.11G wireless network. All teachers and administrators are issued a laptop computer which is wirelessly connected to the district network. All middle and elementary schools are connected to Guilford High School by point-to-point T1 lines. This service has been very reliable; however the data transfer speed is limited to 1.54 Mbps. This data transfer rate between schools limits the type of high bandwidth services that can be used in the middle and elementary schools. The Internet service is supplied by a fiber optic connection through the Connecticut Education Network and is available on every computer in the district. Content filtering is done by the 8e6 product provided by the CEN.

From a network infrastructure standpoint the biggest area of need is the point to point bandwidth. We are currently using T1 circuits and would benefit substantially from increased bandwidth. The plan is to install a fiber network either through use of infrastructure grant funds and/or district budgeted funds. This increase in WAN speed would allow faster access to CEN resources and the Internet, as well as, the centralization of many of the network resources that presently must be provided in each individual school. This increase in WAN bandwidth would first be sought for our two middle schools and then followed up with an expansion to the four elementary schools.

Also, another area for improvement within our schools is to increase the availability of computer stations and multimedia projection capabilities to all students and staff to support the instructional program at each grade level. We currently have 4 computers per elementary school classroom which are used as learning centers. Each elementary also maintains a desktop computer lab. We plan to acquire 1 mobile laptop lab per elementary. We also plan to install SmartBoards with the appropriate projection capabilities in all elementary classrooms over the next 3 years. The middle schools and high school currently have a mix of stationary desktop labs and mobile laptop labs which are used by the staff and students. We plan to continue installing multimedia projectors and SmartBoards in many of these classrooms over the next few years.

LEA NAME: Guilford Public Schools	
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	290
Based on that evaluation, how many of those students were considered technologically literate?	288
How many hours of technology related professional development were offered to certified educators in 2007-08? <i>(Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)</i>	14
How many hours of technology related professional development were offered to administrators in 2007-08? <i>(Count only those pd hours offered specifically for administrators.)</i>	6
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)</i>	152/234

What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? (<i>Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.</i>)	90/123
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When filling out the table below, please consider the following conditions:

- the number and percentage of each grade level of students that can have high-speed internet access at the same time;
- that students are grouped in clusters of no more than thirty and no less than ten; and
- that students remain in their own school.

Maximum number of Grade 4 students who could be accommodated under the above conditions.	100
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	37%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	128
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	42%
Maximum number of Grade 8 students who could be accommodated under these conditions.	76
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	26%
Maximum number of Grade 10 students who could be accommodated under the above conditions.	154
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	58%

TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Kevin Mitchill	Director of Technology	Technology Team
Andy Rauci	Network Technician	Technology Team/Teacher
Bruce Scranton	Network Technician	Technology Team
Jim Cash	Network Technician	Technology Team
Eric Waie	Network Technician	Technology Team
Catherine Walker	Principal	Administration
John Evans	Teachers	Teacher
Rita Cote	Library Media Specialist	Library Media Specialist
Karen Cardella	Teacher	Teacher
Anne Snurkowski	Principal	Administration
Jim Murtagh	Network Technician	Technology Team
Teresa Garceau	Library Media Specialist	Library Media Specialist
Merry Leventhal	Principal	Administration
Kate Summerlin	Library Media Specialist	Library Media Specialist
Mary Johnson	Teacher	Teacher
Paula McCarthy	Principal	Administration

The Committee must:

- *write a description of the technology committee’s role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included;*

- *describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions;*
- *create the LEA's technology vision statement; and*
- *develop a technology needs assessment.*

To best represent the interests of each of our schools we have created a technology committee per building. The committees are made up of administrators, teachers, technical staff and library media specialists. Each committee member is responsible for bringing technology interests, issues and requests to the attention of the committee and the director of technology and also to deliver information on committee decisions back to the staff.

VISION STATEMENT

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the technology plan.

Literacy in the 21st century requires more than the ability to read, write and compute. Every student must develop strong technological skills and regularly use them in order to function adequately in our 21st century world. Guilford schools must ensure that technology resources are available to all students and the use of this technology is integrated across the curriculum in grades K-12 as part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy and be able to present that information in a variety of formats.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.

Teachers must be empowered to support student learning with professional development that focuses on integrating technology into their teaching. School administrators must be recognized as leaders in building a strong school culture that supports technology as a tool to engage students in their learning activities. Parents also play a critical role in incorporating technology into the curriculum by understanding and supporting efforts to bring schools into the Information Age.

Sections of this statement are adapted from the Connecticut State Board of Education's Position Statement on Educational Technology and Information Literacy

NEEDS ASSESSMENT

In this section you are to assess and describe your LEA's **current technology status** in five categories: curriculum integration, professional development, equitable use of technology, infrastructure and telecommunications services, and administrative needs.

Curriculum Integration

- *When evaluating your needs, consider:*
 - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
 - *how curriculum strategies are aligned to state standards;*
 - *the current procedures for using technology to address any perceived curriculum weaknesses;*
 - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
 - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*

We are continuing to increase the use of technology to support our curricular initiatives within the school district. Many of our new textbooks and curricular programs have technology-based instructional resources included with them. Teachers are using these instructional materials in the classrooms to assist in demonstrating concepts within the subject matter and to engage the students in activities illustrating the concepts. Teachers are also using educational websites to provide additional active experiences to students reinforcing the topics being studied. Using an interview process with both teachers and administrators, it was identified that additional work and support is needed to strengthen curricular offerings with embedded technology experiences. We must develop an improved process for determining additional areas of the curriculum where technology could assist in the instructional process. And as those areas are identified, we must develop both assured experiences for students to participate in while they are enrolled in a section of that particular class and additional activities to engage the students in the use of these new skills. These defined, assured experiences will help ensure that all students at that particular grade level or in a course will have a common experience with the integration of technology. While there is room for growth and improvement, students and teachers are actively using technology to support learning. For example, in the fifth grade, students are applying their new skills in PowerPoint and online research in the classroom when they research an assigned event or period in history. After determining their responses to specific questions they put together a PowerPoint presentation and present their findings to the entire class. Applications such as word processing and PowerPoint presentations are used very commonly in classes to support many instructional units. These classroom applications of technology resources need to become part of an assured experience model for further infusing the use of technology in regular academic classrooms to improve instruction.

Curriculum strategies are aligned to state standards predominately during the curriculum revision process. Individual curriculum committees are formed to review and rewrite curriculum in a particular subject area. State frameworks are used both as a standard and a guide for content of the curriculum. Now with the newly approved state standard for Information and Technology Literacy Framework, in addition to the previous standards established by the Computer Competency Standards for Students, a new perspective has been defined by the state. A well-defined, but integrated curriculum on information and technology is the goal that will engage all teachers and all phases of instruction.

Teachers are now actively integrating the use of technology into their lessons in multiple ways. More and more resources are available to support whole class instruction through the use of digital projectors and SmartBoards in the classroom. At Guilford High School we have been working to expand the installation of digital projectors and SmartBoards within the classrooms. This permanent installation allows teachers to integrate their use on a daily basis in the classroom by taking full advantage of local curricular materials and resources available on the Internet. Samrtboards have are also being extensively used by the elementary foreign language department.

Teachers are also making active use of the computer lab resources in every school and at all grade levels while instructing their classes. For example, research and simulated experiments are frequently used applications of the science department. We are looking at using probeware in the science department in the near future. These probes would allow students to collect data while conducting experiments and then use that data to create graph and make analysis on the computer. Students use PowerPoint in many grades and classes to present their results from class work or research to other classmates. Geometry classes now use the software program Geometry Sketchpad as an additional instructional tool to support geometry instruction and as an excellent method to illustrate the concepts included in geometry. In social studies students have been introduced to clickers which allows the teachers to quickly assess the class. A quick quiz can be conducted in 10 minutes and the results are available immediately so the teacher knows exactly where more time is needed. The clickers also allow all students to participate. Students are regularly using the electronic resources of iCONN, SIRS and the Internet to research topics and issues for their class assignments. They are using the information literacy skills they have acquired in class to evaluate the information available from the Internet. To ensure that students document research resources correctly, the high school has begun using Turnitin.com to evaluate the originality of student's work and to help guard against plagiarism. This system does help students understand the importance of using resources found on the Internet appropriately.

Professional Development

- *When evaluating your needs, consider:*
 - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*

- *the technology professional development activities that have been offered to teachers; and*
- *how the effectiveness of the professional development activities will be assessed.*

The process presently in use for determining the professional development needs of certified and non-certified staff involves a number of methods. The first method is through the Annual District Goals established by the Guilford Board of Education each year. If a specific technology goal is identified or if technology is an included component in an identified curricular or operational goal, professional development is planned to support that goal.

An additional method of determination for professional development activities is to support the use of new software or network resources to be used to support the instructional program or administrative needs at each grade level. This method involves the school building administrator as an important link between the needs of their building staff and a request for professional development support. When a professional development need for technology support is shared with the principal of a school or if the principal has observed a need for professional development to assist their staff, that request is submitted to the Assistant Superintendent for Curriculum and Instruction or the Director of Technology. At that point, an appropriate date and time for the professional development training session to occur is arranged and a trainer is identified and scheduled. We do rely on the principals of the schools to be an important link to the needs within their schools to enable the staff to meet the technological expectations in that school.

We have also begun using our survey software to survey the staff to see what their interests are for technology professional development. We use the responses to determine which opportunities to offer and to also determine when the best times to offer the professional development would be.

A number of different professional development activities have been offered to empower staff with the skills needed to use the technology available to them. To improve the school to home communication a significant focus on the use of teacher web pages was used. Multiple professional development activities were offered for each school level to train staff to use Macromedia's Contribute to update webpage information. Teachers can choose from a number of built in templates or create their own sites from scratch. Staff learned to use Contribute to easily enter and update information on their website using the existing templates to structure the site.

Professional development sessions were offered to train staff in the use of the resources of SIRS, including Discoverer, Researcher and WebFind. These subscription services provide grade and content appropriate research information from Internet resources. They allow the staff at each grade level to easily access grade appropriate on-line research content.

Multiple sessions of Smartboard training were have been offered. The teachers were train on the basic operations of the Smartboard. They were also taking through several demonstration lessons that used the Smartboards and would involve student participation. The teachers also explored the vast online resources offered by the Smartboard company and other teachers. There are hundreds of prebuilt lessons that can be used and they are organized by grade level appropriateness.

Elementary school staff has also been trained in the use of the student management tools in Visual CASEL. These tools allow teachers to easily select and present web resources to their students to be used in their classes. It also provides easily accessible services to distribute files to students and "collect" or review their work.

A number of workshops were offered for using Photoshop Elements to work with digital images. Participants learned to download images and prepare them for use either for inclusion on a web page or for photographic reproduction. Participants also learned to edit photographs to improve their quality or edit out sections of an image.

We hope to look into online training in the future. We would like to give teachers a selection of different application training opportunities. Teachers would be required to complete an assessment at the end of each training and CEU's would rewarded upon completion. The committee will be looking into the details of this type of offering.

Equitable Use of Technology

- *When evaluating your needs, consider:*
 - *the availability of technology to students and staff in the district – all students should have equal access to the technology;*

- *the amount of time available for the use of technology by students and staff; and*
- *a description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.*

As detailed in the matrix below, student and staff do have equal access to the technology available in the Guilford Schools. The majority of the larger groupings of computers at the elementary and middle school levels are in the computer labs which are available for use by all staff to support their curricular needs of their students. There are no distinctions made for regular or special education students. All are equally eligible to the common computer resources and computer access within their classrooms. Students that are identified with special needs that need to be supported by specialized assistive equipment have those needs identified during the PPT process. Any assistive needs identified during the PPT process are accommodated for that student.

The following matrix **may** be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All school administrators have a computer at their desk with access to a number of network resources to assist them in their responsibilities. All have Microsoft Office as a productivity suite of business applications. They also have e-mail accounts on our district email server with distribution lists and listservs available to efficiently communicate with their staff. All building administrators have access to the Powerschool student information system for their school that provides up-to-the-moment information about their school and its population. They also have access to the MUNIS financial management package to manage the school district finances.
Teachers (including preschool)	All teachers have network accounts and email on our learning network. Teachers are issued a district laptop which they use for grading, communications, lesson planning, research and professional development. The laptops utilize the wireless networks in the building so teachers can be online anywhere in the building. Mobile labs are available in the high school and one of the middle schools. These labs are available for teachers to sign out and use with their classes. Smartboards are also available in certain locations in each of the building.
Noncertified staff	All office staff have computers on their desks with full access to the district network resources, Microsoft Office and email, as well as access to the Powerschool student information system. Other non-certified staff, such as paraprofessionals, also have network accounts and email and may log into the network from any available computer.

The following matrix **may** be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	
Students (elementary)	Students have access to five computers in each classroom in the elementary schools. If elementary students remain after school, they may access computers in the classroom where they are being supervised. All elementary schools also have a computer lab where an entire class of students can access computer and network resources. The library also has 8 computers that are available for student use.
Students (middle school)	At least one computer is available in every classroom at Baldwin Middle School and there are 29 computers available in the computer lab where computer-based classes are held. In addition, the library/media contains two instructional areas with a total of 57 computers and two demonstration projectors available. Classes commonly use these spaces with their teachers or individuals come from study hall to do research or homework. The library/media center is supervised after school until at least 3:15 p.m., but usually longer and students are able to use the computers during that time. Baldwin also has 2 mobile labs which are available for check out by the teacher and can be used in any classroom. Adams Middle School also has at least one computer in every classroom with many having more. There also is a computer lab at Adams that is used for computer instruction. The library/media center also has two instructional areas with a total of 50 computers in that area.
Students (high school)	High school students all have network accounts. Before and after school students may access the computers in the library/media center for their use. The high school has a number of computer labs. Students have access to 25 computers in the library media center and an additional in the lab off the media center. There are 2 general use computing labs

	and 2 mobile labs available. The high school also has a math lab, cad lab and a graphics lab which are used for specific classes but which are available for use when classes are not in session.
Students (with disabilities)	Students with disabilities have all of the same network and computer access as all other students. In addition, if their IEP has technology requirements beyond the usual access, access to that software or specialized hardware is available to them either in their resource rooms, their regular classrooms or in a computer lab.

Infrastructure and Telecommunication

- *When evaluating your needs, consider:*
 - *the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;*
 - *the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and*
 - *how E-Rate has allowed the district to improve or increase its technology infrastructure.*

We have accomplished a great deal in the last three years in building a strong technology infrastructure to support the educational program in Guilford. We are now connected to the Connecticut Education Network (CEN) through Guilford High School for the district Internet service. The CEN internet connection has been very reliable and has significantly increased the bandwidth to the high school. All middle and elementary schools are able to access this CEN Internet service delivered to Guilford High School through our own wide area network of six point-to-point T1 lines connecting each school to GHS. The data network has been expanded and developed based on the Connecticut Education Network's guidelines published by the Connecticut State Department of Education. The entire network is IP-based and totally switched with all ports capable of 100 or 1000 Mbps connectivity to the network backbone. We have also added an 802.11G wireless network to each of our 7 school buildings. Our network infrastructure is pretty solid though we are quickly out growing the bandwidth provided by the T1 connections to our elementary schools. The district still has an outstanding infrastructure grant in which we asked for funding of a project which would install fiber optic connections between the high school and the two middle schools, eliminating the T1 circuits.

In addition to distributing filtered Internet service to all schools this network has enabled us to build a network of servers with one in each school supporting their technological needs. This network supports a full active directory implementation for our district. This network is presently providing good, reliable service; however in order to meet our needs for expanded use of technology in our academic programs in all grades a number of changes and upgrades are required. As our computer and network use have grown greatly in the past two years our file storage needs have also grown. The number and size of the data files stored by students and staff have grown greatly and the capacity of our servers is becoming challenged. Additional network attached storage will be required to meet this growing demand.

Our reliance on the data network for both the instructional process as well as administrative needs have become so great that any interruption of service is a great inconvenience. It is very important that not only do we have an appropriate disaster plan in place, but that we possess the resources to replace a key network element quickly and restore normal network operations.

Guilford High School and Calvin Leete Elementary are the only schools that are fully wired for video. The high school has a television in each classroom. Morning news broadcasts are recorded each day in Video Production Class and played daily for the school. Cable TV service is provided on the video network throughout the day. VCRs and DVD players connected to the televisions in the classrooms allow these sets to help support curricular offerings on a period by period basis. It is necessary for us to expand our present abilities to distribute video content to all instructional spaces in the district. New content and distribution methods are becoming available that have the ability to greatly impact instruction. We will be using the IP-based network to distribute video content in the near future as we introduce the Discovery Streaming service into our buildings. All computers in the network will have access to an extensive library of instructional videos.

Telephone access in all classrooms with voice mail messaging service is an important communications link between classroom teachers, parents/guardians, school offices and emergency services. Guilford High, Adams, Lakes and Baldwin, Calvin Leete and Melissa Jones have telephone service in each classroom which provides both in-building communications and outside line access. Classroom telephone service in every classroom in Cox is not yet available but

is in the budget for the 2009-10 school year. The new system will include a new telephone in every classroom to provide this important communications link from the classroom to the outside world including emergency services.

Guilford Public Schools does apply for and participate in the Universal Services Fund "E-Rate" program each year. This participation provides a 40% reimbursement to the district for all eligible telephone and Internet services that are paid for locally. The reimbursement rate is determined by the percentage of students that are eligible for the free or reduced price lunch program. These reimbursements total approximately \$30,000.00 per year and the savings have been used to purchase additional computers at the end of the year when the savings have been realized. Since our actual percentage of students in our district averages approximately 4.2%, we are not eligible for the third funding level of E-rate, Internal connections. This category of funding is prioritized by the USF based on your actual percentage level of your district and each year they fund projects for districts that are in the 80% range of eligibility for free or reduced price lunch. That level funds actual infrastructure hardware such as servers, switches, etc.

Administrative Needs

- *When evaluating your needs, consider:*
 - *how do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and*
 - *the professional development opportunities that are available to administrative staff.*

Guilford's administrative staff members are active users of technology on a daily basis. The student information system Powerschool is the central repository for student information in our district. All student demographic data, attendance, scheduling, grading and emergency contact information is maintained in the system. Office staff updates information in the student information system on a daily basis and this information provides the necessary information for many school management decisions. Images of students are also stored in this system to confirm student identification when needed. Certain confidential information is also maintained in Powerschool with access limited to those users that are authorized for access. Administrators have quick and easy access to all student information. We are now storing many district benchmark test scores within the system. We have also been using the parent portal which allows parents to view up to date information and grades for their students.

All schools are actively using the resources of the computer network to communicate with their staff. E-mail and listservs of staff members provide a commonly used communication method within each school. A growing number of listservs have been established on our district server to provide an efficient method of communication within the district. Shared folders in the server in each school also provide an efficient method of distributing access to files and forms necessary for use by staff in each school. Staff members post these files in the appropriate shared folders and the files become resources to be used by any staff member with network rights to that shared folder.

We have recently implemented AlertNow which is a rapid communication system. This system synchronizes with contact info in the Powerschool system and is used to disperse information to teachers and parents. We have been using the system for general information and reminders as well as for passing clear, consistent and quick information to parents in cases of emergency. We have also used this system to disperse surveys and quickly collect information from parents.

All technology related professional development activities that are offered to staff are also available to administrators as well. These professional development activities most commonly deal with topics that represent new software or new network capabilities to be used within the classroom. Professional development opportunities offered only to administrators include such topics as the use of CTRReports.com to analyze the results of our district and our schools on the CAPT and CMT testing.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Your plan must:

- o describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;
- o describe how the LEA will address the [National Educational Technology Standards for Students](#);
- o describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and
- o describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Use data to improve and validate the curriculum and instruction.	<p>Create and analyze benchmark tests and scores data.</p> <p>Tests are and will be created to measure the effectiveness of curriculum and instruction. We will have tests in Writing, Reading and Math. The test will be administered twice a year.</p> <p>The data will be scored and will in some cases be input directly into Powerschool or imported from spreadsheets into the SIS.</p> <p>Templates will be created in Excel that will be used to quickly analyze the data. The spreadsheets will be distributed to the staff for use in PLC discussions.</p>	<p>Data will be analyzed in Professional Learning Community (PLC) groups.</p> <p>Teachers will discuss, determine and share best teaching practices.</p> <p>Curriculum and instruction will be adjusted as the data dictates.</p>	2009 and continuing into future.
Use data/technology to monitor and evaluate student performance to determine when interventions are necessary and what interventions are appropriate.	<p>Create assessments that provide the district with the data to make decision.</p> <p>Use technology to deliver and analyze the data quickly. The use technologies such as Scantron and "clickers" will be implemented where appropriate to provide as near to real time analysis of the collected data.</p> <p>A committee will work together to design the assessments and will then look into the available technologies to assist in the</p>	<p>The data will be recorded in the district SIS as will a record of any interventions provided and at what time.</p> <p>Over time the data collected as well as the entered actions taken will be analyzed to determine how appropriate the interventions provided have been and which ones work best for our students. We will be able to look at the assessment data, class grades, attendance and discipline info over time to give us indicators of the</p>	2010 and continuing

	collecting and analysis of the data.	effectiveness of our actions.	
Use technology to provide learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources	<p>Create a classroom equipped to provide shared learning between remote classroom locations.</p> <p>Design a curriculum cooperatively with our counterpart school. The focus for the beginning of this project will be on math and the sciences.</p> <p>Create a duplex experience where real sharing and learning can take place.</p>	Students will be assessed as in any other class. They will also be asked to provide feedback on their experience in the distance learning environment.	<p>2010-2011 Install and build</p> <p>2011 begin offering instruction with a test group.</p> <p>2012 full launch.</p>

Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

Your plan must:

- o describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);
- o describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and
- o describe the specific provisions the LEA intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide an adequate budget to maintain hardware, software and technology support at above minimum standards.	<p>Maintain the existing support structure which consists of a database manager, a SIS admin, a WAN technician, high school technician, 2 middle school technicians and 2 elementary school technicians. Add 2 more elementary school technicians to allow for in the building tech support every day. Add a Technology Integration Specialist. This individual will be responsible for integrating technology into the curriculum and then supporting the instructions. Technicians will also have expanded responsibilities that will include direct support of technology integration into the curriculum and direct support of the instruction which uses these technologies. Tech will provide PD when applicable and when not we will higher out of district for our PD instruction.</p> <p>To continue to fund the hardware rotation plan that the district has been following for the last 2 years.</p> <p>Fund the purchase of software that is relevant to the curriculum.</p>	<p>The technicians will be using a work order system which will allow management to monitor the timeliness and adequacy of the tech support being provided.</p> <p>PD will be evaluated through classroom evaluation and also through surveys.</p> <p>Software recommendations will be made to a tech committee who will evaluate and decide whether or not the software fits within the curriculum. If implemented the committee will also monitor the success of the software.</p>	<p>2010-2011 Work order system.</p> <p>2012 Addition Elem tech 2013 Addition Elem tech 2014 Integration Specialist</p> <p>Ongoing</p> <p>2012</p>

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Your plan must:

- *describe how the LEA will ensure that students with special needs will have those needs addressed through technology;*
- *describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;*
- *describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and*
- *describe how the LEA will ensure equal access to all students, teachers, staff and administrators.*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Students with special needs will have those needs addressed through technology whenever appropriate.	All Planning and Placement Team meetings address any special needs that students have that will require assistive technology to provide equal access to any learning resources for the student's educational program.	- A cumulative record will be maintained in each school of the identified technology needs of any student with special needs including an association with the existing technology available to meet those needs. This record will be used to help prepare budget requests for the next year to ensure an adequate availability of technology to meet student needs. - A new budget line item will be included in the district budget to include identified software needs of special populations.	Ongoing
	Special Education level coordinators will collect and coordinate information regarding technology hardware and software needs to support students with special needs. This information will be used to budget funds and provide the detail necessary for budget preparation for the following year.	- Special Education level coordinators will provide the Director of Pupil Services with student and program requirements to make budgeting and purchasing decisions on an ongoing basis.	Ongoing
All Guilford students will be technologically literate by the end of eighth grade.	Middle school students will be learning about and using a variety of computer skills in their classes and using them to further their studies in those classes. Some of these skills will be included in regularly	- Middle school students will be submitting a portfolio sample to their teachers of the result of their work. This example of student's work will be evaluated using the standard rubric to ensure that student has acquired the required skills in	Jun 2010 - 2012

	<p>scheduled computer classes and some will be included in embedded technology projects as part of regular academic instruction. Some of those embedded tasks will be aligned with identified student skills expected of all middle school students.</p> <p>A committee from both the middle schools and the elementary schools will be developing a series of rubrics that will clearly identify the required skills, as well as, the standards to be used to determine the successful completion of each technology competency.</p>	<p>the area covered by this submission.</p> <ul style="list-style-type: none"> - The rubrics for evaluating and documenting skills in word processing, spreadsheet & graphing, outlining with a graphic organizer, electronic research, desktop publishing and image processing will be available for use by teachers. The submitted evidence of achievement from the student will be stored with the evaluation rubric in the student's portfolio. - The topics will be divided across the course work a student engages in through 8th grade. Assured technology experiences will be used to produce the documents that are reviewed to meet the expectations of each skill standard. 	<p>Jan 2010</p> <p>Sept 2011</p>
<p>Guilford will continue to work to ensure equal access to technology resources to all students, teachers, staff and administrators</p>	<p>One key to ensuring equal access to all is to ensure that sufficient technological resources are available in all schools. We will actively use available options to increase the availability of computers at all levels.</p>	<ul style="list-style-type: none"> - We will be seeking a lease/purchase agreement to purchase the hardware. Desktops, wireless labs of laptop computers for each of the four elementary schools, smartboards and al other district hardware will be purchase under this five year plan. These acquisitions will double the computer lab capabilities in each elementary school. 	<p>Ongoing</p>

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Your plan must:

- describe how the LEA will evaluate and make changes to this plan on a yearly basis;
- describe how the LEA will provide access for students to take on-line tests, when available;
- describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;
- describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and
- describe how the LEA will implement technology initiatives to improve student achievement.

Objective	Strategy	Accountability Measure	Timeline
The technology plan will be reviewed and modified on an ongoing basis by Guilford’s Technology Committees to reflect changes in curricular initiatives, funding requirements, new technology or other factors requiring a change in technology planning for the coming years.	Each year the initiatives that are included in the District Technology Plan will be reviewed by the District Technology Committees to formulate an action plan for that year. Any new initiatives that have been identified since the Technology Plan was written will be included in the action plan for the year. This includes any changes in the budget support for technology in that year.	- An action plan for each year will be written for that year by the end of October. - Any new initiatives or changes in funding levels will be included in the action plan for the year.	Ongoing
Guilford schools will consider the long term objective of being able to accommodate students of an entire grade within a school with an appropriate ability to take on-line tests.	As computer resources are placed in each school, the possible future use of those computers in a statewide test administration will be considered. The clustering of those computers or the use of mobile labs will allow those resources to be used to meet this eventual online testing goal.	- As groups of computers are purchased for each school and the computers are added to the equipment inventory, a separate record will be kept to record what role these computers would play in an online testing experience for an entire grade in that school.	Ongoing
All teachers and administrators will be able to use the data from CMTs, CAPT and district and classroom assessments to	It is important that classroom teachers and all administrators be able to analyze the results from CMT, CAPT and other	- The analysis of student data for CMT, CAPT and/or other benchmarks will be one of the skill areas that will be defined in	Ongoing

<p>improve instruction.</p>	<p>benchmarks of achievement and have that analysis guide instruction. In the professional development section of this plan, a series of benchmarks is being planned for staff to assess technology skill levels of all certified and support staff. The planned implementation of the series of technology skills assessments will include a complete section on using technology to analyze data on student performance. A professional development workshop will be planned and offered to appropriate staff to enable them to effectively use these resources to improve instruction.</p>	<p>the professional development planning for the coming year. Administrators and teachers will participate in the professional development sessions to further support the use of data analysis to improve instruction.</p>	
<p>We will continue to support, develop and improve the electronic resources available to administrators of the individual schools and the district.</p>	<p>The usefulness of the SIS that is presently used in all schools in the district will continue to be analyzed and expanded to support the growing need for the recording of student data including the results of a variety of assessments.</p> <p>Principals and other building administrative staff will get increasing access to MUNIS, our district financial information system, to better and more efficiently manage the accounting of their building budgets. They will also have the access to directly enter their Purchase Order Requests into the accounting system to increase the efficiency of this process. Look further into areas where technology can be used to gain additional efficiencies.</p> <p>Continue to use and expand the use of listservs to communicate with the many groups of people that principals communicate with.</p>	<p>- DRA assessment results will be recorded in the Powerschool for each student that participates in DRA assessments. This information will be rolled over each year so a cumulative record will be maintained with all previous year's data available for analysis.</p> <p>- Administrative staff will be able to access up-to-date account information from all schools to better manage their accounts.</p> <p>- Listservs will be created on the district e-mail server to provide an efficient communications tool for all building and district administrators to use.</p>	<p>Begin planning April 2009</p> <p>2010</p> <p>Ongoing</p>

	Further develop the use of the district's intranet site as a communication tool and a repository of information for all staff.	- Those additional resources will be available for access on the district's intranet website	
We will work to identify and implement technology initiatives to improve student achievement.	<p>We will use our online survey software to annually query our certified staff on a district-wide basis for their assessment of the effectiveness of existing hardware and software resources to meet their technology needs to support their curricular needs.</p> <p>The results of the survey will also contribute additional information on the planning of professional development activities to further prepare certified staff to meet the needs of their students.</p> <p>We will offer professional development support in identified areas of staff needs in the area of technology and the support of student achievement.</p>	<p>- The results of the survey will be compiled and be used for the planning of additional software or hardware purchases to support their curricular needs.</p> <p>- Professional development sessions will be scheduled in coordination with the building principals to support the prioritized needs identified in the survey results.</p>	Ongoing

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Your plan must:

- describe how the LEA will meet current and future funding requirements to support plan implementation;
- describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and
- describe how the LEA will meet current and future funding requirements to keep the technology updated.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
To meet the current and future funding requirements to support this plan implementation and keep technology update.	<p>Create a 5 year technology hardware rotation plan.</p> <p>Create a 5 year software purchase plan.</p> <p>Present the plan to the BOE.</p> <p>Guilford's hardware acquisition plan requires the purchase of between \$450,000 and \$500,000 per year. Computers are purchased to last 5 years and are then replaced. Other hardware is given different life expectancies but since the computers and laptop are the bulk of the equipment we chose to create a five year plan.</p>	<p>Hardware and software purchases are made according to the plans in place.</p> <p>All hardware will be tracked via an inventory database. Each item will have it's year of acquisition along with other data essential in determining the current usability of the machine.</p>	Plan creating in 2008 but is ongoing.
To follow policies and procedures to maintain, hardware, software, infrastructure and security.	We follow our current policies and procedures and will create and modify as we go when needed.	The committee will review policies on a regular basis. Committee members will bring issues to the attention of the committee for discussion.	Ongoing

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.

To qualify for participation in the E-Rate Program the plan must include:

- A. an assessment of the telecommunications services that will be needed to improve education;*
- B. clear goals and a realistic strategy for using telecommunications and information technology to improve education;*
- C. a sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy);*
- D. an evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise;*
- E. a professional development strategy to ensure that staff know how to use these new technologies to improve education; and*
- F. an assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.*

Additionally, in broad terms, using the table below, describe where you are now, where you want to be in three years and how you expect to arrive at that point.

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
2009-10 We will increase the number of classrooms in the district that have full telephone service available including voice mail to improve communication between the classroom and parent/guardians.	The phone system that was used in the Calvin Leete school will be move to the central office location.
2010-11 We will complete the installation of full telephone service in all classrooms in the school district including voice mail to improve communication between the classroom and parent/guardians	A.W. Cox Elementary School will receive a new telephone system installed and programmed to supply full services to all classrooms and offices.
2011-12 By this year telecommunications services will be available in all classrooms and office spaces in the school district.	Systems at Baldwin and Adams will be upgraded and expanded where necessary.

We are a public school district receiving NCLB funding so am responding to A-C.

Many of these requirements are addressed in the above stated goals.

Our goal for telecommunications is to provide reliable services which are conveniently located for our staff to conduct the business of education. The funding to maintain, expand and upgrade existing communications equipment will be funded in the capitol improvements portion of our district budget. The technologies used will be determined by our technology committee based on its adequacy to serve our purposes and what is the most cost effective way to do so.

Goal 8 : Additional LEA Goals (Optional)

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2009 – 10

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (Assume that Title II D funding [or its replacement] will remain flat.)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
District hardware. This includes desktops, laptops, projectors, smartboards, science peripheral device, printers, dvd, misc					30,000		375,000
District Software This includes support costs for existing software including the financial application and the district SIS, rapid communication services, absence reporting sub calling, online application services, MS Office suite, virus software, Adobe apps, and other misc software apps.							121,000
Professional Development		1500					8000
Telecommunications							
WAN Fiber Expansion			143,000				
TOTAL		1500	143,000		30,000		493,000

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2010 - 11

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (Assume that Title II D funding [or its replacement] will remain flat.)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive / Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
District hardware. This includes desktops, laptops, projectors, smartboards, science peripheral device, printers, dvd, misc					30,000		500,000
District Software This includes support costs for existing software including the financial application and the district SIS, rapid communication services, absence reporting sub calling, online application services, MS Office suite, virus software, Adobe apps, and other misc software apps.							110,000
Professional Development		1500					8000
Telecommunications							
Capitol Telephone system replacement at the Cox School							40,000
TOTAL		1500			30,000		658,000

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2011 - 12

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (Assume that Title II D funding [or its replacement] will remain flat.)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
District hardware. This includes desktops, laptops, projectors, smartboards, science peripheral device, printers, dvd, misc					30,000		375,000
District Software This includes support costs for existing software including the financial application and the district SIS, rapid communication services, absence reporting sub calling, online application services, MS Office suite, virus software, Adobe apps, and other misc software apps.							121,000
Professional Development		1500					8000
Telecommunications							
Telephone system upgrades at Adams and Baldwin							100,000
TOTAL		1500			30,000		718,000

CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, Dr. Thomas Forcella, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Guilford Public Schools
 LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also, <http://www.ed.gov/legislation/ESEA02/pg37.html>

 Signature of Superintendent/Director

 Date

APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaletechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf
National Educational Technology Standards for Students	http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930
<i>SETDA Toolkits</i>	http://www.setda.org/web/guest/toolkits
CAPSS Position Statements on E-Learning and Educational Technology	http://www.capss.org/statements
Partnership for 21 st . Century Skills	http://www.21stcenturyskills.org/
A Guide For Assessing Technology <i>(published in 2002 but still relevant)</i>	http://nces.ed.gov/pubs2003/2003313.pdf
<i>ICT Literacy Skill maps</i>	http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33
Interactive School Technology and Readiness Assessment	http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516
ISTE's Center for Applied Research in Educational Technology	http://caret.iste.org/

APPENDIX C: This section is optional.

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.

Our biggest success has been with the implementation of the new Powerschool SIS. This system has allowed us to increase many efficiencies and our communication of real time data to parents and students. The system allows us to make many customizations which allow our technology team to meet far more of the districts needs than we have ever been able to do. The system has been running for 2 years but we are expanding its uses every day.