

South Coltonie  
Central School District

*TECHNOLOGY PLAN*

Revised / December 2006

## **Introduction**

This technology plan is intended to be consistent with and supportive of South Colonie's educational mission and program initiatives. It focuses on the use of technology to transform education and to improve student performance, as envisioned in the New York State Learning Standards. The plan was developed from the strong belief, supported by research, that technology can significantly enhance the learning environment, increase staff productivity, and improve the teaching and learning process. Furthermore, technology is seen as a critical component for the preparation of our students. This technology plan defines the vision and objectives for moving the students forward into the 21<sup>st</sup> century.

### **Major Sections of the Plan**

- 1.0 Mission and Goals
- 2.0 Technology Planning Process
- 3.0 Present Context
- 4.0 Technology Vision
- 5.0 Goals and Objectives (2007–2010)
- 6.0 Projected Budget, Funding Sources and Schedule
- 7.0 Staff Development
- 8.0 Community Involvement and Support
- 9.0 Integration Into the Curriculum
- 10.0 Evaluation
- 11.0 Next Steps

## ACKNOWLEDGEMENTS

This Technology Plan is the result of the interest and commitment of Dr. Thomas Brown, Superintendent of Schools, and members of the Board of Education of the South Colonie Central School District. The charge from the superintendent to the Technology Committee was to provide a plan to meet the district's technology needs, including networking, hardware, software, staff development, maintenance and technical support personnel.

The committee chair would like to thank the members of the district Technology Committee for the effort they showed as we attempted to develop a plan that would provide major technology upgrading, integration and utilization in all of our district's schools (K-12).

The Technology Committee would like to thank all the teachers, students, and individuals from the community who participated in various surveys. They provided the committee with much needed input upon which this plan is partially based.

The Technology Committee members are:

Jack Adams..... Director of Information Technology  
(Committee Chairperson)

Beverly Miller..... Assistant Superintendent-Management Services

Randy Rench..... Principal, CALC

David Perry..... Principal, Sand Creek Middle School

Ernie Casile..... Principal, Saddlewood Elementary School

Kathleen Gottschalk..... Principal, Veeder Elementary School

Mike Marohn..... Assistant Principal-Colonie High School

David Pace..... Supervisor of Science and Technology

Hal Sauter..... Supervisor, Pupil Services

Jeanne Bush..... Librarian, Lisha Kill

Debbie Gentile..... Teacher, Saddlewood

John Gehres..... Teacher, Colonie High School

Chris Schultz..... Teacher, Colonie High School

Ann Lemerise..... Secretary, Colonie High School

Matt Veino..... Computer Programmer, District Office

The initial Technology Committee members were:

- Gregory Bearup.....Math Teacher, Colonie High School
- Joseph Botta..... Technology Teacher, Colonie High School
- Jeanne Bush..... Library Media Specialist,  
Lisha Kill Middle School
- Deborah Gentile..... Teacher–grade 3,  
Saddlewood Elementary School
- Susan Matuszak..... Parent/UPSEU Representative  
District Office
- Gail Newcomb..... Parent/CSEA Representative  
Sand Creek Middle School
- Betty Peabody..... Teacher–grade 3  
Shaker Road Elementary School
- Dominick Rivera.....Principal, Lisha Kill Middle School
- Christopher Schultz.....Special Education Teacher  
Colonie High School
- Dorinne Williamson..... Business Teacher  
Colonie High School

# 1.0 Mission and Goals

## 1.1 Mission

The mission of South Colonie School District is:

- To ensure that every student develops the essential skills, knowledge and personal characteristics needed to become productive citizens and to live a useful and satisfying life.
- To empower students to be life-long learners in a society where change is constant and technology is integral to day-to-day business and personal activities.
- To create a challenging and developmentally appropriate learning environment that integrates resources (including technology) across all the curricular areas and where all students have equitable access to these technology resources.

## 1.2 Educational Goals

To accomplish its educational mission, South Colonie will plan, organize and manage its resources in order to:

- Provide a learning environment where students are focused on high levels of achievement, and continual improvement.
- Provide a learning environment that actively engages students in independent study, and research-based curriculum emphasizing higher level thinking, inquiry, and decision-making skills.
- Utilize research-based projects and teaching approaches.
- Change the teaching and learning environment to better address the requirements for higher achievement as reflected in the New Standards and Frameworks.
- Integrate technology as a delivery system and as a tool in the teaching and learning environment to extend curriculum, instruction and assessment practices.

# 2.0 Technology Planning Process

The initial District Technology Committee was established at the direction of Dr. Thomas Brown, Superintendent of the South Colonie School District, with the purpose of developing and recommending a technology plan that will support the District goal to improve student achievement.

Surveys were designed and distributed at random to collect data that measured general knowledge, opinion and support for improving instructional technology for the students and community of South Colonie. This process involved a review and compilation of the data, and an analysis of the causes and effects of the problems and concerns presented. The survey results reinforced the District's commitment to move ahead with a technology plan.

The District sought out and employed the services of an outside facilitator to assist in the development of this plan. The Committee evaluated alternatives and built an implementation plan. A step by step procedure was then applied to the recommendations so that all requirements would be in place by the end of the plan. The Committee made recommendations in eight key areas: hardware, software, telecommunications, instruction and curriculum, personnel, staff development and planning.

The Committee meetings operated on the basis of consensus decision making and the Committee members all participated in the preparation of this final report. Each Committee member understands that planning and evaluation is an ongoing process.

The current Technology Committee has written an addendum to the original Technology Plan to take the District into the year 2010.

### **3.0 Current Technological Environment**

#### Administrative Computing

The South Colonie Central School District currently uses a computer system for administrative and business applications. This computer system performs many functions including payroll, transportation and student scheduling, budgetary accounting and textbook accounting. Terminals in all schools are connected to a server to do attendance and student grades.

Instructional Computing–The South Colonie Central School District currently uses computers at the levels listed below for instructional applications:

Each of the 5 elementary schools has:

- A computer lab for CAI–24 computers
- An open access lab with 24 computers
- A computer in each classroom–160 computers
- Computers in the library for student use and library automation–10 computers
- Computers for administrative and secretarial use–5 computers
- Computers for Special Education–6
- Computers for reading–2

Total = 515

Each middle school has:

- A computer lab for CAI–52 computers
- A computer lab for foreign language–30 computers
- A computer lab for technology–25 computers
- A computer lab for computer education–25 computers
- Two open access computer labs–54 computers
- Classroom computers for 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade teachers–40 computers
- Computers in the library for student use and library automation–14 computers
- Computers for administrative and secretarial use–10 computers
- Computers for Special Education–20
- Computers for reading–8

Total = 664

The high school has:

- A computer lab in the library for student use—24 computers
- A computer lab for foreign language—28 computers
- A computer lab for science use—24 computers
- A computer lab for computer education use—24 computers
- Two open access labs for students use—52 computers
- Five labs for technology use (CAD, Computer Graphics, A+ Certification)—135 computers
- Computers for administrative and secretarial use-25 computers
- Computers for Special Education-20
- A computer in each classroom-70

Total= 454

Total Computers ≈ 1633  
Total Servers ≈ 20

## 4.0 Technology Vision

### 4.1 Educational Vision

South Colonie’s curricular, instructional and assessment vision includes a focus on higher levels of achievement for all students. These higher levels of achievement are defined in the New York State Standards and Frameworks. The district has placed particular focus on reading and communication skills, along with math. Technology is seen as a vehicle to support and extend student learning in these and all other areas of the curriculum. The use of technology tools will be focused on the development of higher level analyses, evaluation, communications, presentation and decision-making skills. Software tools and software applications are to be selected based on the need to increase student learning within and across the subject areas in order to prepare students for their future in the 21<sup>st</sup> century.

The technology-enhanced learning environment that is envisioned in this plan is designed to be a powerful vehicle in helping the district to accomplish its educational mission and goals. Technology is also important as a means of changing teaching and learning in order to prepare students with the 21<sup>st</sup> century skills they need to be successful. This technology-based learning will expand the opportunities available for students to interact with, to understand and to change their world.

Within this vision, technology is important for South Colonie because it does the following:

- Technology motivates and empowers students because it gets them actively engaged in learning. Technology-enhanced learning is not passive learning. Rather, technology involves the use of tools (such as word processing, graphics, presentation software databases, and the Internet) to interact with others, both students and adults, to create knowledge and to share knowledge.
- Technology impacts learning positively and significantly, based on a wide range of research studies.
- Technology creates information and knowledge producers, not just consumers. Students and teachers today can research and electronically publish their work on the World Wide Web, as they collaborate with other “researchers” from around the world.

- Technology creates the opportunity for more up-to-date and authentic learning experiences by getting students involved collaboratively in real-world projects and interacting with real-world professionals such as poets and scientists.
- Technology is a powerful “mind” tool (analogous to a physical tool such as a lever) that students can use for accessing and manipulating information, synthesizing concepts and communication ideas in video, text and audio media.
- Technology use prepares students as 21<sup>st</sup> century information workers and helps them to achieve world class standards and global competitiveness. As noted in the US Department of Labor’s SCANS report, technology is an integral aspect of most future occupations.
- Technology allows teachers to individualize learning experiences based on learner needs and to better organize and track student progress.
- Technology enables student discovery and exploration of alternatives through software simulations. These simulations provide the opportunity to explore new concepts and environments with the time, cost or danger associated with many real-world situations.
- Technology creates learning beyond the four walls of the classroom. It expands the range of learning opportunities and curriculum resources for students who would otherwise be limited to what the division could make available in its library or resource centers.
- Technology connects individuals to new people and promotes understanding and equity by providing a diverse array of resources and experiences regardless of the geographic location of the student.
- Technology offers a multimedia interactive learning environment that is more motivating to today’s students who have grown up with television and video games.
- Technology increases teacher and administrative productivity by providing tools that speed up the process of entering and analyzing data.

These points support and explain the district’s vision of a technology-supported learning environment, and are important for all members of the school and the larger community to understand.

The South Colonie School District has a vision of technology that includes more than the use of computers; it encompasses a view of how multimedia, information and communications technologies can serve as a significant contributor to our district’s mission of preparing students for success in the 21<sup>st</sup> century. The technology vision has three major components:

1. Infrastructure to provide access and connectivity
2. Training and support to insure integration into the curriculum
3. Using technology to support our vision of curriculum and instruction

### INFRASTRUCTURE TO PROVIDE ACCESS AND CONNECTIVITY

The plan is intended to put the necessary technology infrastructure in place to build an interconnected electronic learning community that will provide adequate access to technology tools and resources, as well as provide connectivity for all students, teachers and staff. Teaching and learning involve a process of connecting individuals with each other, as well as with resources and applications. The infrastructure should provide widespread access that allows transparent, user-friendly communications.

Widespread and equitable access are key to gaining the maximum benefits of technology. Putting the appropriate tools in place, along with the necessary technical support insures that students, staff and the community will gain the maximum positive effect from their use. Using these technology tools will allow students and staff to achieve their educational goals.

The technology infrastructure for South Colonie is envisioned as having many different types of technology in place, including:

- A computer in each teacher's classroom/computers in teacher centers
- Computer labs in all buildings
- Library media centers in each building with network access
  
- Access to school library resources from anywhere in the building
- Printer in each lab and the library media center
- Peripherals for the computer, including scanners, digital cameras, interface devices for music composition, and science probes
- Shared access to large screen projection capability for computers and video
- Network connections for all computers in each classroom, lab and library media center
- E-mail capability within the building and beyond
- Internet access from all designated workstations
- Capability to establish a division web site
- Distance learning capabilities, including interactive video, and other remote learning opportunities
- Multimedia and graphical production, including interactive video, and other remote learning opportunities
- Multimedia and graphical production, including digital photography and video production, focused on presentations
- Scientific, engineering and artistic devices
- Connections to video programming sources include cable television and satellite downlinks
- Parent and community access to school information and resources via the division web site
- Community use of school technology resources within the school

#### TRAINING AND SUPPORT TO INSURE INTEGRATION INTO THE CURRICULUM

The implementation of the infrastructure (including the purchase of hardware, software and networking) is only the first step in the technology vision. This plan is intended to put the necessary staff development in place in order to insure that the technology resources and capabilities are used to the maximum use of technology, the following must be provided:

- On-going training must be provided to allow users to learn new software applications
- Opportunity for staff to refine their skills in the use of technology tools and applications within and across the curriculum
- Necessary courses and training staff
- Necessary time and support to experiment and explore new ways to improve teaching and learning through technology

- Appropriate staffing provided to teachers in the form of on-site and off-site training (including BOCES courses, non-BOCES courses and other providers)
- Multimedia learning materials
- Coordination of training by a lead teacher in the division who is responsible for training and educational support

There is a tremendous need for staff training to understand the learning potential of different technologies, as well as for leadership support to help staff identify and use the technologies that will best serve each individual student's needs.

In addition, the technical support requirements (keeping hardware and software running) will be addressed in the plan through the assignment of additional staff and the establishment of new support responsibilities, coupled with a comprehensive support structure. This support structure will start with the training of teachers in basic trouble shooting. Students may also become a formal part of this technical support structure.

### SUPPORT OF OUR VISION OF CURRICULUM AND INSTRUCTION

We envision technology integrated across all curricular areas in order to:

- Actively engage students in learning
- Address individual learning differences
- Support more authentic, research-based, interdisciplinary projects for learning
- Provide access to more current information resources and courses than are available in the division through traditional means
- Provide students and teachers a means to collaborate on learning projects and lesson with others around the world
- Meet the higher achievement requirements of the New York State Standards and Frameworks
- Use computers and networking technology to search out, analyze, graphically organize and present information in multimedia format to various audiences, including other students and teachers in the school, as well as students and adults in the global community
- Support the application of higher level thinking and decision-making skills

## **5.0 Goals and Objectives (2007–2010)**

Our technology goals for the time period 2007 to 2010 are:

- To implement a comprehensive technology infrastructure that will provide widespread access and connectivity for students and teachers within the electronic learning community.
- To provide on-going staff development that will help teachers and other staff to use technology tools and resources in ways that will provide the maximum educational benefit.
- To insure that technology is integrated into the curriculum and instructional activities as an integral part of the mission.

The objectives for accomplishing these goals include the following, for the school year time period–July 1 to June 30 of each school year:

## 2007/2008

- Budget and improve building infrastructure
- Make application for E-Rate discount on all eligible components
- Purchase hardware for networks
- Purchase servers and workstations as necessary
- Initiate training for staff, based on staff survey data
- Establish acceptable use policy
- Extend Internet use
- Continue existing multimedia technology projects
- Write K-12 Performance Indicators for students in Technology

## 2008/2009

- Identify new computer workstation requirements, and establish workstation standards
- Continue training of staff, with focus on integration of technology into the curriculum
- Establish a strong focus on Math, Science and Technology Standards, and identify where technology can support the standards across all areas
- Address full-time staffing requirements
- Upgrade infrastructure to fibre optic network
- Continued to develop K-12 performance indicators for students in Technology

## 2009/2010

- Continue deployment process of technology to insure equity, while addressing the highest priority educational needs of the division
- Continue staff development
- Initiate evaluation design to assess technology impact
- Assess technology and educational trends, and revise technology plan to address emerging needs

## **6.0 Projected Budget, Funding Sources and Schedule**

Attached is a separate, more detailed, three-year budget that itemizes the various components of the technology plan and vision, as discussed to date. The budget provides a more concrete view of the specific technology vision, as well as the infrastructure design. The overall goal of this effort is to plan, design and implement technology that would support and improve teaching and learning and better prepare students in the division with the necessary information technology skills for the 21<sup>st</sup> century.

### **Budget Components and Conceptual Infrastructure Design**

The overall goal of this effort is to plan, design and implement technology that would improve teaching and learning and better prepare students with the necessary information technology skills for the 21<sup>st</sup> century.

In addition, South Colonie's educational requirement will be supported through this technology infrastructure. The design includes the following:

Stability—Creating the technology infrastructure once and preserving investment in infrastructure through application of the best design and management practices in the information technology industry.

Flexibility—Providing for expandability and scalability of the design in order to address new or undefined needs.

Manageability—Adhering to industry standards and committing to controlling costs through centralized management and control techniques.

Performance—Applying capacity planning and bandwidth allocation techniques to support present and future application including Internet, video and multimedia interactive technology. The network supports 100MB and 1000MB switched Ethernet, as well as positioning the Department to support ATM and Gigabit (1,000Mb) Ethernet services across the network.

Cost Effectiveness—Integrating voice, video and data networking, where feasible, as well as focusing all technology investments on the critical need for all technology to support the teaching and learning environment.

Support of the entire education program, including instructional and administrative applications, through a comprehensive technology infrastructure. This design provides a comprehensive infrastructure that will position South Colonie well into the 21<sup>st</sup> century, and allow access to the full range of technology capabilities and resources that will be necessary for us to remain effective in educating its students.

### **6.1 Network Infrastructure Components (Data, Video and Voice Cabling)**

The conceptual design for the network infrastructure envisions connections throughout each building, with access to all the buildings in the district. This design supports the vision of an interconnected learning community.

The infrastructure design includes multiple network connections in the libraries and "lab" spaces. Connections would also be provided in the offices and other common building areas such as the cafeteria. The network topology is an Ethernet star design with multiple wiring closets, all coming back to a central wiring closet via a high-speed fiber backbone between the closets. The network design could start with at least 100Mb Fast Ethernet Backbone. This design could then be expanded with additional switching and hubbing components, running at gigabit speeds. This future growth option would allow higher levels of use in areas such as the library or lab, or in separate classrooms that have high bandwidth demand. Enhanced Category 5 cabling is expected to support the connections from the wiring closets to the classrooms.

## **6.2 Electrical Wiring Infrastructure Components**

Typically, technology deployment requires additional electrical outlets in each classroom and instructional space. In addition, depending on the level of service already in the building, the addition of computer and other technology will necessitate a power service upgrade to provide adequate capacity. Electrical requirements are built into this budget as a part of the building construction cost.

## **6.3 Server Infrastructure Components**

The server infrastructure will evolve over time, based on needs, as well as available servers. Windows NT is the network operating system. NT is a powerful solution that is particularly adapted to support schools and Internet related applications, as well as file sharing and print sharing. Depending on the applications, a server will be installed in each building to provide specialized support services. The following server applications will have to be addressed via one or more servers serving the entire network from a central location in the district.

- File sharing
- Shared printers
- Shared applications
- CD ROM, DVD and video servers
- Electronic mail on site
- Web hosting for the division's Intranet and public web site.
- Security and proxy list services

Initially to save costs, a number of these applications could be run off the same server.

## **6.4 Workstation Infrastructure Components**

Standards for workstations and software are important to insure a high level of consistent support and to minimize the total cost of ownership.

## **6.5 Furniture and Renovation Components**

Furniture to locate new workstations in classrooms and other sites within the building is extremely important if the technology is to be used. Permanent desk units as well as portable carts and other units are also important to maximize the extent of use. Furniture is built into the budget for the labs, library media centers and the classrooms.

## **6.6 Software Infrastructure Components**

There are five major software areas:

#### 6.6.1 Network Operating System, Workstation Operating Systems and Other System Management Software

As noted earlier, the best choice for network operating system, from a price, support and feature standpoint, is Server 2000. Server 2000 will give many LAN and Internet capabilities.

At the workstation level, all machines should be installed with Windows 2000 or Windows XP.

In addition, system applications (such as backup, virus protection, overall network management software, and firewall/proxy services) need to be addressed, either as a part of Windows 2000 on the server or via alternative products.

#### 6.6.2 Tool application software

Tool applications need to be available on all workstations. It was recommended that South Colonie standardize on at least a minimum teacher toolkit that would support the function of word processing, database, spreadsheet, presentation/graphics, electronic mail and web browser. Because of the cross platform compatibility and support problems, standards are particularly important. Microsoft Office was identified as the standard software for the staff and students. Because of the integration of Office with the Microsoft operating system and now the Microsoft web browser, Office is likely to offer a more consistent approach than any other product. Specialized tool applications such as CAD or graphics applications will also need to be identified. The Technology Committee has already identified some of this software.

#### 6.6.3 Curriculum related software and media

In addition to tool applications, South Colonie will continue to use a variety of curriculum specific applications and CD-ROM resources. South Colonie will need to identify tool software and curriculum specific software that supports the State Standards and Frameworks.

6.6.4 Administrative applications for student information and finance management will be accomplished by the Administrative Data Processing staff.

### **6.7 Peripheral Components**

The plan calls for peripherals, including black and white and color printers (both laser and ink jet), plotters, scanners, digital cameras, science probes, and MIDI devices for music, LCD projectors, television sets and VCR's. These peripheral devices are critical to the effective use of technology in the classroom, and their use as an integral part of instruction. Special assistive devices for special needs students are another area of peripherals, although these are not built into the budget.

## **7.0 Staff Development**

Staff development is a critical component of our technology planning. We are committed to on-going training for all staff to ensure effective use of technology tools, and to help teachers to focus on integration into the curriculum. We have already provided a range of courses and hands-on training for our staff to address basic computer skills, as well as tool software.

We will continue to develop staff proficiency in the use of the keyboard, mouse, files and networking. In addition, all staff will receive training in basic tool applications such as word processing, e-mail, and the World Wide Web. Beyond this training, we will provide on-going training to our staff in the integration of technology into their curriculum areas. We will also work to link technology with the Standards and Frameworks.

## **8.0 Community Involvement and Support**

Community members and parents have and will be able to make comments on the Technology Plan as part of the annual budget hearing. A portion of the hearing is allocated to discussion on the Technology Plan and its impact on students. In the initial phases of the organization of the Technology Plan, a community survey was sent and data gathered regarding this issue.

## **9.0 Integration Into the Curriculum**

Our school district is focusing on the New York State Standards and Frameworks. Our curriculum committees at all grade levels are reviewing the Standards and Frameworks to identify where technology can provide significant benefits to the teaching and learning process. We envision technology use across all the disciplines. Students will use technology to access information from the Internet, prepare a variety of reports in textual and multimedia formats, and present information to a variety of audiences both in the division and beyond. We envision that students will be using a range of technology tools (e-mail and web browsers) to access, analyze and present information across all disciplines. Technology will play a crucial role in English/Language Arts, Science, Social Studies, Mathematics, as well as the other disciplines. We will be training our teachers in each subject area to use technology both as a teaching tool and as a student learning tool.

The ultimate goal is the improvement of student learning. With technology, teacher-planning resources will be more available, including all curriculum materials and technology enhances lessons.

Technology tools are viewed as a fundamental component of our teaching and learning environment. In addition to the use of technology tools for accessing, researching, communicating and presenting information, technology tools can also be used for fundamental classroom activities such as note taking.

## 10.0 Evaluation

We have developed both formative and summative evaluation components of our plan.

Our formative component includes examining the timeliness and completeness of implementation of all components. For this component, we will review the completion of each objective targeted for that year. We will also survey staff and students each year in terms of their skill levels and use of technology to identify areas for improvement.

For the summative evaluation we will be looking at the impact our technology has had on teaching and learning. The summative evaluation design is intended to answer the question?

*Has the implementation of technology in the school improved and changed the level of learning for students?*

We have started to collect baseline information about our student and teacher use of technology across all grade levels and subject areas. This information includes the following: levels of technology access in the school, levels of technology use, perceptions of staff/students toward technology, perceptions of the impact of technology on student learning, student achievement data including local, state and national test data. A critical measure we expect to use will be our student portfolios and the new Statewide Regents exams that are linked to the Standards and Frameworks.

The evaluation design will collect a variety of formative or process data to answer the implementation questions. These implementation questions include identifying what was accomplished and when. Summative or impact evaluation will use a variety of outcome measures, including:

- State tests
- Assess student skill of technology
- Dropout rates
- Attendance
- Suspension rates
- Student activity on the system
- Student time on the system
- Student results within the Pearson software
- Surveys of teacher and students
- Effective schools data
- Teacher survey
- Post graduation data 3 years of data
- Entrant survey for teachers and students
- Community survey
- Exit survey for each training session
- Norm referenced test instruments–item analysis
- PSAT test for all students

The Technology Committee will continue meeting regularly to discuss and review the implementation process and will provide feedback on the implementation of the plan.

## 11.0 Next Steps

- A. Completion of a second Capital Project Plan
- B. Completion of the Technology Plan Revisions
- C. Policies and Procedures Development

Although not always included in the discussion of infrastructure, it is critical to establish a clear set of policies and procedures in a number of areas, including the following:

- Acceptable Use Policy for technology and the Internet
- Internet firewall and filtering
- Software evaluation criteria and selection process
- Policies for adding software to the network, including addressing copyright
- Training requirements for teachers and others—how to identify and meet training needs
- Support requirements for the system and technical training needs
- Problem identification, tracking and resolution procedures
- Web information policies for public dissemination of information electronically
- Developing a taxonomy and sequence by age/grade level of learner skills related to technology tools
- Linking the School District initiatives with the Frameworks and Standards

Attachment A  
Technology Plan Submission Form

Name of School Distrit: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Contact Phone No.: \_\_\_\_\_

Contact Email: \_\_\_\_\_ Contact Fax No: \_\_\_\_\_

Date Submitted: \_\_\_\_\_ Timeline of Plan: \_\_\_\_\_

Please state the page(s) that your district's Technology Play addresses the five following core elements.

Page(s)	5 Core Elements
<input type="text"/>	1) Mission & Goals Statement
<input type="text"/>	2) Staff Development Plan
<input type="text"/>	3) Current Inventory
<input type="text"/>	4) Budget
<input type="text"/>	5) Evaluation Process

Mail (2) printed copies of your Technology Plan and a 3.5" diskette of it in MS Word or Adobe PDF format to:

Elaine Banach, Managing Coordinator  
Capital Region BOCES NERIC  
1031 Watervliet-Shaker Rd.  
Albany, NY 12205

To be completed by NERIC personnel:

Received by: _____	Date Received: _____
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