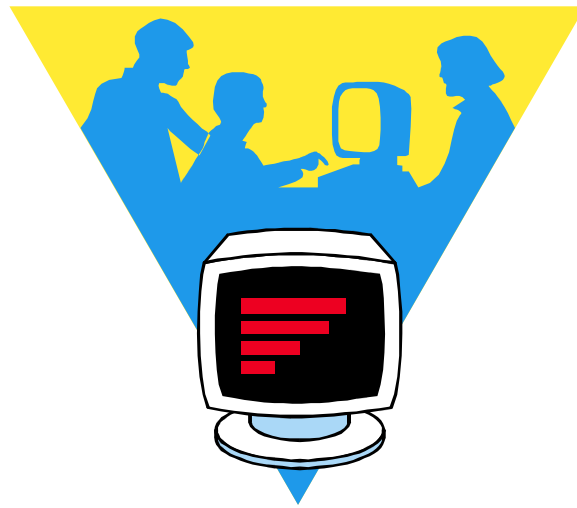


A Technology Plan For the Public Schools Of Scituate, Rhode Island



May 2007

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Philosophy

The purpose behind the use of technology in a school system is to better serve the curricular and learning needs of students, and to better prepare those students to become productive and contributing members of society. Technology, in and of itself, provides little of value to our students. It is not until that technology is woven into the fabric of the mission of the school that it takes on value. It must relate in a positive manner to the Vision Statement of the Scituate School System:

The Scituate School System provides a safe, secure environment where the importance of teaching and learning is held in high regard. Our schools reflect the best educational research and practice ensuring that all have the opportunity to become creative thinkers, problem solvers, and effective communicators. Our students are provided a strong foundation in the RI Common Core of Learning enabling them to perform at the highest standards. We are a community of life-long learners where school, home, and the community come together to accomplish our mission.

The Scituate Public Schools support the use of technology to the extent that it contributes to that vision, and where it can be demonstrated that it increases the effectiveness and efficiency of the learning environment. The use of technology is also supported in the administration of the school system and the individual school to the extent that it makes the management and day-to-day administration more effective and efficient.

Technology is recognized as being a vital part of education, but it also one that changes at a very rapid pace and which can add a significant burden to a school department budget. The Scituate Public Schools, therefore, see the value of a constant program of research and evaluation of new products to ascertain their value and place in our schools. The necessity of some degree of standardization of platforms, software, peripherals, and infrastructure is also recognized.

New and ever-changing technologies present an on-going challenge in the area of professional development. Before any new technology can be effectively used in a classroom or laboratory setting, those in charge of instruction and supervision must understand it. The Scituate Public Schools are, therefore, committed to a continuing program of training in the appropriate utilization of hardware and software.

The setup and maintenance of technology often require skills and knowledge that are beyond that of teachers and administrators. It is understood, then, that it is necessary to maintain the services of those who do possess that expertise in order to ensure that the necessary equipment will be available as needed.

The Technology Plan

Community

Scituate has long enjoyed a tradition of involvement from a wide cross section of the community in many areas including its technology. In addition to teachers and administrators, there are numerous parents involved in the field of technology, including many business owners, who are willing to lend their expertise to help advance the state of the art in Scituate. The District Technology Committee is comprised of administrators, teachers and parents.

The Learning Environment

Computer laboratories will be available in all schools, providing an effective and efficient method of large group instruction. The laboratory will also provide the opportunity for multiple students to complete a word processing task, to do research (locally or on the Internet), or to complete other assignments simultaneously.

On the elementary level, there will not necessarily be one computer in a laboratory for each student in a class since it is often effective and advisable for students to work together in cooperative situations. When individual work is required, the teachers will make appropriate arrangements by arranging for computer sharing.

On the secondary level, there may be the necessity for multiple and various types of computer laboratories. These would be dependent upon the needs of various departments. A general laboratory with multi-purpose equipment would be required, but there might also be a need for specialized laboratories in art, business, industrial arts, and other areas.

On elementary and secondary levels the need for at least one computer in each individual classroom and work area has long been recognized and achieved throughout the system. At the elementary level, grades 2 and up there are at least 2 computers per classroom. Hope Elementary has two classrooms participating in the MCI Model Classroom project and thusly have 7 computers and other support devices. Hope has also added, through generous donations supplementing annual purchases, 4 additional classrooms with 7 computers each. North Scituate Elementary has recently received an MCI grant and will have 6 computers and other support devices in each of 8 classrooms. The secondary level has one computer per classroom. In addition there are also 7 mini-labs with 5 to 7 computers each. The current plan calls for a guideline of a 4 to 1 student to computer ratio in each elementary classroom along the lines of the Model Classroom project. The need for technological assistance in the curriculum goes beyond the constraints of the time that may be assigned in the computer laboratory. Work begun in a lab may not be able to wait for the next assigned time and it is recognized that not all students have the availability of computers at home and even fewer have the same type of equipment which may be in use in the school. It is also understood that there is an ever-growing amount of software available for extension of learning activities that can be profitably used in the classroom, and that the Internet provides students with an abundance of opportunities that must be available.

In all schools, computers are networked. Technology provides the individual teacher and student with the opportunity to go beyond the boundaries and limitations of the classroom walls. A networked system allows those in a classroom to take advantage of resources which were once available only in a library. Encyclopedia and other reference materials can be accessed. Work can be shared with others in different classrooms. Many classrooms can share costly hardware.

Administration can communicate quickly and efficiently with multiple classrooms with minimal interruption. The communication can be answered in the same efficient manner.

Schools are linked to the outside world by direct connection lines. This gives students in labs and classrooms the ability to communicate via the Internet with the world, making available research opportunities that are growing each day. E-mail gives all members of the school community the ability to 'talk' to others all over the world, sharing ideas and information.

Educational Goals

Scituate seeks to provide equal access of technology to all students. This is most visibly exhibited in the three elementary schools and their varied sizes, buildings and student makeup. While we do not have a specific required target number for the ratio of students to computers, we have the following guidelines noted in the previous section. Each elementary school has a consisting of multimedia computers hooked to the local school network and the Internet.

At the elementary level, a goal of 5 to 7 computers per classroom, depending on physical classroom size, in addition to the lab in the building is being targeted.

Based on a budget figure of \$900 per computer and projecting current levels of funding into the future, the plan will provide the numbers of classroom computers below. Current lab configurations are expected to be maintained. Increases or decreases to the funding stream will affect the timing of the goal. Please refer to Appendix B.

Support Services

Moving from the pre-computerized classroom into the computerized classroom has been a giant step. Teachers need no support in how to use the traditional tools of teaching - - pencils, paper, scissors, chalk. The computer and all that goes with it are a different matter. Even those who use their own computers at home or who have used stand-alone computers in their classrooms face a very different situation when state-of-the-art, multi-media, networked computers are brought into their classrooms. Ongoing assistance on a variety of fronts is required. As the 'fleet' of computers increases in size, and necessarily age, support becomes an increasingly important function.

Hardware Selection

The types of hardware that are to be used in the Scituate Public Schools should, to a certain extent, be uniform. It is understood that there does remain a place for different types of platforms. Macintosh and Windows-based machines are both used for various purposes and in various places throughout the system, and this will most likely continue to be the case. Windows-based machines are used in the general classrooms, labs and administrative offices. Macintosh machines are used in the art and music departments.

There is now a central "clearing" point for hardware purchases. In order to take into account compatibility issues, the Technology Coordinator is available to those in the system who are considering purchases to assure that selections fit into the broader scheme.

The matter of grants for specific types of machines falls into its own category. When a specific grant calls for the purchase of a specific type of computer, it is not possible to follow other guidelines. In these cases, the relative merit of the grant in relation to these guidelines must be taken into account.

Technical Support

From the very beginning, a great deal of technical support will be required. The computer network is a marvelous, but very complex, creation. The installation of wiring inside of each school building has been guided by the "Scituate Network Planning Guidelines" (May 1997). This document discusses in detail the types of wiring that are available and which would be most advantageous in various situations in the Scituate Public Schools. Wiring is done under the direction of the Technology Coordinator and the Director of Buildings and Grounds.

As the network is expanded, individual pieces of hardware must be connected to the network and appropriate software installed on the network to assure that one piece of equipment communicates properly with all others. The Technology Coordinator is responsible to do this,

taking into account the needs and desires of those who will be using the network. The type of administrative software, for example, which might be entirely appropriate on the elementary level, may be too restrictive for use on the secondary level.

After the network is in place, technical support should be on going and easy to obtain. Since problems often occur at the most inopportune times, a method should be in place to solve all but the most difficult in a quick and efficient manner. One or more Technology Specialists should be available to the elementary schools, while one or more should be available on the secondary level. The number of specialists will, in time, depend upon the number of computer networks and terminals in place, as well as budget realities.

Computers without software are of no value. There is such a multitude and variety of software available, however, that it is almost impossible for the classroom teacher to know what is available and appropriate. Since software should complement the curriculum, there must be a mechanism for reviewing and selecting software, lest hard drives and closets become cluttered with unused or little used mistakes. On an elementary building level, the Library/Media Specialists would play a lead role in software selection, while on the secondary level, the LMS and Department Heads would perform that function. In all cases, of course, input from the faculty would be necessary and vital.

On a system wide basis, standards will need to be developed, particularly with respect to operating system software. Students and teachers need to be assured that they can travel from one computer to another or from one building to another and be able to work with documents they have created. Inconsistent operating systems might make this difficult or impossible.

There is consistency with regard to major word processing programs and spreadsheets that are used throughout the system. It is now possible for elementary and secondary students, all faculty, and administrative staff to share documents within the same formats.

The matter of licensing is approached on a system wide basis. As we have always been mindful of copyright laws as they pertain to printed material, we must now be equally diligent of them as they apply to software. System wide licenses for operating system, word processing, and spreadsheet software should be obtained for legal, as well as economic, reasons.

Professional Development

It has been well documented in those schools that have made the transition from traditional to electronic classrooms, that a major obstacle is staff development. As has been stated before in this document, computers are far different from pencils, paper, and chalk boards. They are complex devices with software requirements that are, in the beginning, difficult for the novice to understand. Once there is an understanding of the software and its complexities, there are often problems that are difficult to overcome. Finally, there is constant change in software. There are new editions, upgrades, and totally new titles that require further training. E-mail and the Internet are, for many, mysterious and foreboding. They demand explanation and training.

For these reasons, a continuing staff development program is in place under the guidance of the District Technology Committee and the District Curriculum Committee. This staff development program is available on a system wide basis. Offerings will depend on periodic surveys of needs to staff. Staff development issues will be revisited from time to time, taking into account the turnover of faculty and staff.

Curriculum Development

As defined by the National Council of Teachers of Mathematics, curriculum is an “operational plan” for instruction. This plan asks the following questions:

1. What do students need to know?
2. How are students to achieve the identified curricular goals?
3. What are teachers to do to help students develop their knowledge and skills?
4. What is the context in which teaching and learning occurs?

Curriculum, as developed on an on-going basis in the Scituate Public Schools, helps us to determine the first part of the plan, “What do students need to know?” Technology must be considered more and more carefully, however, in parts two through four of the plan.

Textbooks have played a less and less important role in the delivery of curriculum in the Town of Scituate. The opposite is true, though, of technology. It becomes increasingly important. The questions that must be answered in relation to curriculum and technology are:

1. How do computers and related technologies help students achieve identified curricular goals?
2. Does use of pencil and paper, the computer, hands-on experience, discussion, or a combination of each accomplish a particular goal best?

These questions, among others, must be answered when looking at each area of the overall curriculum. It must be remembered, however, that curriculum should not dictate how the technology should be used on a day by day basis. As with texts of old and trade books of today, there continues to be room for continued creativity within individual classrooms by individual students and individual teachers. The Internet has opened up possibilities that have heretofore been unknown and which beg to be explored.

Competencies

Although the use of a computer is not an end in itself, there are certain competencies that should be and are expected of our students. Among them are basic keyboarding skills, proficiency in one or more word processing and spreadsheet programs, and the ability to use the Internet to effectively search for information and to communicate with others. These skills should be introduced at an early age and students should leave the secondary school with the skills necessary for the world of today.

Scituate has developed Technology Curriculum Standards. This may be found in Appendix D.

Conclusion

There is continuing controversy over the question of whether the computer is merely a tool that will aid in the delivery of curriculum or it is a device that will revolutionize education. We believe that it is most certainly a tool that will allow our students to accomplish more in less time with better results and improved learning. We further believe, however, that the computer has the potential to revolutionize education. The avenues that are being opened are barely touched and explored. Our students, who are growing up with the computer, are in the position to utilize the technology to its fullest extent. They will be able to move from one technology to the next with an ease we cannot fathom. The goal of the Scituate Public Schools is to make this possible for all of our students. We must make equipment and time available so that those students who have no access to a computer at home have the opportunity to grow just as those who do. This Technology Plan is not a picture of all that there is, but one of what can be and should be. It will be adjusted as time goes by to take into account new technologies, new realities, and new demands.

This plan will be implemented and monitored by the Technology Coordinator and the District Technology Committee. While any plan for the future is at best guesswork, this plan calls for the reviewing and revising the plan informally on an ongoing basis, and formally on an annual basis in the form of a report by the Technology Coordinator to the Committee.

Appendix A
Ride Checklist

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4. Technology Inventory.....Appendix C
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Appendix B
Computer Acquisition – 5 Year Plan, September 2000

Year	Students	Computers	0			1			2			3			4			5		
			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008			2008-2009		
School Year			N	T	R	N	T	R	N	T	R	N	T	R	N	T	R	N	T	R
Clayville	120	32	3	35	3.43	3	38	3.16	3	41	2.93	3	44	2.73	3	47	2.55	3	50	2.40
Hope	340	45	5	50	6.80	5	55	6.18	5	60	5.67	5	65	5.23	5	70	4.86	5	75	4.53
North Scituate	410	54	5	59	6.95	5	64	6.41	5	69	5.94	5	74	5.54	5	79	5.19	5	84	4.88

N = New computers added

T = Total classroom computers

R= Ratio of students to classroom computers (lower number is better)

Computer Acquisition – 5 Year Plan, updated May 2004

Year	Students	Computers	0			1			2			3			4			5		
			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008			2008-2009		
School Year			N	T	R	N	T	R	N	T	R	N	T	R	N	T	R	N	T	R
Clayville	209	51	4	56	3.73	3	59	3.54	3	62	3.37	3	65	3.22	3	68	3.07	3	71	2.94
Hope	278	96	4	101	2.75	5	106	2.62	5	111	2.50	5	116	2.40	5	121	2.30	5	126	2.21
North Scituate	314	111	3	114	2.75	3	117	2.68	3	120	2.62	3	123	2.55	3	126	2.49	3	129	2.43

Computer Acquisition - 5 Year Plan updated December 2006

School Year	Students	Computers	2005-2006			2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
			N	T	R	N	T	R	N	T	R	N	T	R	N	T	R	N	T	R
Clayville	228	62	4	62	3.68	3	65	3.51	3	68	3.35	3	71	3.21	3	74	3.08	3	77	2.96
Hope	268	96	4	101	2.65	0	101	2.65	0	101	2.65	0	101	2.65	0	101	2.65	0	101	2.65
North Scituate	294	111	3	114	2.58	0	114	2.58	0	114	2.58	0	114	2.58	0	114	2.58	0	114	2.58

Scituate School Department Computer Distribution September 2006

		K	1	2	3	4	5	6	7	8	9	10	11	12	Art / Music	Sp. Ed.	Lab	Total
Clayville	Total	1	6	8	6	8	8	0	0	0	0	0	0	0	1	3	24	65
	Ratio C:R	0.5	3	4	3	4	4	-	-	-	-	-	-	-	1	1.5	0	3.08
	Room 1	1	3	4	2	4	4	-	-	-	-	-	-	-	1	2	24	45
	Room 2	0	3	4	4	4	4	-	-	-	-	-	-	-	-	1	-	20
Hope ¹	Total	2	6	6	18	14	14	0	0	0	0	0	0	0	1	3	24	88
	Ratio C:R	2	3	3	6	7	7	-	-	-	-	-	-	-	5	2	0	4.67
	Room 1	2	3	3	7	7	7	-	-	-	-	-	-	-	1	2	24	56
	Room 2	-	3	3	7	7	7	-	-	-	-	-	-	-	-	1	-	28
	Room 3	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	4
North Scituate ²	Total	2	8	16	14	16	21	0	0	0	0	0	0	0	10	3	20	110
	Ratio C:R	2	4	5.3	7	5.3	7	-	-	-	-	-	-	-	3.33	1	-	5.11
	Room 1	2	4	7	7	7	7	-	-	-	-	-	-	-	8	1	20	63
	Room 2	-	4	7	7	7	7	-	-	-	-	-	-	-	1	1	-	34
	Room 3	-	-	2	-	2	7	-	-	-	-	-	-	-	1	1	-	13
District K-5	Total	5	20	30	38	38	43	0	0	0	0	0	0	0	12	9	68	263
	Ratio C:R	1.5	3.3	4.1	5.3	5.4	6	-	-	-	-	-	-	-	-	-	-	4.29
Middle School ^{3,5}	Total	-	-	-	-	-	-	-	-	-	-	-	0	-	41	4	50	95
High School ^{4,5}	Total	-	-	-	-	-	-	-	-	-	-	-	-	0	45	3	25	73

Notes

- ¹ Hope has two MCI classrooms.
- ² North Scituate has 8 MCI Classrooms, one of these is in Art.
- ³ The Middle School 6th and the 7th and 8th grades utilize teams. For each team, one of the classrooms has a mini lab. The classroom number for these have been combined here in the grade 8 column.
- ⁴ The High School shares classrooms amongst students in grades 9 through 12. It has minilabs located in English classrooms. The classroom number for these have been combined here in the grade 12 column.
- ⁵ The E4 lab is used by the Middle School for scheduled classes and is available to all during unscheduled time. The B22 lab is used by the High School for scheduled classes and is available to all during unscheduled time.

Appendix D
Technology Curriculum

This document is pending approval by the Scituate School Committee. Please contact the Scituate School Department for further information.