Sag Harbor UFSD
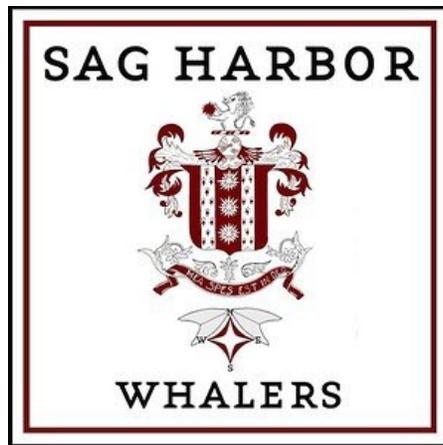
Technology Plan

2015-2018

District Technology Plan: 2015-2018
Sag Harbor UFSD

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Vision Statement

The Sag Harbor School District recognizes the increasing need to know more, to be able to access, understand and communicate information, and is committed to the knowledge and effective use of technology in our schools that will:

- Promote and enhance teaching and learning
- Include technology as a component of a well-balanced K-12 program
- Provide students with the opportunity to develop life-long learning skills through the use of technology
- Prepare students for the work environment of today and tomorrow
- Leverage technology to increase productivity and efficiency district-wide

Mission Statement

The Sag Harbor Union Free School District in partnership with all members of the community is committed to equity in education; its mission is to provide students with a safe, child-centered environment that fosters personal, academic, and creative excellence. This will empower students to become responsible and respectful members of a global society.

In support of the District Mission Statement, the Sag Harbor School District will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application and evaluation of technological resources to ensure that all students will have the opportunity to develop skills necessary to be productive citizens in an information-driven, global society.

Executive Summary

The Sag Harbor Union Free School District's technology environment will be state of the art, efficient, secure and uniform. This technology environment will support students, teachers and administrators. The instructional direction is to integrate technology into all phases of the academic curriculum. The effective use of technology in standards-based, curriculum-rich lessons will achieve high standards for students. These goals are aligned with New York State standards for student technology use: http://www.p12.nysed.gov/technology/initiatives/literacy.html

This state of the art technological environment include but are not limited to high speed Internet access, wireless local area network, enhanced peripherals, web-based instructional delivery systems, and research-based software available in classrooms/labs and library media centers, electronic capture of images/documents, attendance, and inventory and system to electronically send telephone and/or emails messages to parents/guardians. These will provide opportunities to enhance learning for all stakeholders in the Sag Harbor School District and improved efficiency in the administrative offices.

Integrating technology in support of learning is best accomplished by giving students access to tools for communicating and problem solving. Teaching strategies that support the integration of technology include less directing and more guiding, designing activities that require students to deal with substantive questions, engaging students in collaborative projects, and work that requires analysis and research. The state standards for all subject areas repeatedly reference the concepts "Analyze, Interpret, and Infer". Having students engage in web-based research to solve problems will help our students to meet and exceed the standards in all subject areas.

ISTE's National Educational Technology Standards (NETS) have served as a roadmap since 1998 for improved teaching and learning by educators. ISTE standards for students, teachers, and administrators help to measure proficiency and set aspiration-al goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age: http://www.iste.org/standards.aspx

District Leadership

Mrs. Katy Graves – Superintendent of Schools
Mr. Scott Fisher – Director of Technology
Ms. Jennifer Buscemi– School Business Administrator
Ms. Barbara Bekermus – Director of Pupil Personnel Services
Mr. Donnelly McGovern – Director of Athletics, Health, Wellness, Personnel, and
Supervisor of Athletics
Mr. Jeff Nichols – Principal, Middle-High School
Mr. Gary Kalish – Assistant Principal, High School
Ms. Brittany Miaritis – Assistant Principal, Middle School
Mr. Matthew Malone – Principal, Elementary School
Ms. Donna Denon – Assistant Principal, Elementary School

Board of Education

Ms. Theresa Samot – President
Ms. Chris Tice – Vice President
Mr. David Diskin
Ms. Susan Kinsella
Ms. Diana Kolhoff
Ms. Sandra Kruel
Mr. Thomas Schiavoni

Sag Harbor Union Free School District
200 Jermain Avenue
Sag Harbor, New York 11963

(631) 725-5300
www.sagharborschools.org

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District Technology Committee

The District Technology Planning Team meets quarterly to discuss and approve the technology plan. This committee represents all the schools and departments within the school district. The committee members are as follows:

District Technology Staff:

- Scott Fisher, Director of Technology

Elementary School Staff:

- Donna Denon, Assistant Principal
- Wendy Burokas, Teacher
- Claire Michelle Viola, Library Media Specialist

Pierson Middle-High School Staff:

- Barbara Bekermus, Assistant Principal
- Gary Kalish, Assistant Principal
- Kira McLaughlin, Library Media Specialist
- Peter Solow, Teacher
- Marianne Terrigno, Teacher

Professional Development Staff

- Sean Kelly, Middle-High School Instructional Technology Specialist
- Jonathan Schwartz, Elementary School Instructional Technology Specialist

Essential Conditions

Necessary conditions to effectively leverage technology for learning

Note: ICT = Implementation of technology for achieving curriculum and technology

Shared Vision	Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community
Implementation Planning	A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources
Consistent and Adequate Funding	Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development
Equitable Access	Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders
Skilled Personnel	Educators and support staff skilled in the use of ICT appropriate for their job responsibilities
Ongoing Professional Learning	Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas
Technical Support	Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources
Curriculum Framework	Content standards and related digital curriculum resources
Student-Centered Learning	Use of ICT to facilitate engaging approaches to learning
Assessment and Evaluation	Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources
Engaged Communities	Partnerships and collaboration within the community to support and fund the use of ICT and digital resources
Support Policies	Policies, financial plans, accountability measures, and incentive structures to support the use of ICT in learning and in

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	district and school operations
Supportive External Context	Policies and initiatives at the national, regional, and local levels to support schools in the effective implementation of technology for achieving curriculum and technology (ICT) standards

Goals and Objectives

Consistent with the "National Educational Technology Standards for Students", Sag Harbor students will become:

- Capable information seekers and life-long learners
- Information seekers, analyzers and evaluators
- Problem solvers, critical thinkers, and decision makers
- Creative and effective users of productivity tools
- Successful learners within differentiated environments
- Communicators, collaborators, publishers and producers
- Informed, responsible and contributing citizens
- Technologically literate members of society

By using technology and facilitating students' use of technology, Sag Harbor teachers will:

- Improve instructional strategies to foster differentiated instruction and increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or other abilities
- Accurately and efficiently assess, monitor and communicate student progress to parents and other education personnel through web-based tools which are accessible to the community
- Continuously improve professional skills through staff development, and track progress through an online course request system
- Demonstrate a sound understanding of technology operations and concepts through sharing of resources and skills with colleagues
- Expand turnkey training programs with an emphasis on integration of technology in the learning environment
- Plan and design effective learning environments and experiences supported by technology
- Implement an online database of curriculum plans, that include methods and strategies linked to standards for applying technology to maximize student learning

- Apply technology to facilitate a variety of effective assessment and evaluation strategies
- Improve communication district-wide through the use of emails, calendars, wikis, blogs, and various social media tools
- Reduce paperwork and costs associated with instruction and other publications of information

By using technology and facilitating the use of technology as a tool, Sag Harbor administrators will:

- Promote the use of technology as an instructional and administrative tool
- Provide, solicit, and seek adequate funding for maintenance, support, training and equipment
- Demonstrate vision and leadership for the use of technology in raising student achievement and staff productivity
- Provide immediate and easy access to data sources for instructional and administrative decision-making
- Integrate technology into procedures and manuals of the District
- Setup communication tools and shared resources such as wikis, blogs, email lists, and other technologies to encourage district-wide collaboration
- Increase the integration of technology into the curriculum to increase student involvement in their own learning
- Assure that students are skilled in using technology to access, analyze, evaluate, create and communicate information;
- Meet and exceed the New York State standards and assessments for learning
- Adopt district benchmarks for technology and integrate them into the K-12 curriculum
- Create an educational environment that offers students the opportunity to learn, review and be assessed in multi-media modes
- Provide comprehensive staff development in the use of technology to support curriculum integration, improve personal productivity, and enhance communication
- Expand the use of technology productivity tools to streamline management tasks for all school personnel
- Reduce paperwork and costs associated with report generation and other publications of information

Information Technology Assessment

District Overview

The Sag Harbor Union Free School District, located in the heart of the historic village of Sag Harbor, is approximately 100 miles east of New York City. The picturesque village is filled with shops, restaurants, and activities for all ages. At the heart of the village is the Sag Harbor School District, comprised of about 1,000 students. Steps away from the village's historic center sit the district's two buildings: Pierson Middle and High School which share a campus, and Sag Harbor Elementary School.

The district's small size and student to teacher ratio allow us to offer a personal education for each student – one that is tailored to each student's needs and future goals. Sag Harbor's schools offer opportunities for all students to excel in a variety of areas, from rigorous academics to music, theater, athletics, and the arts. At Sag Harbor, we remain dedicated to helping our students develop into well- rounded individuals who will graduate ready and eager to succeed – not only in post-secondary education, but in their commitment to our community and global society.

Sag Harbor Schools are proud to offer an educational program that caters to the development of the whole child, helping them develop their intellectual capacity as well as their physical and social/emotional well-being. In line with the district's mission, we offer a variety of enrichment courses and activities for children at all grade levels, as well as support services for students in need of additional academic intervention. In order to ensure that our students are well-prepared and equipped to meet and/or exceed the New York State Learning Standards, we offer programs such as:

• Pre-Kindergarten
• Full-Day Kindergarten
• Balanced Literacy Approach to Reading Instruction
• Spanish Instruction for Grades K-5
• Rich Instrumental Music and Visual Arts Course Offerings
• SAT Prep Program
• Advanced Placement and International Baccalaureate Academic Courses

Enrollment

**Sag Harbor Union Free School District
Enrollment by Grade
2014-2015**

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Grade Level	Number of Students
Pre-Kindergarten	20
Kindergarten	53
Grade 1	75
Grade 2	90
Grade 3	82
Grade 4	69
Grade 5	86
Grade 6	86
Grade 7	85
Grade 8	81
Grade 9	63
Grade 10	58
Grade 11	82
Grade 12	70
UG	2
Total Students	1002

Contractual Services & E-Rate

Each year the school district issues Request For Proposals (RFP's) and awards contracts for Internet connectivity, network support, network installation, equipment purchases and equipment support and repair in accordance with state purchasing guides.

Sag Harbor UFSD files annually for "Priority 1" E-Rateable services in the areas of telecommunications and Internet access to meet SLD guidelines and to avail it to applicable discounts and reimbursements.

Budget Cycle

The Sag Harbor Union Free School District budget is from July 1st through June 30th.

Technical Support Staff

The district maintains a technology department that is comprised of the technology director, two full-time network and systems analysts and an Office Applications Specialist. In addition, there are two part-time professional development teachers and student helpers that are available at various points throughout the day to assist the technology department in small day-to-day break and fix operations.

All service requests are submitted online to an automated help desk system. Technical help requests are usually queued and processed in time and date order. If a request is particularly complex or more project-oriented, both technicians are assigned to the job. If the request is administrative or technically complex in nature, the director of technology usually assumes the responsibility of completing the request.

Technical support includes:

- Security procedures and software are and will remain in place. There will be periodic password rotations, limited administrative access and physical security devices on computers
- Board approved computer use/internet safety plan is in place and signed by both students and staff
- A firewall is and will remain in place and opening of the ports will be limited
- Periodic security audits will be conducted
- Current virus software is and will remain in place and will be upgraded as appropriate to maintain security
- Internet filtering for content is and will remain in place on all computers in the district and will be upgraded as appropriate to maintain security
- Computer standardization, based on function, will remain in place on all networked computers

Inventory of Services & Equipment Overview

The Sag Harbor UFSD technology department handles all service in-house, with the exception of the following support:

- Internet Access via fiber (2): Optimum Lightpath
- Telephone T1 Lines (2): Optimum Lightpath
- Phone System Support: Optimum Lightpath
- Email Archiving & Filtering: Gaggle.net and Google Vault
- Finance Manager Support: Eastern Suffolk BOCES

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Currently, the Sag Harbor School District maintains two separate domains across two buildings. These two properties are connected via dedicated single-mode fiber over a homogeneous Cisco network. All fiber network infrastructure within the physical buildings is multi-mode, and all device nodes are connected to the switching backbone at 100/1000 speed uplinks. Each room has at least two or more network drops, and one WiFi access point is situated within at least a 30 foot range. The district is connected to the Internet via a pair of T1 lines to the district's Internet service provider Optimum Lightpath.

A cluster of Apple Servers covering both instructional and administrative users handles authentication at Sag Harbor Elementary School. At Pierson, a cluster of Windows servers handles instructional and administrative logins. A separate domain consisting of a mix of Windows, Mac, and other hardware infrastructure devices exists for district-wide services such as email, internet filtering, VPN access, and website logins.

Sag Harbor Elementary Inventory:
- **Servers**
  - FS1
    - Apple Mac Pro Model 4,1
    - OD replica / file server for K-2nd grade
  - FS2
    - Apple Mac Pro Model 4,1
    - OD replica / file server for 3-5th grade / TA's / file server for teachers
  - SHESOD1
    - Apple Mac Mini Model 3,1
    - OD master / NetBoot
- **Workstations:**
  - Administrative: 8 Computers
    - Principal's Office
    - Assistant Principal's Office
    - Main Office
    - Custodian's Office
    - Nurse's Office
  - Library: 10 Computers
    - eMac Model Q86J
  - Computer Lab: 22 Computers
    - Mac Mini Model 3,1
  - Classrooms: 185 Computers

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- iBook G4
- Macbook Model 1,1
- Macbook Model 2,1

Pierson Middle-High School Inventory:
- Admin
  - **Servers**
    - SHIPCAM1
      - Generic PC
    - SHFILE1
      - IBM eserver xseries 346
    - SHFILE 2
      - IBM eserver xseries 342
    - IPOFFICE
      - HP dc5800
    - SHAPPS1
      - IBM eserver xseries 346
    - SHAPPS2
      - HP dc5750
    - SHPATCH1
      - HP dc5750
    - SHDC1
      - IBM eserver xseries 330
    - SHPRINT1
      - HP dc5750
    - SHMEDIA
      - Mac Pro Model 1,1
    - SHMAIL1 on VMware ESXi Virtual Machine (VM)
      - HP ProLiant DL380 G7
    - SHMAIL2 on VMware ESXi VM
      - HP ProLiant DL380 G7
    - SHWEB1
      - Mac Mini 3,1
    - SHSIGN1
      - HP dc5800
    - AVALON
      - Mac Pro Model 1,1
    - FINCMGR
      - IBM eserver xseries 345

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- **Workstations**
  - Administrative: 38 Computers
    - Superintendent's Office
    - Business Office
    - Custodian's Office
    - Nurse's Office
    - Athletics Office
    - Technology Office
    - Guidance Office
    - Assistant Principal's Office
    - Main Office
    - Principal's Office
    - PPS Office
  - Library: 7 Computers
    - HP dc5750
    - HP dc5800
  - Computer Labs: 85 Computers
    - East Lab
      - IBM 8171-2DU
    - West Lab
      - HP dc5800
    - Library Lab
      - HP dc5750
    - Photography Lab
      - HP 8288-49U
      - iMac Model 12,1
    - Art Lab
      - iMac Model 7,1
  - Classrooms: 100 Computers
    - Toshiba S300 EZ-1514
    - IBM 8171-2DU
    - HP 5750

Network Schematic

Below is a broad overview of the Sag Harbor UFSD Network Schematic:

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Outside

The district has a pool of 14 external IP addresses ranging from 65.51.145.145 – 65.51.145.158:

- 65.51.145.145: District firewall gateway

- 65.51.145.146: District firewall outside interface

- 65.51.145.153: District email server

- 65.51.145.157: District web server

- 65.51.145.158: Technology department server

Edge

Optimum Lightpath owns and manages two edge devices on our premises:

- Managed Router: Cisco 1841

- Managed Switch: Atrica A-2140

The district owns and manages two devices on the network edge:

- Cisco ASA5510: The district firewall denies all access into the DMZ and internal network segments unless specified otherwise or requested from an internal user or service. The firewall operates as the bridge on all three-network segments and performs tasks such as NAT on external ip addresses into internal ip addresses, and manages secure tunneled external access into the district's internal network by VPN.

- Marshal 8e6 R3000: The district Internet filter inspects all permitted web traffic from the firewall and denies any requests that are classified as inappropriate, illegal, or obscene.

DMZ

The DMZ has no explicit access into the internal network. Several assets reside in the DMZ:

- Firewall DMZ gateway: 192.168.1.1

- Email server: 192.168.1.153

- Web server: 192.168.1.157

- Technology server: 192.168.1.158

Inside

The internal network is composed of multiple network segments. Three segments are dedicated to specific purposes:

Infrastructure

The infrastructure segment contains all switches, routers, controllers, and internal interfaces from bridge devices:

- Firewall internal interface: 10.107.2.1

- Internet filter: 10.107.2.2

- Network switches: Various IP addresses

- Wireless controller: 10.107.3.1

- District MDF: 10.107.3.254

Server

The server segments contain all instructional and administrative servers:

- Administrative servers: 10.107.0.1/23

- Elementary School servers: 10.107.4.1/22

- Middle/High School servers: 10.107.10.1/23

Wireless

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There are 56 autonomous Aruba wireless access points situated throughout both buildings in the school district. An Aruba 3400 wireless LAN controller controls all WAPs centrally.

IP Cameras

The district has installed 8 IP Cameras throughout the district:

- PMHS-Basement-Boys-Hall
- PMHS-Basement-Courtyard-Door
- PMHS-Basement-Girls-Hall
- PMHS-Front-Lobby
- PMHS-HS-Gym Exterior
- PMHS-Roof-Exterior
- PMHS-Snake-Hallway
- SHES-Lobby

The cameras are centrally managed and controlled by SentryVMS. All cameras are accessible for viewing (no audio is captured) in real-time. All video is captured and archived for up to 7 days on a dedicated server.

Library/Media Labs

The district has 7 computer labs for various purposes. The Elementary School has one Mac-based computer lab that is staffed by a full-time instructional technology specialist. There is also one Mac-based library that is used by all Elementary School students and staff. The library is supported by a full-time library media specialist and a .6 teaching assistant.

The middle-high school has the remaining 5 computer labs:
- East Lab/West Lab/Library Lab: Two labs are Apple-based, the other is Windows-based and are available for sign-up to any class or special sections for use. A full-time library media specialist supports the library lab.

- The middle/high school library also has a set of Chromebook computers available for in-library checkout by students and faculty
- Photography Lab: Used for creation and editing of video and photography

- Art Lab: Mac lab used with Adobe products for multimedia productions
- High School Humanities Department: Macbook Cart of Computers
- High School Math Department: Macbook Cart of Computers
- Science Department: Chromebook Cart of Computers
- Sixth Grade: Chromebook Cart of Computers
- Seventh Grade: Chromebook Cart of Computers

Other Equipment & Services
Projectors and SmartBoards

In 2006, the district committed to purchasing new Smartboards for unfurnished classrooms. As of 2015, 100 % of all classrooms in the school district are furnished with an interactive whiteboard or other multimedia solution, such as Apple TV or Google Chromecast.

Telephone & Internet Service

The Sag Harbor Union Free School District has receives both telephone and Internet service provider (ISP) services from Optimum Lightpath. Lightpath provides the district with a dedicated fiber connection.

All custodial staff, security personnel, and administrators are provided with a district cell phone. Administrators have the additional ability to access district email, and custodians/security has the ability to communicate via Push-To-Talk.

Financial System

The district uses Finance Manager as its financial software database, located on a dedicated in-house server. Licensing and support is purchased through ESBOCES. All access and permissions to the database are granted or denied by the Business Manager and dictated to the Director of Technology. The Director of Technology manages all user access and permissions to both the server and the database.

Student Management Systems

The district uses eSchoolData as its student information system. Licensing and support is purchased through Eastern Suffolk BOCES. Two data entry specialists manage all aspects of the eSchoolData database (access, permissions, updates, queries, etc.)

The district's guidance department uses Naviance to track student undergraduate and career readiness. Student information is accessible to parents as well as staff.

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The Naviance database is maintained by the guidance department, and to a lesser extent the technology department.

The district uses K12 Alerts as the communication tool for mass emails and phone recordings. The technology department maintains the K12 Alerts database. All departments use the service.

Asset Management

The business office employs Maximus to provide the district with a web-based service called Asset Maxx, a system that provides inventory control of all district assets by barcode. The district's purchasing agent maintains the database. Maximus can also provide physical audits of existing district inventory on request. The technology department uses Asset Max, and also uses an in-house open source service called GLPI to redundantly track all technology-related inventory for our own records.

District Email

The district uses Harbor Mail (built on the Google for Education/Gmail platform) as its email platform. Use of the district email services are granted to staff and faculty pending the submission of an Acceptable Use Policy (AUP) to the technology department.

Email Backup & Archiving

The district currently employs daily offsite backups of all district email using services from Gaggle and Google Vault. The retention level is 7 years.

District Website

The Sag Harbor School District's web site www.sagharborschools.org is a comprehensive and interactive repository of district information. There are links to each building's news feeds as well as a number of other resources. These include a calendar of events, program information, staff resources, Board of Education information, agendas and policies, school newsletters, PTA and PTSA information, student resources, community directories, staff directories, and other information.

The web site is updated on a regular basis by appointed web liaisons. There is a continued effort in place to improve the website by designating building site coordinators to increase communication between, parents, faculty and staff, and the community at large. The district has also begun to incorporate social networking

tools such as Facebook and Twitter to increase the scope of communication onto other platforms.

In the fall of the 2011 school year, the district began utilizing a hosted website/content management system (CMS) from SchoolWorld/Blackboard Connect.

CIPA & Internet Safety

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding for Internet access or internal connections from the E-rate program – a program that makes certain communications technology more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA.

The district employs the Marshal 8E6 R3000 Internet Filtering switch, with a subscription for periodic updates to the libraries and definitions that control the website blacklists. This blocks all access to obscene, pornographic, or potentially harmful content. Additionally, the district restricts student access to chat rooms and other forms of electronic communication that might be used in a potentially harmful manner. The unauthorized use of personal student information (text or image) by non-district persons, or with non-district assets, is also expressly forbidden.

All students are required to read and agree to the district's Acceptable Usage Policy. Parents are also required to read and agree to this document. In this document, the various policy restrictions and penalties for violation are delineated. Unauthorized student use and/or access of district electronic resources without an AUP are expressly forbidden and can result in severe disciplinary consequences for the parties involved.

The technology department has the ability to monitor student activities on the Internet, using tools such as VNC, event logs, download & web browsing histories, and Internet filter logs. Additionally, students are not permitted to access any computers in any manner without the presence of adult supervision.

Library Catalog

The school district uses Destiny Library Manager as the online card catalog. The database is maintained by all district media specialists and associated staff. The card

catalog allows students to lookup books from any networked computer inside and outside of the district.

Hardware Management

We follow a five-year replacement schedule. These dates are only a reference or guideline, and may be adjusted at the discretion of the technology director and/or committee. Additionally, these numbers reflect machines that carry standard, three-year warranties. Computers covered under warranty cut-down on technician hours to fix and/or replace problem parts. Computers out of warranty increase the need for technician support.

Below is a list of our current computer purchases and the year in which they were purchased:

Sag Harbor Elementary

- 2011-2012
    - o 5th Grade Additional MacBooks
    - o iPad Tablet Computers
    - o iPad Cart
- 2010-2011
    - o FS1
    - o FS2
    - o Reconditioning older or broken hardware for reuse
- 2009-2010
    - o MacBooks for remaining teachers
    - o Mac Minis for SHES computer lab
- 2008-2009
    - o SHESOD1
    - o SHESDNS1

- o 4th & 5th Grade Additional MacBooks
- 2007-2008
  - o 4th & 5th Grade Macbooks (iBooks to K & 1)
- 2006-2007
  - o SHFS2
  - o 2nd & 3rd Grade Macbooks
- 2005-2006
  - o SHFS1
  - o 4th & 5th Grade iBooks
- 2004-2005

Pierson Middle-High School
- 2011-2012
  - o iPad Tablet Computers
  - o Administrative Computers
  - o Staff Computers
- 2010-2011
  - o SHIPCAM1
  - o HP ProLiant DL380 G7 for SHMAIL1
  - o Reconditioning older or broken hardware for reuse
- 2009-2010
  - o Toshiba Laptops for all Pierson teachers
- 2008-2009
  - o East & West Computer Labs (Old Computers to Classroom)

- o Administrative Computers
- 2007-2008
  - o East & West Computer Labs (Old Computers as Additional Classroom)
  - o SHWEB1
- 2006-2007
  - o SHMAIL1
  - o SHADMIN1
  - o Laptop Cart #4
- 2005-2006
  - o SHFILE3
- 2004-2005
  - o Library Lab Computers
  - o SHFILE2

Commented [1]: I will update

Damaged or obsolete hardware is placed in a secure storage room. When possible, damaged hardware is reconditioned for reuse to avoid purchasing new equipment. If equipment becomes too costly to repair or exceeds seven years of age, the district discards the equipment through a surplus company called IT Assets. The company's responsibility is to ensure that all sensitive data is wiped from computer and laptop hard drives, and all hazardous materials are excessed in accordance with state and federal environmental laws and regulation.

Software Management

Because software upgrades happen in different timeframes, there is no standard schedule that the district can use in all instances. However, certain upgrades such as client or server operating system migrations can be grouped into one scheduled action. As of this writing the migration to Windows 7 and Server 2008 are scheduled to occur in the summer of 2012.

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As other examples of client or server software become obsolete and require upgrading, we are doing three things:

- As often as is possible, we stretch practical usage of the software beyond its published EOL date short of the point of becoming incompatible
- Between upgrades, we investigate the practicality of adopting less costly alternatives such as free/open source software or web-based services
- We use our servers to support incremental upgrades to application suites such as Microsoft Office, Symantec Antivirus, Adobe CS, and various Apple products

Hardware/Software Implementation Strategies

- Update and maintain District infrastructure to support telecommunications, information technology, administrative needs and instructional goals
- Expand the scope of the Technology Committee's responsibilities, which consisting of stakeholders at both the building and district levels
- Form building level technology teams consisting of faculty, staff, administrators and students.
- Investigate hardware and software that is usable by all students, whether they are gifted, typical learners, or have special needs
- Include in the budget money for spare computer components and computer parts so the district can repair equipment that is out of warranty

Classroom Level Asset Placement

- At least 2 desktop computers, 1 printer, appropriate to grade level and subject (some subjects may need color printers, i.e. art), one teacher laptop and at least 5 student laptops (Elementary school)
- Specific peripherals appropriate to grade level and subject (science probes, scanners, digital cameras, electronic microscopes, USB drawing tablets, video cameras)

School Level Asset Placement

- Adequate amounts of collaborative devices such as LCD displays, DVD players, SmartBoards, overhead projectors, digital and video cameras, scanners, and networked devices such as servers, copiers and printers
- Peripherals appropriate to grade level to support learning in library media centers and in technology education classes
- Adequate Ethernet drops and/or wireless access points to accommodate connectivity in classrooms and common areas such as cafeterias, libraries, parent centers, gymnasiums and auditoriums.
- Software which promote standards-based innovative instructional practices and increased student achievement
- Continue to provide adequate funding for toner cartridges through school budgets while controlling unnecessary consumption

District Level Asset Placement

- An integrated fiber Wide Area Network (WAN) which allows all district personnel to interconnect, allows the sharing of data and information, and using the Internet for audio and video streaming
- A laptop lending program for students to use on a temporary basis to enhance instruction and learning
- Provide adequate technical support for all equipment
- Use of inventory software to create and maintain a database of all district assets
- Software and hardware to capture documents and electronic records for ease of retrieval
- Adequate funding for computer components and parts for repair of equipment not covered under warranty that has not been deemed as surplus
- Web-based services to improve efficiency in the communication between the district and parents/community, such as automated report card generation and auto-dialer/mass-email messaging
- Software and hardware to electronically monitor the attendance and the entrance into the building of students and staff

District Technology Plan: 2015-2018
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Technology Standards

Technology has forever changed not only what we need to learn, but the way we learn (International Society for Technology in Education, 2015).

The ISTE Standards set the bar for excellence and best practices in learning, teaching and leading with technology in education. The benefits of using the ISTE Standards include:

- Improving higher-order thinking skills, such as problem solving, critical thinking and creativity
- Preparing students for their future in a competitive global job market
- Designing student-centered, project-based and online learning environments
- Guiding systemic change in our schools to create digital places of learning
- Inspiring digital age professional models for working, collaborating and decision making

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR STUDENTS

All students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in a classroom and in daily life (ISTE, 2007).

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students will:
   a. Apply existing knowledge to generate new ideas, products, or processes.
   b. Create original works as a means of personal or group expression.
   c. Use models and simulations to explore complex systems and issues.
   d. Identify trends and forecast possibilities.
2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students will:
   a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

    b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

    c. Develop cultural understanding and global awareness by engaging with learners of other cultures.

    d. Contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency**
Students apply digital tools to gather, evaluate, and use information. Students will:

    a. Plan strategies to guide inquiry.

    b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

    c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

    d. Process data and report results.

4. **Critical Thinking, Problem-Solving & Decision-Making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students will:

    a. Identify and define authentic problems and significant questions for investigation.

    b. Plan and manage activities to develop a solution or complete a project.

    c. Collect and analyze data to identify solutions and/or make informed decisions.

    d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. **Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:

    a. Advocate and practice safe, legal, and responsible use of information and technology.

    b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

    c. Demonstrate personal responsibility for lifelong learning.

    d. Exhibit leadership for digital citizenship.

6. **Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems and operations. Students will:

    a. Understand and use technology systems.

    b. Select and use applications effectively and productively.

    c.   Troubleshoot systems and applications.
    d.   Transfer current knowledge to learning of new technologies.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR TEACHERS

Effective teachers model and apply the ISTE Standards as they design, implement, and assess learning experiences to engage students and improve practice (ISTE, 2015). All classroom teachers should be prepared to meet the following standards and performance indicators.

1. **TECHNOLOGY OPERATIONS AND CONCEPTS**
   Teachers demonstrate a sound understanding of technology operations and concepts. Teachers will:
   a. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
   b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES**
   Teachers plan and design effective learning environments and experiences supported by technology. Teachers will:
   a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
   b. Apply current research on teaching and learning with technology when planning learning environments and experiences.
   c. Identify and locate technology resources and evaluate them for accuracy and suitability.
   d. Plan for the management of technology resources within the context of learning activities.
   e. Plan strategies to manage student learning in a technology-enhanced environment.

3. **TEACHING, LEARNING, AND THE CURRICULUM**
   Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers will:
   a. Facilitate technology-enhanced experiences that address content standards and student technology standards.
   b. Use technology to support learner-centered strategies that address the diverse needs of students.
   c. Apply technology to develop students' higher order skills and creativity.

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    d. Manage student learning activities in a technology-enhanced environment.
4. **ASSESSMENT AND EVALUATION**
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers will:
    a. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
    b. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
    c. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
5. **PRODUCTIVITY AND PROFESSIONAL PRACTICE**
Teachers use technology to enhance their productivity and professional practice. Teachers will:
    a. Use technology resources to engage in ongoing professional development and lifelong learning.
    b. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
    c. Apply technology to increase productivity.
    d. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES**
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers will:
    a. Model and teach legal and ethical practice related to technology use.
    b. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
    c. Identify and use technology resources that affirm diversity.
    d. Promote safe and healthy use of technology resources.
    e. Facilitate equitable access to technology resources for all students.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR ADMINISTRATORS

The ISTE Standards guide administrators in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape (ISTE, 2015).

1. **Leadership and Vision**
   Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders will:
   a. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
   b. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
   c. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
   d. Use data in making leadership decisions.
   e. Advocate for research-based effective practices in use of technology.
   f. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

2. **Learning and Teaching**
   Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders will:
   a. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
   b. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
   c. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
   d. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
   e. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

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3. **Productivity and Professional Practice**
    Educational leaders apply technology to enhance their professional practice and
    to increase their own productivity and that of others. Educational leaders will:
    a. Model the routine, intentional, and effective use of technology.
    b. Employ technology for communication and collaboration among
        colleagues, staff, parents, students, and the larger community.
    c. Create and participate in learning communities that stimulate, nurture,
        and support faculty and staff in using technology for improved
        productivity.
    d. Engage in sustained, job-related professional learning using technology
        resources.
    e. Maintain awareness of emerging technologies and their potential uses in
        education.
    f. Use technology to advance organizational improvement.

4. **Support, Management, & Operations**
    Educational leaders ensure the integration of technology to support productive
    systems for learning and administration. Educational leaders will:
    a. Develop, implement, and monitor policies and guidelines to ensure
        compatibility of technologies.
    b. Implement and use integrated technology-based management and
        operations systems.
    c. Allocate financial and human resources to ensure complete and sustained
        implementation of the technology plan.
    d. Integrate strategic plans, technology plans, and other improvement plans
        and policies to align efforts and leverage resources.
    e. Implement procedures to drive continuous improvement of technology
        systems and to support technology replacement cycles.

5. **Assessment & Evaluation**
    Educational leaders use technology to plan and implement comprehensive
    systems of effective assessment and evaluation. Educational leaders will:
    a. Use multiple methods to assess and evaluate appropriate uses of
        technology resources for learning, communication, and productivity.
    b. Use technology to collect and analyze data, interpret results, and
        communicate findings to improve instructional practice and student
        learning.
    c. Assess staff knowledge, skills, and performance in using technology and
        use results to facilitate quality professional development and to inform
        personnel decisions. Use technology to assess, evaluate, and manage
        administrative and operational systems.

6. **Social, Legal, & Ethical Issues**
   Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders will:
   a. Ensure equity of access to technology resources that enable and empower all learners and educators.
   b. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
   c. Promote and enforce privacy, security, and online safety related to the use of technology.
   d. Promote and enforce environmentally safe and healthy practices in the use of technology.
   e. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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Profiles for Technology Literate Students
Adopted from ISTE's NETS Profiles for Technology Literate Students

Note: The numbers in parentheses after each item identify the standards (1–6, from the student standards list, in the previous section) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

Profile for Technology Literate Students Grades PK-2 (Ages 4-8)
The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)

2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)

3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)

4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)

5. Find and evaluate information related to a current or historical person or event using digital resources. (3)

6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)

7. Demonstrate the safe and cooperative use of technology. (5)

8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)

9. Communicate about technology using developmentally appropriate and accurate terminology. (6)

10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Profile for Technology Literate Students Grades 3-5 (Ages 8-11)
The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)

2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)

3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)

4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)

5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)

6. Conduct science experiments using digital instruments and measurement devices. (4, 6)

7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)

8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)

9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)

10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

Profile for Technology Literate Students Grades 6-8 (Ages 11-14)
The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)

2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)

3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)

4. Participate in a cooperative learning project in an online learning community. (2)

5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)

6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)

7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)

8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)

9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)

10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

Profile for Technology Literate Students Grades 9-12 (Ages 14-18)
The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9–12 (ages 14–18):

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)

2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)

3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)

4. Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)

5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)

6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4, 5, 6)

7. Design a Website that meets accessibility requirements. (1, 5)

8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3, 5)

9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)

10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)

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Educational Technology and the Common Core

Both the Common Core and the ISTE Standards recognize that education as it's always been done is not enough in the digital age. Educators and administrators must embrace new pedagogies that make the most of our students' innate drive to learn, create and collaborate. The ISTE Standards also share with the Common Core an emphasis on using technology as a tool to focus our energies on research and media literacy, creativity, collaboration, problem solving, and critical thinking (ISTE, 2015).

Technology in the Sag Harbor schools supports English Language Arts Common Core State Standards, ensuring college and career readiness. While utilizing educational technology, students have the opportunity to:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning, and relevant and sufficient evidence
- Write informative/explanatory texts to examine convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

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Technology in the Sag Harbor schools supports Math Common Core State Standards, ensuring college and career readiness. While utilizing educational technology, students have the opportunity to:

- Make sense of problems and persevere in solving them
  - Using the Internet, a variety of software, visualization, and other technology resources, students can accomplish authentic activities by investigating, making valuable connections and creating valuable conditions to accomplish their task at hand. In order to engage students to become independent technology-thinkers, computer lab activities allow students to constructively plan the outcome of their projects.
- Reason abstractly and quantitatively
  - Students logically make choices and reflect on the relevance and importance of the task at hand, integrating a variety of technology skills and resources such as Web 2.0 applications, websites, and software. This allows students to communicate and present their own ideas using diverse technology resources and tools.
- Construct viable arguments and critique the reasoning of others
  - Students use technology to represent and communicate the findings and experiences of their projects. Students rationally support their conclusions with the appropriate visualization, models, and content. Students collaborate, share, and critique with peers.
- Model with mathematics
  - Using technology, students can apply mathematics to solve problems that arise in everyday life, society, and the workplace.
- Use appropriate tools strategically
  - Students consider the available tools when solving a math problem. Tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
- Attend to precision
  - Students use technology and digital media strategically and proficiently to articulate their project goals. Students know how to differentiate the types of applications and technology resources to demonstrate understanding of the subject and enhance the research or presentation
- Look for and make use of structure
  - Students look closely to discern a pattern or structure using technology

- Look for and express regularity in repeated reasoning
  - Students express regularity in repetitions due to their actions and experiences utilizing basic productivity tools such as word processing, spreadsheet, electronic research, and applications for presentations and graphics.

Professional/Staff Development

Future Needs

On April 29, 2008, a sub-committee met with the goal of working on the Professional Development component of the District Technology Plan.

They began by looking at the results of the Technology Needs Assessment Survey conducted during the winter at both the Middle-High School and Elementary School. Focusing on the section titled "professional development" it was clear that the staff at both buildings is eager for and open to more training to help them further incorporate technology into the classroom.

Their discussion resulted in some suggestions and ideas to further explore:

1. The staff was clear about requiring access to an On-Site Educational Technology Specialist. A certified teacher at each building now provides Staff Development each day.

2. As discussed at previous technology meetings the district has supported the purchase of a substantial amount of technology equipment in recent years. We have outfitted all K-3 elementary classrooms with 5 laptops, and 10 laptops in the 4th and 5th grade classrooms. Smartboards have been consistently brought into classrooms at each building since 2007, and at present purchasing rates we anticipate having the entire district covered by 2013-2014. Stand-alone or mounted Proxima projectors are also being used in both buildings in rooms that do not currently have Smartboards.

   As of now, each teacher in the district is assigned a laptop for use during the school day, the weekends, and in-between holiday breaks. The goal of assigning these laptops is to encourage teachers to engage in the development and implementation of lesson plans and curriculum during the school days and off-hours or days away from the district.

   There is no simple way to provide the consistent professional development that is needed. A "hybrid" approach must be utilized. Getting away from the

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Scott V. Fisher
Director of Technology
Sag Harbor Union Free School District
200 Jermain Avenue
Sag Harbor, NY 11963

Office Phone: (631) 725-5300 Ext. 455
Fax: (631) 899-3087
E-Mail: sfisher@sagharborschools.org
Web: www.sagharborschools.org
Google +:   scottfisher-sagharbor
<https://plus.google.com/+ScottFisher-SagHarbor>

Breathe In. Breathe out. Move on.

traditional 15 hour seat time in-service course as the only option is imperative for making this all work.

In-service opportunities can be provided through:

- Utilizing on-line courses and tutorials
  - o In 2012, the district also began a subscription to Atomic Learning, an online resource for staff professional development and student technology lessons.
- Summer workshops
- Before/After school training time – establish an open lab time for teachers to work with the new technologies
- Turn – Key Training (one teacher attends workshop training and passes the same knowledge onto his or her peers)
- Superintendent's Conference Days
- Prep periods or lunch breaks

Additionally, the technology department has worked in tandem with both professional development teachers to help create and schedule their lessons.

3. Curriculum Development must contain clear inclusion of technology as a tool to enhance instruction and learning. All new curriculum writing in the district must clearly specify how technology is being incorporated.

4. As new staff members enter our district as a part of the "On Boarding Process", we must ascertain their level of expertise with technology and when needed provide proper training to get them up to speed with what we are currently using in district.

Planning

Professional Development is not a one-time event, but rather an ongoing process. To the extent that we can plan for future objectives in this area, the district will strive to promote the following strategies:

- Continue to utilize external technology staff developers and consultants to enhance our in-house technology support in groups and with individual staff members
- Maintain a running technology skills survey to determine the progress of the skill level of the faculty and staff. We will use the information gained to update professional development offerings through a diversity of formats

and time frames:

- o Superintendent Conference Day workshops utilizing on-site and off-site experts
- o After school faculty meetings with presentations of current and incoming services
- o Weekly in-service training periods prepared and delivered by professional development staff members
- o Daily classroom "push-in" visits by the professional development staff members to integrate teacher training into student instruction
- o Continue to work in partnership with district administration, district's teachers, and BOCES to communicate professional development offerings and to insure the appropriateness of the offerings

Assessment & Evaluation

The Sag Harbor Union Free School District is committed to an ongoing process of providing all aspects of technology to the students, staff and faculty of the district by:

- Survey buildings to determine technology support needs.
- Research comparable school districts, to determine patterns and models of technical support.
- Provide ongoing training for technical support staff by courses offered through Model schools, Teacher Centers, and federal and state programs.
- Develop a unified technology plan for the district.
- Coordinate technology support across district to assure standard practice in dealing with problems.
- The integration of technology into curriculum to improve learning and teaching and to promote student responsibility for their own learning will be a key consideration.
- Continually assess the impact of this plan on student performance and the level of student professional growth.
- Other methods of assessment that will be incorporated into the technology plan will be keeping a database of teacher's records, computer logs, and student's electronic portfolios.
- Use teacher's observations of students' computer skills including word processing and Internet use.
- The committee will evaluate the impact the level of technological proficiency gained by teachers and students. Document usage of technology within the

curriculum. Assess the technological needs the students will have entering the workforce. Develop a diverse process to formally and informally evaluate the impact of technology on student achievement.
● The committee believes the technology plan will always be a working document and will evaluate it on an ongoing basis.

Appendices

Technology Budget

Please see the attached budget sheets at the end of this document.

Acceptable Use Policy (AUP)

Please see the attached AUP at the end of this document. The district is currently in the process of reviewing and updating the Acceptable Use Policies for all staff and students.

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Appendix A - Technology Budget:

Account	Name	2009-2010 Budget	2010-2011 Budget	2011-2102 Budget	2012-13 Proposed BUDGET
A1680160	CENTRAL DATA PROCESSING NON-INSTR. SAL		$0.00	$64,518.00	$65,150.00
A1680400	CENTRAL DATA PROCESSING CONFERENCES	$0.00	$0.00	$500.00	$6,000.00
A1680401	CENTRAL DATA PROCESSING CONTRACTUAL ES	$0.00	$0.00	$0.00	$2,000.00
A1680403	CENTRAL DATA PROCESSING CONTRACTUAL HS	$0.00	$0.00	$0.00	$1,300.00
A1680404	CENTRAL DATA PROCESSING CONTRACTUAL DO	$0.00	$0.00	$0.00	$83,550.00
A1680410	CENTRAL DATA PROCESSING CONTRACTUAL		$0.00	$150.00	$87,400.00
A1680450	CENTRAL DATA PROCESSING SUPPLIES		$0.00	$100.00	$5,760.00
A1680460	ADMINISTRATIVE SOFTWARE	$0.00	$0.00	$0.00	$1,000.00
A1680490	CENTRAL DATA PROCESSING BOCES SERVICES	$66,910.00	$57,400.00	$41,327.00	$50,100
A2630160	CAI NON-INSTRUCTIONAL SALARIES		$0.00	$200,711.00	$228,651.00
A2630201	CAI - EQUIPMENT - ELEM	$15,500.00	$64,670.00	$56,750.00	$67,400.00
A2630203	CAI EQUIPMENT - HS	$36,000.00	$29,950.00	$63,200.00	$96,800.00
A2630204	CAI EQUIPMENT - DO	$5,000.00	$13,660.00	$12,000.00	$6,300.00
A2630400	CAI CONTRACTUAL	$0.00	$0.00	$5,000.00	$-
A2630401	CAI CONTRACTUAL - ELEM	$56,840.00	$6,760.00	$7,750.00	$11,950.00
A2630403	CAI CONTRACTUAL - HS	$68,814.00	$5,405.00	$4,760.00	$2,660.00
A2630404	CAI CONTRACTUAL - DO	$63,300.00	$47,770.00	$27,660.00	$16,500.00
A2630410	CAI CONTRACTUAL - PHONE	$90,200.00	$96,200.00	$94,600.00	$-
A2630451	CAI SUPPLIES- ELEM	$11,000.00	$14,900.00	$18,500.00	$19,500.00
A2630453	CAI SUPPLIES - HS	$21,000.00	$0.00	$14,115.00	$18,500.00
A2630454	CAI SUPPLIES - DISTRICT WIDE	$0.00	$1,875.00	$7,900.00	$3,500.00
A2630455	CAI SUPPLIES- COPIER PAPER			$0.00	$15,600.00
A2630461	CAI SOFTWARE - ELEM	$8,000.00	$5,000.00	$5,000.00	$4,000.00
A2630463	CAI SOFTWARE - HS	$5,000.00	$5,000.00	$7,000.00	$3,000.00
A2630464	CAI SOFTWARE - DO	$2,000.00	$3,200.00	$4,000.00	$3,000.00
A2630490	CAI BOCES SERVICES	$0.00	$6,200.00	$6,200.00	$6,400.00
	Totals	$705,531.00	$543,990.00	$670,828.00	$805,521.0

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Appendix B - Acceptable Use Policies:

SAG HARBOR UNION FREE SCHOOL DISTRICT
TECHNOLOGY ACCEPTABLE USE POLICY (AUP)

Introduction

The Sag Harbor Board of Education affirms the District's commitment to preparing students for the future. The Board also recognizes that technology advances have led to new and emerging ways to obtain information and to communicate. The Board supports access to the information resources available from the global networks, but it believes that such access to information is a privilege, not a right.

The Internet provides many and varied positive learning experiences. Although much of the Internet is safe for most people, students could access material that is defamatory, illegal, offensive, or inaccurate. We believe, however, that access to this wealth of material outweighs the risks. We further believe that the ultimate responsibility for setting specific guidelines, expectations, and codes of behavior with regard to all forms of media and information resources such as the Internet and electronic mail lies with the parents and/or guardians of the student. Therefore, the final decision as to whether a minor will be able to apply to use the Internet during school will remain with the parents and/or guardians of a minor.

The Technology AUP has been formally adopted by the Sag Harbor Board of Education. The District will strictly enforce the provisions of this policy and will take appropriate action toward those persons who violate the provisions within. This policy covers use of technology in the district, including use of computers, (desktop, laptop and wireless), digital equipment, videoconferencing technology and use of any other technology equipment in the District. This policy covers all users, including students, full-time and part-time staff, parents, community members, and visitors to the District. This policy also covers outside access to District computers and networks.

User Responsibility

All users are responsible for good, ethical behavior when using computers just as they are when in a classroom, or on a school bus, or other places. Communications on computer networks are often public in nature. General school rules for behavior and communications apply. These rules are stated in the Pierson High School Student Handbook and the Pierson Middle School Student Handbook and staff handbooks that the District's two schools and Central Office publish. Access to

computer networks, both local and global, is a privilege, not a right, and is provided to users who act in a considerate, ethical, and responsible manner, and may be denied to those users who do not.

All users are responsible for maintaining the security of their network passwords. Security is especially important for district staff members.

The proper use of computers and technology will be communicated to all users throughout the District. The use of computers and networks will provide for the facilitation of the exchange of information to further communication, education and research and is, accordingly, consistent with the mission of the Sag Harbor School District. The messages and documents residing on, created and/or transmitted on any computer or network may be subject to the District administrator's monitoring and review. The Superintendent will designate staff members to supervise the use of all computers and networks. The designated staff members will have the authority to inspect computer files when deemed necessary. An authorization form must be completed by each person requesting access to the District's computers or networks. Any use without authorization is prohibited. Authorization forms are included in Appendices.

Use of the District computers and networks for private or commercial business and political or religious purposes is prohibited. Use of District computers and/or networks to engage in illegal activity or to access or to transmit, display or store offensive or objectionable material are prohibited on District computers or networks. The District's determination as to whether the nature of any material is considered offensive or objectionable is to be considered as final. Using programs that harass or infiltrate a computing system and/or damage the hardware or software components is also prohibited.

Any use of District computers to access resources must conform to the terms and conditions of the Sag Harbor School District computer network and Internet Use Agreement. Subscribers to listserves, bulletin boards, and on-line services must be pre-approved by the Technical Advisor.

All staff members are required to sign a form stating that s(he) has read the AUP and agrees to follow its provisions. This specifically includes all full and part-time employees, substitute teachers, and student teachers (Appendix A).

All students in the Middle and High School are required to sign a form stating that s(he) has read the AUP and agrees to follow its provisions. (Appendix B). A parent or guardian must also sign the agreement. (Appendix C). In the

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Elementary School, only the parent/guardian must sign the AUP. If a parent or guardian objects to his/her child using the Internet, s(he) must state the objection in writing and send it to the respective building principal.

Teachers and others whose duties include classroom and/or computer lab management and/or student supervision must sign an agreement acknowledging responsibility for exercising reasonable supervision of student access to the Internet.

Parental Responsibilities

Parents, including legal guardians, are responsible for their children's access to the Internet and to e-mail when the children are off school grounds, and the District assumes no responsibility for such access. The District will prescribe what it believes to be ethical behavior as well as inappropriate behavior, but the establishment of standards of morality and conduct is a fundamental responsibility of the child's parents.

The District recognizes the important role of parents as stakeholders in the implementation of a District AUP, and encourages all parents to voice concerns and seek information from district employees.

Privacy

All users should recognize that electronic communication and computer files are not private. The District reserves the right to access users' files, including e-mail messages, to maintain system integrity and ensure that users are using the system in accordance with this AUP. Procedures for monitoring will be established by the Superintendent using any guidelines that may be established by the Board.

In compliance with the district's Directory Information Policy, students may not be identified by name when their image is posted on any District-run Web site. Similarly, a student's work will not be published on the Internet unless all personal references are deleted.

Community Use

On recommendation of the Superintendent/designee, the Board will determine when and which computer equipment, software and information will be available to the community.

Upon request to the Superintendent/designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided that, prior to using the system, they attend any required training and sign an agreement form agreeing to follow all of the provisions of this AUP. (Appendix A)

Privileges, Rights and Responsibilities

The use of the District's computer resources is a privilege. It is expected that all individuals utilizing the District's computers and networks will undertake responsibility for their actions and words and will, furthermore, respect the rights and privileges of other network users. Users need to familiarize themselves with these responsibilities. Failure to adhere to them may result in the loss of network and/or computer privileges, suspension and possible legal actions. Exemplary behavior is expected at all times. **The following are actions that are not permitted and may result in any of the consequences listed in the section entitled** *Disciplinary Policy***:**

- Sharing or selling a password or account number with anyone
- Using impersonation, anonymity or pseudonyms
- Leaving your account open and unattended (You have full responsibility for the use of your account, and you will be held responsible for any policy violations that are traced to your account.)
- Damaging, abusing or breaking the hardware, software or the network
- Plagiarizing or using copyrighted material without permission (Do not quote personal communications, software, art, music or any other media without the original author's prior consent.)
- Using the computers for illegal activities or for commercial gain
- Sending, using or displaying inappropriate language, pictures or any other type of communication, including profanity, pornography or inflammatory speech
- Disrespecting the rights and property of others
- Improperly accessing, destroying or misusing files or data of others
- Opening another person's file at any time
- Attempting to work in or modify the Network Operating System
- Exploring or changing any system files
- Intentionally wasting limited resources
- Installing/downloading or attempting to install software and/or music from the Internet or any other software program, which only designated employees are allowed to do

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Disciplinary Policy

- Consequences may include any of the following based on the severity of the misuse:
- Warning
- Telephone call home
- Principal's referral and disciplinary action
- Suspension of computer privileges
- Revocation of computer privileges
- School suspension

Repeated infractions and any severe abuses will be immediately reported to the building principal and will be dealt with in accordance with the District's disciplinary code.

Safety from Harassment

Users who feel harassed or threatened by somebody on the network should bring the situation to the attention of a teacher or system administrator immediately.

Attached please find the appropriate forms for Internet use. Keep these papers in a safe place so you are able to refer to them if Technology Acceptable Use Policy questions should arise. Upon enrollment of a child in the Sag Harbor Schools, a parent will sign this form once; however the District must have a form on file for each child in the family. A parent or guardian must submit an objection letter annually. Students will sign the form two times: in the Middle School and the High School, with the assistance and guidance of the Computer teacher. At the Elementary school, students will review the concepts of the AUP with the assistance of the Computer teacher and in a way appropriate to the age of the students. Please contact the school with any questions.

- -

For Parent Records

Acceptance or refusal returned to respective school computer teacher on _____(Date)

District Technology Plan: 2015-2018
Sag Harbor UFSD

Be sure your child has returned the form or (s)he will not be able to access the Internet and other networked computer services that the school provides. If you do not want your child to access the Internet, please send a letter to the principal.

Revised

9/17/07

11/13/08

Appendix B

SAG HARBOR UNION FREE SCHOOL DISTRICT

COMPUTER NETWORK AND INTERNET AGREEMENT - 2015-2018

AUTHORIZATION FORM: STUDENT FORM: MIDDLE AND HIGH SCHOOL

I have reviewed the Technology Acceptable Use Policy with my parent(s) and/or guardian(s) and agree to accept and abide by the following rules:

I agree to abide by all of the rules listed in the Acceptable Use Policy

I will respect and uphold copyright and patent laws

I will not deliberately access or transfer educationally inappropriate materials or show others how to do the same

I will not deliberately or willfully cause damage to computer equipment and software or assist others in doing the same

I realize that the use of Technology is a privilege not a right

I further understand that any violation of the provisions is unethical and may constitute a criminal offense and that should I commit a violation, my access privileges may be revoked, and school disciplinary and/or appropriate legal action may be taken.

I release the Sag Harbor School District from any liability or damages that may result from the use of the Internet and technology tools. In addition, I will accept full responsibility and liability for the results of my actions. I release the District from any liability relating to the consequences.

User Name (Please print): _____

Date _____ Grade _____

User Signature: _____

Appendix C

SAG HARBOR UNION FREE SCHOOL DISTRICT

COMPUTER NETWORK AND INTERNET AGREEMENT - 2015-2018

AUTHORIZATION FORM: PARENT/GUARDIAN FORM

As a parent and/or guardian of this student, I have read the terms and conditions of the Technology Acceptable Use Policy and explained them to my child and agree to the same. I grant permission for my son or daughter to access networked computer services such as the Internet while s(he) is enrolled as a student in the Sag Harbor School District. I understand that this access is designated for educational purposes and that the Sag Harbor School District has taken every precaution to eliminate educationally inappropriate material. I accept the fact that the use of the Internet is a privilege and not a right. I accept full responsibility and liability for the results of my child's actions in the use of the Internet and other networked computer services and release the Sag Harbor School District from any liability resulting from his/her actions. Further, I accept responsibility for supervision if and when my child's inappropriate use of the Internet and other technologies is not in a school setting. I accept the fact that the Sag Harbor Union Free School District has reserved the right to review all materials and revoke each person's privilege to use the Internet service as stated in the Privileges, Rights and Responsibilities section of the agreement. With regard to commercial services on the Internet, I will be liable for fees that the student incurs outside the framework of school authorizations.

Parent/Guardian Name (Please print):_____

Parent/Guardian's Signature: _____

Telephone: _____ Date: _____

Parent/Guardian e-mail (optional)_____

Student's Name: _____ Grade: _____

 A Parent or Guardian is required to sign this form at the beginning of every school year. A separate form is required for each child in a family.

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Appendix A

SAG HARBOR UNION FREE SCHOOL DISTRICT

COMPUTER NETWORK AND INTERNET AGREEMENT

AUTHORIZATION FORM: STAFF AND COMMUNITY USER AGREEMENT

2015-2018

As a member of the staff, community or School Board of the Sag Harbor Union Free School District, I have read and fully understand the rules and regulations associated with my use of the Internet and electronic mail that our school has offered for my use. Further, I will be diligent about finding appropriate sites for our students' use. Whenever possible, I will provide sites for the students to use in their research. The Internet is a valuable resource and I feel fortunate to be able to have access. In addition to the results listed above in the **Technology Acceptable Use Policy**, I will abide by these additional rules when using district equipment and software:

I will not use the Internet to engage in any business or commercial activity.

I will not use the Internet to promote any religious activities or institutions.

I will not share confidential information about students, staff, faculty, community members, School Board members or administrators using the Internet or electronic mail.

As a staff member, I will make every effort to reasonably supervise students in the appropriate uses of the Internet.

I will apply the same provisions to the faculty/staff Electronic mail system if I am a faculty/staff member.

_____   _____

Signature   Date

_____

Position/Community Organization

Please return to the Office of the Technology Department.