

Mt. Pleasant Cottage School UFSD  
Comprehensive Technology Plan  
2019-2021



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## **Districts Mission:**

### **Beliefs:**

Mount Pleasant Cottage School UFSD students deserve to have congruent educational opportunities as their non-disabled and community school peers.

Mount Pleasant Cottage School UFSD students deserve the supports, services and accommodations required to maintain their placement in the least restrictive environment and integrating with a rigorous curriculum.

Mount Pleasant Cottage School UFSD students deserve an individualized goal oriented education where they are treated as partners in goal development and its attainment.

### **District Technology Vision & Goals**

Technology will be incorporated across the curriculum to support and enhance learning. Students will learn to effectively use technology as a tool for problem solving, creativity, communication and productivity in order to become successful contributing members of society who are able to meet the changing demands of life and the workplace. Teachers will use technology to enhance instruction with the goal of preparing students to become responsible digital citizens.

This technology plan is the current representation of the Mt. Pleasant Cottage School District's vision, goals and objectives for instructional technology. It is a living document that will be evaluated, revised and adjusted yearly. It is flexible, but specific enough to act as a guide in decision making and budgeting. This three year plan, with its associated timelines and priorities, provides guidance for our district.

Building on the existing infrastructure, this plan outlines steps needed to achieve the next level of technology development in order to have an impact on education within the district to increase student achievement.

The conditions essential to the success of this plan are:

- Continued vision, support, and proactive leadership from the school district.
- Ongoing financial support and sustained technology use.
- An infrastructure that supports the efficient and consistent access to the technology and telecommunication network.
- Technical assistance for maintaining and using technical resources.
- Educators skilled in the use of technology and student centered approaches to learning.
- Alignment of [National Education Technology Standards \(NETS\)](#) to curriculum and content standards and benchmarks.
- Culture of data collection to inform instructional needs.
- Assessment of the effectiveness of technology.

This technology plan focuses on three goals:

- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5

### **Technology Planning Process**

The current planning process began in September of 2017 with meeting of the Technology Committee members. A presentation of the results of the Clarity staff and student survey data gathered over the previous three years and the existing technology plan was reviewed. The members were asked to submit recommendations for the development of a new plan at a follow up meeting were held every three weeks until the plan was finalized.

The Technology Committee did an analysis of the previous technology plan, the professional development plan, curriculum plan and Clarity data, the committee identified the three areas of focus for the Comprehensive Technology Plan.

The plan was drafted and distributed to the Technology Committee for review and revisions prior to being submitted for review by the LHRIC.

### **Professional Development Plan**

#### **Overview**

The purpose of the Professional Development Plan is to provide the necessary guidance to fulfill the requirements of Board of Education polices 4410, 6160, and 6213 as well as NYS Commissioner's Regulations 80-3.6(b)(1), 100.2(dd) and 100.2(0).

#### **Time Allotment**

The district supports the provision of 175 hours (for teachers and school leaders) and 75 hours (for teaching assistants) in school structured professional development. It is further recognized that this standard represents a minimum threshold and encourages all school professionals and support staff to engage in additional professional development activities. The school driven professional development hours will be provided as follows:

<b>Forum</b>	<b># Planned Opportunities</b>	<b># Hours per Session</b>	<b>Total</b>
Supt. Conference Day	3	6	18*
After School	6	2	12*
Professional Learning Committees	8	.67	5.3
Yearly Total			35.3
5-Year Total			176.5

\*Time allotment includes Teaching Assistants, Aides, Monitors and Clerical totaling 30 hours

per year and 150 hours per 5-year cycle.

## Evaluation

The District will issue a Clarity survey annually to students and staff. The Technology Committee will review the results of the Clarity survey, data from Alpine Achievement that shows all student related data, application utilization reports from Catchon. Administrators will provide data on staff observations and make recommendations for revision of the plan.

Action Plan:

## Goals, Benchmarks and Strategies

<b>Goal 1: Learning</b>	Students will use technology to engage in learning experiences providing opportunities for student achievement and academic success, become responsible digital citizens, identify of individual interests and talents, and explore their individual capacities of inquiry and creativity.			
<b>Strategy</b>	<b>Benchmark/Success Indicators</b>	<b>Evaluation Method</b>	<b>Funding Source/Amount</b>	<b>Person(s) Responsible</b>
Continue to invest in standards-aligned curricular applications that support efforts to improve student engagement and overall	FY18-19 Ensure All of MPCSUFSU Schools have access to curricular-based instructional software that is aligned with adopted standards	Analysis of pre and post assessment data on the specific subject area	General Fund from tuition billing/\$0	Principals, Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee
Maintain a ratio of one to one devices students for all students	FY19-21 100% students will have access to Chromebook or iPad	Catch On Reports, Clarity Survey, Inventory	General Fund from tuition billing/\$5,000	Assistant Superintendent for Business and Technology Specialist
Continue use of G-Suite to access assignments, store classwork, and facilitate collaboration with teachers and/or fellow students.	FY19 50% of staff will have completed training in G-Suite FY 20 75% will have completed training, FY21 100% of staff will have completed training.	Post training teacher observations and evaluations, Clarity Survey	General Fund from tuition billing/\$0	Principals, Assistant Principals, Technology Specialist, BOCES Model Schools Trainer

Students will have the benefits of differentiated instruction by continuing professional development on how to effectively utilize available technology resources	FY19 100% of students will have access to snap and read and Co-Writer. FY20-21 continue to obtain resources to assist if modification of content.	teacher observations, Clarity Survey		Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty
<b>Strategy</b>	<b>Benchmark/Success Indicators</b>	<b>Evaluation Method</b>	<b>Funding Source/ Amount</b>	<b>Person(s) Responsible</b>
Continue to address the needs of students with special or unique needs through the provision of appropriate assistive technologies	IEP will determine need for appropriate assistive technology.	Annual Review	General Fund from tuition billing/\$1,000	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Special Education Teachers, Counselors, Technology Specialist
Increase blended learning opportunities and for students in grades 9 -12+	FY19 Provide 100% of GED Students with access to online course. Offer HS students credit recovery through online courseware.	Generate reports showing completion of online courses, Clarity Survey	General Fund from tuition billing/\$0	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business and Technology Specialist
Students will receive enhanced awareness, practice and resources to reinforce their Digital Citizenship skills.	100% of students have access to learning.com Student presentation of DASA curriculum.	Generate reports showing completion of lessons in learning.com, Clarity Survey	General Fund from tuition billing/\$0	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty

<b>Goal 2: Teaching</b>	The District will build an environment of support for teaching that incorporates both individual and collaborative delivery models for instruction with access to technology resources, infrastructure and professional development that will foster innovation and improve and inspire teacher effectiveness and increase student achievement.			
<b>Strategy</b>	<b>Benchmark/Success Indicators</b>	<b>Evaluation Method</b>	<b>Funding Source/ Amount</b>	<b>Person(s) Responsible</b>
Provide professional development designed to foster more blended learning opportunities for students	FY19 100% of English and Math will receive GradePoint training. FY20 100% of Science and Social Studies will receive Grade Point training FY21 Train New Hires	Record of participation in line courses.	General Fund from tuition billing/\$2,500	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Support Staff, PLC groups and Superintendent.
Provide professional development focused on helping teachers integrate the use of 1:1 learning devices	FY19 15% reduction if students going out of program. FY20 20% reduction if students going out of program. FY21 25% reduction if students going out of program.	SchoolTool reports and logs from teachers and support staff.	General Fund from tuition billing/\$2,500	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Support Staff, PLC groups and Superintendent.
Provide appropriate professional development to support District reading initiatives.	FY19 50% of the English teachers will be trained in the use of iLit FY20 75% % of the English teachers will be trained in the use of iLit FY21 100% % of the English teachers will be trained in the use of iLit	iLit reports	General Fund from tuition billing/\$2,500	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Support Staff, PLC groups.

<p>Increase usage of existing educational online web resources for lesson plans, media resources, databases, curriculum-related activities and for high stakes testing review</p>		<p>Clarity Survey</p>	<p>General Fund from tuition billing/\$0</p>	<p>Principals, Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Support Staff, PLC groups.</p>
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Strategy	Benchmark/Success Indicators	Evaluation Method	Funding Source/ Amount	Person(s) Responsible
Implement technology-based training initiatives directly aligned with school improvement goals	FY19 30% of MPCSUFSD schools will develop a school-based plan for technology professional development FY20 60% of MPCSUFSD schools will develop a school-based plan for technology professional development FY21 85% of MPCSUFSD schools will develop a school-based plan for technology professional development	School Improvement Technology Plans Instructional Technology Training Records	General Fund from tuition billing/\$0	Principals, Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist

<b>Goal 3: Assessment</b>	Technology will be utilized to assist with the continuous formative and summative assessment of student performance and to influence, promote and encourage academic improvement.			
<b>Strategy</b>	<b>Benchmark</b>	<b>Evaluation Method</b>	<b>Funding Source/ Amount</b>	<b>Person(s) Responsible</b>
Increase the administration of online testing through increased access to current computers and learning devices and improved bandwidth	FY19 50% School Participation FY20 75% School Participation FY21 100% School Participation	Statistical usage data	General Fund from tuition billing/\$0	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist
Move students from basic to proficient level of technology literacy standards by the 8 <sup>th</sup> grade	FY19 50% will be proficient FY20 75% will be proficient FY21 88% will be proficient	EasyTech Assessment	General Fund from tuition billing/\$0	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist
Focus annual software investments on standards-based curriculum applications that include provisions for centralized reporting of student usage and progress and that include tools and resources for teaching, assessment, prescription, diagnoses and reporting	FY19-21Target 90% of the software applications utilized provide usage and performance data.	Statistical usage data Software inventory	General Fund from tuition billing/\$5,000	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist

				Specialist
Continue to administer walkthroughs to observe and assess teachers with a focus on effective and efficient technology use in classrooms when appropriate	FY19 100% High Schools FY20 100% Middle Schools FY21 100% Elementary Schools	Statistical usage data; Classroom observation; Administrator documentation	General Fund from tuition billing/\$0	Principals,Assistant Principals, Director of Student Services, Assistant Superintendent for Business and Superintendent

Strategy	Benchmark/Success Indicators	Evaluation Method	Funding Source/ Amount	Person(s) Responsible
Implement Formative Instructional Practices (FIP) initiative to further stress the importance of effective formative assessment in all classrooms	FY 19 20% of Staff to complete FIP Training FY 20 60% of Staff to complete training FY 21 100% of Staff complete training	Report of Completion	General Fund from tuition billing/ \$0	Principals, Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist
Continue utilization of Star application to universally screen, monitor the progress of and establish benchmarks for K-12 students for instructional support in ELA and Math	Ongoing 100% Implementation in all Elementary and Middle Schools	Record of participation and completion School and District reports	General Fund from tuition billing/ \$2,000	Principals, Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist

<b>Goal 4: Productivity</b>	Solutions will be identified and implemented that will allow the District to leverage its investment in technology by creating and redeveloping processes that contribute to improved learning environments, workflows and productivity.			
<b>Strategy</b>	<b>Benchmark</b>	<b>Evaluation Method</b>	<b>Funding Source/ Amount</b>	<b>Pe rs o n ( s) R e s p o n s i b l e</b>
Continue to provide certified staff and authorized non-certified staff with access to technology resources that will allow them to maximize their productivity	FY19-20 100% of all staff will have access to modern technology Annually.	Annual Gap Analysis based on District's technology inventory and job titles	General Fund from tuition billing/\$0	Principals, Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist

<p>Streamline the entry of data across multiple departments to avoid duplication of effort and minimize data entry errors: establish a single source of authority</p>	<p>FY19-21 Establish standards for compliance in data entry to support interoperability among systems.</p>	<p>Use of a sole data source and review of error reports</p>	<p>General Fund from tuition billing/\$0</p>	<p>Principals ,Assistant Principals, Director of Student Services , Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist</p>
<p>Continue to use our eChalk website and Google domain to promote collaboration, collection and dissemination of information, reductions in use of paper, and ease of secured access to information</p>	<p>FY19-21</p>	<p>Comparison of information relayed by echalk and google domain to previous years</p>	<p>General Fund from tuition billing/\$0</p>	<p>Principals ,Assistant Principals, Director of Student Services , Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and</p>

				Techno gy Specialist

<b>Goal 5: Infrastructure</b>	MPCS-UFSD teaching and learning community will utilize a multi-faceted, connected infrastructure comprised of hardware, software and cloud-based resources to support the delivery of digital content that will provide whenever/wherever access and increase opportunities for students to learn and improve their personal and academic achievement.			
<b>Strategy</b>	<b>Benchmark</b>	<b>Evaluation Method</b>	<b>Funding Source/ Amount</b>	<b>Person(s) Responsible</b>
Optimize the network infrastructure to support student learning and the District's technological needs	FY19-21 Continue to Assess current needs	Monthly usage reports from Internet Service Providers.	General Fund from tuition billing/\$10,000	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist
Refresh the District's wireless network infrastructure to increase coverage, improve performance and ensure secured access	FY19 Upgrade older wireless controllers and access points to handle 802.11N FY20 Utilize GHz frequency bands where technically feasible	Network utilization of wireless devices. Wireless Pre and Post Site Surveys	General Fund from tuition billing/\$10,000	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist
Provide connectivity for all new instructional areas	FY 19-21 Perform annual gap analysis of unserved areas and increase wired and wireless connections for all new classrooms as the District grows.	FTE Count and student classroom growth	General Fund from tuition billing/\$10,000	Principals,Assistant Principals, Director of Student Services, Transition Coordinator, Technology Committee, Faculty, Assistant Superintendent for Business, Superintendent and Technology Specialist

\* All Amounts are rough estimated as required by NYSED





## **Curriculum and Instruction:**

### **Components**

#### *Written Curriculum*

The written curriculum is defined as those standards, goals and objectives that students are to achieve and teachers are to teach. It is aligned with NYS, Common Core and local standards as well as the taught and tested curriculum/standards. The written curriculum will have the following characteristics:

- It is based upon a set of non-negotiable relevant and challenging student objectives that is aligned vertically K -12 and horizontally (within an instructional level).
- It has an articulated scope and sequence of essential learning for each course of study.
- It guides decisions on the acquisition of curricular resources.
- It is accessible and manageable.
- It is assessed regularly using student achievement data.
- It emphasizes mastery of basic skills in reading, writing and mathematics.

#### *Taught Curriculum*

The taught curriculum is defined as the instructional process which includes how teachers plan; organize and deliver the written curriculum. Specific instructional strategies are utilized to maximize students acquisition of the objectives articulated in the written curriculum. It is expected that the teacher develops written lesson plans that are tightly aligned with the written curriculum. The taught curriculum will have the following characteristics:

- Expects all students to perform at their best
- Provides for differentiation to meet student's unique needs and abilities.
- Utilizes research based best practices that match instructional strategies to content and assessments.
- Maximizes student engagement and active participation.
- Identifies multiple resources that support students in the written curriculum.
- Is sequenced and scaffold to provide support and challenge.
- Has multiple opportunities to recognize student success.

#### *Tested Curriculum*

The tested curriculum is defined as the formal and informal assessments used to evaluate student progress on achievement of the standards, goals and objectives articulated in the written curriculum. The data gathered from the tested curriculum has the multiple uses of monitoring student's progress toward mastery, informing instructional practice, evaluating instructional effectiveness and alignment with standards, and communicating progress. The tested curriculum will have the following characteristics:

- It is composed of pre-assessment, formative assessment and summative assessment.
- It will align in context and format with required state assessments.
- It will be used to inform instructional practice and necessary student interventions.
- It will provide multiple opportunities for students to demonstrate learning progress.

### **Processes**

### *Design and Development*

The Mount Pleasant Cottage School UFSD will have a fully developed curriculum which is aligned vertically (K-12) and horizontally (subjects across a grade level) as well as with NYS, National, Common Core, and Local Standards. Design and development of curriculum will include:

- Analysis of NYS, Common Core, National and Local Standards.
- Analysis of all standardized testing used to measure student progress.
- Analysis of student assessment data.
- Study of best practices, latest research and model programs.
- Team approaches to the development of all documents (guides, scope and sequence, unit plans and assessment tools).
- Review of instructional resources and strategies.
- The use of common formats and information management systems.
- Multiple opportunities for feedback from all stakeholders.
- Regular Board of Education updates.

### *Monitoring*

The quality of the written, taught and tested curriculum will be monitored at multiple levels and through multiple means including:

- Student achievement, data desegregation (i.e., school, grade, class) and comparisons (i.e., local, state, norm-referenced), analysis by classroom teacher, grade level, PLC teams, building level, or by district level.
- Observation of classroom practice.
- Analysis of lesson plan quality.
- District-wide auditing utilizing PDK audit criteria.
- Conferences and interview with a variety of stakeholders.

### *Review and Revision*

In order to ensure that the written, taught, and tested curriculum reflects current standards and meets the needs of students it will be reviewed and revised (if applicable):

- At regularly scheduled intervals of no more than 5 years.
- When NYS standards change
- When NYS assessments change
- When student outcome data suggests that standards are not being met when aggregated at grade level for greater.

### *Products*

The following information management tools are used by the district to facilitate design and development, implementation and mentoring of the curriculum:

- Atlas
- Castle Learning
- iObservation

➤ Success Maker

The following documents are used as a guide and for the design and development, implementation, and monitoring of the Mount Pleasant Cottage UFSD curriculum:

- BOE Policy 8110
- K-12 Curriculum Map
- Example of Scope Sequence
- Lesson Plan Template
- Principal Walkthrough Template
- Lesson Plan Review Template

**Design and Evaluation**

Professional Development Design will be driven by Board of Education Goals which are derived from a careful analysis of student outcome data, teacher evaluation data and emerging best practices. Data collection and analysis will be a collaborative effort with multiple opportunities for feedback and consultation with the goal of continuous improvement. Design will follow a gap analysis process to formulate measurable goals. The process includes:

- Analysis of NYS, Common Core, National and Local Standards.
- Analysis of college and career ready requirements.
- Analysis of current student functioning and achievement.
- Analysis of current staff functioning and achievement.
- Self-reports.
- Review of best practices and research.
- Development of Goals to close gap between expectations and current functioning.
- Alignment of Professional Development delivery method to desired outcome and required skills/knowledge.

Evaluation methods will include:

- Response sheets from participants.
- Skill changes as demonstrated through teacher assessment and/or evaluation.
- Student Achievement Data.
- School Climate Data.
- Usage of new/improved practice data.
- Alignment with Curriculum Management, Technology, Special Education plans and Board of Education goals.

**School Climate / Safety**

<b>Re-occurring Activities</b>	<b>Target Audience</b>	<b>Forum</b>
Crisis Management Response	All Staff	After School Professional Development
De-escalation/Restraint Training	Aides/Assistants/Monitors	SCD
Blood Borne Pathogens	All Staff	After School Professional Development

Hazardous Materials	All Staff	After School Professional Development
Mandated Reporter	All Staff	After School Professional Development

### Curriculum

Re-occurring Activities	Target Audience	Forum
Curriculum Updates/Overviews	Teachers/Teaching Assistants	SCD, PLC, After School Professional Development
APPR Instructional Strategy Focus	Teachers/Teaching Assistants	SCD, PLC
Assessment Protocols	Teachers	SCD, PLC
SLO Creation	Teachers	SCD, PLC

### Clinical

Re-occurring Activities	Target Audience	Forum
IEP Development	Teachers/Teaching Assistants	After School Professional Development
FBA, BIP	Teachers/Teaching Assistants	PLC
ILP Overview/Updates	All Staff	SCD
De-escalation Techniques	All Staff	After School Professional Development, PLC
Data-Driven Decision Making	Teachers/Teaching Assistants	PLC

### Technology

Re-occurring Activities	Target Audience	Forum
Tech Resources Overview/Updates	By Need	SCD, After School Professional Development, PLC
Google – mail, drive, Education	All Staff	SCD, PLC's, LHRIC Workshops
*Atlas	Teachers	PLC's
*Success Maker	Teachers/TA's	LHRIC Staff – in house
*Smart Boards	Teachers	LHRIC Workshops
*Castle Learning	Teachers	PLC's
*iObservation	Teachers	On-line

## Technology Budget

Year	BOCES- Technology Services	Equipment/Software	Salaries	Total
2018-2019	\$175,000	\$30,000	\$96,465	\$301,465
2019-2020*	\$180,250	\$30,900	\$99,359	\$310,509
2020-2021*	\$185,658	\$31,827	\$102,340	\$319,825
3 Year Total	\$540,908	\$92,727	\$298,164	\$931,799

\*Estimated

## Technology Inventory

### Network Equipment:

The Mount Pleasant Cottage School UFSD Dell network servers are running Windows 2012 R2. The desktop environment is Windows 7 and MAC OS10.

### Software:

File & Print - Standard Server OS: Microsoft Server 2012 R2

<http://mail.mpcsny.org> (for Gmail)

<http://calendar.mpcsny.org> (for Google Calendar)

<http://drive.mpcsny.org> (for Google Drive)

<http://sites.mpcsny.org> (for Google Sites)

<http://groups.mpcsny.org> (for Google Groups)

**Antivirus:** Sophos

**Web Content Filtering:** Lightspeed

**Student Management System:** SchoolTool

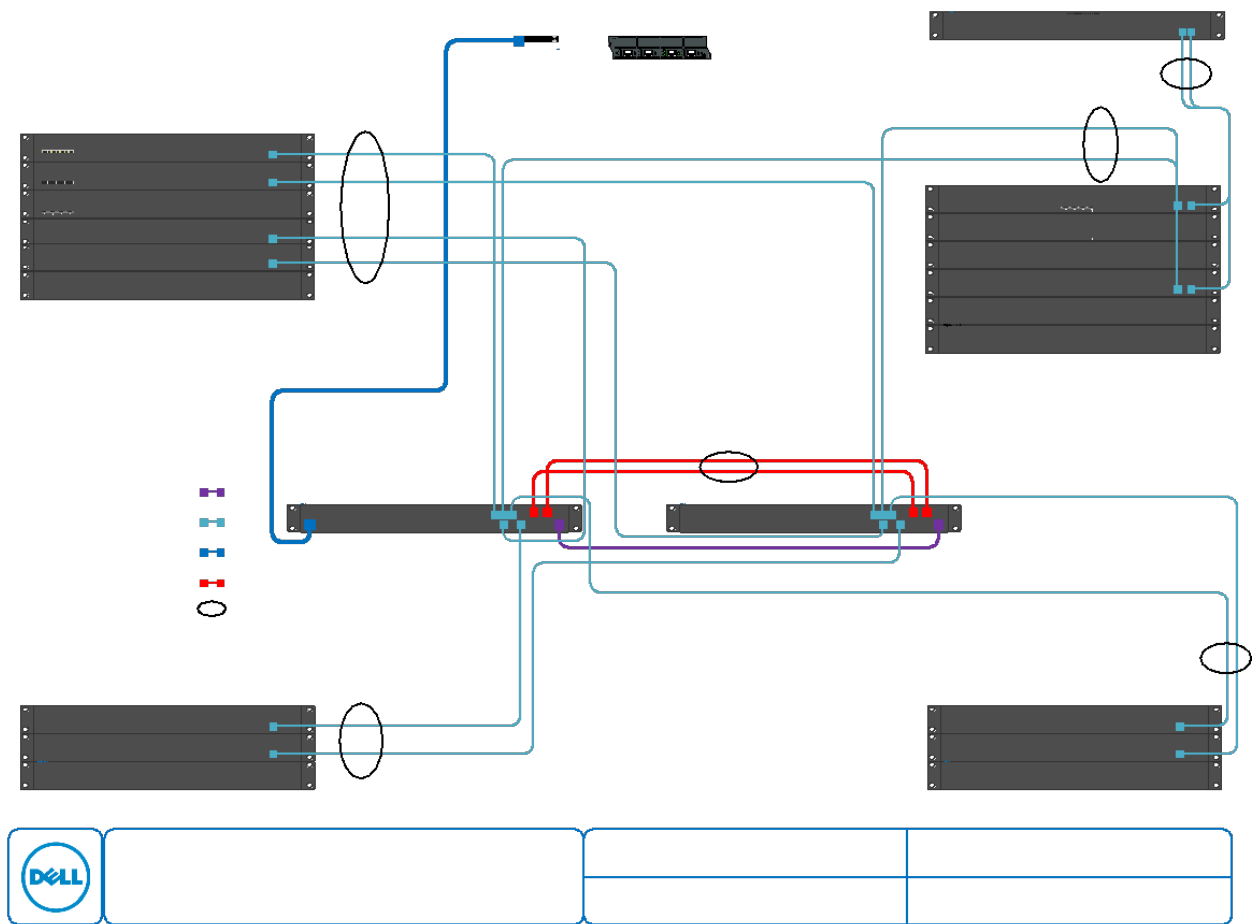
**Data Backup:** Comvault

**District Website:** <http://www.mpcsny.org>

**Web Applications:** IEP Direct, Success Maker, iLit, Star,Atlas, GradPoint, Learning.com & Castle Learning

**Desktop Imaging:** Microsoft Imaging

**Network Diagram:**



<b>INSTRUCITONAL COMPUTING DEVICES</b>	<b>Number of devices in use that are less than five years old</b>	<b>Number of devices are connected to the LAN.</b>
Desktop Computers	159	159
Laptops	107	107
Chromebooks	155	155
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9)inches without access to an external keyboard	2	2
Tablets nine inches or greater without access to an external keyboard	42	42

<b>HERAL DEVICES</b>	<b>er of devices in use that are less than five years old</b>
Document Cameras	
Flat Panel Displays	
Interactive Projectors	
Interactive Whiteboards	
Multi-function Printers	



Projectors	
Scanners	
Other Peripherals	

**Maintenance and Support:**

Maintenance of the Districts hardware and software is managed by the audio visual assistant through Help Desk Software. The District outsources through BOCES LHRIC an onsite network specialist two days a week and remote support as needed.

Maintenance includes:

- periodic replacement of parts and renewal of consumable supplies;
- repair or replacement of faulty components;
- periodic inspection and cleaning of equipment;
- updating or upgrading hardware and software, including installing new operating system versions;
- adding or deleting users from a system, or modifying user rights and properties;
- daily backup of stored files on a school network;
- monitoring the condition and functionality of networks and equipment, including testing web site accesses and links; and
- installing and removing equipment and applications.

Support for the District’s hardware and software are provided by both in-house and outsourced.

- Initial training and familiarization professional development is provided to all new hires.
- instructional and curriculum integration support is provided by the District’s Curriculum Coordinator
- Support and training on administrative and instructional applications and educational resources are scheduled with various vendors throughout the year.

**Appendix A**  
**Policies and Guidelines Attached**

- 1. Student User of Computerized Information Resources (AUP) #7315**  
<https://goo.gl/Bz4JL5>
- 2. Technology Acceptable Use Policy for Students #7316**  
<https://goo.gl/GvWmai>
- 3. Internet Safety and Internet Content Filtering Policy #8271**  
<https://goo.gl/Nu6kJa>
- 4. Internet Safety/Internet Content Filtering Guidelines #8271R**  
<https://goo.gl/nk4NJC>
- 5. Parent Bill of Rights #7250.**  
<https://goo.gl/o3sE1W>

**Technology Planning Committee List**

**District Committee Members**

David Bernsley, Superintendent of Schools

Stephen Beovich, Assistant Superintendent for Business

Jessica Cappello, Chief Information Officer

Virginia Johnson, AV & Technology Specialist

**School Committee Members**

Jessica Harris, Principal - Mt. Pleasant Cottage School

Christine Leamon, Principal - Edenwald School

Brent Baier, Assistant Principal – Edenwald School

David Hudson, Teacher - Edenwald School

Danielle Christ, Teacher - Mt. Pleasant Cottage School

Corrine White, Teaching Assistant – Mt. Pleasant Cottage School

The purpose of the technology committee is to promote the use of technology to support teaching and enhance student learning.

**RESPONSIBILITIES:**

- Maintain a technology plan that aligns with state recommendations
- Assess the technological needs and competencies of faculty, staff, and students
- Provide recommendations for staff and faculty technology training
- Make recommendations concerning acquisition, implementation, maintenance, and upgrading of technologies
- Communicate with school and district personnel
- Identify and promote resource procurement to advance technology and its use by students, faculty, and staff
- Recommend allocation of technology resources in accordance with the Technology Plan
- Make recommendations regarding our Website design to disseminate information to the MPCs UFSD community.