

**HARBORFIELDS  
Central School District**

**Technology  
Plan**

**July 2010-June 2013  
School Years**

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## Introduction

The Harborfields Central School District's Technology Plan is reviewed and updated every three years for submittal to the New York State Education Department for approval. This plan represents the sixth technology plan to be developed for Harborfields Central School District, as reflected in the following chart:

<b>Technology Plan</b>	<b>Effective Dates</b>
First	1992-1998
Second	1998-2003
Third	2003-2004
Fourth	2004-2007
Fifth	2007-2010
Sixth	2010-2013

The second technology plan facilitated the installation of an infrastructure which resulted in the establishment of a Wide Area Network (WAN), thus connecting all four schools. Due to a change in administrative structure, the third plan was in place for one year during the 2003-2004 school year and focused on assessing the district's technology needs. The fourth and fifth plans continued to support the purchase of equipment to enhance the integration of technology through the acquisition of computers, printers, SMART Boards, wireless computer carts, and document cameras.

Annually, lease purchase plans have been initiated with Western Suffolk BOCES, thus facilitating the enhancement of technology district-wide. This process has

ensured that annual expenditures efficiently address the district's technology needs.

The K - 12 staff has continued to integrate technology into the classroom environment further providing students at each level with varied learning experiences. Each classroom is equipped with one to five networked computer(s), a VGA-ready television monitor with coax (cable TV) and DVD/VCR player. A minimum of one computer lab exists in each school. In order to provide students with increased accessibility to technology, wireless computer carts have been purchased for each school.

The deputy superintendent is the chairperson of the district-level technology committee which is comprised of representatives from each school, including administrators. The committee has focused on identifying professional development needs to support students and staff with the integration of technology. The committee members have often conducted inservice courses or workshops which incorporate skills that enhance a staff member's proficiency in using technology. Additionally, professional development will be available through outside resources such as SCOPE and/or BOCES.

This new technology plan will be in place for three years commencing with the 2010-2011 school year. The plan will continue to address the enhancement of professional development and integration of technology into the K - 12 classroom by facilitating the acquisition of additional computer-related equipment.

# Technology Plan Goals

The Harborfields Central School District has been committed to developing a technology-rich learning environment focused on improving student learning and sustaining academic mastery. The availability of district-wide technology resources has supported staff in accessing information to enhance the academic performance and skills of K – 12 students.

The Harborfields Central School District's policy 0000, Educational Philosophy, specifies that: *"Each student will be provided with the opportunity to use current and developing technology for academic and occupational pursuits. Each student will be encouraged to explore and experience the use of technology as tools for learning, planning, communication, working, and recreation. The district has continued to enhance technology resources to provide students with skills to use current and developing technology."*

The following technology-related goals have been identified to support students and staff:

- ✧ integrate technology into the classroom learning environment to provide varied experiences fostering the development and enhancement of technology skills
- ✧ incorporate computer lab visits to enhance technology skills through a hands-on approach to learning
- ✧ support students and staff in using technology to enhance proficiency in meeting New York State learning standards

In order to ensure technology-related learning experiences are incorporated into the K – 12 classroom learning environment, an assessment tool will be disseminated to K – 12 staff to gather feedback regarding instructional strategies currently in place for integrating technology. The integration of technology will continue to be addressed through annual professional development. The ongoing review of observation reports will provide an overall assessment of the integration of technology into classroom instruction since one of the annual performance indicators for teachers addresses the *effective incorporation of technology into instructional presentations*.

## Technology Initiative Background

The following section includes background information regarding the district's technology initiative which includes an overview of the infrastructure.

The Technology Bond Project was initiated during the 2001-2002 school year. The total allocation for the Bond Technology Project was approximately **\$1,200,000** which facilitated the establishment of a wide-area network (WAN). The district's WAN connects all four Harborfields Central School District schools via a GIGE fiber network. This fiber "star" located at Harborfields High School is a high speed network that provides for the centralization of network servers, storage areas, and services such as Internet filtering, student information system, e-mail system, student and teacher network storage units, and back-up utilities.

The district's network utilizes Cablevision Lightpath's fiber to support the infrastructure. The Cablevision fiber provides Internet access, wide-area network connectivity, and local and long distance telephone service. However, in order to add increased reliability and redundancy, Harborfields contracts with Verizon for additional lines for such tools as alarms and emergency numbers.

The following equipment was initially installed at each school as specified in the 2001-2002 Technology Bond Project:

- ✧ one computer lab consisting of thirty DELL computers and two Hewlett Packard networked laser printers (one color and one monochrome);
- ✧ one 29 inch television/computer monitor and DVD/VCR player was installed in all classrooms district-wide;
- ✧ computer software was purchased to support the instructional programs at each level.

Since the implementation of the initial technology plan, the status of technology district-wide is continually reviewed and assessed resulting in the enhancement of programs, equipment, and support.

With the approval of the 2003-2004 budget, Harborfields Central School District was able to increase the allocation of computers and printers at Washington Drive Primary School, Thomas J. Lahey Elementary School, Oldfield Middle School, and Harborfields High School. The increase in computer resources has further enhanced the utilization of technology by students and staff. Annually, lease-purchase plans have been initiated with Western Suffolk BOCES to enhance the availability of technology.

With the approval of the 2006-2007 budget, Harborfields Central School District was able to obtain through a lease/purchase plan with Western Suffolk BOCES desktop computers, a wireless cart, and a laser printer, including a wireless access point.

The approved 2007-2008 budget facilitated the purchase of additional computer equipment including: SMART Boards, document cameras, desktop computers, printers, and wireless computer carts. This new equipment further enhanced accessibility to technology. Additionally, in 2007-2008 access to the Internet was upgraded from 1.5 MB to 10 MB to accommodate increased utilization.

In 2008-2009 and 2009-2010 school years, new lease purchase plans were initiated with Western Suffolk BOCES resulting in the acquisition of SMART Boards, document cameras, desktop computers, and printers.

In October 2009, a special project was approved by Harborfields' community utilizing Excel Funds further supporting the K - 12 technology initiative which included:

- ✧ replacement of the district's Alcatel switches which are at the core of the wide-area network
  
- ✧ installation of 48 Interactive White Boards in K - 12 classrooms

It is anticipated that this new equipment will be in place with the opening of the 2010-2011 school year. A chart depicting the district's computer inventory may be found in [Appendix 1](#). In addition, a summary of servers, tape backup units, spam filter and firewall data can be found in [Appendix 2](#).

# Software Programs

The following programs have been installed on all district computers:

- Windows XP Professional
- Microsoft Office, including Word, Excel and PowerPoint
- Microsoft Outlook, for e-mail communication
- Symantec Antivirus

With the implementation of the Infinite Campus student management system, a link is available on each workstation which enables all K- 12 teachers to record daily attendance, in addition to other student-related information.

Annually, professional development has supported staff with the integration and use of these software programs. Additionally, staff members may purchase a software program to support a project, or curricular area. In general, the following categories of software programs have been available to support classroom instruction:

- ✧ Follett Automated Library Software package for WDPS, TJL, OMS, and HHS
- ✧ Instructional and administrative network software packages
- ✧ Grade-appropriate software packages which provide support in skill development, research, and enhancing student performance
- ✧ Mathematics, Science, Social Studies, English humanities, second language, and language arts network software packages
- ✧ Academic Intervention Management links on Infinite Campus
- ✧ IEP Direct

✧ ePrism, Anti-Spam and Anti-Virus

✧ Discovery Education

A detailed list of K – 12 software programs may be found in [Appendix 3](#).

## Technology Support

In order to support the district's technology infrastructure, a team was identified to assist with this process. Prior to the installation of the wide-area network, a part-time teacher and computer technician managed the entire district's network with the assistance of consultants, when needed. With the expansion of technology resulting from the 2001-2002 Bond Project, this support model was not sufficient in addressing increased technology. Therefore, in subsequent years, the technology support model was enhanced to accommodate increased utilization and resources. The following chart depicts the technology support model in place within the specified year:

School Year	Support Model
2001-2002	In the 2001-2002 school year, one computer technician was shared between Washington Drive Primary School and Thomas J. Lahey Elementary School. A 0.4 teacher supported Oldfield Middle School and Harborfields High School. A full-time teaching assistant was assigned to the Harborfields High School computer lab. This teaching assistant also assisted with maintaining district-wide computer hardware. These staff members assisted K – 12 staff with the integration of technology, in addition to addressing desktop issues. The assistant superintendent for curriculum and instruction was responsible for supervising the technology program.
2002-2003	The technology support model described in the 2001-2002 school year remained in place during the 2002-2003 school year.
2003-2004	In the 2003-2004 school year, one additional computer technician was hired to support Oldfield Middle School and Harborfields High School, since the part-time dedicated teacher position was eliminated. As a result, two computer technicians supported the district's network. During this year, teaching assistants were hired for computer labs situated at Washington Drive Primary School, Thomas J. Lahey Elementary School, and

School Year	Support Model
	Oldfield Middle School. Additionally, the position of director of instructional technology position was created. The assistant superintendent for curriculum and instruction, in collaboration with the director of technology, were responsible for supervising the technology program.
2004-2005	In 2004-2005, due to budget constraints the director of instructional technology position was eliminated. However, a third computer technician position was created. As a result, the assistant superintendent for curriculum and instruction was responsible for supervising the technology program.
2005-2006	The technology support model described in 2004-2005 remained in place during the 2005-2006 school year.
2006-2007	In 2006-2007, the position of director of assessment, instructional support and technology was created. One of the computer technicians was solely assigned the task of network administrator; whereas, the remaining two computer technicians shared responsibilities for supporting four district schools. As a result, the assistant superintendent for curriculum and instruction, in collaboration with the director of assessment, instructional support, and technology were responsible for supervising the technology program.
2007-2008	In 2007-2008, the position of director of assessment, instructional support, and technology was eliminated due to budget constraints. The assistant superintendent for curriculum and instruction continued to supervise the technology program in collaboration with the network administrator and two computer technicians.
2008-2009	In 2008-2009, the district's network administrator was promoted to technology coordinator. The technology coordinator continued to work closely with computer technicians to supervise the technology infrastructure. Additionally, student aides were hired to support the technology program. The deputy superintendent supervised the technology program in collaboration with the technology coordinator.
2009-2010	The support model in place during the 2008-2009 school year was in place during the 2009-2010 school year.
2010-2013	The support model in place during the 2009-2010 school year will remain the same during the 2010-2013 school years.

# Professional Development

## Overview

The Harborfields Central School District is committed to providing meaningful professional development to K – 12 staff in the area of technology. Therefore, various professional development experiences have been available to staff to assist with the integration of technology. Specifically, technology inservice courses have been offered in-district to address staff needs and interests. In addition to inservice courses, staff may participate in workshops offered by BOCES and/or other organizations. The Professional Development Plan has addressed the area of technology by noting workshops available to staff including a technology workshop for new staff which provides an overview of the district's network, e-mail server, student management system, and Microsoft Office.

The following inservice technology courses represent a sampling of professional development activities offered to staff and will continue to be offered in subsequent years of this technology plan:

- ✧ Microsoft Applications - Part I
- ✧ Microsoft Applications-Part II
- ✧ Creating Instructional DVDs
- ✧ Web Quests for the Classroom Teacher
- ✧ Using a SMART Board

A brief description of professional development inservice courses may be found in [Appendix 4](#).

In addition to the availability of inservice courses, K – 12 staff may participate in the following ongoing professional development activities.

- ✧ Western Suffolk BOCES Model Schools course offerings
- ✧ workshops offered by SCOPE
- ✧ workshops offered on Superintendent's Conference Days or during grade level and department meetings
- ✧ workshops offered by Suffolk's Edge Teacher Center
- ✧ graduate courses for university credit
- ✧ online courses

The district utilizes MyLearningPlan.com to track professional development. The process is reviewed with all incoming professional staff so that they are familiar with steps to log and track professional development activities. The professional development records are maintained in the office of curriculum and instruction. Once an inservice course or workshop is identified, an e-mail is forwarded to staff informing them of the new professional development activity, which is posted to MyLearnnigPlan.com.

With the annual acquisition of new technology equipment, students and staff have acquired skills to further enhance proficiency in using technology. In order to address needs that may arise in this area, professional development strategies are refined and course offerings are expanded to include use of resources like computers, document cameras, scanners, and new software applications.

A wide variety of course topics will continue to be available to support K – 12 staff. Due to the diverse background and ability levels of staff, professional development opportunities will range from providing an overview of Microsoft Applications to exploring strategies for integrating technology into the classroom setting. The technology professional development inservice/workshops will provide hands-on activities that emulate exemplary instructional practice and emphasize the integration of technology. Additionally, professional development will address school and district initiatives based on staff needs and input. The expertise of identified K – 12 staff members has provided a core team responsible for instructing inservice courses which has further supported technology goals, in addition to supporting teachers with the integration of technology. The professional development technology survey found in [Appendix 5](#) has provided a list of professional development topics and areas.

With the acquisition of approximately 48 SMART Boards in 2010-2011 resulting from the technology project, teachers who receive one of these new SMART Boards will be expected to participate in a four-hour workshop. In addition, inservice courses will be offered to enhance the integration of SMART technology.

### **Professional Development Assessment Measures**

The feedback gathered from administrators and K – 12 staff has provided an overall assessment of the integration and utilization of technology. As a result,

professional development is assessed annually to ensure alignment with New York State Learning Standards and district goals. The attached assessment tool (see Appendix 6) will provide information relative to a staff member's self assessment of technology integration and utilization. The list of student and staff technology competencies will be shared with staff to enhance instruction in this area.

### **Professional Development Indicators**

The Harborfields Central School District is committed to the integration of technology in all K - 12 classrooms. Therefore, it will be the responsibility of district and building level administrators to monitor the progress of students and the integration of technology. The annual professional performance evaluation includes technology as an item to be assessed which is reflected and noted in classroom observation reports.

The technology plan is reviewed and updated annually with input from the district's technology committee. The professional development technology survey will be disseminated to K - 12 staff to identify professional development needs. These results will be compiled and reviewed annually. As a result, professional development will be formulated based on the needs of staff to enhance technology integration.

## Overview of Technology Resources

The annual budget process has facilitated and supported the acquisition of computer equipment further enhancing the availability of technology district-wide. A schematic of the Harborfields network can be located in [Appendix 7](#). The following overview depicts computer equipment currently in place in each school:

### **Washington Drive Primary School (K - 2)**

The instructional and administrative computers at Washington Drive Primary School are included in the building local area network (LAN) which is integrated into the district-wide WAN. Each classroom is equipped with three Dell computers, Hewlett Packard laser printer, television monitor, DVD and VCR player with filtered connectivity to the Internet and district-wide network. In addition, Washington Drive Primary School is equipped with an LCD data projector and a large screen for school presentations.

In the spring of 2007, a dedicated classroom was setup for SMART Board presentations. The computer lab teacher has provided staff development to all K - 2 teachers to further support the integration of this new technology. On a regular basis, teachers have provided students with the opportunity to visit this classroom by integrating SMART Board technology. The annual budget process has resulted in the enhancement of technology by providing additional equipment including document cameras, SMART Boards, and computers.

The following technology resources are also available to students and staff:

- ✧ a library/media center with three additional workstations and two Hewlett Packard LaserJet printers are dedicated to servicing the Follett Library Automation System
- ✧ all support areas (reading, speech, resource room, etc.) have a minimum of one computer workstation and a laser printer
- ✧ computer lab contains thirty computer workstations all with filtered Internet capabilities and connection to networked color laser and monochrome laser printers
- ✧ two wireless laptop computer carts each consisting of fifteen Dell laptops, a wireless access point, and a wireless Hewlett Packard printer
- ✧ nine SMART Boards are situated throughout the school in classrooms, library, and computer lab
- ✧ five document cameras with projectors are shared throughout the school
- ✧ one Video Conference Equipment set-up
- ✧ five SMART Tablets

### **Thomas J. Lahey Elementary School (3 - 5)**

The instructional and administrative computers at Thomas J. Lahey Elementary School are included in the local area network (LAN) which is integrated into the district-wide WAN. Each classroom is equipped with five Dell computers, Hewlett Packard laser printer, television monitor, and DVD and VCR player with filtered connectivity to the Internet and district-wide network.

The following technology resources are also available to students and staff:

- ✧ the library/media center is considered a mini-computer lab since eight Dell computer workstations supported by one networked Hewlett Packard laser printer, including a SMART Board are situated in this area.
- ✧ All support areas (reading, speech, resource room, etc.) have one or two computer workstations and an inkjet printer.
- ✧ The computer lab contains thirty computer workstations with filtered Internet capabilities and networked Hewlett Packard color and monochrome Laser printers. The computer lab also maintains a computer cart that is a portable instructional system fully equipped with multimedia monitor, color LaserJet printer, a document scanner, and network access. Additionally, a SMART Board was installed to support classroom instruction.

- ✧ two laptop wireless carts each consisting of fifteen Dell laptop computers, a wireless access point, and wireless Hewlett Packard printer are shared throughout the school.
- ✧ nine SMART Boards are situated throughout the school in classrooms, library, and computer lab.
- ✧ two document cameras with projectors are situated in the computer lab and shared throughout the school.
- ✧ five SMART Tablets

### **Oldfield Middle School (6 - 8)**

The instructional and administrative computers at Oldfield Middle School are included in the local area network (LAN) which is integrated into the district-wide WAN. Each classroom is equipped with one Dell computer, Hewlett Packard laser printer, television monitor, DVD and VCR player with filtered connectivity to the Internet and district-wide network.

The following technology resources are also available to students and staff:

- ✧ A library/media center is equipped with four computer workstations supported by one networked monochrome LaserJet printer. Additional workstations have been dedicated to servicing the Follett Library Automation System.

- ✧ All support areas (reading, speech, resource room, etc.) have one to two computer workstations and an inkjet printer.
- ✧ The computer lab adjacent to the library media center contains thirty Dell workstations with filtered Internet capabilities, Hewlett Packard color and monochrome laser printers, and a document scanner, including a SMART Board to enhance instruction.
- ✧ The computer lab situated in the library media center was set-up as a SMART Board computer lab. This lab is available to all students and staff by enhancing lessons through the integration of SMART Board technology.
- ✧ The school contains two mobile computer carts with fifteen Dell laptop computers, a wireless access point, and wireless Hewlett Packard printer. The accessibility of the mobile cart enables a classroom to be transformed into a mobile lab.
- ✧ A dedicated Dell server for the purpose of disaster recovery is situated at Oldfield Middle School as a secondary backup of data files.
- ✧ Four technology computer labs, as specified:
  - one computer lab consists of twelve Dell computers used for video editing connected to Hewlett Packard laser printer. The adjacent video recording room consists of a green screen and rear mounted projection video system

- one computer lab consists of sixteen Dell computers using CAD software connected to an Hewlett Packard color laser printer
- one computer lab consists of thirty Dell computers utilizing Scantek software, connected to Hewlett Packard color laser and monochrome printers and SMART Board
- one dedicated art lab consisting of fifteen Dell computers connected to a Hewlett Packard color laser printer
  
- ✧ Twenty-four SMART Boards are situated in classrooms which includes three mobile SMART Boards that are shared by all staff throughout the school.
  
- ✧ Three document cameras connected to projectors are situated in the library and shared throughout the school.
  
- ✧ Five SMART Tablets

### **Harborfields High School (9 - 12)**

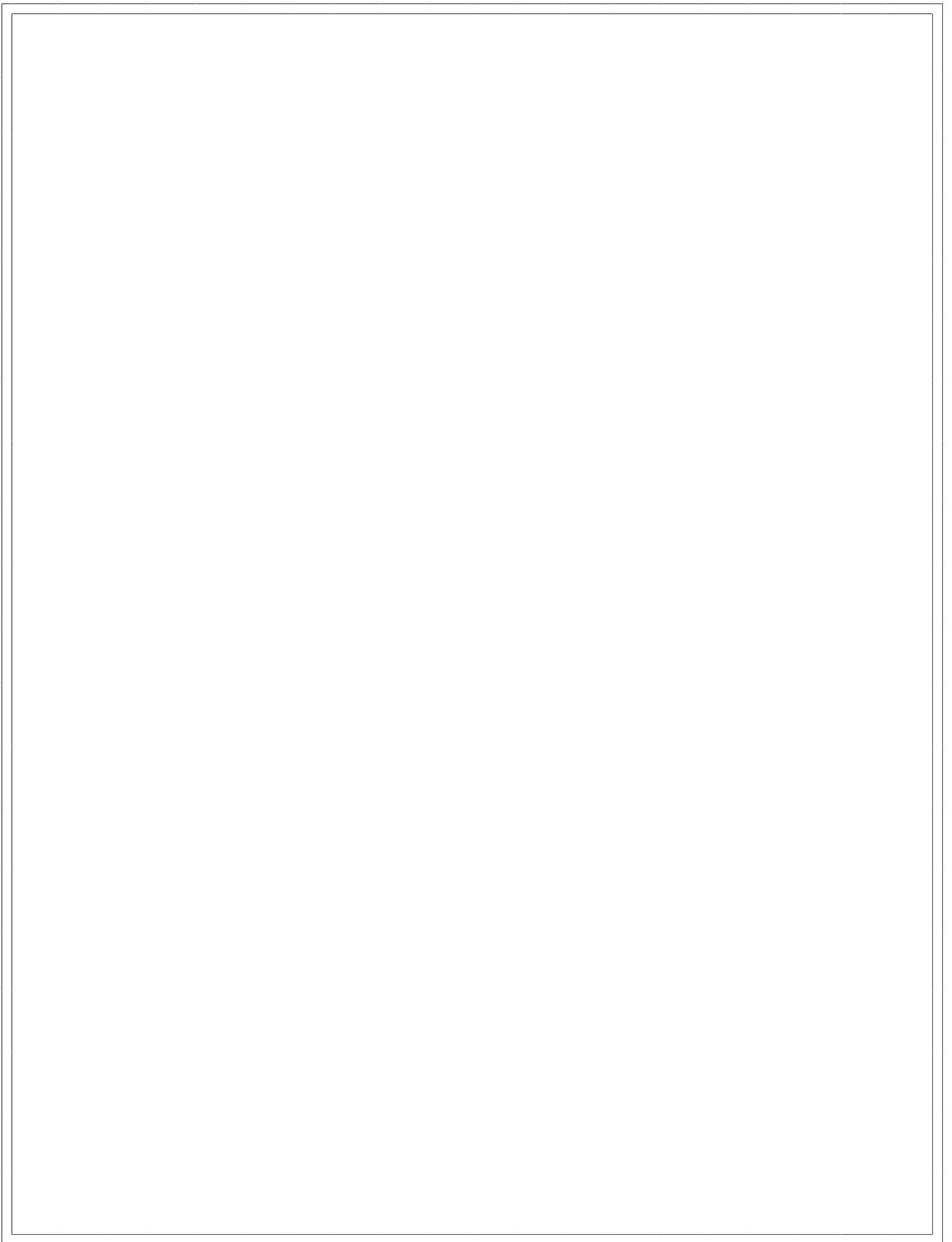
The instructional and administrative computers at Harborfields High School are included in the local area network (LAN) which is integrated into the district-wide wide area network (WAN). The school is networked and maintains connectivity to a centralized server system providing all computers with filtered Internet access. Each classroom is equipped with one Dell computer, Hewlett

Packard laser printer, television monitor, DVD, and VCR player with filtered connectivity to the Internet and district-wide network.

The following technology resources are also available to students and staff:

- ✧ A library/media center equipped with twenty computer workstations supported by three networked monochrome laser printers, including a SMART Board. Four additional workstations and two laser printers service the Follett Library Automation System.
- ✧ All support areas (reading, speech, resource room, etc.) have one to two Dell workstations and a printer.
- ✧ Six computer labs, as noted:
  - one business computer lab consisting of thirty Dell computers connected to Hewlett Packard color laser and monochrome printers, including a SMART Board
  - one technology computer lab consisting of thirty Dell computers connected to Hewlett Packard color laser and monochrome printers, including a SMART Board
  - one general use computer lab consisting of thirty Dell computers connected to Hewlett Packard color laser and monochrome printers, including a SMART Board

- A new dedicated LOTE computer lab with thirty Dell desktop computers with individual headphones, running Virtuoso Apprentice Audio software connected to a Hewlett Packard laser printer, and SMART Board, was set-up during the 2008-2009 school year.
- One art computer lab contains twenty Apple iMac computers with Adobe Creative Suite software connected to an Apple Xserve rack mounted server that was installed in 2007.
- One art computer lab consists of twenty-four DELL computers running Adobe Creative suite, connected to Lexmark Laser, Epson Format, and Hewlett Packard printers, in addition to a SMART Board and Epson Document Camera.
- ✧ The school contains two mobile computer carts with fifteen Dell laptop computers, a wireless access point, and wireless Hewlett Packard printer. The accessibility of the mobile cart enables a classroom to be transformed into a mobile lab.
- ✧ Twenty-four SMART Boards are situated in classrooms which includes three mobile SMART Boards that are shared by all staff throughout the school.
- ✧ Three document cameras are used throughout the school.
- ✧ Five SMART Tablets



# Technology Systems

The following three systems have been extensively integrated into the district's technology initiative:

- Infinite Campus-student management system
- Connect-ED-communication system
- Finance Manager-business system

With the introduction of these systems extensive training was conducted for staff members, as described:

## **Infinite Campus Student Management System**

The Infinite Campus student management system was introduced during the 2007-2008 school year. In this regard, a CORE team of administrators and support staff were identified to assist and guide the implementation process. The CORE team trained for several months prior to including clerical, support staff, and building coaches in this process. The building coaches assisted with the process of training all K – 12 staff on the November 2008 Superintendent's Conference Day.

Once staff was trained, the daily attendance reporting module was phased-in as the first component. Subsequently, training was conducted in using the grade book module to input progress and report card grades for middle and high school students.

The elementary and primary level administrators developed a report card that aligns with the Infinite Campus student management system. As a result, the elementary and primary school reports were accessible through the system by December 2009.

In April 2010, the Infinite Campus parent portal was introduced. The information associated with this new process was posted to the district's website. Additionally, a letter was mailed to parents detailing this new process which included a manual of instructions for accessing the portal.

At this point, all K - 12 staff members have been trained in using the Infinite Campus student management system. The administrators have used the system for scheduling, grade reporting, communicating with staff, and behavior management.

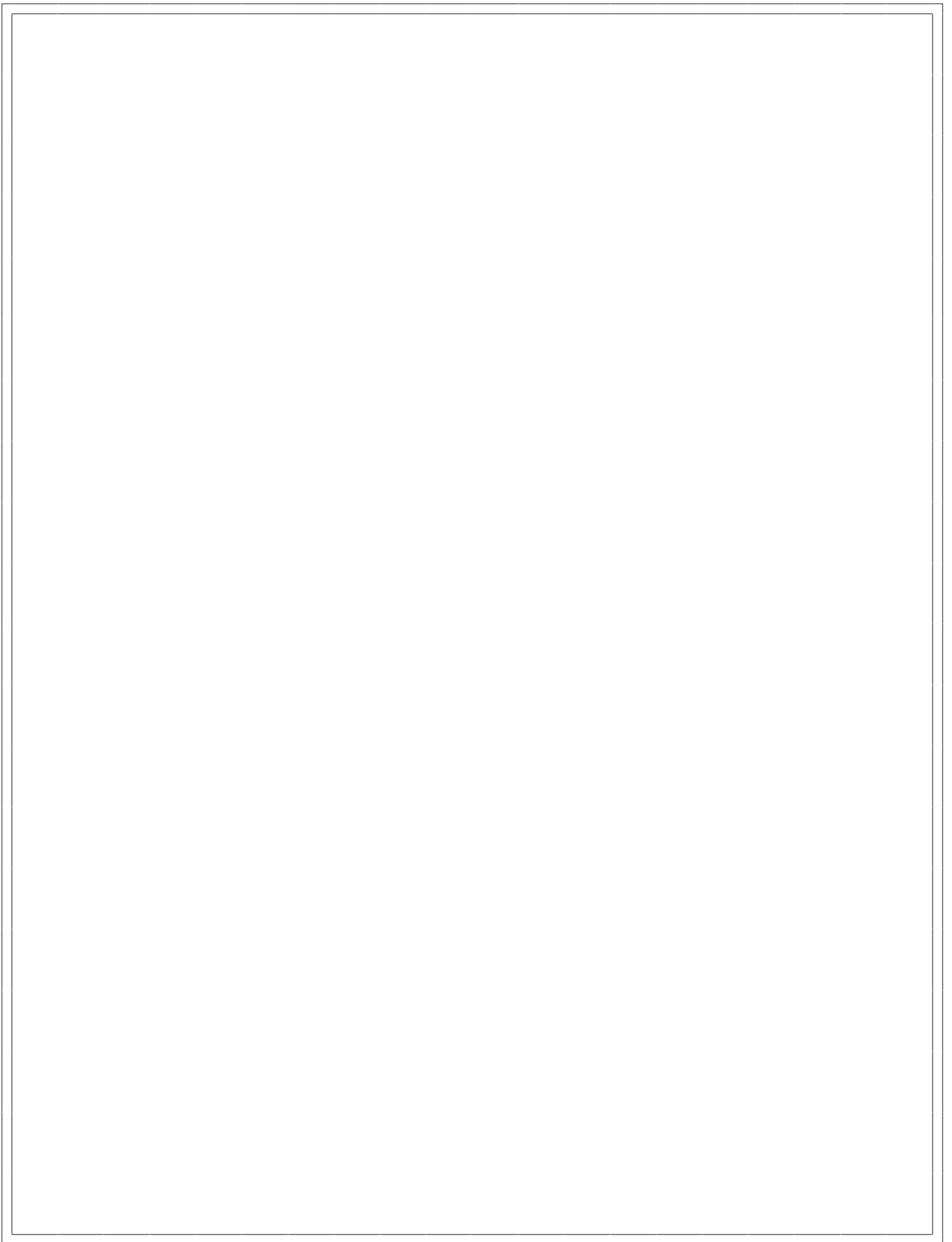
### **Connect-ED**

The district utilizes the Connect-ED system for communicating important messages to parents. This tool has been most effective in notifying parents of school closings, delayed opening, important health-related issues, and various items that need to be communicated in a timely manner.

The Connect-ED system is used sparingly, to ensure that the system is not over utilized. This process has further ensured a parent's attentiveness to district messages.

## **Finance Manager**

The Finance Manager system maintains timely information related to finance and business. At this point all clerical and administrative staff are familiar with this system and use it to input purchase orders, maintain budgets, and track orders. The business office utilizes this system for various other tasks. However, the introduction of this new system has enhanced the budgeting process.



## Proposed Technology Funding

The following chart depicts the proposed technology operating budgets for the three years specified which reflect the duration of the current technology plan:

School Year	Proposed Budget
2010-2011	\$707,848.00
2011-2012	\$725,403.00
2012-2013	\$744,256.00

In addition to district supported funding, Title II-D technology grant funds will be allocated to professional development. The annual district budget has included allocations to support professional development and computer technology enhancements.

Annually, the district receives E-rate funding ranging from \$40,000.00 to \$55,000.00. These funds have been allocated to technology purchases. Based on an assessment of district needs, e-rate funds have been used to purchase the following items:

- Computers
- Printers
- SMART Boards
- Projectors
- Document Cameras
- Wireless Carts
- SMART Tablets

- SMART Cameras

The annual assessment of technology has resulted in the enhancement of computer hardware and software at each level which has further supported the integration of technology in K – 12 classrooms. A brief overview of the manner in which funding will enhance the district’s technology infrastructure and program is noted, in addition to a budget detailing proposed technology expenditures within the specified year.

### **Year #1: 2010-2011 School Year**

#### **Washington Drive Primary School**

The projected 2010-2011 school year enrollment at Washington Drive Primary School is 809. During the 2010-2011 school year, the computer teacher dedicated to the computer lab will be replaced with a teaching assistant. The teaching assistant will maintain the computer lab and support classroom teachers when visiting with students. The computer technician assigned to the school will continue to maintain computer equipment, address technical issues, and assist staff with the set-up of various technology-related projects.

The K – 2 classroom teacher will visit the computer lab at least once a week. In addition to computer lab visits, each classroom maintains a minimum of three computers. The computer work-stations are considered an instructional learning center for students, supported by technology-related lessons, developed by the classroom teacher.

The twelve new SMART Boards allocated to the school will be disseminated to teachers at each level. The teacher will be required to participate in professional development to enhance skills in using SMART Board technology. With the new SMART Boards, five additional SMART Cameras and tablets will be purchased using E-rate funds. The teacher will develop lessons to enhance the integration of this new technology into the classroom.

Within the technology allocation, it will be necessary to begin addressing aging computers by replacing older models with newer ones. In addition, the acquisition of Interactive White Boards and document cameras will continue to be addressed.

### **Thomas J. Lahey Elementary School**

The projected 2010-2011 school year enrollment at Thomas J. Lahey Elementary School is 845. During the 2010-2011 school year, the computer teacher dedicated to the computer lab will be replaced with a teaching assistant. The teaching assistant will maintain the computer lab and support classroom teachers when visiting with students. The computer technician assigned to the school will continue to maintain computer equipment, address technical issues, and assist staff with the set-up of various technology-related projects.

In 2001, three computer workstations were installed in each classroom. Currently, five computers are situated in each 3 – 5 classroom. The 3 – 5 classroom teacher will visit the computer lab at least once a week. The computer work stations are considered an instructional learning center for students,

supported by technology-related lessons, developed by the classroom teacher. Additionally, in order to accommodate the number of teachers interested in using technology, wireless computer carts, SMART Boards, and document cameras have been added to the school's inventory. Therefore, one of the objectives of the 2010-2011 school year will be to continue to enhance the availability of technology.

The twelve new SMART Boards allocated to the school will be disseminated to teachers at each level. The teacher will be required to participate in professional development to enhance skills in using SMART Board technology. With the new SMART Boards, five additional SMART Cameras and tablets will be purchased using E-rate funds. The teacher will develop lessons to enhance the integration of this new technology into the classroom.

### **Oldfield Middle School**

The projected 2010-2011 school year enrollment at Oldfield Middle School is 964. During the 2010-2011 school year, it is anticipated that no change in technology support staff will occur. As a result, one part-time teaching assistant will be dedicated to the computer lab to assist 6-8 teachers with the integration of technology. The computer technician assigned to the school will continue to maintain computer equipment, address technical issues, and assist staff with the set-up of various technology-related projects.

Based on an assessment of Oldfield Middle School's technology, it has been determined that printing resources will need to be enhanced. Additionally, in

order to accommodate the number of teachers interested in using technology, wireless computer carts, SMART Boards, and document cameras have been added to the school's inventory. Therefore, one of the objectives of the 2010-2011 school year will be to continue to enhance the availability of technology.

The twelve new SMART Boards allocated to the school will be disseminated to teachers at each level. The teacher will be required to participate in professional development to enhance skills in using SMART Board technology. With the new SMART Boards, five additional SMART Cameras and tablets will be purchased using E-rate funds. The teacher will develop lessons to enhance the integration of this new technology into the classroom.

### **Harborfields High School**

The projected 2010-2011 school year enrollment at Harborfields High School is 1147. During the 2010-2011 school year, it is anticipated that no change in technology support staff will occur. The computer technician assigned to the school will continue to maintain computer equipment, address technical issues, and assist staff with the set-up of various technology-related projects.

Based on an assessment of Harborfields High School's technology, it has been determined that aging classroom computers will need to be replaced. Additionally, in order to accommodate the number of teachers interested in using technology, wireless computer carts, SMART Boards, and document cameras have been added to the school's inventory. Therefore, one of the objectives of the

2010-2011 school year will be to continue to enhance the availability of technology.

The twelve new SMART Boards allocated to the school will be disseminated to teachers at each level. The teacher will be required to participate in professional development to enhance skills in using SMART Board technology. With the new SMART Boards, five additional SMART Cameras and tablets will be purchased using E-rate funds. The teacher will develop lessons to enhance the integration of this new technology into the classroom.

### **Replacement of Computers**

The district's network has been in place since 2001. With the implementation of the district's bond project, DELL computers were placed in all classrooms throughout the district. Each year the new lease purchase plan with BOCES, in addition to E-rate funding, has facilitated the purchase of new computers. As a result, older computer models are phased-out and replaced with newer models. The replacement plan has focused on attempting to maintain the same computer model within a school so that images can be maintained. However, over the years, due to limited technology funding, it has been a challenge to achieve this goal. Therefore, a school usually maintains two different computer models. If a computer model is phased-out of school, in general it may be reassigned to another school with the similar models. Annually, when purchasing DELL computers, models are upgraded in comparison to the previous school year which has resulted in multiple computer models district-wide.

The following schedule denotes a tentative replacement of district-wide

computers:

2009-2010	Replaced classroom computers at Harborfields High School.
2010-2011	Add one computer to the teacher's workstation to each classroom at Washington Drive Primary School, Thomas J. Lahey Elementary School, and Oldfield Middle School.
2011-2012	Begin to replace classroom and computer lab computers at Washington Drive Primary School
2012-2013	Begin to replace computer lab computers at Oldfield Middle School.

**Proposed Technology Budget**  
**Year #1: 2010-2011 School Year**

**E-Rate Eligible Services**

Service	Amount	Detail
Cablevision-Phone & Network	\$78,800.00	Annually
Cablevision Internet	\$19,200.00	Annually
Metrocall	\$1,600.00	Annually
AT&T	\$3,280.00	Annually
Verizon	\$12,500.00	Annually
Verizon Wireless	\$2,750.00	Annually
AT&T-Fax	\$1,000.00	Annually
<b>Total: 2010-2011</b>	<b>\$119,130.00</b>	<b>Annually</b>

**Budget Allocations**

Service	Amount	Detail
Software-District-wide	\$43,500.00	Budget
Computer Supplies	\$29,950.00	Annually
Hardware Maintenance and Repair	\$63,000.00	Annually
Infinite Campus Student Management System	\$120,000.00	Annually
IEP Direct License and Support	\$10,000.00	Annually
Finance Manager	\$13,000.00	Annually
Technical Support Staff (2 computer technicians)	\$90,000.00	Annually
Internet Filtering System	\$6,000.00	Annually
Naviance Guidance Services	\$3,000.00	Annually
Equipment Lease Purchase Plan	\$96,268.00	Annually
Professional Development	\$25,000.00	Annually
Coordinator of Technology	\$83,000.00	Annually
Student Interns	\$6,000.00	Annually
<b>Total: 2010-2011</b>	<b>\$588,718.00</b>	<b>Annually</b>

## **Year #2: 2011-2012 School Year**

The proposed operating budget for year two of the technology plan, 2011-2012 school year, is projected to increase slightly due to possible contractual increases. The projected K-12 enrollment for the 2011-2012 school year is 3,768. Since Harborfields Central School District will be working with limited funds as projected by State and Federal governments, most programs will remain at the same level as depicted in the 2010-2011 school year. Therefore, the proposed budget will maintain the existing network to support K - 12 programs. At this time, new equipment or resources will be purchased through the general fund and the inclusion of a new lease purchase plan. Additional funding may be provided through grants to support new initiatives.

It is expected that the following computer equipment will be purchased in the 2012-2013 budget using E-rate funds and a BOCES Lease purchase plan:

<b>Technology Equipment</b>	
SMART Boards	Five per school for a total of twenty
SMART Tablets	Five per school for a total of twenty
Desktop Computers	Approximately 180 to replace classroom and computer lab computers at Washington Drive Primary School
Document Cameras	Five per school for a total of twenty

Since one of technology is a performance indicator in the teacher's evaluation program , the integration of this equipment is continually assessed.

**Proposed Technology Budget**  
**Year #2: 2011-2012 School Year**

**E-Rate Eligible Services**

Service	Amount	Detail
Cablevision-Phone & Network	\$81,740.00	Annually
Cablevision Internet	\$19,200.00	Annually
Metrocall	\$1,648.00	Annually
AT&T	\$3,378.00	Annually
Verizon	\$12,875.00	Annually
Verizon Wireless	\$2,832.00	Annually
AT&T-Fax	\$1,030.00	Annually
<b>Total: 2011-2012</b>	<b>\$122,703.00</b>	<b>Annually</b>

**Budget Allocations**

Service	Amount	Detail
Software-District-wide	\$44,000.00	Budget
Computer Supplies	\$35,000.00	Annually
Hardware Maintenance and Repair	\$63,000.00	Annually
Infinite Campus Student Management System	\$120,000.00	Annually
IEP Direct License and Support	\$10,500.00	Annually
Finance Manager	\$13,500.00	Annually
Technical Support Staff (2 computer technicians)	\$92,700.00	Annually
Internet Filtering System	\$6,000.00	Annually
Naviance Guidance Services	\$3,000.00	Annually
Equipment Lease Purchase Plan	\$98,000.00	Annually
Professional Development	\$25,000.00	Annually
Coordinator of Technology	\$86,000.00	Annually
Student Interns	\$6,000.00	Annually
<b>Total: 2011-2012</b>	<b>\$602,700.00</b>	<b>Annually</b>

### **Year 3 (2012-2013)**

The proposed operating budget for year three of the technology plan, 2012-2013 school year, is projected to increase slightly due to possible contractual increases. The projected K-12 enrollment for the 2012-2013 school years is 3,783. Since Harborfields Central School District will be working with limited funds as projected by State and Federal governments, most programs will remain at the same level as depicted in the 2011-2012 school year. Therefore, the proposed budget will maintain the existing network to support K – 12 programs. At this time, new equipment or resources will be purchased through the general fund and the inclusion of a new lease purchase plan. Additional funding may be provided through grants to support new initiatives.

It is expected that the following computer equipment will be purchased in the 2012-2013 budget using E-rate funds and a BOCES Lease purchase plan:

<b>Technology Equipment</b>	
SMART Boards	Five per school for a total of twenty
SMART Tablets	Five per school for a total of twenty
Desktop Computers	Approximately 180 to replace classroom and computer lab computers at Oldfield Middle School
Document Cameras	Five per school for a total of twenty

Since one of technology is a performance indicator in the teacher's evaluation program , the integration of this equipment is continually assessed.

**Proposed Technology Budget**  
**Year 3: 2012-2013 School Year**

**E-Rate Eligible Services**

Service	Amount	Detail
Cablevision-Phone & Network	\$84,762.00	Annually
Cablevision Internet	\$19,200.00	Annually
Metrocall	\$1,697.00	Annually
AT&T	\$3,479.00	Annually
Verizon	\$13,261.00	Annually
Verizon Wireless	\$2,916.00	Annually
AT&T-Fax	\$1,060.00	Annually
<b>Total: 2012-2013</b>	<b>\$126,375.00</b>	<b>Annually</b>

**Budget Allocations**

Service	Amount	Detail
Software-District-wide	\$45,000.00	Budget
Computer Supplies	\$40,000.00	Annually
Hardware Maintenance and Repair	\$63,000.00	Annually
Infinite Campus Student Management System	\$120,000.00	Annually
IEP Direct License and Support	\$11,000.00	Annually
Finance Manager	\$14,000.00	Annually
Technical Support Staff	\$95,481.00	Annually
Internet Filtering System	\$6,500.00	Annually
Naviance Guidance Services	\$3,200.00	Annually
Equipment Lease Purchase Plan	\$100,000.00	Annually
Professional Development	\$25,000.00	Annually
Coordinator of Technology	\$88,500.00	Annually
Student Interns	\$6,200.00	Annually
<b>Total: 2012-2013</b>	<b>\$617,881.00</b>	<b>Annually</b>

## **Technology Plan Evaluation**

The periodic evaluation of the technology plan will ensure that integration is effectively addressed at each level and district-wide. The following methods will assist with this process:

- ✧ disseminating surveys to staff
- ✧ reviewing classroom observations
- ✧ collecting data from meetings held with parents, students, and staff
- ✧ identifying professional development to support technology

In addition, the district-wide technology committee will meet annually to assess the progress of objectives specified in the plan. The professional development plan will be formulated to address technology integration.

## **Assessment Management**

The district works with the CBIZ Company to maintain and monitor the district's inventory. The business office staff inputs all updates to inventory and sends the report to CBIZ at the conclusion of each school year. Subsequently, CBIZ provides a detailed report of the district's assets by location and area.

The district's technology acquisitions are processed through the office of curriculum and instruction. If computer equipment is needed to support the instructional program or network, then the staff member consults with the technology coordinator or deputy superintendent. Subsequently, the technology coordinator provides specifications which are included in the purchase order.

The purchase order is processed through the Finance Manger system at which point the purchasing agent assigns an asset tag to the item. The completed purchase order is forwarded to the technology coordinator who tags the item upon arrival to the district. This information is also forwarded to the business office to input the information into CBIZ.

The technology coordinator also maintains a database of the district's technology equipment.

## Staff Technology Competencies

The Harborfields Central School District's technology committee has identified competencies required of professional and support staff. In identifying staff competencies, the National Educational Technology Standards (NETS) For Teachers were reviewed. These competencies are separated into the following nine subcategories: **Technology Awareness, Technology Operation and Application, Technology Evaluation/Assessment, Instructional Integration and Management, Administrative Management, Acquisition of Information (Research), Presentation/Production Skills, Professional Growth, and Ethical Use.**

The technology committee has supported professional development to ensure that staff remain current relative to the practical aspects of technology. As a result, inservice courses are designed to achieve mastery of technology competencies which include: inservice courses, consultation with technology staff, and attendance at approved workshops.

The deputy superintendent will be responsible for coordinating and supervising technology-related professional development initiatives. In collaboration with the technology committee, appropriate professional development activities will be identified to ensure that programs are in place for the subsequent school year. This information will be disseminated to staff to further ensure adequate planning time.

The staff competencies listed in **Appendix 8** will be included in materials

presented to each new staff member during initial orientation programs. Therefore, the expectation will be that K – 12 staff develops mastery in achieving these competencies to enhance the instructional program for students resulting in a higher level of academic proficiency.

The K – 12 staff will become familiar with technology by developing an awareness and proficiency in the following technology-related staff competencies:

### **Technology Awareness**

- ✧ apply and integrate technology within the curriculum
- ✧ utilize technology to support instruction
- ✧ understand technological terminology

### **Technology Operation and Application**

- ✧ identify operational parts of the computer
- ✧ operate the computer keyboard efficiently
- ✧ understand how to address simple desktop issues
- ✧ model appropriate care and operation of various technologies
- ✧ determine which technology and/or application is appropriate for the task
- ✧ perform the following operations:
  - re-boot the computer
  - save files
  - load files
  - print
- ✧ utilize word processing software:

- create and name a file
- enter and edit text
- load, save, and print text
- cut, paste, and move text
- set tabs, indents
- modify style, font size of text
- ✧ create databases:
  - create and name a file
  - designate categories/fields
  - enter and edit data
  - modify layout
  - create printed reports
- ✧ utilize and create spreadsheets:
  - recognize and construct a spreadsheet document
  - enter and edit information
  - build a formula using operations and references
  - generate a printed report

### **Technology Evaluation/Assessment**

- ✧ Determine when to utilize technology to promote cooperative learning
  - peer tutoring concept
  - student as teacher model
  - small group instruction
  - large group instruction
  
- ✧ Determine how to best match technology to individual learning styles and

multiple intelligences

### **Instructional Integration and Management**

- ✧ select technology appropriate to individual learner's needs
- ✧ collaborate with peers to design interdisciplinary projects
- ✧ develop units of study supported by technology
- ✧ assume role of facilitator as students explore technology-based interventions
- ✧ incorporate applications which develop problem-solving skills
- ✧ encourage interactive learning experiences
- ✧ plan technology-based assignments
- ✧ use technology to assist in the following tasks:
  - recording student progress
  - creating and maintaining student profiles
  - generating student individual education plans
  - creating and duplicating instructional materials
  - communicating outside the classroom
  - constructing tests and quizzes
  - organizing student and professional schedules and calendars
  - assisting students with portfolio management

### **Administrative Management**

- ✧ access and contribute to student information system
- ✧ share (contribute to and access) the following functions via network:
  - grading
  - attendance

- test templates
  - inventories
  - data analysis
  - reports
  - use technology as a vehicle for sharing resources
- ✧ access media services for:
- online catalogs
  - research dissemination
  - communicate with agencies, organizations, and other educators via e-mail

### **Acquisition of Information**

- ✧ access the network to locate various sources of information

### **Presentation/Production Skills**

- ✧ develop a report/presentation to communicate information
- ✧ assist students in producing presentations
- ✧ use technology as a supplement for verbal/written presentations and/or lessons

### **Professional Growth**

- ✧ demonstrate a commitment to enhance technology-related skills
- ✧ incorporate technology into lesson development
- ✧ utilize technology to create and maintain a professional portfolio

## **Ethical Use**

- ✧ recognize the ownership of ideas
- ✧ assume ownership for personal ideas generated
- ✧ respect ideas and information of others
- ✧ practice security measures when accessing the network
- ✧ recognize and understand copyright policy
- ✧ model and reinforce compliance with copyright policy
- ✧ use software and the Internet responsibly

# Student Competencies Scope and Sequence

The Harborfields' technology committee discussed student competencies relative to the area of technology. In identifying student competencies, the National Educational Technology Standards (NETS) For Students listed in Appendix 9 were reviewed. As a result, the K – 12 scope and sequence of student competencies depicted in **Appendix 10** was developed. These student exit benchmarks are designed to reflect skills and abilities which students are expected to demonstrate upon the conclusion of the specified grade level.

This document has been organized by grade level. The competencies are separated into the following three levels:

- skills introduced
- skills practiced
- skills mastered

The technology committee identified at which grade level each competency would be introduced, practiced, and mastered. Many of these competencies require sustained practice before mastery can be attained. Therefore, competencies will be noted in several grade levels until mastery is achieved.

It is the intent of the technology committee to encourage all teachers to assess student progress in attaining specified grade level competencies. It is expected that students will exit 12<sup>th</sup> grade of Harborfields High School with a high level of technology sophistication.

The technology committee strongly recommends that if students are capable of achieving grade level competencies earlier in their educational studies, they should be encouraged to do so. The organization of student competencies by grade level should not limit a student's ability to achieve at a higher level. The following competencies depict skills that students should possess. These standards have been adopted and modified from the New York State publication entitled *Learning Standards for Mathematics, Science, and Technology*.

# Acceptable Use Policy

The district's acceptable use policy may be found in [Appendix 11](#). This policy must be reviewed and signed by all new entering students and staff members to the district. A copy of this form is maintained in the student's cumulative folder and teacher's file in the office of human resources. The Computer Network Use policy is also posted on the district's school calendar and directory.

In order to be in compliance with Child Internet Protection Act (CIPA), the district's Internet filter system is BESS. The system has been most effective in blocking non-educational sites and information. The Board of Education Internet Safety Policy may be found in [Appendix 12](#).

The instruction of Internet Safety is addressed at each level, either through classroom instruction or school-wide assemblies. The following topics are addressed when discussing Internet Safety:

- Social networking, including website searches, use of e-mail, and instant messaging
- Unauthorized disclosures, use and dissemination of personal identification information regarding minors
- Cyberbullying and steps to address an issue if it may arise

Within the school environment, teachers supervise students when utilizing the Internet. Therefore, several programs are scheduled during the year to ensure that parents acquire knowledge regarding topics which address use of the Internet in the home environment.

## **E-Mail Archiving**

The district utilizes Microsoft Outlook as the e-mail service. All district-wide staff members have an e-mail account which is set-up upon his/her Board appointment. This account is also deleted upon exiting the district.

A committee of staff members developed the district's policy regarding e-mail access and use, as noted in Appendix 13.

The technology coordinator maintains the e-mail Exchange Server and regularly backs-up e-mails daily. The district has consulted with Western and Eastern Suffolk BOCES to identify a system that will be phased-in during the 2010-2011 school year.

# Appendices

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# Appendix I

## COMPUTER INVENTORY

MODEL	TOTALS	WDPS	TJL	OMS	HHS
Dell Optiplex GX 110	4			1	3
Dell Optiplex GX 150	184	2	105	37	40
Dell Optiplex GX-240	1				1
Dell Optiplex GX 260	334	156	29	76	73
Dell Optiplex GX 270	126	6	10	17	93
Dell Optiplex GX 280	45		8	3	34
Dell Optiplex GX-520	5				5
Dell Optiplex GX 620	144	4	74	51	15
Dell Optiplex GX 745	36		30	3	3
Dell Optiplex GX 755	121	4	6	42	69
Dell Optiplex GX 6760	125			4	121
Apple iMac	20				20
Apple eMac	9				9
Apple Mac G3	7				7
Apple Mac G4 Tower	5				5
<b>Total Number of Computers</b>	<b>1272</b>	<b>186</b>	<b>292</b>	<b>266</b>	<b>528</b>

## Appendix 2

### SERVERS, TAPE BACKUP UNITS, SPAM FILTER AND FIREWALL

<b>Model</b>	<b>Building</b>	<b>Wiring Closet</b>	<b>Service Tag #</b>	<b>Harborfields Tag#</b>
PowerEdge 1650	High School	HS MDF	1ZMWX21	100662
PowerEdge 2650	High School	HS MDF	554ZC31	100655
PowerEdge 2650	High School	HS MDF	DMP1V31	100656
PowerEdge 2650	High School	HS MDF	9SCG351	100661
PowerEdge 1900	High School	HS MDF	BZ48FC1	13362
PowerEdge 2650	High School	HS MDF	8LJD121	100657
PowerEdge 2650	High School	HS MDF	3L5D121	100658
Poweredge 2650	High School	HS MDF	5L5D121	100659
PowerEdge 2650	High School	HS MDF	6L5D121	100660
PowerEdge 2950	High School	HS MDF	3RHWKH1	
PowerEdge 2950	High School	HS MDF	CRHWKH1	
PowerEdge 2950	High School	HS MDF	ARHWKH1	
PowerEdge 2950	High School	HS MDF	3RHWKH1	
PowerEdge 300SC	High School	HS MDF	9NH4X01	101273
PowerEdge 1300	High School	HS MDF	4HJG10B	101272
Eprism	High School	HS MDF	15699	102795
Cisco PIX 525	High School	HS MDF	CNM7DW0BRB	100666

# Appendix 3

## SOFTWARE INVENTORY

### Washington Drive Primary School

Software Program Title	Software Publisher	Building
A to Zap	Sunburst	WDPS
Bailey's Book House	Riverdeep	WDPS
BoardMaker	Mayer Johnson	WDPS
Clock Faces	Micrograms	WDPS
Finale	Make Music Inc.	WDPS
KidPix Deluxe 3	Broderbund	WDPS
Kidspiration	Inspiration	WDPS
Learn About Colors and Shapes	Sunburst	WDPS
Learn About Numbers & Counting	Sunburst	WDPS
Letterbugs Learn to Read	Sunburst	WDPS
Mathosaurus II	Micrograms	WDPS
Millie's Math House	Riverdeep	WDPS
Penny Panda's Sticker Store	Micrograms	WDPS
Reader Rabbit	The Learning Company	WDPS
Sammy's Science House	Riverdeep	WDPS
Trudy's Time and Place House	Riverdeep	WDPS
Type to Learn 3	Sunburst	WDPS
Type to Learn Jr.	Sunburst	WDPS
Microsoft Office 2003 Pro	Microsoft	WDPS

## SOFTWARE INVENTORY

### Thomas J. Lahey Elementary School

Software Program Title	Software Publisher	Building
Adobe Acrobat Professional	Adobe, Inc.	TJL
Adventures in Problem Solving	Steck Vaughn	TJL
Amazing Writing Machine	Riverdeep/TLC	TJL
BadCopy Pro	Jufsoft	TJL
BrainPop	BrainPop LLC	TJL
Children Encyclopedia	Scholastic Book Club	TJL
Choices Choices: Taking Responsibility	Tom Snyder Prods.	TJL
Chuck Wagon Bill's Language Skills	Micrograms	TJL
Clay Animation Kit	PC University	TJL
Clay Animation Upgrade	Tech4learning	TJL
ClickArt 300,000	Ntl School Products	TJL
Clifford Learning	Scholastic Book Club	TJL
Clip Art Collection	Ntl School Products	TJL
Clip Art for Teachers	Education Res.	TJL
Clock Faces	Micrograms	TJL
Community Construction Kit	Tom Snyder Prods.	TJL
Comptons Encyclopedia 2000 Deluxe	Comptons	TJL
Comptons Interactive World Atlas	Comptons	TJL
Corel WordPerfect V.11	Corel	TJL
Corel WordPerfect V.12	Corel	TJL
Creative Writer	CCV Software	TJL
Destination Ocean Imagination Express	Ed. Tech. Assoc.	TJL
Destination Rainforest Imagination Express	CCV Software	TJL
Digital Studio	Broderbund	TJL
Essential Puzzles	Tom Snyder Prods.	TJL
Eyewitness Children's Encyclopedia	Scholastic Book Club	TJL
Fortres 101	Fortres Grand Corp.	TJL
Fraction Attraction	Sunburst	TJL
Grade Quick	Jackson SW	TJL
Graphers	Sunburst	TJL

<b>Software Program Title</b>	<b>Software Publisher</b>	<b>Building</b>
Hemera Photo Objects Gallery for HP	Hemera	TJL
I love Math	CCV Software	TJL
I love Phonics	CCV Software	TJL
Ice Cream Truck	Sunburst	TJL
Imagine It 111,000	Ntl School Products	TJL
Inspiration	Inspiration	TJL
Kid Pix Deluxe 3	Riverdeep/TLC	TJL
Kidspiration	PC University	TJL
Leonardo the Inventor	From Carol Ann Walsh	TJL
Master Guru Grade 3	Harbortown Games	TJL
Master Guru Grade 4	Harbortown Games	TJL
Master Guru Grade 4	Harbortown Games	TJL
Master Guru Grade 5	Harbortown Games	TJL
Master Guru Grade5	Harbortown Games	TJL
Math Arena	Sunburst	TJL
Math Munchers Deluxe	Riverdeep/TLC	TJL
Math Munchers Deluxe	Riverdeep/TLC	TJL
Math Munchers Deluxe	Riverdeep/TLC	TJL
Microsoft Front Page	Microsoft	TJL
Microsoft Encarta Reference Suite 2001	Scholastic Book Club	TJL
Microsoft Office 2000 Pro	Microsoft	TJL
Microsoft Office 2003 Pro	Microsoft	TJL
Microsoft Office XP 2003 Pro	Microsoft	TJL
Microsoft Office XP Pro	Microsoft	TJL
Microsoft Publisher 2002	Microsoft	TJL
Microsoft Publisher 2002	Microsoft	TJL
Microsoft Publisher 2003 Pro	Microsoft	TJL
Microsoft Publisher 98	Microsoft	TJL
Microsoft Publisher V.7	Microsoft	TJL
Microsoft Windows XP Pro	Microsoft	TJL
Mind Twister Math	Scholastic Book Club	TJL
Missing Links	Sunburst	TJL
Multipedia	Broderbund	TJL
My First Amazing World Explorer 2.0	National School Products	TJL
Norton System Works 200 v 3.0	Norton	TJL
Penny Panda's Sticker Store	Micrograms	TJL

<b>Software Program Title</b>	<b>Software Publisher</b>	<b>Building</b>
Photo Suite 4 Platinum	Education Res.	TJL
Photoshop	Adobe, Inc.	TJL
Pondering Problems	Micrograms	TJL
Print Shop	Riverdeep/TLC	TJL
Print Shop Premier Edition 5.0	Broderbund	TJL
Reading A-Z	Reading A-Z.com	TJL
Reading for Meaning	Tom Snyder Prods.	TJL
Rocky & Bullwinkle Know It All Quiz Master	Sunburst	TJL
School House Rock Grammar Rock	School House Rock	TJL
School House Rock Math Essentials	School House Rock	TJL
School Zone Math	CCV Software	TJL
Stanley's Sticker Stories	Riverdeep/TLC	TJL
Storybook Weaver	Riverdeep/TLC	TJL
Storybook Weaver	Riverdeep/TLC	TJL
Tesselmania	Riverdeep/TLC	TJL
The Amazon Trail	The Learning Company	TJL
The American Heritage Talking Dictionary	Softkey	TJL
The Art Lesson		TJL
The Graph Club	Tom Snyder Prods.	TJL
TimeLiner 5.0	Tom Snyder Prods.	TJL
Top Readers Club	CCV Software	TJL
Type to Learn	Sunburst	TJL
Type to Learn 3	Sunburst	TJL
Type to Learn 3	Sunburst	TJL
United Streaming	United Streaming	TJL
Video Blender	Tech4learning	TJL
Where in the World is Carmen San Diego	Riverdeep/TLC	TJL
Wide World of Animals	Creative Wonders	TJL
Wild West Math	Micrograms	TJL
Word Zapper	Micrograms	TJL
World Book 1999	W/IBM Laptops	TJL
Zoombini's Logical Journey	Riverdeep/TLC	TJL

## **SOFTWARE INVENTORY**

### **Oldfield Middle School and Harborfields High School**

<b>Software Program Title</b>	<b>Software Publisher</b>	<b>Building</b>
Ainsworth Keyboard Trainer	Ainsworth & Partners	HS
AutoCad 2004	Autodesk	HS
AutoDesk Cad 8.0	Autodesk	MS
Building Homes of Our Own	National Association of Home Builders	HS
Inspiration 7	Inspiration	MS
Kid Pix Deluxe	Riverdeep	MS
Kidspiration	Inspiration	MS
Math ExamGen	EXAMgen	HS
MathType Pro	Design Science	HS
Mavis Beacon Type	Broderbund	MS
Microsoft Office 2003 Pro	Microsoft	HS, MS
Model Smart v1.62	Pre-Engineering Software Corporation	MS
Rollercoaster Tycoon	Atari	MS
Social Studies ExamGen	EXAMgen	HS
Sound Forge XP	Sonic Foundry	MS
Test Wizard	Eduware	HS
TypingMaster	TypingMaster	HS
Ulead Video Studio	Ulead Systems	MS
Adobe Creative Suite	Adobe	HS

## Appendix 4

### Professional Development Inservice Courses

#### **Microsoft Applications-Part 1**

This course will use hands-on methods to help users improve current skills in Microsoft Word, Excel, and PowerPoint. Learners will be taught how to use various toolbars, shortcuts, and procedures to enhance documents quickly and efficiently. Participants will also become familiar with using graphics, tables, charts, drawing objects, mailing components, and smart tags.

#### **Microsoft Applications-Part 2**

This course will use hands-on methods to provide users with working knowledge of advanced Microsoft Word, Excel, and PowerPoint features. Learners will use previous knowledge to complete a series of hands-on interactive activities. This course will focus on using all programs in the Microsoft Office Suite interchangeably, exploring common and advanced features, and incorporating the Internet into Microsoft Office.

#### **Creating Instructional DVDs**

Creating instructional DVDs is a powerful teaching tool that can be integrated into any K-12 classroom. Students can have access to review any lesson or any part of a lesson at any time. Teachers will become familiar with a digital video camera, will shoot a lesson of their choice, and download the footage into video editing software. From there, teachers will edit the video clips, add titles, text, music, and pictures. Teachers will learn how to make their own professional looking DVDs that include backgrounds, chapters, and music. Chapters of the DVD can be broken down into different aspects of the lesson. No experience is necessary.

#### **Digital Storytelling**

In this class we will be using Photo Story 3 to create a video using digital images. We will be working with special effects, soundtracks, narration, and captions to bring your pictures to life.

#### **Web Quests for the Classroom Teacher**

In this course we will learn to use Microsoft Publisher to create classroom Web Quests. Web Quests are used for developing prior knowledge, researching a topic, or for helping students explore extra content that helps support a class topic. In this course you will learn how to: design a basic webpage, create a basic website with several pages, create hyperlinks, use clip art, and learn fundamentals of posting a webpage on the internet.

## **Using a SMART Board**

This course is designed to explore multiple uses of the SMART Board interactive whiteboard. Students will participate in hands-on exercises that guide them through the features of the SMART Board to enhance instruction, comprehension and presentations.

# Appendix 5

## Professional Development Technology Survey

The technology committee is in the process of planning professional development courses/workshops. Therefore, we would appreciate your input relative to the following questions:

1. In planning professional development, several options may be offered. Therefore, please indicate (✓) which option is best for you:

Time Period	Inservice Credit (15 Hours)	Workshop (1-3 Hours)	Not At This Time
Fall (September–December)			
Spring (February–May)			
Summer (First or last week)			

2. Please indicate **Technology** topics of interest for future professional development:

### SMART BOARD TRAINING

1. Do you currently have a **SMART Board** in your classroom:  
 Yes  
 No
2. Would you be interested in having a **SMART Board** in your classroom:  
 Yes

\_\_\_\_\_  
(Your Name/School/Grade Level/Subject)

No

3. Would you be interested in participating in a **SMART Board** inservice course or workshop:  
 Yes  
 No

Other comments:

\_\_\_\_\_  
\_\_\_\_\_

Name: (Optional) \_\_\_\_\_

# Appendix 6

## Harborfields Central School District **TECHNOLOGY ASSESSMENT**

Competency	Level of Proficiency		
	1	2	3
<b>Technology Awareness</b>			
Apply and integrate technology within the curriculum			
Utilize technology to support instruction			
Understand technological terminology			
<b>Instructional Integration and Management</b>			
Select technology appropriate to individual's learner's needs			
Collaborate with peers to design interdisciplinary projects			
Develop units of study supported by technology			
Incorporate applications which develop problem-solving skills			
Encourage interactive learning experiences			
Plan technology-related assignments			
Facilitate technology-enhanced experiences that address content			
Use technology to support learner-centered strategies that address the diverse needs of students			
<b>Assessment and Evaluation</b>			
Apply technology in assessing student learning of subject matter using a variety of assessment tools			
Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instruction practices and maximize student learning			
Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity			

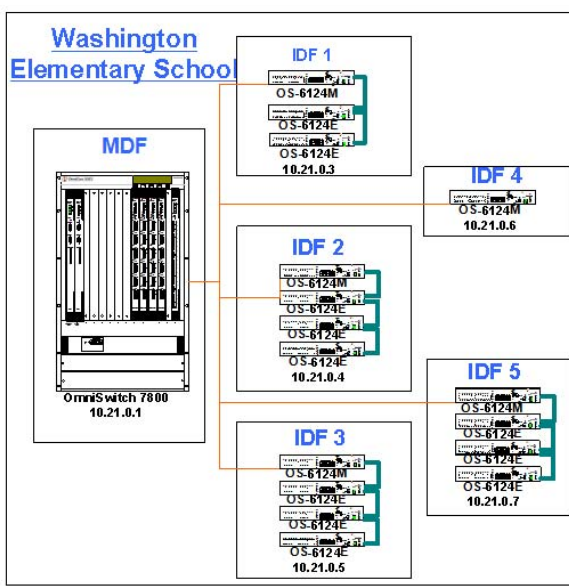
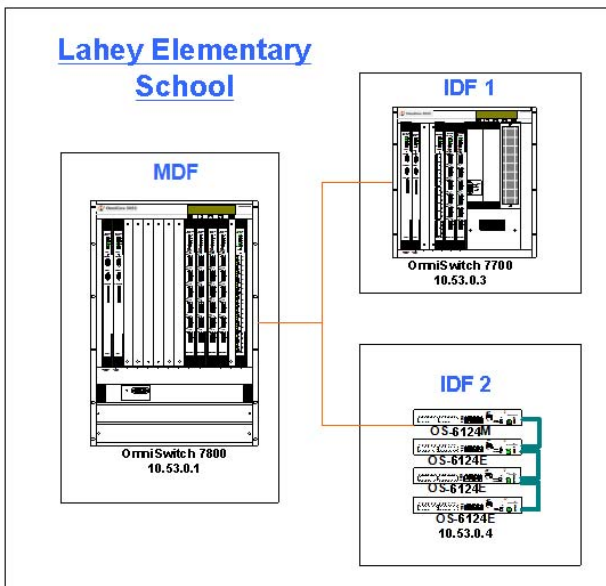
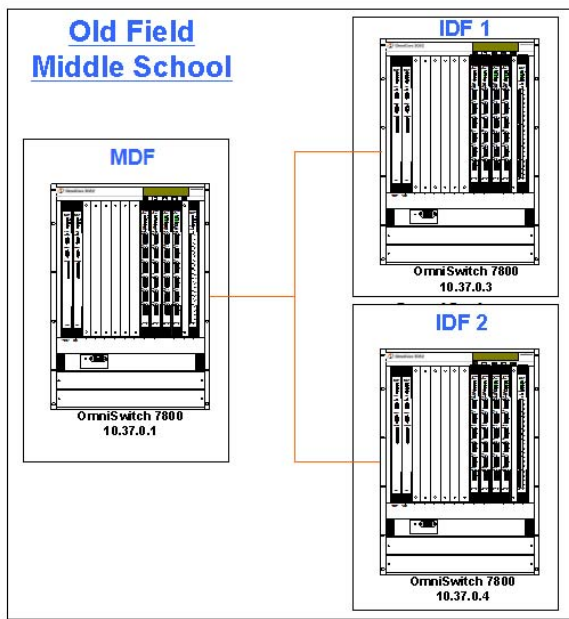
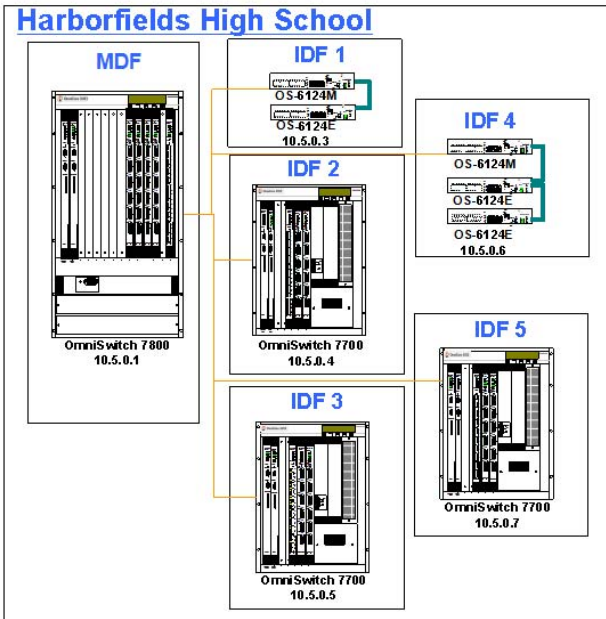
Level 1 - Not Yet Mastered

Level 2 - Approaching Mastery

Level 3 - Mastered

# Appendix 7

## Harborfields UFSD



## Appendix 8

### NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) FOR TEACHERS

All classroom teachers should be prepared to meet the following standards and performance indicators.

#### I. TECHNOLOGY OPERATIONS AND CONCEPTS

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- 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.

#### II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- 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.

#### III. TEACHING, LEARNING, AND THE CURRICULUM

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- 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.
- D. manage student learning activities in a technology-enhanced environment.

#### **IV. ASSESSMENT AND EVALUATION**

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- 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.

#### **V. PRODUCTIVITY AND PROFESSIONAL PRACTICE**

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- 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.

#### **VI. 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:*

- 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.

# Appendix 9

## NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) FOR STUDENTS

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

### **Technology Foundation Standards for Students**

#### **1 Basic operations and concepts**

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

#### **2 Social, ethical, and human issues**

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

#### **3 Technology productivity tools**

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

**4 Technology communications tools**

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**5 Technology research tools**

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

**6 Technology problem-solving and decision-making tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

**Appendix 10**

**STUDENT  
COMPETENCIES**

# Appendix 11

## COMPUTER NETWORK USE

The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms solely for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning various software applications and through online databases, bulletin boards and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the district's computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility.

The Superintendent of Schools shall establish regulations governing the use and security of the district's computer network. All users of the district's computer network and equipment shall comply with this policy and those regulations. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

The Superintendent shall be responsible for designating a computer network coordinator to oversee the use of district computer resources. The computer coordinator will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

The Superintendent, working in conjunction with the designated purchasing agent for the district, the computer network coordinator and the instructional materials planning committee, will be responsible for the purchase and distribution of computer software and hardware throughout district schools. They shall prepare and submit for the Board's approval a comprehensive multi-year technology plan which shall be revised as necessary to reflect changing technology and/or district needs.

Adoption date: September 20, 2000

Revised: June 18, 2008

## **COMPUTER NETWORK USE REGULATION**

The Harborfields Central School District is now offering Internet access for student and staff use. This document contains the Acceptable Use Policy for use of the district's electronic communications network including Internet access.

### **I. Introduction - What is the Internet?**

The Internet is a vast "electronic highway" connecting millions of computers all over the world, and millions of individual users. Users of the Internet have access to files, documents, software, and research information on other people's computers. The Internet is comprised of, and not limited to, such resources as E-mail, World Wide Web, File Transfer Protocol (FTP), TelNet, Gopher, Newsgroups, and other electronic resources. Internet access in the district will include some or all of these resources.

### **II. Educational Purpose**

The educational purpose of the district's system is to assist in preparing students for success in life and work in the 21<sup>st</sup> century, by providing them with limited electronic access to a wide range of information for research, and the ability to communicate with people around the globe. The term "educational access" includes, but is not limited to, classroom and/or lab activities, supporting and enhancing curriculum through technology, career development, and limited high quality self-discovery activities. In addition, the system will be used to increase district intra communication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information. The district system will also assist the district in sharing information with the local community including parents, social service agencies, government agencies, and businesses.

### **III. How Harborfields Students and Staff Will Access the Internet**

In order for the Harborfields Central School District to connect all computers throughout the district to the Internet, a Wide Area Network (WAN) has been created which connects several existing district Local Areas Networks (LAN) together. With electronic access to large numbers of computers and people also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The school district has taken precautions to restrict access to controversial materials by filtering inappropriate Internet content and availability through filtering software. However, on a global network, it is impossible to control all materials and an industrious user may discover controversial information. The school district firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district. The smooth operation of the network relies upon the proper conduct of the user who must adhere to strict guidelines. These guidelines, outlined in the subsequent paragraphs, are provided so that users are aware of the responsibilities they are about to acquire.

### **VI. Network Use Guidelines**

The school district network facilities are to be used in a responsible manner in accordance with the philosophy of the district. Communications on the network are often public in

nature. General school rules for behavior and communications apply (Board Policy - Student Conduct and Discipline). Users must acknowledge in writing (see attached forms) their understanding of the general policy and guidelines as a condition for using the network. Failure to adhere to this policy and its guidelines may result in suspending or revoking the privilege of network access and/or student or staff discipline. Acceptable uses of the network are activities that support learning and teaching. All communications and information accessible via the network should be assumed to be property of the provider and/or the school district.

## 1. System Security

- a. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his/her password to another student or unauthorized district staff member.
- b. Users will immediately notify the system administrator or teacher if they have identified a possible security problem.
- c. Users will avoid the inadvertent spread of computer viruses by following the district virus protection procedures.
- d. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet/Computer Network.

## 2. Staff Use Guidelines

All members of the professional staff including administrators, teachers, and support staff are expected to use their e-mail to communicate with colleagues within the district for the following purposes:

- a. notification of upcoming meetings
- b. responding to communications from fellow staff members
- c. general reminders or announcements

It is expected that e-mail, delivered by the district's server, will be utilized to serve professional educational purposes and will not be used for recreational or personal use.

E-mail messages should be viewed regularly throughout the school day. Responses to such e-mails should occur within a 24 hour time period or within a reasonable period of time following receipt of the e-mail. However, a response to e-mail messages received after business hours, during weekends, and vacations, may occur upon your return to school.

E-mail messages may be transmitted to an individual or group by using the global address book to locate addresses.

In responding via e-mail, it is essential that the following guidelines be taken into consideration to ensure the message is effectively communicated:

- a. tone of the message should be appropriate and cordial
- b. proper grammar and spelling should be used at all times

E-mail communication with parents represents another effective method for supporting students and may be used for the following purposes: notification or confirmation of a meeting or general reminders. However, this communication is not intended to replace established building procedures relative to items that require original parent signatures, including but not limited to: approval for field trips, absence/tardiness, early dismissal, bus notes, and pick-up notes. The following guidelines will assist parents and staff with this process:

Response to an e-mail will generally be in the form of an e-mail but could be a phone call or written note.

In responding to an e-mail, it may be necessary to indicate that a follow-up phone call or meeting will be scheduled to further address the content discussed in the e-mail. E-mail is not intended to replace all personal contact.

In the event of a student absence of one or two days, the student should continue to consult with a fellow classmate, at the middle school and high school levels, to inquire about missed class work or homework. At the primary or elementary level, the parent should continue to contact the main office for missed assignments. However, the assignments will need to be picked up from the school.

For extended absences of three days or more, the parent may contact the teacher via e-mail to request assignments. However, if the nature of the material is in a format that cannot be e-mailed, the assignments will be forwarded to the main office for the parent to pick-up. Individualized assistance to students or parents will not be offered via e-mail.

Information that may be confidential in nature such as, but not limited to, performance on an exam, student evaluations, medical information, or personal information, should not be communicated via e-mail.

Requests that are time-sensitive should be submitted in the form of a written note or via phone contact.

E-mail communication guidelines will be forwarded to staff and parents to outline the district's expectations relative to this process.

It is not necessary to "cc" (copy) parent-to-teacher and teacher-to-parent e-mail to the building administrators. However, in the event a staff member receives an inappropriate e-mail, it may be forwarded to an administrator.

## V. Student Internet Access

### 1. Privileges

All students in the school district will have access to Internet resources through their classroom, library, or school computer lab. The use of the

Internet/Computer Network is a privilege, not a right, and inappropriate use will result in cancellation of that privilege. Any problems and/or questions must be directed to the superintendent or such designee. The superintendent, administration, and faculty of the district may deny, revoke or suspend specific user accounts at their discretion for any misuse or violation of this policy. Individuals have full responsibility for the use of their accounts. Account users are responsible for maintenance of their accounts. The superintendent or designee will conduct at least yearly review of all accounts to determine adherence to this policy.

## 2. E-Mail

Students may have limited access to e-mail for educational purposes. All students will have e-mail access only under their teacher's direct supervision using a classroom account. No individual student e-mail accounts will be given out. Users will note that e-mail and data files are not guaranteed to be private. District personnel who operate and maintain the systems do have access to all mail and data. Messages or other electronic data relating to or in support of illegal activities will be reported to the appropriate authorities.

## 3. Unacceptable Uses of the Internet/Computer Network

The use of the Internet and the Harborfields Computer Network must be in support of education and research, and be consistent with the educational goals of the district. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any state regulation is prohibited. Inappropriate and unacceptable uses of the Internet and Harborfields Computer Network include, but are not limited to, the following:

- a. Using the network for commercial activity including advertising or political lobbying without district approval.
- b. Infringing on any copyrights, materials protected by trade secrets or other intellectual property rights including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- c. Using the network to receive, transmit or make available to others text or pictures using inappropriate, lewd, obscene, profane, vulgar, inflammatory, or defaming language.
- d. Using another user's account and/or password.
- e. Attempting to read, delete, copy or modify the electronic mail (E-mail) of other system users and/or deliberately interfering with the ability of other system users to send/receive e-mail.
- f. Forging or attempting to forge e-mail messages.
- g. Engaging in vandalism. (See Section VII)
- h. Using the network to send anonymous messages or files.
- i. Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
- j. Revealing the personal address, telephone number, credit card number, e-mail address or other personal information of oneself or another person.

- k. Using the network for sending and/or receiving personal messages.
- l. Intentionally disrupting network traffic, crashing, or attempting to crash the network and/or connected systems.
- m. Installing personal software or using personal disks on the district's computers and/or network without the permission of the appropriate district official or employee.
- n. Using the district computing resources for commercial or financial gain or fraud.
- o. Stealing data, equipment or intellectual property.
- p. Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- q. Use, installation, or downloading of encryption software.
- r. Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- s. Using the network while access privileges are suspended or revoked.
- t. Using the network and e-mail account(s) to post chain letters or engage in spamming. Spamming is sending an annoying or unnecessary message to large numbers of people.
- u. Using the network to download large files without permission.
- v. Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette (see related sections below).

## VI. Acceptable Use Rules

1. Users of the network are expected to abide by the accepted rules of network etiquette. These include, but are not limited to, the following.
  - a. Appropriate Language
    - Be polite. Do not become abusive in messages to others.
    - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
  - b. Personal Security
    - Do not reveal personal contact information (address, phone number, school address, work address, etc.) or the personal contact information of any district employee, student, worker, or any other persons.
    - Do not transmit pictures of oneself to other people.
    - Do not agree to meet with someone met while online.
  - c. Illegal Activity
    - Illegal activities are strictly forbidden.
    - Do not use the network with anyone else's account and/or password.
    - Do not use the district system to engage in other illegal acts such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

#### d. Respect for Privacy

- Keep in mind that all communications and information via the network should be assumed to be private property of the school district.
- E-mail is not guaranteed to be private.
- Do not post private information about another person.
- Do not re-post a message that was sent privately without permission of the person who sent the message.
- Do not transmit personal photographs or likenesses of other individuals.

#### e. Plagiarism and Copyright Infringement

- Do not plagiarize works found on the Internet. Plagiarism is taking the ideas, pictures, or writings of others and presenting them as if they are original. Respect the rights of copyright owners.
- If unsure whether or not to use a work or picture, request permission from the copyright owner.

#### f. Access to Inappropriate Material

- Do not use the district network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination toward other people (hate literature). A special exception may be made for hate literature if the purpose of the access is to conduct research and both the teacher and parent/guardian have approved.
- If inappropriate materials and/or information are mistakenly accessed, the teacher should immediately be notified. This will protect the user against a claim that the user intentionally violated this Internet/Network Use Policy.
- Inform the superintendent or designee if a security problem on the network is identified.

### VII. Vandalism

Vandalism will result in the cancellation of privileges. Vandalism includes, but is not limited to, any malicious attempt to harm or destroy district equipment, software, or that of another user, the Internet or any agencies or other networks that are connected to the Internet. This includes, but is not limited to, writing on computer equipment and the uploading or creation of computer viruses. In the case of vandalism to district equipment, the user and/or parent/guardian will be financially responsible for reimbursing the district for repair or replacement of said equipment. The same rules apply to vandalism of district property and equipment as stated in the district policy.

### VIII. District Web Site

The school district has a web site at <http://www.harborfieldscsd.net> that is maintained by the superintendent and/or designee. Under no circumstances shall any student modify, create,

post, upload, transmit, receive, or make available to others any material to be included on this web site without the permission of the appropriate district employee.

The school district may decide to post student names, work, pictures, projects, etc. on the district web site as a celebration of our students' educational achievements. In accordance with the "Release of Directory Information Under the Federal Family Educational Rights and Privacy Act," as stated in the official school calendar, the School district may use certain directory information pertaining to students within the pages of the official Harborfields web site. Any personally identifiable information pertaining to students, other than directory information will be used only with the prior written permission of parents/guardians.

## IX. Users' Rights

The user's right to free speech, as set forth in the Board Policy - Student Conduct and Discipline, applies also to communication on the Internet. The Harborfields computer network is considered a limited forum, similar to the school newspaper, and therefore, the district may restrict speech for valid educational reasons.

Users should expect only limited privacy in the contents of personal files on the district network system. The situation is similar to the rights in the privacy of a locker. Personal files remain property of the school district.

Routine maintenance and monitoring of the Harborfields computer network may lead to discovery that a user has violated the Internet/Network Use Policy, the Board Policy on Student Conduct and Discipline, or the law.

An individual search may be conducted if there is reasonable suspicion that a user has violated this Internet/Network Use Policy or the law.

Parent(s)/guardian(s) may have the right at any time to request to see the contents of their child's personal files on the network. This may or may not include e-mail messages.

The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the Harborfields computer network.

In the event there is a claim of violation of this policy in use of the Harborfields computer network, the user will be provided with a written notice of the suspected violation and an opportunity to present an explanation.

If the violation also involves a violation of other provisions of the Board policy - Student Conduct and Discipline, it will be handled in a manner described in the Board policy - Student Conduct and Discipline. Additional restrictions may be placed on the use of Internet/Network accounts.

## X. Limitation of Liability

The district makes no guarantee that the functions or the services provided by or throughout the district system will be error-free or without defect. The district will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information

obtained through or stored on the system. The district is not responsible for financial obligations arising through the unauthorized use of the system.

#### XI. Personal Responsibility

When using the Harborfields computer network, it may feel as though one can more easily break a rule and not get caught. This is not really true because whenever something is done on the network, little electronic footprints are left, so the odds of getting caught are really about the same as being in the real world. But the fact that an individual can do something or think he/she can do something without being caught does not make it right to do so.

#### XII. Parental Consent

Parent/guardians of a child or children in the school district should understand that this Internet/Computer network access is designed for educational purposes. School district has taken precautions to eliminate controversial material. However, parent/guardians should also recognize that it is impossible for Harborfields to restrict access to all controversial materials and is not responsible for materials acquired on the network.

Parents must return the Harborfields Internet/Network Use Agreement (see attached) to your child's Building Principal in order for your child to participate on the Harborfields Internet and computer network.

Adoption date: September 20, 2000

Reviewed: June 18, 2008

## COMPUTER NETWORK USE EXHIBIT

(School Letterhead)

Dear Parents:

The Harborfields Central School District would like to offer your child access to our educational computer network which can enhance your child's education. Your child will have access to various software applications, hundreds of databases, libraries and computer services from all over the world through the Internet and other electronic information systems. The Internet also grants your child the opportunity to reach out to many other people to share information, learn concepts, and research subjects by the sending and receiving of messages using computer, modem and phone lines.

With this educational opportunity also comes responsibility. It is important that you and your child read the enclosed district policy and Internet/Network Agreement forms and discuss these requirements together. When your child is given an account and allowed to use the computers, it is extremely important that the rules are followed. Inappropriate network use will result in the loss of the privilege to use this educational tool.

In spite of our efforts to establish rules and regulations for the district's computer network, please be aware that there may be material or communications on the Internet or other networks that district staff, parents, and students would find objectionable which the district may be unable to filter out. In addition, there are certain commercial services available on the Internet which may result in costs to the user. Any charges imposed regarding such services will be the user's responsibility.

We encourage parents to actively participate in the learning experiences that the resources of the Internet will enhance. Please return the attached agreement form(s) to your child's Building Principal indicating your permission for your child to participate in the district's computer network. Access to the Harborfields Internet/Computer Network will be withheld until the Internet/Network Use Agreement is returned.

Very truly yours,

Deputy Superintendent

Adoption date: July 10, 2001  
Reviewed: June 18, 2008

## COMPUTER NETWORK USE EXHIBIT



### INTERNET/NETWORK USE AGREEMENT

As the parent/guardian of this student, I have read the Internet/Network Use Policy. I understand that this access is designed for educational purposes and that the Harborfields Central School District has taken precautions to eliminate controversial materials, and I will not hold the district or the Board of Education responsible for materials my child may acquire on the network. Further, I am aware that there are commercial services available on the Internet and any charges incurred by me or my child regarding such services will be my responsibility and not the district's.

I also release the district from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the system.

I hereby give permission to the Harborfields Central School District to issue an account for my child.

Student's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian's Name: (please print) \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adoption date: July 10, 2001  
Reviewed: June 18, 2008

## COMPUTER NETWORK USE EXHIBIT – FOR STAFF



The Harborfields Central School District has given me access to its computer network and/or has set up an E-mail account in my name. When using this account, I clearly understand:

The account is the property of the school and the Internet Provider Service. The school may view and/or delete any, and all, material I save, transmit, receive, or momentarily view. I have **NO RIGHT TO PRIVACY** on this system.

There is **NO ABSOLUTE RIGHT TO FREE SPEECH** using the school's computer resources.

I will use the account only for limited educational (professional) purposes.

I will not transmit nor solicit materials that are violent, sexually oriented, or discriminatory in nature.

I will not harass anyone nor send anyone unwanted correspondence.

I will not participate in any illegal activity.

I will not hold the school liable for loss of data or interruptions of service, the accuracy or quality of information obtained through the school's system, or any financial obligations arising through the unauthorized use of the school's computer resources.

**Staff Member's Name:** (please print) \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Adoption date: July 10, 2001

Reviewed: June 18, 2008

## COMPUTER NETWORK USE EXHIBIT – FOR STUDENTS



### STUDENT CODE OF COMPUTER CONDUCT

When using the school's computer network system/Internet account, I promise:

Never to give out any personal information (name, address, phone, e-mail, gender, etc.)

Never to give out another person's personal information

Never to try to set up or accept an invitation to a meeting with anyone

Never to buy or sell anything online

Never to access or transmit sexually explicit material

Never to access or transmit violent material

Never to harass or annoy anyone through messages or postings

Never to access or transmit discriminatory material (racist, sexist, or prejudicial)

Never to try to disarm any software or hardware used to protect the school's computer system

Never to use software, hardware, or disks that I am not allowed access to (hacking)

Never to plagiarize (treat other people's words or ideas as my own)

Never to violate copyright law (copy another person's work illegally or use their work like it is my own without the proper permission of my teacher)

Never to download or upload any material without my teacher's permission

Never to transmit material (e-mail or other Internet postings) unless under the direct supervision of my teacher

Always to be respectful of people and the equipment

Never to do or say anything using the computer that I could not do or say in my teacher's presence

I understand:

That I may only use the school's computer system for limited educational purposes that the school may limit my access to materials on the system.

That my teachers, Building Principal, or other authorized people may see anything I save, access, transmit, or use at any time

That I will tell my teacher, Principal, or other authorized person when I have seen any pornographic, violent, discriminatory, or other material that makes me feel uncomfortable

That I will tell my teacher, Principal, or other authorized person when I have been asked for a meeting or personal information while using the network/Internet

If I violate any of these rules, I will face disciplinary action. This action may include removal from the system temporarily or permanently. I also realize that I may face more serious consequences depending on the seriousness of my offense under the district's or school's disciplinary rules.

I have read, understand, and agree to this student code of computer conduct,

Student's Name: (please print): \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Adoption date: July 10, 2001

Reviewed: June 18, 2008

# Appendix 12

## INTERNET SAFETY POLICY

The Board of Education is committed to undertaking efforts that serve to make safe for children the use of district computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and
- minors to visual depictions that are obscene, child pornography, or harmful to minors as defined in the Children's Internet Protection Act.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee.

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The computer network coordinator designated under the district's Computer Network or Acceptable Use Policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's Acceptable Use Policy. Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

Ref: Public Law No. 106-554  
47 USC §254  
20 USC §6801

Adoption date: June 18, 2008

## Appendix 13

### Guidelines For Staff Use of E-Mail

The Board of Education policy #4526-R, Computer Network Use Policy Regulation, relative to the educational purpose of internet access designates the following:

*The educational purpose of the district's system will assist the district in sharing information with the local community including parents, social service agencies, government agencies, and businesses.*

In this regard, the following guidelines are established to maximize the effectiveness of e-mail to communicate with the intended parties.

2. All members of the professional staff including administrators, teachers, and support staff are expected to use their e-mail to communicate with colleagues within the district for the following purposes:
  - a. notification of upcoming meetings
  - b. responding to communications from fellow staff members
  - c. general reminders or announcements

It is expected that e-mail, delivered by the district's server, will be utilized to serve professional educational purposes and will not be used for recreational or personal use.

3. E-mail messages should be viewed regularly throughout the school day. Responses to such e-mails should occur within a 24 hour time period or within a reasonable period of time following receipt of the e-mail. However, a response to e-mail messages received after business hours, during weekends, and vacations, may occur upon your return to school.
4. E-mail messages may be transmitted to an individual or group by using the global address book to locate addresses.
5. In responding via e-mail, it is essential that the following guidelines be taken into consideration to ensure the message is effectively communicated:
  - a. tone of the message should be appropriate and cordial
  - b. proper grammar and spelling should be used at all times
6. E-mail communication with parents represents another effective method for supporting students and may be used for the following purposes: notification or confirmation of a meeting or general reminders. However, this communication is not intended to replace established building procedures relative to items that require

original parent signatures, including but not limited to: approval for field trips, absence/tardiness, early dismissal, bus notes, and pick-up notes. The following guidelines will assist parents and staff with this process:

- a. Response to an e-mail will generally be in the form of an e-mail but could be a phone call or written note.
- b. In responding to an e-mail, it may be necessary to indicate that a follow-up phone call or meeting will be scheduled to further address the content discussed in the e-mail. E-mail is not intended to replace all personal contact.
- c. In the event of a student absence of one or two days, the student should continue to consult with a fellow classmate, at the middle school and high school levels, to inquire about missed class work or homework. At the primary or elementary level, the parent should continue to contact the main office for missed assignments. However, the assignments will need to be picked up from the school.
- d. For extended absences of three days or more, the parent may contact the teacher via e-mail to request assignments. However, if the nature of the material is in a format that cannot be e-mailed, the assignments will be forwarded to the main office for the parent to pick-up. Individualized assistance to students or parents will not be offered via e-mail.
- e. Information that may be confidential in nature such as, but not limited to, performance on an exam, student evaluations, medical information, or personal information, should not be communicated via e-mail.
- f. Requests that are time-sensitive should be submitted in the form of a written note or via phone contact.
- g. E-mail communication guidelines will be forwarded to staff and parents to outline the district's expectations relative to this process.
- h. It is not necessary to "cc" parent-to-teacher and teacher-to-parent e-mail to the building administrators. However, in the event a staff member receives an inappropriate e-mail, it may be forwarded to an administrator.

