



Educational Technology Plan

November 2009 – November 2012

Unatego Central School District
<http://www.unatego.org>
2641 State Highway 7
Otego NY 13825



Mission

Administer an innovative technology plan that allows students to maximize their learning potential while exceeding the expectations of our community, school officials, and staff through the integration of cutting edge technologies.

Introduction

At Unatego CSD, we are dedicated to enhancing education through technology. Archived documents show that the actual planning process for technology integration in the Unatego Central School District was initiated in the year 1993. Since then, the plan has been visited on a regular basis and is now being well documented. At Unatego CSD, we are consistently utilizing information available to us through the National Educational Technology Standards Projects web page.

Unatego CSD services residents who live in Unadilla, Wells Bridge, Franklin, and Otego. Our school district has two elementary schools, a middle school, and a high school.

Otego Elementary School

- Location: 353 Main Street, Otego, NY, 13825-3251
- Number of Staff: 59
- Number of Students: 230
- Grade Level: K – 5

Otego Elementary School is in similar group number 10 which are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary level schools in these districts.

Unadilla Elementary School

- Location: 265 Main Street, Unadilla, NY, 13849
- Number of Staff: 56
- Number of Students: 221
- Grade Level: K – 5

Unadilla Elementary School is in similar group number 11 which are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary level schools in these districts.

High School / Middle School

- Location: 2641 State Highway 7, Otego, NY, 13825
- Number of Staff: 112
- Number of Students: 619
- Grade Level: 6 - 12

The High School / Middle School are in similar group number 46 which are secondary level

schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

Technology Committee

Otego Elementary School

- Tim Ryan – Principal
- Terri Horan – LTA
- David Fish – Technology Director

Unadilla Elementary School

- Gary Guidici – Principal
- Elaine Reed – Teacher
- Steven Hine – Teacher
- Ronald Luetzger – Teacher
- Melissa Joyce – LTA
- David Fish – Technology Director

High / Middle School

- Julie Lambiaso - Principal
- Prudence Danforth – Librarian
- Patti Hoyt – Teacher
- Lori Keyser – Teacher
- Marcy Anderson – Teacher
- David Fish – Technology Director

District Technology Committee

- Charles Molloy – Superintendent
- Nick Rosas – School Business Official
- Dave Fish – Technology Director
- Tim Ryan – Principal
- Terri Horan – LTA
- Gary Guidici – Principal
- Melissa Joyce – LTA
- Julie Lambiaso – Principal
- Patti Hoyt – Teacher
- Theresa Rajner – Teacher
- Marilyn Klie – Director of Special Programs

Vision

We envision technology being utilized seamlessly and effectively in each educational setting within our district. Technology is a tool that can increase productivity and we want our students to be able to take advantage of it. With exposure to our cutting edge hardware and software, our students will undoubtedly be prepared for our technologically enabled world.

Overview

Technology! It has become the driving force in what has developed into a global society. There is hardly a facet of our lives, from the moment of our birth to the last shovel of dirt that is not touched in some way by technology.

Consider our reactions to technology today. We become frustrated when a communications link takes longer than a few seconds to complete, or when an ATM hesitates before delivering. With the phenomenal speed of communications comes a corresponding explosion of information that is available in that instant. Databases and spreadsheets abound, whole libraries are accessible remotely, and presentation media complete with “downloaded” graphics and sound can all be

accessed and electronically manipulated. One can see then, that the challenge in education is not only to keep our students abreast of that information, but also to afford them the opportunity to become competent in the use of the technology itself.

To successfully meet this challenge, Unatego CSD is continuing to move forward in a direction that will allow students, staff, and the community access to the most current tools of technology. Our intent is to open the instant, worldwide doors to information that will challenge the mind, encourage creativity, and lead to a more informed and intelligent populace. Our community will learn new ways of communicating and will have the ability to share its knowledge with others, both locally and globally.

Unfortunately, technology remains an expensive and unstable proposition with obsolescence taking place about every three years. This places an additional burden on local financial resources that are already strained and the subsequent political ramifications become costly.

Consequently, a sound infrastructure must be maintained and upgraded with the capability to continue functioning as peripheral equipment changes and technology advances. Additionally, a logical plan of growth and replacement devices must be identified. Once identified, the plan must be continuously reviewed and revised. Such is the focus of this technology plan.

Goals

For the future, Unatego CSD would like to develop a Comprehensive District Educational Plan and then incorporate it into our District Educational Technology Plan. The first two sets of goals would focus on academic performance in ELA and Math through all grades. These goals will emphasize meeting New York State Education Department Performance Standards, as measured by the assessments given at the respective grade levels. The third set of goals will focus on Health, Wellness and Safety Concerns geared to increasing knowledge of health and safety issues in the district for all students and staff. Currently, our fourth set of goals touches on our technology framework. Like spokes on wheel, they all play a part in the overall structure of our plan.

- Classroom Integration of Technology
- Evaluation of Technology for Education
- Administrative Requirements
- Professional Development
- Maintenance Schedules
- Business Requirements
- Infrastructure
- Hardware
- Software

Clearly, technology itself must not be the focus or an end, in and of itself, but rather what is important is how technology can be used to accomplish the academic and other performance goals that have been established. Technology provides a set of tools and resources to students and teachers that can expand learning opportunities, increase student motivation and empower teachers and students to learn in new ways. Technology also offers new ways to engage parents and others outside the school in a wider learning community.

Technology is no longer a separate curriculum but an appropriate part of every curriculum at every level.

Strategy

1. Awareness
 - a. NYCATE Conferences
 - i. NYSCATE connects you to a network of educators who are blazing new paths with educational technology.

- b. News and Media
 - i. NPR Radio frequently covers new technology and how it is being used in an organization.
- 2. Collaboration
 - a. Technology Committee Meetings
 - i. Discuss new found technology and how it would be effective in the classroom.
 - ii. A technology committee member will attend a vendor sponsored seminar in reference to the new found technology.
 - iii. Demo the new found technology if possible.
 - iv. Budget for new found technology.
 - v. Revise Technology Plan.
- 3. Integration
 - a. BOCES Model Schools.
 - i. Take advantage of onsite training solutions provided by BOCES.
 - b. Technology Committee members will provide assistance for new found technology.
 - i. Technology support staff will install, maintain, and support new found technology.
- 4. Evaluation
 - a. Pedagogical skills
 - i. Evaluated by the Principal and mentioned on classroom evaluation forms.
 - b. Surveys
 - i. Verbal surveys given from the Technology Director.
 - 1. A written survey will be considered for the future.

Our general goal is to provide our students with the technical skills they need to function well in our digital society. With so many devices, gadgets, and electronics available, we must align our choices with our curricula smartly. Through proper planning, our technology endeavors can be met for now and the future.

Curriculum

Expectations

The following describes the Technology Standards that the Unatego Central School District has developed for grades K – 12.

Grades Pre K – 2

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., including adaptive devices when necessary monitor, printer) to successfully operate computers, and other technologies.
 - a. Identifies important peripheral devices.
 - i. Power button on workstation.
 - ii. Power button on monitor.
 - iii. Keyboard.
 1. Practices with number keys, spacebar key, and enter key.
 2. Practices arrow keys, shift key, and delete key.
 3. Practices punctuation keys and caps lock.
 4. Practices proper spacing after words, punctuation
 - iv. Mouse.
 - v. Printer.
 - vi. Scanner.
2. Use a variety of media and technology resources for directed and independent learning activities.
 - a. Identifies keywords for research.

- b. Locates research resources.
- c. Analyzes data found from research.
- d. Uses library on-line catalog.
- 3. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
 - a. Kidspiration.
 - b. Microsoft Office 2003
 - i. Documents.
 - 1. Copy
 - 2. Paste
 - 3. Save
 - 4. Insert ClipArt
 - ii. Presentations.
 - 1. New Project
 - 2. Insert Pictures
 - 3. Create Slides
 - c. Math Munchers.
 - d. Reader Rabbit.
 - e. Fast Forward.
- 4. Work cooperatively and collaboratively when using technology.
 - a. Discuss acceptable behavior-working near a computer.
 - b. Demonstrates proper lab etiquette.
 - c. Demonstrates respect of computer work of others.
 - d. Properly handle diskettes and compact disk.
- 5. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Grade 3

- 1. Identifies peripheral devices.
 - a. Identifies and utilizes a scanner.
 - b. Identifies and utilizes a digital camera.
- 2. Is aware of the computer Operating System.
 - a. Create directories.
 - b. Understands a virus.
 - c. Identifies input/output processing.
 - d. Understands file structures.
- 3. Keyboarding
 - a. Reinforce use of numbers, spacebar and enter key.
 - b. Reinforce use of shift key.
 - c. Reinforce use of delete and arrow keys.
 - d. Reinforce use of punctuation keys and caps lock.
 - e. Reinforce use of proper spacing after words, punctuation.

Grade 4 -5

- 4. Identifies peripheral devices.
 - a. Identifies and utilizes various add-on devices.
 - i. USB portable drives.
- 5. Is aware of the computer Operating System.
 - a. Create directories.
 - b. Copy and Move files.
 - c. Removes directories and files.
 - d. Introduced to the types of viruses in existence.
 - e. Further understands file structures.
- 6. Is aware of the computer Network.

- a. Can save a file to a network folder.
- 7. Keyboarding
 - a. Identifies home row character (a,s,d,f,g,,h,j,k,l,).
 - b. Identifies other keyboard character (not home row).
 - c. Maintains hand control over home row.
 - d. Maintains hand control over keyboard.
 - e. Demonstrates proper reaches for alphabet keys.
 - f. Maintains eyes on copy, not keyboard.
 - g. Demonstrates proper touch-typing techniques.
 - h. Uses shortcuts in programs.
- 8. Articulates common uses of technology in daily life and the advantages and disadvantages those uses provide.
- 9. Uses technology resources for problem-solving, self-directed learning and extended learning activities.
- 10. Communicate about technology using developmentally appropriate and accurate terminology.
- 11. Use developmentally appropriate multi-media resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning and remediate skill deficits.
- 12. Works cooperatively and collaboratively when using technology.
- 13. Practices responsible use of technology systems and software.
- 14. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

Grade 6 - 12

- 1. Library
 - a. Online research available for student and staff use at 12 computers.
 - b. Access to personal home folder located on a network server.
 - c. Access to scanning and printing for Presentations.
 - d. Access to cable television system for educational resources.
 - e. Access to Internet enabled Library Automation System.
- 2. Computer Labs
 - a. Lab computers are monitored by classroom teachers using Visions.
 - b. Online access for business instruction
 - c. Internet access for web enabled distance learning.
 - d. Access to personal home folder located on a network server.
 - e. Access to a high volume networked printer.
 - f. Access to uniform software packages to aide computer lab instruction.
- 3. Technology Classroom
 - a. Online access for technology instruction.
 - b. Plotter capability.
 - c. Multimedia and Presentation instructional Mac computers.
 - d. Internet Access.
 - e. ZIP drives and CD burner capabilities for large file storage.
- 4. Art Classroom
 - a. Access to a Presentation computer.
 - b. Access to various picture editors.
 - c. Access to a color printer.
 - d. Internet Access for Art collaboration.
- 5. Science Classroom
 - a. Access to classroom mini lab computers.
 - i. Mini lab computers are monitored by classroom teachers using Visions.
 - b. Access to Internet resources.
 - c. Access to Internet resources.
 - d. Access to science software.
 - e. Access to laser printer.

- f. Access to personal home folder located on a network server.
- 6. General Classroom
 - a. 1 Teacher workstation per classroom.
 - b. Access to a permanent or mobile projector system.
 - c. Access to a permanent or mobile Interactive Whiteboard.
 - d. Access to a mobile Elmo.
 - e. Access to a shared networked printer.
- 7. Special Education Classrooms
 - a. Access to specific hardware designed to aide in the physical interaction of a computer for students with special needs.
 - i. Keyboards with large keys.
 - ii. Mice designed for physically challenged students.
 - b. Access to specific software designed to aide in the learning process for students with learning needs.
 - i. Fast Forward
 - c. Access to Internet resources.

District Administration

- 1. Administrative Services
 - d. District Office, Business Office, Nurses Office, Information Technology Office, Principals
 - i. Assigned a Laptop computer for mobile needs.
 - 1. Allows real-time interaction with relevant software during conferences.
 - 2. Allows mobile service.
 - 3. Allows work flexibility.
 - ii. Exclusive access to a quality Laser Printer
 - iii. Exclusive access to a quality Copier.
 - iv. Access to analog and digital communication devices.
 - v. Access to Handheld devices.
 - 1. Personal Digital Assistant

Curriculum Integration

Curriculum integration, with the use of technology, involves the infusion of technology as a tool to enhance the learning in a content area or multi-disciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it at a working level. The technology should become an integral part of how the classroom functions—as accessible as all other classroom tools.

Technology-based instructional materials and activities will be used in the delivery of the curriculum. However, we must initially evaluate the effectiveness of that technology and ensure that the students are the primary beneficiaries of the learning experience.

Curriculum integration should be a strong component in the staff development plan recommended above. All classroom teachers and support staff should have an understanding of how technology can be used (beyond drill and practice) to:

- 1. Enrich the learning experience
- 2. Even the learning field for students with special needs
- 3. Teach critical thinking
- 4. Promote teamwork
- 5. Involve parents and responsible community members

Teachers should be able to demonstrate their understanding through the creation of lesson plans that use technology to enhance learning. These lesson plans may be reviewed, published and

made accessible to all teachers in the district (perhaps through the use of the school's website).

Curriculum-based staff development activities conducted within the district will include a technology component so that teachers and other instructional staff are able to observe how technology can be used more effectively to enhance learning and curriculum content.

All curriculum-based software purchased for use in the District should be related to the New York State Standards, and student learning outcomes.

Student Achievement

To promote student achievement, the district will maintain computer labs in all schools with identified Teaching Assistants that have strong computer skills to work with teachers and students to integrate technology into the curriculum. After this has been accomplished, there will be the need for strong administrative directive that leads to evaluation and monitoring of computer teaching assistants, teachers, and students to ensure desired standards are being met.

Timeline:

- 2009 – 2010 – The district anticipates new computers for staff.
- 2010 – 2011 – The district anticipates more Interactive Whiteboards.
- 2012 – 2013 – The district anticipates continued professional development in all areas of technology, with heavy emphasis on Smartboard training.

Technology Delivery

Network

Unatego CSD delivers networking services to Students, Staff, and Administrators.

- Internet Access
- File Storage
- Access to GroupWise email
- 8e6 Technologies with CIPA compliancy enabled.

Software

- Microsoft Office
- Novell Open Office
- Inspiration
- Fast Forward
- Adobe Reader
- Media Player
- Specialized Software

World Wide Web

The use of distance learning to enhance the education of students in unique situations are being investigated and implemented where feasible. These situations could include creating new educational opportunities for staff development and homebound students, as well as providing a means to instruct small numbers of students in specialized courses. As technology lowers the time and space dependencies for learning, distance learning provides a way to extend the scarce resources of our district. DCMO BOCES along with BT BOCES offer a wide array of services that make the technology delivery seamless.

- OPALS is a Web-based, open source program providing Internet access to information databases and library collections. There is no need to install software or purchase expensive computer hardware for this powerful Internet accessed system.
- Gale is a great tool for e-research and educational publishing for libraries, schools and businesses
- Castle Learning Online is a web site for students and teachers, providing content review and skill assessment activities for Math, Science, Social Studies, English and Foreign Languages.
- Study Island is online and it allows students learn skills required to successfully handle

the NYS 3-8 Assessments. Study Island is built from the New York State Learning Standards.

Parental Communications and Community Relations

The development of parental and community relations is the process of strategically communicating with valuable constituents. Although, there is not a correlation between the amount of money spent on community relations and the success of the program, we all know how vital good communication is. Communication is especially important within the organization.

Good public relations illustrate needs and create desires for implementing technology.

Unatego CSD currently uses a wide variety of tools to communicate effectively with a broad constituency and will continue to:

- Print district newsletters.
- Print brochures for special events.
- Post information on our website.
- Demo our technology during open house.

Unatego CSD will continue to explore new methods of communication as technologies evolve. Staff development will become increasingly important as new technologies are introduced.

Unatego CSD's long-range goals are to:

- Increase the content and scope of our website.
- Introduce a free classroom management system.
- Maximize the output from our existing technology.
- Invest more into Professional Development.

Collaboration

Unatego CSD will collaborate with the DCMO BOCES and BT BOCES which has established cooperative efforts with several agencies and private enterprises to enhance the understanding and implementation of technology methods and applications. We are also interested in community driven events to include safety awareness and health awareness. Our future goal is to find technology solutions to allow collaboration at a more efficient scale.

Professional Development

Staff Development

Staff development is a fundamental part of any successful technology implementation. New York State recommends that 20-30% of expenditure on technology over a five-year period be designated to provide staff development - which includes training and curriculum development.

The teacher is the most critical factor in effective integration of technologies into the curriculum in our schools. Detailed plans for staff development and support services that can ensure the successful implementation of the district's educational technology are essential. The challenge can only be met by staff that are trained in its use and are provided with on-going support.

Daily use of technology will not happen by accident; teachers must be empowered through training and support to effectively integrate technology into their curriculum, as well as model appropriate use of technology to their students. All teachers who will have access to technology should be provided access to appropriate training. The training should also include each Administrators and Non-Instructional staff as needed.

Technology staff development must focus on awareness and orientation, skills development, and implementation support for teachers. The technology proficient educator must be aware that technology can successfully support students' abilities to meet the New York State Learning Standards and make a difference in students' opportunities to learn.

As technology is infused into the district, teachers will become aware of how technology is being used throughout their building and district. This will facilitate the sharing of information and expertise that can help to make the instructional technology program successful. This can be in written forms, presented on a common meeting days, or accomplished through organized visits. Ensuring all teachers and students, in all buildings, have equal access to the educational technologies and resources, is a vital part of this technology plan.

It is the responsibility of every educator to strive continually to grow professionally through staff development opportunities. We must all become facilitators who are willing to guide others in discovering new knowledge.

To ensure the continued success of the educational technology program, teachers will need time to become familiar with the courseware, manuals, and curriculum correlation materials and to understand how technology can be used to support the current teaching strategies and New York State Learning Standards. Common planning time for teachers at each grade in the district has also proven to be very beneficial, particularly in the early stages of the project.

The district will obtain support in technology from service agencies, other organizations and consultants who provide Instructional Services. Throughout the year, the district will take advantage of excellent staff development offerings on a variety of topics such as interdisciplinary instruction, cooperative learning, alternative assessment, curriculum design, and classroom strategies--many of which would prove especially helpful to teachers working to integrate technology into the classroom, as well as provide assistance to schools with the integration of instructional technology.

To successfully integrate technology into the classroom this on-going support is crucial in accommodating the needs of teachers with different teaching styles and different levels of comfort with computers.

Unatego CSD strives to provide teachers the knowledge they need remain competent in the use of technology for instruction. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. Teachers must become competent in analyzing the potential benefits of technology for learning and employ it appropriately.

- Teaching staff will be encouraged to attend NYSCATE conferences.
- Teaching staff will evaluate the effectiveness of the technology they are using for instruction.
- Teachers will use technology to collect, store, and analyze student performance data. (ISTE National Education Technology Standards)

Supporting Resources

In designing and offering effective technology professional development experiences, it becomes evident that a wide variety of activities must be available to provide the types of training components staff members need to infuse technology and use instructional management systems effectively.

Currently, Unatego CSD provides the following structures to support the infusion of technology and instruction management practices:

- District and Building level workshops.
- Days dedicated to staff development.
- Meetings held to discuss technology.

To support these professional development structures for technology-related training, Unatego CSD deploys:

- Technology Director

- Coordinates workshops with vendor, BOCES, or the trained trainer.
- PC LAN Technician
 - Communicates ideal methods to use software.
- Computer Technician
 - Troubleshoots software and hardware issues.
- Computer Lab Aides
 - Assist with non technical related computer task.
 - Promotes current work request process as proposed by the Technology Director.

Unatego CSD also receives support from teachers with inclined technical knowledge and BOCES Model Schools. A survey will be sent to teachers to determine areas of interest.

Blogging	MS Excel	Searching the Internet
Brain Pop	MS PowerPoint	SMART Boards
Critical Thinking & Technology	MS Producer	Success maker
Data Inspire	MS Publisher	Tech Planning
Google Docs	MS Word	TI Calculators
Google Earth	NETS Curriculum	Communicating Outside the Classroom
Google Surveys	Open Office	Using RSS to Organize Online Content
Inspiration	Photoshop (Elements)	Vodcasting
Integrating NETS Curriculum	Podcasting	Web Quests
I-Safe	Problem Solving & Technology	Wikis
Jing	River City	Windows Movie Maker
Kidspiration	SchoolCenter	Windows Photo Story

Unatego CSD utilizes the website for tracking computer work orders. The Technology Director, Principals, Business Official, and Superintendent, and teachers have visibility over the computer work orders.

Infrastructure, Hardware, Software, and Technical Support Needs for 2010 - 2011

1. Unadilla Elementary School
 - a. 2 SRP-LE-24 systems
 - b. 1 Smart Response system 32 set
 - c. 3 Smart Tables
 - d. 5 Smart Document Cameras
2. Otego Elementary School
 - a. 3 SmartBoards systems
 - b. 5 HP Color laser printers
 - c. 1 HP B/W laser printer
 - d. 2 Epson scanners
3. High School
 - a. 3 SmartBoards systems
 - b. 28 computers for Lab 226
 - c. 1 Smart Response system 32 set
4. Middle School
 - a. 2 SmartBoards systems

- b. 28 computers for Lab 108
 - c. 1 Smart Response system 32 set
5. CSE
- a. 15 computers
 - b. 4 Smart Tables
 - c. 3 SmartBoards systems

Infrastructure

Unatego CSD recognizes eight major technology pieces within our infrastructure.

- Classroom Technology.
- Data Network.
- Telephony System.
- Heating, Ventilating, and Air Conditioning system.
- Point of Sales.
- Security System.
- Student Management System.
- Administrative and Business Technology.

Hardware

Unatego CSD is dedicated to keeping our inventory in order. Our inventory helps us plan for future technology purchases and ensures we are staying current. However, we have no problem keeping equipment past its lifecycle when it is serving a purpose, and serving it well. Our district inventory consists of the following:

Computer Model	Quantity
Apple IIE	2
Dell OptiPlex GX240	1
Dell OptiPlex GX270	103
Dell OptiPlex GX280	38
Dell OptiPlex GX620	63
Dell OptiPlex SX280	16
Dell OptiPlex SX620	1
Dell Optiplex 755	100
Dell Optiplex 760	82
Dell Optiplex 780	4
Dell Optiplex 960	30
Seneca Data Nexlink DH55TC	18
Mac G4	7
UTC Retail	4
Gled Certera	2
Dell Laptops	55
Sony Laptops	1
Mac Labtops	2
ASUS Laptops	2
Apple Laptops	3
HP Laptops	1

Network Device Model	Quantity
BayStack Switches (warranty)	29
Catalyst Switch	1
HP Procurve Switches (warranty)	19
Netgear Switches	7

Linksys Switches	8
8e6 Internet Filtering	2
3com Switches	2

Server Name	Manufacturer	Model	Processor	Operating System
hms_zen	Dell	PE2900	Xeon	NetWare
ucs-apps	Dell	PE1750	Xeon	NetWare
ucs_bm	Dell	PE2800	Xeon	NetWare
ues_zen	Dell	PE2650	Xeon	NetWare
oes_zen	Dell	PE2650	Xeon	NetWare
testing	Dell	PE2650	Xeon	W2K3
hms-www	Dell	PE2650	Xeon	W2K3
hms-bp	Dell	PA Cache 100	Penitum 3	W2K3
hms-apps1	Dell	GX240	Pentium 4	W2K3
unadilla1	Dell	PE2800	Xeon	NetWare
otego1	Dell	PE2800	Xeon	NetWare
hms_nas	Dell	PV745	Pentium 4	W2K3
hms_backup	Dell	PE2900	Xeon	W2K3
FLX10E8C6	Dell	PV TL2000	Integrated	Integrated
ucs_gw	Dell	PE2900	Xeon	Netware
ucs_ff	HP	ML350	Xeon	W2K3
ucs_ps	Dell	PE2900	Xeon	W2K3

Presentation Model	Quantity
3M SCP712	23
3M SCP716	21
3M Overhead Projectors	4
Apollo Overhead Projectors	6
Bell & Howell Overhead Projectors	15
Buhl Overhead Projectors	7
Dukane Overhead Projectors	1
Dukane ImagePro 8043	2
EIKI Overhead Projectors	2
Elmo Overhead Projectors	6
Epson Emp 50	1
Epson Scanners	21
Avermedia PDC 300i	3
Avermedia PDC 300af+	9
Dell 1800mp	3
Dell 2400mp	24
Dell 3200mp	1
Dell 3300mp	7
Dell 3400mp	1
Renaissance Learning Alphasmart Neo	62
Renaissance Learning Alphasmart Neo2	134
Smart Tech Smart Boards SB680	51
Smart Tech Smart Boards SBD680	14
Telex Head Phones	39

Model	Quantity
RCA Tv/VCR	1

Sharp Tv	8
Toshiba DVD	6
RCA Colortrak	3
Ilo	1
Go video DVD/VCR	2
Califone DVD/VCR	1
JVC DVD/VCR	5
Panasonic VHS recorder	1
JVC TV	1
Toshiba TV	6
Panasonic VCR	14
JVC DVD	4
Sony VCR	12
Philips DVD / VCR	1
Magnavox VCR	4
Panasonic TV	8

Funding and Budget

Current Technology Budge

Account Name	2010 – 2011 Original Budget
Non-Instructional Salaries	\$109,975.00
Computer Materials and Supplies	\$22,000.00
State Aided Software	\$16,000.00
State Aided Hardware	\$19,000.00
Equipment	\$30,000.00

Funding and Budget

Projected Technology Budge

Account Name	2011 – 2012 Original Budget
Non-Instructional Salaries	TBA
Computer Materials and Supplies	TBA
State Aided Software	TBA
State Aided Hardware	TBA
Equipment	TBA

At Unatego CSD, we are always looking for creative ways to obtain capital to aide our technology

budget and status. Currently we are exploring grants and Installment Purchase Agreements through BOCES.

Coordination of Resources

Budgeting is one of the most important components of a technology plan. Since technology is a consumable item and equipment is usually outdated soon after it has been purchased and installed, plans must include an on-going process for upgrading and/or recycling hardware and software and providing technical support and training for staff. Funding should address awareness of voice/video/data including, but not limited to: infrastructure, hardware, software, networking, staff development and technical support and maintenance. Funding items must be addressed in the district's budget. New York State recommends that 20-30% of expenditure on technology over a five year period of time be designated to provide staff development which includes training and curriculum development. Our strategy will be to utilize our BOCES more often for the bidding process.

Monitoring and Evaluation

Evaluation

The world of technology constantly changes and so our Technology Plan will require continuous adjustments.

Responses to new developments in technology, adjustments in educational funding and operating revenues or expenses, and changing needs in our environment will drive annual revisions to our Technology Plan.

The combined knowledge and experiences of our Technology Committee will allow us to consider new technology developments for relevance and need in our educational environment.

Many initiatives identified in the Plan are directly dependent on proper funding and so project timelines will require periodic adjustments in direct response to matters of funding.

Also, the needs of our customers and educational environment will change over time and our Technology Plan will need periodic revisions to reflect these changing directions.

In summary, our district's Technology Plan will be reviewed and revised each year in response to the changing technology needs in our educational environment, adjustments in funding, and new developments in technology devices, services, and programs. The specific events that will support such an accomplishment are:

- Frequent Technology Committee meetings.
- Recruitment of additional Committee members.
- Take advantage of BOCES Technology Plan assessment services.
- Evaluation of Technology Plan at a District level.
- Publication of Technology Plan for community review.

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. 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, Principal, Business Official, or Technology Director.

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. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The Technology Director 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 to ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet 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.

Cross Ref: 4526, Computer Network for Education

Ref: Public Law No. 106-554

47 USC §254
20 USC §6801

Adoption Date: TBD

Acceptable Use Policy

Unatego Central School District Computer and Internet Use Policy

Note: This AUP is still under development and is not adopted at this time.

The Board of Education encourages the use of the district's computer systems and the Internet (a global network made up of smaller contributing networks) and its services in order to support open research and education in the school district. The use of district's computer systems and the Internet for other purposes, such as for-profit activity, personal business or illegal activity is prohibited.

In order to assure the integrity of the computer systems in the school district, each user must agree to act responsibly and to comply with this policy and the regulations promulgated by the Superintendent of Schools regarding use of the systems and the Internet. Therefore, prior to using the district's systems and Internet access, each student and staff member must sign a user agreement. In the case of students, the student's parent or guardian must also sign the user agreement.

The use of the district's computer systems and access to the Internet, pursuant to this policy, is a privilege that may be revoked in the event of a breach of the policy and regulations by a user.

Any user who is determined to have used the district's computer systems or the Internet inappropriately or who violates this policy and its regulations will have his/her use terminated, except under strict supervision. Further, a breach of the terms of this policy and regulations may be considered an act of insubordination which may result in discipline under the Student Code of Conduct for students and pursuant to law and collectively negotiated agreements for staff members.

Policy #TBA Adopted Pending
Computer, Internet and Email Use
Guidelines and Procedures

The Unatego Central School District provides extensive computer and Internet resources to its staff, students and community at large as part of its educational mission. When used appropriately and responsibly, these resources provide a wealth of information and access to state-of-the art technologies that have become fundamental to the everyday educational experiences of our staff and students.

In order to ensure safe and responsible use, the District has implemented an Acceptable Use Policy, attached, and has developed Guidelines and Procedures of Use. This policy and these procedures have been developed both to protect our users from potential dangers and to ensure the integrity of our network and equipment.

The district has the right and responsibility to monitor the use of its equipment and network for compliance to policies and procedures. Violation will result in disciplinary action.

Students and staff in the Unatego Central School District are expected to adhere to the following guidelines and procedures:

- All computer, Internet and email resources are the property of the Unatego Central School District. Users will follow the District's policy and regulations for use.
- Students and users must understand that they have the responsibility for their own actions while using the Internet or the network.
- Education and school-related business is the purpose of Internet, network and email use in the Unatego Central School District.
- Users may not install, modify or delete software on individual workstations or on the network file server.
- Unatego computer technicians will install authorized software upon request.
- In general, Unatego computer technicians will only install district owned software.
- If staff members want to use software not purchased by Unatego CSD, a written or verbal request must be made to the Technology Director. The non district purchased software must be tested by an expert in the Technology Services department before being installed on a district computer. The purpose of the test will be to make sure it is compatible with the computer system, does not threaten our computer Network, and to ensure it does not conflict with district purchased software already installed on the system.
- Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- Users will be responsible for activity on their accounts. No user may access the network with another user's identification.
- Plagiarism constitutes a violation of the law and district policy.
- All copyright laws, including those governing the copying of computer software, must be observed.

- The use of the computer to transmit or view hate mail, harassment, profanity, obscenity, pornography, discriminatory remarks, misrepresentation, impersonation, and other anti-social behaviors are prohibited.
- Any use of the Internet, the network or email for personal use, political lobbying, advertising, commercial or for-profit purposes or any illegal purpose is prohibited.
- For the user's safety, discretion should be used when revealing personal information such as full name, home address, phone number, age, gender, etc., to unknown parties over the Internet or in email communication.
- The computer network is a finite resource; users have been allocated access to a finite portion of that network and must be respectful of that allocation.
- The district reserves the right to monitor use of the network. A user has no expectation of privacy as to his or her communications or uses of the Internet.
- Anyone using the district's technological resources is bound by the content of the Acceptable Use Policy and Guidelines.

UNATEGO CENTRAL SCHOOL DISTRICT RULES AND CODE OF ETHICS AGREEMENT FOR NETWORK, INTERNET AND EMAIL USERS

Section 1: To be signed by student

I understand that the Unatego Central School District reserves the right to monitor all computer and Internet use to ensure compliance with District policy, regulations, and law. I understand that violations of the Acceptable Use policy will be considered as insubordination and action may be taken against the accused. Violators' risk:

- Losing computer privileges on a temporary or permanent basis; and/or
- Disciplinary action; and/or
- Academic sanctions for academic infractions (plagiarism); and/or
- Prosecution for violation of local, state and federal laws

I have read the Unatego School District Acceptable Use Policy for Computer and Internet Use and agree to abide by its terms. I further understand that violation of the policy regulations may lead to my access privileges being revoked, school disciplinary action, academic sanctions, and/or appropriate legal action.

Student's Name (Please Print) _____
 Grade _____
 Signature _____
 Date _____

Section 2: To be signed by parent or guardian

As the parent or guardian of (please print your son/daughter's name _____) I have read and discussed with my son/daughter the Acceptable Use Policy for the Unatego Central School district Computer and Internet use. I recognize that it is impossible for the School district to restrict access to all controversial materials; and I will not hold the district, its officers, employees, or the Internet provider, responsible for materials acquired on the network.

I hereby give permission for my child to have user access to the following (please initial):
 _____ Network/Internet _____ District Email

I realize that under the law, I may be held financially responsible for the willful, malicious, or unlawful damage of property by my minor child.

Parent's name (Please print) _____
 Parent's Signature _____
 Date _____

CC: Student's folder and Technology Director.