SBSD

South Brunswick School District

Technology Plan

2016 - 2019

South Brunswick Public School District Mission Statement

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

Adopted 8.22.11

South Brunswick Public Schools' Digital Learning Vision Statement

All students will be prepared to live responsibly as lifelong, ethical, collaborative, innovative and creative learners, who can meet the challenges of a dynamic and connected global society by developing digital awareness and by applying digital literacies to solve 21st century problems through the effective choice, evaluation and use of the technological resources available to them.

South Brunswick Public Schools' Digital Learning Definition

Digital learning is a part of digital literacy, which is the learned awareness required to effectively use a variety of appropriate digital tools to identify, access, manage, evaluate and synthesize digital resources in order to develop and contribute as ethical world citizens.

Tech Plan Creation Date: August 5, 2016

Board Approval: August 29, 2016

SOUTH BRUNSWICK TOWNSHIP SCHOOL DISTRICT

DISTRICT ADMINISTRATION

Gary P. McCartney, Ed. D., Interim Superintendent of Schools

Joanne Kerekes, Assistant Superintendent for Curriculum and Instruction

Thaddeus Thompson, Business Administrator/Board Secretary

Aaron A. Bryan, Director of Operations and Systems

Maribeth Edmunds, Ed.D., Director of Secondary Education 6-12

H. Michael Lacey, Interim Director of Human Resources/Kim Maloy-White, Director of Human Resources

Joseph Lee, Director of Technology

Suzanne Luck Born, Director of Program Assessment & Data Management

Raphael Morales, Director of Student Services

Amanda Rosenberg, Director of Professional Development

Sandra Burghgraef-Fehte, Director of Community Education

Todd Amiet, Director of Buildings and Grounds

Patricia Bunnell, Supervisor of Transportation

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PART I: Technology Planning Committee

Stakeholder Table 2016-2019

Title	Name
Assistant Superintendent of Curriculum and Instruction	Joanne Kerekes
Director of Secondary Education	Maribeth Edmunds
Director of Professional Development	Amanda Rosenberg
Director of Assessment	Suzanne Luck-Born
Director of Operations and Systems	Aaron Bryan
Director of Technology	Joseph Lee
Elementary School Tech Coordinator/ Elem School Teacher	Susan Pazinko
Principal, Constable Elementary School	Peter Rattien
Principal, Crossroads North Middle School	Mark Daniels
Assistant Principal, SB High School	Jaymee Boehmer
Elementary School Tech Educator	Tracey Ricco
Elementary Tech Ed Teacher	Beth Caruso
Elementary Math and Science Supervisor	Stacey Ta
Middle School Technology Coordinator	Reginald Carlson
Middle School Tech Educator	Lucian Losito-Luprek
Middle School Tech Educator	Joseph Dougherty
High School Tech Educator	Nicole Hunter
High School Tech Educator	Darryl Mendonez
STEM Supervisor	Aparna Rajagopal
High School WL and ELL Supervisor	Thomas Decker
Elementary School Library Media Specialist	Adriana Amaya
MS Library Media Specialist	Kim Zito

HS Library Media Specialist	Lisa Manganello
Elementary School Teacher	Nicole Charboneau
HS Tech Supervisor	Kristin Laskin
Technology G&T Program	Jill Czyzyk
Middle School Teacher	Willa Laskowitz
Middle School Teacher	Kelli Zicha
English Language Learners (ELL) Teacher	Nicole Furyk
Special Education Supervisor	Megan Plummer
Technology Department	Adam Davis
Technology Department	Larisa Luca
High School Teacher/VTN	Shaun Ruymen
Technology Department	John Piznar
Technology Department	Michael Moore
Technology Department	Louis Beecher
Admin. Assistant/Community Member	Regina Barbely
Parent	Dr. Manish Parashar
Student	Kristen Ju

In addition to the stakeholders listed above, members of the following committees also added value and had input to the Technology Plan in both direct and indirect ways: Viking Television Network (VTN) Production Team, Supervisors Roundtable, and Administrative Council.

PART II: Executive Summary of Plan

Philosophy

The abiding premise that was put forth in the District's original technology plans has withstood the test of time and will be the starting point for the new three-year plan: To place and integrate the technology as close as possible to children and those who serve them and to ensure that the users of technology tools are well-versed and well-supported. The new wave of digital literacy will be the theme of the next three-year tech plan, emphasizing the increased need to solve complex problems through the effective choice, evaluation and use of digital resources made available to our students. Over the next three years, we will discuss how we can transform learning through new and emerging digital literacies.

Tech Plans: The Past

2004-2007

The District's early tech plans (beginning in the late 1990s) placed emphasis on the development of a reliable infrastructure to support and assist with administrative tasks (e.g. information warehousing, library automation, health recordkeeping systems).   Once this foundation was securely in place and well maintained, the plans changed in 2004-2007 to reflect a focus on educational applications and communication: redesign of the Web site, expansion of Viking Television Network, and study of the State and International Technology Standards (NJ Core Curriculum Content Standards-NJCCCS-and International Standards of Technology in Education-ISTE).   We recast our Acceptable Use Policies into kid-friendly language, and kicked off a "Tech Blitz" of training and support for our staff. The growth in staff proficiency over the life of the 2004-2007 tech plan was noteworthy—and it set the stage for the next phase of technology use.

2007-2010

In the 2007-2010 plan, the emphasis changed to systematization in terms of how technology was distributed, how each classroom or department was to be configured, and what type of tools, software and training were required based on the curriculum review cycle. The over-arching goal was to supply teachers with well-equipped workstations in order to create effective teaching environments. In addition, stationary and mobile labs were maintained to allow access for all, and increasingly more multimedia (e.g. interactive white boards and document cameras) was placed into the schools. As new technology was brought into the District, we made sure that it was in alignment with the agreed-upon configurations so that we maintained consistency and followed placement with training. In addition, we opened the Staff

Portal to promote online access to key documents and forms and developed IT Central, a technology repair work order system. The 2004 Technology NJCCCS were explicitly embedded into all content areas, we computerized attendance taking and reporting procedures, we implemented several communication systems including online Friday Folders, emergency e-mail, banners, and AutoDialer, and began to use Professional Development Information Management System (PDExpress) as well as an online application system, Applitrack. In the last year of the plan, we turned attention to a "safe and caring" schools initiative with camera installation and the use of staff identification badges in all District schools and departments. Additionally, Cyber Safety instruction was enhanced through the use of iSafe, NetSmartz, and other county and state-provided resources. In response to the pandemic crisis, the District also developed online learning packets that are ready for release at the click of a mouse.

2010-2013

The 2010-2013 Tech Plan was grounded in the skills needed for success in the 21st century and the mission was that of the New Jersey technology standards: To enable students to solve real-world problems, enhance life, and meet the challenges of a dynamic global society.

The 2009 Technology NJCCCS were addressed during our cyclical review and update of curriculum, and they informed our approach to the high school graduation requirement that technological literacy be gained through "technology-integration" and not just stand-alone tech courses. The big emphasis in the 2010-2013 plan was the technology-integrated or infused curriculum, planning and teaching for the 21st century (skills, knowledge and digital tools), and mapping the standards K-12 to ensure a systematic approach to the graduation requirement that all students be technologically literate. Over the life of the plan, research tasks were refined at all levels, tech-infused projects were developed and implemented systematically K-5, courses for the 21st century were developed and implemented in grades 6-9, professional development was delivered in a differentiated manner including a "sand box" approach and a Moodle course, checks for tech integration became part of the lesson plan review, Acceptable Use Policies (AUPs) were updated in response to new FERPA requirements, further use of the Staff Portal was encouraged, and increased uses of technology for the purpose of communication were put into place. An early childhood prototype or model teacher workstation for grades K-2 was identified during the life of the plan—and then piloted, revised and implemented. Various other pilots based on emerging technologies such as iPads and document cameras were also operated in identified areas of content and grade levels. Through ARRA, special attention was given to models that support special education, and the installation of security cameras was furthered.

2013-2016

In the plan for 2013-2016, the focus shifted back a bit to infrastructure. There was attention paid to the results on an outside audit we had conducted in 2012-2013. We engaged the service of Aspire Technology Partners to conduct a comprehensive assessment of the District's voice and data network infrastructure in all 14 of our locations (12 schools and 2 office buildings). The purpose was to have an outside group assess the status of our infrastructure through interviews, document study, software tools and physical inspection. The auditors were asked to collect and analyze data, identify areas of strength and weakness and then generate a list of recommendations based on industry best practice and network and security concerns.

In sum, the audit indicated that in some areas, such as network architecture, the District has adopted industry best practices. In others, such as firewalls and filters, we were not up to industry standard and require remediation.

We studied the range of what has been recommended and addressed the recommendations in a clustered manner within the life of the 2013-2016 technology plan.

In addition, this plan was also future focused: Creating and implementing a Bring Your Own Technology (BYOT) policy, planning for and implementing the PARCC assessment system, expanding use of telecommunications to include social networking, and use of a new software system for the purpose of evaluation.

This plan continued to have strong emphasis on research tasks and technology-infused projects and the NJCCCS for Technology and 21st Century Life and Careers.

Tech Plan: The Future

2016-2019

As we move forward, the modification in the District's Tech Plan can best be described as a shift in mindsets and dispositions along with a move from teacher-directed learning to student-directed learning through the use of tech-aided tools, methods and approaches. The "SBSD Staff Proficiency Checklist," a 10 year fixture in SBSD, has just been re-cast as the "SBSD Technology Reflection Tool" in order to encompass the NJCCCS and ISTE **for students**. This new tool represents a change in focus from the prior 22 teacher-centered proficiencies to 7 student-centered standards. It also represents a shift from a submitted compliance form to a reflective worksheet and a means of collecting areas of PD need/interest for technology so that it is personalized, differentiated in delivery, and embedded in curriculum and program.

The tool will help staff members individually consider the 2016 ISTE for Students (skills and qualities) and think about their current knowledge, understanding and use.   They will discern at which level they see themselves in terms of the gradual release[1] model of development:
- I Do (I am able, aware, understand)
- We Do (I can direct and teach)
- You Do (I can facilitate/guide others as they practice independently or collaboratively)

Staff members will then set forth goals each year that move them along the continuum toward developing increasingly more self-regulated learners-- that is, students who are:

- Empowered Learners- Students who leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- Digital Citizens- Students who recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Knowledge Constructors- Students who critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Innovative Designers- Students who use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Computational Thinkers- Students who develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Creative Communicators- Students who communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Global Collaborators- Students who use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Final Note

Funding to support the Tech Plan is always "to be determined." This being said, everything set forth in this plan has been envisioned with hope, but grounded in fiscal reality.

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[1] *The gradual release model describes the process by which we move from being staff directed, to being able to deliver to others (whole or group), and eventually to a student/client-centered environment (collaboration and/or independent practice). - Doug Fisher and Nancy Frey (2007)*

PART III: View from the Classroom

Digital Tools in Classrooms, Departments, and Schools (as of August 2016)	
Area of School	**Prototype**
K-1	1- Teacher Station (MAC Based), 3 iPADs
2	1- Teacher Station (PC Based), 4 Chromebooks
3-5	1- Teacher Station (PC Based), 5 Chromebooks
6-8	1- Teacher Station (PC in Math and Science; MAC elsewhere), Each Unit has Chrome Cart of 30 shared with access to One additional cart of 30 per grade level. Each unit has four additional student desktops located in units choice room.
9-12	1 - Teacher Station (PC Based), 37 Chromebook carts containing 30 Chromebooks available for loan
Stationary Labs	8 Stationary Labs in High School
Libraries	Elementary Schools have MAC computers in the libraries - Constable - 9; Cambridge - 9; Greenbrook - 9; Brunswick Acres - 9; Brooks Crossing/Deans - 10; Indian Fields/Dayton - 10; Monmouth Junction - 9, along with each elementary building has a Chromebook cart of 15 Chromebooks Middle Schools - Librarians have MacBook Pros, para has desktop, circulation desk desktop, a few desktop lookup stations, 18 desktops with a printer and a projector, desktop scanner, one SmartBoard available with projector on a cart, 10 Chromebooks, 10 MacBook airs, 5 iPads for sign out High School - 3 - Chromebook Carts of 30 Chromebooks, 3 - Chromebox, 12- PC, 4 - IMAC
Assistive Technologies	VGo (robotic tele-presence solution) in the classroom used by an elementary student with a laptop from home when he cannot attend school due to medical limitations; iPads and Touch Screen Chromebooks support individual programs for K-12 students with special needs across the district; Tablets, Laptops and 4G/LTE Chromebooks provide students in grades 3-12 offsite Internet access when mandated by law and/or school sponsored programs.

In addition to the technology mentioned in the table above, each classroom is also equipped with a projector and document camera.

PART IV: Technical Support

Technical support is provided in a variety of ways. Every project or initiative has both a point person and a back-up support person as well as an identified trainer as needed.

The Technology Department has also been staffed so that each member of the team has differentiated responsibilities but all members of the team have overlapping responsibilities with one another to ensure redundancy.

The department is structured as follows:

District
- Director of Technology - Responsible for the day to day operations and infrastructure
- Director of Operations and Systems - Responsible for security and assistive technology
- Student Information System Administrator - SIS system, Servers, State reporting
- Manager of Information Services and Systems - Servers, technology projects, networking
- Software Programmer - Evaluation system support, SIS, account management
- Network Manager - infrastructure support, wireless, overall networking
- Web Master - web services
- Department Secretary

Elementary
- Elementary Sr. Support Services - Elementary building projects
- Elementary Support Services - Elementary day to day support tickets
- Two Tech Educators (service students in all schools)
- School-based Tech Coordinators (stipend positions)
- Regional Web/Social Media Masters (stipend positions)
- Note: Support staff dispatched to schools to provide a timely response to equipment repairs, to do preventive maintenance and to install software updates.

Middle
- Middle School Sr. Support Services - Middle School building projects
- Middle School Support Services - Middle School day to day support tickets
- Two Tech Educators/Deans
- Four Technology Teachers (Encore)
- Web/Social Media Master (stipend position)

High
- High School Sr. Support Services - High School building project
- High School Support Services - High School day to day support tickets
- Tech Educator
- Technology Curriculum Department: Supervisor and teachers
- Web/Social Media Master (stipend position)

PART V: Three-Year Goals

<table>
<tr><td align="center">**District Goal #1**
Student Technology-Information and/or Media Literacy Skills</td></tr>
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Goal Statement:
Students will attain technology-information and/or media literacy skills that will assist them in achieving the New Jersey Core Curriculum Content Standards (NJCCCS) and the New Jersey Student Learning Standards for English Language Arts/Math (NJSLS).

Goal Objectives:
- Students in K-12 will participate in tech-infused and tech-aided tasks, aligned with the NJCCCS and ISTE.
- Students in grades 2-12 will use digital tools to gather data, evaluate the validity of online resources, formulate responses and present information as part of standards-aligned inquiry-research "bursts."
- All students, in developmentally appropriate ways, will gain the skill and ability to read, write, problem solve, and interact across a wide range of platforms, tools, and media by exploring digital literacies such as social media and trans-literacies such as written text.
- Students will have opportunities to experience and explore coding, computational thinking, programmatic step-by-step ordering, and use of automation as part of the problem solving process.
- Students will engage in virtual reality experiences that enhance instruction in existing curriculum areas, including but not limited to science, social studies, and geography.

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<tr><td align="center">**Progress Monitoring**</td></tr>
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Evaluation will be ongoing. Monitoring meetings and check-ins will be held on a scheduled, routine basis to ensure that technology is being integrated into curriculum (units of study, lessons and tasks) in authentic, meaningful ways and that it is being implemented as designed and planned. These meetings will include K-12 Vertical Articulation Curriculum Teams, bi-monthly meetings of tech educators, quarterly Supervisor Roundtable Meetings, seasonal Administrative Workshops, Content Area Job Alike Meetings (at least five per year), monthly lesson plan review, and Annual Technology Reflection Tool to assess staff proficiency in tech integration as related to ISTE.

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Activity/Task	Person Responsible	Resources (including budgetary)	Timeline
Revise/create curriculum-based, tech-infused and tech- aided tasks based on essential questions or problem statements	Tech Educators, Supervisors	Time to meet/design	Annually
Recast inquiry/research into meaningful, integrated "bursts"	Research Consultant, Library Media Specialists (LMS), Teacher Partners	Time to meet/design. Training of staff as needed.	2016-2017
Begin to build the I Do/ We Do/ You Do mindset so that students are gradually released to explore digital and trans-literacies	Director of PD, Tech Educators, LMS	Training and embedded in service and PD	2016-2017
Build staff understanding and use of coding, programming, ordered thinking and automation (ISTE Standard 5) so they can turnkey to students	Director of Tech, Tech Department, Tech Educators, LMS, PD Director, Supervisors	Time to explore and resources to purchase coding devices/tools (e.g. Bots)	Beginning in 2016 and onward
Build staff understanding and use of virtual reality experiences	Director of Tech, Tech Department, Tech Educators, Supervisors, etc.	Time to explore and resources to purchase apps, etc.	Beginning in 2016 and onward

District Goal #2
District Goal #2
Educator Technology-Information and/or Media Literacy Skills

Goal Statement:
Through professional development, educators will attain the skills and knowledge necessary to support students in applying digital literacies to solve 21st century problems through the effective choice, evaluation and use of the technological resources available to them.

Goal Objectives:
- The previous Tech Proficiency Checklist will be revised as the SB Technology Reflection Tool, based on the 2016 ISTE.
- Educators will use the Technology Reflection Tool to self-assess their current levels of understanding/ability according to each ISTE standard. They will use this formative data to develop a technology-focused goal in their PDP.
- The Director of Professional Development, Technology Educators, Supervisors, and Principals will collect, sort, and analyze PD Tech Input data in order to craft professional development opportunities based on teachers' needs.
- Staff will be able to support students in determining the 'why' behind using a digital tool to solve a problem.

Progress Monitoring

Evaluation will be ongoing. Monitoring meetings and check-ins will be held on a scheduled, routine basis to ensure that meaningful professional development is being provided to staff. Staff implementation will be assessed through observations, walk-throughs, department meetings, faculty meetings, bi-monthly meetings of tech educators, quarterly Supervisor Roundtable Meetings, seasonal Administrative Workshops, Content Area Job Alike Meetings (at least five per year), monthly lesson plan reviews, and reviewing the Annual Technology Reflection Tool.

Activity/Task	Person Responsible	Resources (including budgetary)	Timeline
Annually, educators will submit the PD Tech Input form through Google Drive indicating on which ISTE standard they intend to focus, and which tech tool/method they believe will support them in reaching their goal.	All certificated staff, district administrators	Time for focus group to complete creation of survey and all staff to submit the survey.	Annually

District administrators will collect, sort, and analyze PD Tech Input data in order to craft professional development opportunities based on teachers' needs.	PD Director, Tech Educators, Supervisors, Principals	Survey data, time to analyze data	Annually
Offer a variety of engaging and purposeful tech learning experiences such as Edcamp, New Staff Training, un-conference style sessions, flipped models, webinars, Twitter chats, PLNs, etc.	PD Director, Tech Educators, Supervisors, Principals, ScIP Teams	BOE approved PD days and early closing days, Local PD funds, Title II grant money, sponsorships (TLC), Allocated ScIP funds	Annually
Administrators will support educators in the implementation of new learning.	District Leadership Team	Observation feedback and reports, walkthrough data and feedback, Time to meet in PLC groups, Job-Alike meetings, faculty meetings.	2016-2019 ongoing
Annually assess PD effectiveness through staff survey and workshop feedback forms.	Director of Professional Development, Assistant Superintendent of C&I, Tech Staff Developer	Survey data, time to analyze data	Annually or more as needed
All staff will be updated annually on the AUP and Media/Web Release (FERPA)—for responsible and ethical acceptable use of technology.	Director of Professional Development, Assistant Superintendent, Tech Educators, Principals, Assistant Principals	AUP form, Media/Web Release forms, GCN training module (FERPA), Policy Pamphlet	Annually

District Goal #3: Online Presence			
Goal Statement: **Staff will learn how to develop and create an online presence through PD, model practices and "guide-on-the-side" support.** **Goal Objectives:** ● Using the essential question, "How do we come together as a school community around social media?" we are going to prompt students to take increased responsibility for their cyber selves in various ways including: ● Increased use of BYOD and Social Media by students through staff PD and sharing of the best ongoing classroom practices (story telling) ● Staff, student and parent membership on the district Social Media committee ● Staff, student, and parent guidance on moving forward with the use of social media tools and BYOD ● Potential student involvement in posting on social media for the school community (e.g., grade-level student council president combined with an "introverted" techie)			
Progress Monitoring			
With this goal being two-pronged, the progress will be monitored in a variety of ways. The following will be used to monitor BYOD: scheduled committee meetings, administrator walk-throughs and observations, student feedback, parent feedback, staff feedback, and infrastructure reports. The following will be used to monitor social media: scheduled committee meetings, student feedback, staff feedback, parent feedback, administrator feedback, and social media usage reports.			
Activity/Task	**Person Responsible**	**Resources (including budgetary)**	**Timeline**
Provide PD opportunities for staff to engage in ethical and appropriate use of social media to communicate with the greater school community.	Social Media Committee, Director of Professional Development.	Trainers, local funding for workshops attendees.	Ongoing
Continue to provide PD opportunities for	BYOD Committee, Director of	Trainers, funding for workshop attendees, time to	Ongoing

staff to engage in ethical and integrated use of BYOD.	Professional Development, Middle and High School administration.	visit classrooms, faculty meetings.	
Social Media & BYOD Committees evaluate the progress.	BYOD and Social Media Committee Chair, staff, students, and parents.	Time for meetings, funding for staff to meet during non-school hours.	Ongoing
Explore student involvement as a writer on the school social media account	Social Media Committee, Building Principal, Superintendent.	Time for offline training by the building web/social-media master.	2016 - 2018

District Goal #4:
Voice and Data Network Infrastructure

Goal Statement: Based on outside re-audit of our voice and data network infrastructure, address the following recommendations in a clustered manner. The recommendations are based on industry best practice and network and security concerns.

Goal Objectives:
- Wireless Campus: Current environment has a wireless access point per classroom. Monitor and enhance as needed. Renew of license for maintenance and support during the 3 year tech plan
- Internet/WAN Monitoring and enhancing: Current WAN of 1gb and dual internet of 1gb each will be monitored to maintain bandwidth usage and determination of needed enhancements.
- Voice Monitoring and Enhancing: Current Cisco Call Managers v10.5 with hardware installed 2016. Conversion to SIP VoIP scheduled. Monitor usage to determine any enhancements needed during three plan
- Campus Security. Current environment has high school and both middle schools with security cameras located in hallways, exits and exterior perimeter; each building in district has ID access for entry with emergency cut offs in place. This is a continuation of a phased-in plan for campus security and surveillance across all schools.
- Monitor and enhance network components (e.g. switches, routers, firewalls) as needed: Monitor the districts network components and determine replacement needs and replace as needed

Progress Monitoring

This goal is an infrastructure goal that will be monitored by members of the Technology Department at their routine check-in meetings and bi-monthly full department meetings. The Director of Technology and the Director of Systems and Operations will be the gatekeepers for this.

Activity/Task	Person Responsible	Resources (including budgetary)	Timeline
Monitoring of the Wireless Access points to determine renewals of licensing, and bandwidth usage and purchase renewals and new	Director of Technology Technology Staff Business Administrator	Monitoring software, funds to purchase renewals and software, time to monitor.	Ongoing

equipment as needed			
Internet/WAN monitoring and enhancing as needed based on the usage of the network infrastructure	Director of Technology Technology Staff Business Administrator	Monitoring software, funds for upgrades and monitoring software and support contracts, time to monitor	Ongoing
Voice system upgrades are in place and need to be monitored and maintained over the course of the three-year plan. This will include install of new updates to software and maintaining the support contracts	Director of Technology Technology Staff Business Administrator	Monitoring software, funds for upgrades and monitoring software and support contracts, time to monitor	Ongoing
Security	Director of Operations and Systems Technology Staff Business Administrator	Funds for replacing aging cameras, equipment and upgrades to newest software versions.	Ongoing
Monitor and enhance network components such as switches, routers, and firewalls as needed: Monitor the districts network components and determine replacement needs and replace as needed. Prepare a plan for a replacement of equipment	Director of Technology Technology Staff Business Administrator	Funds for replacing aging equipment, time to document and monitor, Time to replace equipment.	Ongoing with 2017-2018 have a plan in place to outline replacements of equipment.

District Goal #5 **Classroom Technology for Program Implementation**	

Goal Statement: The District will identify classroom technology (hardware and software) that is necessary for program implementation.

Goal Objectives:
- The strategic distribution plan will be revisited and updated annually to include the optimal classroom prototypes for the K-1 iPad environment, the 3-5 grade Chromebook environment, and the secondary level Chrome Cart environment.
- The Bring Your Own Device policy will be refined and use of BYOD tools in the classroom will be increased as comfort continues to grow.
- The plan for shared printers in the classrooms will continue to be implemented in all schools.
- A district-wide tech compendium will be maintained as a shared document and into which identified stakeholders at all levels of this system can comment, contribute and edit based on need and priority. This will serve as the basis for budget-building.

Progress Monitoring

The Assistant Superintendent and Directors will ensure that the objectives in this plan are met—or that they are adapted and revised along the way to meet the emerging needs or requirements that arise during the life of the plan. Included in this monitoring process will be a study of the results on State Technology Assessments, observations of the Research-Inquiry Research process, student performance on PARCC and other tech-aided assessments, staff proficiencies as measured by the SBSD Tech Reflection Tool, the emergence of cost-effective technologies that meet State and District requirements, and emerging tools that enable blended learning or flipped classroom opportunities.

Activity/Task	Person Responsible	Resources (including budgetary)	Timeline
Ongoing collection of input regarding grade or department prototypes and determination of priorities from a system's perspective	Director of Technology, Tech Department, Asst. Superintendent, Supervisors	Annual technology budget will be needed to meet this objective	Ongoing, with a set of recommended actions by January
Annual revisit of the policy to determine if	Secondary principals and assistant	Training opportunities	Ongoing

updates are needed along with identified training needs	principals, tech educators, tech department, Directors of PD and Tech		
Annual revisit of the printer plan- monitor and adjust accordingly	Tech Director; Tech Coordinators, Principals	Additional printing capabilities as identified	Annually

PART VI: In Conclusion…

Over the years, the Three-Year Technology Plan has served as a compass. It has provided direction for the ways in which we have conceptualized, planned for, purchased, deployed and supported educational technology in the district.

The current plan has been written with this compass in mind but also with a "map quest" kind of mentality. We have charted a three-year course but know full well that budget implications and emerging technologies and assessments will compel us toward new and different pathways—some completely unforeseeable.
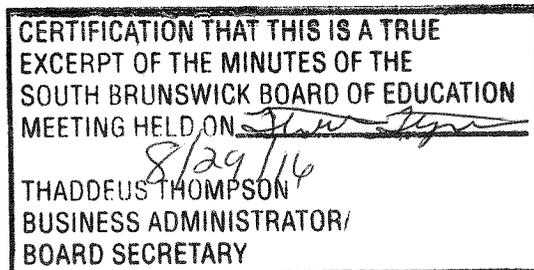
1.28   Approve the Program for the James Kimple Center for Alternate Education – That the Board of Education approve the program for the James Kimple Center for Alternate Education for the 2016 – 2017 school year.

1.29   Approve 2016 – 2019 Three-Year Educational Technology Plan – That the Board of Education approve the 2016 – 2019 Three-Year Educational Technology Plan. This is the State's three year plan which includes the District's three year goals and objectives and correlating implementation, Professional Development Program Monitoring Plan.   The overall plan is based on several needs assessments as well as the status of the current inventory.

1.30   Approve District Professional Development Plans – That the Board of Education approve the South Brunswick Professional Development Plans for the 2016 – 2017 school year.

1.31   Approve District Local Mentor Plans – That the Board of Education approve the South Brunswick School District Local Mentor Plans for the 2016 – 2017 school year.

1.32   Approve Statement of Assurance – That the Board of Education approve the South Brunswick School District Professional Development and District Local Mentor Plans Statement of Assurance for the 2016 – 2017 school year.

1.33   Approve Revised Board of Education Meeting Calendar for the 2016 – 2017 School Year – That the Board of Education approve the revised Meeting Calendar for the 2016 – 2017 school year as per the following additions/changes:

Additional dates added to calendar:

- Monday, November 7, 2016
- Monday, December 5, 2016
- Monday, June 5, 2017

Meeting date changed:

- Monday, February 27, 2017 changed to Tuesday, February 21, 2017

CERTIFICATION THAT THIS IS A TRUE EXCERPT OF THE MINUTES OF THE SOUTH BRUNSWICK BOARD OF EDUCATION MEETING HELD ON _____ 8/29/16 THADDEUS THOMPSON BUSINESS ADMINISTRATOR/ BOARD SECRETARY

1.34   Approve Acceptance of Funds – That the Board of Education approve the Family Friendly Contract #17AHMP for the period July 1, 2016 – June 30, 2017 in the amount of $45,463 from the State of New Jersey, Department of Children and Families (DCF), Division of Youth and Family Services (DYFS). The grant provides for a clinician for Club 678 at Crossroads North Middle School.