

Saucon Valley School District Academic and Personnel Committee

March 5, 2025 – 5:00 pm
District Office Conference Room

Welcome to the Academic and Personnel Committee meeting. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting, and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Committee Members - William Broun, Cedric Dettmar, Tracy Magnotta, Shamim Pakzad

Committee Agenda

- I. **Call to the Order** – *Tracy Magnotta, Committee Chair*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Tracy Magnotta, Committee Chair*
- IV. **Motion to Approve Agenda** –
- V. **Approval of Minutes** – February 5, 2025
- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** - *Visitors should state their name and address*
- VII. **Discussion & Action:** K-5 ELA Curriculum – Amy Braxmeier & Dr. Lensi Nikolov
- VIII. **Discussion & Action:** Technology Plan – Pam Dobson
- IX. **Review:** Comprehensive Plan
- X. **New Business**
- XI. **Old Business**
- XII. **Citizens' Inquiries and Comments** – *Visitors should state their name and address*
- XIII. **Announcements**
Future Meetings ~ Wednesday, April 2, 2025 – 5:00 PM
- XIV. **Motion to Adjourn Meeting**

Saucon Valley School District
Academic and Personnel Committee
Minutes of February 5, 2025

Present at the February 5, 2025, Academic & Personnel Committee were Committee Members Mr. William Broun, Mr. Cedric Dettmar, Mrs. Tracy Magnotta - online, and Dr. Shamim Pakzad. Also present were Superintendent Jaime Vlasaty, David Bonenberger, Business Manager, and Robert Frey, Director of Student and Community Relations.

- I. **Call to the Order** – 5:05 pm – *Mr. Cedric Dettmar, Committee member*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Mr., Committee member*
4-present, 0-absent
- IV. **Motion to Approve Agenda** – Dr. Pakzad, seconded by Mrs. Magnotta, moved to approve the Agenda. Vote: 4-yes, 0-no
- V. **Approval of Minutes** – Dr. Pakzad, seconded by Mrs. Magnotta, moved to approve the minutes of November 6, 2024. Vote: 4-yes, 0-no
- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** - None
- VII. **Discussion: Cyber Education**
The committee held a discussion regarding cyber education. No recommendations.
- VIII. **New Business** - None
- IX. **Old Business** - None
- X. **Citizens' Inquiries and Comments** – None
- XI. **Announcements**
Future Meetings ~ Wednesday, March 5, 2025 – 5:00 PM
- XII. **Motion to Adjourn Meeting**
The meeting was adjourned at 6:36 pm.

Saucon Valley School District
TECHNOLOGY PLAN

2025-2028 Comprehensive Plan



Presented To

SAUCON VALLEY BOARD DIRECTORS

March 5, 2025

Presented By

MICHAEL HANSSEN

PAMELA DOBSON

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Saucon Valley School District | Comprehensive Planning 2025-2028 Technology Plan

Vision and Goals

Technology is reshaping every aspect of our lives—from how we work and learn to how we connect and communicate. Advances in artificial intelligence, cloud computing, and adaptive learning tools have redefined how information is accessed, processed, and applied in real-world contexts. As the pace of change accelerates, the Saucon Valley School District faces pressing challenges to readjust our teaching and learning landscape. To equip our students and staff for a future defined by advancing technologies, evolving personal and social responsibilities, and the irreplaceable value of creativity and human empathy, we must work together as a community to adapt and innovate.

To meet this challenge, the Saucon Valley School District will work towards establishing policies and processes that foster collaborative, student-driven learning environments while integrating technology to advance its educational goals and uphold academic integrity. By designing intentional learning experiences, promoting future-focused mindsets, and aligning resources effectively, we can prepare students to tackle the complexities of today and lead successfully in the future. Together, we can reimagine education to meet the demands of a changing world.

Our call to action is to:

1. **Establish a foundation for responsible and ethical technology use.**
 - 1.1.1. Ensure that students and staff develop digital literacy, responsible consumption habits, and an understanding of ethical technology use while upholding academic integrity.
2. **Build educator capacity and align district policies for effective technology integration.**
 - 2.1.1. Invest in ongoing professional development to equip teachers with the skills and confidence to integrate emerging technologies meaningfully.
 - 2.1.2. Establish district and building-level policies and procedures that guide technology implementation, ensuring equitable access, data privacy, and security.
 - 2.1.3. Pilot and evaluate new and emerging technologies at the organizational level before widespread student use, ensuring alignment with instructional goals and district priorities.
3. **Develop future-ready learning through meaningful technology integration.**
 - 3.1.1. Ensure that technology is applied strategically to enhance curriculum, personalize instruction, and foster deeper engagement.
4. **Create collaborative and student-driven educational environments.**
 - 4.1.1. Leverage technology to support inquiry-based learning, peer collaboration, and real-world problem-solving.
5. **Cultivate future-focused dispositions in Saucon Valley students and staff.**
 - 5.1.1. Foster a culture of adaptability, critical thinking, and innovation so students and staff are equipped to navigate an evolving digital world.

Technology Council

To ensure a strategic and collaborative approach to integrating emerging technologies in education, the Technology Council was formed through an open invitation to teachers, administrators, and school board members. An email was sent to staff and board members, inviting those interested in shaping the district’s technology vision to participate. The response was strong, with educators, technology specialists, and board members joining the effort to ensure the district remains at the forefront of digital change.

The council members includes:

- Amber Sams (HS Librarian)
- Katie Laudenslager (HS Math Teacher)
- Lara McCarthy (MS Gifted Teacher)
- Amanda Holveck (MS Math/Social Studies Teacher)
- Amy Kozel (HS Social Studies Teacher)
- Vivian Demko (Board Member)
- Lisa Allen (HS Math Teacher)
- Stephanie Hand (ES Math Teacher)
- Don Carpenter (Board Member)
- John Conte (Board Member)
- Pam Dobson (Curriculum & Instructional Technology Specialist)
- Lensi Nikolov (Curriculum & MS Principal)
- Mike Hanssen (IT Director)
- Glenn Carolan (Technology Assistant)

This group has since worked together to analyze challenges, explore opportunities, and develop a structured technology plan that will guide the district’s efforts over the next five years. Their work reflects a shared commitment to preparing students and educators for a rapidly evolving digital landscape while ensuring technology is integrated responsibly and effectively.

Date, Time, Location	Agenda Items	Strategic Focus & Outcomes
Oct 21, 2024 3:30-4:30 PM MS Library	AI in Education, Digital Responsibility, Vision Development <ul style="list-style-type: none"> • The 4th Industrial Revolution & AI Impact on Education • Identifying Benefits & Threats of AI in K-12 • Drafting Vision Statements & If/Then Scenarios 	Recommendations/Findings: <ul style="list-style-type: none"> • AI literacy is essential for students & teachers • Technology policies must support digital ethics • Teachers need hands-on experience with AI Implementation Priorities: <ul style="list-style-type: none"> • Initial vision drafted • Identified AI benefits & risks for future consideration Challenges Discussed: <ul style="list-style-type: none"> • Time constraints for teacher training • Ethical concerns with AI in student work
Dec 9, 2024 3:30-4:30 PM MS Library	AI Literacy, Professional Learning, Curriculum Integration <ul style="list-style-type: none"> • Exploring MagicSchool AI • AI Literacy & Its Role in Education • Refining Draft Vision/Call to 	Recommendations/Findings <ul style="list-style-type: none"> • AI literacy training should be integrated into PD for teachers • AI must support inquiry-based learning, not replace it • Students should learn AI ethics before use in

Date, Time, Location	Agenda Items	Strategic Focus & Outcomes
	Action Statements	<p>classrooms</p> <p>Implementation Priorities:</p> <ul style="list-style-type: none"> • Short-Term: Teacher AI literacy training & policy refinement • Long-Term: System-wide AI curriculum development <p>Challenges Discussed:</p> <ul style="list-style-type: none"> • Institutional resistance to change • Digital equity & student access to AI tools <p>Action Items Identified:</p> <ul style="list-style-type: none"> • Plan for ai awareness training for teachers & students • Develop & pilot ai-based learning experiences
Date, Time, Location	Agenda Items	Strategic Focus & Outcomes
<p>Feb 10, 2025</p> <p>3:30-4:30 PM</p> <p>District Office Conference Room</p>	<p>Strategic Planning, Long-term Technology Integration</p> <ul style="list-style-type: none"> • Finalizing Belief Statement • Determining Priorities for 5-Year Technology Plan 	<p>Recommendations/Findings:</p> <ul style="list-style-type: none"> • Finalized vision for AI & technology integration • Identified short & long-term priorities for 5-year plan • Developed SMART goals for implementation <p>Implementation Priorities:</p> <ul style="list-style-type: none"> • Short-term (year 1-2): responsible use agreements, AI PD for professional staff • Long-term (year 3-5): ai-integrated instruction, PLCs for technology <p>Challenges Discussed:</p> <ul style="list-style-type: none"> • Ensuring AI is used as an enhancement, not a replacement • Addressing teacher hesitancy in using new technology <p>Action Items Identified:</p> <ul style="list-style-type: none"> • Post and present 5-year technology plan with recommended goals to A & P committee • Continue assessing & refining AI literacy curriculums

Part I | Needs Assessment

As part of the internal review process, the IT Director, Curriculum & Technology Integration Specialist conducted an audit of the district's existing technology infrastructure, usage, and future needs.

Current Technology Inventory

The Current Technology Inventory assessment examined hardware, software, networking infrastructure, and administrative systems. The district currently operates MacBooks (2020) and iPads (2020) for staff, with 1:1 iPads (2022) for students and iMacs (2018) in high school labs. The main server array (2021) supports the district's core systems, including Google Workspace and Schoology for classroom instruction, PowerSchool for student information and HR management, IU16 FIS for financials and payroll, and Parentsquare for district-wide communication. A networking and Wi-Fi equipment replacement schedule is in place to ensure continued connectivity and infrastructure stability.

Technology Usage Analysis

The Technology Usage Analysis focused on how technology supports instruction, professional development, and administrative operations. Administrative departments effectively utilize human resources, financial, and records management systems, while student enrollment is centralized through a full-featured system. A review of COVID-19 educational technology purchases, such as Nearpod, EdPuzzle, and Respondus Lockdown Browser is necessary to determine ongoing instructional value, building-based budget allocations, and alignment with district and building-level goals.

Gap Analysis

A Gap Analysis identified areas where technology resources need to evolve to meet future educational and operational objectives. Staff development remains a priority to enhance digital literacy and integration of emerging technologies, especially in regards to Artificial Intelligence (AI). Expanding the use of online payment systems, further developing the district website, and refining the mass communication platform are key areas for growth. These findings will inform strategic planning to ensure that technology continues to support student learning, teacher effectiveness, and administrative efficiency in the coming years.

Part II | Planning

As part of the infrastructure and equipment review, district's network infrastructure, hardware replacement cycles, and classroom technology needs to ensure a scalable, secure, and efficient technology environment that supports both instruction and administration

Infrastructure and Equipment

Network Infrastructure: Plan for networking, bandwidth upgrades, and cybersecurity measures.

The Network Infrastructure evaluation focused on bandwidth optimization, cybersecurity, and internal connectivity improvements. The district is prepared for the upcoming shift to online PDE testing and has implemented internal network switching speed increases and Wi-Fi enhancements in high-usage areas to improve reliability. Plans are in place to increase the Wide Area Network (WAN) speed through IU20 to accommodate growing digital demands. Additionally, security testing will continue at both the end-user and infrastructure levels to strengthen data protection and cybersecurity resilience.

Hardware Replacement and Upgrades: Define a schedule for maintaining and upgrading student and staff devices.

For Hardware Replacement and Upgrades, a four-year replacement cycle is currently in place for student and staff devices. Before reaching the fourth year, a comprehensive evaluation of each device's effectiveness and usefulness is conducted to determine whether replacement is necessary. This data-driven approach ensures cost-effectiveness while maintaining access to functional and relevant technology for teaching and learning.

Classroom Technology: Outline the plan for classroom technology, such as projectors, AppleTVs, 1:1 device programs, and learning management systems.

The Classroom Technology assessment examined display technology, 1:1 device programs, and learning management systems (LMS). Classroom displays are replaced only as needed, with no immediate plans for large-scale upgrades due to slower technology advancements in this area. Discussions are ongoing regarding TVs vs. projectors to determine the most effective display technology moving forward. The district-wide adoption of Schoology as the LMS remains strong, ensuring seamless digital integration across classrooms. Additionally, as new subject-specific curricular programs (e.g., Reveal Math, ALEKS, Lexia, mClass) are introduced, their digital tools are integrated into instructional practice. Through the 1:1 device program, students maintain consistent access to digital curricular resources, supporting personalized and flexible learning.

Equity and Access: Address issues of inequity, ensuring all students have access to devices and internet connectivity.

In prior comprehensive planning, a key focus was addressing the digital divide by ensuring all students have consistent access to devices and internet connectivity. To update data from the last district survey (2019), key stakeholders will review or contribute to a new survey to identify ongoing gaps. The district will also evaluate Kajeet hotspot renewals based on usage reports to support students with limited internet access.

Data Security and Privacy

Data Privacy Policies: Ensure all technology initiatives comply with local, state, and federal regulations regarding data privacy.

The review focused on maintaining current adherence to district policies with key data protection laws while considering the implications of AI:

- **FERPA** (Family Educational Rights and Privacy Act): Ensuring AI systems protect student records, comply with parental consent requirements, and keep data under the direct control of the district.
- **COPPA** (Children’s Online Privacy Protection Act): Confirming that AI tools collecting data from students under 13 require explicit parental consent and follow strict privacy guidelines.
- **IDEA** (Individuals with Disabilities Education Act) & Section 504: Evaluating how AI can be used to support students with disabilities, ensuring it is reasonable, appropriate, and aligned with IEPs while maintaining digital accessibility.
- **CIPA** (Children’s Internet Protection Act): Ensuring AI-related content and tools comply with CIPA requirements for online safety, including content filtering and protection against harmful materials.

Funding and Sustainability

Budgeting: Outline the financial plan to cover technology purchases, upgrades, and maintenance.

The district has established a predictable and reliable technology budget, with a clear expectation that future funding will be required to maintain the hardware refreshment cycle and ongoing technology needs.

Sustainability: Plan for the long-term sustainability of technology investments, including maintenance, upgrades, and professional development.

A structured review process ensures that applications and services remain relevant, necessary, and effectively utilized. End-user devices (staff and student hardware) follow a 4-year refresh cycle, reviewed annually to determine continued effectiveness. Networking equipment and servers operate on a 5-6 year life cycle, with annual assessments for updates and replacements. Other infrastructure components undergo an annual review to ensure alignment with district needs and evolving technology standards.

Teaching and Learning with Technology

The responsible integration of new and emerging technologies into digital curriculum and resources is essential for ensuring equitable access, instructional integrity, and future-ready learning experiences. By proactively establishing clear guidelines, structured professional development, and a culture of responsible digital innovation, educators can enhance curriculum engagement, and support differentiated instruction while addressing concerns around data privacy, misinformation, and digital equity. The Future Ready Comprehensive Plan subcommittee recommends a structured, ethical, and strategic approach to integrating AI into teaching and learning. This requires a clear roadmap with organizational goals and strategic intended outcomes.

3 Year District Goal: Implement and sustain a structured AI literacy program by:

- Establishing an on-going AI committee and developing district-wide guidelines and policies
- Providing professional development and piloting AI tools in planning and classroom instruction
- Integrating AI literacy education for all students, staff, and the community

- Continuously evaluating and refining AI policies based on emerging technologies and district needs

Short-term Action Steps (12 months): Establish a structured AI framework by forming an on-going committee, creating guidelines, integrating policies, providing professional development, evaluating AI tools, piloting programs, and updating academic integrity policies.

Long-term Action Steps (2-3 years): The district will implement a structured AI literacy program over the next 3-5 years, ensuring responsible and equitable AI use through student education, community engagement, staff training, and ongoing policy refinement.