

Bernards Township School District Technology Plan

July 1, 2010 through June 30, 2013



Page #	
I. Stakeholders	
8	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
II. EXECUTIVE SUMMARY	
9	<i>Describe the school district's or charter school's vision or mission statement.</i>
III. TECHNOLOGY OVERVIEW	
A. Technology	
10	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
13	2. <i>Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:</i> <ul style="list-style-type: none"> ▪ <i>Technology equipment</i> ▪ <i>Networking capacity</i> ▪ <i>Software used for curricular support and filtering</i> ▪ <i>Technology maintenance policy and plans</i> ▪ <i>Telecommunications services</i> ▪ <i>Technical support</i> ▪ <i>Facilities infrastructure</i> ▪ <i>Other services</i>
16	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
17	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i> <i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i>

17	5. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).
17	6. Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)
18	7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
18 B. Cyber Safety	
18	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
18	2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.
19	3. Describe the district's Internet safety policy that addresses the a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are— (I) obscene; or (II) child pornography; or (III) harmful to minors; and b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.
20	4. Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.) Resource: Information from Universal Service Code: http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_0000254--000-.html
20 C. Needs Assessment	
20	1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the

	<i>educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.</i>
20	<i>a. Evaluate educators' current practices in integrating technology across the curriculum.</i>
20	<i>b. Provide a summary of educators' proficiency in the use of technology within the district.</i>
21	<i>c. Determine the current educational environment and barriers by describing how:</i>
22	<i>i Educators are assured access to technology to facilitate technology integration across the curriculum,</i>
23	<i>ii. Often students have access to technology to support the use of 21st century skills in their learning environment,</i>
23	<i>iii. The needs of educators are evaluated,</i>
23	<i>iv. The needs of students are evaluated,</i>
23	<i>v. Past professional development addressed the educators' and students' needs for technology integration,</i>
24	<i>vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
24	<i>vii. Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</i>
24	<i>viii. Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</i>
24	<i>ix. Supports were provided for educators other than professional development,</i>
25	<i>x. Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
25	<i>2. Based on the answers given above, indicate the needs of the district to improve</i>

	<i>academic achievement for all students through the integration of technology across all curricular areas.</i>
25	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
26	A. History
	<i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
27	B. Goals and Objectives for 2010-2013
	<i>Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.</i>
V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)	
27	1. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
27	2. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.</i>
27	3. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
28	4. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
VI. FUNDING PLAN (July 2010 – June 2011)	
28	<i>A. Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
30	<i>B. Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared</i>

	<i>to integrate technology effectively into curricula and instruction.</i>
30	<i>C. Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i>
30	<i>D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i>
	<p><i>E. Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.</i></p> <p><i>Those elements are:</i></p> <ul style="list-style-type: none"> • <i>Goals and strategies for using telecommunications and information technology;</i> • <i>A professional development strategy;</i> • <i>An assessment of telecommunications services, hardware, software, and other services needed;</i> • <i>Budget resources; and</i> <ul style="list-style-type: none"> • <i>An ongoing evaluation process.</i>
VII. PROFESSIONAL DEVELOPMENT	
30	<i>A. Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i>
31	<i>B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
32	1. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.</i>
32	2. <i>How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.</i>
32	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
32	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>

33	<p><i>C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i></p>
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33	<p><i>D. Project professional development activities that will continue to support identified needs through 2013, including all partners.</i></p>
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VIII. EVALUATION PLAN

34	<p><i>Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i></p> <ol style="list-style-type: none"> 1. <i>Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,</i>
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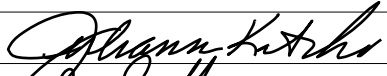
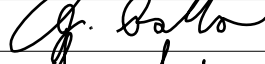
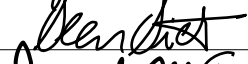





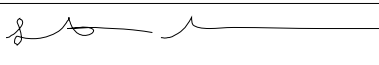

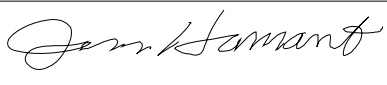
34	<ol style="list-style-type: none"> 2. <i>Enabling students to meet challenging state academic standards, and</i>
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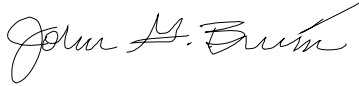
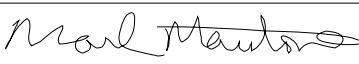

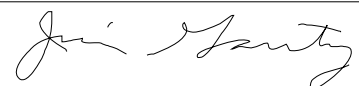
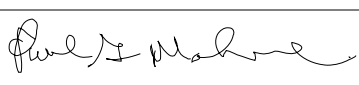

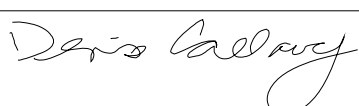
34	<ol style="list-style-type: none"> 3. <i>Developing life-long learning skills.</i>
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I. Stakeholders

Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.

Stakeholder Table

<u>Title</u>	<u>Name</u>	<u>Signature</u>
Superintendent	Dr. Valerie Goger	
Assistant Principal	Julianne Kotcho	
Technology Manager	James Rollo	
Director of Curriculum	Sean Siet	
Curriculum Supervisor	Dr. Janet Ankiel	
Curriculum Supervisor	Brian Heineman	
Technology Teacher	Phil Peluso	
Technology Teacher	Tanya Tadenev	
Technology Teacher	Cathy Cheo-Isaacs	
Technology Teacher	Steve Isaacs	
Technology Teacher	Michael Levy	
General Education Teacher	Jim Hamant	

General Education Teacher	John Brum	
Special Education Teacher	Mark Mautone	
Library Media Specialist	Mary Jane McNally	
Child Study Team	Jim Garrity	
Community Member	Paul McLaughlin	
Special Education Teacher	Wendy Schlosser	
Special Education Teacher	Denise Calloway	

II. EXECUTIVE SUMMARY

Describe the school district's or charter school's vision or mission statement.

The mission of the Bernards Township School District is to provide a superior education which results in academic excellence, responsible behavior, good citizenship and fosters social-emotional development so that ultimately each student will be able to:

- Maximize his/her potential;
- Become a contributing member of society; and
- Maintain a commitment to life long learning.

This Three Year Technology Plan charts the course that Bernards Township School District will follow in order to apply highly advanced technology to support the

achievement of the district's mission and goals.

III. TECHNOLOGY OVERVIEW

A. Technology

1. Provide an inventory of current technology networking and telecommunications equipment.

Ridge High School

Total Rooms and Rooms with network connections

	Classrooms	Media Center	Computer Labs	Administrative Offices
No. of rooms	110	1	10	45
Rooms with network connections	110	1	10	45

Multimedia computers by room type (total: 729)

Computer Labs	222
All Classrooms/instructional rooms	120
Media Centers	20
Administrative offices	110
PDA's in instruction	0
Laptops on mobile carts	127
Tablet PC	130

William Annin Middle School

Total Rooms and Rooms with network connections

	Classrooms	Media Center	Computer Labs	Administrative Offices
No. of rooms	80	1	4	9
Rooms with network connections	80	1	4	9

Multimedia computers by room type (total: 508)

Computer Labs	108
All Classrooms/instructional rooms	136
Media Centers	20

Administrative offices	16
PDA's in instruction	0
Laptops on mobile carts	98
Tablet PC	130

Cedar Hill Elementary School

Total Rooms and Rooms with network connections				
	Classrooms	Media Center	Computer Labs	Administrative Offices
No. of rooms	42	1	1	8
Rooms with network connections	42	1	1	8

Multimedia computers by room type (total: 259)	
Computer Labs	28
All Classrooms/instructional rooms	116
Media Centers	9
Administrative offices	12
PDA's in instruction	0
Laptops on mobile carts	24
Netbooks	70

Liberty Corner Elementary School

Total Rooms and Rooms with network connections				
	Classrooms	Media Center	Computer Labs	Administrative Offices
No. of rooms	35	1	1	6
Rooms with network connections	35	1	1	6

Multimedia computers by room type (total: 243)	
Computer Labs	31
All Classrooms/instructional rooms	90
Media Centers	9
Administrative offices	17
PDA's in instruction	0

Laptops on mobile carts	24
Netbooks	72

Mount Prospect Elementary School

Total Rooms and Rooms with network connections				
	Classrooms	Media Center	Computer Labs	Administrative Offices
No. of rooms	48	1	1	8
Rooms with network connections	48	1	1	8

Multimedia computers by room type (total: 249)

Computer Labs	28
All Classrooms/instructional rooms	113
Media Centers	14
Administrative offices	10
PDA's in instruction	0
Laptops on mobile carts	0
Netbooks	84

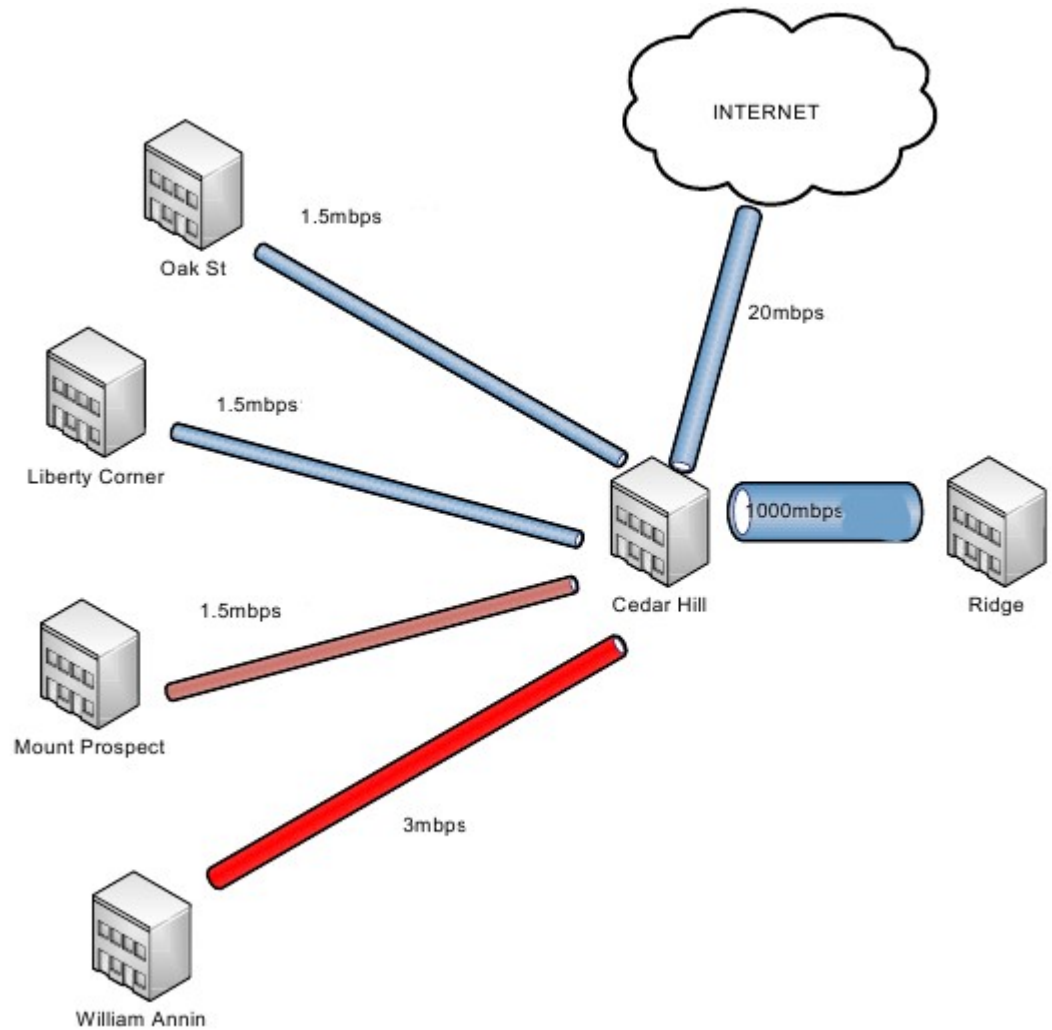
Oak Street Elementary School

Total Rooms and Rooms with network connections				
	Classrooms	Media Center	Computer Labs	Administrative Offices
No. of rooms	41	1	1	6
Rooms with network connections	41	1	1	6

Multimedia computers by room type (total: 250)

Computer Labs	26
All Classrooms/instructional rooms	100
Media Centers	22
Administrative offices	9
PDA's in instruction	0
Laptops on mobile carts	22
Netbooks	71

District's Network Topology



Shade of red indicates over-utilization

2. Describe the technology inventory needed to improve student academic achievement through 2013 including, but not limited to:

- Technology equipment
- Networking capacity
- Software used for curricular support and filtering
- Technology maintenance policy and plans
- Telecommunications services
- Technical support
- Facilities infrastructure
- Other services

The district will need to maintain a robust data network in order to improve student and staff access to technology. The network capacity can be segmented into three parts: bandwidth to public Internet, bandwidth between district sites, and bandwidth between user devices (desktops, laptops, PDAs, etc.) and servers. Currently, the district maintains a 20 mbps Internet connection shared by all district sites and multiple full T-1 or greater capacity links between district sites. Utilization of available Internet bandwidth and bandwidth between sites is currently monitored; such monitoring must continue in order to determine the bandwidth needed by staff and students.

Multiple incidents of maximum utilization, due to legitimate use, identify a need for increasing available bandwidth. Bandwidth between user devices and servers is tested via benchmarking. Poor performance in user device benchmarks identifies the need for increasing available bandwidth or reducing network device latency. In order to improve student achievement, the available Internet bandwidth and bandwidth between district sites need to be increased considerably. The current capacity is grossly inadequate in certain buildings and will not sustain serious growth in Internet usage and LAN video service usage. The following table illustrates anticipated bandwidth needs over the next 3 years.

Network Connection	Current Levels	2010-11	2011-12	2012-13
Internet		30mbps	50mbps	50mbps
Ridge HS to Hub (Cedar Hill ES)		1gbps	1gbps	1gbps
William Annin MS to Hub		10mbps	20mbps	20mbps
Mt. Prospect ES to Hub		3mbps	10mbps	10mbps
Liberty Corner ES to Hub		3mbps	3mbps	3mbps
Oak St ES to Hub		3mbps	3mbps	3mbps

The district maintains a minimum of 1 computer per classroom in each school along with a mounted digital projector. All digital projectors need to be converted over to wireless models starting with grades 6-12 and moving down and upon completion on to the K-5 environment. Currently, approximately 80% of projector installs in the grades 6-12 classrooms are wireless models.

Server storage space for staff and students is another technology resource that needs to be increased in order to facilitate student academic achievement. Teachers and students should be able to have 1gb of network storage that is accessible from on campus and off campus.

All 6-12 teachers are assigned a Tablet PC for their use. All K-5 classrooms have interactive whiteboards installed and teachers are assigned a Netbook PC. Networked printers are available for use in all buildings. In order to improve student academic performance, these resources need to be maintained at an adequate level to ensure their consistent availability. The increase in available resources has led to the matching need to increase maintenance and support availability.

The district has deployed building-wide wireless access at all district facilities, offering comprehensive coverage so students and staff can access the Internet and network resources for educational purposes. The wireless networks need to be monitored for bandwidth usage patterns and increased in areas with limited bandwidth. The increase in wireless availability and wireless devices has increased the overall bandwidth needs of each school.

Office productivity software (word processing, spreadsheet, and presentation software), web browsing software, access to network folders are, and must continue to be, provided on all district computers. The district current makes use of older software packages due to budgetary constraints. Updated or alternate productivity applications should be considered to ensure students are using tools capable of completing technology related tasks effeciently.

Programs to open common media formats for office productivity software and Internet image, audio, and video files are currently installed on all district computers and must continue to be installed on all computers in the future. The district currently maintains content filtering software on the firewall. Doing so provides content filtering for every user that connects to the Internet. The current content filtering strategy needs to be maintained.

The technical support staff is currently comprised of seven technicians and a technology manager. This support staff is finally adequate for supporting the current educational technology in the district. The support staff skills and expertise needs to updated through professional development in order to support further growth of the use of educational technology in the district.

3. *Describe how the district integrates assistive technology devices into the network to accommodate student needs.*

The district incorporates assistive technology based upon requests from the district's Director of Special Services and Special Education Supervisors. Technology solutions are considered along with the district's Technology Manager and enacted based upon students IEP's. Some solutions have included the use of Palm Pilots to aid students in managing their schedules, iTouch devices to allow mobile access to special education applications

and assignments, and audio enhancement devices for students that are hearing impaired.

4. *How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.*

All K-5 educators are assigned a wireless enabled Netbook PC. Each elementary classroom is equipped with a Desktop PC connected to an interactive whiteboard. The classrooms are all equipped with wireless or wired digital projectors and have wired or wireless internet access. Each school has a technology lab with enough internet connected computers for a typical class and a media center with several internet connected computers available for performing research.

All 6-12 educators are assigned a wireless enabled Tablet PC. Each secondary classroom is equipped with a Desktop PC and a mounted wired or wireless digital projector. All rooms have both accessible wired and wireless access internet connections. Both the middle school and high school have multiple technology labs with enough internet connected computers for a typical class and a media center with several internet connected computers available for performing research.

5. *How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*

All district administrators are assigned a wireless enabled Tablet PC for their use. All administrative offices have accessible wired and wireless internet access. Some administrators are assigned a cellular or smart phone.

6. *Describe how the district's web site is [accessible to all](#) stakeholders (for example using Federal Accessibility Standards)*

The district website complies with accessibility standards specified in Section 508 of Rehabilitation Act of 1973. The district website is annually tested for Section 508 accessibility standards compliance using automated software.

7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.

In order to achieve educational technology goals, obsolete equipment must be replaced in a timely manner. Computers will be identified to be obsolete according to a series of performance benchmarks and application benchmarks. Application benchmarks are developed from curricular software and support software. For example, if a computer does not meet the minimum requirements to run word processing or web browsing software, the computer will be recycled. Computers unable to run curricular software or support software are obsolete, and will be recycled. Performance benchmarks have also been created as criterion for identifying obsolete computers. Based upon feedback on last year's technology plan and the current benchmarks, the following benchmarks must be met in order for a computer to not be considered obsolete:

Cold boot to Network Login: less than 90 seconds
Network Login to usable desktop: less than 60 seconds
Opening office applications: less than 15 seconds
Opening web browser: less than 15 seconds
Opening media file player: less than 15 seconds

When a computer is found to be obsolete, staff members will enter a request via the help request system to replace, upgrade, or remove the obsolete computer.

Some of the above performance benchmarks are influenced by performance of the local area network. Local area networking equipment will be replaced when it adversely affects the ability of computers to meet those benchmarks influenced by network performance.

B. Cyber Safety

A. Cyber Safety

- 1. List the filtering method(s) used.
(NOTE: Be specific as this is a federal mandate.)*

The district maintains firewalls with FortiGuard® Web Filtering Subscription Services which filters inappropriate content from the district's internet connections. These services are CIPA certified and compliant with HR 4577.

- 2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.*

The district maintains three acceptable use policies (AUP), one for students, one for teachers, and one for support staff. See attached Board of Education Policies: [#2361](#), [#3321](#), [#4321](#)

3. Describe the district's Internet safety policy that addresses the
- α) Technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—
- (I) obscene; or
 - (II) child pornography; or
 - (III) harmful to minors; and

The district currently uses Children's Internet Protection Act of 2000, or CIPA, compliant filtering software on the firewall. All access to the Internet is filtered via CIPA compliant filtering software.

- β) Process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.

Student instruction on online safety awareness is integrated in the district curriculum beginning in grade 3. Each elementary school has its own technology teacher who includes instruction on Cyber Safety when teaching lessons that involve use of the Internet. These lessons are linked to the following 8.1 New Jersey CCCS:

8.1.8.B.2: Exhibit legal and ethical behaviors when using information and technology, and discuss the consequences of misuse.

8.1.8.B.3: Explain the purpose of an **Acceptable Use Policy** and the consequences of the inappropriate use of technology

8.1.8.B.4: Describe and practice **safe Internet usage**

8.1.8.B.5: Describe and practice “**etiquette**” when using the Internet and electronic mail

Resources for students and parents are also available on the district technology teacher's websites. Building guidance counselors, administrators, and School Resources Officers also work with small groups to address cyber bullying issues.

At the middle school level, students are given a presentation by the School Resource Officer and building administrators on the topic of Cyber Bullying and Online Predators. The presentation is also offered to parents. The information is reinforced in the grade 6 and 7 cycle classes when the students make use of the Internet. The topic of cyber-bullying is also addressed as part of the district's character education program beginning in middle school. The courses at Ridge High that deal with the Internet contain components covering cyber-safety.

4. *Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)*

Resource:

Information from Universal Service Code:

http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html

The Board of Education adopted policy #2361 pertaining to acceptable use, Internet safety, and CIPA compliance on August 8, 2006.

C. Needs Assessment

1. *Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.*

Over the course of many months the district technology committee worked together to perform a needs assessment for educational technology in Bernards Township School District. The findings of that needs assessment are presented here.

- a. *Evaluate educators' current practices in integrating technology across the curriculum.*

It has been district practice that technology will be integrated across the curriculum in grades K-12. Curriculum documents include technology resources and links to appropriate sites. Teachers make frequent use of multimedia, such as videos from United Streaming or Youtube, during their classes and web based resources are often leveraged to keep curriculum relevant. Many teachers make use of Moodle course management software to open the boundaries of the classroom and extend resources and interactive experiences to students after school hours.

- b. *Provide a summary of educators' proficiency in the use of technology within the district.*

District staff has become much savvier with the use of technology hardware and software since the start of our last technology plan. According to a survey on the integration of technology into classroom instruction, nearly 80% of teachers are using digital tools in the classroom every single day (see Figure 1). All staff make use of district provided email account for communication and scheduling. Middle School and High School teachers are

required to submit their grades online and elementary staff will be doing this beginning in 2010-11. All teachers are required to maintain an online resource in the form of a webpage. Teachers that are more comfortable using course management software and many make use of Moodle for their courses. While teachers are comfortable with the use of technology and make frequent use of it, but overall high level use for instruction is still lacking in many instances.

How often are you using digital tools and resources during the instructional day?		
Answer	Count	Percentage
No answer	1	0.27%
Never (Never)	13	3.47%
At least once a month (month)	19	5.07%
At least once a week (week)	44	11.73%
At least once a day (day)	91	24.27%
Multiple times each day (mday)	207	55.20%

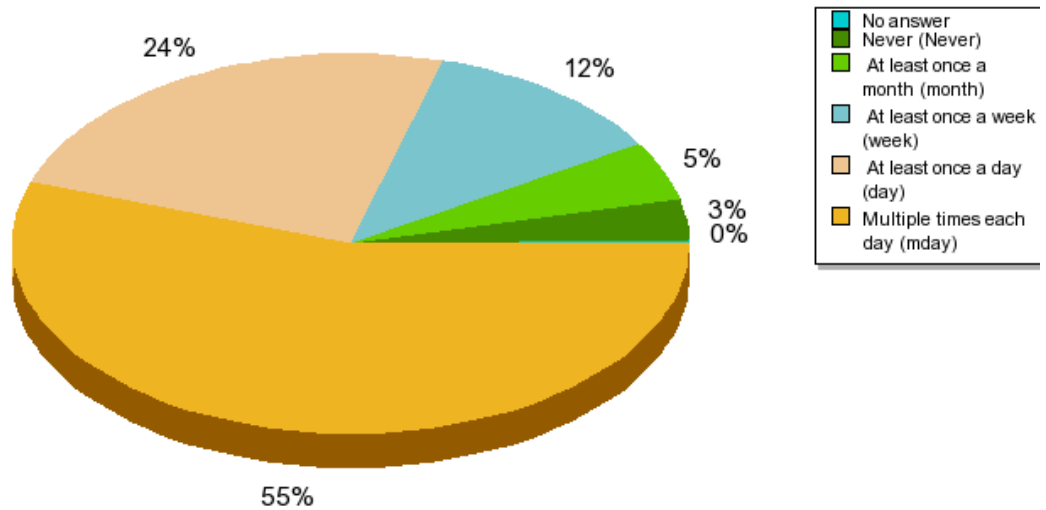


Figure 1 Frequency of use of technology in instruction

c. Determine the current educational environment and barriers by describing how:

The most frequently cited barrier to technology use is the time necessary to learn, practice, and plan for technology integrated lessons (see Figure 2). Also cited by teachers was the lack of access to technology for all students. While we have 100% access for instructors and administrators, we still have limited resources to be used by students directly during instruction. The staff felt the level of professional development being offered was adequate and a large portion of the staff felt that there were no significant barriers to using technology.

What do you perceive as your greatest obstacle to further using technology in your instructional setting?		
Answer	Count	Percentage
No answer	1	0.27%
Access to Technology (Acces)	104	27.73%
Time to Learn, Practice, and Plan (Time)	161	42.93%
Other Priorities (e.g., Statewide Testing, New Textbook Adoptions) (OtPri)	23	6.13%
Lack of Staff Development Opportunities (StfDe)	9	2.40%
I don't perceive any great obstacles to using technology in my instructional setting (None)	77	20.53%

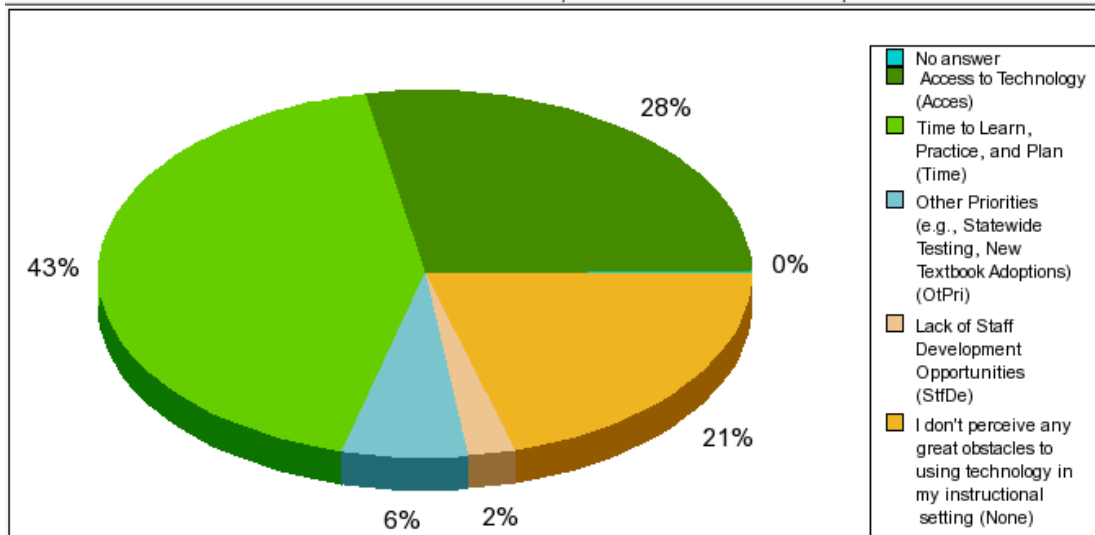


Figure 2 Barriers to greater use of technology in instruction

i Educators are assured access to technology to facilitate technology integration across the curriculum,

Currently staff access to technology is consistent from building to building. All classrooms have a minimum of one computer with a wired and wireless internet connection. The district's K-5 buildings have interactive white boards, digital projectors and PC's, which are available for teachers to use on a daily basis. Teachers are also assigned a Netbook PC for their use. The K-5 buildings have laptop carts and a technology lab available to teachers on a sign-out basis as well

	<p>as prescheduled lessons that integrate technology with specific core content projects. In the middle school and high school, teachers have access to Tablet PC's, digital projectors and wireless internet access. The middle school and high school also have laptop carts and multiple technology labs available to teachers on a sign-out basis.</p>
	<p style="text-align: center;">ii. <i>Often students have access to technology to support the use of 21st century skills in their learning environment,</i></p> <p>All classrooms in the district have a minimum of one computer with an Internet connection. Each building in the district has a media center and computer lab that students have access to at various points of the day. This gives students access to productivity software and an Internet connection as needed. In the classroom, students have varying degrees of access to technology.</p> <p>For content area classrooms the technology is mobile and is brought in for specific lessons. Each school has at least one mobile computer cart that can be signed out for student use. Consistent student access across grade levels and buildings as well as increasing the availability of technology before and after school hours are some current issues that are difficult to overcome considering budgetary constraints.</p>
	<p style="text-align: center;">iii. <i>The needs of educators are evaluated,</i></p> <p>A district technology committee collects feedback from staff in their building to share with the committee as a whole. This information is then compared to the district goals to determine technology solutions that will provide the best educational return on investment. The staff's needs for technology training are evaluated on a departmental basis and are based on the goals of the curriculum. The staff submits yearly staff development evaluations that are used to determine areas that require more training. This is used to design courses to be taught in the districts Staff College professional development program. Staff is also periodically surveyed to determine the current level of technology use.</p>
	<p style="text-align: center;">iv. <i>The needs of students are evaluated,</i></p> <p>Students technology needs are based on the degree of integration in a particular curriculum. Since the curriculum drives technology use, all new initiatives consider possible technology implementation and associated costs. Student access to district technology is still somewhat limited at the individual classroom level.</p>
	<p style="text-align: center;">v. <i>Past professional development addressed the educators' and students' needs for technology integration,</i></p> <p>Using the yearly teacher staff development evaluations and with input from the district professional development committee, courses are developed for the district's professional development program which is called Staff College. The technology courses focused on how to use and integrate technology. Some topics included: productivity software, designing websites, using streaming digital media, course management software (Moodle), Photoshop, Groupwise, blogging and Internet based</p>

	<p>lessons. All teachers are required to take 6 hours of staff college on a yearly basis. During the year other training is performed on a “just in time” (JIT) basis by both in district and out of district trainers. This year, JIT training was conducted on web based lesson planners, website creation, and Netbook PC’s. New teachers to the district are given an introduction to the schools network, email, lesson planning and web page design software packages before starting their assignment.</p>
	<p>vi. <i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i></p> <p>District administrators have access to the same courses offered to other staff members in the district's Staff College. In addition, the district includes technology staff development during its monthly administrative cabinet meetings.</p>
	<p>vii. <i>Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</i></p> <p>In 2009-2010, ongoing, sustained training was directed to the use of advanced applications for resources used by the district. These training sessions built on skills learned in prior sessions. This was done to increase the depth of technology integration taking place in the classroom. Professional development sessions included: Advanced Tablet PC Hardware, Advanced Tablet PC Software, Advance United Streaming, Moodle, and Advanced Web Design. Training on specific pieces of hardware and software are done on a building or department level as needed throughout the year by technology teachers and district administrators.</p>
	<p>viii. <i>Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</i></p> <p>Administrators have access to the same training sessions that are available to other staff members as listed above</p>
	<p>ix. <i>Supports were provided for educators other than professional development,</i></p> <p>Each K-5 building is supported by a district technology representative. William Annin Middle School and Ridge High School have two district technology representatives. These staff members are able to assist teachers with technology questions and issues. Building media specialists assist teachers with integration of information and technology literacy skills. In the elementary schools, a technology teacher ensures that technology is integrated into the curriculum using specific curriculum projects and assists teachers with the use of technology in the grade level</p>

	<p>classroom. When needed, web based or print resources are obtained to provide teacher with information on technology.</p>
	<p style="text-align: center;"><i>x. Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i></p> <p>The greatest barrier, as identified in the district survey, is the lack of time to plan and practice with new technologies. Most mobile technologies have been provided to staff and remain in their possession for the duration of their employment. This was done to increase the likelihood that practice could occur during non-working hours and away from the job site. This practice is best tied in with specific professional development experiences and to this end, more technology PD should be designed with practice assignments that can be completed offsite at the discretion of the staff member. Collaboration can then take place after the training using course management software.</p>
	<p>2. <i>Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.</i></p> <p>Based on the our assessment we recognize the following needs:</p> <ol style="list-style-type: none"> (1) To increase emphasis on maintenance of operating capacity existing technology at the expense of the acquisition of new technology if necessary due to financial constraints (2) To research and implement online platforms that facilitate collaboration, creation of knowledge repositories, establishment of online learning communities (3) To modify the upgrade and maintenance schedule to improve overall reliability of technology hardware in the district (4) To maintain a consistent technology toolset in terms of end user devices and software. In part, to reduce the use of diverse software and devices that are designed for the same functional tasks. (5) To detail more specific methods of technology integration in district curriculum (6) To increase asynchronous student access to content, class materials, and applications by implementing web based solutions
	<p>3. <i>Prioritize the identified needs</i></p> <p>Though all needs can be considered equally important, due to budgetary constraints they must be prioritized in the following fashion:</p> <ol style="list-style-type: none"> (1) To increase emphasis on maintenance of operating capacity existing technology at the expense of the acquisition of new technology if necessary due to financial constraints (2) To modify the upgrade and maintenance schedule to improve overall reliability of technology hardware in the district (3) To maintain a consistent technology toolset in terms of end user devices and software. In part, to reduce the use of diverse software and devices that are designed for the same functional tasks.

- (4) To research and implement online platforms that facilitate collaboration, creation of knowledge repositories, establishment of online learning communities
- (5) To include more detailed methods of technology integration in district curriculum
- (6) To increase asynchronous student access to content, class materials, and applications by implementing web based solutions

IV. THREE-YEAR GOALS AND OBJECTIVES

A. History

Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.

The goals of the 2007-2010 Technology plan were:

- Goal 1 - Educators will have reliable access to the necessary educational technology tools to successfully infuse technology into the curriculum on a consistent basis

The committee felt this goal has been successfully achieved. A standardized set of tools was adopted K-5 and 6-12 and implemented in all buildings. Staff members were trained on these new technologies and are making use of them with a high degree of frequency.

- Goal 2 - Encourage the creation of an environment that promotes research on integrating innovative technology into the classroom

The committee felt this goal was successfully completed. A district technology committee was formed and meets monthly. Each building and the special education department are represented. Reports from meetings are shared with the district administration at cabinet meetings and school representatives share information with their individual schools.

- Goal 3 - To ensure that the technology integrated into the curriculum assists in meeting the district goals of rigor and relevance and active student learning in all content areas.

The committee did not feel that this goal was achieved to its satisfaction. While many curriculum documents have been updated and include technology integration, there are still many that have not reached this point. Due to budgetary constraints some curriculum projects have been delayed and technology staff members are not always able to assist.

- Goal 4: Educators will have the skills and knowledge needed to use educational technology as an effective tool to assist and support student achievement throughout the Core Curriculum Content Standards.

The committee felt this goal was achieved. Staff feedback on the survey showed that they felt the level of professional development was adequate.

	<p>B. Goals and Objectives for 2010-2013</p>
	<p><i>Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.</i></p> <p>Goal 1: Maintenance of educational technology tools will be sufficient so that educators and students have improved access to all technology tools and platforms.</p> <p>Goal 2: Students will have reliable access to the necessary technology to successfully engage in higher-order thinking activities (i.e., analysis, problem-solving, decision-making, evaluation, scientific inquiry) that prepare them to address authentic 21st century issues.</p> <p>Goal 3: Integrate instructional strategies that leverage technology across all areas of the curriculum.</p> <p>Goal 4: Foster a professional learning community that encourages the seamless integration of state-of-the-art, technology-based tools in the classroom.</p>
	<p>V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)</p>
	<p>A. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i></p> <p>Implementation strategies/activities that relate to the goals and objectives are described in the Implementation Activity Table (click to jump below).</p>
	<p>B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.</i></p> <p>Implementation strategies that ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities are described in the Implementation Activity Table (click to jump below).</p>
	<p>C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i></p>

The NJTAP-IN rubric has been correlated to district designed technology assessments across the curriculum. Starting in grade 4 these assessment results are recorded the school's student information system (SIS). This continues in each year through grade 7; at the end of grade 7 the results are tallied and compared to the rubric cutoff score for proficiency.

D. *Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*

Perhaps the most important trend in information technology in the last few years is the movement of applications and data away from local devices, such as desktop computers or laptops, to centralized network servers or cloud applications and storage. Applications that were available only on desktops (word processing, spreadsheets, presentation software) are now preferred to be available 24/7 from anywhere connected to the Internet regardless of the device (laptop, kindle, iPhone, etc.). In order to improve student achievement, the available Internet bandwidth and bandwidth between district sites need to be increased considerably so that curricular software and academic data can be accessed reliably. Bandwidth utilization will be monitored and increased if necessary in order to support goals.

VI. FUNDING PLAN (July 2010 – June 2011)

A. Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including [NIMAS](#) compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

Below is the three year projected funding table for the technology plan. Given the difficult current financial climate, the following funding projections are based on three very conservative assumptions. Funding in the form of state aid for technology is assumed to be zero for all three years. Federal funding sources that appear in the projections are either guaranteed (as in 2010-2011) or have a very high probability of being present (as in the well funded federal e-Rate program which has been in effect since 1996). Lastly, although the district has won grants for technology in each of the last 3 years (totaling over \$20,000) and received donations used for technology in excess of \$60,000 over the past three years, \$0 from grants and donations is assumed for all 3 years.

**Three-Year Technology Plan Projected Funding Table
(2010-2011)**

ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Consolidated Server,	70000	0	0	0

Storage, and backup infrastructure				
Network Bandwidth Capacity	30000	0	90000	0
Software Licensing	0	0	44000	0
Maintenance of classroom technology (25% staff tablets, projectors, interactive whiteboards, labs etc)	0	0	250000	0
Support and warranty contracts	0	0	30000	0
Networking switching and routing infrastructure upgrades	0	0	34000	0

**Three-Year Technology Plan Projected Funding Table
(2011-2012)**

ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Consolidated Server, Storage, and backup infrastructure	0	0	0	0
Network Bandwidth Capacity	30000	0	90000	0
Software Licensing	0	0	44000	0
Maintenance of classroom technology (25% staff tablets, projectors, interactive whiteboards, labs etc)	0	0	250000	0
Support and warranty contracts	0	0	30000	0
Networking switching and routing infrastructure upgrades	0	0	30000	0

**Three-Year Technology Plan Projected Funding Table
(2011-2012)**

ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
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				Grants)
Consolidated Server, Storage, and backup infrastructure	0	0	0	0
Network Bandwidth Capacity	30000	0	90000	0
Software Licensing	0	0	44000	0
Maintenance of classroom technology (25% staff tablets & netbooks, projectors, interactive whiteboards, labs etc)	0	0	280000	0
Support and warranty contracts	0	0	30000	0
Networking switching and routing infrastructure upgrades	0	0	30000	0

This figures above do not include support personnel costs. Maintaining the current support personnel is critical to the feasibility of achieving the plan's goals. In prior years, long technology issue resolution times was major barrier to the integration of technology into instruction. One of the successes of the previous plan was getting the level of support to a level where staff felt comfortable in integrating technology into their instruction. Current support personnel include:

Technology Manager

Database Administrator

7 Technicians

Administrative Assistant

Part-time teacher tech duties: 1 per elementary; 2 per middle/high school The total salary costs are approximately \$600,000 not including benefits. The current support personnel will also need additional training in order to effectively leverage new cost saving technologies such as supporting the trunking of voice traffic over the data network. Required training costs are difficult to forecast as pricing varies widely depending on the availability of remote training or proximity to required training locations. However, training for all technical staff will not exceed \$20,000 in any given year.

	<p>B. <i>Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.</i></p> <p>The district has relied on a variety of sources, including grants, PTO's, and donations, to meet the funding needs for ensuring students have access to technology and that teachers are prepared to effectively integrate technology into the curriculum and instruction. The district will continue to seek funds from these resources in the future. Also, the district will continue to file for e-Rate on its telecommunications and Internet expenses with the Universal Service Administrative Company. In the previous three years, this has resulted in at least a 20% discount on telecommunications and Internet expenses. Also, grants from private and public organizations, whose proceeds have helped fund technology acquisition, have been successfully applied for in the past 3 years. If feasible, grant opportunities will continue to be actively pursued over the next three years in order to secure funding for educational technology expenses. The non-profit community group, Bernards Township Educational Foundation, will be seeking large grants which may provide additional funding for technology infrastructure.</p>
	<p>C. <i>Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i></p> <p>The plan has been submitted pending approval at June 21st, 2010 board meeting.</p>
	<p>D. <i>A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i></p> <p>The budget for subsequent plan years will be approved by May of the preceding year.</p>
	<p>E. <i>Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.</i></p> <p><i>Those elements are:</i></p> <ul style="list-style-type: none"> • <i>Goals and strategies for using telecommunications and information technology;</i> • <i>A professional development strategy;</i> • <i>An assessment of telecommunications services, hardware, software, and other services needed;</i> • <i>Budget resources; and</i> • <i>An ongoing evaluation process.</i>
<p>VII. PROFESSIONAL DEVELOPMENT</p>	
	<p>A. <i>Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i></p> <p style="text-align: center;">Regina Rudolph, Assistant Superintendent</p>

(908) 204-2600 x 104
rrudolph@bernardsboe.com

B. *Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:*

1. *How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.*

All administrators will have a laptop or tablet PC with wireless capabilities. Administrators will also have 24 hour access to email, network files, and student information systems. Ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center. The district sends administrators to out of district technology related workshops and conferences including, but not limited to NJASA Techspo and NJ Elite. If feasible due to budgetary and scheduling constraints, administrators will continue to be sent to technology related conferences and workshops with the superintendent's approval. Administrators will also be offered training sessions on new technology adoptions in the district.

2. *How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.*

The district offers over 100 professional development courses over the period of the calendar year. In 2009-10, 47 of those courses specifically dealt with improving staff members' capabilities with technology. The district also offers additional pull-out training on technology as the need arises. Mandatory training is required for all staff before they are issued a Netbook or Tablet PC. Each year the district provides a technology specific training session to all new staff members during new staff induction. This wide array of technology related professional development has been successful in the past and will continue for the next 3 years.

3. *The professional development opportunities and resources that exist for technical staff.*

The technology staff will implement a departmental knowledge sharing exercise on a monthly basis. One or two technicians who receive out of district or remote product training are required to produce turn-key, tailored training sessions based on what they've learned to their technical peers at monthly meetings. The technology manager will work with senior technicians to identify training opportunities and then work with the attending technician to document and share all knowledge gained that is particularly relevant to the district's technology implementations.

4. *How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.*

After assessing the needs of our diverse population, various outside sources have been conducted to assist us in meeting the needs of students with disabilities. Since staff plays an integral role in the implementation and use of assistive technology, training for teachers, aides, parents, and students is paramount. First, teachers are trained through pull-out sessions usually contacted during the school day. The teachers are then expected to train the staff members in their classes. Teachers and staff work with the students until skills are mastered, then parents are encouraged to come to school for training. Parents are either trained on individual units with their child or through a parent evening workshop. Teachers also make monthly home visits to ensure the success of the children at both home and school.

C. *Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.*

The following training is planned for next year based on current district initiatives and goals as well as identified needs:

1. In-service and continuing update training on effectively utilizing multimedia classrooms which include: Tablet PC's, Digital Projectors, Netbooks, and Web 2.0 Tools.
2. Pre-service training on district technology and new-teacher training during the year utilizing the mandatory 10 hour ongoing professional development on district hardware and software initiatives including: OnCourse, Moodle, Groupwise, and United Streaming. This initiative will also utilize Moodle to develop a Professional Learning Committee for new teachers focused on Technology.
3. Development of Staff College courses to match the suggestions generated by district faculty regarding technology. Development of blended format (face-to-face and online) professional development experiences.

Teachers are supported at all grade levels by building level technology representatives. These representatives are available to assist teachers with technology trouble shooting, JIT professional development, and suggestions for best practices. Each department also has a supervisor who includes technology use as a regular part of the formal and informal observation process. Supervisors assist teachers with incorporating technology into the existing curriculum and developing new methods of instruction and assessment that utilize technology. Web based training is also available to teachers for each of the software packages utilized by the district.

D. *Project professional development activities that will continue to support*

identified needs through 2013, including all partners.

Keeping staff current in learning new technologies requires the continued offering of multiple technology courses through Staff College. The district should also strongly encourage staff to complete at least one technology related staff college course or similar training session over period of time deemed reasonable by the Bernards Township Education Association.

VIII. EVALUATION PLAN

Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in

1. *Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,*

The Technology Manager, the Director of Curriculum, and the District Supervisors in conjunction with input from the district technology committee, will examine this plan on an annual basis to assess the extent to which technology has been integrated into the curriculum. All revised curriculum will follow New Jerseys format for including Understanding by Design (UbD) and 21st Century Skills and Themes. Curriculum will be designed using the web based Rubicon tool and accessible by the entire school community.

2. *Enabling students to meet challenging state academic standards, and*

The District Supervisors and the Director of Curriculum will employ data from teacher lesson plans and administration of the Learning of Technology Institute survey to help measure the extent to which technology has been integrated into the curriculum. The results of this data will be correlated with state assessment data to determine a relationship between the use of educational technology and state standards achievement.

3. *Developing life-long learning skills.*

The District Administrative Team and Technology Committee will complete an annual assessment based on the Milestones for Improving Learning and Education (MILE) framework. The MILE framework focuses directly on life-long learning skills as they relate to 21st century themes, innovation skills, and career skills. The results of each year's assessment will be compared to the previous year's results. Year over year comparisons will provide the basis for implementing curricular and staff development changes as needed.

Three-Year Implementation Activity Table

July 2010 – June 2013

Goal 1: Maintenance of educational technology tools will be sufficient so that educators and students have improved access to all technology tools and platforms.

Strategy/Activity	Timeline	Person Responsible	Documentation
Maintain adequate spare components or warranty contracts for projectors, desktops, tablet, netbooks, printers	ongoing	Technology Manager	Inventory
Maintain cold spare networking equipment to ensure network reliability; assess inventory levels annually.	ongoing	Technology Manager	Inventory
Ensure bandwidth is sufficient to meet needs of network users	Sept. 1, 2010	Technology Manager	Bandwidth contracts
Research possible platforms for the creation of a common repository for all curriculum grade level materials	2010-2011	Technology Committee	Technology Committee Meeting Presentations on findings
Enforce storage quotas that ensure equitable storage for all staff. Provide assistance to help users meet that quota.	Sept. 1, 2010	Technology Department/ Building Tech Reps	Report of disk usage by staff
Collect comprehensive software needed on district user device images	June of each year	Curriculum Supervisors	Software needs survey responses
Research and recommend possible off site (Cloud) solutions for storage	2010-2011	Technology Manager	Report analyzing cloud storage options
Develop a standard of usability performance for devices, perform building assessment of device against standard, develop and implement process for maintenance	Once each year	Technology Committee / Technology Department	Functionality Checklists
Develop and implement email retention policy.	2010-2011	Technology Department	Administrative Policy
Research and adopt student internships to perform routine maintenance.	2010-2011	Guidance / Technology Department	Intern service logs
Maintain a technology replacement list that has priority over new technology expenditures	Annually	Technology Department	List of needed equipment
Annual survey to assess whether technology is reliably available	Annually	Supervisor of Technology	Survey results

Develop a standard that requires new technology to integrate with existing infrastructure	2010-2011	Technology Committee	Administrative Policy
Maintain adequate power distribution for critical district data center	2011-2012	Technology Department	Purchase the UPS for data centers
Identify students' significant access to Internet at home	Annually	Technology Department	Survey responses

Goal 2: Students will have reliable access to the necessary technology to successfully engage in higher-order thinking activities (i.e., analysis, problem-solving, decision-making, evaluation, scientific inquiry) that prepare them to address authentic 21st century issues.

Strategy/Activity	Timeline	Person Responsible	Documentation
2.1 - Identify a set of digital tools that students will have access to 24/7 regardless of location.			
Provide opportunities to discover, evaluate, recommend and pilot current digital tools to keep pace with emerging technologies <ul style="list-style-type: none"> Develop a Shared Best Practices Protocol to be filtered from tech rep meetings, technology committee meetings to faculty meetings Examples of Digital Tools include but are not limited to: Teacher Websites (Oncourse), Moodle, Digital Textbooks, Online research Modules, Wikis, Blogs 	Ongoing	Tech reps/teachers for ID Administration for providing time and training opportunities	Review survey Meeting Agendas, Certificates from Training Exercises (See Goal 3)
2.2 - Students will become digitally responsible citizens.			
Model legal and ethical behaviors when using print and non print information. <ul style="list-style-type: none"> Familiarize students with rules of copyright rules, plagiarism and content. Maintaining the practice of educating students of the AUP District wide staff meeting in Sept. Faculty Meeting Training 	Ongoing	Media Specialists, Tech Teachers, Classroom Teachers	Current AUP, Meeting Agenda listing training Training materials
Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics. <ul style="list-style-type: none"> District wide staff meeting in September mention Maintaining the practice of educating students of the AUP Faculty Meeting Training 	Ongoing	Media Specialists, Tech Teachers, Classroom Teachers	Current AUP, Meeting Agenda listing training Training materials
2.3 - Educators will develop curriculum to instruct digital responsibility			
<ul style="list-style-type: none"> Review current Library/Media and Technology curriculum to determine if revision needs to be made. Allocate necessary time to accomplish goal 	School Year 2010-2011	Tech Teachers, Tech Reps Admins	Notes to Supervisor indicating changes to be made, Current Curriculum guide

			with notes for revisions
<ul style="list-style-type: none"> Develop curriculum to incorporate digital responsibility Allocate necessary time to accomplish goal 	School Year 2011-2012	Tech Teachers, Tech Reps Admins	Notes to Supervisor indicating changes to be made, Updated or new Curriculum

Goal 3: Integrate instructional strategies that leverage technology across all areas of the curriculum

Strategy/Activity	Timeline	Person Responsible	Documentation
Educate staff on 21st Century Skills, UbD, and State 8.1 CCCS and how they relate to the incorporation of technology in the core content areas	Ongoing	District administration, Technology Reps	Training Agendas, Staff College
Teachers will incorporate the above concepts into their PDP goals	Ongoing	Teachers, District Administration	PDP documents
Teachers will make use of PDP products to assist in the development of curriculum	During curriculum development cycle	Supervisors, Teachers	PDP and Curriculum Documents
25 percent of the core academic content curricula explicitly integrate 21st century skills utilizing technology and meet the NJCCCS 8.1 standards	2010-2011	Supervisors	Curriculum Documents
50 percent of the core academic content curricula explicitly integrate 21st century skills utilizing technology and meet the NJCCCS 8.1 standards	2011-2012	Supervisors	Curriculum Documents
75 percent of the core academic content curricula explicitly integrate 21st century skills utilizing technology and meet the NJCCCS 8.1 standards	2012-2013	Supervisors	Curriculum Documents
Teachers will include instructional strategies, as outlined in the curriculum, that leverage technology into their lesson plans	Ongoing	Teachers	Lesson Plans
Investigate and develop alternate assessment strategies that utilize technology including e-portfolios, performance assessments and capstone projects.	Ongoing	All certificated staff	Curriculum Documents and Lesson Plans

Goal 4: Foster a professional learning environment that encourages the seamless integration of state-of-the-art, technology-based tools in the classroom.

Strategy/Activity	Timeline	Person Responsible	Documentation
Establish school-based technology committees	Fall 2010	School Administrators	District Technology Committee meeting minutes containing reports from building tech committee representatives

Assessment of utilization of current tools to determine current and potential uses.			
<ul style="list-style-type: none"> • Best Practices Staff College Courses 	ongoing	Assistant Superintendent	Staff College Bulletin
<ul style="list-style-type: none"> • Staff Survey to assess current use 	Fall 2010	Technology Manager	Survey results
<ul style="list-style-type: none"> • Analyze surveys 	Fall 2010	School-based tech committees	Tech Committee wiki (or similar online tool)
<ul style="list-style-type: none"> • Ongoing Staff Development for innovative uses of current technology 	Spring and Summer 2011	Assistant Superintendent	Staff College Bulletin
<ul style="list-style-type: none"> • Integrate Digital formats for interactive learning 	Fall 2010	School-based tech committees	Tech Committee wiki (or similar online tool)
Determine baseline functionality of mobile devices to meet educational needs of our K-12 students.	Fall 2011	School-based tech committees	Needs assessment to present to district committee
<ul style="list-style-type: none"> • research mobile devices in education 	Fall 2011	School-based tech committees	Tech Committee wiki (or similar online tool)
<ul style="list-style-type: none"> • pilot mobile devices in education 	Spring 2012	Teachers	Teacher Feedback
<ul style="list-style-type: none"> • Integrate use of Mobile devices in the curriculum 	Fall 2013	Curriculum Supervisors	Curriculum
<ul style="list-style-type: none"> • Ongoing Staff Development: Integrating mobile devices in the Learning Environment 	Summer & Fall 2013	Assistant Superintendent	Staff College Bulletin

POLICY

Board of Education

Bernards Township

File Code: 2361

ACCEPTABLE USE OF COMPUTER NETWORK/ COMPUTERS AND RESOURCES FOR STUDENTS

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated, and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet Sites, bulletin boards, and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privilege, and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have District personnel monitor network activity, in any form necessary, to maintain the integrity of the network and insure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 1. Intentionally disrupts network traffic or crashes the network--included, but not limited to chain letters, junk mail & spamming;

ACCEPTABLE USE OF COMPUTER NETWORK/ COMPUTERS AND RESOURCES FOR STUDENTS

2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of our District for commercial purposes, financial gain, or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy;
11. Engages in other activities that do not advance the educational purposes for which computer network/computers are provided;
12. Introducing malicious programs into the network or server (e.g., viruses, worms, Trojan horses, email bombs, etc.);
13. Using a Bernards Township Board of Education computing asset to procure or transmit material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction;
14. Making fraudulent offers of projects, items, or services originating from any Bernards Township Board of Education account;
15. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which you are not an intended recipient or logging into a server or account that you are not expressly authorized to access, unless these duties are within the scope of regular duties. "Disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes;
16. Port scanning or security scanning, unless you previously notify Bernards Township Board of Education;
17. Executing any form of network monitoring that will intercept data not intended for your host, unless this activity is a part of your normal duties;
18. Circumventing user authentication or security of any host, network, or account;
19. Interfering with, or denying service to, any user other than your host (for example, a denial of service attack);
20. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/intranet/extranet; and/or
21. Providing unauthorized information about, or lists of, Bernards Township Board of Education employees to parties outside Bernards Township Board of Education.

POLICY - Continued

File Code: 2361

ACCEPTABLE USE OF COMPUTER NETWORK/ COMPUTERS AND RESOURCES FOR STUDENTS

- D. For security and network maintenance purposes, authorized individuals within Bernards Township Board of Education may monitor equipment, systems and network traffic at any time, per the Audit Policy.
- E. Bernards Township Board of Education reserves the right to audit networks and systems on a periodic basis to ensure compliance with the policy.

Standards for Use of Computer Networks Accessed Via Non-Board of Education Issued Devices

Any individual using the Bernards Township Board of Education's computer network from a device not issued by the Bernards Township Board of Education accepts that such usage is only permitted by agreeing to the following conditions. Users who do not agree to each of the following conditions are not permitted to use Bernards Township Board of Education's computer network from a device not issued by the Bernards Township Board of Education.

User's Obligations: All users agree to provide virus and firewall protection for any device(s), from which users will be accessing the computer network. Virus protection software must be updated with virus definitions not less than two weeks old.

User's Assumption of All Risks of Use: Users agree to and hereby assume all risks (including, but not limited to, the risks of damage caused by hackers, worms, Trojans or viruses) arising from, connected to or resulting from usage of this computer network.

User's Acknowledgments: All users acknowledge: 1) the use of this computer network may not be uninterrupted or error-free; 2) use of this computer network may expose you or your device(s) to risks such as hackers, worms, Trojans or viruses; 3) although the Bernards Township Board of Education makes great effort to keep the computer network safe and secure for users, Bernards Township Board of Education does not guarantee the security of this computer network; 4) unauthorized third parties may access your device(s) or files or otherwise monitor your use of this computer network; 5) the Bernards Township Board of Education's ability to provide this access the computer network without charge is based on the disclaimers and limitations of liability provided in the "Indemnification" and "Limitation of Liability" paragraphs below.

Limitation of Liability: Under no circumstances will the Bernards Township Board of Education or any of their administrators, officers, directors, employees, agents or affiliates be liable for any legal damages (whether based on tort, breach of contract or equitable theories) based on any claim of the user, or any of the user's heirs, assignees, appointees or successors-in-interest, and arising out of or as a result of the user's use of the computer network.

POLICY - Continued

File Code: 2361

ACCEPTABLE USE OF COMPUTER NETWORK/ COMPUTERS AND RESOURCES FOR STUDENTS

Indemnification: All users agree to indemnify and hold harmless the Bernards Township Board of Education and each of their suppliers, licensors, officers, directors, employees, agents or affiliates from any claim, lawsuit, liability, loss, damage, cost, expense or attorney's fee arising out of or relating to any actions initiated or caused by users while using this computer network.

Internet Safety/Protection

The school district is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene as defined in section 1460 of Title 18, United States Code; child pornography, as defined in section 2256 of Title 18, United States Code; are harmful; to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The school district will certify on an annual basis, that the schools, including media centers/libraries, in the district are in compliance with the Children's Internet Protection Act and the school district enforces the requirements of this policy.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

POLICY - Continued

File Code: 2361

ACCEPTABLE USE OF COMPUTER NETWORK/ COMPUTERS AND RESOURCES FOR STUDENTS

Consent Requirement

No pupil shall be allowed to use the computer or computing system unless they shall have filed with the respective school office a consent form signed by the pupil and his/her parent(s) or guardian(s).

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation #2361 and other appropriate discipline which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

ADOPTED: August 28, 2006

POLICY

Board of Education

Bernards Township

File Code: 3321

ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES FOR TEACHING STAFF MEMBERS

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated, and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow teaching staff members to explore databases, libraries, Internet Sites, bulletin boards, and the like while exchanging information with individuals throughout the world. The Board supports access by teaching staff members to information sources but reserves the right to limit inschool use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow teaching staff members access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privilege, and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate teaching staff members' access to the computer network/computers at any time, for any reason. The Board retains the right to have District personnel monitor network activity, in any form necessary, to maintain the integrity of the network and insure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 1. Intentionally disrupts network traffic or crashes the network--included, but not limited to chain letters, junk mail & spamming.

ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES FOR TEACHING STAFF MEMBERS

2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of our District for commercial purposes, financial gain, or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy;
11. Engages in other activities that do not advance the educational purposes for which computer network/computers are provided;
12. Introducing malicious programs into the network or server (e.g., viruses, worms, Trojan horses, email bombs, etc.);
13. Using a Bernards Township Board of Education computing asset to procure or transmit material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction;
14. Making fraudulent offers of projects, items, or services originating from any Bernards Township Board of Education account;
15. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which you are not an intended recipient or logging into a server or account that you are not expressly authorized to access, unless these duties are within the scope of regular duties. "Disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes;
16. Port scanning or security scanning, unless you previously notify Bernards Township Board of Education;
17. Executing any form of network monitoring that will intercept data not intended for your host, unless this activity is a part of your normal duties;
18. Circumventing user authentication or security of any host, network, or account;
19. Interfering with, or denying service to, any user other than your host (for example, a denial of service attack);
20. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/intranet/extranet; and/or
21. Providing unauthorized information about, or lists of, Bernards Township Board of Education employees to parties outside Bernards Township Board of Education.

ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES FOR TEACHING STAFF MEMBERS

- D. For security and network maintenance purposes, authorized individuals within Bernards Township Board of Education may monitor equipment, systems and network traffic at any time, per the Audit Policy.
- E. Bernards Township Board of Education reserves the right to audit networks and systems on a periodic basis to ensure compliance with the policy.

Standards for Use of Computer Networks Accessed Via Non-Board of Education Issued Devices

Any individual using the Bernards Township Board of Education's computer network from a device not issued by the Bernards Township Board of Education accepts that such usage is only permitted by agreeing to the following conditions. Users who do not agree to each of the following conditions are not permitted to use Bernards Township Board of Education's computer network from a device not issued by the Bernards Township Board of Education.

User's Obligations: All users agree to provide virus and firewall protection for any device(s), from which users will be accessing the computer network. Virus protection software must be updated with virus definitions not less than two weeks old.

User's Assumption of All Risks of Use: Users agree to and hereby assume all risks (including, but not limited to, the risks of damage caused by hackers, worms, Trojans or viruses) arising from, connected to or resulting from usage of this computer network.

User's Acknowledgments: All users acknowledge: 1) the use of this computer network may not be uninterrupted or error-free; 2) use of this computer network may expose you or your device(s) to risks such as hackers, worms, Trojans or viruses; 3) although the Bernards Township Board of Education makes great effort to keep the computer network safe and secure for users, Bernards Township Board of Education does not guarantee the security of this computer network; 4) unauthorized third parties may access your device(s) or files or otherwise monitor your use of this computer network; 5) the Bernards Township Board of Education's ability to provide this access the computer network without charge is based on the disclaimers and limitations of liability provided in the "Indemnification" and "Limitation of Liability" paragraphs below.

Limitation of Liability: Under no circumstances will the Bernards Township Board of Education or any of their administrators, officers, directors, employees, agents or affiliates be liable for any legal damages (whether based on tort, breach of contract or equitable theories) based on any claim of the user, or any of the user's heirs, assignees, appointees or successors-in-interest, and arising out of or as a result of the user's use of the computer network.

ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES FOR TEACHING STAFF MEMBERS

Indemnification: All users agree to indemnify and hold harmless the Bernards Township Board of Education and each of their suppliers, licensors, officers, directors, employees, agents or affiliates from any claim, lawsuit, liability, loss, damage, cost, expense or attorney's fee arising out of or relating to any actions initiated or caused by users while using this computer network.

Communication with Students

Email communication with students may only be made through the district web-mail system (www.bernardsboe.com)

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Policy #2361 and other appropriate discipline which includes but are not limited to:

- Use of the network only under direct supervision;
- Suspension of network privileges;
- Revocation of network privileges;
- Suspension of computer privileges;
- Revocation of computer privileges;
- Legal action and prosecution by the authorities;
- Dismissal.

ADOPTED: October 23, 2006

POLICY

Board of Education

Bernards Township

File Code: 4321

ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES FOR SUPPORT STAFF MEMBERS

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated, and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow support staff members to explore databases, libraries, Internet Sites, bulletin boards, and the like while exchanging information with individuals throughout the world. The Board supports access by support staff members to information sources but reserves the right to limit inschool use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of support staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

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POLICY - Continued

File Code: 4321

ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES FOR SUPPORT STAFF MEMBERS

2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of our District for commercial purposes, financial gain, or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
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POLICY - Continued

File Code: 4321

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ADOPTED: October 23, 2006