Bedminster Township Public School District Three Year Technology Plan 2013-2016

Mrs. Carolyn Koos, Superintendent

Submitted by:
Robert J. McNulty
Technology Coordinator

Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013
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County: <u>Somerset</u>   **County Code:** <u>035</u>

District/Charter School or Affiliation: <u>Bedminster Township</u>

District Code: <u>0240</u>

Grade Levels: <u>Pre-Kindergarten to Grade Eight</u>

Web Site: <u>www. bedminsterschool.org</u>

Date Technology Plan approved by school board or governing body:

Is the district compliant with the Children's Internet Protection Act (CIPA)? (Y/N) <u>YES</u>

Please indicate below the person to contact for questions regarding this technology plan:

Name: (print) _Robert J. McNulty_____

Title: _____Technology Coordinator_____

E-mail: _____rmcnulty@bedminsterschool.org_____

Phone___908-234-0768 ext. 276_____

Superintendent/Lead Person:

District Superintendent/Lead Person :(print) _Mrs. Carolyn Koos_____

E-mail: __ckoos@bedminsterschool.org_____

Phone__908-234-0768 ext. 200_____

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	**Not req'd by E-Rate**

TECHNOLOGY INVENTORY:
1. Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance *for 12 months of the e-rate funded year*, such as the following areas:
   a) Technology equipment including assistive technologies
   b) Networking capacity
   c) Filtering method
   d) Software used for curricular support and filtering
   e) Technology maintenance and support
   f) Telecommunications equipment and services
	a) **Page 7**
	
	b) **Page 11**
	
	c) **Page 12**
	
	d) **Page 12**
	
	e) **Page 15**
	
	f) **Page 15**	

NEEDS ASSESSMENT: 2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.	**Page 19**	
	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	**Not req'd by E-Rate**
THREE-YEAR GOALS: **3.** List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities.	**Page 22**	

THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:
 	
4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.
   a. telecommunications,
   b. information technology,
	Pages 35 and 36	

c. educational technology (including assistive technologies), and d. student technology readiness in preparation for online testing in 2014-2015.	**Pages 30-36**	
		Pages 31, 32, 34, 35, 36
		Pages 30, 31, 33, 34, 35

PROFESSIONAL DEVELOPMENT STRATEGIES: 5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. *Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.* Describe the planned professional development strategies by addressing each of the following questions: a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?	**Page 39-40**	
b) What professional development opportunities, resources and support (online or in person) exist for technical staff?		**Pages 41, 43-45**
c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?		**Page 42**
EVALUATION PLAN: 6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	**Page 46**	
7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	**Page 48**	
FUNDING PLAN (July 2013 – June 2014): 8. Provide the anticipated costs for **2013-2014** by source of funds (federal, state, local and other) and 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. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.		**Page 49**

Technology Plan Creation Date

The 2013- 2016 Three Year Technology Plan was created in draft form on November 12, 2012. Initial plans were developed as a result of a spring 2009 technology assessment, meetings with the Educational Technology Committee, and an assessment of the effective implementation of the 2010-2013 Technology Plan. The following elements were included:

- Goals and strategies for using telecommunications and information technology to support learning and instruction, as well as to meet the administrative needs of the school district.
- A professional development strategy was developed based on the evaluation of staff members' proficiencies and professional practices.
- An assessment of telecommunications services, hardware, software, and other services needed to support the administrative and academic needs of the school district.
- Budget resources were identified, based upon previous practices, with consideration for novel funding opportunities (such as shared services, grant opportunities, and support from local organizations)
- An ongoing evaluation process, through the existing Educational Technology Committee.

EXECUTIVE SUMMARY

Vision for Learning with Technology

Today's children are growing up in a technology-rich society. Their exposure to information technologies is ever-increasing. The Bedminster School community recognizes that instruction and learning can be greatly enhanced by the use of technology. So that we may provide a high-quality education for all students that incorporates emerging tools and resources, the Bedminster School community envisions a school where:

- Students will use technology in order to become effective contributors in a global society.
- Student growth and learning will be supported by instructional activities that effectively utilize emerging technologies.
- Students will use technology as a tool to develop skills and to provide experiences that create a passion for inquiry and life-long learning.
- Teachers will incorporate technology in order to facilitate learning that allows our students to create and express, communicate, share and collaborate, investigate and discover, and analyze, apply, and demonstrate.
- Teachers will engage in student-centered practices that support the foundations of teaching and learning as they guide our students.
- Teachers will be supported in the acquisition of requisite skills that enhance teaching and advance technology-based proficiencies.

In order to ensure that the environment supports these objectives for teaching and learning, technology tools and supporting resources will:

- Be available to every student and staff member
- Be readily accessible, every day
- Be used to differentiate learning and provide assistive technologies to those in need
- Extend self-directed learning beyond the "school walls"
- Compliment national and state educational standards
- Be used to support the development of higher order thinking skills

In order to remain current and meet our students' needs in a rapidly changing world, we will monitor, review, and assess the effectiveness of the materials and methods used. As new possibilities emerge, we will be prepared to determine what is best for our students and provide for them, as we are able, seeking input from our stakeholders.

PART 1

Technology Inventory

Part 1.a

The school district has five servers. Two are host servers, running virtual servers via VMware VShpere.   The servers provide file and print serving, computer management, and other enterprise services (listed in Part 1.d) The servers also manage desktop security and computer/account management.

- All Kindergarten, Grade 1 and Grade 2 classrooms have at least two multi-media capable networked computers (laptop or desktop).
- Grade 3 classrooms have 60 netbook computers in each room, to service about 65 students. Teachers share netbooks when extras are needed in a classroom.
- Each grade 4 classroom has 18 laptop computers, intended to provide 1:1 access.
- There are 6 dedicated laptop computers in the School-Wide Enrichment classroom, 8 desktop computers and 9 laptop computers in the library.
- The school has three (3) computer labs, two of which have 25 computers and one which has 20 computers (due to space limitations.)
- The labs are outfitted with color laser printers or solid ink printer/fax/scanners, video projectors.
- All teachers have a mobile computer for professional and classroom use.
- All classrooms have digital projectors and sound amplification.
- All elementary classrooms have interactive white boards with dedicated computers.
- 15 of 20 middle school classrooms have interactive white boards with dedicated computers. Some teachers opt to use Tablet PCs instead of interactive white boards. All middle school teachers have tablet PCs and projectors.
- There are 24 document cameras in use, in various classrooms.
- There are currently 20 digital video projectors in use throughout the school, in addition to those installed as components of interactive white board systems.
- The school has digital cameras, either housed within classrooms or available for loan from the media center. There are 8 cameras available for staff and student use, in the media center.
- The school has digital video cameras, including one professional-grade camera.

Technology inventory needed to improve student academic achievement through 2016 (as budgets will allow):

Technology Equipment
- Computers:
  - Existing desktop computers will continue to be used in classrooms. If feasible, a desktop virtualization system will be incorporated to extend the useful life of existing computers.
  - Existing student and teacher laptops will be used by students in Pre-Kindergarten through fourth grade classrooms until they are deemed obsolete. A four-year replacement cycle is planned.
  - Teacher laptops that are at least four years old will be replaced with new ones. A four year warranty life cycle will be used to refresh teacher laptops.
  - Over the next three years, we plan to accomplish <u>one of two objectives</u>, as funding and Board of Education support will allow:
    PLAN A
    - Maintain current numbers of mobile computers in all grade levels.

      - For grade 3 and grade 4, netbooks or laptops will be made available in quantities that will allow teachers to provide computer-to-student ratios of up to 1:1 in each grade level by sharing among the classes. A minimum of 45 mobile computers for each grade level is recommended.
      - For grades five to eight, select subject area teachers will be provided with enough computers to achieve a 1:1 computer-to-student ratio for all of their classes, once they have demonstrated the proficiency to design their instruction to include computers and related resources as a component part of their activities and assignments, preferably on a daily basis.

      OR

      PLAN B

    - Achieve 1:1 computing in grades 6-8 by purchasing 75-80 additional computers
      - For grades five to eight, subject area teachers will be provided with enough computers to achieve a 1:1 computer-to-student ratio for all of their classes, and they will be expected to complete a district-designed professional development curriculum.

o Tables 1.1 and 1.2 represent the procurement plans for desktop and mobile computers for 2013-2016, as the budget will allow:

Table 1.1 Computer Procurement Plan – Plan A

	Summer 2013	Summer 2014	Summer 2015
Student laptops- Grades 5-8	(none budgeted)	Replace 25% of existing (oldest) laptops	Replace 25% of existing (oldest) laptops
Student netbooks- Grades 1-4	(none budgeted)	Replace 25% of existing (oldest) netbooks	Replace 25% of existing (oldest) netbooks
Teacher Laptops	Replace up to 20, as needed	N/A	Replace up to 35, as needed
Computer Labs	(none budgeted)	Replace 25 computers in Lab 294	Determine if Lab 301 is needed, and replace 20 computers, if needed

Table 1.2 Computer Procurement Plan – Plan B

	Summer 2013	Summer 2014	Summer 2015
Student laptops- Grades 5-8	(none budgeted)	Lease 75 laptops Providing 1:1 computing for additional grade 6-8 students	Replace 25% of existing (oldest) laptops
Student netbooks- Grades 1-4	(none budgeted)	Replace 25% of existing netbooks	Replace 25% of existing netbooks
Teacher Laptops	Replace up to 20 laptops, as needed	N/A	Replace up to 35, as needed
Computer Labs	(none budgeted)	Replace 25 computers in Lab 294	Determine if Lab 301 is needed, and replace 20 computers, if needed

Assistive Technology

The district proactively evaluates the needs of the special needs population, relying on the evaluations and recommendations of the child study team and director of student services, contracted service providers, teachers and other specialists. The technology

coordinator supports the student services department by researching solutions, evaluating hardware and software and by making recommendations for effective use of existing hardware and software resources to provide novel solutions. Accessibility devices, learning support software, audio enhancement devices and other assistive solutions are currently employed at Bedminster School.

A total of 12 Apple iPads have been purchased for Special Needs and ELL classes. Through the Apple Volume Purchasing Program, apps can be purchased, as needed and as budgets allow. The iPads are centrally managed though a Meraki Mobile Device Management console. Apple Configuator is used to develop profiles.

Laptops are assigned to special needs students when computer technology can provide individual assistance. Touch screens are used on desktop computers for students who are unable to use keyboards and/or pointing devices.

Interactive white boards with surface resistive touch capabilities are used in special needs classrooms, for students who lack the graphomotor skills to use other pointing or writing devices.

- Network
    - Internet Access
        - Starting in July 2013, two 50 Mbps Metro Ethernet connection will be installed, supplied by two different ISPs for combined bandwidth and failover.
        - Internet access from Comcast Cable will be utilized to supplement the Metro Ethernet connection, providing 15/3 Mbps service at no cost to the district.
    - Wireless Network will be updated to accommodate iOS and Chrome OS devices:
    - Gateway security and data management
        - Gateway appliance will be configured to manage data over two 50 Mbps Internet connections, providing Internet connection redundancy and failover, and manage data flow across multiple connections.
    - Virtual network servers will be added, as needed, to meet the needs of the district. To accommodate additional virtual servers, the RAM of the host servers will be increased to provide adequate performance. An additional 24 GB of RAM will be initially installed for summer of 2013.
    - SAN-based storage will be increased from 2 terabytes to 4 terabytes in existing EqualLogic SAN device, based on need.
- Interactive whiteboards
    - One World Language classroom will have interactive whiteboards installed, *as funding becomes available*. (All other grade 1-8 self-contained/core subject area classrooms currently have interactive whiteboards.)

- Audio enhancement

o Two computer labs will be outfitted with ceiling-mounted audio systems in 2013 (as funding allows).

Part 1.b

Networking Capacity

There is one MDF and five IDF's, with Cisco 2950 and 3750 switches, containing a total of over 575 ports. Switches have a maximum of 1,000 Mbps uplink throughput, via fiber optic connections. Bedminster School has Ethernet network connections in every classroom, administrative office and common purpose rooms.

The wireless network infrastructure consists of an Aruba Networks controller-based, with 802.11n-capable access points, connected to Gigabit Ethernet PoE switches. There are 26 802.11a/b/g/n access points installed to provide wireless connectivity in all areas of the Bedminster School building, able to accommodate a high density of wireless devices in all classrooms and other public spaces (e.g., cafeteria, library, multipurpose room, administrative office suite). .

Currently, all network nodes have 100 Mbps throughput capacity. All workstations have 100 Mbps or 1000 Mbps network adapter cards.

Network throughput performance and utilization are monitored at managed ports throughout the network, as well as at servers and workstations. Once it is determined that increased throughput is needed, network equipment will be upgraded or replaced to accommodate the need. For scheduled upgrades of internetworking and/or end user equipment, equipment with increased throughput capability will be purchased when feasible.

Bedminster School has 64 network printers. Currently, printing services are delivered via a central network print server with user permissions controlling access to network printers. Network printers utilize 100 Mbps print servers, or are network-capable.

Internet access capacity is being increased from 10 Mbps to 100 Mbps, utilizing two 50 Mbps Metro Ethernet circuits, providing more than adequate Internet bandwidth for staff and students. Online assessment requirements will be exceeded.

Part 1.c

Content Filtering

There is currently a Sonicwall NSA 3500 "next-generation" firewall appliance with content filtering service, application-layer control, and gateway Antivirus, intrusion protection, user access control. The gateway router is currently an Adtran router, currently supporting a 10 Mbps Metro Ethernet connection. Two 50 Mbps Metro Ethernet connections will be in service as of July, 2013.

Part 1.d

Software used for curricular support

Title	Application/function	Area
Microsoft Publisher	Desktop publishing	General
Microsoft Office 2003 and Office 10 for Macintosh	Word processing, spreadsheet, presentation	General
Microsoft Internet Explorer	Web browsing	General
Macromedia Studio 8	Web page/web graphics design	General/Graphic Arts
Inspiration 7.6	Cognitive mapping, flowcharting, diagramming	General
Adobe Creative Suite 3	Graphic/Web/Video design	General
Adobe Reader	PDF reader	General
iMovie	Digital video editing	Graphic Arts
Kid Pix	Digital drawing, desktop publishing	General (k-3)
Pixie	Digital drawing	General (k-4)
Co-writer	Word processing (assistive)	Special Ed.
Start to Finish Books (Don Johnston)	Language Arts literacy (Special Ed.)	Special Ed.
		A.S.I.
Science Titles: Chemistry Discover the Elements Virtual Physics What is Physics Weather: Air in Action Earth, Ocean, Atmosphere, Space Explorer Scienceworks: Rocks and Minerals	Incorporated into grade 7 and 8 science curriculum	Science 7/8
Robolab	Robotics design and programming	School-Wide Enrichment
Smart software	Interactive display support	Special Education

iTunes	Audio management	General
Audacity	Audio editing	General
Kurzweil 3000/Firefly	Assistive technology	Special Education
Rigby PM series	Reading	ESL/Elementary
Geometers Sketchpad	Math curriculum	Math
Microsoft One Note	General use	General
Macmillan/McGraw Hill Mathematics	Elementary Math curriculum	Math
Holt Mathematics	Middle School Math curriculum	Math

Internet-based Subscriptions/Accounts

Title	Application/function	Area
Google Apps	Documents, spreadsheets, presentations, email, drwaing	General
BrainPop	Content information reinforcement	Math, Science, Social Studies, Lang. Arts, Fine Arts, Spanish
VoiceThread	Digital collaboration tool	General
Learning Express	NJ ASK preparation, writing process	A.S.I.
Webspiration	Cognitive Mapping	General
Ning.com	Private social networking	General

Web-based Resources
(Sample list- resources are added and removed as needed)

Title	Application/function
Skype	video conferencing
Prezi.com	presentations
Wikispaces.com	wikis
Blogmeister.com	blogging
Classroom2.0.com	Social networking
Picnik.com	Photo editing
Camstudio.com	Desktop capture, video tutorials
Bubblr	Comic strip creator using Flickr.com photos
Zoho.com	Various online productivity tools

Title	Application/function
Wordle.net	Word clouds for analyzing text
Socrata.com	program database
Animoto.com Education Edition	Video creation
WeVideo	Online video editing
Vocabularyworkshop.com	Language Arts
Holt Online	Math

Administrative Hardware/Software

Title	Application/function
Google Apps	E-mail and collaboration
Gaggle.Net	E-mail content and virus filtering/Email Archiving
Microsoft Office 2003/2010	Word processing, spreadsheets, presentations, databases
Microsoft Publisher	desktop publishing
K7 Antivirus/Thirtyfour7 Antivirus	Antivirus protection
Barracuda Backup Server	Data backup management
Retrospect Multi Server Backup	Data backup management
Altiris Client Management Suite	Software imaging/deployment/metering, workstation remote control
Schoolwires	Web Site Hosting
Adobe Acrobat 7	Document publishing
SIRS/School Logic	Student Information Management
CDK Personnel	Human Resources accounting
CDK Accounting system	District financial accounting
School Mate call out system (for phone system)	Informational messages via telephone system
The Substitute Service	Substitute teacher management
VMware	Virtual servers
SvSAN	Virtual SAN software
Food Service Solutions	Point of Sale Food Service System
Follett Destiny	Library Catalog and Circulation
SNAP Healthcare	Nursing Management System
SonicWall ViewPoint	Network usage monitoring/management
BusBoss	Transportation Management
SchoolConnects	Call out and email notifications service

Part 1.e

Technology maintenance policy and plans

It is the intention of the Bedminster Township Board of Education to provide sustained maintenance on all technology equipment in its inventory. The objective of the policy is to provide for consistent technological services and, in the case of breakage or faulty equipment, to minimize the impact on users and services by providing repair or replacement in an expeditious manner. Maintenance of equipment is sustained by a combination of in-house support and repair, local qualified service centers and manufacturers' service programs (see list of currently used service partners below). Where feasible and financially prudent, service contracts and extended warranty coverage is obtained.

Equipment Service Centers	Equipment Serviced
Dell Inc.	Desktop and laptop computers, Servers
Emtec Inc	Windows/Apple servers, internetworking equipment, data cables
Promedia	cabling
MRA International, Inc.	HP printer support
Recytech	Hardware recycling
Computer Management Corp.	Printer maintenance and supplies
CompNet, Inc.	IEP solution support
SRB, Inc.	SIS support
NetX	Altiris CMS support
Video Corporation of America	Cable television system

Part 1.f

Telecommunications Services

Bedminster School, including administrative offices, is equipped with a digital voice communications system. It is a full-featured Infinite XTS digital system with the following features:

- Hands-free intercom speakerphones in every classroom administrative office and common room

- Voice Mail system
- Caller ID capability
- Call Accounting system
- Homework Hotline and multicast callout services to enhance communication with the school community (currently not utilized)

Synrevoice SchoolConnects hosted communications service- provides phone, email and text messaging mass-communications

The phone system is supported by thirty eight (38) trunk lines, via PRI. Local, regional and long distance voice services are currently provided by Xtel Communications.

The Infinite XTS system is nearing the end of its support lfe. Consideration for replacement must be given in 2013-2014 for replacement by 2015.

Technical Support

Technical support is provided by one full-time technician, and by the technology coordinator. The district utilizes Schoolwires ASSIST help desk/job ticket system to improve communication between the technical support staff and end users, expedite response time and maintain records involving technical issues.

Facilities Infrastructure

- Proprietary control and management software is used to control the HVAC system.
- A Video Insight digital video surveillance system is utilized in Bedminster School, with cameras for viewing strategic areas around the building and property. IP-based remote monitoring and camera control software is used on several administrative PC's.
- All electrical system components are inspected and certified annually by the township building inspector.

Educator access to educational technology in instructional areas

All educators have laptop computers for professional use. Classrooms are each outfitted with at least two computers (desktop or laptop), with as many as twenty five computers dedicated to a single room. Mobile computers (laptops, netbooks) are provided in clusters, to enable 1:1 student access in specific classes. Mobile computers will be able to be sub-divided and used as needed throughout the school. Three computer labs will continue to be used. For the third computer lab (Lab 301), in which technology classes are not taught, the availability of mobile computers may eliminate the need for use of that lab. Although not carried out in the previous plan, consideration may be given toward re-purposing Lab 301 as a multimedia production lab and workspace.

Administrator access to computers

All administrators have laptops for professional use. Several administrators use docking stations and are highly mobile with their laptops.

iPads will be purchased for September 2013, so that administrators can use assessment software to conduct teacher assessments throughout the building.

Walkie-talkie radios are used for roaming auditory communications while in and around the school.

District Web Site

The district web site serves as a key communications portal for the school community, as well as the public at large. The site is hosted by Schoolwires. It is ADA compliant and has permissions-based levels of accessibility. All publicly accessible information is viewable by all Internet users. Access to non-public information is controlled by user account permissions. Delivered via email, section editors can send electronic alerts to subscribers that convey timely news, announcements, and web page content updates.

Obsolescence Plan

Obsolete hardware or software- A piece of hardware or software will be determined to be obsolete if one or more of the following criteria apply:
- The item cannot carry out the tasks needed according to current standards.
- The item is not compatible with other equipment with which it must interact (e.g., older printer cannot connect to newer computer.)
- The item cannot support reasonable productivity.
- For hardware, the cost to repair the item cannot be justified, as compared to replacement.

In general, computers for general use will be replaced by the end of not more than five (5) years of purchase/installation, as budgets will allow.

Computers, and other peripheral devices, may be removed from inventory in one of the following ways, with Board approval:
1. Disposal
2. Donation
3. Public sale
4. Raffle

Cyber Safety

Content Filtering

Bedminster Township School district utilizes a CIPA compliant content filtering subscription, in conjunction with the SonicWall NSA 3500 firewall appliance. Content filtering is in effect 24 hours per day, seven days per week, on all district network connections.

Acceptable Use Policies

(see Appendix A)

Online Safety Awareness

All Bedminster School students will receive Internet safety education through a combination of curriculum materials, including but not limited to the i-SAFE Internet Safety Program, Internet safety topics are introduced in technology classes, and ids embedded into instruction that utilizes technology, delivered by the teaching staff. Parents and other community members will have access to Internet safety information and workshops. I Cyber-Safety Tips section of the district website was created, developed through the research of the technology staff and trained student assistants. Future public programs on Internet safety may be offered in partnership with the Clarence Dillon Public Library, thanks to a shared services agreement between the school district and the public library. Internet safety information is available through the district's web site, and available in hard copy as needed.

Public Notice and Hearing

Internet Safety and Acceptable Use Policy hearings were conducted in September of 2012. Formal adoption of the policy was on 9/20/2012.

PART 2 – Needs Assessment

Teacher /Library Media Personnel Proficiency Assessment
The proficiencies of the teaching staff (including the library staff) are assessed annually. In the spring of 2009, the district engaged a consulting group to assess the teaching staff's uses of technology, for administrative tasks and for instructional practices.   We will assess the staff annually in subsequent years using the same type of assessment tool to create longitudinal data and measure annual progress. The following summaries highlight the results of the Fall 2012 survey results.

- All staff members have either a laptop or tablet PC for individual professional use. Staff members and their students have access to either desktop or laptop computers in every classroom, as well as the use of three computer labs and sets of mobile computers that can be shared from room to room. There are interactive white boards in almost every classroom, unless the teacher prefers to use a tablet PC with wireless projection, not including some special use classrooms (Art, Family and Consumer Science.) Where there is no interactive white board, either a permanent projection or sound system or cart-based systems are in place.
- Staff members currently have internal access to email, calendar, tasks and contacts via Google Apps. To work with the students, staff members also utilize their Google Apps account, which includes an email account, along with the use of Google Documents and other Google resources.
- Staff members can access personal file directories when away from the network using Offline Files feature of the Windows Network system. They can also store files online through the use of Google Apps.
- Multimedia carts with projectors, sound systems and document cameras are available from the media center if needed. Stand-alone projectors and digital cameras are available through the multimedia center as well.
- Digital still cameras and digital video cameras are either available from the media center or are housed in special area classrooms, and/or in elementary classrooms.

- Students have access to desktop computers and/or laptop computers and printers in every classroom, and have access to the three labs, mobile laptops, and have access to technology resources from the multimedia center.
- Students have access to technology throughout the day. Opportunities to develop 21st Century skills are create in the following ways:

   o   Students in grades K-2 engage in project-based activities, developed by their homeroom teacher or by collaborative work with one of the technology instructors. These activities can occur in the classroom with

dedicated classroom computers or by bringing additional laptops into the classroom, by working in one of the computer labs, or in the library.

- o Students in grade 3 and 4 have access to laptop computers or netbooks, dedicated to their grade level classes. The students and their homeroom teachers can engage in 1:1 computing frequently throughout the week. The students meet once or more per week with a technology teacher and their homeroom teacher to work on activities that reinforce skills, and to complete projects that are developed through a collaborative process between the technology instructor and the homeroom teachers.
- o Students in grades 5-8 all have a Technology Special Subject course that meets weekly throughout the entire school year. Additionally, they can elect to take an Applied Technology Special Subject quarterly course. Technology is heavily integrated into the School-Wide Enrichment elective course, and students may elect to take that course as well.
- o Elementary and middle school subject area teachers are consistently encouraged to integrate technology into learning activities. Many strive to do so often.

- The biggest barriers to greater infusion of technology are the relative availability of computers in school- whether pertaining to computer lab time or number of computers in the classroom- and the consequential lack of experience in developing learning activities that exploit technology. We intend to address both of these barriers over the next few years.

- The needs of staff are evaluated upon analysis of the self-assessment survey responses, by seeking input from the staff, and through the observations by administrators. The equitable and appropriate provisioning of resources is also determined based on these methods.

- The needs of the students are evaluated by the administrators and teaching staff, and through feedback provided by students in the Student Technology Survey. Student needs include determining proper ratios of students to available equipment, identifying grade appropriate access to resources, determining the needs of various curricular departments and by evaluating the specific needs of individuals. The latter is determine numerous ways, including but not limited to the recommendations of the technology coordinator and other administrators, the child study team, the Intervention and Referral Service Committee, teachers and guidance counselors.
- Curricular needs of the students are evaluated by employing assessments that address district technology proficiency curriculum standards, which are derived from national standards (largely from ISTE) and state Core Content Standards and Common Core Standards. A combination of rubric-based authentic assessments and standards-based third party assessment tools are used to evaluate student proficiency.

Based on the assessments, the needs of the district are listed in Table 2.1:

Table 2.1

	Needs Assessment Findings
	Description of need
1	Areas where 1:1 computing was not available reported limited impact of technology, **overall**, on the learning process, yet both teachers and students indicated that technology has a high value in supporting learning, when used.
2	Professional development opportunities for teachers should be provided both as a part of the instructional day and off-hours. Instruction and time to explore and conduct professional learning will help them develop ways to integrate technology tools and resources into learning on a daily basis.
3	Create opportunities to extend the use of technology beyond the classroom, particularly in the home, where computers and Internet access are readily available. Utilize Web 2.0 tools regularly to foster 21st Century skills.
4	Develop curriculum activities that support the development of 21st Century skills as an integral part of the learning process.
5	Develop digital resources for communication and collaboration among those in the learning community.
6	Continue to use cloud-based resources, for ubiquitous access for teachers and students.
7	Provide 1:1 computing opportunities in classrooms that currently do not have access to it, so that teaching and learning can be accomplished with the use of digital media.
8	Support special needs students, as determined by qualified personnel, by providing assistive technology solutions.
9	Provide more electronic alternatives for text books. Students are interested in using electronic media instead of hard-copy textbooks, for transport and integration with other electronic resources.

*Needs will be addressed as budgets will allow.

PART 3
Three Year
Goals and Objectives

Goal #	Description
1	**Plan A:** **Students will have highly available computer resources in school and through Internet-accessible resources, to foster the development of 21st Century Skills through student-centered learning, by providing 1:1 computing opportunities in grades three through eight.** **Plan B:** **Students will have highly available computer resources in school and through Internet-accessible resources, to foster the development of 21st Century Skills through student-centered learning, by providing an array of computing opportunities in all grades.**
2	**Bedminster School will continue to develop effective processes for assessing the technologic literacy of students, as defined by state and national standards, to ensure proficiency prior to the end of grade eight.**
3	**Technology will be used to support and enhance instruction and learning for the special needs population.**
4	**Bedminster School will carry out a systemic professional development program to help teachers engage in best practices for integrating technology into teaching, learning and assessment.**
5	**Staff and students will have remote access to digital resources for the sake of anytime, anywhere learning. Whenever possible, Web 2.0 tools will be used to facilitate communication and collaboration.**
6	**Students and staff will use technology to communicate effectively with the global community.**
7	**Current and emerging technologies will be employed in order to meet district objectives.**

- Goals and objectives that are identified are subject to budgetary and personnel constraints.

Goal 1
Students will have highly available computer resources in school and vie remote access, to foster the development of 21st Century Skills through student-centered learning.

Curriculum/Standards

- NETS-S: 2,6
- NETS-T: 3

Hardware/Software

Plan A:
- Laptop computers or netbooks will be leased in 2014, as the existing lease cycle ends, to provide replacement of older existing computers.
- Netbook computers will be leased or purchased for grade three as replacements, as needed.
- Interactive white boards (or similar devices) will be purchased for World Language classrooms.
- Web-based access to electronic data storage will be provided so that students can carry on with school assignments beyond the school day.
- Broadband connectivity to the school network will be established at the Clarence Dillon Public Library, which will serve as a satellite location for students beyond the school day.
- Computers that will be used for PARCC Assessments will meet PARCC Technology Readiness standards.

Plan B:
- Laptop computers or netbooks will be leased or purchased to provide a mobile computer for each student in grades 6-8.
- Additional laptops or netbooks will be leased or purchased in 2014 to provide all Grade 3 and 4 classes with 1:1 computing availability.
- Interactive white boards (or similar devices) will be purchased for World Language classrooms.
- Web-based access to electronic data storage will be provided so that students can carry on with school assignments beyond the school day.
- Broadband connectivity to the school network will be established at the Clarence Dillon Public Library, which will serve as a satellite location for students beyond the school day.
- Computers that will be used for PARCC Assessments will meet PARCC Technology Readiness standards.

Professional Development

- Staff members will receive training with basic use and care of networked mobile computers, and related equipment.
- Technology department staff will engage in professional learning and/or training in order to manage and maintain the computer inventory, network equipment and related software.

Services/Programs

- Computers will be supported by a three-year warranty program.
- Support service agreements will be purchased for all mission-critical equipment, as costs and budget availability will allow.

Goal 2
Bedminster School will continue to develop effective processes for assessing the technologic literacy of students, as defined by state and national standards, to ensure proficiency prior to the end of grade eight.

Curriculum/Standards

- NETS-T: 2
- Evaluate and amend the Bedminster School technology curriculum to ensure that it is aligned with state and federal standards, and articulate with Somerset Hills Regional School District to facilitate alignment of curricula between the two districts.
- Develop grade-level specific proficiency assessments in order to evaluate the progressive proficiency of the students. Students will be assessed for PARCC Readiness in advance of the PARCC Assessments that will be administered to them.
- Assess all students by the end of grade seven and establish a remediation process for those who do meet proficiency standards, so that they can be proficient by the end of grade eight.

Hardware/Software

- Students will use district hardware and software to demonstrate proficiency and to complete assessments

Professional Development

- Staff members, will examine NJ CCCS and NETS standards and will develop lessons with assessments that teach and then measure technology literacy proficiencies.
- Staff members, will examine PARCC Readiness criteria and standards, and will develop lessons with assessments that teach and assess standards-based proficiencies.
- Teachers will learn how to manage student work and associated assessments using a data management system.

Services/Programs

- Utilize state or federally approved proficiency assessment tools as a component of the overall assessment process (examples: Simple Assessment, Technology Challenge)
- Develop or invest in a digital learning management system, to collect and organize student work, and align authentic work with assessments that evaluate proficiencies.

Goal 3
Technology will be used to support and enhance instruction and learning for the special needs population.

Curriculum/Standards

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- Bedminster school teachers, child study team members and other involved professional service providers will review the needs of individual special needs students and make recommendations for using methods and technologies that will improve the educational experience and quality-of-life of those students.

Hardware/Software

- As recommended by special services personnel, teachers, school administrators and the technology coordinator, hardware and software will be procured and put to use, as is financially and logistically feasible.
- Assistive technology will be provided to meet individual needs, as is financially and logistically feasible.
- Interactive hardware, including whiteboards, student response systems, will be used in educational settings to increase engagement, facilitate communication and address multiple learning modalities.
- Audio enhancement technology will be used in classrooms, when appropriate.
- Kurzweil 3000 software will be used to assist students with difficulties in LAL areas, as determined by CST members and teachers.

Professional Development

- Regular education and special education teachers will engage in professional learning in order to improve their ability to address and support special needs students through the use of technology. Specific training in the use of interactive white board systems will be required for those teachers who have the systems at their disposal.
- The technology coordinator, special services director and child study team members will continue to engage in professional learning related to assistive technologies, in order to best serve the needs of the Bedminster School population.

Services/Programs

- The technology staff will support the recommendations of the special services professionals and will make recommendations for, and provide assistance with, the implementation of assistive and educational technology.

Goal 4
Bedminster School will carry out a systemic professional development program to help teachers engage in best practices for integrating technology into teaching and learning.

Curriculum/Standards

- NETS-T: 1, 2, 3, 4, 5
- Teachers will be provided with periodic training and ongoing professional support, and will be responsible for seeking ways to enhance their curricula and instructional practices by using technology in their instruction and by engaging their students in learning activities that involve the use of technology. The learning activities will be student-centered, allowing every student to personally use a computer to support their learning activities. Students will be taught how to use home computers and Internet-based resources to continue with their assignments when not in class.
- Lessons will be developed collaboratively by teachers, with the help of trainers and in-house instructional leaders, which can be shared by all teachers within a given subject area or grade level. The lessons will require the use of technologic tools that are available at Bedminster School and/or in the home.

Hardware/Software

- As a teacher receives training on the development of instruction that relies on providing computer access for each student, they will have access to one computer for each student in their class. Laptop computers and netbooks will remain in the teacher's classroom for full-time availability. Sharing of computers will occur when it does not hinder the opportunity for 1:1 computing in the classes that are actively developing instruction for 1:1 computing.
- Sets of computers from the inventory will be set aside for sharing, so that teachers who use computers occasionally in their instruction will have the ability to reserve a set of computers for a finite period of time.
- Teachers will have their classrooms outfitted with multimedia equipment, including video projection, computers with interactive capability (white boards, tablet PCs, digital slates) audio amplification, and document cameras,. Other equipment will be used as is possible.
- Teachers will investigate and recommend software to the technology coordinator that will enhance instruction and learning.
- Hardware and software will be purchased upon the recommendation of teachers and trainers, as the budget will allow.

Professional Development

- Teachers who commit to ongoing professional learning throughout the school year, known as the 21st Century Learning Professional Development Program (PDP-21), will be provided with a class set of mobile computers. The participating teachers will collaborate to do research, discuss issues, share ideas and experiences, and to develop curricular materials. School administrators will meet with teachers, the technology coordinator and the technology teachers who support them, to monitor progress and be updated on activities.

Services/Programs

- A scheduled program of study will be developed by the professional trainer/ PD provider, working with staff technology teachers and the technology coordinator, which will guide the professional development for the selected teachers. The technology coordinator will serve as the professional development program coordinator/facilitator.
- Select teachers will be sent to appropriate technology-related workshops and conferences, as the budget will allow, and will share acquired knowledge and experiences with their peers.

Goal 5

Staff and students will have remote access to digital resources for the sake of anytime, anywhere learning. Whenever possible, Web 2.0 tools will be used to facilitate communication and collaboration.

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Curriculum/Standards

- NETS-S: 2, 3, 5, 6
- NETS-T: 1, 2, 3, 4

Hardware/Software

- Staff and students will have Internet-based remote access to personal and common network share points.
- Remote access servers will provide either secure access to network data or will provide a secure virtual desktop over the Internet.
- Use of Web 2.0 tools will be used for coursework to provide anytime, anywhere access and allow for communication collaboration.

Professional Development

- Staff (and students) will be provided with tutorial information and direct support so that they can log on to remote services and use network resources.

Services/Programs

- If appropriate, Internet-based services will be utilized to meet remote access objectives (cloud-based services.)

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Goal 6
Students and staff will use technology to communicate effectively with the global community.

Curriculum/Standards

- NETS-S: 2, 3, 4, 5
- NETS-T: 1, 2, 3, 4, 5
- Students will use digital communication and collaboration tools in curricular activities
- Students will learn and adhere to best practices for using communication and collaboration tools.
- Students will use technology to communicate and collaborate with each other, with the teaching staff and with the global community.

Hardware/Software

- Staff will be provided with appropriate communications software (e.g., e-mail, distance learning software tools, Web 2.0 collaboration and communications tools)
- Staff will be provided with telecommunications services to facilitate communication. Telephones are available in each classroom for professional use.
- All students will be provided access to communications tools, as appropriate
- Network and end-user hardware will be capable of utilizing current communications tools and resources
- Video cameras will enable video conferencing. Laptops that contain built-in web cameras will be preferred.

Professional Development

- Staff members will be given training to facilitate their use of communications tools
- Teachers will be provided training which will expose them to creative ways to use communication tools for student learning and research.

Services/Programs

- Broadband Internet access on all networked computers for all students and staff members
- E-mail service for all staff members
- Managed e-mail account service for students in targeted grade levels
- Web sites for all teachers
- Phones in all classrooms and voicemail accounts for all staff members
- Homework Hotline service
- Callout service for families
- District Web site
- E-Alert systems on district web site and phone and email communications services via electronic messaging service (currently SchoolConnects by Synrevoice.)

Goal 7
Current and emerging technologies will be employed in order to meet district objectives.

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Curriculum/Standards

- NETS-S: 1, 2, 3, 4, 5, 6
- NETS-T: 1, 2, 3, 4, 5

Hardware/Software

- The Aruba Networks, controller-based 802.11n wireless network system will be configured to connect district-owned Windows computers, and other district-owned mobile devices to an secured district network. The wireless network provides wireless access to the entire school, with the ability to provide ample bandwidth to clusters of wireless computers and other devices, as determined by utilization needs.
- The Aruba Networks wireless network system will be configured to allow personally-owned mobile devices onto a separate, "guest" network, for BYOD initiatives, as planned.
- Hardware and software will be updated as needed to accommodate and support other district objectives.
- Interactive white boards (or similar devices) will be used in elementary classrooms.
- Student response systems will be used to provide immediate feedback and individualized interaction for students.

Professional Development

- Teachers who are provided with interactive white board systems will receive training in the use of the systems and will be provided with instruction in methods that can be used to increase student engagement and enhance learning.
- As BYOD (Bring Your Own Device) initiatives are developed, teachers will receive instruction so that they can manage classroom activities that utilize non-district-owned devices.

Services/Programs

- Audio and video conferencing services will be used, as needed, in order to facilitate effective communication
- Cellular phone service, cellular data services and/or paging services will be used to facilitate effective communication

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PART 4
Implementation Strategies
* Implementation strategies are subject to change, based on budget constraints and ongoing review of goals and objectives

Goal 1				
Students will have highly available computer resources in school and vie remote access, to foster the development of 21ˢᵗ Century Skills through student-centered learning.				
Activity	**Timeline**	**Person Facilitating Activity (if applicable)**	**Person(s) Responsible**	**Evaluation**
Reimage laptops and netbooks/add software packages UPGRADING WINDOWS OS TO WINDOWS 7	Summer 2013	Technology Coordinator	District Technician	Testing of updated images
Purchase student headsets for PARCC Assessments	Summer 2014	Technology Coordinator	Technology Coordinator	All students will have headsets for PARCC Assessments in 2015.
Reconfigure controller-based 802.11n wireless network equipment	Summer 2014	Technology Coordinator	Technology Coordinator Solution Provider	Non-district-owned wireless devices can access a secure guest network throughout building. All connected devices can be monitored and access can be controlled.
Plan B Implementation strategies:				
Obtain 75-85 laptops for middle school students	Summer 2014	Technology Coordinator	Technology Coordinator	Shipment record, items added to inventory DB
Obtain 10-20 netbooks or laptops for elementary classrooms	Summer 2014	Technology Coordinator	Technology Coordinator	Shipment record, items added to inventory DB

Goal 2
Bedminster School will continue to develop effective processes for assessing the technologic literacy of students, as defined by state and national standards, to ensure proficiency prior to the end of grade eight.

Activity	Timeline	Person Facilitating Activity (if applicable)	Person(s) Responsible	Evaluation
Evaluate and amend the Bedminster School curricula to ensure that they include objectives that meet state and national educational technology standards.	Annually, during summer curriculum work	Technology Coordinator	Technology Coordinator Technology teachers Core and special subject area teachers	Determine that local curriculum conforms to state and national standards
Develop specific activities that will produce products, which will serve to evaluate progressive proficiency of the students	Ongoing	Technology Coordinator Principal	Technology Coordinator Technology Teachers Core and special area teachers	Creation of a set of activities and assessments for each grade level that is maintained and shared on district network.
Evaluate all students for grade-level proficiencies that are aligned with the district's technology literacy curriculum	May/June of every year	Technology Teachers Core and special area teachers	Technology Teachers Core and special area teachers	Record assessment summary for every student
Assess all students in grade seven and establish a remediation process for those who do meet proficiency standards	May of every year	Technology Coordinator	Technology Teachers	Record assessment results for seventh grade students Determine which students have met the standards and recommend remediation for those who do not
Conduct ongoing professional learning in order to provide instruction and assessment that is in keeping with current trends in technology	ongoing	Technology Coordinator	Technology Teachers	Record of attendance in workshops Sharing of research Changes in curriculum and instruction

Goal 3				
Technology will be used to support and enhance instruction and learning for the special needs population.				
Activity	Timeline	Person Facilitating Activity (if applicable)	Person(s) Responsible	Evaluation
Install interactive whiteboards in classrooms where still needed

Provide teachers with training in the use of interactive white boards for instruction

Install student response systems in inclusion classrooms | Prior to 2013-2014 school year

As interactive white boards are installed in a teacher's classroom | Technology Coordinator | School Principal

Business Administrator | Successful installation and functioning of systems

Evidence of proper use of interactive white boards and related software

Successful installation and functioning of systems |
| Provide training for Kurzweil 3000 software to teachers who have special needs students | 2013 – 2016 | Technology Coordinator | Director of Student Services

Technology Coordinator

Technology Teachers | Demonstrated use of the software in classroom settings |

		Goal 4		
Bedminster School will carry out a systemic professional development program to help teachers engage in best practices for integrating technology into teaching and learning.				
Activity	Timeline	Person Facilitating Activity (if applicable)	Person(s) Responsible	Evaluation
Provide in-class support for, and information sharing among participants	Ongoing	Technology Coordinator	Technology Coordinator Technology Teachers	Developed lessons, as described in planning materials and lesson plans
Develop Lessons	Ongoing	Technology Coordinator	PDP-21 teachers Technology teachers	Repository of developed lessons
Provide computers for 1:1 student use	Ongoing, as possible	District Technician	Technology Coordinator	Equipment is installed and functioning
Turnkey support and training	Periodic September 2013-June 2016	Technology Coordinator School Principal PDP-21 teachers	Technology Coordinator School Principal	Use of lessons and increased use of technology by teachers

	Goal 5 Staff and students will have remote access to digital resources for the sake of anytime, anywhere learning.			
Activity	Timeline	Person Facilitating Activity (if applicable)	Person(s) Responsible	Evaluation
Establish Google Apps accounts for all staff and students via LDAP	Summer 2013	Technology Coordinator	Technology Coordinator	Establishment of Google Apps accounts for all Bedminster School network accounts
Complete State Library 50 Mbps Ethernet connection	July 2013	Technology Coordinator	Technology Coordinator	Ability to set up LAN connection to Clarence Dillon Library via State Library network routing
Set up network connection between Bedminster School and Clarence Dillon Public Library	Summer 2013	Technology Coordinator	Technology Coordinator District Technician	Successful connectivity to Bedminster School network from Clarence Dillon Library

Goal 6 Students and staff will use technology to communicate effectively with the global community.				
Activity	Timeline	Person Facilitating Activity (if applicable)	Person(s) Responsible	Evaluation
Video conferencing with global peers and experts will enrich the learning experiences of both staff and students	ongoing		Teaching staff	Use of video conferencing tools, such as webcams and video conferencing software (e.g., Skype) Establishment of video sessions with those who could not otherwise visit the school, or to whom our students could not visit. Demonstration of acquired knowledge as a result of visual interactions via video conference.
Students will learn to safely and effectively communicate with others using electronic media.	ongoing		Technology teachers School Resource Officer i-SAFE™ coordinator Classroom teachers	Students will be assessed on knowledge of best practices Students will engage in academic activities using best practices Students will develop collaborative partnerships with those outside of the school, while protecting personal identity.
Teachers and students will make use of district web site, Home Logic and other managed information portals to collaborate and share information within the school community	ongoing		Classroom teachers	Teachers will provide course information via web site sections, Home Logic portal and Internet resources (social networking, wikis) Students will use Internet-based methods to access and supply information
Replace Infinity XTS phone system	Summer 2015	Business Administrator	Technology Coordinator	Installation of PBX or other phone system that is able to meet or exceed existing needs

Goal 7 Current and emerging technologies will be employed in order to meet district objectives.				
Activity	**Timeline**	**Person Facilitating Activity (if applicable)**	**Person(s) Responsible**	**Evaluation**
Reconfigure wireless network	Summer 2014	Technology Coordinator Product vendor	Technology Coordinator	All wireless access points integrated and managed by controller Radius user authentication Wireless network devices running on 802.11n standards have maximum bandwidth Guest network is secure and manages non-district-owned wireless devices
Upgrade Student Information System	Fall/Winter 2013	Technology Coordinator	Technology Coordinator	Upgrade Teacher Logic to latest version
Replace teacher laptops	2013-2014	Technology Coordinator	Technology Coordinator	Replace obsolete computers as needed.
Virtual Desktop Management	2014-2016	Technology Coordinator	Technology Coordinator Installation support provider	Extend the useful life of older computers Provide remote access to LAN-based applications and resources to staff and students
Convert Lab 301 to digital media production lab	Sometime after 2013-2014 school year	Technology Coordinator	Technology Coordinator	Students will produce digital multimedia products that involve high resolution imagery, high-definition video and high-fidelity sound. Students will produce animated video. Students will incorporate CGI into video.

Key components of the plan involve providing the access to computers and Internet resources that will enable students to meet 21st century learning objectives. Professional development objectives focus on preparing teachers to model, design and instruct lessons that engage 21st century learning communities. The plan is centered around, but not limited to, the following areas of attention:

- Communicating and collaborating - providing opportunities to work with others to learn and develop new ideas
- Innovation and creativity – using technology to foster individual expression, represent ideas through multimedia, and synthesize new ideas to meet the needs of a changing society.
- Research and information literacy – Focus will be placed on effective query skills, information and data access and manipulation, and synthesis of ideas and positions based on relevant information
- Critical thinking, problem solving and decision making – problem-based activities, carried out to meet curriculum objectives, will be facilitated by access to technology tools and resources. Teacher professional development will focus on problem-based approaches to lesson development
- Digital citizenship – As with any instruction related to new tools, instruction in proper use is a preliminary task. As students interact with others, access proprietary information and make use of software and services, proper uses and courtesies will be taught.
- Technology operations and concepts – In order to successfully select and employ appropriate technology tools and resources, one must have an understanding of the underlying mechanisms and logical structures. Students will be taught to explore and understand those aspects of the tools and resources. Teacher professional development will focus on developing an understanding of such operations and concepts, so that teachers can model and instruct effective decision-making in those areas.

A comprehensive educational technology literacy curriculum was developed in 2009, was updated in 2012, and is under continuous expansion. Skills and competencies are identified for each grade level, according to ISTE and NJ CCCC standards. PARCC readiness will be assessed and students will have opportunities to use computers to complete activities that are similar to those which the PARCC Assessments will deliver.

Technology literacy is evaluated through standard assessments, course assignment assessments and summative assessments. It is our intention to infuse educational technology literacy development into daily activities. Electronic portfolio assessment and standard assessments will continue to be used to assess literacy.

The specific telecommunications and information technologies that will be used to meet the goals include, but are not limited to:

- Broadband Internet Access (Metro Ethernet, Cable Internet Access)
- Web hosting services
- Web 2.0 resources
- Web-based email access
- Web-based application services
- Network firewall and data management appliances
- Wireless networking systems
- Desktop computers
- Laptop computers
- Net books
- Web-based Student Information systems
- Streaming media services
- Remote access systems
- SAN architecture and server virtualization
- Digital imaging hardware and software
- Interactive white boards
- Student response systems

PART 5

Professional Development

Part 5.a Professional Development for Educators

- Professional development for staff and administrators, for the sake of meeting the needs for technology , has been largely accomplished by the following methods:
  - Routine meetings of a district Educational Technology Committee, which includes administrators, teachers, board of education members and parents from the community.
  - In-house professional learning sessions, provided by staff members and outside experts.
  - Ongoing collaboration and support from technology teachers
  - Sending teachers, administrators and board members to professional technology conferences, meetings and workshops.
  - Connecting staff members with others through collaborative groups, both online and in-person.
  - Periodic meetings with school teams.
- Better integration of technology relies upon focused, sustained professional development. Although a generous amount of technology resources exist at Bedminster School, there is a need to incorporate technology into the daily culture of every student. Our most recent technology assessment data supports the fact that, when the tools and resources are available, AND the teacher develops lesson plans which incorporate the use of technological resources, the students and teachers report and increased value in the use of technology in the learning process. Our focus for 2013-2016 will be to provide PD training and resources for all teachers who demonstrate the desire to incorporate technology into their activities. Computers will be prioritized for their needs. Two technology teachers support the professional development of the teachers and administrators. School administrators supervise the professional development and progress of the teachers.

- Professional development for all administrators to further effect the use of technology in the classroom will be provided in the following ways:
  - Administrators participate as members of the Educational Technology Committee. Professional development is achieved by ongoing discussion, review of current professional literature and access to professional learning communities and organizations.
  - Administrators stay abreast of the professional development within the school by participating in most of the professional development sessions that are provided for teachers.
  - Administrators attend technology conferences, such as Techspo, as they are able.
  - As recommended by the Technology Coordinator, school administrators participate in webinars and other professional learning opportunities.

- In 2013-2016, sustained professional development will be provided to all staff members and administrators through workshops and through the support of the technology teachers. Targeted professional development will be accomplished in the following ways:
  - Lessons will be provided by the technology teachers, in which classroom teachers observe and participate.
  - Staff in-service workshops during professional development days will be provided, based on staff survey responses and needs that were administratively identified.
  - Approval for attendance of selected staff members at the annual Techspo Conferences and ISTE National conferences.
  - Professional resources were shared with staff members throughout the school year.
  - Teachers who develop 1:1 computing activities in their classrooms will training on best practices and effective lesson planning strategies. They will be subsequently supported by the technology teachers and the technology coordinator as they developed effective activities.

- One of the barriers to progress has been that, as a small K-8 school district, a structured professional development program that provides ongoing opportunities is challenging to establish in programmatic fashion. Since needs and areas of expertise are diverse and the staff population is small, very little redundancy exists among staff members' areas of instruction. We rely on PLC's (professional learning communities) and independent professional investigation that is supported by professional collaboration.
- All educators are provided with laptop computers.
- All teachers are provided with web site sections, to be used as a communications tool and as a repository of information and resources for their professional practices.
- All teachers can request software and/or web-based subscriptions to support instruction.
- Professional development needs related to using educational technology, and the barriers that exist, have been identified in the following was:
  - Analysis of the teacher and student surveys that were conducted in 2009, during the technology assessment, were compared to a 2013 survey. Specific support and training will be provided in response to the data analysis.
  - Responses to surveys that were conducted by the Local Professional Development Committee are considered when developing future professional development sessions
  - Discussions were held by the Educational Technology Committee, identified needs were reviewed, and professional development recommendations were made

Part 5.b

Professional Development for Technical Staff

Technical staff will be kept informed about requirements and implementation plans of rall online assessment initiatives, and will participate in live and virtual information and training sessions, particularly when offered by the NJDOE, PARCC or their partner organizations. To advance the technical knowledge of the technical staff, virtual learning and assessment programs will be offered, as professional development funds will allow. An example of such a resource is available through KnowledgeNet. Their services include the following:

Microsoft All Access Pass:
- **12 Month Unlimited Access (24 x 7 access to all training resources listed below)**
- Unlimited access to 30+ Microsoft Courses
- Microsoft Certification Courses Certifications that could be achieved by students (MCITP, MCSE, MCSA, MCDBA, MCDST, MCTS, PMP, A+)
- 12 Classes on current Live Online Schedule
- Unlimited Access to the Recorded Modules of the Classes
- **Live Instructor Mentoring (24 x 7 x 365 via Chat & Email)**
- Over 340 hands-on-labs
- Over 550 hours of searchable course lecture made available by a "Google-like" search feature
- Printable/Searchable training manuals
- IT Professional e-Library: Over 10,000 published, self-study IT books (includes a huge library of cutting-edge technologies; not limited to Microsoft)

Cisco All Access Pass: -
- **12 Month Unlimited Access (24 x 7 access to all training resources listed below)**
- Unlimited access to 40+ Cisco Courses
- Cisco Certification Courses Certifications (and all Specializations) that could be achieved by students (CCENT/CCNA, CCDA, CCNP, CCNP – Security, CCNP – Voice, CCDP, CCIP, PMP, A+)
- 20 Classes on current Live Online Schedule
- Unlimited Access to the Recorded Modules of the Classes
- **Live Instructor Mentoring (24 x 7 x 365 via Chat & Email) -** 5 CCIE's; 2 dual CCIE's
- Over 300 hands-on-labs
- Over 400 hours of searchable course lecture made available by a "Google-like" search feature
- Printable/searchable Cisco Authorized Curriculum course manuals
- IT Professional e-Library: Over 10,000 published, self-study IT books (includes a huge library of cutting-edge technologies; not limited to Cisco)

VMware All Access Pass:
- **12 Month Unlimited Access (24 x 7 access to all training resources listed below)**
- Unlimited access to Virtualization Courses
- 8 Classes on current Live Online Schedule
- Unlimited Access to the Recorded Modules of the Classes
- **Live Instructor Mentoring (24 x 7 x 365 via Chat & Email)**

- Hands-on-labs
- Searchable course lecture made available by a "Google-like" search feature
- Printable/Searchable training manuals
- IT Professional e-Library: Over 10,000 published, self-study IT books (includes a huge library of cutting-edge technologies; not limited to VMware)

Part 5.c

Professional Development for Staff on Assistive Technologies

Staff members will receive professional development on the opportunities and uses of assistive technologies in several ways, as has been done in the past:

- Workshops and webinars provided by professional groups, such as the Morris-Union Jointure Technology Subcommittee and the Somerset County Technology Specialists Group, in which assistive technology solutions are presented
- Visits to other educational institutions, to get first-hand insights into strategies and solutions
- Engage professional experts to present solutions
- Engage assistive technology experts to assess student needs and train teachers
- In-house training when new solutions are provided for students (e.g., Kurzweil 3000, iPad uses, Smart Boards, student response systems)
- Special Education staff meet to discuss student needs and identify assistive technology solutions that may be employed

PART 5

Professional Development Plan

Person Responsible for Coordinating Professional Development
The Local Professional Development Committee is responsible for coordinating professional development. Currently, the school principal is the responsible administrator on the committee.

Planned Professional Development Activities

Ongoing, sustained professional development for administrators will be provided as follows:
- Administrators participate as members of the Educational Technology Committee. Professional development is achieved by ongoing discussion, review of current professional literature and access to professional learning communities and organizations.
- Administrators stay abreast of the professional development within the school by participating in most of the professional development sessions that are provided for teachers.
- Administrators attend technology conferences, such as Techspo, as they are able.
- As recommended by the Technology Coordinator, school administrators participate in webinars and other professional learning opportunities.

Ongoing, sustained professional development for all educators will be provided through two key methods. A multi-year, 21st Century Learning Professional Development Program will provide specific, programmatic training and support for several teachers each year, until all teachers have received training. Concurrently, professional development sessions and support systems will be provided for all educators, each year, to further the incorporation of technology into daily instructional practices.

The technical staff consists of the technology coordinator and the district technician. The technology coordinator seeks out professional development opportunities through webinars, conferences, professional meetings, user group meetings, social networking, and by action research. The district technician seeks out professional development opportunities through webinars, county-wide technical meetings, user groups and social networking. Professional certification training can be provided for the technician with Board of Education approval.

As assistive technologies are identified and put into use for special needs students, staff members who interact with those students receive the professional training needed to support the students, whether it is provided in-house or by outside provider. Students and staff members are introduced to

assistive features of common technology tools as a component part of hardware/software training and/or instruction.

Ongoing Professional Development for 2013-2014 (Table)

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2013-2014	Support
"PDP-21" training program		
Using Web-based collaborative tools in the curriculum Developing problem-based learning activities Using Internet resources to support content knowledge acquisition and differentiate instruction and learning Developing curriculum that focuses on student-centered learning Video conferencing in the classroom	• Two full-day professional development sessions to learn about effective pedagogical approaches, planning methods, resource development. • Trainer/consultant will work with each of the participating teachers throughout the year, with one in-class coaching session each month. • The trainer/consultant will facilitate collaborative interaction between our teachers and other professionals to support professional learning • Ongoing professional support through PLCs • Ongoing professional learning through social networks • Participation in Techspo	• Local and/or cloud-based shared resource access will be provided • Technology teachers will collaborate with classroom teachers to develop and execute plans. • Administrators will provide for planning opportunities and collaborate with teachers to help them carry out PD objectives in professional observation and evaluation. • Technology staff will provide hardware and software support and training. • Membership in ISTE and other appropriate professional organizations
In-House Professional Development		
Using Google Apps in student-centered, collaborative activities Using Internet resources to extend student learning at home Communicating with Multimedia Video conferencing in the classroom Maximizing the potential of the Interactive White Board	• Instructional sessions led by Technology staff members (Technology Coordinator and Technology teachers) • Teachers will have access to shared resources and social networking sites to gain insights, share ideas and communicate plans • Teachers will share ideas and plans through PLC, when appropriate • Participation in Techspo	• Model lessons will be presented, with a presentation of the planning and materials/resources that are used in the lesson • Teacher will work within private and public social networks to gain insights, share ideas and communicate plans • Technology teachers will collaborate with classroom teachers to develop and execute plans. • Training staff provided by vendors

Internet Safety instruction	• Integrated into all relevant professional development	• Technology teachers will provide guidance with integrating relevant Internet safety instruction when class activities involve Internet use • Curriculum materials from iSafe, NetSmartz, safekids.com and other available resources •
Use of software applications and web-based tools for use in class projects and activities	• Local PD offerings • PLC initiatives	• Training materials (webinars, on-demand instructional videos, digital and print materials) will be accessible to all staff members to support the acquisition of application skills • Informational and instructional videos will be developed to provide on-demand support
Schoolwires website management	• Provided annually to new staff members • Provided by appointment with Web development specialist	• Schoolwires support portal

PART 6

Evaluation Plan

Part 6.a Evaluation Processes

Effective integration of telecommunications services, hardware, software and other services will be used to deliver content, facilitate communication, engage students in learning and sharing of information, and enable students to create products that demonstrate acquisition of skills and knowledge. The outcomes will be measured against federal, state and local educational standards and will be evaluated on a regular basis by reviewing qualitative and quantitative measures including, but not limited to, the following:
- The content of teacher lesson plans
- Evaluation of student assignments/ products
- The frequency and quality of collaborative interactions
- Local, state and national assessments
- active use of technology in daily coursework
- Evaluation of academic outcomes by submissions to third party entities for competitive and non-competitive recognition opportunities
- Equipment and service utilization through monitoring
- Internet resource use, measured by application, number of sessions, number of users and total throughput.

The employed technologies will serve as tools that will enable students to have greater access to information. Students will engage in reinforcing learning activities using web-based resources, software products and teacher-prepared activities). They will improve their communicative skills by interacting with teachers, peers and those outside of the school community. They will collaborate with others to gain new insights and foster increased engagement in learning. Teachers will provide effective instructional support, teaching the students to focus on skills and information that are outlined by state academic standards.

From an administrative/evaluative standpoint, technology will be used to assist the educators in data driven decision-making, which will enable them to tailor the educational objectives for ALL students to group and individual needs.

The outcomes will be measured against federal, state and local educational standards, and will be evaluated on a regular basis by reviewing qualitative and quantitative measures including, but not limited to, the following:
- Evidence of technology integration in teacher lesson plans

- Assessment of student assignments/ products
- The frequency and quality of collaborative interactions
- The use of available learning tools
- Local, state and national assessments
- Active use of technology in daily coursework
- Responses to staff and student self-assessment surveys
- Evaluation of academic outcomes by submissions to third party entities for competitive and non-competitive recognition opportunities
- Equipment and service utilization through monitoring

Through the use of technology, students will be taught twenty-first century skills that will enable them access an ever-expanding base of information, so that they can take ownership of their learning and have virtually limitless resources at their disposal. Students will be taught to use technology to support the development of ideas, to evaluate and assimilate ideas and information, and to communicate and share ideas and information. "Life-long learning skills" could be defined as a set of transferrable skills that can be applied to a wide variety of intellectual challenges. In a technological age, proficiency with the tools is requisite. The ability to apply new and existing tools to familiar and unfamiliar challenges is a truly a life-long learning skill, and will be developed.

The effective delivery of instruction will be measured against federal, state and local educational standards and will be evaluated on a regular basis by reviewing qualitative and quantitative measures including, but not limited to, the following:
- Administrator and teacher Professional Growth Plans
- Evidence of technology integration in teacher lesson plans
- Responses to staff and student self-assessment surveys

The effective acquisition of skills will be evaluated on a regular basis by reviewing qualitative and quantitative measures including, but not limited to, the following:
- Assessment of student assignments/ products
- Local, state and national assessments
- Active use of technology in daily coursework
- Responses to student self-assessment surveys
- Evaluation of academic outcomes by submissions to third party entities for competitive and non-competitive recognition opportunities

PART 7

Mid-Course Corrections

As new challenges arise, including but not limited to state and federal initiatives, changing staff and student needs, programmatic and financial changes, and the impact of emerging technologies, mid-course corrections to the plans and implementation strategies that are outlined will be handled in the following ways:

- Review during monthly meetings of the district's Educational Technology Committee
- Discussions with the administrative staff at regular meetings
- Discussions with Board of Education in Program and Personnel and Facilities and Finance committees
- Establishment of a Technology subcommittee of the Board of Education is being considered

Annually, student and staff surveys will be carried out. Analysis of the data will help to determine if course corrections are needed, as well.

PART 8
Funding Plan
Funding Plan Table (2013-2014)

ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Three-Year Technology Plan Anticipated Funding Table (2010-2011) *** Subject to change, based on final budget figures**				
Digital curricula (see NIMAS in the HELP section)			**$2,400.00** BrainPop $2,000.00 RFB&D $400.00	
Print media needed to achieve goals			**$15,000.00**	
Technology Equipment			**$18,400.00** Teacher Laptop Replacement $16,000.00 Administrator iPads $2,400.00	
Network			**$8,000.00** Virtual Server host memory $2,000.00 Gateway security $6,000.00	
Capacity	**$20,580.00** Internet access $20,580.00		**$20,580.00** Internet access $20,580.00	
Content Filtering			**$2,400.00**	

Software/Subscriptions			**$13,593.00**	50
			Schoolwires — 5,000.00	
			K7 AV — $4,498.00	
			Gaggle,Net — $1,200.00	
			Voicethread — $750.00	
			Webspiration — $600.00	
			TTL4 — $200.00	
			Discovery Streaming — $1,345.00	
Maintenance			**$7,835.00**	
			Equipment repairs — $5,000	
			SIS support — $2,000	
			Firewall maintenance — $250.00	
			Wireless equipment maintenance — $635.00	
Upgrades			$	
Policy and Plans				
Other services	**$1,150.00**		**$5,200.00**	
	Web hosting/ASSIST — $900.00		Web hosting/ASSIST — $4,250.00	
	Managed email — $250.00		Managed email — $950.00	

Appendix A

DISTRICT COMPUTER NETWORK(S) AND INTERNET ACCESS
POLICY STATEMENT

Be advised and acknowledge that the Board and its employees do not have control over the information on the Internet, although the Board shall attempt to provide prudent and available barriers to objectionable material. Sites accessible by way of the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive to certain individuals. The intention of the Board is to make the Internet available for the purpose of furthering its educational goals and objectives. The Board does not warranty or guarantee that pupils will not find some access to materials not linked with those goals and objectives.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, pupils and their parent(s) or legal **guardian(s)** understand and acknowledge that the Board and the District's system administrators have no control over content. While most of the content available on the Internet is innocuous and much of it a valuable educational resource, some objectionable material exists. The Board will do its best to provide pupil access to Internet resources only in supervised environments and has taken steps to lock out objectionable areas to the extent possible, but potential dangers remain. Pupils and their parent(s) or legal guardian(s) are advised and acknowledge that some sites that may be accessed may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material. The Board and the District's system administrators do not condone the use of such materials and do not permit the usage of such materials in the school environment. Parent(s) or legal guardian(s) having access to the District's computer network(s), at such time as accesses may be permitted, should be aware of the existence of such materials and monitor home usage of the District's computer network(s). Pupils knowingly bringing such materials into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such pupils' access to the District's computer network(s) and their independent use of computers while at school.

The Board believes that the benefits to staff and pupils from access to the Internet in the form of information resources and opportunities for collaboration, outweighs the disadvantages of access. Ultimately, the Board recognizes that it is the responsibility of the parents(s) and legal guardian(s) to set and convey the standards the pupil should follow over and above school standards. To that end, the Board respects every family's right to determine whether or not to permit the pupil to use the District's computer network(s) to enable Internet access.

Specific conditions and services on the District's **computer** Network(s) and the Internet change from time to time and the Board makes no warranties with respect to those services and specifically assumes no responsibility for.

1. The content of any information or advice received by a pupil from a source outside of the school district or any costs that are incurred as a result of seeking or accepting such advice;

2. Any costs, liability or damages caused by pupil use of the District's computer network(s), any external network(s) or the Internet

3. Any consequences of service interruptions or changes whether or not they were under the control of school district staff; and/or

4.   The privacy of electronic mail.

By signing this Agreement, all signatories agree that the Board shall not be held liable for the use of the District's computer network(s) and the Internet access provided thereby and that all users will abide by the following terms and conditions:

1.   Use of the District's computer network(s) and the Internet access provided shall be for educational purposes only;

2.   Use of the District's computer network(s) and the Internet access provided shall not be for any illegal purposes of any kind;

3.   The District's computer network(s) and the Internet access provided shall not be used to transmit threatening, obscene or harassing material in any form;

4.   Pupils will not disrupt the District's computer network(s), an external network, or the Internet services provided by any unauthorized personal action;

5.   Pupils will not copy, distribute or attempt to access any District or external computer site or files for which they do not have authorization;

6.   Pupils will not copy information in any form to which individuals or organizations hold copyright without specific written permission from those individuals or organizations;

7.   Pupils will not download and/or install software on District computers.

8   Pupils will not make copies of licensed software on District computers, nor may they remove software owned by the District.

9.   Pupils will not engage in game playing on the District's computer network(s) unless authorized to do so for educational purposes;

10.   Pupils will print authorized materials for educational purposes only to authorized printers; and/or

8.   Pupils will not engage in other activities that do not advance the educational purposes for which the District's computer network(s)/computers are provided.

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 District's computer network(s)/computers only under direct supervision;

2.   Suspension of the District's computer network(s) privileges;

3.   Revocation of the District's computer network(s) privileges;

4.   Suspension of the District's computer privileges;

5.   Revocation of the District's computer privileges;

6.   Suspension from school;

7.   Expulsion from school; and/or

8.   Legal action and prosecution by the appropriate authorities.

It is understood and acknowledged that the system administrators of the District's computer network(s) may monitor pupil activity on the District's computer network(s) and Internet access provided; access any files stored by pupils either on District computers or at a remote site that may be accessed by District computers: and may monitor electronic mail sent from the District's computer network(s). It is further understood and acknowledged that the system administrators, the principal or Superintendent may discontinue use of the District's computer network(s) and the Internet access privileges and may discipline any pupil who violates the terms of this Agreement.

To acknowledge and agree to the Acceptable Use Policy terms, please have the student and parent(s)/legal guardian(s) sign the Parent Verification Summary that is provided in the Student Summer Packet.
STUDENT CONSENT & WAIVER AGREEMENT

DISTRICT COMPUTER NETWORK(S) AND INTERNET ACCESS

The following Agreement must be read and signed by the pupil and his/her parent(s) or legal guardian(s) in order for the pupil to be permitted access to the Internet through the District's computer network(s).

By signing this Consent and Waiver Agreement, I _____ (print student name) and my parent(s) or legal guardian(s) state that we have discussed the rights and responsibilities contained herein and I agree to abide by the restrictions contained in this Agreement.

Further, my parent(s) or legal guardian(s) and I are hereby advised and do acknowledge that the Board and its employees do not have control over the information on the Internet, although the Board shall attempt to provide prudent and available barriers to objectionable material. Sites accessible by way of the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive to certain individuals. The intention of the Board is to make

the Internet available for the purpose of furthering its educational goals and objectives. The Board does not warranty or guarantee that pupils will not find some access to materials not linked with those goals and objectives.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, pupils and their parent(s) or legal **guardian(s)** understand and acknowledge that the Board and the District's system administrators have no control over content. While most of the content available on the Internet is innocuous and much of it a valuable educational resource, some objectionable material exists. The Board will do its best to provide pupil access to Internet resources only in supervised environments and has taken steps to lock out objectionable areas to the extent possible, but potential dangers remain. Pupils and their parent(s) or legal guardian(s) are advised and acknowledge that some sites that may be accessed may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material. The Board and the District's system administrators do not condone the use of such materials and do not permit the usage of such materials in the school environment. Parent(s) or legal guardian(s) having access to the District's computer network(s), at such time as accesses may be permitted, should be aware of the existence of such materials and monitor home usage of the District's computer network(s). Pupils knowingly bringing such materials into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such pupils' access to the District's computer network(s) and their independent use of computers while at school.

The Board believes that the benefits to staff and pupils from access to the Internet in the form of information resources and opportunities for collaboration, outweighs the disadvantages of access. Ultimately, the Board recognizes that it is the responsibility of the parents(s) and legal guardian(s) to set and convey the standards the pupil should follow over and above school standards. To that end, the Board respects every family's right to determine whether or not to permit the pupil to use the District's computer network(s) to enable Internet access.

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1.   The content of any information or advice received by a pupil from a source outside of the school district or any costs that are incurred as a result of seeking or accepting such advice;

2.   Any costs, liability or damages caused by pupil use of the District's computer network(s), any external network(s) or the Internet

3.   Any consequences of service interruptions or changes whether or not they were under the control of school district staff; and/or

4.   The privacy of electronic mail.

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2.   Use of the District's computer network(s) and the Internet access provided shall

not be for any illegal purposes of any kind;

3. The District's computer network(s) and the Internet access provided shall not be used to transmit threatening, obscene or harassing material in any form;

4. Pupils will not disrupt the District's computer network(s), an external network, or the Internet services provided by any unauthorized personal action;

5. Pupils will not copy, distribute or attempt to access any District or external computer site or files for which they do not have authorization;

6. Pupils will not copy information in any form to which individuals or organizations hold copyright without specific written permission from those individuals or organizations;

7. Pupils will not download and/or install software on District computers.

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10. Pupils will print authorized materials for educational purposes only to authorized printers; and/or

11. Pupils will not engage in other activities that do not advance the educational purposes for which the District's computer network(s)/computers are provided.

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2.   Suspension of the District's computer network(s) privileges;

3.   Revocation of the District's computer network(s) privileges;

4.   Suspension of the District's computer privileges;

5.   Revocation of the District's computer privileges;

6.   Suspension from school;

7.   Expulsion from school; and/or

8.   Legal action and prosecution by the appropriate authorities.

It is understood and acknowledged that the system administrators of the District's computer network(s) may monitor pupil activity on the District's computer network(s) and Internet access provided; access any files stored by pupils either on District computers or at a remote site that may be accessed by District computers: and may monitor electronic mail sent from the District's computer network(s). It is further understood and acknowledged that the system administrators, the principal or Superintendent may discontinue use of the District's computer network(s) and the Internet access privileges and may discipline any pupil who violates the terms of this Agreement.

Pupil Name (Please Print): _____ Grade: _____

All parent(s) or legal guardian(s) legally responsible for the pupil must sign this Agreement to grant the pupil access to the District's computer network(s) and the Internet in accordance with the terms and conditions of the Agreement.

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____