Committee Members

Dr. Elaine Giugliano, Mr. Thomas Corbo, Mr. Scott Hughes,
Dr. Beth Ebler, Mr. Fred Beuttler, Mr. Robert Recchione,
Mrs. Eileen Layman, Mrs. Colleen Sartori, Mr. Michael Roman,
Mr. Matt Czwakiel, and Mr. Anthony Albro

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I. Stakeholders

Stakeholder Table		
Title	**Name**	**Signature**
Superintendent	Dr. Elaine Giugliano	
Principal	Mr. Thomas Corbo	
Technology Coordinator	Mr. Scott Hughes	
Curriculum Director	Dr. Beth Ebler	
Teacher	Mr. Fred Beuttler	
Special Education Supervisor	Mr. Robert Recchione	
Library Media Specialist	Mrs. Eileen Layman	
Board Member	Mrs. Colleen Sartori	
Parent	Mr. Michael Roman	
Student	Matt Czwakiel	
Elementary Principal	Mr. Anthony Albro	

Stakeholder Narrative:

In addition to the above mentioned members, the principal from the district's elementary was also an active participant in this technology plan process. Looking for direct access and information on this level, the Technology Committee invited Mr. Albro's input and knowledge for the elementary level.

The District Technology Committee coordinates and supports the implementation of the District technology plan. The District Technology Coordinator acts chairperson. Members of the committee include District administrators who participate and assist the chairperson.

WOOD-RIDGE PUBLIC SCHOOLS

School Board Members
Robert Talamini, President
Robert Valenti, Vice-President
Charles Pallas
Joseph Biamonte
Albert Nieves
Colleen Sartori

Administrators
Dr. Elaine Giugliano, Superintendent
Thomas Perez, School Business Administrator
Anthony Albro, Elementary Principal
Thomas Corbo, High School Principal
Robert Recchione, Middle School Principal

TECHNOLOGY COMMITTEE 2010

Chairperson:	Mr. Scott Hughes, Ed.S.
Administrators:	Dr. Elaine Giugliano, Superintendent Mr. Thomas Perez, Business Administrator Mr. Thomas Corbo, HS Principal Mr. Robert Recchione, Director of Special Services Mr. Anthony Albro, Elementary Principal Dr. Beth Ebler, Director of Curriculum/VP
Teachers:	Mr. Fred Beuttler, Science Mr. Matt Sudol, Business Mrs. Eileen Layman, Media Specialist
Community:	Mr. Michael Roman, Parent Mrs. Colleen Sartori, Parent/BOE Trustee Mr. Matt Czwakiel, Student WRHS

The responsibilities of the District Technology Committee will be to:

- Ensure consistency of plan development and implementation of technology at individual District sites
- Provide communication and dissemination of information between and among District sites
- Provide leadership for technology at District sites
- Coordinate the outreach to community and business for financial and human resources
- Provide in-service opportunities

- Coordinate hardware and software purchases
- Evaluate technology resources on an on-going basis

II. Executive Summary

Vision

Students will meet the requirements of living, learning and working in a changing world. Successful participation in the information age requires high levels of information literacy. Through the use of technology, schools will effectively enhance the learning of curriculum content, stimulate the current state of knowledge production in the world of work and involve students as real researchers, solving real problems. The students of the Wood-Ridge School District will be able to achieve the Curriculum Content standards because they will have unlimited access to people, to the vast array of curriculum and instruction offered in the state, and in particular to information and ideas.

Mission Statement

MISSION STATEMENT

The Wood-Ridge Public School District is committed to providing an excellent academic education that is rich in social and cultural programs. In collaboration with the faculty, support staff, administration, and community, a learning environment is created which enables students to achieve their personal goals and develop into responsible and productive citizens.

INDICATORS

Indicators for the success of the Mission are:

ADMINISTRATION: Provides highly effective leadership with support for students, faculty, and curriculum.

FACULTY: Quality teachers who are highly qualified, enthusiastic, caring, and compassionate. The faculty has high expectations for its students while recognizing and supporting their diversity.

STUDENTS: Educationally motivated, active participants with a sense of self-esteem and pride in their school, their personal achievements, and self-growth.

CURRICULUM: Challenging, innovative, and continuously responsive to the needs of students, both academic and extra curricula, while aligned with the New Jersey Core Curriculum Content Standards.

TECHNOLOGY: Enhances teaching and learning opportunities through integration in the curricula.

COMMUNITY: Incorporates the facilities and services of the community in order to enrich varied learning experiences.

CULTURE: Instills a sense of respect for school culture, community, and tradition, in preparation for their place in a global society.

FACILITIES: Maintains a safe and secure environment that is conducive to learning and teaching.

III. Technology Summary

A. Technology

1. Current Status of Inventory –

	Middle School/High School	Elementary School	Central Office
Technology Equipment and Networking Capacity ***see appendix D**	▪ Entire building networked with CAT 5 wiring on LAN -two networks with 2 drops per classroom – more in labs. ▪ Main Offices and Guidance, CST, Nurses office, Coaches' office network with CAT 5 cables. ▪ Wireless Access Points throughout buildings	▪ One lab networked for 30 computers with Cat5 wiring. ▪ All classrooms and offices wired for Internet access with CAT 5 wiring and 3 drops per classroom. ▪ Wireless Access Points in the media center, various classrooms, and on rolling COWs	Verizon FiOS 25/15 MB for 5 computers
Computers	▪ 24 Dell P 4 PC's in lab 203 ▪ 18 Dell P 4 PC's in library ▪ 30 Dell P 4 PC's in lab 111 ▪ One Dell P 4 PC computer in each classroom. ▪ 3 Laptop computers for administrative use ▪ 10 Dell P 4 PC's in Administrative offices ▪ 4 Apple iMacs in Art Department ▪ 90 Acer and Dell Dell laptops in 3 COWs (Computers on Wheels) cabinet for student use. ▪ 45 Acer laptops assigned to teachers ▪ HVAC computer and classroom connections to monitor all rooms temperatures	▪ Three Dell P 4 PC computers in each classroom. ▪ 33 Dell P 4 in media center ▪ 2 Dell P 4 desktop computer for Administrative office ▪ 1 Dell P 4 Nurses office ▪ 50 Dell laptops in 2 COWs (Computers on Wheels) cabinet for student use. ▪ 35 Acer & Dell laptops assigned to teachers ▪ HVAC computer and classroom connections to monitor all rooms temperatures	▪ 4 desktop computers ▪ 1 laptop computer ▪ Network data storage

Printers/ scanners	▪ 4 networked laser printers in library ▪ 2 networked laser printer in Lab 203 ▪ 1 networked laser printer in Lab 111 ▪ 5 networked printer grade 5 wing ▪ local printer yearbook room, high school ▪ local printer yearbook room, middle school ▪ printer/scanner/copier Lab 111 ▪ scanner yearbook room middle school ▪ 1 network printer high school science ▪ 5 networked laser printers administrative offices ▪ 2 printer scanners administrative offices ▪ 1 color inkjet printer Guidance	▪ 3 networked laser printer media center ▪ 1 scanner media center ▪ Three laser printers administrative office. ▪ 1 laser printer in each classroom ▪ Digital pen tablet	▪ 5 laser printers ▪ 1 scanner
Servers	▪ 3 Dell Power Edge file servers ▪ 1 district mail server ▪ 2 firewalls	▪ 2 Power Edge server file servers	▪ Dell 2008 Server – running Terminal Services
Presentation Devices	▪ 5 Averkey Adaptors, translates digital computer output to analog television screen ▪ 5 televisions paired with Averkey ▪ 10 projectors ▪ 6 SMART Boards ▪ 2 Document projectors ▪ 4 Mobile presentation laptop with speakers	▪ 2 Averkey Adaptors, translates digital computer output to analog television ▪ 2 televisions paired with Averkey ▪ 5 web cameras ▪ 7 LCD projectors ▪ 5 SMART Boards ▪ 3 Mobile presentation laptop with speakers	▪ 1 LCD Projector
Cameras	▪ 3 Digital Cameras for school use	▪ 2 Digital Cameras ▪ Document Camera ▪ 5 web cameras	
Hand Held Devices	▪ 40 graphing calculators for math and science	▪ Misc. calculators ▪ 7 video iPods	

	▪ 7 video iPods ▪ 2 USB microscopes	▪ 6 FLiP video cameras ▪	
ii. Software used for curricular support and filtering	▪ Productivity Software o MS Office XP Suite o Adobe PageMaker o MS Front Page2000 o SWiSH Animation o Dreamweaver ▪ Concept mapping- o Inspiration ▪ Programming o C++ o Java ▪ Special needs software ▪ Administrative software o Power School ▪ SonicWall Internet Filtering Software ▪ Sophos Antivirus ▪ Robotics software with programmable robot kits ▪ Adobe PhotoShop CS4	▪ Productivity Software o MS Office Suite2000 ▪ Subject specific software for math, reading, social studies ▪ Concept mapping o Inspiration o Kidspiration ▪ SonicWALL Internet Filtering Software ▪ Grisoft AVG Antivirus ▪ Sammy Science Center ▪ Typing Software ▪ Networked Math, Reading, and Writing software for lab ▪ Power School ▪ WikiSpaces	▪ Productivity software o MS Office Suite o Lotus Notes o FileMaker Pro o Department of Education-specific software ▪ Sophos Antivirus
iii. Technology Maintenance Policy and Plans	▪ All computer equipment is covered by a manufacturers on-site maintenance warranty agreement ▪ Additional equipment including computers, laser printers, and network servers, switches and routers are covered by on-site technology support student teams and technology coordinator ▪ All new computers have a three-year warranty. The district has a maintenance insurance coverage contract for all	▪ Most computer equipment is covered by a manufacturers on-site maintenance warranty agreement ▪ Additional equipment including computers, laser printers, and network servers, switches and routers are covered by on-site technology support student teams and technology coordinator	▪ All computer equipment is covered by a manufacturers on-site maintenance warranty agreement ▪ Additional equipment including computers, laser printers, and network servers, switches and routers are covered the technology coordinator

	district computer equipment, and a maintenance contract with Verizon to maintain the district's network routers. District insurance covers all technology within the district.		
iv. Telecommunications Services	▪ Distance learning via high-speed internet connections allow students to participate in classes and discussions world-wide ▪ Telephones, faxes available to administration, staff ▪ All staff, paraprofessionals have email addresses ▪ Verizon quad T1 connection to Internet ▪ VON – Fiber Optic line connecting all schools ▪ Verizon installed – Cisco routers, switches, and VON system	▪ Distance learning via high-speed internet connections allow students to participate in classes and discussions world-wide ▪ Teleconferencing equipment allows students to interact and share with specialists and peers who have access to these devices ▪ Telephones, faxes available to administration, staff ▪ All staff, paraprofessionals have email addresses ▪ Verizon installed – Cisco routers, switches, and VON system	▪ VoIP Telephones, faxes ▪ Email ▪ Verizon FiOS 25/15 MB
V. Technical Support	▪ A+ certified staff ▪ Requests for technical support submitted using standardized form The district employs a Technology Coordinator whose responsibilities include monitoring the daily technology needs of students and staff and technology-related curricular activities. He/she will lead the District in creating a vision and developing and implementing a strategic	See High School/ Middle School	

	plan for maximizing the use of technology at all sites. Technology Coordinator: ▪ Head the District Technology Support Team by serving as chair of the District Technology Committee. ▪ Facilitate communication between the various members of the District's site level technology committees. ▪ Address the needs of each school and distribute tasks to the appropriate support personnel. ▪ In conjunction with the Superintendent, explore the existence of State and Federal mandates concerning technology and insure that the District moves toward compliance. ▪ In conjunction with the Superintendent, coordinate personnel in the District who solicit funding and support for technology from the business community. ▪ In conjunction with the School Business Administrator, oversee hardware and software purchases to maximize funding and facilitate efficient maintenance. ▪ Publicize group purchase opportunities.		

	In Hardware support: ▪ Install new equipment into the existing technology environment ▪ Provide on-the-spot service of all hardware-related problems ▪ Document all modifications to hardware and network equipment used within the District ▪ Provide necessary hardware support in deploying school and District wide area networks ▪ Ensure hardware security (anti-theft) ▪ Propose hardware upgrading ▪ Keep hardware inventory records In Software support: ▪ Install new software into the existing technology environment ▪ Provide on-the-spot service of all software-related problems ▪ Document all modifications to system, application and network software used within the District ▪ Provide necessary software support in deploying school and District wide area networks ▪ Ensure data security relating to network resources (Server and		

	Internet access) ▪ Keep software inventory records and propose software upgrading As a Site Training specialist: ▪ Head the effort to coordinate professional development opportunities in technology at all sites ▪ Publicize and provide training opportunities in technology and coordinate teacher in-service training ▪ Coordinate District and site in-services in technology and keep staff informed as to various training opportunities ▪ Share with members of the District Technology Committee information learned through evaluating these in-services in order to continually improve the quality of training available in the District ▪ Collect samples (on paper and on video) of effective academic programs that include the use of technology for presentations Lead the Site Technology Committee in fulfilling its mandate as described in the District and site technology plans		

vi. Facilities Infrastructure	▪ LAN ▪ WAN ▪ Separate servers for Administration and Student/Teacher ▪ At least one network drop per classroom ▪ New drops/switches added as need grows ▪ Fiber optic connection for MS to HS ▪ Wireless Access Points installed sporadically Power: Each building presently can support technology of 350-500 watts per computer and 400 watts per TV set. Grounding & Surge Protection: There is surge protection and grounding in place in each school to protect against over voltage conditions including lightning. In addition, APC Net7 surge protectors were purchased for each new computer. Back-Up Power: An APC Uninterrupted Power Source Model BK280B is provided at each file server to provide for an orderly shutdown. HVAC Wood-Ridge School District computer labs have AC. Security: All administrative file servers are in secured locations. All computer labs can be secured. ▪ For the purpose of data security, each user will be assigned appropriate security access through the network administrator.	▪ LAN ▪ WAN ▪ Separate servers for staff and students ▪ Three network drop per classroom ▪ New wing contains state of the art technology center with high speed data access in a lab and all new classrooms ▪ Wireless Access Points installed sporadically ▪ VON connection from Verizon providing 10MB circuit from elementary school to HS/MS.	▪ FiOS 25/15 MB connection for five users, CAT 5 cables

vii. Other services	▪ All facilities have adequate electricity to handle simultaneous users. ▪ All servers are connected to adequate UPS devices. ▪ In classroom digital attendance system ▪ In classroom digital grading and progress reporting system ▪ Proximity door entry swipes at main doors of buildings	See High School/ Middle School	

2. Three Year Technology Plan Inventory Table

Area of Need	Describe for 2010-11	Describe for 2011-12	Describe for 2012-13
Technology Equipment	**Timeline: September, 2010- June, 2011** Install campus-wide enterprise wireless Increase laptop/netbook quantity High School/Middle School ▪ 18 Dell P 4 PC's in library ▪ 24 Dell P 4 PC's in lab 203 ▪ 30 Dell P 4 PC's in lab 111 ▪ One Dell P 4 PC computer in each classroom. ▪ 90 laptops on mobile carts with wireless access ▪ 45 Acer laptops assigned to teachers ▪ 3 Laptops computers for administrative use ▪ 10 Dell P 4 PC's in Administrative offices ▪ 4 Apple iMacs in Art Department ▪ 4 networked laser printers in library ▪ 1 networked laser printer in Lab 111 ▪ 5 networked printer grade 5 wing ▪ local printer yearbook room, high school	**Timeline: July 2011- September, 2012.** Conversion of PC to Mac lab in elementary school Replacement of classroom computers in elementary school Increase laptop/netbook quantity High School/Middle School ▪ 18 Dell P 4 PC's in library ▪ 24 Dell P 4 PC's in lab 203 ▪ 30 Dell P 4 PC's in lab 111 ▪ 3 Dell P 4 PC computers in each classroom. ▪ 120 laptops on mobile carts with wireless access ▪ 45 Acer laptops assigned to teachers ▪ 3 Laptops computers for administrative use ▪ 10 Dell P 4 PC's in Administrative offices ▪ 6 Apple iMacs in Art Department ▪ 4 networked laser printers in library	**Timeline: August, 2012–June, 2013.** Evaluate a 1 to 1 deployment of netbooks for High School students Increase laptop/netbook quantity Installation of additional classroom SMART Boards. High School/Middle School ▪ 24 Dell P 4 PC's in lab 203 ▪ 18 Dell P 4 PC's in library ▪ 30 Dell P 4 PC's in lab 111 ▪ One Dell P 4 PC computer in each classroom. ▪ 3 Laptop computers for administrative use ▪ 10 Dell P 4 PC's in Administrative offices ▪ 180 laptops on mobile carts with wireless access ▪ 45 Acer laptops assigned to teachers ▪ 4 Apple iMacs in Art Department ▪ 4 networked laser printers in library ▪ 2 networked laser printer in Lab 203 ▪ 1 networked laser printer in Lab 111 ▪ 5 networked printer grade 5 wing ▪ local printer yearbook room, high school ▪ local printer yearbook room, middle school ▪ printer/scanner/copier Lab 111

	▪ local printer yearbook room, middle school ▪ printer/scanner/copier Lab 111 ▪ scanner yearbook room middle school ▪ 1 network printer high school science ▪ 5 networked laser printers administrative offices ▪ 2 printer scanners administrative offices ▪ 1 color inkjet printer Guidance ▪ 5 Averkey Adaptors, translates digital computer output to analog television screen ▪ 5 televisions paired with Averkey ▪ 10 projectors ▪ 6 SMART Boards ▪ 2 Document projectors ▪ 4 Mobile presentation laptop with speakers Elementary School ▪ Three Dell P 4 PC computers in each classroom. ▪ 33 Dell P 4 in media center ▪ 2 Dell P 4 desktop computer for Administrative office ▪ 1 Dell P 4 Nurses office ▪ 35 Acer laptops assigned to teachers	▪ 2 networked laser printer in Lab 203 ▪ 1 networked laser printer in Lab 111 ▪ 5 networked printer grade 5 wing ▪ local printer yearbook room, high school ▪ local printer yearbook room, middle school ▪ printer/scanner/copier Lab 111 ▪ scanner yearbook room middle school ▪ 1 network printer high school science ▪ 5 networked laser printers administrative offices ▪ 2 printer scanners administrative offices ▪ 1 color inkjet printer Guidance ▪ 5 Averkey Adaptors, translates digital computer output to analog television screen ▪ 5 televisions paired with Averkey ▪ 14 projectors ▪ 8 SMART Boards ▪ 2 Document projectors ▪ 8 Mobile presentation laptop with speakers Elementary School ▪ Three Dell P 4 PC computers in each classroom.	▪ scanner yearbook room middle school ▪ 1 network printer high school science ▪ 5 networked laser printers administrative offices ▪ 2 printer scanners administrative offices ▪ 1 color inkjet printer Guidance ▪ 5 Averkey Adaptors, translates digital computer output to analog television screen ▪ 5 televisions paired with Averkey ▪ 16 projectors ▪ 10 SMART Boards ▪ 2 Document projectors ▪ 10 Mobile presentation laptop with speakers Elementary School ▪ Three Dell P 4 PC computers in each classroom. ▪ 33 Mac mini in media center ▪ 2 Dell P 4 desktop computer for Administrative office ▪ 1 Dell P 4 Nurses office ▪ 100 Dell laptops in COW (Computers on Wheels) cabinet for student use. ▪ 35 Acer laptops assigned to teachers ▪ 3 networked laser printer media center ▪ 1 scanner media center ▪ Three laser printers administrative office. ▪ 1 laser printer in each classroom ▪ Digital pen tablet ▪ 2 Averkey Adaptors, translates digital computer output to analog television ▪ 2 televisions paired with Averkey

	▪ 50 Dell laptops in 2 COWs (Computers on Wheels) cabinet for student use. ▪ 3 networked laser printer media center ▪ 1 scanner media center ▪ Three laser printers administrative office. ▪ 1 laser printer in each classroom ▪ Digital pen tablet ▪ 2 Averkey Adaptors, translates digital computer output to analog television ▪ 2 televisions paired with Averkey ▪ 5 web cameras ▪ 8 LCD projectors ▪ 6 SMART Boards ▪ Mobile presentation laptop with speakers ▪ 2 Digital Cameras ▪ Document Camera ▪ 5 web cameras	▪ 33 Mac mini in media center ▪ 2 Dell P 4 desktop computer for Administrative office ▪ 1 Dell P 4 Nurses office ▪ 75 Dell laptops in COW (Computers on Wheels) cabinet for student use. ▪ 35 Acer laptops assigned to teachers ▪ 3 networked laser printer media center ▪ 1 scanner media center ▪ Three laser printers administrative office. ▪ 1 laser printer in each classroom ▪ Digital pen tablet ▪ 2 Averkey Adaptors, translates digital computer output to analog television ▪ 2 televisions paired with Averkey ▪ 5 web cameras ▪ 10 LCD projectors ▪ 8 SMART Boards ▪ Mobile presentation laptop with speakers ▪ 2 Digital Cameras ▪ Document Camera ▪ 5 web cameras	▪ 5 web cameras ▪ 12 LCD projectors ▪ 10 SMART Boards ▪ Mobile presentation laptop with speakers ▪ 2 Digital Cameras ▪ Document Camera ▪ 5 web cameras
Network Capacity * see appendix D	**Timeline: September, 2010- June, 2011.** 4 - T1 line ATM ready, fiber optic cable in elementary school Enterprise Wireless	**Timeline:** **July 2011- September, 2012.** Increased bandwidth to Internet. Fiber Optic Network campus wide with 25MB to Internet and 100MB between	**Timeline:** **August, 2012–June, 2013.** Increased bandwidth to Internet. Fiber Optic Network campus wide with 25MB to Internet and 100MB between schools

		schools	
Filtering Software	**Timeline: September, 2010- June, 2011.** SonicWall	**Timeline:** **July 2011- September, 2012.** SonicWALL	**Timeline:** **August, 2012–June, 2013.** SonicWALL
Maintenance Policy and Plans	**Timeline: Timeline: September, 2010- June, 2011.** Covered by warranty, in house tech support, outside vendors	**Timeline:** **July 2011- September, 2012.** Covered by warranty, in house tech support, outside vendors	**Timeline:** **August, 2012–June, 2013.** Covered by warranty, in house tech support, outside vendors
Telecommunications Services	**Timeline: September, September, 2010- June, 2011.** Quad T1 circuits, 10MB VON circuit, all staff has email addresses. All staff maintaining online Power School Grade Books. VoIP in Board Office	**Timeline:** **July 2011- September, 2012.** 25MB Fiber Optic Network to Internet and 100MB school-school All staff maintaining online Power School Grade Books. VoIP in Board Office	**Timeline:** **August, 2012–June, 2013.** 25MB Fiber Optic Network to Internet and 100MB school-school All staff maintaining online Power School Grade Books. VoIP in Board Office
Technical Support	**Timeline: September, September, 2010- June, 2011.** On site technical support, licensed vendor for configuration, trouble-shooting network. Requests for tech support submitted via School Dude	**Timeline:** **July 2011- September, 2012.** On site technical support, licensed vendor for configuration, trouble-shooting network. Requests for tech support submitted via School Dude	**Timeline:** **August, 2012–June, 2013.** On site technical support, licensed vendor for configuration, trouble-shooting network. Requests for tech support submitted via School Dude
Facilities – infrastructure including central telephone & security systems	**Timeline: September, September, 2010- June, 2011.** ▪ LAN, WAN ▪ Separate servers for Administration and Students ▪ Newer construction will have five drops per classroom ▪ New drops/switches added as need	**Timeline:** **July 2011- September, 2012.** ▪ LAN, WAN ▪ Separate servers for Administration and Students ▪ New drops/switches added as need grows Power: Each building support technology of	**Timeline:** **August, 2012–June, 2013.** ▪ LAN, WAN ▪ Separate servers for Administration ▪ Backup server for Administrative servers ▪ Drops/switches added as need grows Power: Each building presently can support technology of 350-500 watts per computer and 400

	grows Power: Each building presently can support technology of 350-500 watts per computer and 400 watts per TV set. Grounding & Surge Protection: There is surge protection and grounding in place in each school to protect against over voltage conditions including lightning. In addition, APC Net7 surge protectors were purchased for each new computer. Back-Up Power: An APC Uninterrupted Power Source Model BK280B is provided at each file server to provide for an orderly shutdown. HVAC Wood-Ridge School District computer labs have AC. Security: All administrative file servers are in secured locations. All computer labs can be secured, daily backup of administrative server For the purpose of data security, each user will be assigned appropriate security access through the network administrator.	350-500 watts per computer and 400 watts per TV set. Grounding & Surge Protection: There is surge protection and grounding in place in each school to protect against over voltage conditions including lightning. In addition, APC Net7 surge protectors were purchased for each new computer. Back-Up Power: An APC Uninterrupted Power Source Model BK280B is provided at each file server to provide for an orderly shutdown. HVAC Wood-Ridge School District computer labs have AC. Security: All administrative file servers are in secured locations. All computer labs can be secured, daily backup of administrative server For the purpose of data security, each user will be assigned appropriate security access through the network administrator	watts per TV set. Grounding & Surge Protection: There is surge protection and grounding in place in each school to protect against over voltage conditions including lightning. In addition, APC Net7 surge protectors were purchased for each new computer. Back-Up Power: An APC Uninterrupted Power Source Model BK280B is provided at each file server to provide for an orderly shutdown. HVAC Wood-Ridge School District computer labs have AC. Security: All administrative file servers are in secured locations. All computer labs can be secured, daily backup of administrative server For the purpose of data security, each user will be assigned appropriate security access through the network administrator

Assistive Technology

It has long been the goal of the Wood-Ridge School District to seamlessly integrate assistive technologies into the classroom setting. This integration is accomplished with several technical devices that are available for the student body.

Firstly, all district computers are equipped with the basic Microsoft Accessibility Options. These options will assist those individuals with physical, auditory, and/or visual disabilities. For those students with physicals difficulties, the keyboards can be modified with Sticky Keys, Filter Keys, and Toggle Keys. For students with auditory limitations, the system may be modified to show a sound through flashing icons. Lastly, the Microsoft package will assist visual learners with high contrast displays, flashing cursors, and enlarged fonts and icons.

In addition to the Microsoft package, the district also employs screen readers, magnification devices, and trackballs. For those students that need technological help with books not currently available electronically, a book scanner is also available to scan chapters and display the text at a better reading size.

For those individuals that are unable to read for various reasons, text-to-Speech software can be used. The software converts document text into audible speech. This speech is played through the computer speakers. Text-to-speech technology can be integrated with Optical Character Recognition systems (OCR). OCRs can either be a stand-alone device or part of a computer system. A stand-alone OCR or the scanner of a computer-based OCR system looks something like a small photocopier. It has a glass screen on which print to be "read" is placed. The scanner camera scans the material and, in a few seconds, the page is read out loud using synthetic voice. OCRs can read almost any book, newspaper or other typewritten materials, but they cannot read handwritten material.

Aside from hardware modifications, the district also utilizes content specific software through the use of Premier Assistive Technology software and Kurzweil 1000 software. These software packages afford students with limited vision the ability to magnify text, read text aloud, or download online content in audio format.

a. Website Accessibility

The Wood-Ridge School District website, www.wood-ridgeschools.org, is easily accessible for all stake holders with an Internet connection. The site, modified for those individuals with disabilities, has been checked against ten standard indicators with regard to accessibility:

1. All important images contain Alt text that will allow a screen reader to describe the item in text.
2. The site maintains client-side image maps.
3. Although not use presently, all audio and video presentations will contain a text transcript.
4. Hypertext links are clear and concise.
5. Page organization is laid out in easily to read and follow tables. All tables have headers.
6. Graphs and charts, when used, will contain a text explanation.
7. Scripts, which include image display and rolling text, have alternate viewers when needed.
8. Frames are not used.
9. Each table is easily distinguished with line by line reading.
10. Work is checked against accessibility websites and modified as needed.

Additionally, the entire layout fits nicely within a standard window without the need of vertical or lateral scrolling. The site has also been checked with the Opera web browser to ensure proper screen reading compatibility.

5. Replacement plan

Through the Superintendent of Schools, the District Technology Committee, administration and staff will conduct several technology reviews during the course of a school year. The results of each review will be reported to the Board of Education at the scheduled Board of Education meetings. The report will include recommendations on how and where to enhance and upgrade the district's technology. The monitoring and evaluation of the technology plan continues to be a review of effective teacher integration of technology into the classroom as identified through class visitations, computer lab log usage, and examination of teacher lesson plans. The Technology Committee conducts meetings to appraise and assess the goals and objectives of the district Technology Plan. The Technology Committee serves as the center for the application of federal, state, and local technology grants, when appropriate.

The Wood-Ridge School District has entered into a lease agreement with Dell Inc. to ensure that students are provided with the latest technology in the classrooms. At the end of a three year lease, the machines will be sent back to Dell and replacement computers will be shipped. This new plan will shorten the usage life of classroom computers to three years. All equipment that is not part of the current lease program is recycled with the Bergen County Utilities Authority when they are deemed obsolete.

In order to combat obsolescence, the Wood-Ridge School District is currently evaluating two different technologies. Firstly, the district is in the process of surveying the use of Open Source Software desktop solutions on aging Microsoft Windows machine. By using Ubuntu Linux on older machines, the streamlined operating system performs much better than the previously installed Windows OS. This has added life to hardware-

adequate machinery. Another solution is through multi-user computing technology whereby one computer, with the addition of two PCI cards, can become seven terminals. Through this method, a lab of 28 computers would run from only 4 PCs. The remaining setups would consist of only keyboards, mice, and a monitor. By only having to replace four computers every three years per lab, the district would save substantially.

B. Cyber Safety

For the Wood-Ridge School District, the main focus of the Technology Department is student online safety. This is a role the department tackles on a daily basis. The job is handled through content filtering, education, and locked doors.

Content filtering refers to the practice of actively viewing web sites that children visit and allowing access to age appropriate sites while blocking access to inappropriate sites. This filtering is accomplished by feeding all web site requests through a special computer. This computer holds a large database of good sites and an even larger database of bad sites. When a child requests a site to visit, the computer sends the request to the filter and the filter checks its database. Based on the ranking of the requested site, the child is either directed to the site or denied access. This large database is updated daily and holds millions of blocked pages. This is the school district's main line of defense and it works extremely well.

In addition to content filtering, the Technology Department is proactive in speaking with classes on the dangers and pitfalls of online life. These sessions cover topics such as Internet safety, plagiarism online, copyright infringement, etc. Many students prior to the training admit little knowledge about each subject, and the district feels quite confident the training is reducing inappropriate behavior online.

The last line of defense in the school district is "locked doors." By referring to doors, the focus is on Internet related ports or means of entry. The school district, unlike many other districts, holds a strict online policy with regards to various services. Aside from the World Wide Web, all other online applications are blocked, or the door has been locked. Students can not access e-mail, instant messengers, chat sessions, or file sharing. This proves successful in ending online harassment, illegal file sharing, and other behaviors online during school time.

a. Filtering Method: SonicWALL Content Filtering Service

From SonicWall, the vendor of the 3060Pro Firewall with Content Filtering:

"SonicWALL's revolutionary Content Filtering Service (CFS) Standard and Content Filtering Service Premium Editions are scalable, enterprise-class solutions that are both affordable and easy to use. Featuring a powerful rating and caching architecture, SonicWALL CFS leverages a comprehensive database of over 4 million continuously

updated Web sites to extend protection and productivity while reducing administrative overhead."

SonicWALL's content filtering solutions are highly accurate as well as affordable, and are well-suited to schools and school districts of any size. Content filtering runs on all SonicWALL security appliances, featuring a constantly updated database of categorized Web sites. Dynamic onboard rating systems offer additional control, as does the ability to set controls for use of instant messaging, P2P and other potentially harmful applications. Staff, and sometimes students, require e-mail access, and SonicWALL's Email Security solution keeps SPAM, phishing, and viruses in check and away from your school's networks.

SonicWALL has two solutions for secure content management in the schools. The SonicWALL Content Filtering Service (CFS) is suited to small and mid-sized schools and districts that require a cost-effective solution with minimal administration required. Because it requires no additional hardware or software, it is able to deliver strong, enterprise-class protection at an affordable price. The SonicWALL Content Security Manager (CSM) Series delivers complete content security management, combining Internet content management with dynamic gateway anti-virus and anti-spyware. The CSM Series is an appliance-based gateway security and content filtering solution that incorporates real-time gateway anti-virus, anti-spyware and intrusion protection. The CSM appliance integrates behind any firewall, and can receive up-to-the-minute signature updates for real-time protection.

Features include:

Appliance-based, Scalable Content Filtering Solution
SonicWALL CFS delivers an enterprise-class, completely scalable content filtering service that runs on all SonicWALL appliances and requires no additional server or deployment costs.

Web Site Caching
The innovative SonicWALL CFS architecture caches URL ratings locally on the SonicWALL appliance. These Web site ratings are stored for all future users that attempt to visit the URLs, making response time to frequently visited sites virtually instantaneous.

Comprehensive Database
SonicWALL CFS combines an unlimited database featuring millions of URLs, IP addresses and domains with a unique caching system that reduces latency to a fraction of a second.

Category Blocking
SonicWALL CFS employs an innovative rating architecture that utilizes a dynamic database of millions of URLs, IP addresses and domains to block up to 50+ categories of objectionable and inappropriate Web content such as porn, hate, violence and others,

C. Needs Assessment

1. Current status

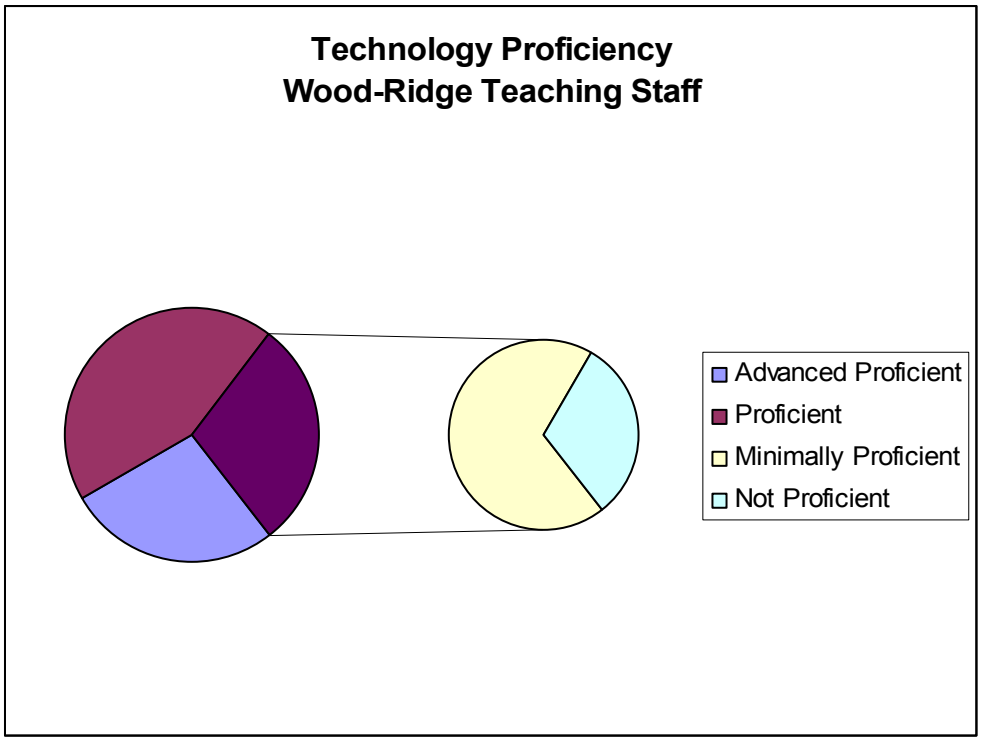
a. The practice of integrating technology into the curriculum continues to be a great success with the Wood-Ridge School District. At all levels, teachers and administrators have become strong advocates of technology integration. At present, all district classrooms maintain at least one networked and Internet connected computer in each classroom. Additionally, all staff members have access to a netbook for work-related tasks. This access allows for immediate and long-term technology integration. Each computer maintains copies of all district curricular software, which includes MS Office Suite, core content software, Internet web browsers, graphic and video editing, etc. In addition to in-class computers: elementary school teachers have access to several mobile SMART Boards, two (2) computers on wheels stations with wireless Internet, televisions with computer connectivity for large screen display, iPods, web cameras for presentation and video conferencing, a 30 computer lab with 4 laser printers, color laser printer, 6 SMART Board, Touch Tablet, and web camera; the high school and middle school teachers have access to three computer labs totaling 75 computers, 6 laser printers, color printer/scanners, televisions with computer access, 4 SMART Boards, 4 LCD projectors, 4 iMac computers, wireless access points, a 20 computer media center with SMART Board technology , 4 laser printers, and extensive online digital reference media, iPods, digital microscopes, computerized infants for child care simulations, robotics kits and software, etc. With all of these technological tools at their disposal, the teachers within the Wood-Ridge School District maintain a high level of technology integration. This integration is evident in lesson plans, principal observations, and student assessment.

The Wood-Ridge School District currently employs two full-time media specialists. One library/media specialist maintains the high school/middle school media center while the other maintains the elementary school. The skill level and needed abilities vary due to specific circumstances.

The high school/middle school media center maintains a full selection of books available for circulation. Additionally, the center houses 20 student computers, 2 SMART Boards, and 4 laser printers. All books are cataloged and the media specialist is responsible for maintaining this online digital catalog. Also, this specialist trains students and staff in the use of online research databases. In order to provide a consistent research environment, this media specialist has become an advanced technology end-user and beginner level technician. Based upon observations and communications with the district Technology Coordinator, this individual has attained a high level of technology understanding and strives to further this education. Based on these facts, a needs assessment shows an advanced skill-set. The Technology Coordinator will look to provide more advanced training in a one-on-one format.

The elementary school media specialist also maintains a large selection of books and research databases that are all available online. The elementary school media center houses 33 student computers, 4 laser printers, 1 SMART Board, and various input devices. In contrast to the high school/middle school, the elementary school media center technology area is maintained by a full-time technology teacher. Due to this configuration, the technology teacher (advanced level user) maintains the system while the media specialist maintains the circulation and research databases. While performing a needs assessment, the elementary media specialist will need training in the following areas to improve her status as a mid-level user: additional SMART Board training, Power School training, computer system use and troubleshooting training, software integration training, etc.

b. Based on technology related observations, surveys, and skills levels witness during professional development, the Technology Department of the Wood-Ridge School District has established the following summary of technology proficiency for teaching staff:



The above chart illustrates the competency level with regard to overall computer proficiency and integration into the curriculum. Aside from basic application use, this data represents the understanding of the usage and being able to perform all technology tasks from start to finish. With regard to staff, the observations and survey studied the ability of staff to:

- Power-on a computer
- Successfully log onto a domain using a username and password
- Successfully navigate a desktop, understanding icons and file structure hierarchy
- Open, work within (save, print, make corrections), and exit applications
- Successfully uses peripheral devices (printers, scanners, cameras, etc)
- Willingness and success in using SMART Boards and LCD projection
- Demonstrate use and understanding of existing curricular software
- Demonstrate basic troubleshooting abilities
- Maintain and successfully use email system
- Demonstrate ability to successfully navigate the Internet
- Creation and use of Web pages
- Internet integration

Actual survey questions have been included in Appendix C

c. In order to accomplish the task of providing technology integration for all students, several factors have been established to ensure equity to overcome the barriers of limited space and inventory:

   i. Staff members are assured access to technology through equitable use which is monitored by school administrators. All lab time and mobile technology equipment must be requested in writing for date and time. This allows the administrators the ability to monitor usage and prevent a monopolization of technology materials. Additionally, subject area teachers are encouraged to collaborate on technology projects to limit un-needed overlap.

   ii. To establish technology time for all district students, each school maintains certain schedules. For the elementary school, technology integration time is accomplished through scheduled technology classes, the use of 3 computers in each classroom loaded with course content software, and the use of 24 mobile wireless computers that maintain course content software. Additionally, teachers have the ability to use the computer lab during open periods. In the middle school, all students also have a computer cycle class that meets two or three times per week depending on the month. Also, the middle school maintains one computer lab with 30 computers and laser printers, and shares access to the high school media center with 20 computers and 4 laser printers and SMART Boards. The times to use the labs are maintained by the principal, who ensures equity. Lastly, the high school maintains two computers. The labs hold 50 computers; have SMART Board technology and 4 laser printers. High school students are currently enrolled in ten computer related courses that allow for technology time. When not is use, these labs are available on a sign-out basis for all other content areas. Additionally, aside from in-class computers, high school teachers have the use of the above mentioned media center. The high school art department maintains its own bank of Apple computer for use in all art related curriculum.

iii. Staff technology needs are evaluated in several areas:
- Surveys
- Online request forms
- Education Association requests
- Lesson plan and observations
- Informal and formal class visits

iv. Student technology needs are evaluated in several areas:
- Student surveys
- IEP evaluations
- Student observations by staff
- Technology Committee recommendations
- Administrator observations and recommendations

v. Based on staff surveys and informal questioning, the past technology related professional development sessions stemmed from areas that teachers felt they needed reinforcement. Once the training was complete, the presenter was able to determine those staff members needing additional training or content specific training and smaller training sessions were created. Additionally, based on feedback from certain staff that their students were surpassing their own technology knowledge, professional development was created to help those teachers with regard to specific student related technologies. Ultimately, all technology related professional development is paired to enhancing the teacher – student dynamic and preparing those teachers to become better infusers of technology into their own curriculum.

vi. Technology related for administrators is accomplished through two paths. First, new technologies are prepared and demonstrated/taught to all district administrators before teacher/student deployment. This allows for a better understanding and the ability for administrators to provide guidance when needed. Secondly, for existing technologies, administrators often attend professional development training with their staff to learn the material and to help demonstrate the importance of the content.

vii. During the 2009-2010 school year, technology related professional development was not only sustained but increased due to the addition of a fourth faculty meeting per month for all staff. This extra day afforded the district the opportunity to allow for a minimum of one day per month for all district faculty. Additionally, the district also funded specific need training throughout the year to target trouble areas.

viii. Due to the increase in various technologies throughout the 2009-2010 school year (iPods, Power School, Study Island etc.) an increase in administrator professional development occurred (Study Island, Systems 3000, Power School, etc.). Additionally, 2009-2010 saw many administrator seeking and

attending off-campus technology related professional development from outside vendors.

ix. Support was provided to staff outside of professional development training sessions in the form of in-class support, printed and email journal articles, emailed reminders and quick-tips, online forms creations for assistance, and web links have been created for assistance and guidance.

x. Over time, the Wood-Ridge School District has encountered certain barriers and limitations for using educational technology as part of instruction. Based on these identified barriers, the district has enabled counter-measures to help combat issues before they arise. Additionally, the district will continue to improve and learn from past problems and create training for all staff to overcome these issues.

2. District needs to improve academic achievement through technology integration.

Based upon the needs assessment, the primary goal in achieving a higher level of success depends upon more staff members attaining a higher level of comfort when using technology. When comparing this plan with that of the 2007-2010 timeframe, it should be noted that teachers have attained a higher level of profiency across the board with regard to standard technologies. However, teachers appear deficient centers on newer technologies such as Web 2.0, social networking, and online collaboration.

1. Mindset change and adoption of online teaching tools as compared to traditional CD based software packages
2. A system of pre-requisites for staff training to establish foundation
3. A reliable campus-wide wireless solution to allow for more increased Internet use and practice.
4. A turn-key approach to training. Once trained, staff can then begin to hold their own staff sessions. The motto of "See one, do one, teach one" will empower staff members. Also, peer learning will help teachers see the technology being used.
5. Technology integration mentoring. The district will begin to pair novice technology users with advanced technology integrators to witness the effectiveness.

IV. Three-Year Goals and Objectives

A. History

1. THREE YEAR GOALS AND OBJECTIVES (JULY 2007- JUNE 2010)

1. Standard 8.1 Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations in conjunction with standards in all areas.

A. Continued update of all district technological equipment that will enhance classroom learning through differentiation. This equipment will be used for online research, presentation, and problem solving.
B. Classroom teachers will increase the level of cooperative teaching through the use of in-class technological support via the Technology Coordinator. Through this collaboration, the classroom teachers will better be able to plan and execute problem-based learning projects using technology.
C. With students becoming more technologically proficient at an earlier age, the district will increase computer usage time for the elementary grades through the use of mobile computers and by offering additional higher level courses for the middle and high school.
D. The increased use of pod and netcasts will continue at all grade levels. This use of technology will engage auditory, visual, and tactile learners through audio and video presentations at the student's desk.
E. Additional SMART Boards will operate in classrooms to enable the students to become active participants in their learning through touch-screen interaction.
F. Additional professional development for educators to facilitate technology integration.
G. Maintenance and enhancement of online reference libraries and digital media.

2. Standard 8.2(Technology education - engineering and Technological design) all students will develop an Understanding of the nature and impact of technology, Engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

A. Students will be offered opportunities on all grade levels to explore engineering concepts, eg. physics, astronomy. (Science CCCS, Mathematics CCCS)
B. Elementary students will understand the processes of simple machines by doing research, using simulation software, and using manipulative tools. (Science CCCS, Mathematics CCCS)
C. Introduction to robotics in grades 6–8 using construction kits and simple motors. (Science CCCS, Mathematics CCCS)

D. Computer Science curriculum will offer additional advanced courses via distance learning to motivate those students seeking courses not offered in the high school catalog of courses.
E. High and middle school students will continue to participate in the USMA annual bridge building contest (Science CCCS, Mathematics CCCS)

3. All students will develop career planning and workplace readiness skills. Career Education, and Consumer, Family and Life Skills)

A. Online guidance software will be used for middle and high school students to track career choices and strengths (COIN3) (Consumer Life Skills CCCS)
B. Business courses will include higher level database courses and advanced business application for accounting. (Mathematics CCCS, Consumer Life Skills CCCS)
C. Consumer Life classes will continue to utilize the programmable babies for child care class whereby students participate in child care of a computerized baby that monitors well care skills. (Consumer Life Skills CCCS)
D. Common workplace applications will continue to be offered at the High School level. Applications such as MS Word, Excel, and Outlook, coupled with web design classes will prepare students for a large percentage of workplace computer programs.
E. Students will participate in collaborative projects with students worldwide, thereby developing cultural awareness necessary to participate in a global economy.((Social Studies CCCS, Consumer Life Skills CCCS, Math CCCS)

2. Evaluation of 2007-2010 Goals and Objectives

1A. During the timeframe of the 2007-2010 Technology Plan, the Wood-Ridge School District has added 200 laptops/netbooks, 3 servers, 6 SMART Boards, 10 LCD projectors, hand-held video cameras, etc for the sole purpose of adding instruction and differentiated learning.

1B. During the plan, the district as added co-teaching at the high school/middle school levels and also incorporated the technology teachers into the classroom to both aide the general classroom teacher and infuse technology for the students.

1C. The technology focus has been placed at the elementary level to address students becoming more proficient at an earlier age. Additional computers, SMART Boards, and equipment have been deployed in the elementary school for increased instruction. In addition, the level of technology skills taught has increased for all grade-levels to meet the new standards. Students now create videos, audio files, interactive web sites, communicate online with students around the world, from Kindergarten through high school.

1D. The creation of audio/video files and podcasts has taken hold across all grade levels and content areas. Student have progressed from simple audio files to online video casts using FLiP HD video cameras.

1E. To meet this goal, 6 additional SMART Boards were deployed and still more are being ordered.

1F. Based upon responses on a needs assessment survey, professional development training sessions have been established using the Technology Coordinator, Technology Teachers, and local universities.

1G. Existing online reference libraries and digital media portals are still actively being used and maintained.

2A. Through the addition of extra staff, such courses have been offered to explore engineering concepts..

2B. This goal is progressing nicely as cross content areas are working to incorporate the technologies. This goal will continue.

2C. The introduction of the robotics kits into the middle school has not been successful due to the limited class time and meeting periods for those students. Goal will not be repeated.

2D. Through science classes and the addition of higher level technology courses, students are learning the importance of technology's impact on society and nature.

2E. This goal was not met at the high school level but continues at the middle school level.

3A. The introduction of Naviance guidance software has helped to meet the goals of career exploration.

3B. Higher level courses using Access and Peach Tree accounting have been added and helping the district achieve this goal.

3C. Computerized babies are still being deployed to the student body for the purposes of preparing students for child care. This program has increased and additional babies have been purchased during the live of this plan.

3D. In order to better prepare students for employment after high school, traditional office applications are being offered .

3E. Through collaboration with Rutgers University and other organizations, the school district currently works on collaborative projects with schools around the globe. This collaboration helps the students develop culturally.

B. Goals and Objectives for 2010 - 2013

Over the next three years the District Technology plan includes specifically in its goals:

1. Standard 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

   A. Students will begin to master the navigation of virtual environments that are developmentally appropriate (Second Life, Virtual Explorer)
   B. Continued update of all district technological equipment that will enhance classroom learning through differentiation. This equipment will be used for online research, presentation, and problem solving.
   C. Through the increase in district bandwidth, teachers will increase the use of online video libraries and databases
   D. Using HD cameras, video systems, and audio systems, students will create media rich presentation.
   E. Using Skype and similar video conferencing tools, students will increase participation in online discussions with learners from other countries to better understand that perspectives on global issues.
   F. Additional SMART Boards will operate in classrooms to enable the students to become active participants in their learning through touch-screen interaction.
   G. As digital learners, all students will be able to explain the consequences of inappropriate use of technology with regard to plagiarism, copyright infringement, and unauthorized access of information
   H. Begin to use technology to track, analyze, and develop solutions for existing local/global issues.

2. Standard 8.2(Technology education - engineering and Technological design) all students will develop an Understanding of the nature and impact of technology, Engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

   A. Students will be offered opportunities on all grade levels to explore engineering concepts, eg. physics, astronomy. (Science CCCS, Mathematics CCCS)
   B. Elementary students will understand the processes of simple machines by doing research, using simulation software, and using manipulative tools. (Science CCCS, Mathematics CCCS)
   C. Elementary, Middle, and High School students will develop a product using online simulation to explore design processes.

D. Examine the ethical and environmental impacts on technology waste and the concept of digital recycling.
E. Create, administer, analyze and publish a digital survey that will examine a current social and global phenomenon.
F. Students will reverse-engineer an item to discover a more eco-friendly version.
G. Students at all three building levels will establish and foster an online communication presence with students from other countries.
H. Students at all three building levels will examine the design process of a specific item (toy, tool, electronic device) to include safety, parts selection, value, aesthetics, human interaction, and integration into the current world.

3. All students will develop career planning and workplace readiness skills. Career Education, and Consumer, Family and Life Skills)

A. Online guidance software will be used for middle and high school students to track career choices and strengths (Naviance) (Consumer Life Skills CCCS)
B. Business courses will include higher level database courses and advanced business application for accounting. (Mathematics CCCS, Consumer Life Skills CCCS)
C. Consumer Life classes will continue to utilize the programmable babies for child care class whereby students participate in child care of a computerized baby that monitors well care skills. (Consumer Life Skills CCCS)
D. Common workplace applications will continue to be offered at the High School level. Applications such as MS Word, Excel, and Outlook, coupled with web design classes will prepare students for a large percentage of workplace computer programs.
E. Students will participate in collaborative projects with students worldwide, thereby developing cultural awareness necessary to participate in a global economy.((Social Studies CCCS, Consumer Life Skills CCCS, Math CCCS)

V. Three-Year Implementation Activity Tables (July 2010 – June 2013)

Students at all grade levels are engaged in activities which integrate and reinforce technology literacy skills, e.g. elementary grade students have access to computers in their classroom and through the use of mobile carts containing wireless laptops, are involved in improving their computer literacy skills in the computer/videoconferencing lab, and use *Kidspiration, Inspiration,* PowerPoint and MS Word, textbook related reinforcement software, video and audio file creation software to generate reports in their subject areas; students in the middle school, using a computer lab, media center or mobile laptop carts, take computer applications courses during their middle school years which again reinforces their technology literacy skills, as well as employing those technology skills in the subject areas for reports and presentations. Students at the high school, utilizing several computer labs and mobile carts containing wireless laptops, have access to a variety of computer courses, including business-related technology courses, Web Design and Desktop Publishing, and computer applications.

Technology services incorporate the E-Rate, Title II funds, and local resources. The Title II funds are used for technology and professional development, while the district's budget includes funds for maintenance and upgrade of the district's technology, and related services.

Students at Doyle Elementary School at all grade levels engage in SMART Board and web activities, multimedia design using both video and audio files, online reinforcement sites such as Brain Pop and Study Island, related to the elementary curriculum; students in Ostrovsky Middle School engage in innovative activities provided through Sun Chemical Corporation, and work with Felician College and Fairleigh Dickinson University on technology and science-related activities. Students at Wood-Ridge High School in grades 11 and 12 have access to a variety of courses through Distance Learning with Brigham Young University. Digital still and video cameras at all schools enable students to incorporate digital photography skills. Additional distance learning opportunities are being explored for the coming school years. At all schools, students have access to online grades and assignments via the Power School portal for digital communication with teachers, computers systems of presenting available audio and video podcasts, and digital imaging software.

The school district maintains a district website which can be accessed by the parent community. The website is updated on a regular basis, with pertinent information posted for parents, e.g. trips, special student activities, school closings, etc. In addition, the district accesses the Power School Parent Portal through which teachers may post their homework and other items of interest to both students and parents. Parents are also notified through "hard copy" newsletters that are sent home periodically, which indicated the technology literacy activities in which their children are engaged.

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
1.a	Students will create avatars, join a virtual world, and participate in classes taught within the virtual world	September 2010-June 2013	Technology Coordinator, Teachers, Media Specialist	Project based learning will be evident in plan books, lessons, student activities.
1.b	Students will access to an increasing supply of technology related devices.	September 2010-June 2013 (ongoing)	Administrators, Technology Specialists, Technology Coordinator	Budget description and asset inventory will demonstrate an increase of said technology.
1.c	Teachers will utilize uStream, Discovery Educaion, and National Geographic to supplement the curriculum.	September 2010-June 2013	Teachers, Technology specialists	Students will demonstrate competency in computer applications, ethics and proper usage with projects, portfolios, etc.
1.d	The use of digital audio and video media will be implemented through the use of handheld digital devices. This will engage different learning styles and appeal to digital natives.	September 2010-June 2013 (ongoing)	Special Education Coordinators, Technology Coordinator, teachers	Project based learning will be evident in plan books, lessons, student activities, e.g. video interviews
1.e	Student will use built-in video cameras within the district laptops/netbooks to communicate with students in different countries to better understand their perspectives on global issues.	September 2010-June 2013	Technology Coordinator, Teachers	Project based learning will be evident in plan books, lessons, student activities, e.g. online video debate with international students
1.f	Additional SMART Boards will operate in classrooms to enable the students to become active participants in their learning through touch-screen interaction.	September 2010 – June 2013	All district staff	In-service handouts, certificates
1.g	Students will model, present, and discuss valid research techniques and online etiquette.	September 2010 – June 2013	Teachers, Media Specialist	Student projects, evaluation of submitted works

VI. Funding Plan (July 2010– June 2013)

A. Projected costs of technologies

The funding for this plan came from the SMART Board technology grant, The Universal Service Fund E-Rate, the school district budget, and from other funding sources, such as grants and local business contributions, as well as sources described in "New Jersey's Education Funding Sources" provided by the State of New Jersey Department of Education.

It should be noted that Federal, State, and grant funding varies each year. This proposed funding table will illustrate local funding as the primary source. Based on successful grant applications, E-Rate funding, and government aid, these figures will adjust by individual columns.

VII. Professional Development

A. Professional Development Staff

All technology related professional development training will be conducted by:

Scott E. Hughes, Ed.S.
Coordinator of Technology Services for the Wood-Ridge School District

and/or Business/Technology teachers

B. Planned Activities for staff

1. How teachers have access to educational technology:

Teachers in all schools and at all grade levels have access to desktop computer technology within their classrooms and a netbook for individual use that is signed-out to the teacher the beginning of each school year; each school has access to at least one computer lab. All three schools currently use COWs – Computers On Wheels mobile carts that hold 30 laptops each for a total of 150 mobile computers.

In addition to the labs, all classrooms have at least one networked computer. The high school and middle school staff have access to state of the art library/media center which maintains 20 computers, a SMART Board, and multimedia projection system.

2. How administrators have access to technology in their workplace.

All administrators, at the least, have a networked desktop computer running student management software, a personal laptop, and a laser printer. Administrators also maintain office LCD projection systems for presentation purposes.

3. How ongoing, sustained professional development for all administrators is provided:

Administrators are offered the opportunity to attend workshops and conferences which address technology and technological literacy in the classroom or library media center, e.g. Rutgers University Library conference, Felician College and Fairleigh Dickinson University workshops, ASCD National Conference. In the Wood-Ridge School District, all administrators communicate via email.

Additionally, all new technologies are presented to administrators prior to staff training through administrative council workshops.

C. 2010-20011 Planned Professional Development

After reviewing the results of the *Teacher Technology Survey*, additional professional development for faculty is requested the following areas:

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Podcasting	Training sessions for small groups and individuals are planned for audio file creation and publication	The Technology Coordinator and three computer/business teachers are available for in-class and cooperative teaching support
Educational Websites	Faculty meeting training on finding valid educational websites by reviewing domain extensions and peer reviewed data	The Technology Coordinator and district media specialists are available for small group or individual support regarding valid education research and web support
WikiSpaces	Staff will be trained on the use and integration of online wiki spaces for classroom use	The Technology Coordinator and three computer/business teachers are available for in-class and cooperative teaching support
Importing Digital Media	Staff will be trained on scanning pictures, using digital cameras, and digital tablets.	The Technology Coordinator and three computer/business teachers are available for in-class and cooperative teaching support
Maintaining and troubleshooting equipment issues	Instructional staff will trained in basic computer troubleshooting techniques	The Technology Coordinator and three computer/business teachers are available for in-class and cooperative teaching support
Using a SMART Board	Staff will receive frequent refresher courses on the setup and usage of SMART Board technologies	Currently the SMART Boards are housed in specific rooms within the schools. These classroom teachers, the Technology Coordinator, and the Media Specialist are all available and provide in-class support on a refresher level
Web 2.0 Basics	Training sessions will be established to provide training in available online applications	The Technology Coordinator and three computer/business teachers are available for in-class and cooperative teaching support

Technological Proficiencies (2009-2010)

The current level of staff proficiency throughout the district, as provided in a modified version of the NJDOE Technology Survey, is as follows for the district:

- Advanced Proficient 27%
- Proficient 44%
- Minimally Proficient 20%
- Not Proficient 9%

Based upon these results, a monthly schedule has been created for the 2010-2011 calendar school year. All training will occur during weekly faculty meetings at each school location and during 2 full in-service professional development days. This training is available to all instructional staff within the district.

In addition to staff faculty meetings, the Technology Coordinator is also available on a scheduled basis for in-class support and coaching. Having witnessed much success of this collaboration of classroom staff and the technology coordinator, the district is committed to continuing this endeavor for the foreseeable future.

As Coordinator of Technology Services for the Wood-Ridge School District, this individual is the primary contact point for all technology related professional development. Whether conducting the training himself, or finding suitable presenters, the Technology Coordinator will establish training based on a needs assessment of the staff. Trained in technology, the Technology Coordinator currently holds an MS in Educational Technology , an Ed.S. in Technology Management and Administration, and an Educational Doctorate in Technology Management and Administration. The education, coupled with years of hands-on technology work, provides a sound platform for providing cutting edge staff professional development.

Below represents several professional development topics set for the 2010-2011 school year.

Training of Technology Coordinator

The Technology Coordinator will become increasingly important, especially in conjunction with curriculum coordinators. The Technology Coordinator will need to attend relatively frequent workshops and training, and will need to train technicians, as well as to provide updates and training for district staff members. It may be advisable for teachers of specialty areas to train together on the technology as well as on new learning modes such as projects.

The Technology Coordinator serves as the primary technical contact within the district. Based on this responsibility, the district encourages continuing technical education as trends change.

D. Financial and Time Requirements for Professional Development

The Wood-Ridge School District is committed to on-going quality professional development. To that end, the district makes available for staff development on and off campus. Based on the 2010-2011 proposed budget, funds exists for professional development for all staff. In the past, funds have been drawn from local finances, state and federal funding, and various grants (NCLB). It is the belief of the Wood-Ridge School District that such funding will occur throughout the life of this technology plan.

In addition to financial obligations for professional development, the Wood-Ridge School District has also portioned time during faculty meetings. At present, all staff attend four faculty meetings per month. On an as needed basis, faculty meetings are used for professional development. Additionally, the district maintains several all-day in-service training for the purpose of professional development. For training opportunities not provided by the Wood-Ridge School District, the district does allow staff to attend training off-site. In these situations, the district provides the time for training and reimburses the staff member for all costs incurred.

E. Projected Professional Development 2010-2013

Professional Development during 2010-2013

In the years 2010-2013 plans for ongoing staff professional development in the area of technology include:

- Summer technology workshops to be provided through grants, including a one-week session for elementary school teachers to create curriculum units utilizing technology.
- Continuing Professional Development workshops throughout the year, possibly in conjunction with other districts, provided through grants.
- Continuing in-house professional development workshops.
- Multi-district professional development workshops in PowerPoint, Excel, Advanced PowerPoint, Advanced Excel
- Professional development in concept mapping software Inspiration, Kidspiration
- Software evaluation day
- Email and Internet training
- SMART Board Training
- Podcasts
- Telecommunication demonstrations
- Discipline specific presentations, webquest education
- Power School grade book maintenance
- Web 2.0 applications
- Wikispaces and online learning environments

- Encourage inclusion of technology related goals in PIP's
    - Administrators will encourage educators to integrate technology into their unit plans.
    - Webquest design and implementation
    - Website design
    - Distance learning, Electronic Field Trips
    - Synchronous and asynchronous communication with peers, experts, educators.
    - On line course supplementation, such as Blackboard, backtracking, interactive blog postings, etc.
- Provide training during the day, after school and in the summer
    - Various levels of training, and cohort groups, will be established to create a level of technology literacy for all teachers
    - Newly hired teachers will attend a summer institute to learn the technologies existent in Wood-Ridge School District
    - Electronic grade books
    - Specialized software
    - Presentation software
    - Troubleshooting procedures
    - Teachers will seek outside professional development workshops that integrate technology in their grade level
- Increase training staff
    - Teachers who develop an expertise in a given technology will be encouraged to and compensated for sharing this expertise with their peers
    - GIS
    - Subject specific software, hardware and peripherals
- .Partnerships with local colleges and districts will continue
    - Felician College
    - Fairleigh Dickinson University
    - Professional development day
    - Rutgers University

VIII. Evaluation Plan

Three-Year Technology Plan Evaluation Narrative The Technology Committee will conduct meetings to appraise and assess the goals and objectives of the Technology Plan. The consistent and methodical upgrading of staff and student skills will be recorded and implemented, as will the testing and implementation of new technology-based curricular modules based on the core curricular content. Evaluation of the outcomes of this Technology plan will be conducted in the following manner:	
Describe the process to regularly evaluate this plan as <u>effectively</u>. . .	
a. integrating technology	• Observation of teacher's use of technology. • Observations of lessons conducted utilizing technology. • An observation of lesson plans integrating technology into curriculum. • Copies of lesson plans, web pages, and projects • Copies of student assessments used. • Observation of the teacher's use of e-mail. • Copies of In-service agendas. • Copies of projects and/or assessments given. • Staff attendance list at in-service training • Principal Observations
b. enabling students to meet challenging state academic standards	• All students will have access to the equipment and services needed to be connected to the information superhighway consistent with the funded project. This will be evaluated through continued monitoring of the existing network infrastructure • All classrooms will have the necessary connections to the network to allow access to on-line services. Additional connections will be added throughout the life of the technology plan to allow for additional technologies. This will be evaluated through schematics and diagrams of existing network topology. • Schedules for use of computer labs and media center and mobile computers will be published. Technology based instruction will take place on a

	daily basis. Administrators will evaluate usage by all staff to ensure equal use among all students. • The teaching staff will receive staff development on integrating technology into the curriculum and their daily lesson plans. • Students and staff will have access to varying technology related tools to differentiate instruction (SMART Boards, iPods, document scanners, web cams, etc.) This will be evaluated through the current inventory of available technologies.
c. developing life-long learning skills	Life-long learning skills begin in the early grades and continue on throughout the educational career of Wood-Ridge School District students. Based on emerging technologies, the creation of new occupations, and the shift to a full technology information way of life, students are taught that in order to stay productive outside of school, they must continue to strive and learn. To this end, the Wood-Ridge School District will create specific students models to help achieve this goal: Students will learn to: • Plan their own research projects • Assess their own progress • Learn in both formal (classroom) and informal settings (online, distance learning) • Learn from their peers • Integrate knowledge from different content areas • Use higher level thinking and problem solving skills These strategies will be taught throughout the student's educational life in Wood-Ridge. Students will learn to strive and achieve on their own and with groups with little support from classroom facilitators. It is only this way, which students can prepare to become life-long learners. Activities to achieve goals will include: • An increase in varied forms of assessment (projects, presentations, web page creations, etc.) • By planning their own learning, students will

	create their own assignment based on current course material (this could include internships and outside mentoring) • Students will engage in peer-lead projects where each student will take on the role of team leader to afford the skills needed for success

Appendix A – Student Acceptable Use Policy

Student's Name:

Wood-Ridge School District
Computer Network and Internet Access
Conditions, Rules and Acceptable Use Policy

Parents/guardians and students are required to read this agreement and sign in the sections as noted. Signatures of the parent/guardian and student make this document a legally binding contract in consideration of which the Wood-Ridge Public School District provides the student access to a computer interface to Internet services.

It is understood that failure to sign this contract and abide by its stipulations will result in loss of privileges of use of any computer, network and Internet services provided by the Wood-Ridge Public School District, but will in no way release the student from his/her academic responsibilities.

A. Overview

The mission of the Wood-Ridge Public School District is to support lifelong learners who are equipped with the skills and competencies necessary to succeed in the information-based global economy of the 21st century. The District has deployed a wide-area network that will allow students access to a multitude of instructional resources from both local and remote repositories of electronically stored information.

The Internet is an electronic communications network which provides vast, diverse and unique resources, and is used by students, educators, business, the government, the military, and organizations. With the growing wealth of information now available online, the Internet has become an effective tool in the classroom for research, communications and networking. As a learning resource, the Internet is similar to books, magazines, video, CD-ROMs and other information sources. Students are allowed access to Internet resources with the understanding that some material, which can be accessed on the Internet, is inaccurate; additionally, some resources contain material that is deemed contrary to prevailing community standards and is inappropriate for students and/or classroom use. The access to such resources will not be permitted.

No Expectation of Privacy

The computers and network are District property; therefore the students shall have no expectation of privacy when using either. Supervision and maintenance of the District's computers as well as monitoring communication over networks may require a review and inspection of District computers. Privacy in the District's computers and/or communication over its networks is not guaranteed. Students of District computers should not expect that information stored on or accessed by the District computers, in any form, will be private. The District reserves the right to access and monitor any and all information stored within or accessed by District computers, inclusive of email, all computer files (whether generated,

stored, accessed, viewed on district computers, portable media such as USB or CD-Roms, or passed over the District network, and all electronic forms of communication. The District reserves the right to monitor any email and computer files for any legitimate educational reasons, including when there is a reasonable suspicion that student use of these systems violates the Acceptable Use Policy, or may have an adverse affect on the District or District students and/or employees. [Federal Rules of Civil Procedure]

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THIS PROVISION

The Wood-Ridge Public School District will provide a computer interface to Internet services that students should use in accessing instructional and reference material on the Internet. However, with access to computers and people worldwide also comes the availability of materials that may not be considered to be of educational value in the context of the school setting. This interface is designed so that objectionable materials are not easily available; however, the Internet is designed in such a manner that all materials contained within it are accessible using various search and retrieval tools. Students must understand that despite the best efforts of the District, inappropriate materials could be encountered during valid student research to achieve instructional objectives. At school, students' access to and use of the Internet will be monitored as any other classroom activity. However, the school district cannot prevent the possibility that some students may access materials that is not consistent with the educational mission, goals, and policies of the school district, since Internet access may be obtained outside of the school setting.

The Wood-Ridge Board of Education is committed to protecting Wood-Ridge Public School District's students, employees, partners, and the district from illegal or damaging actions by individuals, either knowingly or unknowingly. The District's Internet access offers vast, diverse and unique resources to employees and students. The goal in providing this service to all students is to promote educational excellence in the schools by facilitating and promoting resource sharing, innovation, and improved communications.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of the Wood-Ridge Public School District. These systems are to be used for educational purposes in serving the interests of the school district, and those of our students, employees and share holders in the course of normal operations.

B. Purpose

To provide the requirements and responsibilities that are consistent with the Wood-Ridge Public School District's educational objectives and security requirements for the use of computers, Internet resources and network services of the District. These rules are in place to protect the student and the Wood-Ridge Public School District. Inappropriate use exposes the Wood-Ridge Public School District to risks including virus attacks, compromise of network systems and services, and legal issues.

C. Scope

This policy applies to all students. This policy applies to all computer equipment, network systems and services that is owned or leased by the Wood-Ridge Public School District.

D. Policy

The computers and the network are District property. Students shall have no expectation of privacy when using either the District's computers or network. Any violation of policy will result in the loss of computer privileges which includes the termination of the privilege of using District desktops or laptops. The District may seek disciplinary action or criminal penalties for the inappropriate or illegal use of the District's computers or network, depending on the infraction. *The terms of the policy apply to use of District computers and networks both in school and off of school grounds.*

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THIS SCOPE AND POLICY PROVISION

The following practices using District computers and the District wide-area networks and its related equipment are prohibited. Any violations of practice are subject to disciplinary action as stated in this policy and in District, state and federal policies and regulations.
The lists below are by no means exhaustive, but attempt to provide a framework for activities which fall into the category of unacceptable use.

Privacy and Personal Safety:

1. Students acknowledge that for security and network maintenance purposes, authorized individuals within the Wood-Ridge Public School District may monitor equipment, systems and network traffic at any time, per the Wood-Ridge Board of Education Policy # 8311 (Managing Electronic Mail); Regulation #2361.
2. Students will only use the District's computers and wide-area networks and its related equipment for educational and career planning activities. The District's network system is considered a limited forum, and therefore is subject to the same restrictions of free speech as to any school publication, i.e., school newspaper, etc.
3. Students acknowledge that the use of computer systems for personal use is prohibited.
4. Parents/guardians have the right at any time to request to see the contents of only their child/children's computer files.
5. Students are prohibited from using the District's computers, network or Internet to post personal contact information about themselves or other people, including home address, telephone, cell phone, email, school address or work address, etc.
6. Students will not give their passwords to anyone. Students are prohibited from using passwords or accounts other than their own.
7. Students are prohibited from using the District's computers, network or Internet to arrange to meet with someone they have met online or for other personal use.

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THESE PROVISIONS

Illegal Activities:

1. All students are prohibited from using computers or the Wood-Ridge Public School District network to commit, facilitate, encourage or promote illegal acts.

2. All students are prohibited from knowingly accessing portions of the Internet that do not promote the educational or instructional mission or administrative function of the District.
3. Students will not use the computer or District network system to engage in any illegal acts including, but not limited to, purchasing a controlled substance, purchasing alcohol, engaging in criminal activity, threatening or harassing the safety of any person in school or out of school, etc. Police notification and District filing of complaint will occur.
4. Students are prohibited from vandalizing computers or the District network. This includes attempts to alter or destroy data of another user or to endanger the integrity of a computer of the District network, or the data stored thereon, including the introduction of any virus, time bomb, Trojan horse, etc., any deletion of or alternation of system files or data, and any damage to equipment. The unauthorized examination or copying of fields or data belonging to others is also defines as vandalism.
5. All students are prohibited from using a Wood-Ridge Public School District computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the Wood-Ridge local jurisdiction.
6. All students are prohibited from using computers or the District network to public any text, image or sound that contains content that is obscene or harmful to juveniles; that promotes, encourages, or provides the skills to commit illegal, criminal activities; or that is child pornography. Police involvement and filing of a complaint by the District will occur.
7. All students are prohibited from using computers and/or the District network to harass or threaten individuals or groups. Any individual and/or organization sending unsolicited broadcast email messages to students on the network will be filtered from sending future email messages.
8. Students will not use obscene, profane, lewd, vulgar, rude inflammatory, threatening, or disrespectful language in any electronic communication sent from or to a school computer.
9. Students will not create or forward "chain letters", "Ponzi" or other "pyramid" schemes of any type.
10. Students will not engage in personal attacks, including prejudicial or discriminatory attacks via email using the District's computers and network, or sent from or to a school computer.
11. Unauthorized use, or forging, of email header information by the student is prohibited.
12. All students are prohibited from using the District computers or network to vandalize other computers or students both inside and outside the network.
13. Attempting to gain unauthorized access to the district's network or any other computer system or to go beyond authorized access is prohibited. This includes attempting to log in through another person's account or access another person's files.
14. All students are prohibited from using the District computers or network to vandalize other computers or students both inside and outside the network.
15. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using our computers and/or through our network system.

STUDENT'S INITIALS_____

I HAVE READ AND ACCEPT THESE PROVISIONS

Inappropriate Access to/of Material/Use of email

1. Students will not send unsolicited email messages, including the sending of "junk mail" or other advertising material (email spam).
2. Solicitation of email for any other email address with the intent to harass or to collect replies is prohibited.
3. Students who mistakenly download harmful programs, i.e. inadvertently download a virus, time bomb, Trojan horse, etc., must report the harmful program to the building principal and Technology Coordinator *immediately* upon discovery. Failure to notify the building principal and Technology Coordinator will result in loss of computer privileges for a period to be determined by the building principal.
4. Students will promptly disclose to their building principal or Technology Coordinator any message they receive that is inappropriate or threatening.

5. Outbound access to the Internet shall be in accordance with applicable District rules and regulations. Monitoring and management of acceptable use are the responsibility of the building principal and District Technology Coordinator.

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THESE PROVISIONS

Plagiarism and Copyright Infringement

1. Students will not plagiarize works that they find on the Internet. *Plagiarism* is using the ideas or writings of others and presenting them as if they were their own.
2. The Wood-Ridge Public School District will not tolerate infringement or violation of United States or international copyright laws or restrictions.
3. Copyrighted materials will not be downloaded form the Internet or further transmitted in any form without compliance with all terms of a preauthorized agreement.
4. These actions are illegal, even if only for the purposes of "browsing" and are subject to disciplinary action as stated in this policy and in District, state and federal policies.

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THESE PROVISIONS

Due Process

1. The District will cooperate fully with local, state or federal officials in any investigation arising from or related to illegal activities conducted through the District's network system.
2. In the event that a student has violated this policy or has in any way defaced or damaged District computers, network system or related services, he/she and parent/guardian will be provided with an explanation of the suspected violation and be afforded the opportunity to present an explanation to the convening authority, i.e. building principal, superintendent and/or board of education.
3. Violation of this policy will result in restrictions being placed on the student's computer account or the termination of the account. Restrictions or termination of the account will in no way release the student from his/her academic responsibilities.

4. Students violating this policy/contract will be subject to the consequences as indicated in *Legal References* and other appropriate discipline which includes but are not limited to:
    a. Use of computers and network only under direct supervision
    b. Suspension of network privileges- administrator determination
    c. Revocation of computer privileges – administrator determination
    d. Revocation of computer privileges – administrator/police determination
    e. Suspension from school - administrator
    f. Expulsion from school - administrator/Board of Education determination
    g. Legal action and prosecution by the authorities

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THESE PROVISIONS

Limitations of District Liability

1. The District will not be responsible for financial obligations arising through the unauthorized use of the District's network.
2. The Wood-Ridge Public School District reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

STUDENT'S INITIALS_____
I HAVE READ AND ACCEPT THESE PROVISIONS

E. Enforcement

Any student found to have violated this policy will be subject to disciplinary action, up to and including police involvement, suspension and/or expulsion.

Parent/guardian and Student Acceptance of *INTERNET ACCEPTABLE USE POLICY*

As a user of the District's computer and computer network, I agree to comply with the above stated policy and to use the computer and network responsibly.

By signing below, I hereby agree to be bound to the terms and conditions of this contract.

Student Name (print) _____**School**_____

Student Signature _____**Date** _____

Parent/Guardian Name (print) _____**Date**_____

Parent/Guardian Signature _____

Legal References:

N.J.S.A. 2A:38A-1 et seq.	Computer System
N.J.S.A. 2C:20-25	Computer Related Theft
N.J.S.A. 18A:7A-11	Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills
N.J.S.A. 18A:36-35	School Internet websites' disclosure of certain student information
N.J.A.C. 6A:24-1.1 et seq.	Urban Education Reform in the Abbott Districts See particularly: N.J.A.C. 6A:24- 1.4, 2.2, 4.1, 6.1
N.J.S.C. 6A:30-1.1 et.seq.	Evaluation of the Performance of School
17U.S.C.101	United States Copyright Law
47U.S.C.254 (h)	Children's Internet Protection

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et

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APPENDIX B – Staff Acceptable Use Policy

Wood-Ridge School District
Computer Network and Internet Access
Conditions, Rules and Acceptable Use Policy - Staff

A. Overview

The mission of the Wood-Ridge Public School District is to support lifelong learners who are equipped with the skills and competencies necessary to succeed in the information-based global economy of the 21st century. The District has deployed a wide-area network that will allow employees access to a multitude of administrative and instructional resources from both local and remote repositories of electronically stored information.

The Internet is an electronic communications network which provides vast, diverse and unique resources, and is used by educators, business, the government, the military, and organizations. With the growing wealth of information now available online, the Internet has become an effective tool in the classroom for research, communications and networking. As a learning resource, the Internet is similar to books, magazines, video, CD-ROMs and other information sources. Employees (users) are allowed access to Internet resources with the understanding that some material, which can be accessed on the Internet, is inaccurate; additionally, some resources contain material that is deemed contrary to prevailing community standards and is inappropriate for classroom use. The access to such resources will not be permitted.

No Expectation of Privacy

The computers and network are District property; therefore the employees shall have no expectation of privacy when using either. Supervision and maintenance of the District's computers as well as monitoring communication over networks may require a review and inspection of District computers. Privacy in the District's computers and/or communication over its networks is not guaranteed. Users of District computers should not expect that information stored on or accessed by the District computers, in any form, will be private. The District reserves the right to access and monitor any and all information stored within or accessed by District computers, inclusive of email, all computer files (whether generated, stored, accessed, viewed on district computers, portable media such as USB or CD-Roms, or passed over the District network, and all electronic forms of communication. The District reserves the right to monitor any employee's district-issued email and computer files for any legitimate business reasons, including when there is a reasonable suspicion that employee use of these systems violates the Acceptable Use Policy, or may have an adverse affect on the District or District employees.[Federal Rules of Civil Procedure]

The Wood-Ridge Public School District will provide a computer interface to Internet services that employees should use in accessing instructional and reference material on the Internet. However, with access to computers and people worldwide also comes the availability of materials that may not be considered to be of educational value in the context of the school setting. This interface will be designed so that objectionable materials are not easily available; however, the Internet is designed in such a manner that all materials contained within it are accessible using various search and retrieval tools. Employees must understand that inappropriate materials could be encountered during valid employee's research to achieve instructional objectives. At school, employees' access to and use of the Internet will

monitor as any other classroom activity. However, the school district cannot prevent the possibility that some users may access materials that is not consistent with the educational mission, goals, and policies of the school district, since Internet access may be obtained outside of the school setting.

Employees are required to read this agreement carefully. Signature of the employee makes the document a legally binding contract, in consideration of which the Wood-Ridge Public School District agrees to provide to the employee access to a computer interface to Internet services.

The Wood-Ridge Board of Education is committed to protecting Wood-Ridge Public School District's employees, partners, and the district from illegal or damaging actions by individuals, either knowingly or unknowingly. The District's Internet access offers vast, diverse and unique resources to employees and users. The goal in providing this service to all employees is to promote educational excellence in the schools by facilitating and promoting resource sharing, innovation, and improved communications.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of the Wood-Ridge Public School District. These systems are to be used for business purposes in serving the interests of the school district, and those of our employees and share holders in the course of normal operations.

E. Purpose

To provide the requirements and responsibilities that are consistent with the Wood-Ridge Public School District's educational objectives and security requirements for the use of computers, Internet resources and network services of the District. These rules are in place to protect the employee and the Wood-Ridge Public School District. Inappropriate use exposes the Wood-Ridge Public School District to risks including virus attacks, compromise of network systems and services, and legal issues.

F. Scope

This policy applies to employees, contractors, consultants, substitutes, and other workers at Wood-Ridge School District (known as *user)*, including all personnel affiliated with third parties. This policy applies to all computer equipment, network systems and services that is owned or leased by the Wood-Ridge Public School District.

G. Policy

The computers and the network are District property. Employees shall have no expectation of privacy when using either the District's computers or network. Any violation of policy will result in the loss of computer privileges which includes the termination of the privilege of using District laptops. The District may seek disciplinary action or criminal penalties for the inappropriate or illegal use of the District's computers or network, depending on the infraction. The terms of the policy apply to use of District computers both in school and off of school grounds.

The following practices using District computers and the District wide-area networks and its related equipment shall be prohibited. The lists below are by no means exhaustive,

but attempt to provide a framework for activities which fall into the category of unacceptable use.

8. All users are prohibited from knowingly accessing portions of the Internet that do not promote the educational or instructional mission or administrative function of the District.
9. All users are prohibited from using computers or the Wood-Ridge Public School District network to commit, facilitate, encourage or promote illegal acts.
10. Using a Wood-Ridge Public School District computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the Wood-Ridge local jurisdiction.
11. The use of computer systems for personal use unrelated to the mission of the District should be limited to educational purposes. Note: staff development activities are considered to be “mission-related”.
12. For security and network maintenance purposes, authorized individuals within the Wood-Ridge Public School District may monitor equipment, systems and network traffic at any time, per the Wood-Ridge Board of Education Policy # 8311 (Managing Electronic Mail); Regulation #2361.
13. All users are prohibited from using computers and/or the District network to harass or threaten individuals or groups. Any organization sending unsolicited broadcast email messages to users on the network will be filtered from sending future email messages.
14. Users will not use obscene, profane, lewd, vulgar, rude inflammatory, threatening, or disrespectful language in any electronic communication sent from or to a school computer.
15. Users will not create or forward "chain letters", "Ponzi" or other "pyramid" schemes of any type.
16. Users will not engage in personal attacks, including prejudicial or discriminatory attacks via email using the District’s computers and network.
17. Users will not send unsolicited email messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam).
18. Users who mistakenly download harmful programs, i.e. inadvertently download a virus, time bomb, Trojan horse, etc., must report the harmful program to the building principal and Technology Coordinator *immediately* upon discovery. Failure to notify the building principal and Technology Coordinator will result in loss of computer privileges for a period to be determined by the building principal.
19. Unauthorized use, or forging, of email header information by the user is prohibited.
20. Solicitation of email for any other email address, other than that of the poster's account, with the intent to harass or to collect replies is prohibited.
21. Users will not use the computer or District network system to engage in any illegal acts including, but not limited to, purchasing a controlled substance, purchasing alcohol, engaging in criminal activity, threatening or harassing the safety of person, etc.
22. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using our computers and/or through our network system.
23. All users are prohibited from vandalizing computers or the District network. This includes attempts to alter or destroy data of another user or to endanger the integrity of a computer of the District network, or the data stored thereon, including the introduction of any virus, time bomb, Trojan horse, etc., any deletion of or alternation

of system files or data, and any damage to equipment. The unauthorized examination or copying of fields or data belonging to others is also defines as vandalism.

24. All users are also prohibited from using the District computers or network to vandalize other computers or users both inside and outside the network.
25. Outbound access to the Internet shall be in accordance with applicable District rules and regulations. Monitoring and management of acceptable use are the responsibility of the building principal and District Technology Coordinator.
26. Users shall not reveal their passwords to anyone. Users are prohibited from using passwords or accounts other than their own.
27. Copyrighted materials shall not be downloaded form the Internet or further transmitted in any form without compliance with all terms of a preauthorized agreement. The Wood-Ridge Public School District will not tolerate infringement or violation of United States or international copyright laws or restrictions.
28. All users are prohibited from using computers or the District network to public any text, image or sound that contains content that is obscene or harmful to juveniles; that promotes, encourages, or provides the skills to commit illegal, criminal activities; or that is child pornography.
29. The building principals, and Technology Coordinator may impose limitations on the retention, volume, and size of messages and data (including email) transmitted and stored on District network resources to ensure the integrity of the network and maximize data flow for all users.
30. Users will promptly disclose to their building principal or Technology Coordinator any message they receive that is inappropriate or threatening.
31. In the event there is a claim that an employee has violated this policy or has in any way defaced or damaged school computers, they will be provided with an explanation of the suspected violation and be afforded an opportunity to present an explanation to a convening authority.
32. The District will not be responsible for financial obligations arising through the unauthorized use of the District's network.
33. The Wood-Ridge Public School District reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

Staff Network and Internet Access

1. Email is provided to allow staff to communicate with students, parents and administration.
2. Laptop computers, netbooks and other computer equipment are provided to the teachers to allow communication with the district's student information system (Power School).
3. Attempting to gain unauthorized access to the district's network or any other computer system or to go beyond authorized access is prohibited. This includes attempting to log in through another person's account or access another person's files. All users are also prohibited from using the District computers or network to vandalize other computers or users both inside and outside the network.
4. These actions are illegal, even if only for the purposes of "browsing" and are subject to disciplinary action as stated in this policy and in District, state and federal policies.

E. Enforcement

Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

Employee Acceptance of Terms on Computer Use
As a user of the District's computer and computer network, I agree to comply with the above stated policy and to use the computer and network responsibly.

By signing below, I hereby agree to be bound to the terms and conditions of this contract.

Employee Name (print) _____**School**_____

Employee Signature _____**Date** _____

Legal References:

N.J.S.A. 2A:38A-1 et seq.	Computer System
N.J.S.A. 2C:20-25	Computer Related Theft
N.J.S.A. 18A:7A-11	Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills
N.J.S.A. 18A:36-35	School Internet websites' disclosure of certain student information
N.J.A.C. 6A:24-1.1 et seq.	Urban Education Reform in the Abbott Districts See particularly: N.J.A.C. 6A:24- 1.4, 2.2, 4.1, 6.1
N.J.S.C. 6A:30-1.1 et.seq.	Evaluation of the Performance of School
17U.S.C.101	United States Copyright Law
47U.S.C.254 (h)	Children's Internet Protection

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et

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Appendix C – Needs Assessment Survey

2010-2013 Technology Plan Survey - Teachers

Exit this survey

1. Page #1

The following survey is being administered to all teaching staff. The data from this survey will be used to complete the 2010-2013 Technology Plan. The purpose of this survey is to establish proficiency levels and provide subsequent training for those areas deemed minimal or not proficient.

Please answer the following questions.

Use this as the lead-in to each question: Describe your proficiency level in how well you.....

1. ...use a word processor to create handouts and documents?

☐ ...use a word processor to create handouts and documents? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

2. ...use presentation software such as PowerPoint to create multimedia presentations?

☐ ...use presentation software such as PowerPoint to create multimedia presentations? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

3. ...use a database to save and sort information and create reports?

☐ ...use a database to save and sort information and create reports? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

4. ...create charts and graphs of numerical data using a spreadsheet?

☐ ...create charts and graphs of numerical data using a spreadsheet? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

5. create your own Web pages to be accessed by students as a part of a lesson?

☐ create your own Web pages to be accessed by students as a part of a lesson? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

6. ...search the Internet for resources supportive of the learning environment?

☐ ...search the Internet for resources supportive of the learning environment? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

7. ...capture images using a digital camera or scanner and transferring them to a computer?

☐ ...capture images using a digital camera or scanner and transferring them to a computer? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

8. ...save and access files on your computer and/or network?

☐ ...save and access files on your computer and/or network? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

9. ...troubleshoot a computer that is not working properly?

☐ ...troubleshoot a computer that is not working properly? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

10. ...choose and use technology resources such as calculators, data collection probes, videos, educational software, the Web to support instruction?

☐ ...choose and use technology resources such as calculators, data collection probes, videos, educational software, the Web to support instruction? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

11. ...integrate technology according to the New Jersey Core Curriculum Content Standards when planning lessons?

☐ ...integrate technology according to the New Jersey Core Curriculum Content Standards when planning lessons? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

12. ...encourage students to create and evaluate their own original work using technology?

☐ ...encourage students to create and evaluate their own original work using technology? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

13. ...plan for and evaluate classroom management when students use technology resources such as the Web, calculators, data collection probes, videos, educational software, etc?

☐ ...plan for and evaluate classroom management when students use technology resources such as the Web, calculators, data collection probes, videos, educational software, etc? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

14. ...use instructional strategies such as whole group, collaborative, individualized, and learner centered for grouping students for project work?

☐ ...use instructional strategies such as whole group, collaborative, individualized, and learner centered for grouping students for project work? Advanced Proficient

☐ Proficient

- Minimally Proficient
- Not Proficient

15. ...provide opportunities for students to access resources that provide technological and/or discipline specific expertise?

- ...provide opportunities for students to access resources that provide technological and/or discipline specific expertise? Advanced Proficient
- Proficient
- Minimally Proficient
- Not Proficient

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2010-2013 Technology Plan Survey - Teachers

Exit this survey

2. Page #2

1. ...use tools such as rubrics, checklists, journals for self- and peer-assessment in critiquing student work?

- ...use tools such as rubrics, checklists, journals for self- and peer-assessment in critiquing student work? Advanced Proficient
- Proficient
- Minimally Proficient
- Not Proficient

2. ...teach students strategies to assess the quality of information they gather via the Web and/or other technologies?

- ...teach students strategies to assess the quality of information they gather via the Web and/or other technologies? Advanced Proficient

- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

3. encourage students with technology interests to share their expertise with their peers, teachers, and other adults in learning community?

- ☐ encourage students with technology interests to share their expertise with their peers, teachers, and other adults in learning community? Advanced Proficient
- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

4. ...do you develop instructional plans with specific learning strategies based on results from assessment measures such as authentic assessments, samples of student work, classroom exams, standardized tests?

- ☐ ...do you develop instructional plans with specific learning strategies based on results from assessment measures such as authentic assessments, samples of student work, classroom exams, standardized tests? Advanced Proficient
- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

5. ...use technology tools such as electronically generated graphs, charts, multimedia presentations, Web pages to communicate student performance data for school improvement initiatives?

- ☐ ...use technology tools such as electronically generated graphs, charts, multimedia presentations, Web pages to communicate student performance data for school improvement initiatives? Advanced Proficient
- ☐ Proficient
- ☐ Minimally Proficient

☐ Not Proficient

6. …use our email system to facilitate communication with administrators, other staff members, and parents/guardians?

☐ …use our email system to facilitate communication with administrators, other staff members, and parents/guardians? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

7. …review new/emerging technologies with respect to the potential capabilities and limitations for use in the classroom?

☐ …review new/emerging technologies with respect to the potential capabilities and limitations for use in the classroom? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

8. …evaluate the potential of new/emerging technologies to meet your personal and/or professional or work-related needs?

☐ …evaluate the potential of new/emerging technologies to meet your personal and/or professional or work-related needs? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

9. ...participate in technology-based collaboration such as on-line collaborative curriculum projects, forums, newsgroups, listservs for your own professional growth to stay abreast of new and emerging technologies supportive of learning?

☐ ...participate in technology-based collaboration such as on-line collaborative curriculum projects, forums, newsgroups, listservs for your own professional growth to stay abreast of new and emerging technologies supportive of learning? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

10. ...do you model the guidelines of our district's acceptable use policy when using technology and information with your students, colleagues, and the community?

☐ ...do you model the guidelines of our district's acceptable use policy when using technology and information with your students, colleagues, and the community? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

11. ...enforce classroom procedures that guide students' safe and healthy use of technology?

☐ ...enforce classroom procedures that guide students' safe and healthy use of technology? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

12. ...implement classroom procedures that comply with legal and professional responsibilities for students requiring assistive technologies?

☐ ...implement classroom procedures that comply with legal and professional responsibilities for students requiring assistive

technologies? Advanced Proficient

- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

13. ...advocate for equal access to technology for all students in your school?

☐ ...advocate for equal access to technology for all students in your school? Advanced Proficient

- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

14. ...implement school/district procedures (as defined by the acceptable use policy) that protect the privacy and security of student data and information?

☐ ...implement school/district procedures (as defined by the acceptable use policy) that protect the privacy and security of student data and information? Advanced Proficient

- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

15. ...model the ethical use of electronic resources and teach your students to honor intellectual property rights, to use proper citation, and to use equipment and electronic resources responsibly?

☐ ...model the ethical use of electronic resources and teach your students to honor intellectual property rights, to use proper citation, and to use equipment and electronic resources responsibly? Advanced Proficient

- ☐ Proficient
- ☐ Minimally Proficient
- ☐ Not Proficient

16. ...teach your students to select and modify graphics in order to make a point or illustrate what they have learned,

while respecting intellectual property and obeying copyright laws.

☐ ...teach your students to select and modify graphics in order to make a point or illustrate what they have learned, while respecting intellectual property and obeying copyright laws. Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

17. ...teach your students strategies for searching Internet, electronic, and print resources and strategies for evaluating information for authenticity, bias, reliability, and accuracy?

☐ ...teach your students strategies for searching Internet, electronic, and print resources and strategies for evaluating information for authenticity, bias, reliability, and accuracy? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

18. ...accept student work produced electronically, but do not require it?

☐ ...accept student work produced electronically, but do not require it? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

☐ Not Proficient

19. ...require students to employ computer-based technologies for communication, data analysis, and problem solving?

☐ ...require students to employ computer-based technologies for communication, data analysis, and problem solving? Advanced Proficient

☐ Proficient

☐ Minimally Proficient

Not Proficient

20. …understand the concept of Web 2.0 and its implications for increasing students' achievement in your classroom.

…understand the concept of Web 2.0 and its implications for increasing students' achievement in your classroom. Advanced Proficient

Proficient

Minimally Proficient

Not Proficient

21. In what areas do you feel you need training?

In what areas do you feel you need training? Word Processing

Spreadsheets

Presentation software

Email

Power School gradebook software

Image editing software

Videoediting software

SmartBoard use and lesson planning

Web 2.0 Basics

Wikispaces

Online learning environments

Podcasting

Webpage creation

Web/video Conferencing

Technology Integration Strategies

Maintaining and troubleshooting equipment issues

Other (please specify)

22. How do students use computers/technology in your classes?

How do students use computers/technology in your classes? to organize and store information

to collect data and perform measurements

to manipulate/analyze/interpret data

to create visual presentations

to perform calculations

to create models or simulations

to support individualized learning

for remediation for basic skills

to compensate for a disability

☐ to create visual displays of data/information

☐ to plan, draft, proofread, revise, and publish written text

☐ to create graphics or visuals of non-data products (diagrams, pictures, figures)

or limitation

Other (please specify)

23. Please enter your name:

Please enter your name:

24. Select your school:

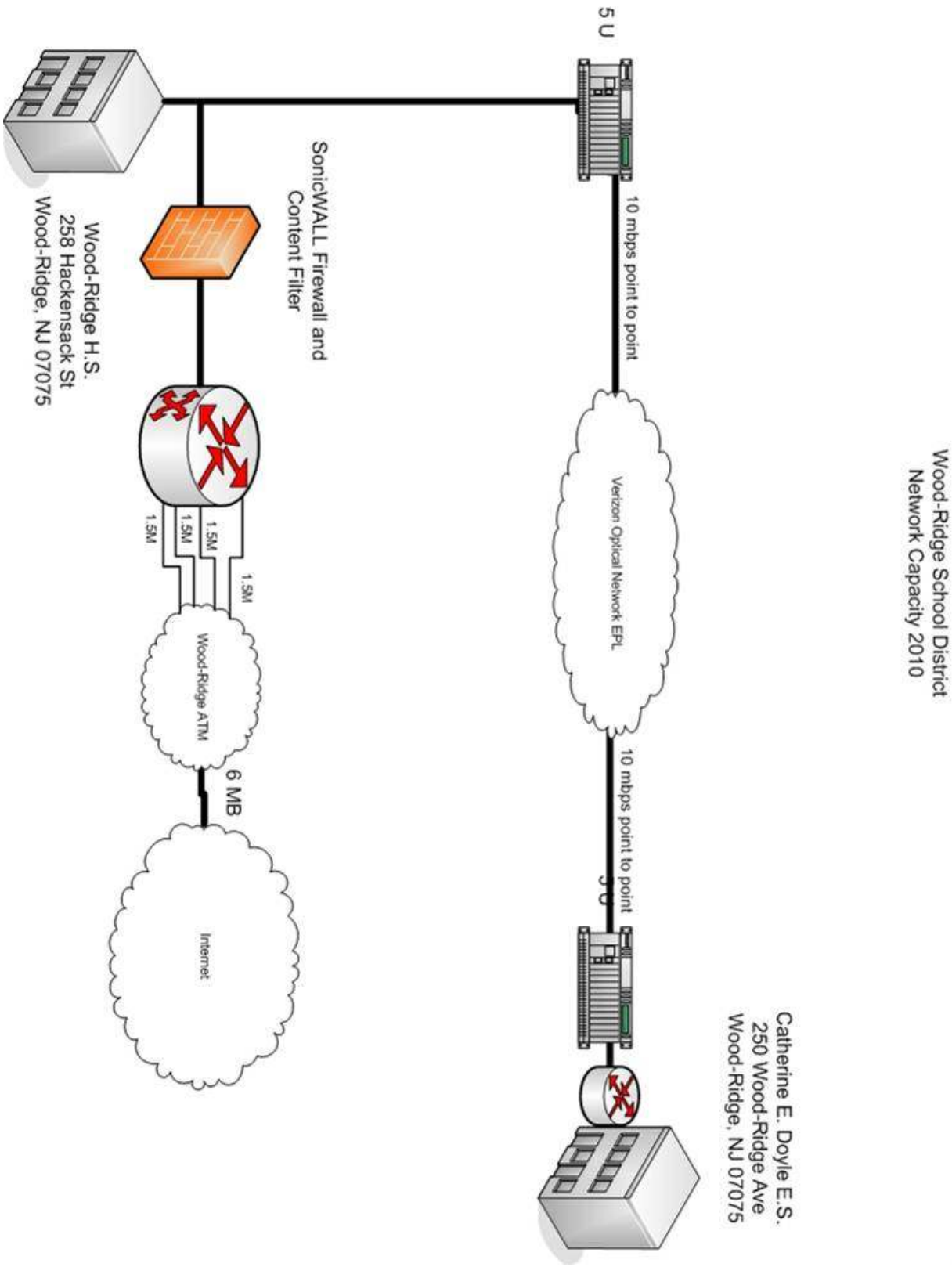
Select your school: Doyle

Middle School

High School

Thank you for your time and effort.

Scott Hughes

Prev Done

Appendix D – Network Capacity